

# TRANSFORMATIONAL LEADERSHIP VIEW360

Transformational Leadership View360 Profile for:  
Sally Sample  
CONFIDENTIAL

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## Summary Feedback Report

### Introduction

This Feedback Report provides you information about how you are perceived on the 7 critical competencies required for competitive performance within your organization.

This Feedback Report summarizes information from questionnaires completed by the following number and type of raters:

Self	1
Manager	1
Peer	2
Subordinate	2
Team Member	2

### This Feedback Report gives you:

- ✓ Competency Definitions
- ✓ Self Awareness Summary
- ✓ Competency Group Summary
- ✓ Competency Summary
- ✓ Most Frequent / Least Frequent Behaviors
- ✓ Behavior Summary
- ✓ Open Ended Comments
- ✓ Development Planning Guide

## Summary Feedback Report Continued

### What is Transformational Leadership?

Transformational leadership is a type of leadership style that leads to positive changes in those who follow. James MacGregor Burns (1978) first introduced the concept of transforming leadership in his descriptive research on political leaders, but this term is now used in organizational psychology as well.

Burns distinguished between ordinary (transactional) leaders, who exchanged tangible rewards for the work and loyalty of followers, and extraordinary (transformational) leaders who engaged with followers, focused on higher order intrinsic needs and raised consciousness about the significance of specific outcomes and new ways in which those outcomes might be achieved. Later, researcher Bernard M. Bass expanded upon Burns' original ideas to develop what is today referred to as Transformational Leadership Theory.

According to Bass (1985), transformational leadership can be defined based on the impact that it has on followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. A transformational leader offers followers something more than just working for self-gain—they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence (earlier referred to as charisma), inspirational motivation, intellectual stimulation and individual consideration.

### What are the Elements of Transformational Leadership?

The Transformational Leadership 360 strategically assesses both transformational (skills which encourage, stimulate and engage individuals to perform outstanding results) and transactional (skills which enables the organization to function and utilize all resources efficiently) areas. The summary feedback report provides a comparison of self and other ratings on specific competencies in each of these areas.

### Current Research on Transformational Leadership

Current research supports a significant association between transformational leadership styles with follower satisfaction with the leader, motivation of the follower and job performance of the leader (Judge & Picolo, 2004). Current findings also suggest that transformational and transactional leadership is typically highly related making it difficult to separate their unique effects. Finally, a significant association between transformational leadership and job performance has been established in many recent cross-cultural studies (Judge & Piccolo, 2004).

## Competency Definitions

### Transformational

**Painting a Vision**

*Creates and communicates a clear vision of the future and achieves support and buy-in.*

**Intellectual Stimulation**

*Encourages others to work to the best of their potential; Provides work assignments that are stretching but achievable.*

**Treating People as Individuals**

*Builds cooperative working relationships with others; Modifies style to work with others; Listens and seeks to understand the viewpoints of others.*

**Career and Skill Development**

*Coaches and develops individual talent and builds a high performance team.*

### Transactional

**Goal Setting**

*Defines strategies for the team, organizes resources to achieve goals and achieves results through realistic planning.*

**Performance Monitoring and Control**

*Checks to ensure projects, tasks and assignments are being completed on time and with quality; Effectively manages individual performance.*

**Providing Feedback**

*Keeps people up-to-date on the progress of work and provides feedback that people can accept in a timely manner.*

## Competency Definitions Continued

### RATING SCALE

1	Almost Never
2	Infrequently
3	Sometimes
4	Frequently
5	Almost Always
NA	Not Observable or Not Applicable

## Self-Awareness Index Introduction

### INTRODUCTION

Research suggests that accurate self-awareness about one's strengths and potential areas of development is important for effective job performance and success. The **Self-Awareness Index** provides a way for you to compare your own self-ratings to those of your raters (e.g. supervisor, direct reports, peers, etc.) on the critical competencies measured by **Transformational Leadership View360**.

The scores for all your raters have been averaged together and are compared to your own self-ratings and graphically displayed in one of the four quadrants shown below. The **Self-Awareness Index** can be categorized in four distinct ways:

- ✓ Potential Strengths - the competencies represented in this quadrant are those in which others rate you above average but you rate yourself below average relative to the norms. Others recognize these as potential strengths, but you do not
- ✓ Confirmed Strengths - the competencies represented in this quadrant are those rated above average by both yourself and other rater groups relative to the norms. They represent confirmed strengths -- assets on which you can leverage and capitalize on
- ✓ Potential Development Areas - the competencies represented in this quadrant are those that were rated below average by your rater groups but you rate yourself above average relative to the norms. You recognize these as potential strengths, but others do not
- ✓ Confirmed Development Areas - the competencies represented in this quadrant are those rated below average by both yourself and other rater groups relative to the norms. They represent confirmed development areas -- opportunities to potentially focus on

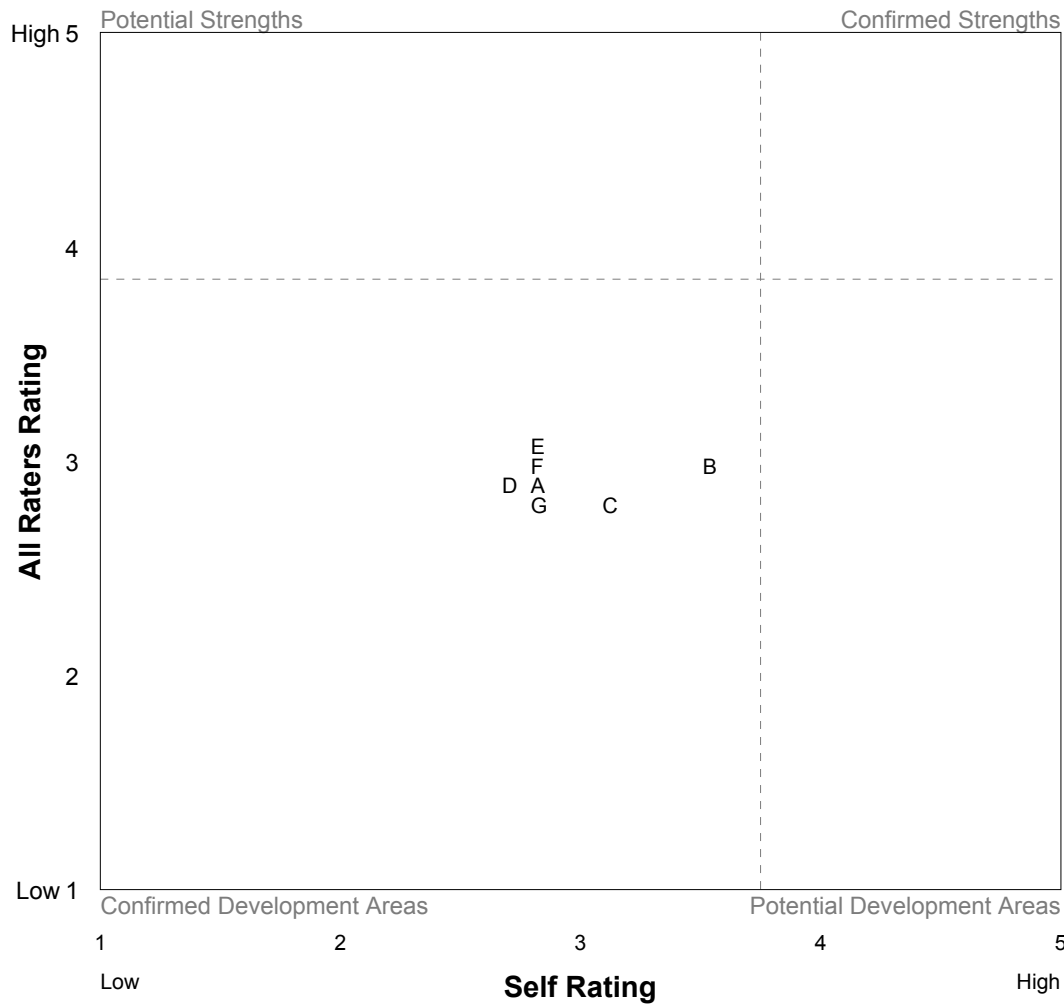
<b>OTHER RATINGS</b>	High	Potential Strengths	Confirmed Strengths
	Low	Confirmed Development Areas	Potential Development Areas
		Low	High

