

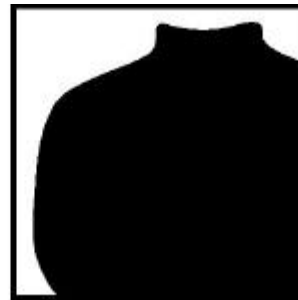
# LEADERview360<sup>®</sup>

## LeaderView360 Profile

**Mike Peters**  
**Sample Hospital**

1st Assessment: 09-09-00

**johnston**  
**penno**



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# LeaderView360 Profile

This report is generated by the LeaderView360™ system and is based upon input from your self rating and the ratings of you rendered by other people on the Leadership Behaviour Questionnaire (LBQ)

The IEP is divided into two major sections. Section I teaches you how to read and understand the graphs and charts contained in this section. Section II contains the Personal Effectiveness Plan (PEP) which is provided to help you respond to the information in the Profile. We strongly encourage you to make use of this data furnished and complete the PEP. We find that those who take this information seriously and make a plan for personal improvement are rewarded with better on-the-job performance.

# Individual Effectiveness Profile (IEP)

## Understanding your profile





Enclosed is your Individual Effectiveness Profile (IEP), which shows how you and others responded to the Leadership-Behaviour Questionnaire (LBQ) concerning your performance. Before you examine these data, please read the following information.

Your IEP comprises eight graphs and a number of summary pages so that the information is easy to understand.

## Reading your graphs

Look at the first graph. Run your eyes up the left side and you will notice a '1' to '5' scale. This scale represents the five-point scale contained in the LeaderView360 questionnaire, where '1' is 'needs considerable development' and '5' is 'very effective'.

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

-  - Self
-  - Senior
-  - Peer
-  - Subordinate

You can compare how you rated yourself on a particular behaviour with how the other raters rated you by seeing where the blue square is in relation to the other shapes on the graph. If the blue square is below the any of the other shapes, you rated yourself more harshly than did that particular set of raters. If the situation is reversed and any of the other shapes is below the blue square, you know that that particular set of raters rated you lower on that item than you rated yourself.

## The summary reports

At the end of each set of graphs you will find a Top & Bottom Behaviours summary report for each category of rater (including yourself) that appears on the preceding graphs. The summary reports are prepared in two distinct paragraphs; one highlights the five individual behaviours that received the highest ratings, and the other shows the five behaviours that received the lowest ratings. The behaviours are rank ordered so that the highest-rated item is listed first. In the second paragraph, the lowest-rated item is listed first.

## The performance factors

The first graph is a little different from the others. It reflects your total questionnaire results based on seven performance factors. These seven factors were developed from the thirty-five separate behaviours rated on the LBQ, because it is easier to deal with the scores from only seven factors than it is with the scores from thirty-five separate behaviours. The seven performance factors that appear at the bottom of the first graph are as follows

1. Problem Solving
2. Planning
3. Controlling
4. Managing Self
5. Managing Relationships
6. Leading
7. Communicating

The remaining seven graphs show the scores for each LBQ item associated with each performance factor. The name of the performance factor appears at the top of each graph in large letters. By reading each graph with great care, you can learn where your individual strengths and weaknesses lie, at least in the eyes of the people who rated you on the LBQ. Several of the additional seven graphs use their own abbreviations.

## The performance factors and individual behaviours

The following list shows the specific behaviours associated with all seven performance factors.

### 1. Problem Solving (graph 2)

- Recognising trends
- Generating ideas
- Evaluating and acting on ideas

### 2. Planning (graph 3)

- Planning for the future
- Adapting to change
- Setting goals and objectives

### 3. Controlling (graph 4)

- Organising and orchestrating events
- Monitoring and controlling performance
- Meeting schedules and deadlines
- Producing high-quality work
- Maintaining high-productivity
- Meeting commitments

### 4. Managing Self (graph 5)

- Handling pressure
- Coping with own frustration
- Developing own capabilities
- Responding to feedback
- Balancing work and personal life

### 5. Managing Relationships (graph 6)

- Initiating relationships
- Co-operating with others
- Sizing up people
- Maintaining relationships
- Resolving conflicts
- Responding to others' needs

### 6. Leading (graph 7)

- Delegating responsibility
- Facilitating meetings
- Motivating and inspiring others
- Developing other people
- Giving recognition to others
- Building the team

### 7. Communicating (graph 8)

- Articulating ideas and information
- Listening to others
- Keeping other people informed
- Giving performance feedback
- Communicating expectations
- Expressing exciting visions of the future

## The opportunity of a lifetime

Although your individual scores are not revealed to anyone else, you are encouraged to discuss them openly with other people, particularly with the people who rated you. Ask them to describe situations when you behaved in a way that would cause them to give you the LBQ ratings that you received. When you learn what it is that you are doing that causes others to give you low ratings, you can take direct and positive action to change the behaviours that are causing you to be seen as less effective than desired. When you improve in those areas, you may increase your opportunities for promotion, for special assignments, and for other career successes.

Most people go through their entire careers without knowing how others perceive them, which means that they never have the opportunity to enhance their effectiveness in the eyes of others. Therefore, the information in this report may be seen as the gift of a lifetime. You are strongly encouraged to make use of this gift. Investigate yourself and improve your self-awareness.

Working with other people poses many challenges. Few people master them all equally well. Even the most successful people find themselves struggling with some of the challenges.

