

transformational *leadership*
QUESTIONNAIRE

Sally Sample

Transformational Leadership Questionnaire

July 17, 2002

Strictly Confidential

This report contains feedback gathered from the following sources:

Participant	1
Manager	1
Colleagues	3
Staff	4
Total	9

Contents

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General Points to Remember

Purpose Of 360° Feedback

- Feedback is essential to progress. It provides you with accurate information about the way you work with others.
- Feedback can act both as a stimulus to change your behaviour, and as a catalyst to facilitate change.
- To accelerate your personal effectiveness, you need to be aware of the consequences of your behaviour. If you are aware, you can decide whether or not the consequences match your intentions.

This system enables you to increase your knowledge about your job and performance. For example: it can give you information about how people rate current performance, what they expect of you and how important certain behaviours are to your job.

Primary Objectives

- To develop an awareness of your relative influence and effectiveness with others.
- To develop a self-directed strategic plan for working more effectively with others.

By Enabling You To

- Analyse and process your feedback.
- Understand the consequences of your behaviour.
- Identify what you could be doing differently to maximise your working relationships with others by creating self-directed action plans.
- Identify content areas for follow-up, skill-building, training and development.

The Rating Scale

As a reminder, the scale that was used by respondents for the questionnaire is shown below:

Performance

- | | | |
|----------|-------------------|-------------------------------------------------------------------|
| 5 | Very effective | <i>Exceptionally good, consistently excellent.</i> |
| 4 | A strength | <i>Consistently good demonstration of this behaviour.</i> |
| 3 | Competent | <i>Adequate. Occasionally demonstrates this behaviour.</i> |
| 2 | Needs development | <i>Below the standard expected.</i> |
| 1 | Address urgently | <i>Need to develop urgently. May be having a negative effect.</i> |
| U | Unable to comment | |

Introduction to Competency Overview Graph

This demonstrates your overall scores against each of the main competency areas. These scores are the average over all the respondents, including yourself.

The final graph shows the combined overall score for all the competency areas.

Avs is the average score and corresponds with the bar length.

- a high number means that on average you were rated highly for that statement.
- a low number means that the competency is not seen often by respondents.

N shows the number of respondents who answered the question.

Ags shows the degree to which people agreed about your performance.

- a number close to 0 means that there was little agreement between the different respondents' ratings.
- a number close to 1 shows a consensus of opinions from the different respondents.

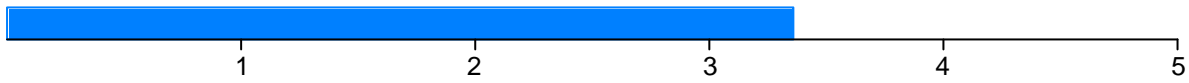
NR means no responses.

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

Competency Overview Graph

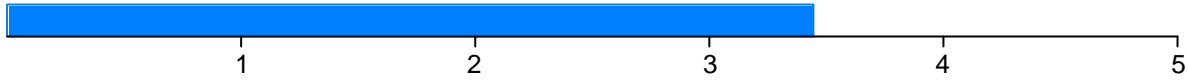
Sally Sample

PAINTING A VISION



Avs N Ags
3.35 8 0.35

INTELLECTUAL STIMULATION



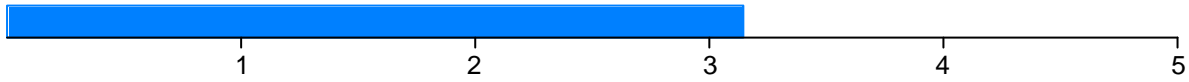
3.44 8 0.37

TREATING PEOPLE AS INDIVIDUALS



3.13 8 0.39

GOAL SETTING



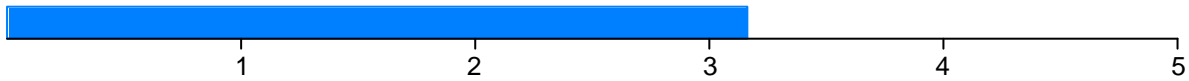
3.15 8 0.41

PERFORMANCE MONITORING AND CONTROL



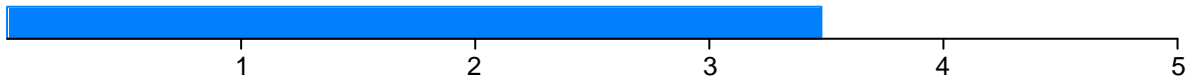
3.39 8 0.42

PROVIDING FEEDBACK



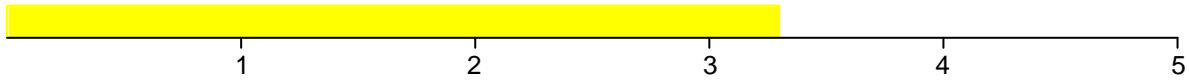
3.16 8 0.38

CAREER AND SKILL DEVELOPMENT



3.48 8 0.36

Composite



3.30 8 0.38

Avs - Average Score N - Number of Responses Ags - Agreement Score
NR - No Response AP - Anonymity Protected

Introduction to Question Overview Graphs

This report shows how you have been rated at the Competency and Question level. These scores are the average over all your respondents, including yourself. The responses are represented by a set of bars on the left of the page and in numerical format in the columns on the right.

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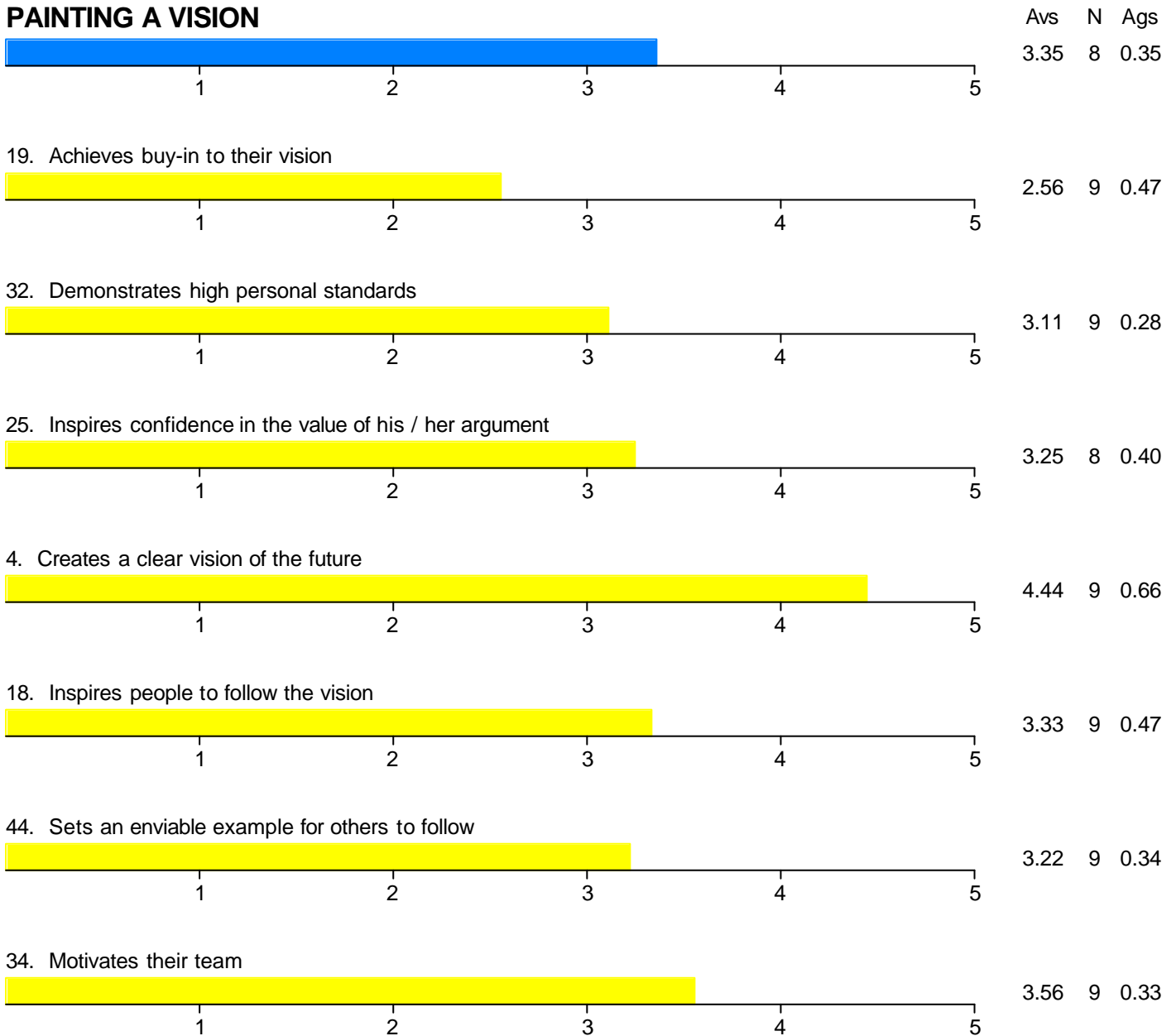
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Question Overview Graphs

Sally Sample

PAINTING A VISION

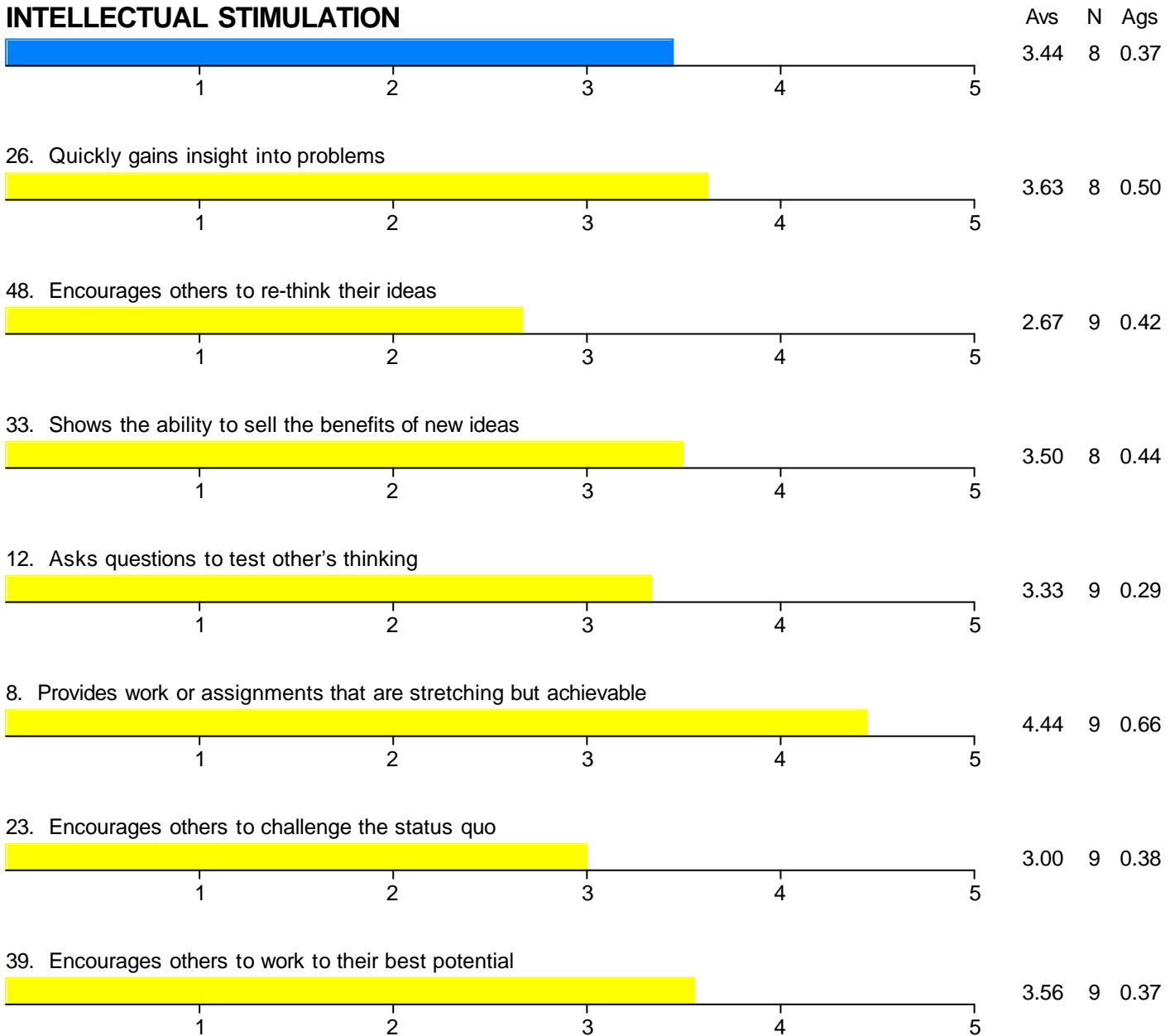


Avs - Average Score N - Number of Responses Ags - Agreement Score
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Question Overview Graphs