**SELF RATINGS**

### HOW TO USE YOUR SELF-AWARENESS INDEX

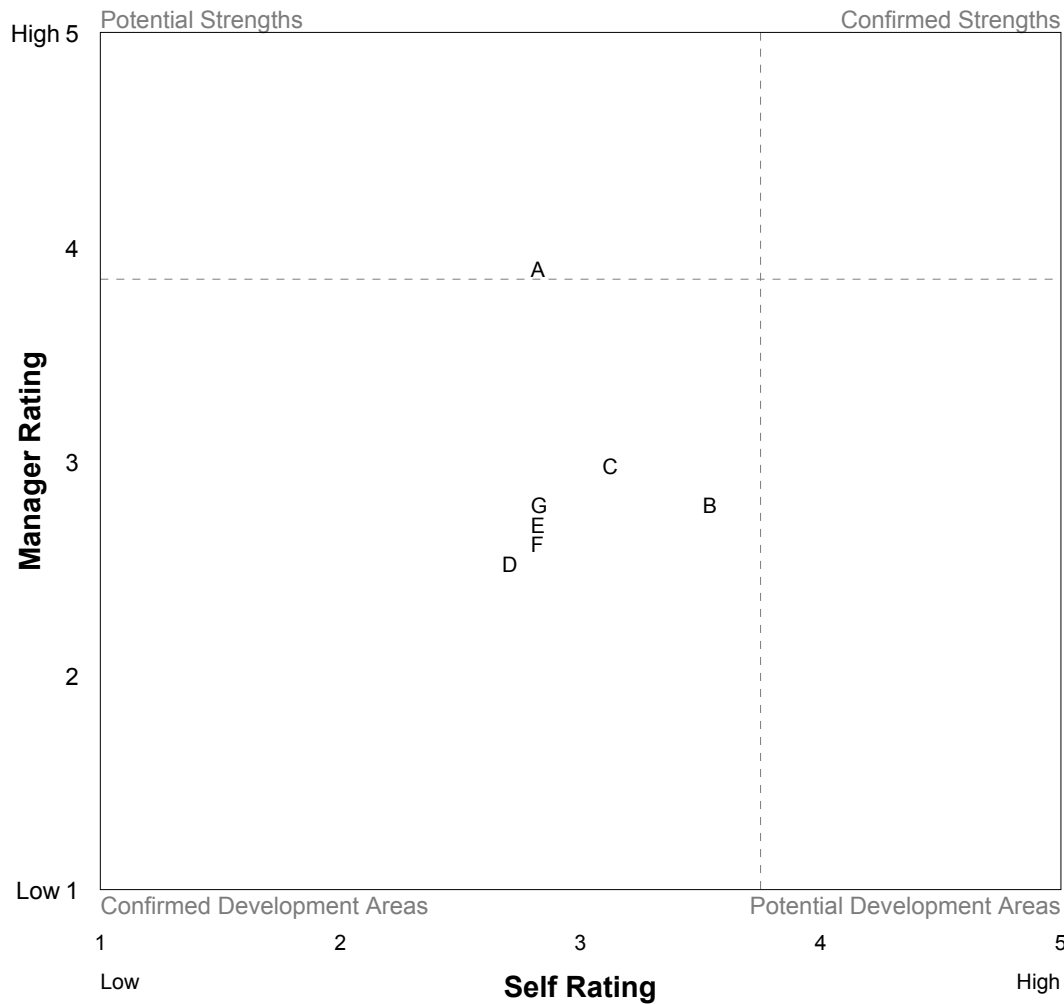
- ✓ First, examine the specific competencies that fall into each of these four quadrants
- ✓ Next, explore the themes of these competencies to see how they may or may not be logically related to each other. It's important to continue to leverage those competencies that are categorized as Confirmed or Potential Strengths
- ✓ Finally, consider ways to enhance skills and effectiveness in those competencies categorized as Confirmed or Potential Development Areas

## Self-Awareness Index Self - All Raters (N = 7)



	Average Scores	
	Self	All Raters
<b>Confirmed Development Areas</b>		
A. Painting a Vision	2.86	2.92
B. Intellectual Stimulation	3.57	3.04
C. Treating People as Individuals	3.14	2.88
D. Career and Skill Development	2.71	2.94
E. Goal Setting	2.86	3.14
F. Performance Monitoring and Control	2.86	3.02
G. Providing Feedback	2.86	2.88

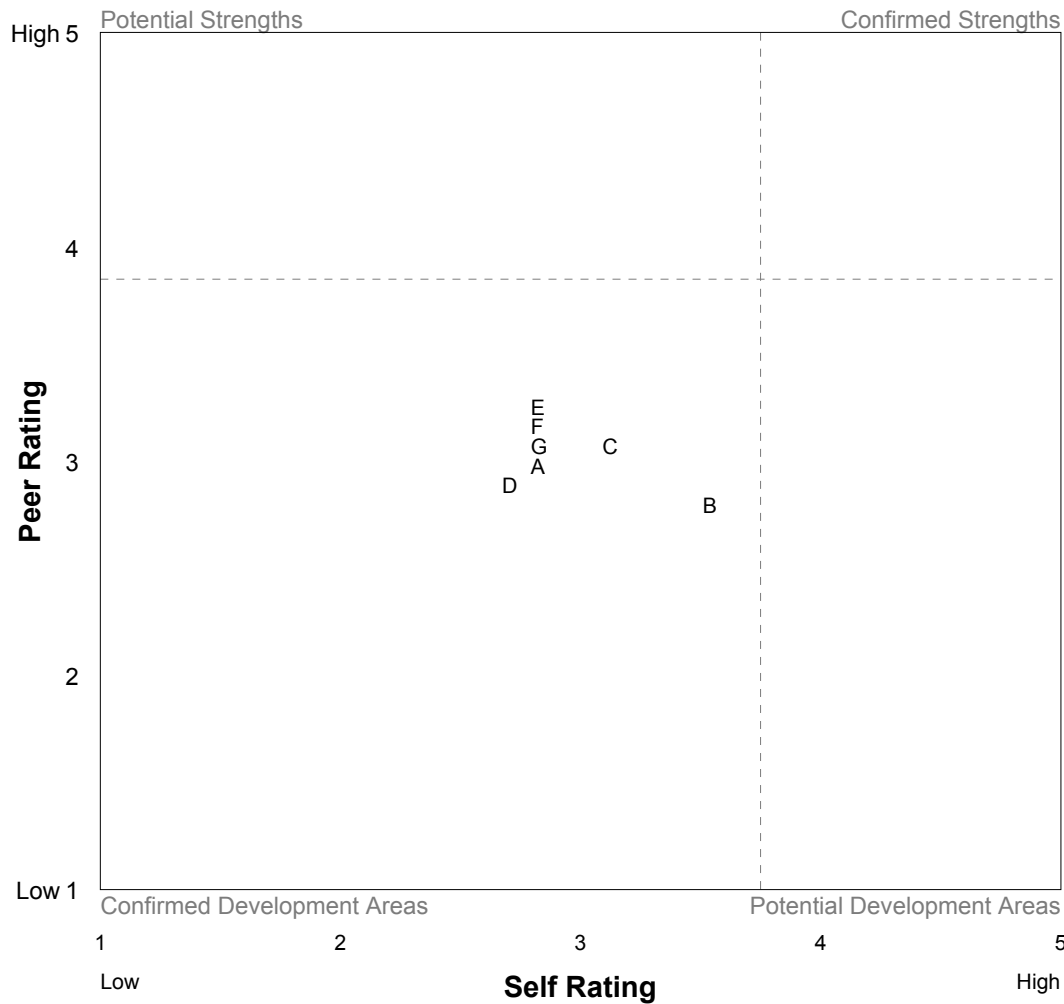
## Self-Awareness Index Self - Manager (N = 1)



	Average Scores	
	Self	Manager
<b>Potential Strengths</b>		
A. Painting a Vision	2.86	3.86
<b>Confirmed Development Areas</b>		
B. Intellectual Stimulation	3.57	2.86
C. Treating People as Individuals	3.14	3.00
D. Career and Skill Development	2.71	2.57
E. Goal Setting	2.86	2.86
F. Performance Monitoring and Control	2.86	2.71
G. Providing Feedback	2.86	2.86



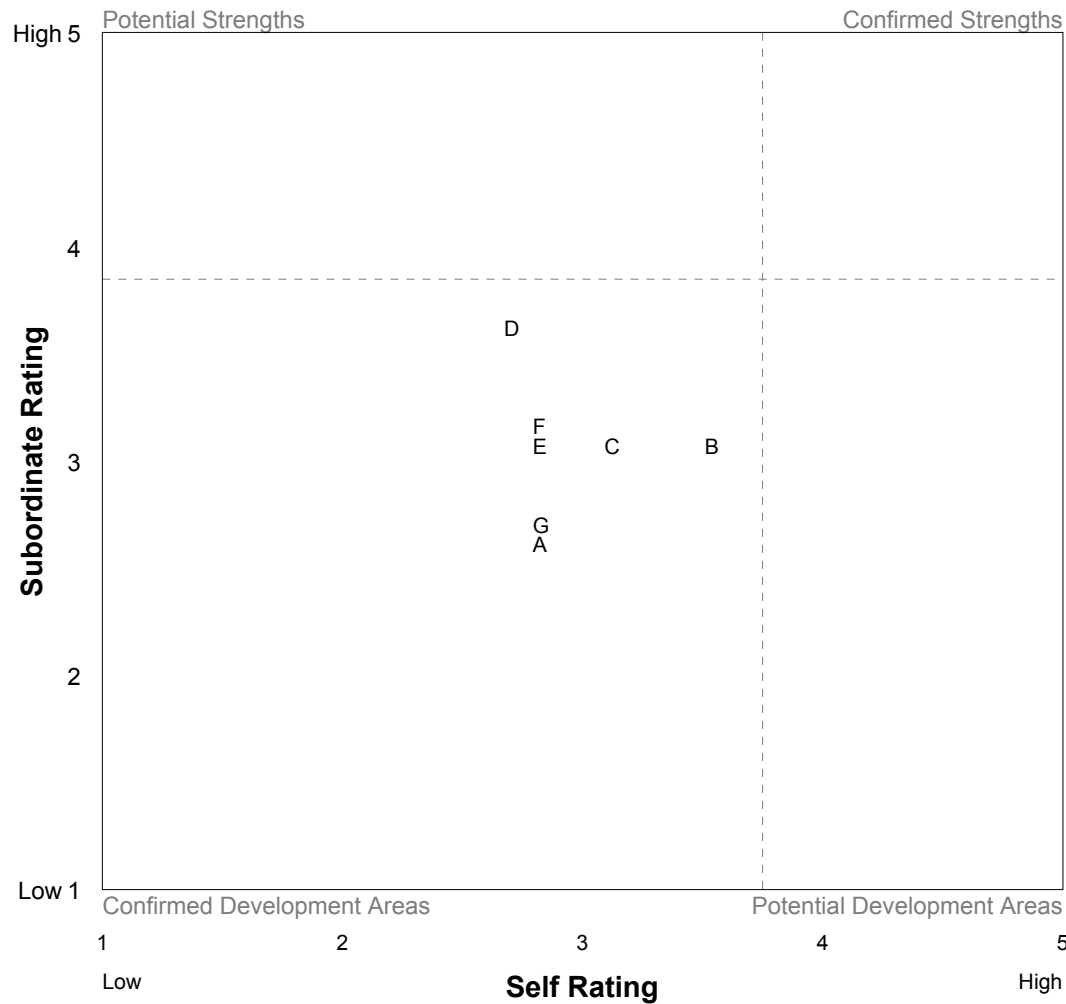
## Self-Awareness Index Self - Peer (N = 2)