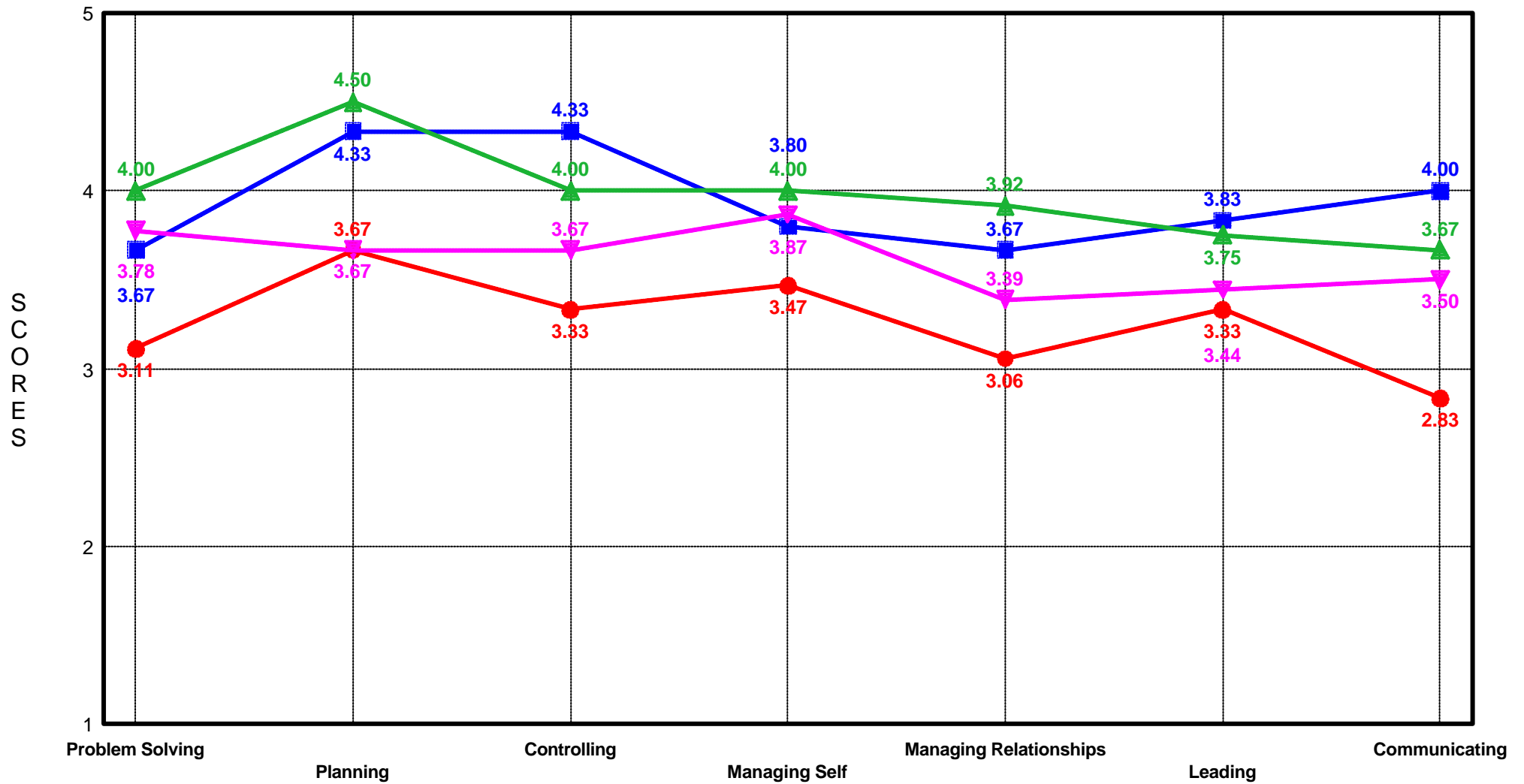
Individuals who take stock of their strengths and weaknesses are, more often than not, more effective teammates, leaders, and managers than people who do not engage in this self-assessment. They capitalise on their abilities by recognising situations that allow them to showcase these strengths. They compensate for their flaws by surrounding themselves with people who complement their styles and counterbalance their deficiencies.

Section II provides you an opportunity to plan what you are going to do about your scores. Most people who complete the LBQ receive some very positive scores and some negative ones. You are encouraging clients to correct the negative and to accentuate the positive.

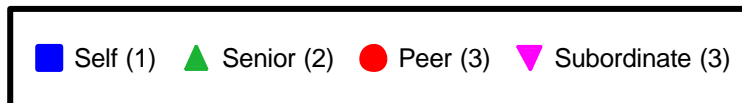
After you have completed your interview with the consultant and thoroughly discussed your scores with him or her, you are urged to complete the Personal-Effectiveness Plan in Section II. Failure to do so usually means that people continue with the same behaviors that caused them to be given lower scores.