Sally Sample

INTELLECTUAL STIMULATION

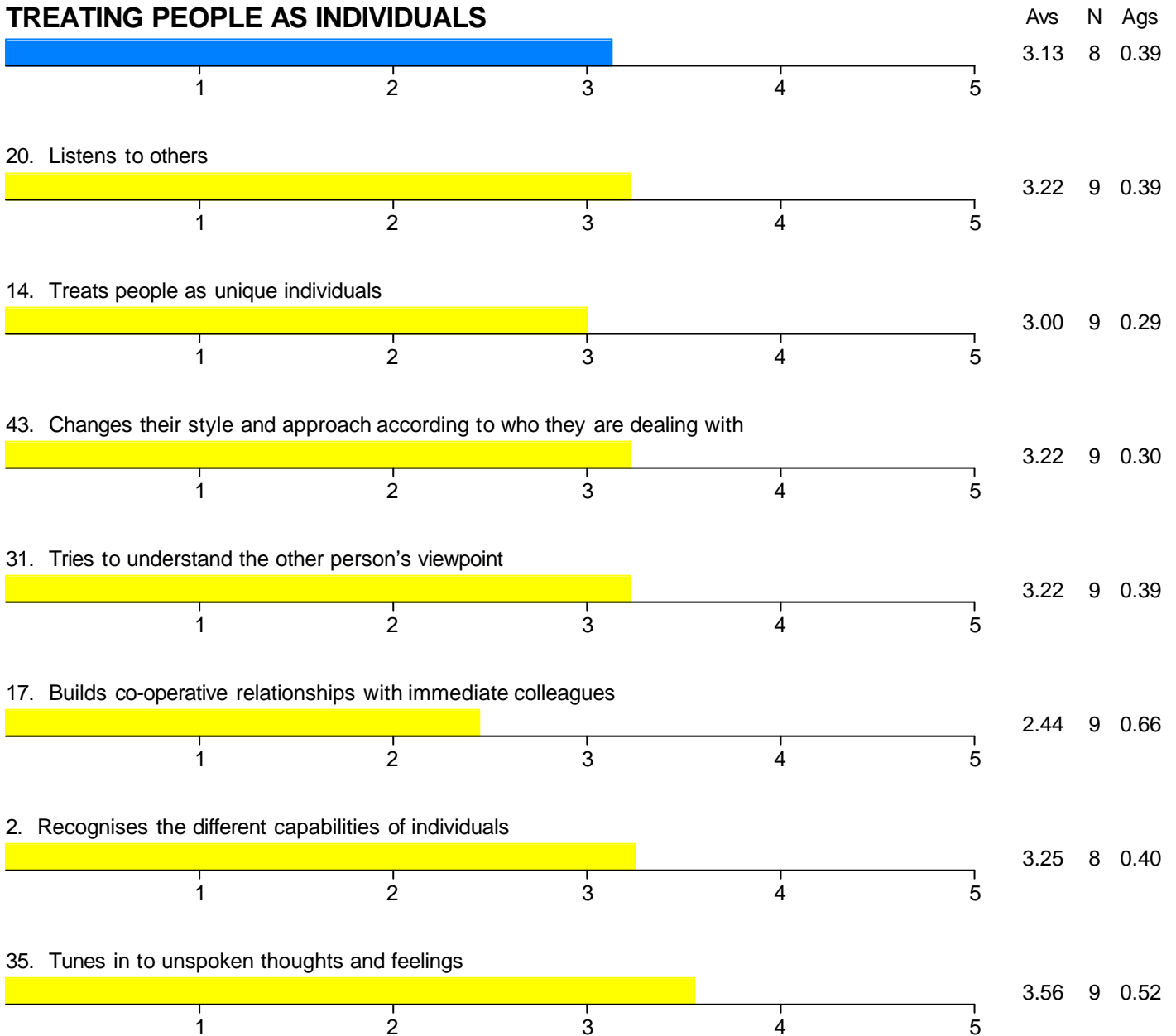


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Question Overview Graphs

Sally Sample

TREATING PEOPLE AS INDIVIDUALS

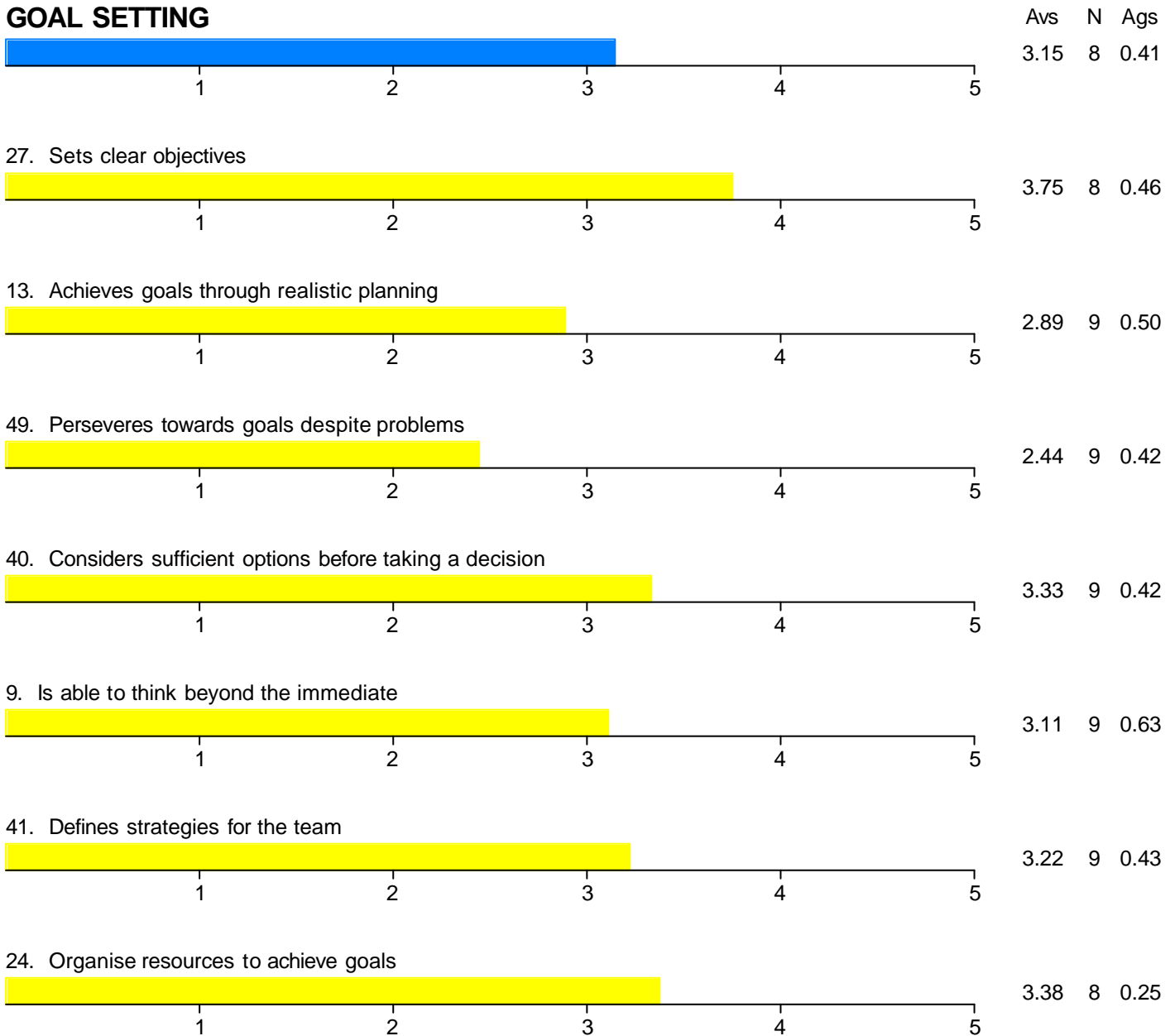


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Question Overview Graphs

Sally Sample

GOAL SETTING

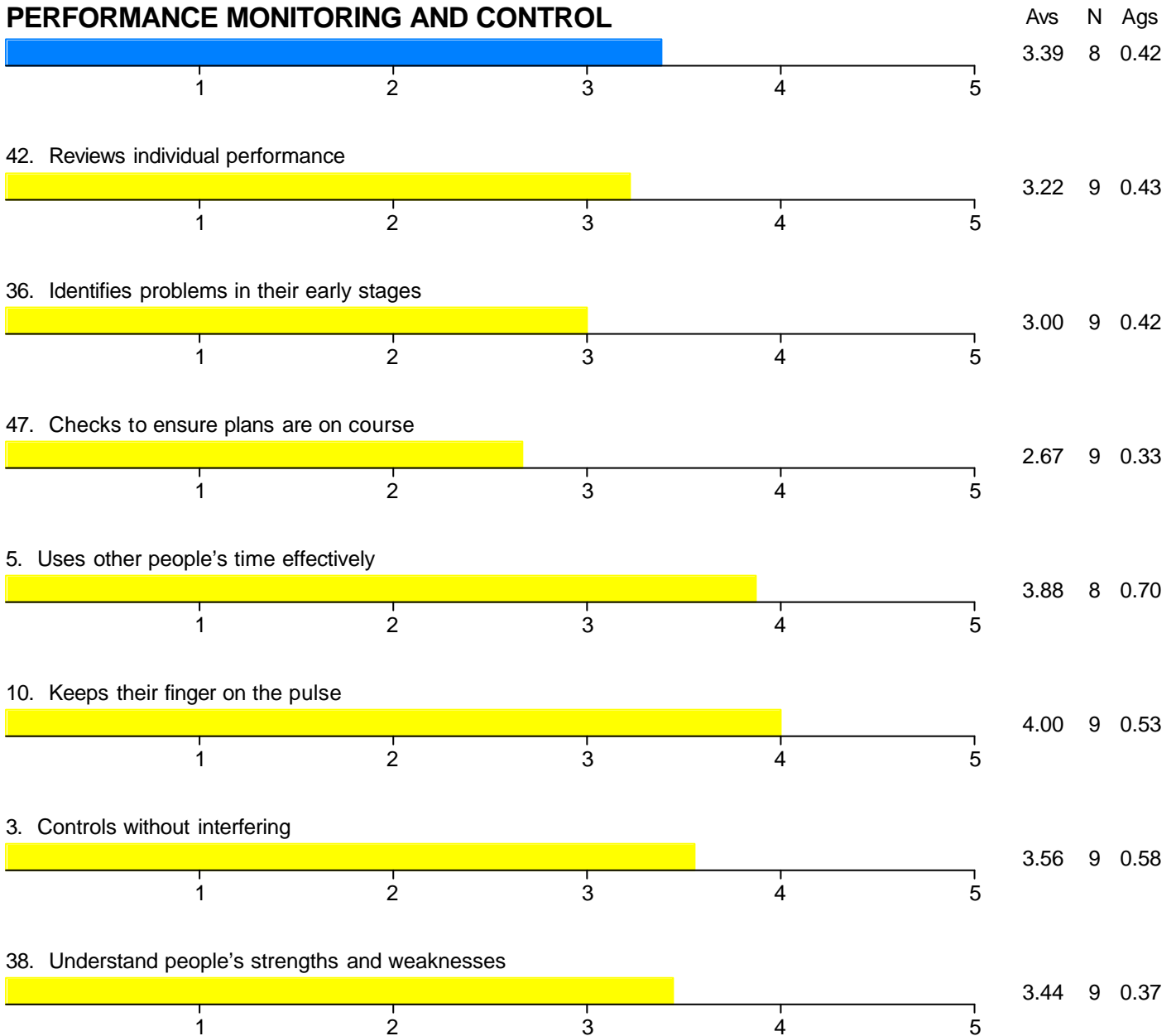


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Question Overview Graphs

Sally Sample

PERFORMANCE MONITORING AND CONTROL

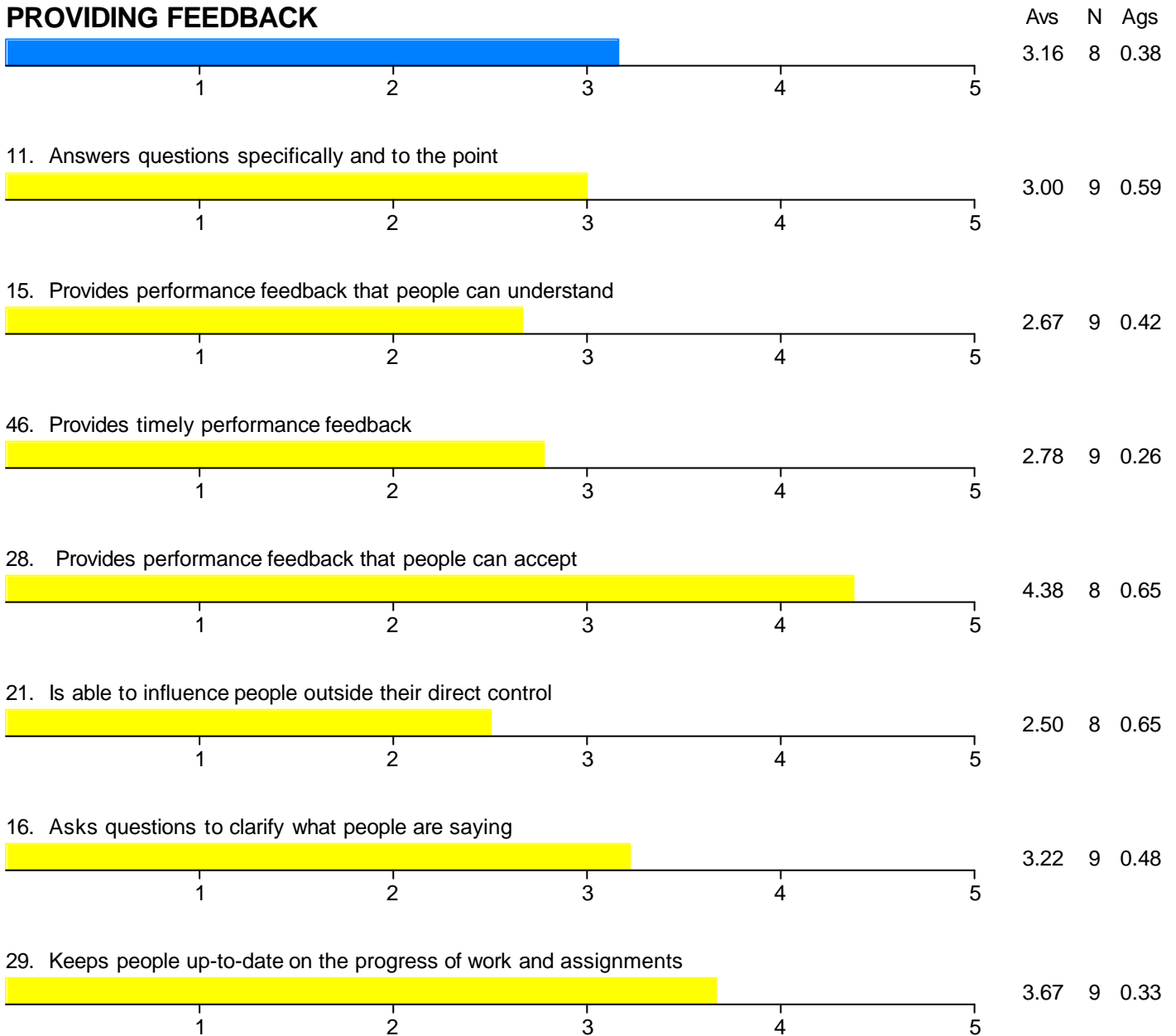


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Question Overview Graphs

Sally Sample

PROVIDING FEEDBACK

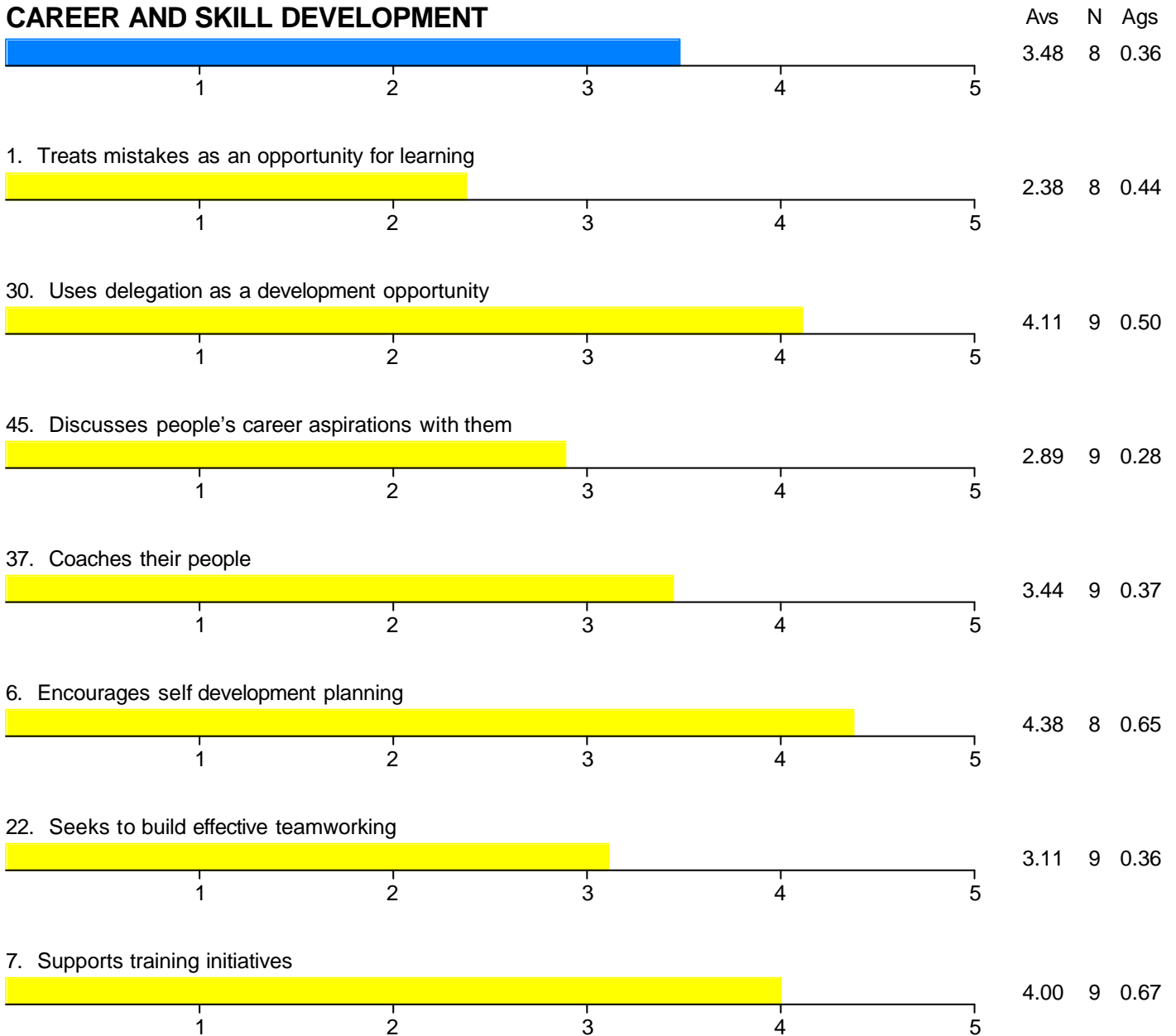


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Question Overview Graphs

Sally Sample

CAREER AND SKILL DEVELOPMENT



Avs - Average Score N - Number of Responses Ags - Agreement Score