**Confirmed Development Areas**

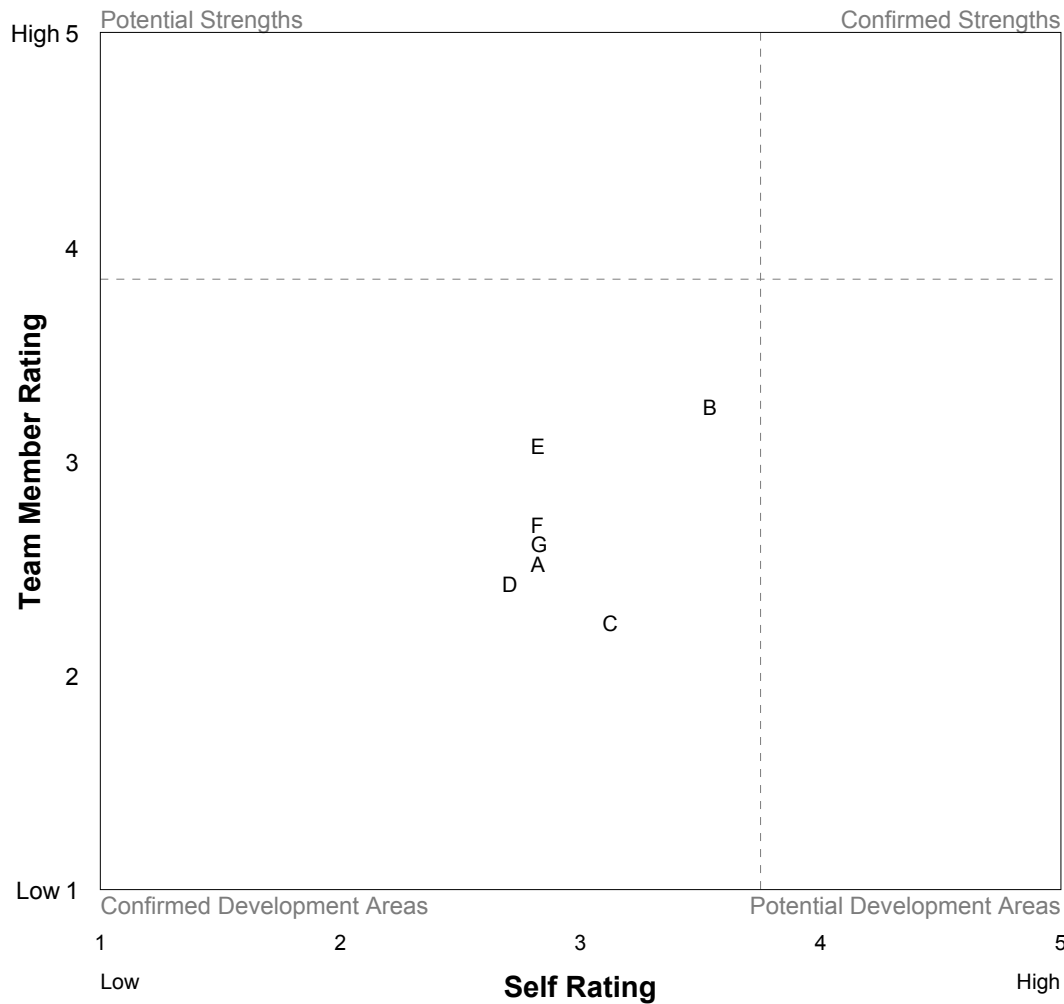
	<u>Self</u>	<u>Peer</u>
A. Painting a Vision	2.86	3.00
B. Intellectual Stimulation	3.57	2.86
C. Treating People as Individuals	3.14	3.14
D. Career and Skill Development	2.71	2.93
E. Goal Setting	2.86	3.29
F. Performance Monitoring and Control	2.86	3.21
G. Providing Feedback	2.86	3.14

## Self-Awareness Index Self - Subordinate (N = 2)



	Average Scores	
	<u>Self</u>	<u>Subordinate</u>
<b>Confirmed Development Areas</b>		
A. Painting a Vision	2.86	2.64
B. Intellectual Stimulation	3.57	3.07
C. Treating People as Individuals	3.14	3.14
D. Career and Skill Development	2.71	3.64
E. Goal Setting	2.86	3.14
F. Performance Monitoring and Control	2.86	3.21
G. Providing Feedback	2.86	2.79

## Self-Awareness Index Self - Team Member (N = 2)



**Confirmed Development Areas**

	<u>Self</u>	<u>Team Member</u>
A. Painting a Vision	2.86	2.64
B. Intellectual Stimulation	3.57	3.29
C. Treating People as Individuals	3.14	2.29
D. Career and Skill Development	2.71	2.43
E. Goal Setting	2.86	3.14
F. Performance Monitoring and Control	2.86	2.79
G. Providing Feedback	2.86	2.71

## Competency Group Introduction

### Competency Group Bar Graphs

Each Transformational Leadership View360 bar graph compares your self ratings to those of the other rater groups across 2 competency groups:

- Transformational
- Transactional

### How to Interpret Your Graphs

The bar graphs that follow compare your perceptions to those of other rater groups using average scores for each of the 2 Transformational Leadership View360 competency groups. Each rater group category and scores will be shown separately on the graphs with the actual raw score averages and number of raters shown on the right side. The thin line within each bar graph provides the range of scores for each rater group. The competency groups are presented in descending order based on the average scores of all raters.

Differences of one-half a point or more by the different rater groups might suggest important perceptual differences. Each Transformational Leadership View360 graph is easy to understand and interpret. You and your respondents were asked to rate the observed behaviors using the following 5-point scale:

On the bar graphs that follow, the ratings are indicated as shown below:

- |    |                                  |
|----|----------------------------------|
| 1  | Almost Never                     |
| 2  | Infrequently                     |
| 3  | Sometimes                        |
| 4  | Frequently                       |
| 5  | Almost Always                    |
| NA | Not Observable or Not Applicable |

## Competency Group Introduction Continued

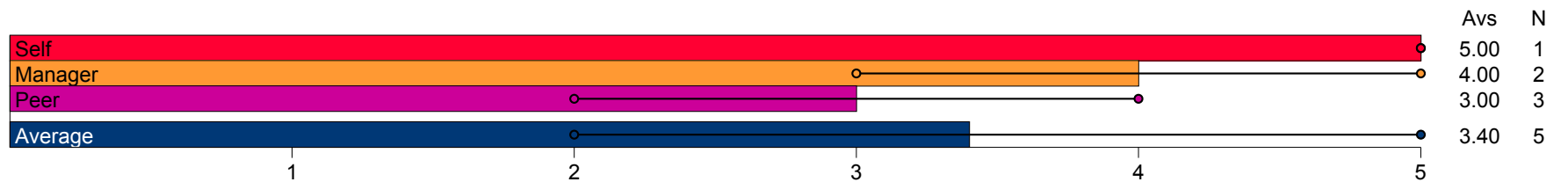
**AP** - "AP" means anonymity protection i.e., if fewer than a specified minimum number of people from a particular rater group have responded, the score is not shown to protect anonymity.