## **NOW REVIEW THE GRAPHS SHOWING YOUR LBQ RESULTS**

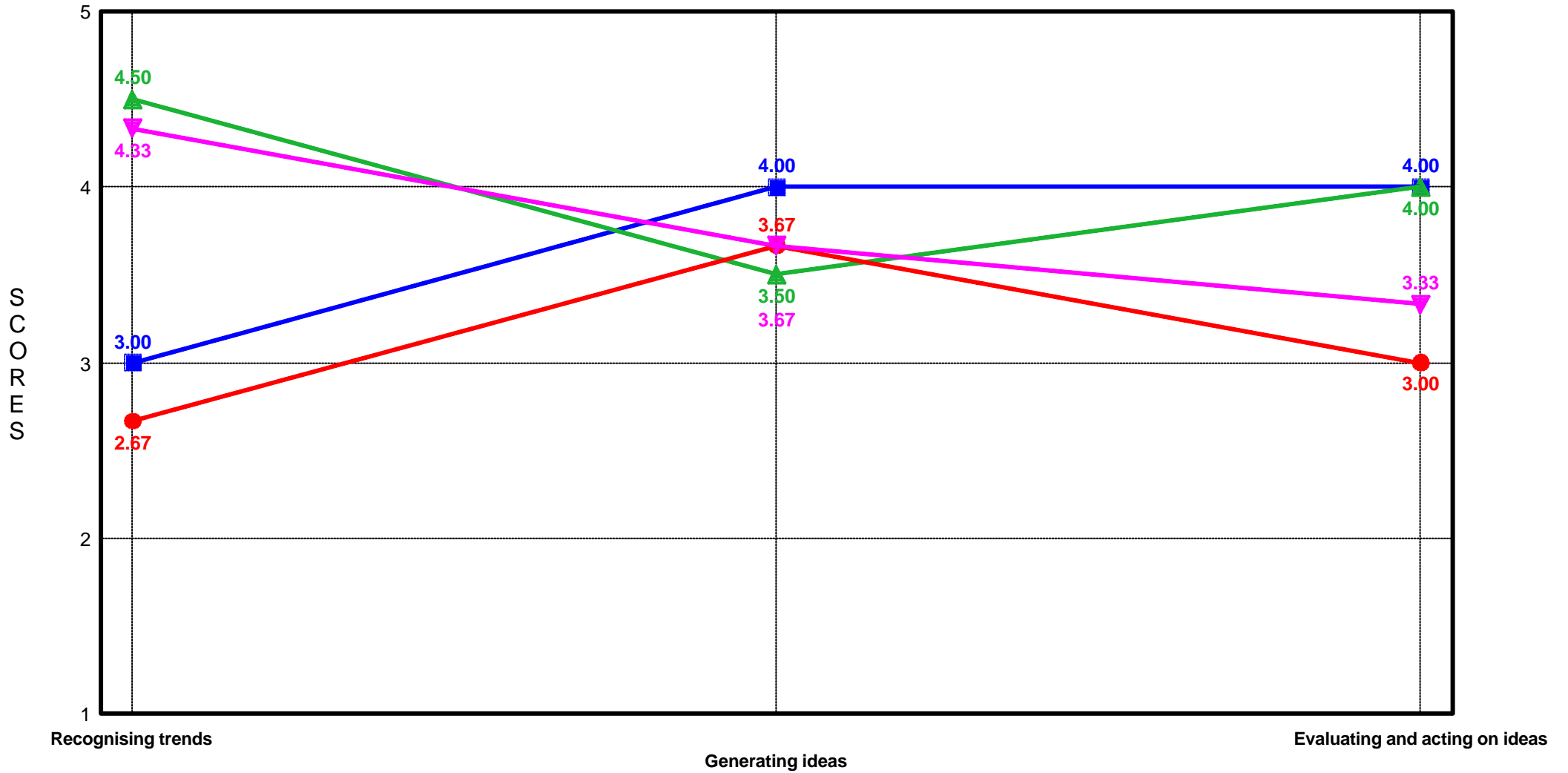
# Performance Factors



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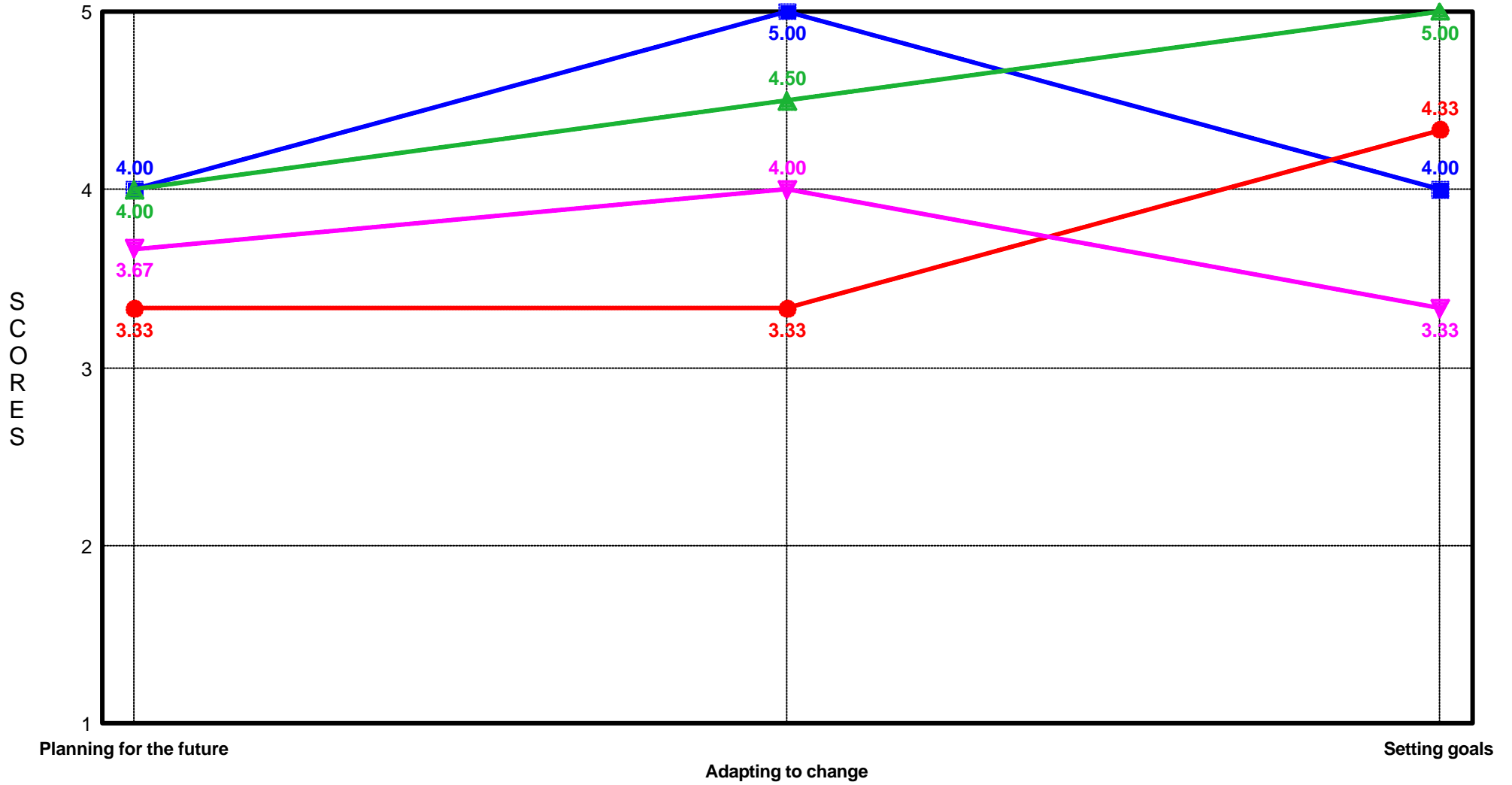
# Problem Solving