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Introduction to Detailed Information

This report shows how you have been rated at the Competency and Question level by each of the different respondent (or rater) types. The responses are represented by a set of bars on the left of the page (where the respondent type is shown within the bar in each case) and in numerical format in the columns on the right. The last bar on each graph shows the average over all the respondents, including yourself.

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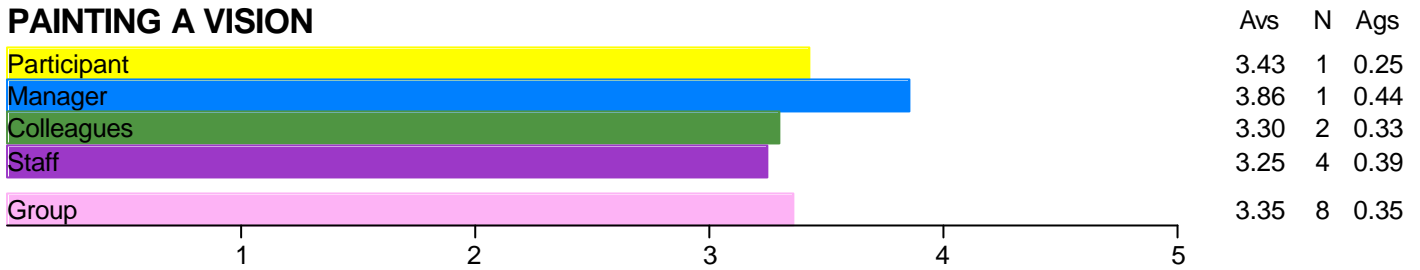
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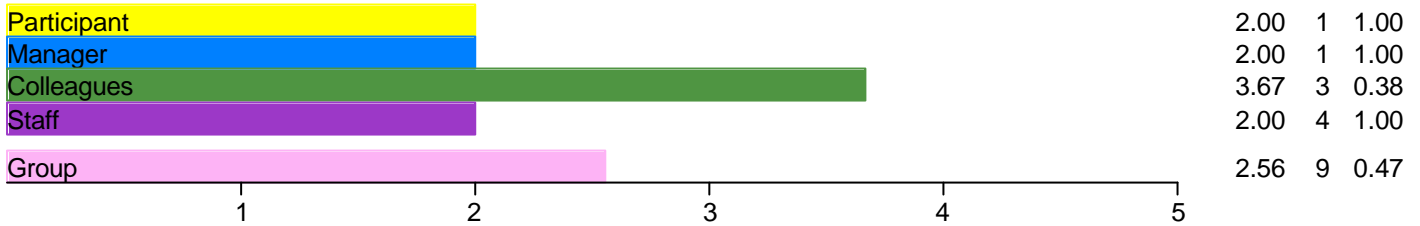
Detailed Information

Sally Sample

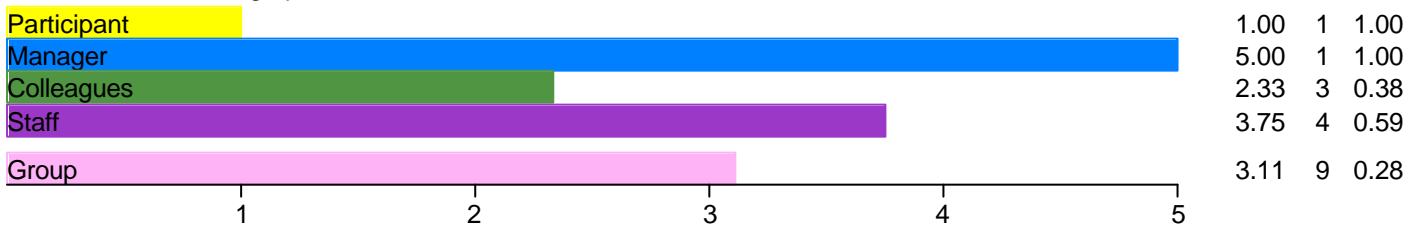
PAINTING A VISION



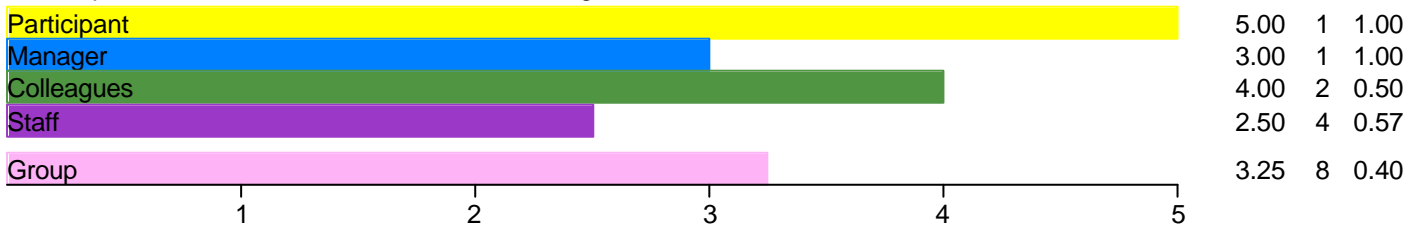
19. Achieves buy-in to their vision



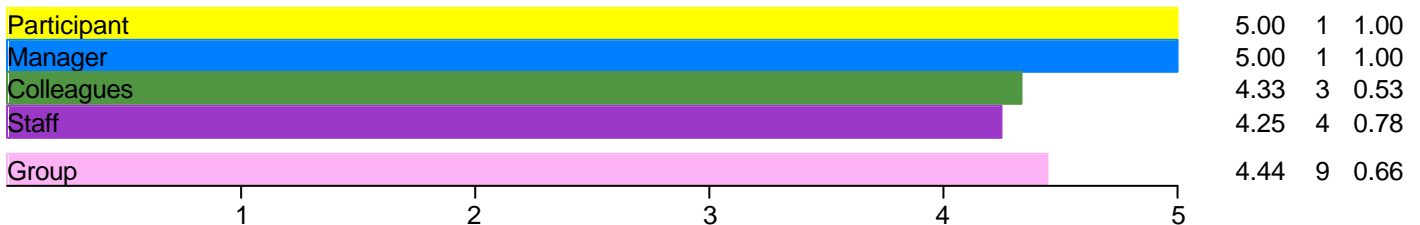
32. Demonstrates high personal standards