**NR** - "NR" means no people from a particular rater group have responded.

**N** - "N" shows the number of respondents who answered the questions in this competency group.

**Avs** - "Avs" is the average score and corresponds with the bar length.

### Example

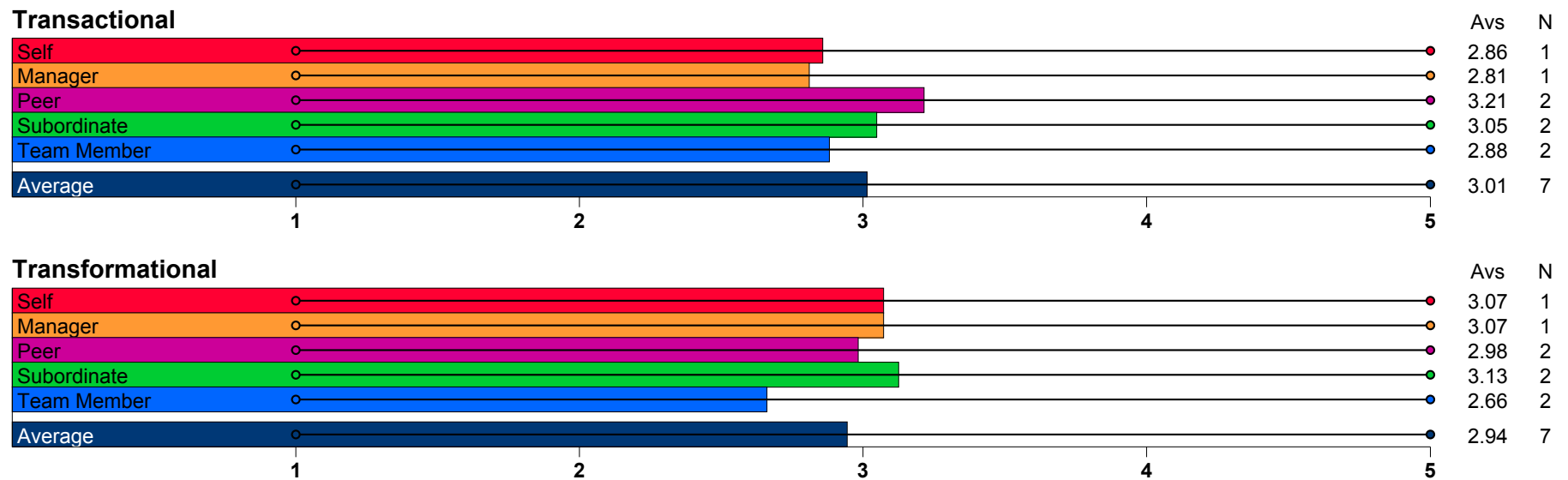


**Range Bars** - shows the range of scores, from the lowest to the highest.

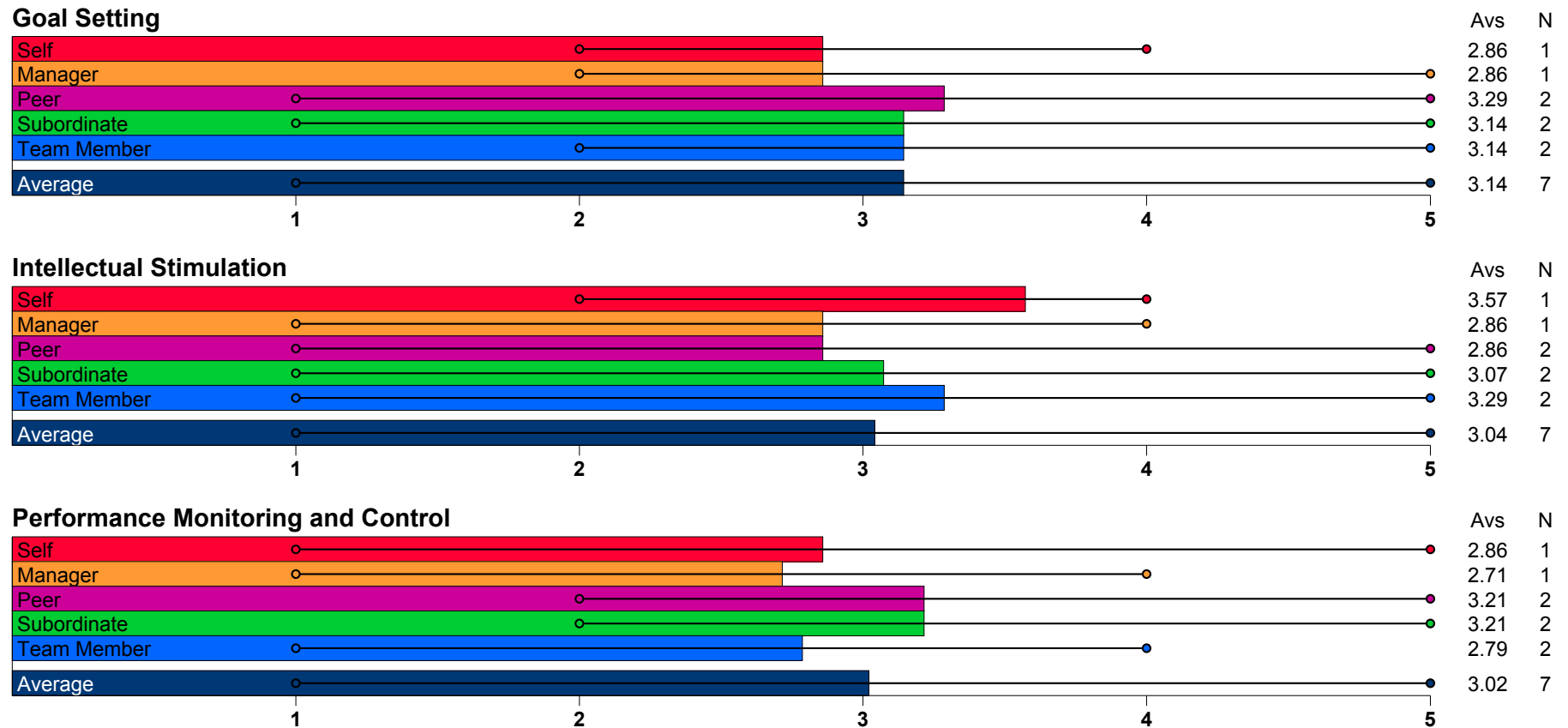
### Rating Scale

1 = Almost Never   2 = Infrequently   3 = Sometimes   4 = Frequently   5 = Almost Always

## Competency Group Summary

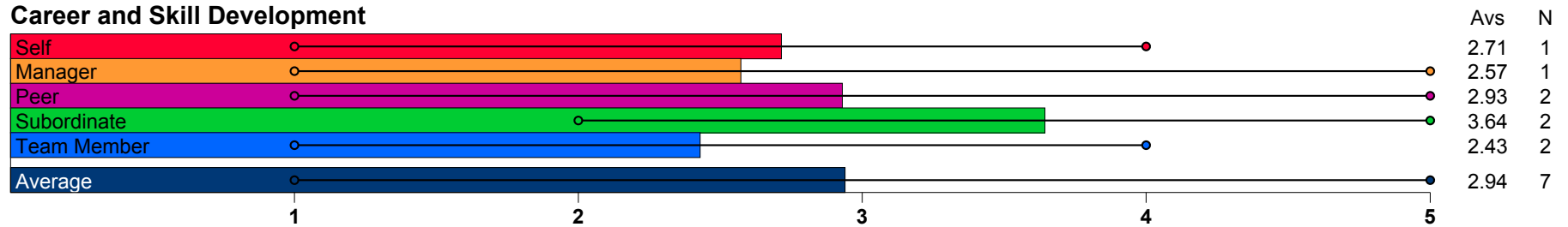


## Competency Summary

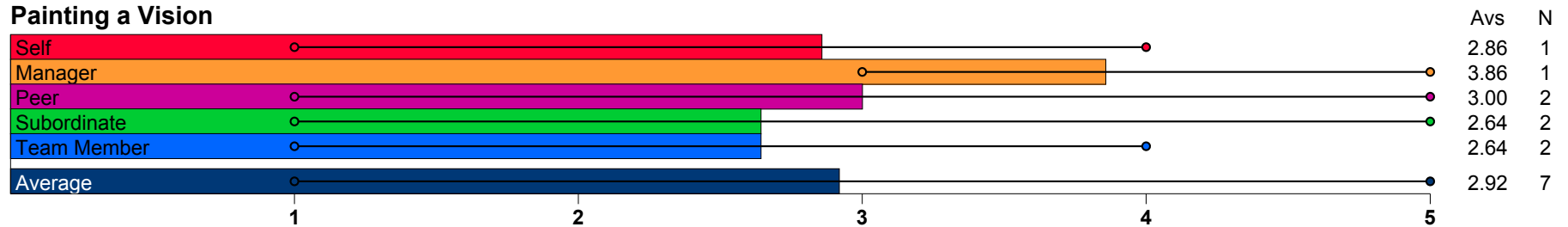


## Competency Summary Continued

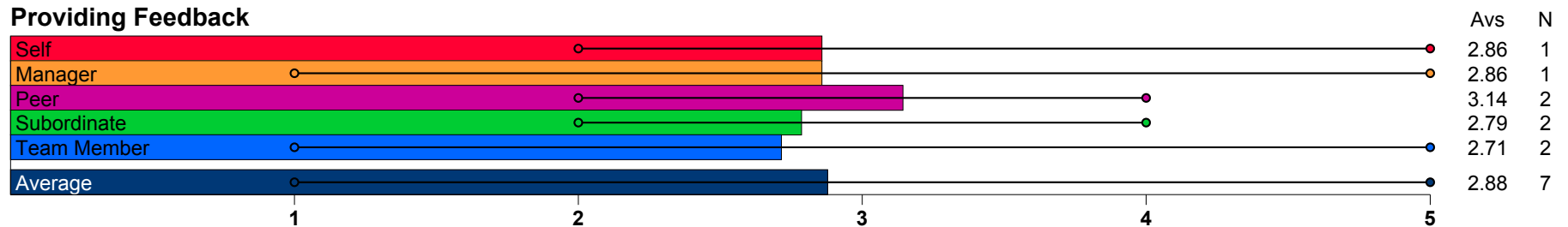
### Career and Skill Development



### Painting a Vision



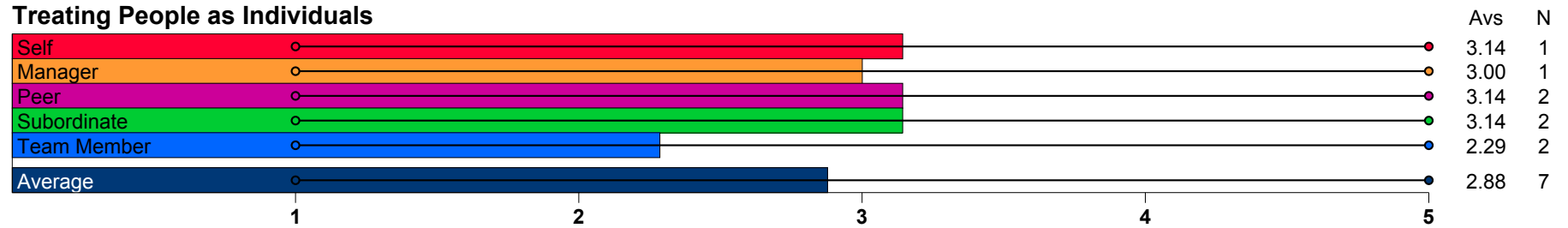
### Providing Feedback





## Competency Summary Continued

### Treating People as Individuals



## Most Frequent Behaviors - All Raters

The following behaviors were identified by your respondents as your most frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as frequently practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Identifies problems in their early stages.	Performance Monitoring and Control	3.86	0	0	2	4	1
Is able to think beyond the immediate (i.e., demonstrates a longer term perspective on goals, plans and objectives).	Goal Setting	3.86	0	0	3	2	2
Treats people fairly as unique individuals.	Treating People as Individuals	3.57	1	0	3	0	3
Uses delegation as a development opportunity.	Career and Skill Development	3.57	1	0	2	2	2
Perseveres towards goals despite problems and challenges or until they are no longer obtainable.	Goal Setting	3.57	1	1	1	1	3
Achieves goals through realistic planning.	Goal Setting	3.43	0	3	1	0	3
Identifies people's strengths and potential development areas.	Performance Monitoring and Control	3.43	0	2	1	3	1
Achieves buy-in and support to their vision.	Painting a Vision	3.43	0	2	1	3	1
Organizes and provides adequate resources to achieve goals.	Goal Setting	3.29	0	3	1	1	2
Encourages others to critically evaluate their ideas, arguments and suggestions.	Intellectual Stimulation	3.29	1	2	0	2	2