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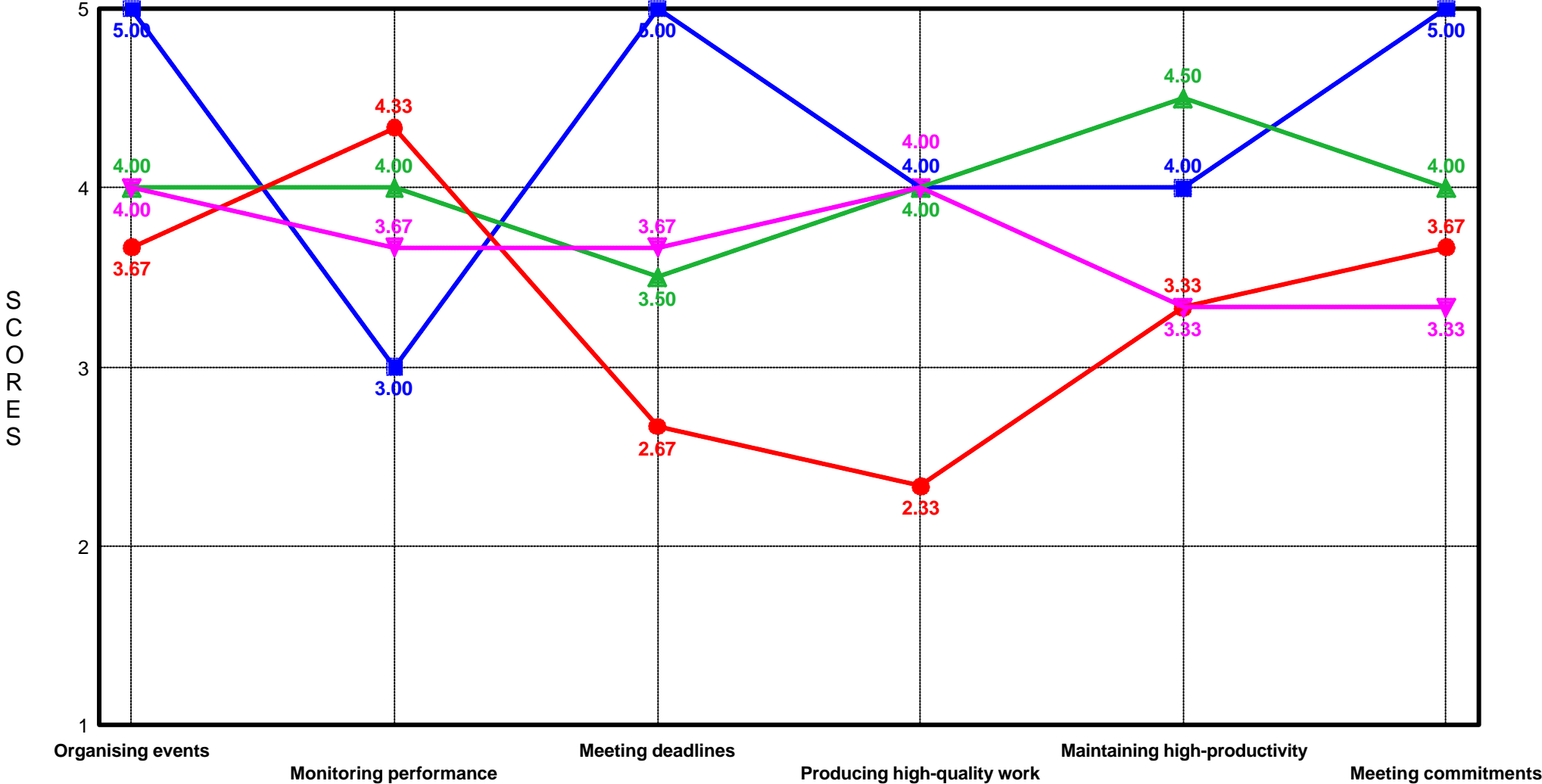
# Planning