25. Inspires confidence in the value of his / her argument

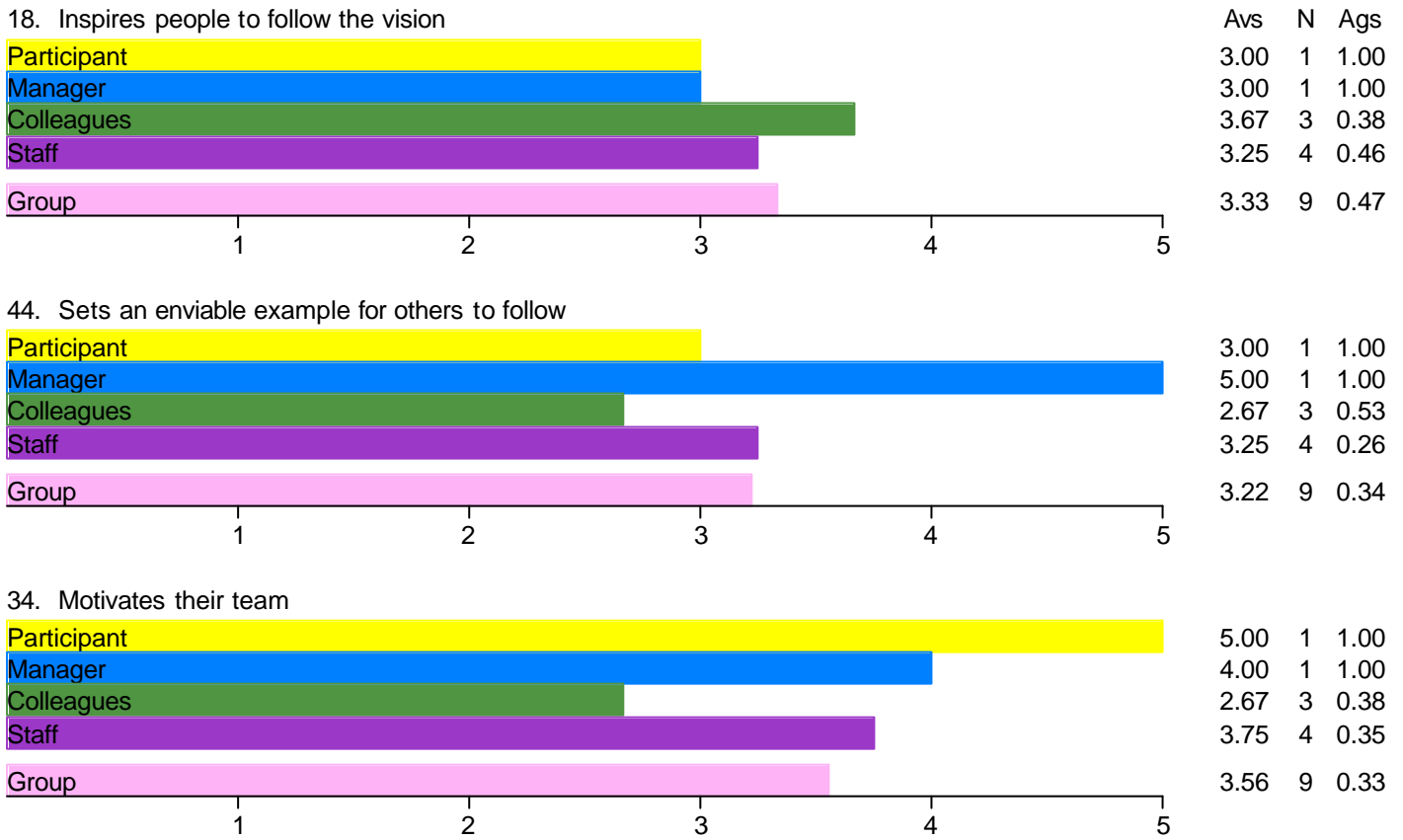


4. Creates a clear vision of the future



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Detailed Information Sally Sample

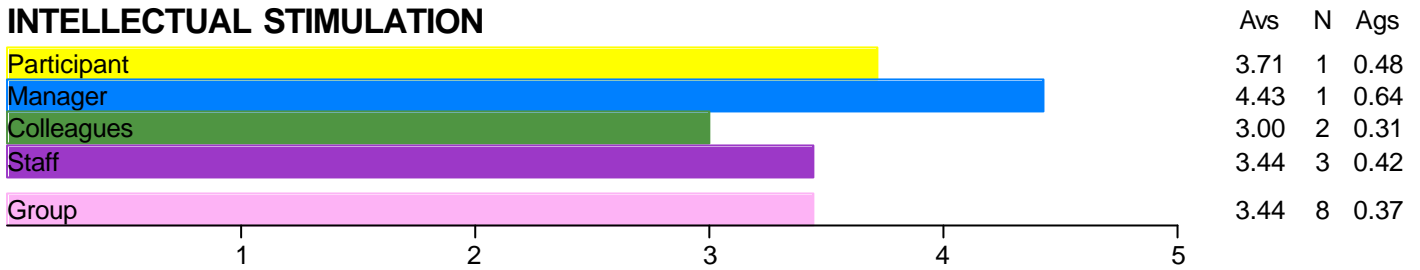


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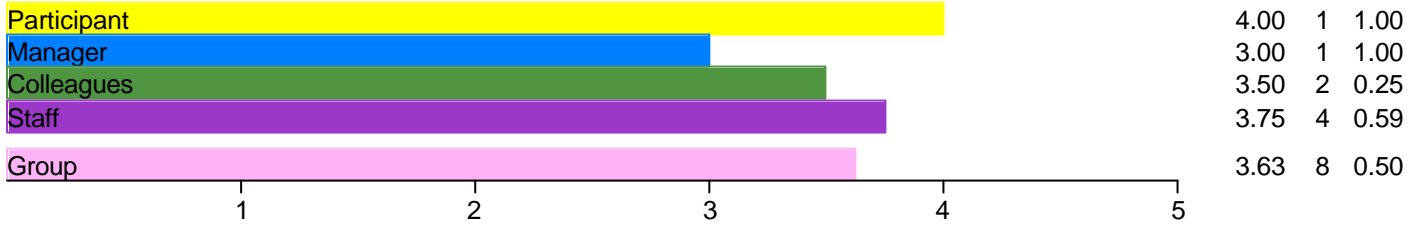
Detailed Information

Sally Sample

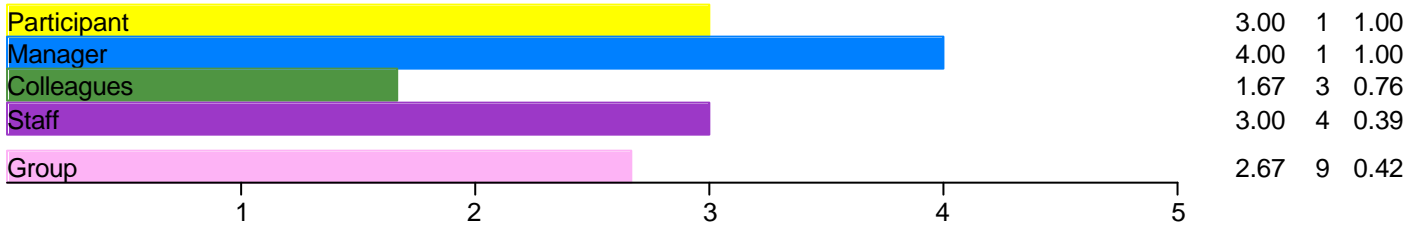
INTELLECTUAL STIMULATION



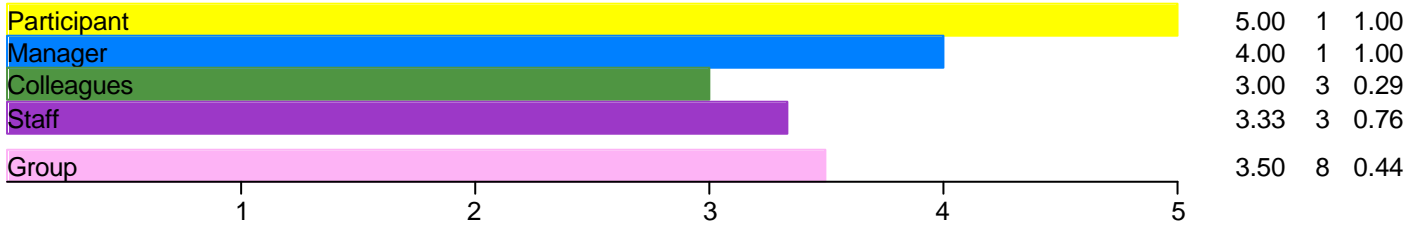
26. Quickly gains insight into problems



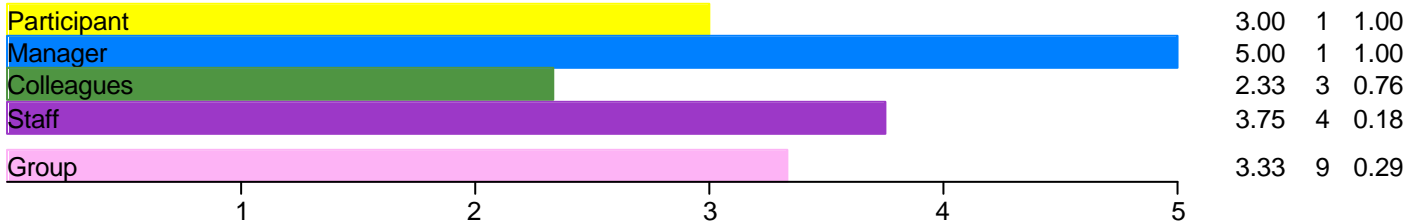
48. Encourages others to re-think their ideas



33. Shows the ability to sell the benefits of new ideas

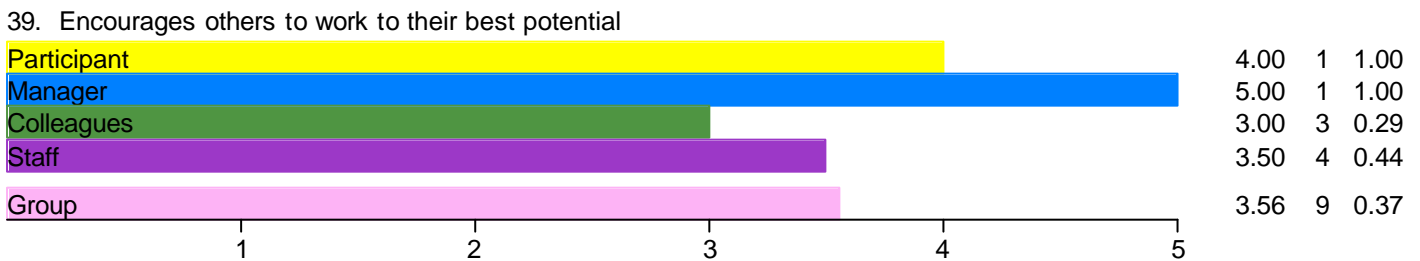
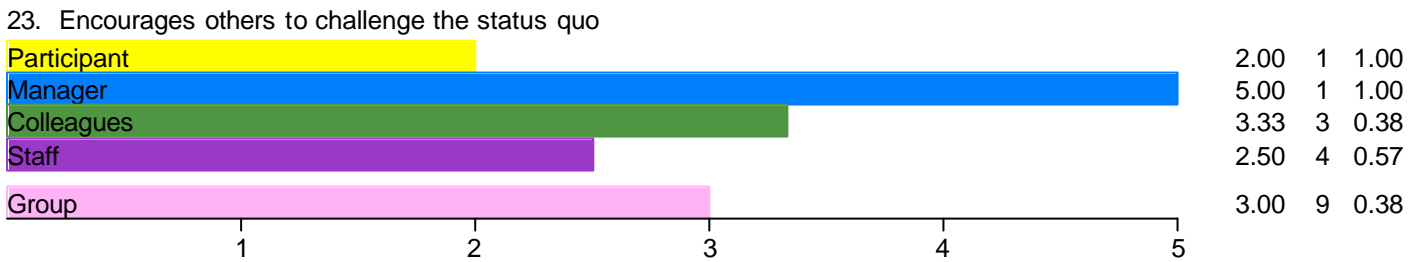
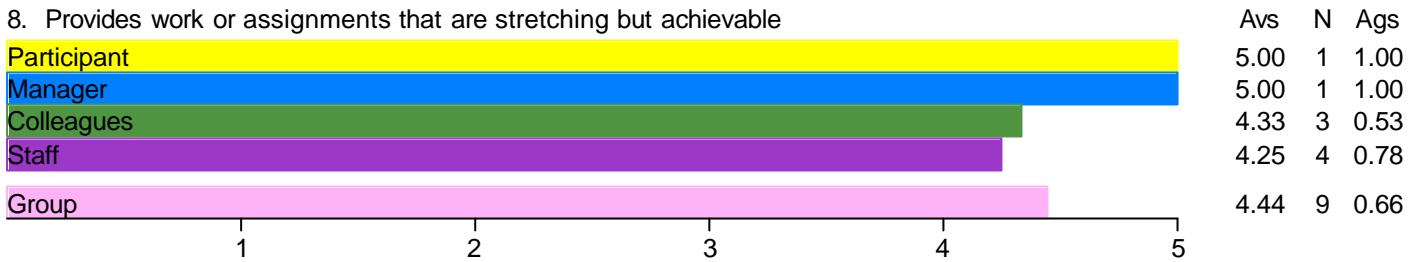