## Most Frequent Behaviors - All Raters

Most Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Influences people outside their direct control to accomplish tasks, projects and assignments.	Providing Feedback	3.29	0	2	2	2	1

## Most Frequent Behaviors - Manager

The following behaviors were identified by your respondents as your most frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as frequently practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Is able to think beyond the immediate (i.e., demonstrates a longer term perspective on goals, plans and objectives).	Goal Setting	5.00	0	0	0	0	1
Encourages self-development and professional development.	Career and Skill Development	5.00	0	0	0	0	1
Builds a collaborative and high performance team.	Career and Skill Development	5.00	0	0	0	0	1
Builds collaborative working relationships with immediate colleagues and peers.	Treating People as Individuals	5.00	0	0	0	0	1
Influences people outside their direct control to accomplish tasks, projects and assignments.	Providing Feedback	5.00	0	0	0	0	1
Motivates and inspires their team towards the vision and strategic goals of the organization.	Painting a Vision	5.00	0	0	0	0	1
Sets an enviable example for others to follow.	Painting a Vision	5.00	0	0	0	0	1
Uses delegation as a development opportunity.	Career and Skill Development	4.00	0	0	0	1	0
Tries to understand the other person's viewpoint.	Treating People as Individuals	4.00	0	0	0	1	0

## Most Frequent Behaviors - Manager

Most Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Achieves buy-in and support to their vision.	Painting a Vision	4.00	0	0	0	1	0
Inspires people to follow the vision.	Painting a Vision	4.00	0	0	0	1	0
Encourages others to critically evaluate their ideas, arguments and suggestions.	Intellectual Stimulation	4.00	0	0	0	1	0
Quickly analyzes relevant information and gains insight into problems.	Intellectual Stimulation	4.00	0	0	0	1	0
Asks questions and probes to challenge other's thinking.	Intellectual Stimulation	4.00	0	0	0	1	0
Perseveres towards goals despite problems and challenges or until they are no longer obtainable.	Goal Setting	4.00	0	0	0	1	0
Identifies people's strengths and potential development areas.	Performance Monitoring and Control	4.00	0	0	0	1	0
Identifies problems in their early stages.	Performance Monitoring and Control	4.00	0	0	0	1	0
Checks to ensure plans are on course (i.e., tracks and monitors progress on goals, tasks, and projects).	Performance Monitoring and Control	4.00	0	0	0	1	0
Provides performance feedback that motivates others.	Providing Feedback	4.00	0	0	0	1	0

## Most Frequent Behaviors - Peer

The following behaviors were identified by your respondents as your most frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as frequently practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Treats people fairly as unique individuals.	Treating People as Individuals	5.00	0	0	0	0	2
Identifies people's strengths and potential development areas.	Performance Monitoring and Control	4.50	0	0	0	1	1
Sets clear objectives and performance standards.	Goal Setting	4.50	0	0	0	1	1
Achieves buy-in and support to their vision.	Painting a Vision	4.50	0	0	0	1	1
Provides performance feedback that is clear, specific and behaviorally oriented.	Providing Feedback	4.00	0	0	0	2	0
Identifies problems in their early stages.	Performance Monitoring and Control	4.00	0	0	0	2	0
Uses delegation as a development opportunity.	Career and Skill Development	4.00	0	0	1	0	1
Asks questions and probes to challenge other's thinking.	Intellectual Stimulation	4.00	0	0	1	0	1
Is able to think beyond the immediate (i.e., demonstrates a longer term perspective on goals, plans and objectives).	Goal Setting	4.00	0	0	0	2	0
Keeps people up-to-date on the progress of work and assignments.	Providing Feedback	3.50	0	0	1	1	0

## Most Frequent Behaviors - Peer

Most Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Provides performance feedback that motivates others.	Providing Feedback	3.50	0	0	1	1	0
Inspires confidence in his / her strategic goals and objectives.	Painting a Vision	3.50	0	0	1	1	0
Inspires people to follow the vision.	Painting a Vision	3.50	0	0	1	1	0
Builds a collaborative and high performance team.	Career and Skill Development	3.50	0	1	0	0	1
Supports employee development and training initiatives.	Career and Skill Development	3.50	0	0	1	1	0
Tries to understand the other person's viewpoint.	Treating People as Individuals	3.50	0	1	0	0	1
Reviews and discusses individual performance on a regular basis.	Performance Monitoring and Control	3.50	0	0	1	1	0
Develops processes and procedures to monitor individual and team performance.	Performance Monitoring and Control	3.50	0	0	1	1	0
Organizes and provides adequate resources to achieve goals.	Goal Setting	3.50	0	0	1	1	0
Achieves goals through realistic planning.	Goal Setting	3.50	0	1	0	0	1

## Most Frequent Behaviors - Subordinate

The following behaviors were identified by your respondents as your most frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as frequently practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Encourages others to work to their best potential and utilize their signature strengths.	Intellectual Stimulation	4.50	0	0	0	1	1
Uses delegation as a development opportunity.	Career and Skill Development	4.50	0	0	0	1	1
Is able to think beyond the immediate (i.e., demonstrates a longer term perspective on goals, plans and objectives).	Goal Setting	4.00	0	0	1	0	1
Identifies problems in their early stages.	Performance Monitoring and Control	4.00	0	0	1	0	1
Controls without interfering (i.e., monitors performance but empowers others to make decisions and take actions to accomplish results).	Performance Monitoring and Control	4.00	0	0	1	0	1
Checks to ensure plans are on course (i.e., tracks and monitors progress on goals, tasks, and projects).	Performance Monitoring and Control	4.00	0	0	0	2	0
Asks questions and probes to challenge other's thinking.	Intellectual Stimulation	4.00	0	0	1	0	1
Treats people fairly as unique individuals.	Treating People as Individuals	4.00	0	0	1	0	1
Encourages self-development and professional development.	Career and Skill Development	4.00	0	0	1	0	1



## Most Frequent Behaviors - Subordinate

Most Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Treats mistakes as an opportunity for learning.	Career and Skill Development	4.00	0	0	1	0	1

## Most Frequent Behaviors - Team Member

The following behaviors were identified by your respondents as your most frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as frequently practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Achieves goals through realistic planning.	Goal Setting	5.00	0	0	0	0	2
Provides tasks, projects and assignments that are stretching but achievable.	Intellectual Stimulation	4.50	0	0	0	1	1
Creates a clear vision of the future.	Painting a Vision	4.00	0	0	0	2	0
Perseveres towards goals despite problems and challenges or until they are no longer obtainable.	Goal Setting	4.00	0	0	1	0	1
Encourages others to challenge the status quo and take prudent risks.	Intellectual Stimulation	4.00	0	0	1	0	1
Demonstrates the ability to sell the benefits of new ideas.	Intellectual Stimulation	4.00	0	0	1	0	1
Treats mistakes as an opportunity for learning.	Career and Skill Development	3.50	0	0	1	1	0
Organizes and provides adequate resources to achieve goals.	Goal Setting	3.50	0	1	0	0	1
Listens to others for understanding.	Treating People as Individuals	3.50	0	1	0	0	1
Quickly analyzes relevant information and gains insight into problems.	Intellectual Stimulation	3.50	0	1	0	0	1

## Most Frequent Behaviors - Team Member

Most Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Encourages others to critically evaluate their ideas, arguments and suggestions.	<b>Intellectual Stimulation</b>	<b>3.50</b>	0	1	0	0	1
Asks questions and probes to clarify what people are saying.	<b>Providing Feedback</b>	<b>3.50</b>	0	0	1	1	0
Influences people outside their direct control to accomplish tasks, projects and assignments.	<b>Providing Feedback</b>	<b>3.50</b>	0	0	1	1	0
Identifies problems in their early stages.	<b>Performance Monitoring and Control</b>	<b>3.50</b>	0	0	1	1	0
Identifies people's strengths and potential development areas.	<b>Performance Monitoring and Control</b>	<b>3.50</b>	0	0	1	1	0
Uses other people's time effectively.	<b>Performance Monitoring and Control</b>	<b>3.50</b>	0	0	1	1	0

## Least Frequent Behaviors - All Raters

The following behaviors were identified by your respondents as your least frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your least frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as infrequently practiced. As such, you should consider practicing these behaviors more frequently or helping others understand when you do demonstrate them.