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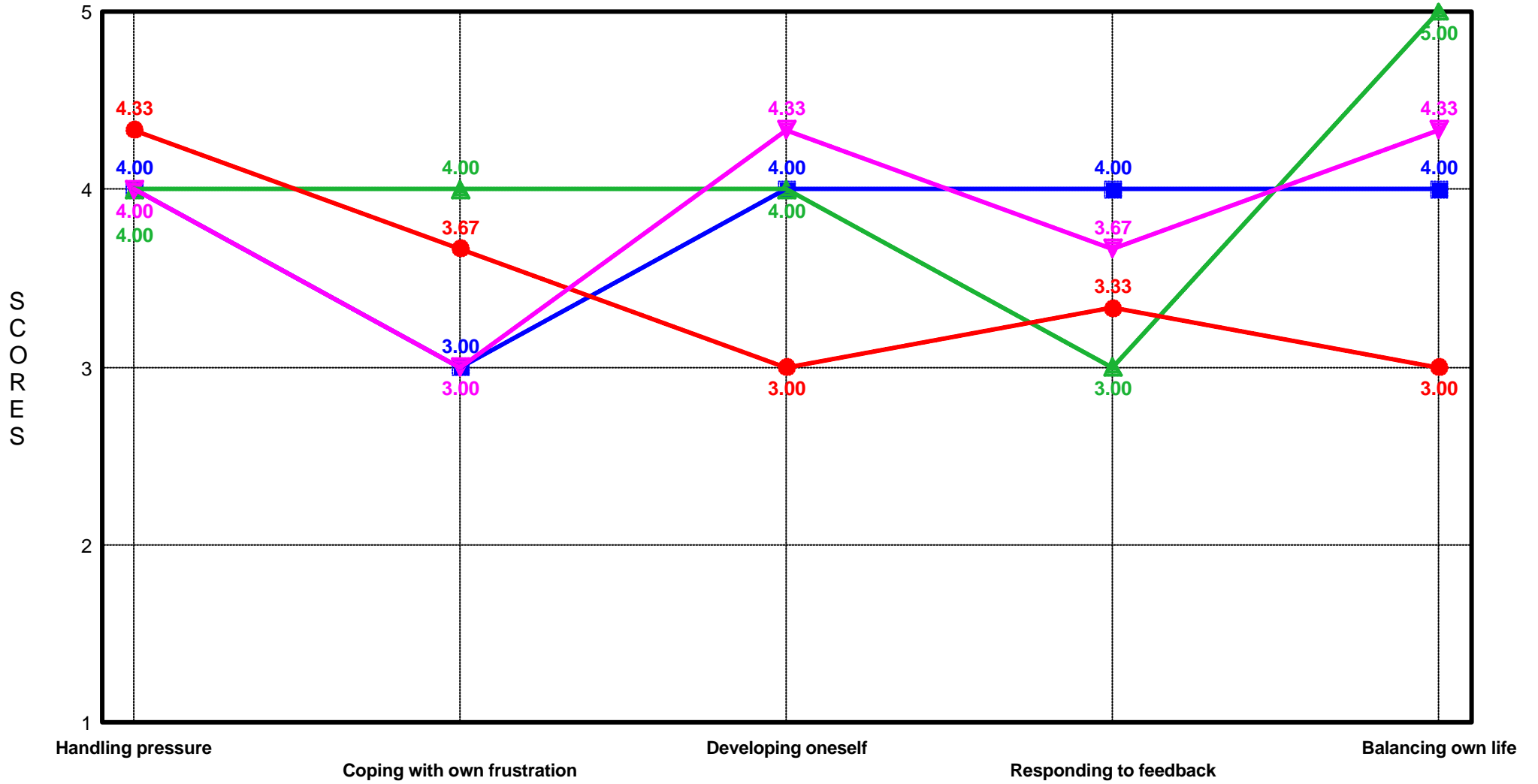
# Controlling



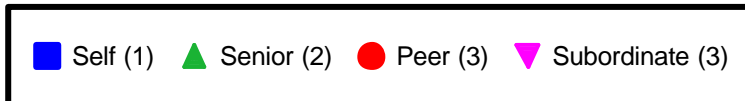
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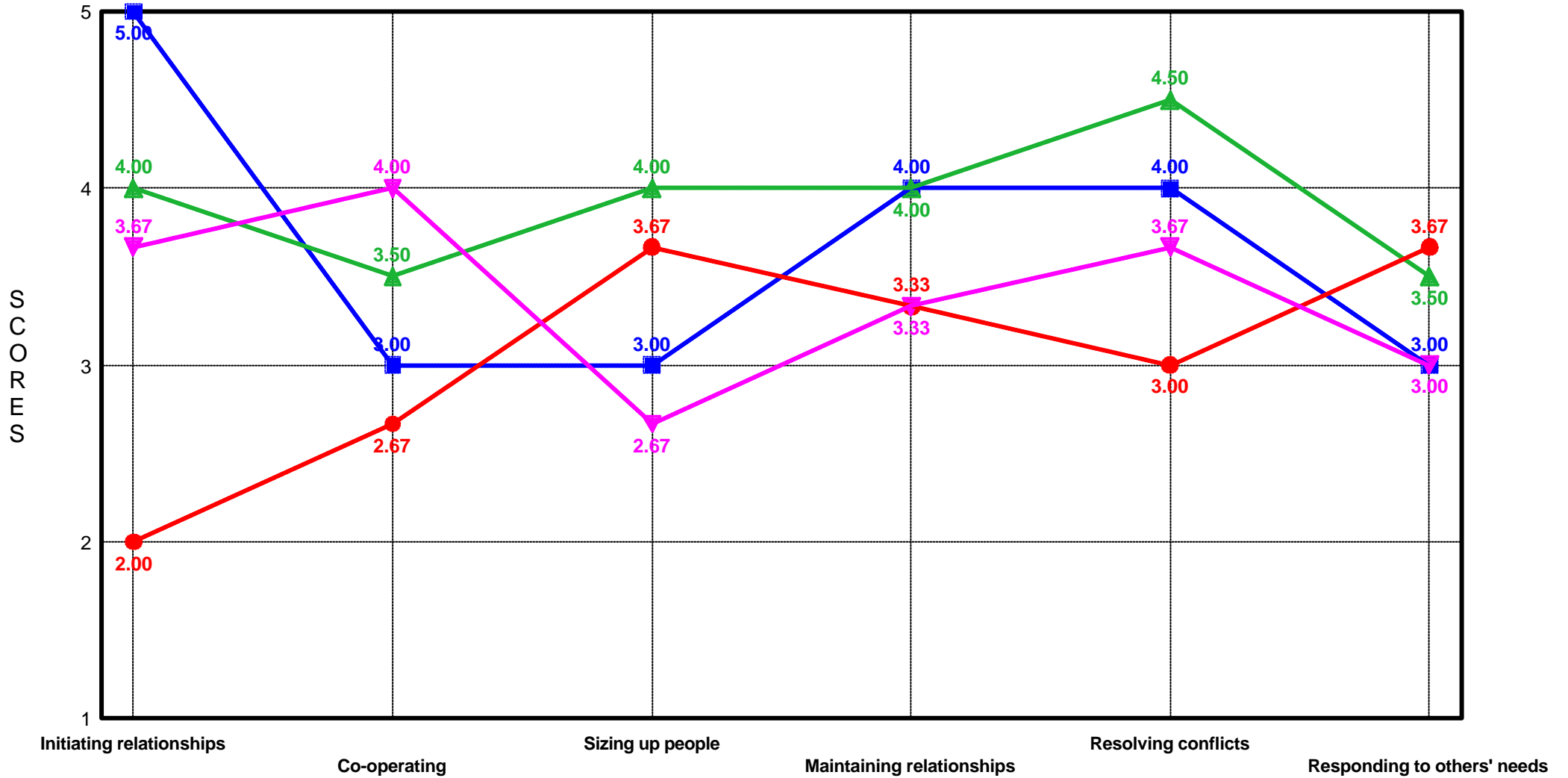
# Managing Self