12. Asks questions to test other's thinking



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Detailed Information Sally Sample

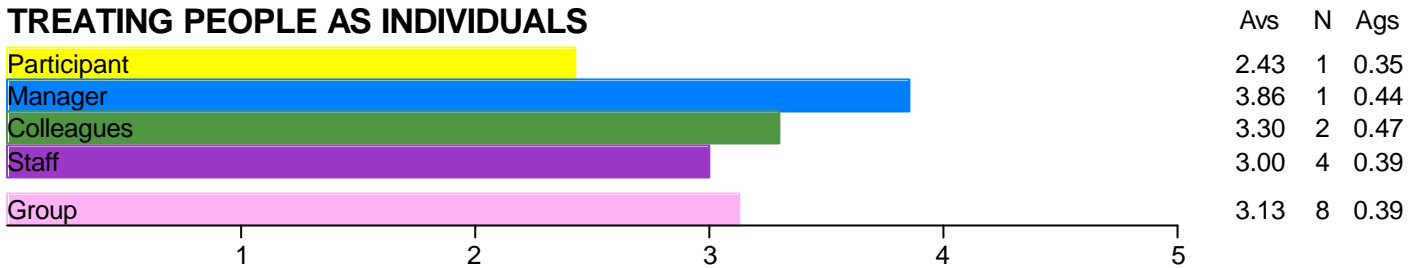


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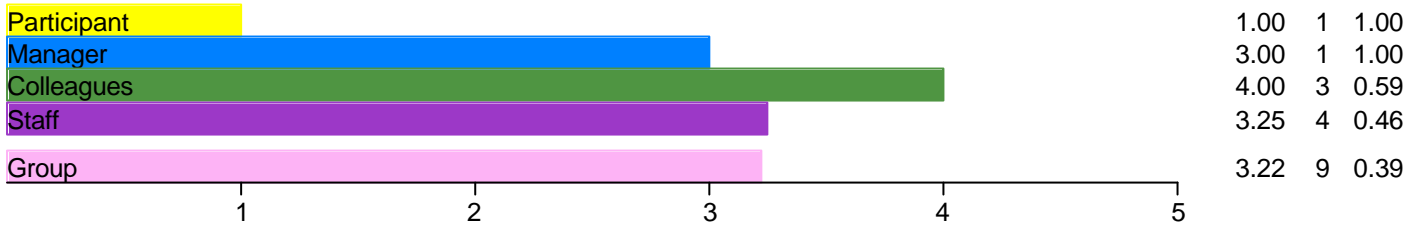
Detailed Information

Sally Sample

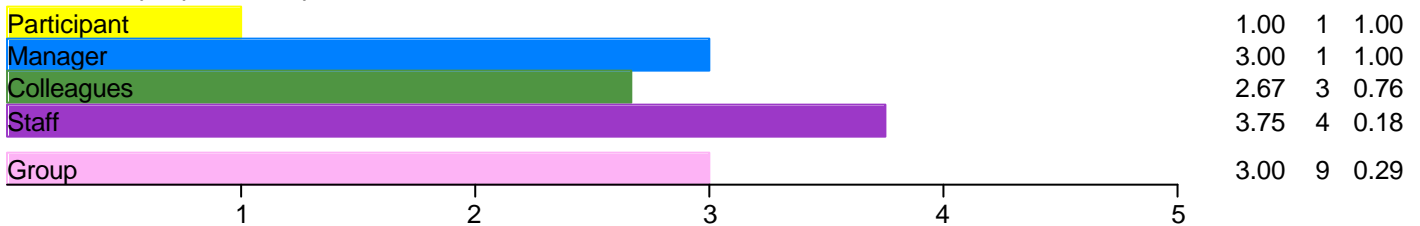
TREATING PEOPLE AS INDIVIDUALS



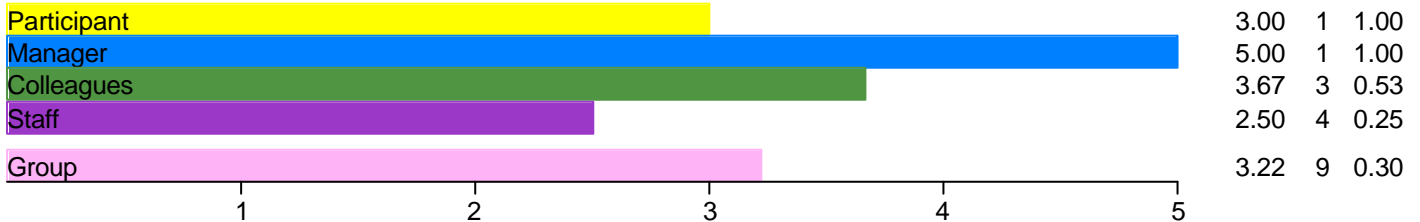
20. Listens to others



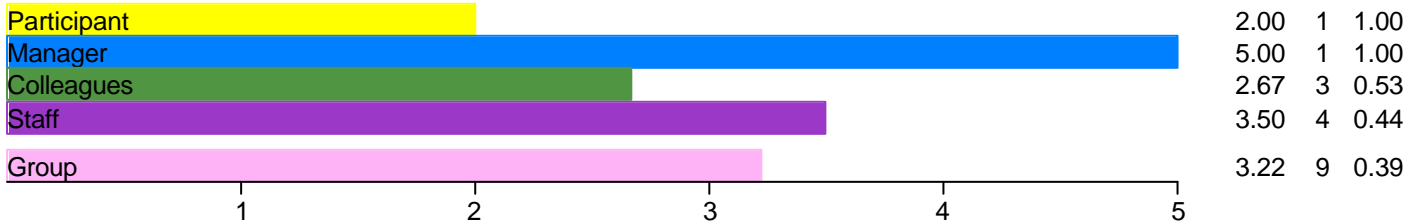
14. Treats people as unique individuals



43. Changes their style and approach according to who they are dealing with



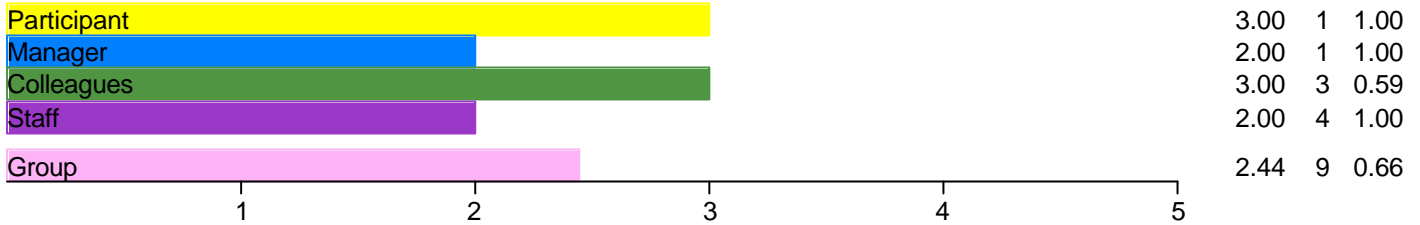
31. Tries to understand the other person's viewpoint



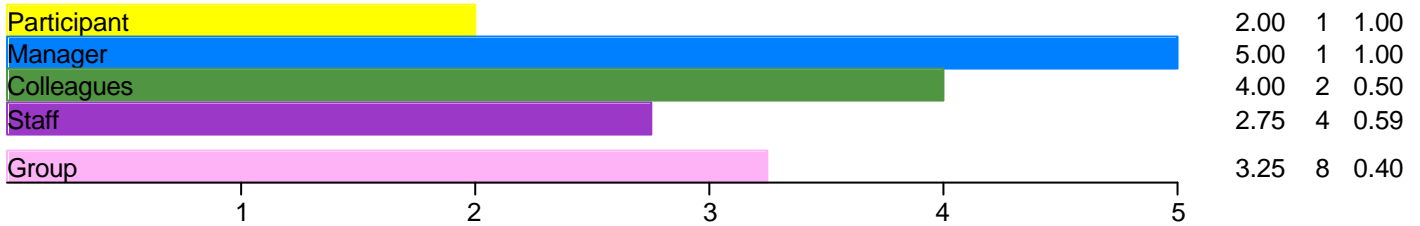
Avs - Average Score N - Number of Responses Ags - Agreement Score
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Detailed Information Sally Sample

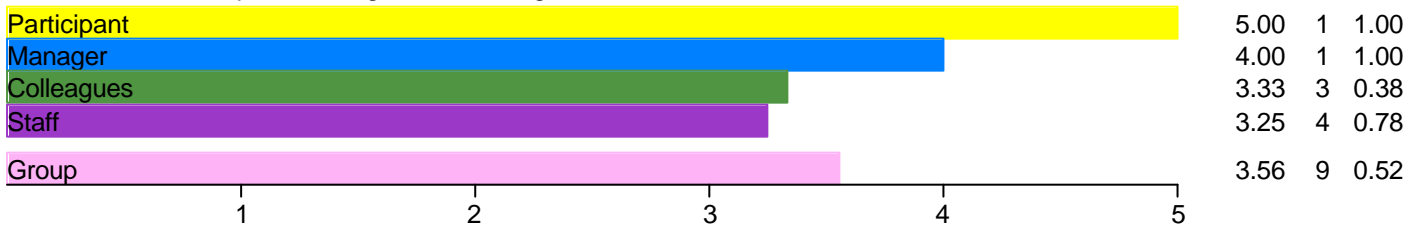
17. Builds co-operative relationships with immediate colleagues



2. Recognises the different capabilities of individuals



35. Tunes in to unspoken thoughts and feelings

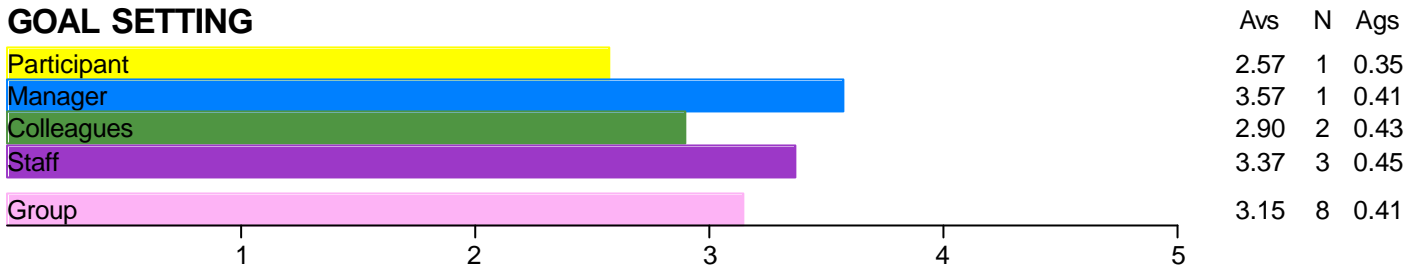


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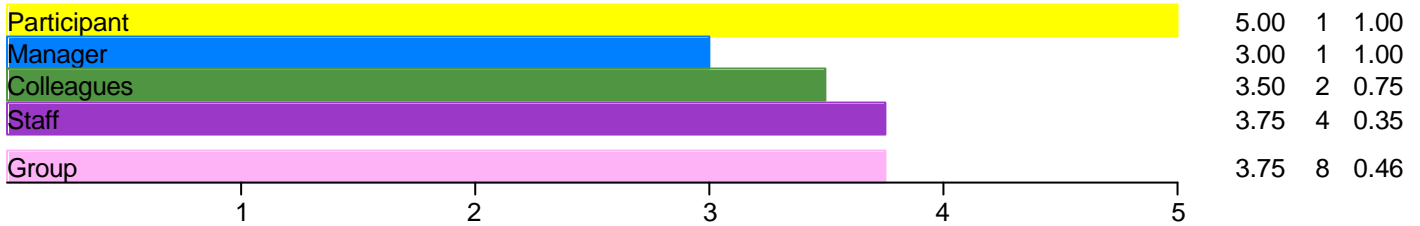
Detailed Information