Least Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Demonstrates high personal standards and integrity.	Painting a Vision	2.00	2	3	2	0	0
Discusses people's career goals and plans with them.	Career and Skill Development	2.14	2	3	1	1	0
Recognizes and responds to unspoken thoughts and feelings (i.e., non-verbal behavior).	Treating People as Individuals	2.29	2	2	2	1	0
Considers sufficient options and alternatives before making a decision.	Goal Setting	2.29	1	4	1	1	0
Answers questions succinctly and in a clear manner.	Providing Feedback	2.43	1	3	2	1	0
Keeps people up-to-date on the progress of work and assignments.	Providing Feedback	2.43	1	3	2	1	0
Supports employee development and training initiatives.	Career and Skill Development	2.57	2	1	2	2	0
Controls without interfering (i.e., monitors performance but empowers others to make decisions and take actions to accomplish results).	Performance Monitoring and Control	2.57	1	3	2	0	1
Reviews and discusses individual performance on a regular basis.	Performance Monitoring and Control	2.57	1	2	3	1	0
Sets clear objectives and performance standards.	Goal Setting	2.71	1	3	1	1	1

## Least Frequent Behaviors - All Raters

Least Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Develops processes and procedures to monitor individual and team performance.	<b>Performance Monitoring and Control</b>	2.71	1	2	2	2	0
Changes their interpersonal style and approach according to who they are dealing with.	<b>Treating People as Individuals</b>	2.71	0	3	3	1	0

## Least Frequent Behaviors - Manager

The following behaviors were identified by your respondents as your least frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your least frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as infrequently practiced. As such, you should consider practicing these behaviors more frequently or helping others understand when you do demonstrate them.

Least Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Coaches, trains and develops people.	Career and Skill Development	1.00	1	0	0	0	0
Supports employee development and training initiatives.	Career and Skill Development	1.00	1	0	0	0	0
Treats mistakes as an opportunity for learning.	Career and Skill Development	1.00	1	0	0	0	0
Discusses people's career goals and plans with them.	Career and Skill Development	1.00	1	0	0	0	0
Answers questions succinctly and in a clear manner.	Providing Feedback	1.00	1	0	0	0	0
Develops processes and procedures to monitor individual and team performance.	Performance Monitoring and Control	1.00	1	0	0	0	0
Reviews and discusses individual performance on a regular basis.	Performance Monitoring and Control	1.00	1	0	0	0	0
Recognizes and responds to unspoken thoughts and feelings (i.e., non-verbal behavior).	Treating People as Individuals	1.00	1	0	0	0	0
Provides tasks, projects and assignments that are stretching but achievable.	Intellectual Stimulation	1.00	1	0	0	0	0
Organizes and provides adequate resources to achieve goals.	Goal Setting	2.00	0	1	0	0	0

## Least Frequent Behaviors - Manager

Least Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Sets clear objectives and performance standards.	Goal Setting	2.00	0	1	0	0	0
Considers sufficient options and alternatives before making a decision.	Goal Setting	2.00	0	1	0	0	0
Achieves goals through realistic planning.	Goal Setting	2.00	0	1	0	0	0
Keeps people up-to-date on the progress of work and assignments.	Providing Feedback	2.00	0	1	0	0	0
Provides timely and ongoing individual performance feedback.	Providing Feedback	2.00	0	1	0	0	0
Changes their interpersonal style and approach according to who they are dealing with.	Treating People as Individuals	2.00	0	1	0	0	0
Controls without interfering (i.e., monitors performance but empowers others to make decisions and take actions to accomplish results).	Performance Monitoring and Control	2.00	0	1	0	0	0
Encourages others to work to their best potential and utilize their signature strengths.	Intellectual Stimulation	2.00	0	1	0	0	0
Demonstrates the ability to sell the benefits of new ideas.	Intellectual Stimulation	2.00	0	1	0	0	0

## Least Frequent Behaviors - Peer

The following behaviors were identified by your respondents as your least frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your least frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as infrequently practiced. As such, you should consider practicing these behaviors more frequently or helping others understand when you do demonstrate them.

Least Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Considers sufficient options and alternatives before making a decision.	Goal Setting	1.50	1	1	0	0	0
Demonstrates high personal standards and integrity.	Painting a Vision	1.50	1	1	0	0	0
Encourages self-development and professional development.	Career and Skill Development	1.50	1	1	0	0	0
Demonstrates the ability to sell the benefits of new ideas.	Intellectual Stimulation	2.00	1	0	1	0	0
Recognizes the different capabilities and signature strengths of individuals.	Treating People as Individuals	2.00	0	2	0	0	0
Controls without interfering (i.e., monitors performance but empowers others to make decisions and take actions to accomplish results).	Performance Monitoring and Control	2.00	0	2	0	0	0
Discusses people's career goals and plans with them.	Career and Skill Development	2.00	1	0	1	0	0
Builds collaborative working relationships with immediate colleagues and peers.	Treating People as Individuals	2.50	1	0	0	1	0
Checks to ensure plans are on course (i.e., tracks and monitors progress on goals, tasks, and projects).	Performance Monitoring and Control	2.50	0	1	1	0	0
Uses other people's time effectively.	Performance Monitoring and Control	2.50	0	1	1	0	0



## Least Frequent Behaviors - Peer

Least Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Creates a clear vision of the future.	Painting a Vision	2.50	0	1	1	0	0
Motivates and inspires their team towards the vision and strategic goals of the organization.	Painting a Vision	2.50	1	0	0	1	0
Provides tasks, projects and assignments that are stretching but achievable.	Intellectual Stimulation	2.50	0	1	1	0	0
Quickly analyzes relevant information and gains insight into problems.	Intellectual Stimulation	2.50	0	1	1	0	0
Asks questions and probes to clarify what people are saying.	Providing Feedback	2.50	0	1	1	0	0
Answers questions succinctly and in a clear manner.	Providing Feedback	2.50	0	1	1	0	0

## Least Frequent Behaviors - Subordinate

The following behaviors were identified by your respondents as your least frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your least frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as infrequently practiced. As such, you should consider practicing these behaviors more frequently or helping others understand when you do demonstrate them.

Least Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Sets clear objectives and performance standards.	Goal Setting	2.00	1	0	1	0	0
Provides performance feedback that motivates others.	Providing Feedback	2.00	0	2	0	0	0
Keeps people up-to-date on the progress of work and assignments.	Providing Feedback	2.00	0	2	0	0	0
Demonstrates high personal standards and integrity.	Painting a Vision	2.00	0	2	0	0	0
Sets an enviable example for others to follow.	Painting a Vision	2.00	1	0	1	0	0
Creates a clear vision of the future.	Painting a Vision	2.00	1	0	1	0	0
Encourages others to challenge the status quo and take prudent risks.	Intellectual Stimulation	2.00	0	2	0	0	0
Listens to others for understanding.	Treating People as Individuals	2.00	0	2	0	0	0
Identifies people's strengths and potential development areas.	Performance Monitoring and Control	2.00	0	2	0	0	0
Builds collaborative working relationships with immediate colleagues and peers.	Treating People as Individuals	2.50	1	0	0	1	0
Provides tasks, projects and assignments that are stretching but achievable.	Intellectual Stimulation	2.50	1	0	0	1	0

## Least Frequent Behaviors - Subordinate

Least Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Quickly analyzes relevant information and gains insight into problems.	<b>Intellectual Stimulation</b>	<b>2.50</b>	0	1	1	0	0
Develops processes and procedures to monitor individual and team performance.	<b>Performance Monitoring and Control</b>	<b>2.50</b>	0	1	1	0	0
Reviews and discusses individual performance on a regular basis.	<b>Performance Monitoring and Control</b>	<b>2.50</b>	0	1	1	0	0
Inspires people to follow the vision.	<b>Painting a Vision</b>	<b>2.50</b>	0	1	1	0	0
Influences people outside their direct control to accomplish tasks, projects and assignments.	<b>Providing Feedback</b>	<b>2.50</b>	0	1	1	0	0
Achieves goals through realistic planning.	<b>Goal Setting</b>	<b>2.50</b>	0	1	1	0	0

## Least Frequent Behaviors - Team Member

The following behaviors were identified by your respondents as your least frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your least frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 5).

These represent behaviors perceived by others as infrequently practiced. As such, you should consider practicing these behaviors more frequently or helping others understand when you do demonstrate them.