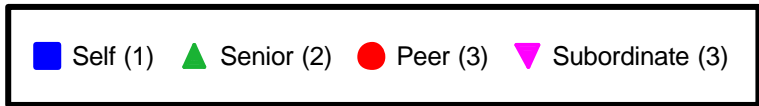
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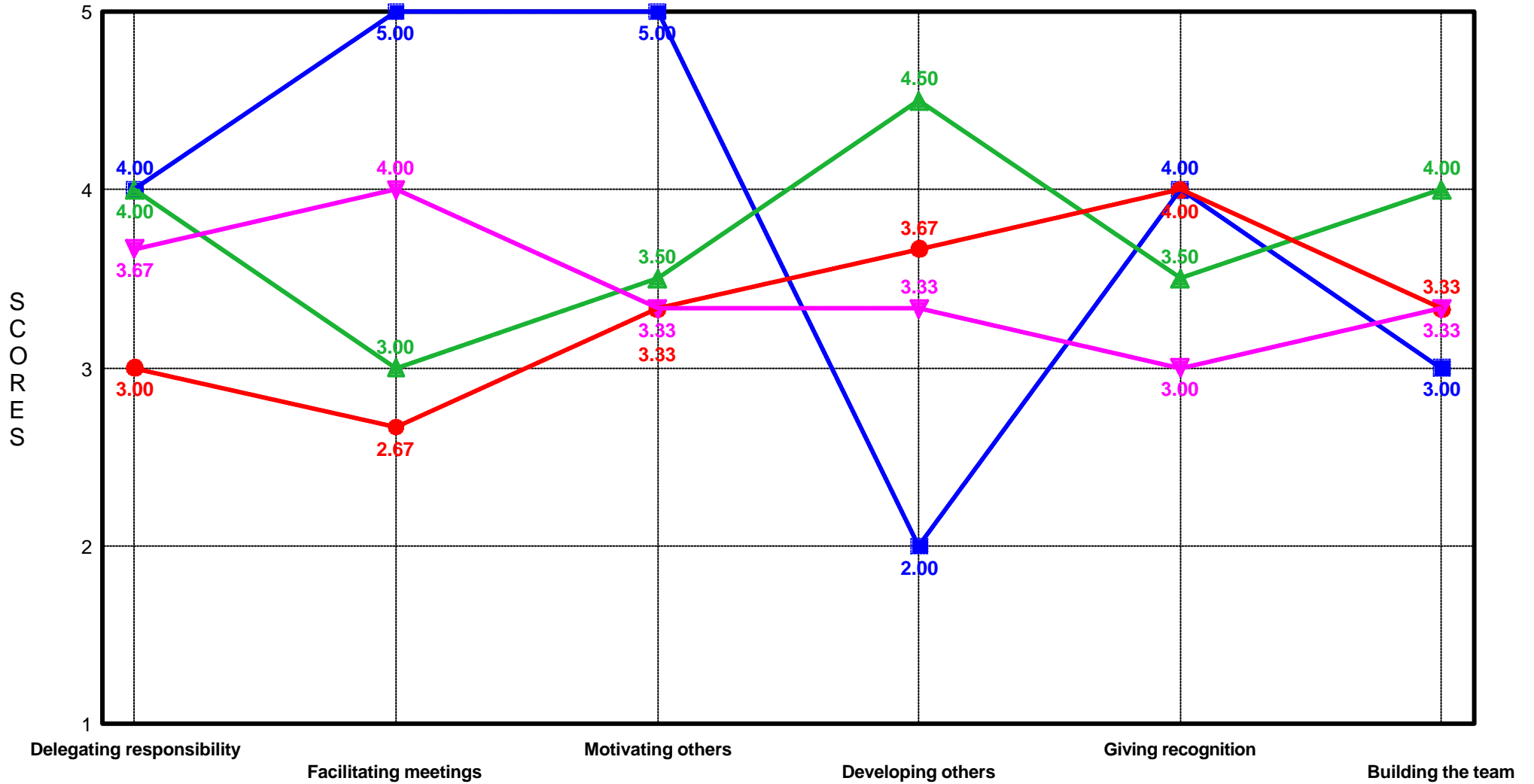
# Managing Relationships