Sally Sample

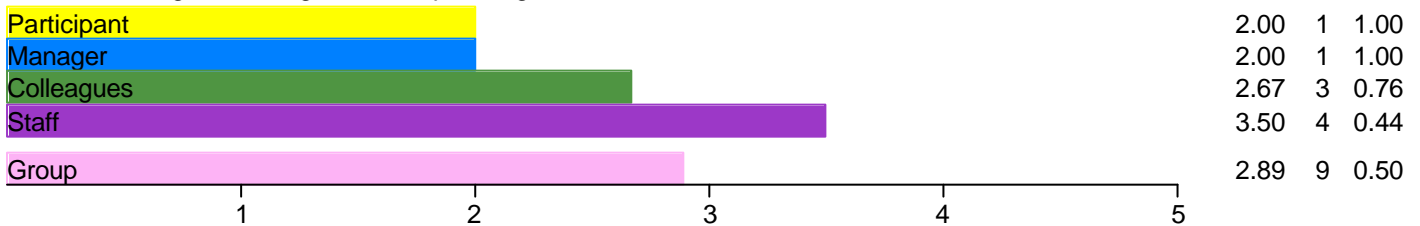
GOAL SETTING



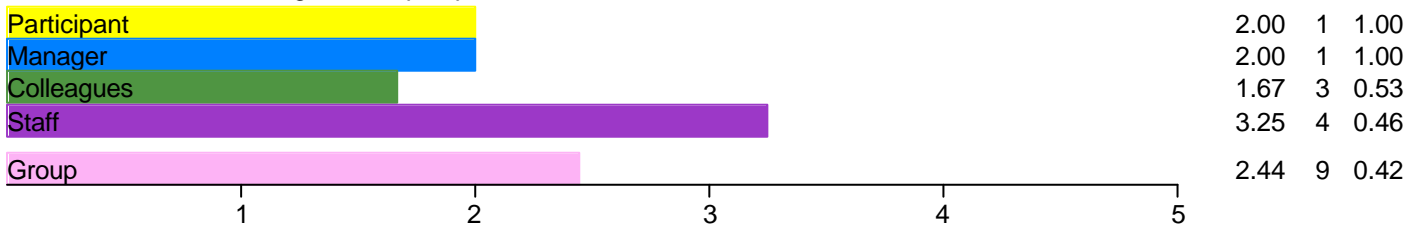
27. Sets clear objectives



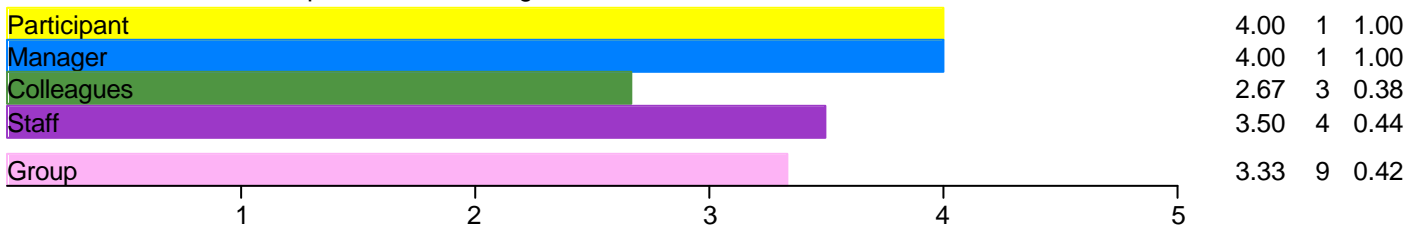
13. Achieves goals through realistic planning



49. Perseveres towards goals despite problems

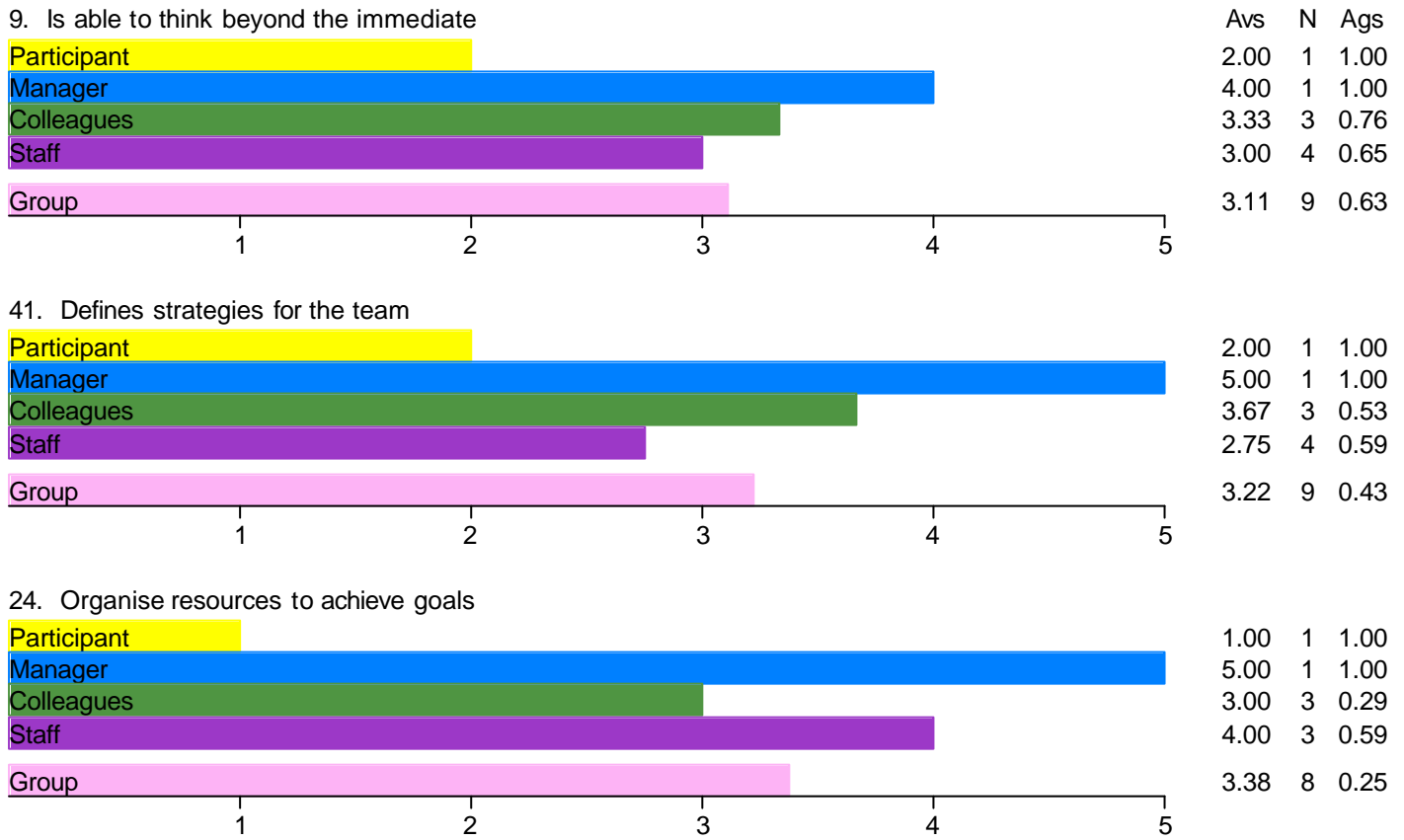


40. Considers sufficient options before taking a decision



Avs - Average Score N - Number of Responses Ags - Agreement Score
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Detailed Information Sally Sample

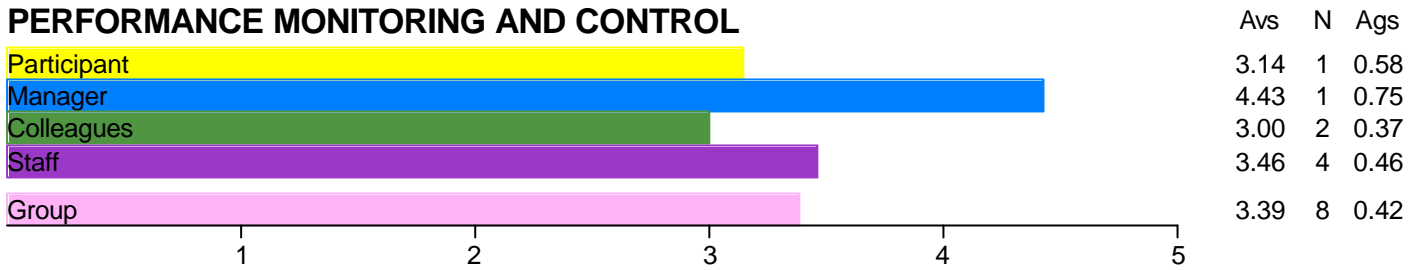


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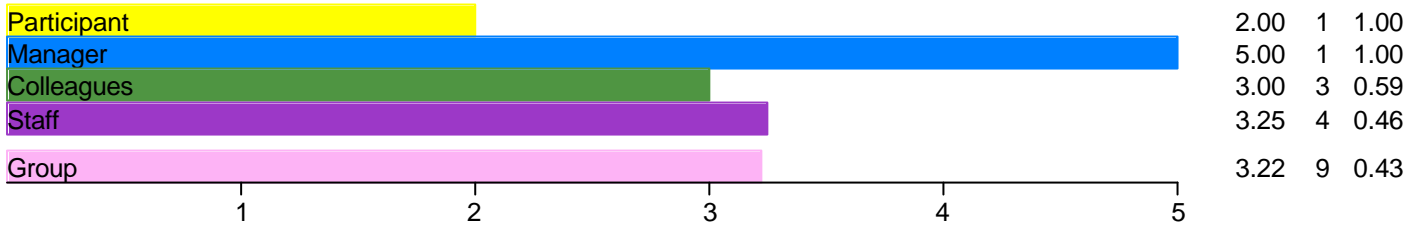
Detailed Information

Sally Sample

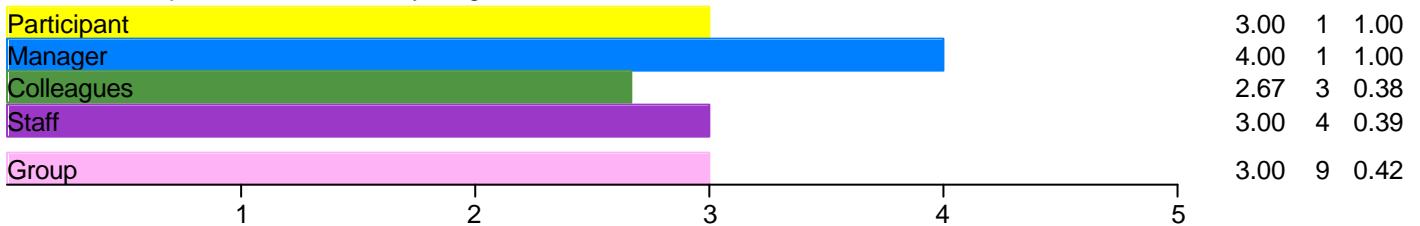
PERFORMANCE MONITORING AND CONTROL



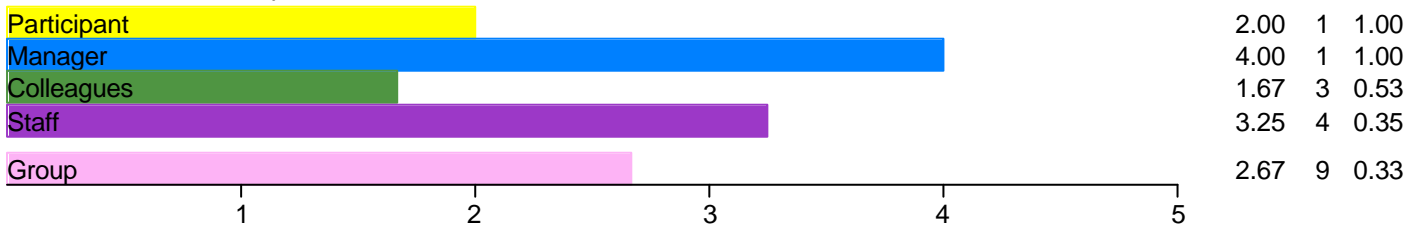
42. Reviews individual performance



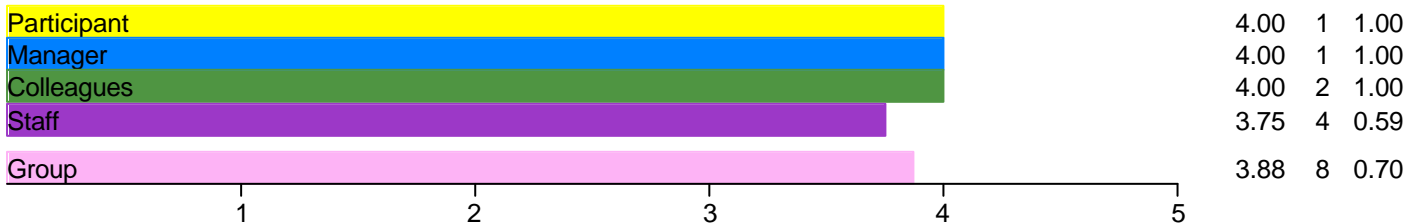
36. Identifies problems in their early stages