Least Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Asks questions and probes to challenge other's thinking.	Intellectual Stimulation	1.00	2	0	0	0	0
Checks to ensure plans are on course (i.e., tracks and monitors progress on goals, tasks, and projects).	Performance Monitoring and Control	1.50	1	1	0	0	0
Recognizes and responds to unspoken thoughts and feelings (i.e., non-verbal behavior).	Treating People as Individuals	1.50	1	1	0	0	0
Tries to understand the other person's viewpoint.	Treating People as Individuals	1.50	1	1	0	0	0
Supports employee development and training initiatives.	Career and Skill Development	1.50	1	1	0	0	0
Uses delegation as a development opportunity.	Career and Skill Development	2.00	1	0	1	0	0
Builds a collaborative and high performance team.	Career and Skill Development	2.00	0	2	0	0	0
Discusses people's career goals and plans with them.	Career and Skill Development	2.00	0	2	0	0	0
Sets clear objectives and performance standards.	Goal Setting	2.00	0	2	0	0	0
Defines and communicates goals and strategies for the team.	Goal Setting	2.00	0	2	0	0	0

## Least Frequent Behaviors - Team Member

Least Frequent Behaviors	Competency	Average Score	1- Almost Never	2- Infrequently	3- Sometimes	4- Frequently	5- Almost Always
Treats people fairly as unique individuals.	<b>Treating People as Individuals</b>	<b>2.00</b>	1	0	1	0	0
Changes their interpersonal style and approach according to who they are dealing with.	<b>Treating People as Individuals</b>	<b>2.00</b>	0	2	0	0	0
Keeps people up-to-date on the progress of work and assignments.	<b>Providing Feedback</b>	<b>2.00</b>	1	0	1	0	0
Answers questions succinctly and in a clear manner.	<b>Providing Feedback</b>	<b>2.00</b>	0	2	0	0	0
Demonstrates high personal standards and integrity.	<b>Painting a Vision</b>	<b>2.00</b>	1	0	1	0	0
Achieves buy-in and support to their vision.	<b>Painting a Vision</b>	<b>2.00</b>	0	2	0	0	0
Controls without interfering (i.e., monitors performance but empowers others to make decisions and take actions to accomplish results).	<b>Performance Monitoring and Control</b>	<b>2.00</b>	1	0	1	0	0

## Behavior Summary

The average score for each Transformational Leadership View360 competency and specific questions are summarized below for each rater category (1 to 5 scale with higher scores corresponding to more frequently observed behavior). If the symbol AP appears instead of a score it means anonymity protection (i.e., fewer than a specified minimum number of people from a particular rater group have responded, the score is not shown to protect anonymity). If the symbol NR appears instead of a score it means no people from a particular rater group have responded. The competencies are presented in descending order based on the average scores of all raters. If the symbol **AP** appears instead of a score it means anonymity protection (i.e., fewer than a specified minimum number of people from a particular rater group have responded, the score is not shown to protect anonymity). If the symbol **NR** appears instead of a score it means no people from a particular rater group have responded. The competencies are presented in descending order based on the average scores of all raters.

The number in parentheses next to the average score is an index of or measure of rater agreement. The range of scores for this statistical measure of rater agreement is 0 to 1 where "1" represents total agreement by all raters. A score closer to "0" suggests that there exists a wider level of disagreement among raters in their perceptions of how frequently you demonstrate specific actions or behaviors. The higher the agreement score, the greater the consistency and agreement among raters. An agreement score of less than .50 might suggest that you interpret the average score with caution as it might not truly represent an accurate indication of how you are perceived by all raters providing you with feedback.

Questions	Self	Manager	Peer	Subordinate	Team Member	Average
<b>Goal Setting</b>	<b>2.86 (0.68)</b>	<b>2.86 (0.44)</b>	<b>3.29 (0.33)</b>	<b>3.14 (0.38)</b>	<b>3.14 (0.38)</b>	<b>3.14 (0.37)</b>
Is able to think beyond the immediate (i.e., demonstrates a longer term perspective on goals, plans and objectives).	3.00 (1.00)	5.00 (1.00)	4.00 (1.00)	4.00 (0.50)	3.00 (1.00)	3.86 (0.58)
Perseveres towards goals despite problems and challenges or until they are no longer obtainable.	3.00 (1.00)	4.00 (1.00)	3.00 (0.00)	3.50 (0.25)	4.00 (0.50)	3.57 (0.25)
Achieves goals through realistic planning.	2.00 (1.00)	2.00 (1.00)	3.50 (0.25)	2.50 (0.75)	5.00 (1.00)	3.43 (0.30)
Organizes and provides adequate resources to achieve goals.	2.00 (1.00)	2.00 (1.00)	3.50 (0.75)	3.50 (0.25)	3.50 (0.25)	3.29 (0.36)
Defines and communicates goals and strategies for the team.	4.00 (1.00)	3.00 (1.00)	3.00 (1.00)	3.50 (0.75)	2.00 (1.00)	2.86 (0.68)
Sets clear objectives and performance standards.	3.00 (1.00)	2.00 (1.00)	4.50 (0.75)	2.00 (0.50)	2.00 (1.00)	2.71 (0.36)

## Behavior Summary Continued

Questions	Self	Manager	Peer	Subordinate	Team Member	Average
<b>Goal Setting</b>	<b>2.86 (0.68)</b>	<b>2.86 (0.44)</b>	<b>3.29 (0.33)</b>	<b>3.14 (0.38)</b>	<b>3.14 (0.38)</b>	<b>3.14 (0.37)</b>
Considers sufficient options and alternatives before making a decision.	3.00 (1.00)	2.00 (1.00)	1.50 (0.75)	3.00 (0.50)	2.50 (0.75)	2.29 (0.56)
<b>Intellectual Stimulation</b>	<b>3.57 (0.64)</b>	<b>2.86 (0.44)</b>	<b>2.86 (0.38)</b>	<b>3.07 (0.33)</b>	<b>3.29 (0.26)</b>	<b>3.04 (0.33)</b>
Encourages others to critically evaluate their ideas, arguments and suggestions.	4.00 (1.00)	4.00 (1.00)	3.00 (0.50)	3.00 (0.00)	3.50 (0.25)	3.29 (0.26)
Encourages others to work to their best potential and utilize their signature strengths.	4.00 (1.00)	2.00 (1.00)	3.00 (0.50)	4.50 (0.75)	2.50 (0.75)	3.14 (0.44)
Asks questions and probes to challenge other's thinking.	4.00 (1.00)	4.00 (1.00)	4.00 (0.50)	4.00 (0.50)	1.00 (1.00)	3.14 (0.22)
Quickly analyzes relevant information and gains insight into problems.	4.00 (1.00)	4.00 (1.00)	2.50 (0.75)	2.50 (0.75)	3.50 (0.25)	3.00 (0.47)
Encourages others to challenge the status quo and take prudent risks.	4.00 (1.00)	3.00 (1.00)	3.00 (0.00)	2.00 (1.00)	4.00 (0.50)	3.00 (0.29)
Provides tasks, projects and assignments that are stretching but achievable.	3.00 (1.00)	1.00 (1.00)	2.50 (0.75)	2.50 (0.25)	4.50 (0.75)	2.86 (0.27)
Demonstrates the ability to sell the benefits of new ideas.	2.00 (1.00)	2.00 (1.00)	2.00 (0.50)	3.00 (1.00)	4.00 (0.50)	2.86 (0.44)
<b>Performance Monitoring and Control</b>	<b>2.86 (0.27)</b>	<b>2.71 (0.36)</b>	<b>3.21 (0.53)</b>	<b>3.21 (0.49)</b>	<b>2.79 (0.49)</b>	<b>3.02 (0.47)</b>
Identifies problems in their early stages.	5.00 (1.00)	4.00 (1.00)	4.00 (1.00)	4.00 (0.50)	3.50 (0.75)	3.86 (0.68)
Identifies people's strengths and potential development areas.	4.00 (1.00)	4.00 (1.00)	4.50 (0.75)	2.00 (1.00)	3.50 (0.75)	3.43 (0.48)
Uses other people's time effectively.	4.00 (1.00)	3.00 (1.00)	2.50 (0.75)	3.50 (0.75)	3.50 (0.75)	3.14 (0.68)
Checks to ensure plans are on course (i.e., tracks and monitors progress on goals, tasks, and projects).	1.00 (1.00)	4.00 (1.00)	2.50 (0.75)	4.00 (1.00)	1.50 (0.75)	2.86 (0.44)

## Behavior Summary Continued

Questions	Self	Manager	Peer	Subordinate	Team Member	Average
<b>Performance Monitoring and Control</b>	<b>2.86 (0.27)</b>	<b>2.71 (0.36)</b>	<b>3.21 (0.53)</b>	<b>3.21 (0.49)</b>	<b>2.79 (0.49)</b>	<b>3.02 (0.47)</b>
Develops processes and procedures to monitor individual and team performance.	1.00 (1.00)	1.00 (1.00)	3.50 (0.75)	2.50 (0.75)	3.00 (0.50)	2.71 (0.48)
Reviews and discusses individual performance on a regular basis.	2.00 (1.00)	1.00 (1.00)	3.50 (0.75)	2.50 (0.75)	2.50 (0.75)	2.57 (0.55)
Controls without interfering (i.e., monitors performance but empowers others to make decisions and take actions to accomplish results).	3.00 (1.00)	2.00 (1.00)	2.00 (1.00)	4.00 (0.50)	2.00 (0.50)	2.57 (0.41)
<b>Career and Skill Development</b>	<b>2.71 (0.48)</b>	<b>2.57 (0.08)</b>	<b>2.93 (0.28)</b>	<b>3.64 (0.45)</b>	<b>2.43 (0.55)</b>	<b>2.94 (0.31)</b>
Uses delegation as a development opportunity.	3.00 (1.00)	4.00 (1.00)	4.00 (0.50)	4.50 (0.75)	2.00 (0.50)	3.57 (0.35)
Builds a collaborative and high performance team.	3.00 (1.00)	5.00 (1.00)	3.50 (0.25)	3.00 (0.50)	2.00 (1.00)	3.14 (0.32)
Treats mistakes as an opportunity for learning.	2.00 (1.00)	1.00 (1.00)	3.00 (0.50)	4.00 (0.50)	3.50 (0.75)	3.14 (0.38)
Encourages self-development and professional development.	1.00 (1.00)	5.00 (1.00)	1.50 (0.75)	4.00 (0.50)	3.00 (0.50)	3.14 (0.27)
Coaches, trains and develops people.	2.00 (1.00)	1.00 (1.00)	3.00 (0.00)	3.50 (0.25)	3.00 (1.00)	2.86 (0.22)
Supports employee development and training initiatives.	4.00 (1.00)	1.00 (1.00)	3.50 (0.75)	3.50 (0.75)	1.50 (0.75)	2.57 (0.41)
Discusses people's career goals and plans with them.	4.00 (1.00)	1.00 (1.00)	2.00 (0.50)	3.00 (0.50)	2.00 (1.00)	2.14 (0.51)
<b>Painting a Vision</b>	<b>2.86 (0.44)</b>	<b>3.86 (0.58)</b>	<b>3.00 (0.40)</b>	<b>2.64 (0.48)</b>	<b>2.64 (0.55)</b>	<b>2.92 (0.45)</b>
Achieves buy-in and support to their vision.	4.00 (1.00)	4.00 (1.00)	4.50 (0.75)	3.50 (0.75)	2.00 (1.00)	3.43 (0.48)
Motivates and inspires their team towards the vision and strategic goals of the organization.	4.00 (1.00)	5.00 (1.00)	2.50 (0.25)	3.50 (0.25)	2.50 (0.75)	3.14 (0.27)
Inspires people to follow the vision.	4.00 (1.00)	4.00 (1.00)	3.50 (0.75)	2.50 (0.75)	2.50 (0.75)	3.00 (0.62)
Sets an enviable example for others to follow.	1.00 (1.00)	5.00 (1.00)	3.00 (0.50)	2.00 (0.50)	3.00 (0.50)	3.00 (0.35)