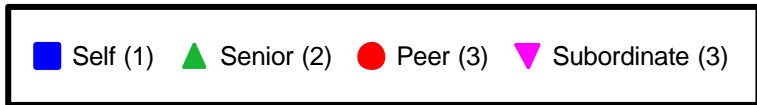
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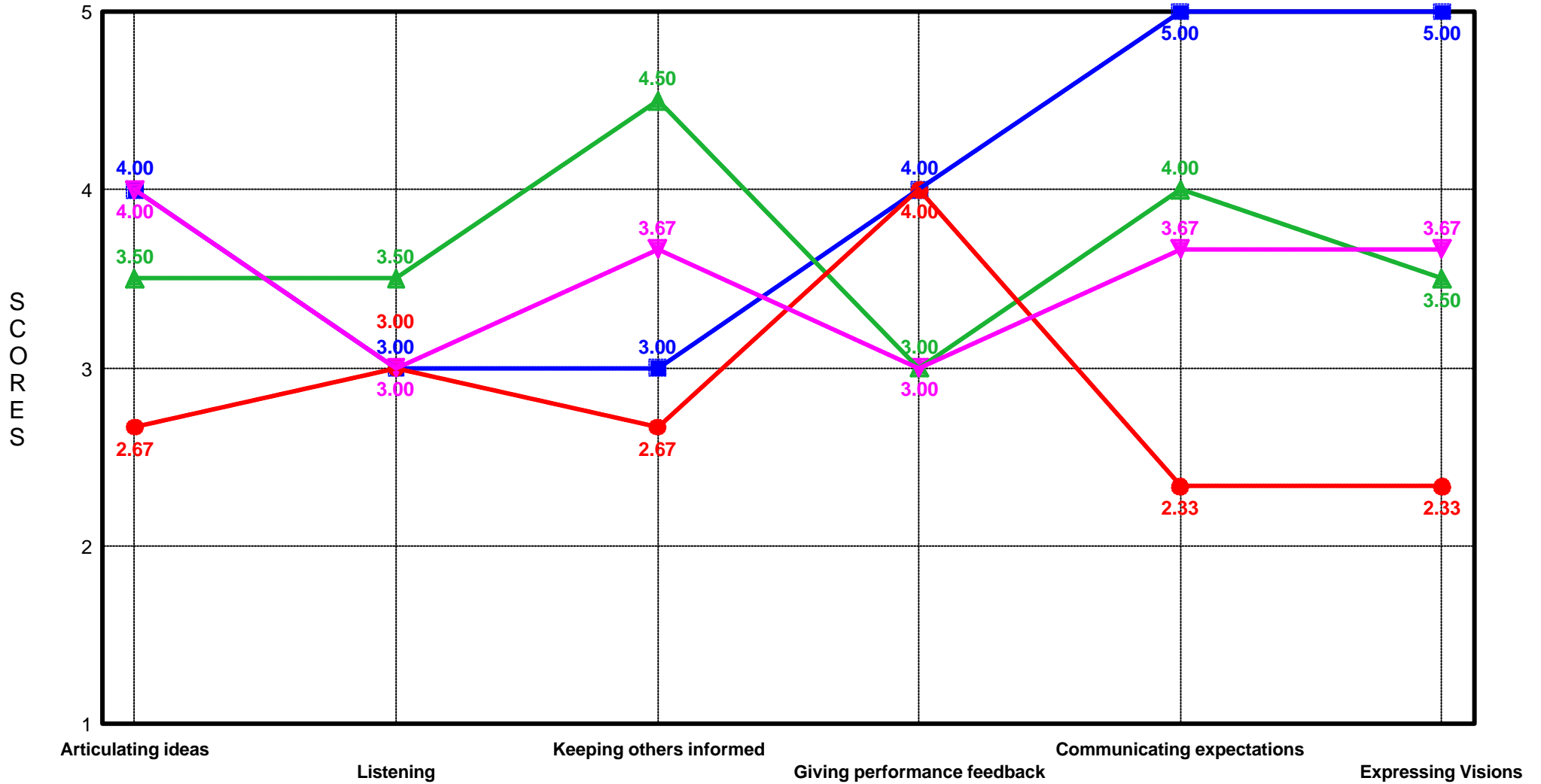
# Leading



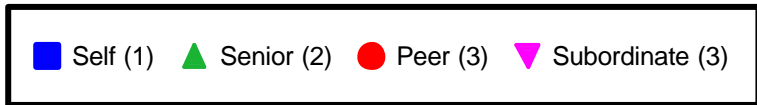
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# Communicating



1st Assessment  
09-09-00



## Top & Bottom Five Behaviours - Self

These behaviors were identified by you on the LBQ as your greatest strengths. They are rank ordered so the first item is the behaviour you rated your most effective. These are the areas in which you believe you contribute most to the success of the organisation. You should compare these self-ratings with the ratings given by the others. If these behaviours are self-rated considerably higher than the ratings rendered by the others, these may be your blind spots and you may want to focus your developmental activities on them.

Score	Behaviour	Performance Factor
5.00	Meeting deadlines	Controlling
5.00	Expressing Visions	Communicating
5.00	Meeting commitments	Controlling
5.00	Motivating others	Leading
5.00	Initiating relationships	Managing Relationships

You identified the following five behaviours on the LBQ as those in which your performance is least effective. They are rank ordered so the first item is the behaviour you rated lowest. We suggest you pay particular attention to these five behaviours and compare them with those behaviours rated lowest by your other raters.

Score	Behaviour	Performance Factor
2.00	Developing others	Leading
3.00	Sizing up people	Managing Relationships
3.00	Coping with own frustration	Managing Self
3.00	Responding to others' needs	Managing Relationships
3.00	Recognising trends	Problem Solving

## Top & Bottom Five Behaviours - Senior

The following five behaviours were identified on the LBQ by your Seniors as your greatest strengths. They are rank ordered so the first item is viewed as your most effective behaviour. These are the areas in which you contribute most to the success of your organisation.