47. Checks to ensure plans are on course

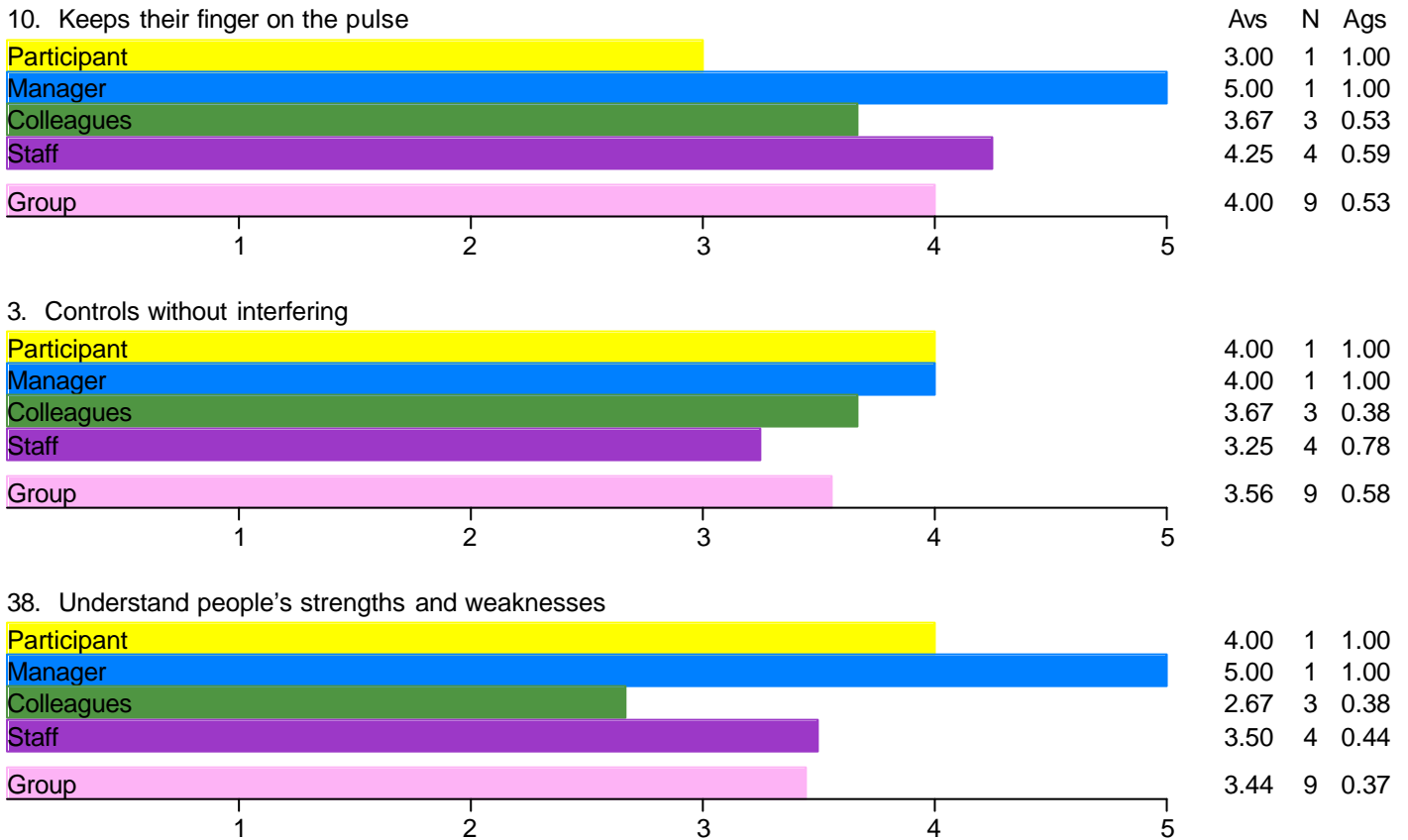


5. Uses other people's time effectively



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Detailed Information Sally Sample

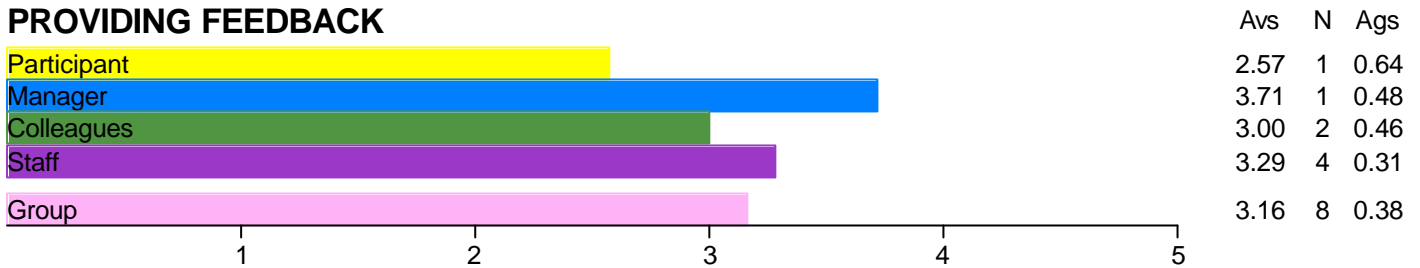


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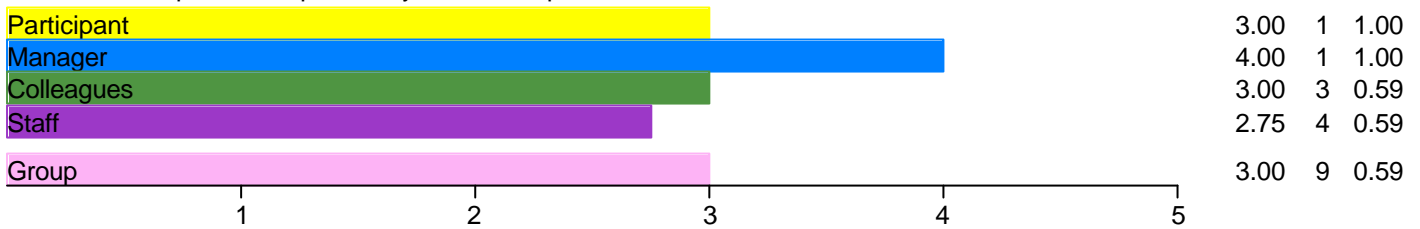
Detailed Information

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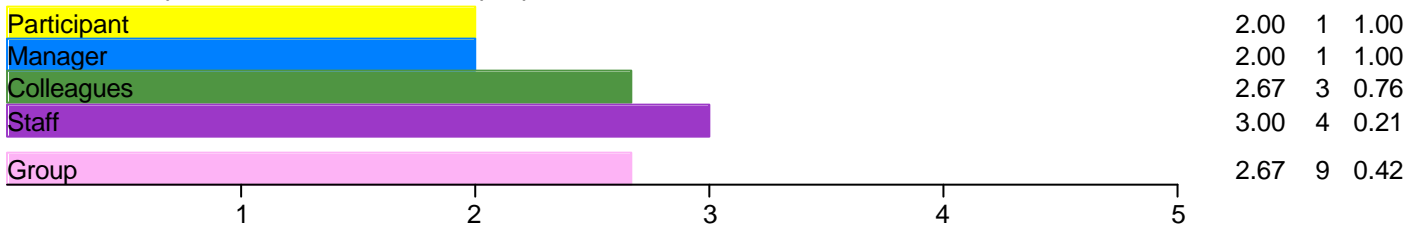
PROVIDING FEEDBACK



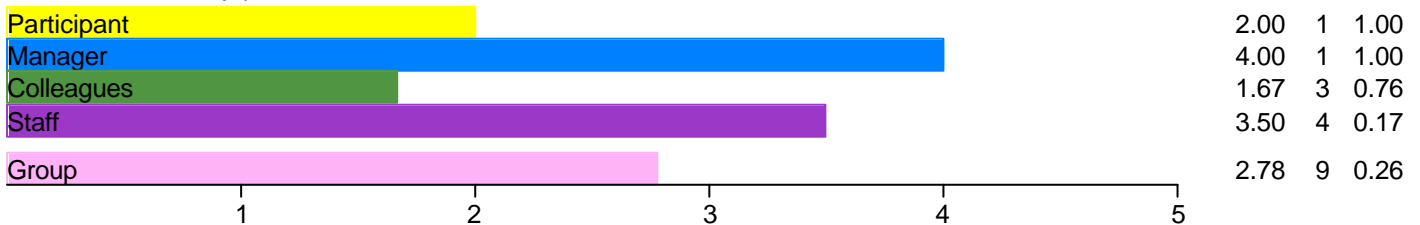
11. Answers questions specifically and to the point



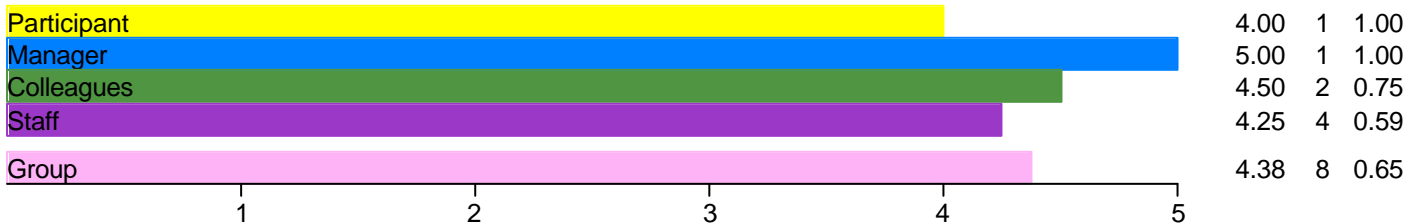
15. Provides performance feedback that people can understand