## Behavior Summary Continued

Questions	Self	Manager	Peer	Subordinate	Team Member	Average
<b>Painting a Vision</b>	<b>2.86 (0.44)</b>	<b>3.86 (0.58)</b>	<b>3.00 (0.40)</b>	<b>2.64 (0.48)</b>	<b>2.64 (0.55)</b>	<b>2.92 (0.45)</b>
Inspires confidence in his / her strategic goals and objectives.	3.00 (1.00)	3.00 (1.00)	3.50 (0.75)	3.00 (1.00)	2.50 (0.75)	3.00 (0.73)
Creates a clear vision of the future.	2.00 (1.00)	3.00 (1.00)	2.50 (0.75)	2.00 (0.50)	4.00 (1.00)	2.86 (0.51)
Demonstrates high personal standards and integrity.	2.00 (1.00)	3.00 (1.00)	1.50 (0.75)	2.00 (1.00)	2.00 (0.50)	2.00 (0.62)
<b>Providing Feedback</b>	<b>2.86 (0.44)</b>	<b>2.86 (0.38)</b>	<b>3.14 (0.63)</b>	<b>2.79 (0.61)</b>	<b>2.71 (0.39)</b>	<b>2.88 (0.50)</b>
Influences people outside their direct control to accomplish tasks, projects and assignments.	2.00 (1.00)	5.00 (1.00)	3.00 (0.50)	2.50 (0.75)	3.50 (0.75)	3.29 (0.48)
Provides performance feedback that is clear, specific and behaviorally oriented.	5.00 (1.00)	3.00 (1.00)	4.00 (1.00)	3.00 (1.00)	2.50 (0.75)	3.14 (0.68)
Provides timely and ongoing individual performance feedback.	4.00 (1.00)	2.00 (1.00)	3.00 (1.00)	3.50 (0.75)	3.00 (0.00)	3.00 (0.40)
Asks questions and probes to clarify what people are saying.	2.00 (1.00)	3.00 (1.00)	2.50 (0.75)	3.00 (0.50)	3.50 (0.75)	3.00 (0.62)
Provides performance feedback that motivates others.	3.00 (1.00)	4.00 (1.00)	3.50 (0.75)	2.00 (1.00)	2.50 (0.25)	2.86 (0.44)
Keeps people up-to-date on the progress of work and assignments.	2.00 (1.00)	2.00 (1.00)	3.50 (0.75)	2.00 (1.00)	2.00 (0.50)	2.43 (0.55)
Answers questions succinctly and in a clear manner.	2.00 (1.00)	1.00 (1.00)	2.50 (0.75)	3.50 (0.75)	2.00 (1.00)	2.43 (0.55)
<b>Treating People as Individuals</b>	<b>3.14 (0.22)</b>	<b>3.00 (0.40)</b>	<b>3.14 (0.38)</b>	<b>3.14 (0.51)</b>	<b>2.29 (0.48)</b>	<b>2.88 (0.41)</b>
Treats people fairly as unique individuals.	5.00 (1.00)	3.00 (1.00)	5.00 (1.00)	4.00 (0.50)	2.00 (0.50)	3.57 (0.30)
Tries to understand the other person's viewpoint.	1.00 (1.00)	4.00 (1.00)	3.50 (0.25)	3.50 (0.75)	1.50 (0.75)	3.00 (0.35)
Listens to others for understanding.	3.00 (1.00)	3.00 (1.00)	3.00 (1.00)	2.00 (1.00)	3.50 (0.25)	2.86 (0.51)
Builds collaborative working relationships with immediate colleagues and peers.	1.00 (1.00)	5.00 (1.00)	2.50 (0.25)	2.50 (0.25)	2.50 (0.75)	2.86 (0.27)

## Behavior Summary Continued

Questions	Self	Manager	Peer	Subordinate	Team Member	Average
<b>Treating People as Individuals</b>	<b>3.14 (0.22)</b>	<b>3.00 (0.40)</b>	<b>3.14 (0.38)</b>	<b>3.14 (0.51)</b>	<b>2.29 (0.48)</b>	<b>2.88 (0.41)</b>
Recognizes the different capabilities and signature strengths of individuals.	4.00 (1.00)	3.00 (1.00)	2.00 (1.00)	3.50 (0.75)	3.00 (1.00)	2.86 (0.68)
Changes their interpersonal style and approach according to who they are dealing with.	5.00 (1.00)	2.00 (1.00)	3.00 (1.00)	3.50 (0.75)	2.00 (1.00)	2.71 (0.65)
Recognizes and responds to unspoken thoughts and feelings (i.e., non-verbal behavior).	3.00 (1.00)	1.00 (1.00)	3.00 (0.50)	3.00 (1.00)	1.50 (0.75)	2.29 (0.48)

## Open Ended Comments Summary Introduction

You and your respondents had the opportunity to provide written comments online about your perceived strengths and possible development areas.

The questions were:

- ✓ Please provide any written comments you have regarding what the individual could be doing more to be effective.
- ✓ Please provide any written comments you have regarding what the individual could be doing less to be effective.
- ✓ Please provide any written comments you have regarding what the individual could be doing differently to be effective.

These comments are provided on the next pages and are included verbatim without identifying the rater to ensure confidentiality.

Compare the open-ended comments provided in the next few pages with the graphs and other information provided in this feedback report.

Please keep in mind that not all comments will be easy to understand - not everyone can provide concrete, specific, non-judgmental feedback.

It is important to look for trends or themes as you read these comments - it is easy to find a single comment upsetting or even biased. However, if a number of comments focus on a specific area you might want to place a greater emphasis of importance on the specific behaviors to change to enhance your overall effectiveness.

The following questions might be useful in analyzing these open-ended comments:

- ✓ Are the comments consistent and reinforce the other feedback you have received?
- ✓ Do they add any new information or insight about your performance and effectiveness?
- ✓ Do you see any trends across the open-ended comments?
- ✓ How can you leverage your strengths?
- ✓ What areas are you committed to focus on as part of your executive development plan?

**Open Ended Comments Summary**  
**Feedforward: Doing More**

**Open Ended Comments Summary Continued**  
**Feedforward: Doing Less**

**Open Ended Comments Summary Continued**  
**Feedforward: Doing Differently**

## Development Planning Guide

### Examining Your Transformational Leadership View360 Feedback Report

Your reactions to your Transformational Leadership View360 report provide insight that is useful not only in the interpretation of the results, but in deciding what you may do about them. Start with your feelings about the results.

If you had to select a single word or phrase to describe your emotional reaction, it would be:

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What is it about your results that lead you to feel this way?

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What new insights, if any, do you get from your results?

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How do your perceptions compare to those of other rater groups? Are there any important trends?

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What experiences or feedback from others seems very consistent with these results? What experiences or feedback from others seems very inconsistent with these results?

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## Development Planning Guide Continued

### Deciding What Competencies To Work On

The table below summarizes the 7 Transformational Leadership View360 competencies. Place a check next to the ones you rate as being most important to your current position below and place a check next to those skills that the majority of others see as possible development areas. Any competency with both columns checked suggests more critical development areas. These should be considered as part of your development action plan.

Competency Group	Competency	Competency Importance Rating	Development As Perceived By Others
<b>Transformational</b>	Painting a Vision		
	Intellectual Stimulation		
	Treating People as Individuals		
	Career and Skill Development		
<b>Transactional</b>	Goal Setting		
	Performance Monitoring and Control		
	Providing Feedback		



## Development Planning Guide Continued

### Focusing On Development

List three scale strengths based upon your Transformational Leadership View360 results below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List three possible development scales based upon your Transformational Leadership View360 results below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Developing skills can be challenging because it almost always means replacing current behavior with a new pattern of behavior. This is not easy! The action planning process helps to increase your success. Research shows that desired change is more likely to be successful when:

- ✓ The desired skills and behaviors are specifically defined
- ✓ There is commitment and motivation to change
- ✓ An action plan is developed and shared with others
- ✓ An analysis is made of reasons for lack of success
- ✓ Other people support the change in observable ways
- ✓ The outcomes are visible and can be measured

## Development Planning Guide Continued

The action plan worksheet on the next page will assist you at developing the skills you have identified based on the results of your Transformational Leadership View360 Questionnaire. As you begin work on your action plan, consider the following:

- ✓ Focus on a single specific skill or skill area
- ✓ Use the recommendations in your report as a basis for your plan
- ✓ Keep your plan simple and put it in writing
- ✓ Define how you will monitor and evaluate progress

## Development Planning Guide Continued

Competency:	
Development Activities:	Target Dates:
Support/Resources Required:	
Measures of Success:	
Results Achieved:	