Score	Behaviour	Performance Factor
5.00	Setting goals	Planning
5.00	Balancing own life	Managing Self
4.50	Developing others	Leading
4.50	Keeping others informed	Communicating
4.50	Adapting to change	Planning

The following five behaviours were identified on the LBQ by your Seniors as those in which your performance is least effective. They are rank ordered so the first item is the behaviour that received the lowest score. We suggest you pay particular attention to these five and focus your immediate developmental activities on them.

Score	Behaviour	Performance Factor
3.00	Facilitating meetings	Leading
3.00	Giving performance feedback	Communicating
3.00	Responding to feedback	Managing Self
3.50	Expressing Visions	Communicating
3.50	Meeting deadlines	Controlling

## Top & Bottom Five Behaviours - Peer

The following five behaviours were identified on the LBQ by your Peers as your greatest strengths. They are rank ordered so the first item is viewed as your most effective behaviour. These are the areas in which you contribute most to the success of your organisation.

Score	Behaviour	Performance Factor
4.33	Handling pressure	Managing Self
4.33	Monitoring performance	Controlling
4.33	Setting goals	Planning
4.00	Giving performance feedback	Communicating
4.00	Giving recognition	Leading

The following five behaviours were identified on the LBQ by your Peers as those in which your performance is least effective. They are rank ordered so the first item is the behaviour that received the lowest score. We suggest you pay particular attention to these five and focus your immediate developmental activities on them.

Score	Behaviour	Performance Factor
2.00	Initiating relationships	Managing Relationships
2.33	Communicating expectations	Communicating
2.33	Producing high-quality work	Controlling
2.33	Expressing Visions	Communicating
2.67	Meeting deadlines	Controlling

## Top & Bottom Five Behaviours - Subordinate

The following five behaviours were identified on the LBQ by your Subordinates as your greatest strengths. They are rank ordered so the first item is viewed as your most effective behaviour. These are the areas in which you contribute most to the success of your organisation.

Score	Behaviour	Performance Factor
4.33	Balancing own life	Managing Self
4.33	Developing oneself	Managing Self
4.33	Recognising trends	Problem Solving
4.00	Adapting to change	Planning
4.00	Organising events	Controlling

The following five behaviours were identified on the LBQ by your Subordinates as those in which your performance is least effective. They are rank ordered so the first item is the behaviour that received the lowest score. We suggest you pay particular attention to these five and focus your immediate developmental activities on them.

Score	Behaviour	Performance Factor
2.67	Sizing up people	Managing Relationships
3.00	Responding to others' needs	Managing Relationships
3.00	Giving performance feedback	Communicating
3.00	Listening	Communicating
3.00	Coping with own frustration	Managing Self

# Personal Effectiveness Plan (PEP)

The purpose of this Section II is to assist you in writing your own personal-development goals. The Personal-Effectiveness Plan (PEP) will help you set meaningful goals aimed at improving your performance in the specific behavioural areas in which you are seen by others as least effective.

The Individual-Effectiveness Profile (IEP) should give you a clear understanding of your strengths and weaknesses, at least in the eyes of the people who rated you. Inasmuch as these people work with you often, if not daily, the IEP data probably give you as accurate a picture of yourself as you will ever receive. It is suggested that you not argue or disagree with their ratings, even though you may feel like doing so. Instead, use this information to improve yourself.

Remember that the IEP is a report of other people's perceptions of you. People form their perceptions based on your behaviours. These perceptions may or may not reflect your true strengths and weaknesses. But people's perceptions of you influence how they behave toward you. If you do not like the view that others have of you, then you must answer the following question: Do you want to change their perceptions of you? If your answer is yes, then it is a good idea to complete the Personal-Effectiveness Plan.

It is important to your future success that you come to grips with the image of you that you help to generate. It is critical that you have a clear understanding of your strengths and weaknesses so that you can find a way to capitalise on your strengths and reduce or eliminate your liabilities.

Most of us have some vague ideas or plans about our future. Typically, our plans remain rather murky, because it takes great effort to be specific about what we want. Additional energy is required to map out a strategy to obtain what we want. Another obstacle to accomplishing our goals is our lack of knowledge about the necessary resources available to help us carry out our plans. Without identifying these key resources, our planning process is unlikely to produce the positive results we want and need.

The staff at *consultingtools* have prepared this PEP outline to help you to focus on the goals, methods, and resources necessary to make the changes you want. It will require your concentration and effort to respond to these items. It will be tempting to postpone doing the PEP, because completing the plan is not easy work. But you are strongly encouraged to carry the plan through to completion. By doing so, you will probably make your career path a smoother journey. Begin working on the PEP right now. This activity could be the most valuable investment of time and energy you will make in your career.

Start your path to improvement by capturing in the space provided below your immediate reactions to the data presented in your Individual-Effectiveness Profile (Section I).

## YOUR LEAST EFFECTIVE BEHAVIOURS

Using the information provided in the report of the bottom five behaviours in Section I of the IEP, identify the three behaviours that concern you the most and that you would most like to improve:

Self			
Senior			
Peer			
Subordinate			

Recall work situations in which you may have behaved ineffectively in these areas.

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Ask others to describe what you have done that caused them to give you low ratings on these items. Write their responses in this space:

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Short-term plans (daily/weekly)

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Long-term plans (this year and beyond)

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What barriers might prevent you from following through on your plans?

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Write, as specifically as possible, what you plan to do differently in the future to improve your performance and image in these areas:

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What resources/support do you need to change the perceptions that people have of you? You may want to consider technical courses or other training and educational opportunities that would assist you in changing behaviours.

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Identify coworkers and other colleagues who have strengths that offset your potential liabilities. How can they help or assist you? Can you learn by observing them, asking them for feedback and suggestions? Can you work with them to develop yourself?

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