46. Provides timely performance feedback

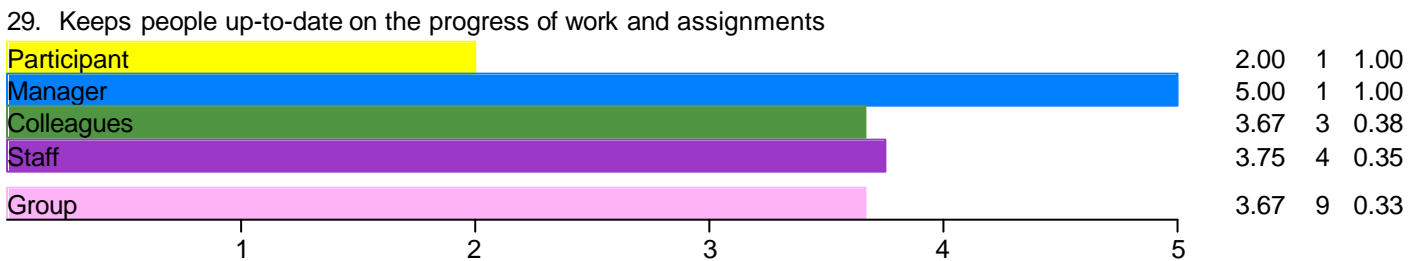
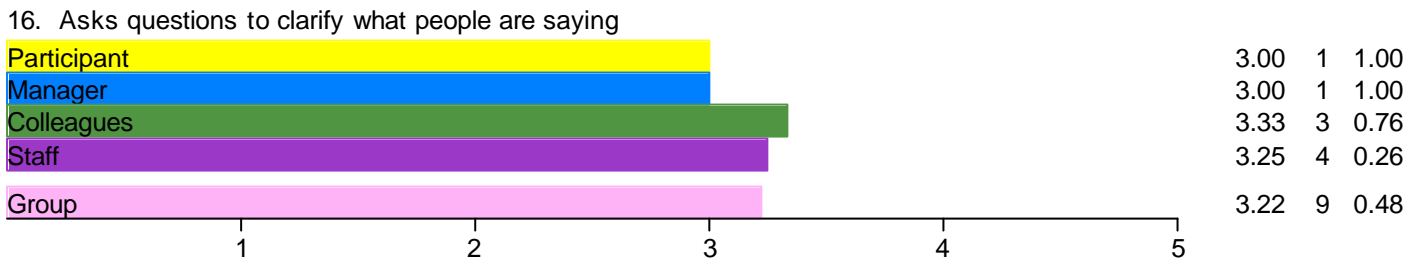
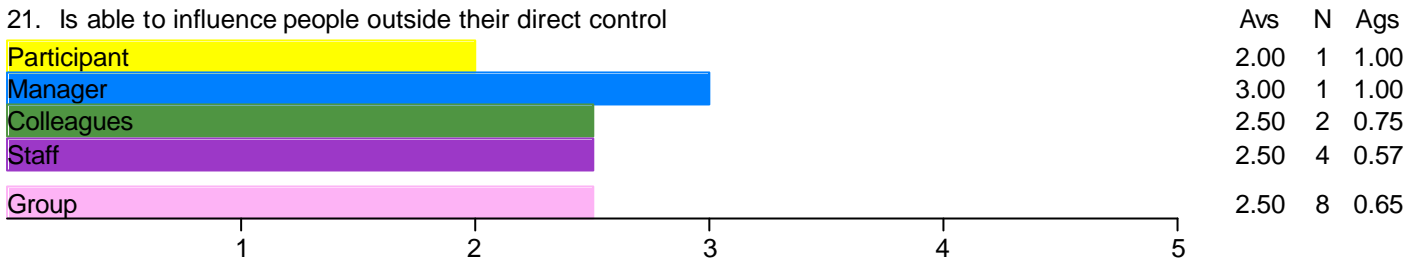


28. Provides performance feedback that people can accept



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Detailed Information Sally Sample

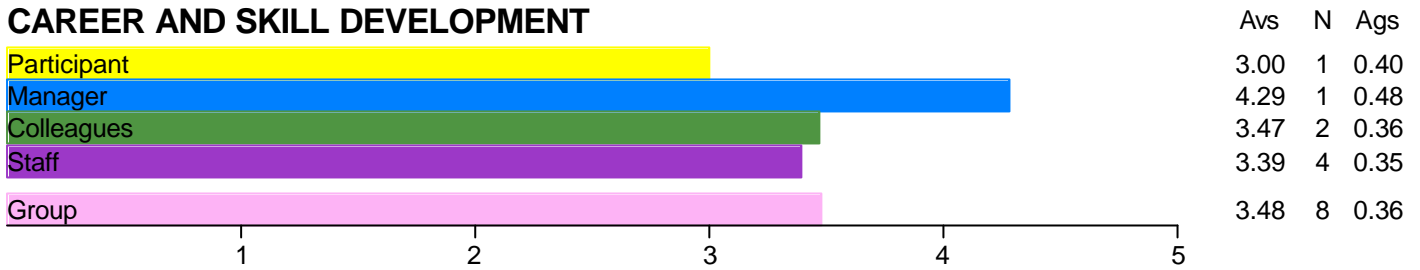


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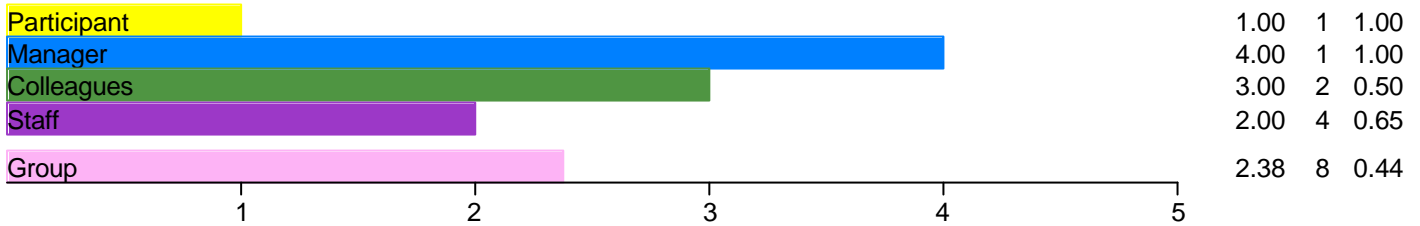
Detailed Information

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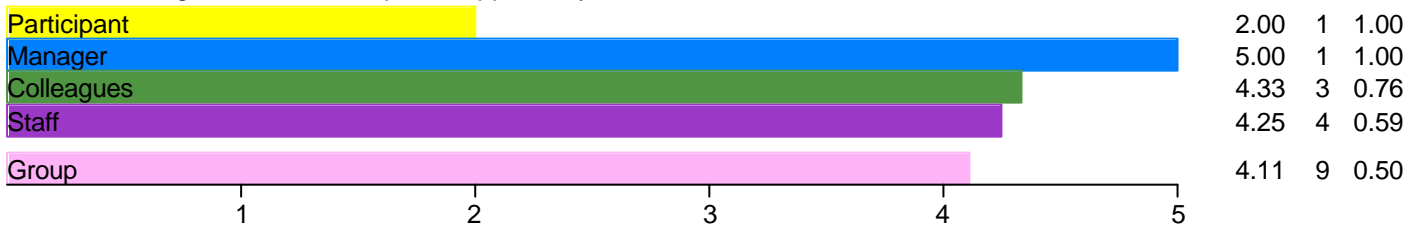
CAREER AND SKILL DEVELOPMENT



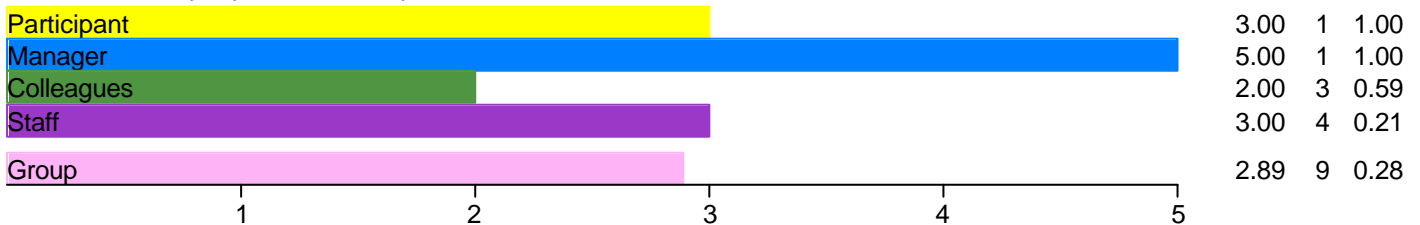
1. Treats mistakes as an opportunity for learning



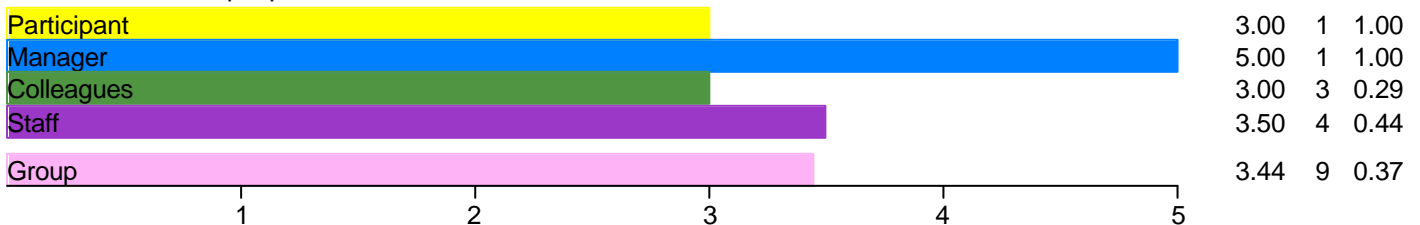
30. Uses delegation as a development opportunity



45. Discusses people's career aspirations with them

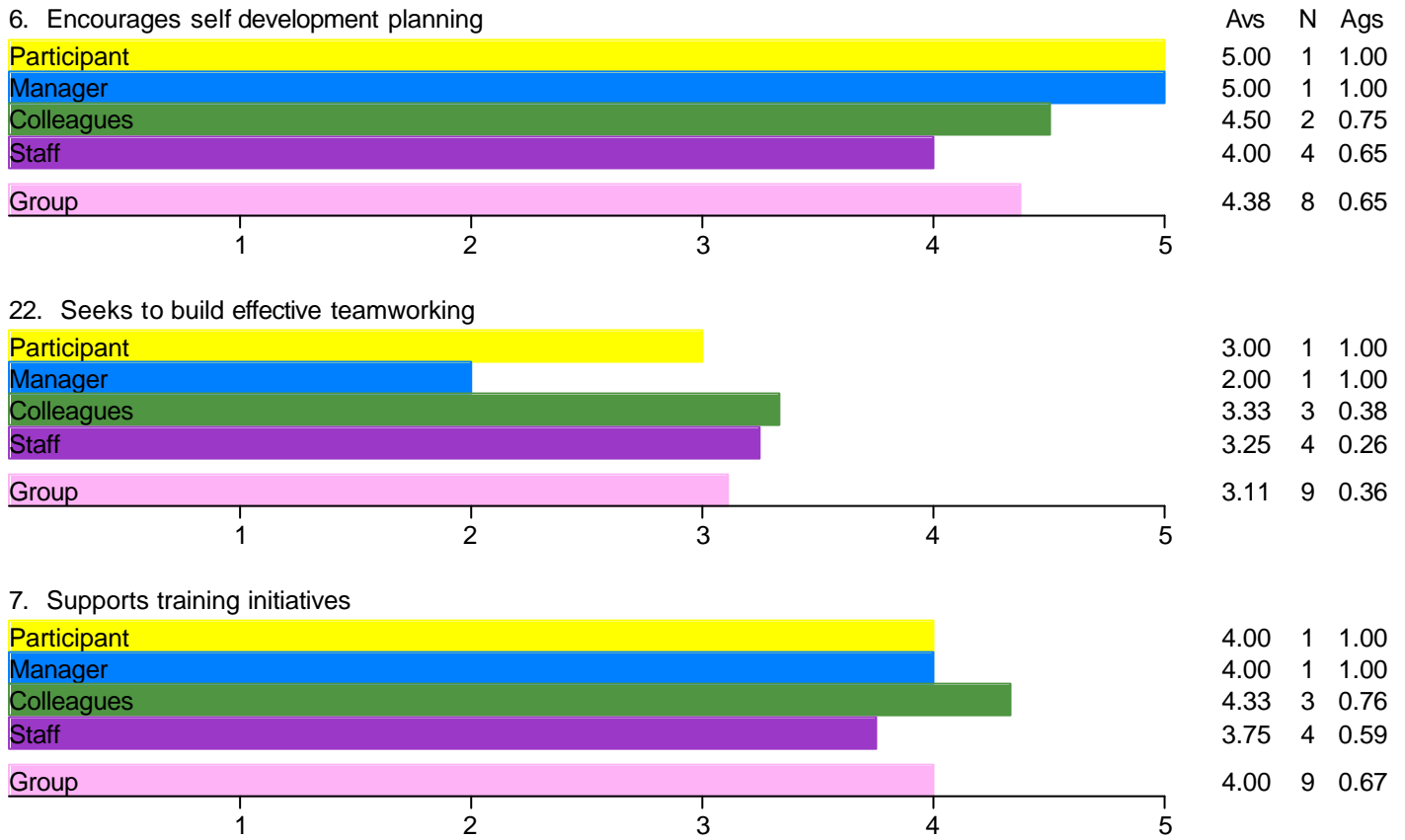


37. Coaches their people



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Detailed Information Sally Sample



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Introduction to Open Ended Answers

You and your respondents also had the opportunity to write comments on your performance in the Feedback Questionnaire.

These comments have been quoted verbatim.

Compare the comments with the charts you have already read. Do they reinforce the ratings you have received? Do they add any information about your performance?

Open Ended Answers

What do I admire most about this person's work?

Participant

Sample

Others

Sample

Sample

Sample

Sample

Sample

Sample

Sample

Sample

What aspects of this person's performance would you most like to change?

Participant

Sample

Others

Sample

Sample

Sample

Sample

Sample

Sample

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