

**Sample Profile**  
**Transformational Leadership Profile**  
**360 Degree Feedback Report**

## **Transformational Leadership Profile**

The Transformational Leadership Profile by DPG (MAP) Ltd

Adapted from the work of Marshall Sashkin and William E. Rosenbach 'A New Vision Of Leadership'

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## Overview of The Transformational Leadership Profile

The following information is provided to help you navigate the information that is included in this Transformational Leadership Profile

### Overall Summary Chart

This summary results chart provides a quick visual representation of your scores in the Five Leadership Behaviours, Three Personal Characteristics and Two Cultural Dimensions that make up the Transformational Leadership Profile. Scores upon which to concentrate are those above 70%, (these are your strongest) and those below 30% are in need of further development.

In addition carefully consider those areas where there is the largest variation across the raters (people who have given you feedback) and identify who you might use as a mentor to explore these. The scores are averages; the following pages will allow you to explore individual scores in more detail.

### Rater Description Pages

This part of the profile contains pages for each of the behaviours, characteristics and dimensions. It details average scores from raters and then high and low interpretation. This is followed by graphical representation of individual question scores. Finally we have provided some hints and tips in the form of on the job improvement actions for those wishing to develop in identified areas.

### 10/10 Report

This report provides the scores for the top 10 and bottom 10 scoring questions. There are three sections, one for each category of rater (Line Manager, Peers and Reportees). This is an ideal starting point to start planning your development.

### Development Plan

This development plan provides you with five areas to plan and record actions you will take to develop. You are encouraged to define success; this may be an improvement in your rating or recognition by colleagues in a more informal way. More importantly, it is you defining what success will look, sound and feel like.

## Introduction

Only leaders who possess the three Leadership Personal Characteristics (Self Confidence, Power and Vision) are likely to understand the nature of organisational culture building (Goals and Direction, Values and Beliefs), the key to transforming people and organisations.

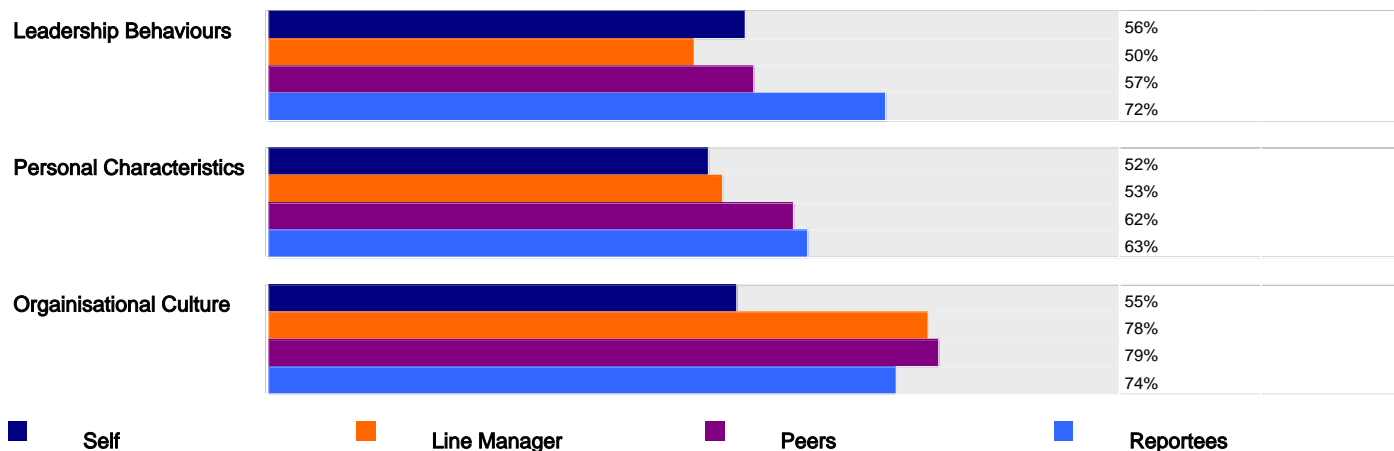
To go beyond this understanding and to action requires certain behavioural skills (Clarity, Communication, Consistency, Caring and Creating Opportunities). Leaders lacking in some or all of the five skills are unlikely to succeed.

This is true even if they possess the necessary personal characteristics and understand the nature of organisational culture

The Transformational Leadership Profile is a leadership assessment tool that measures the following:

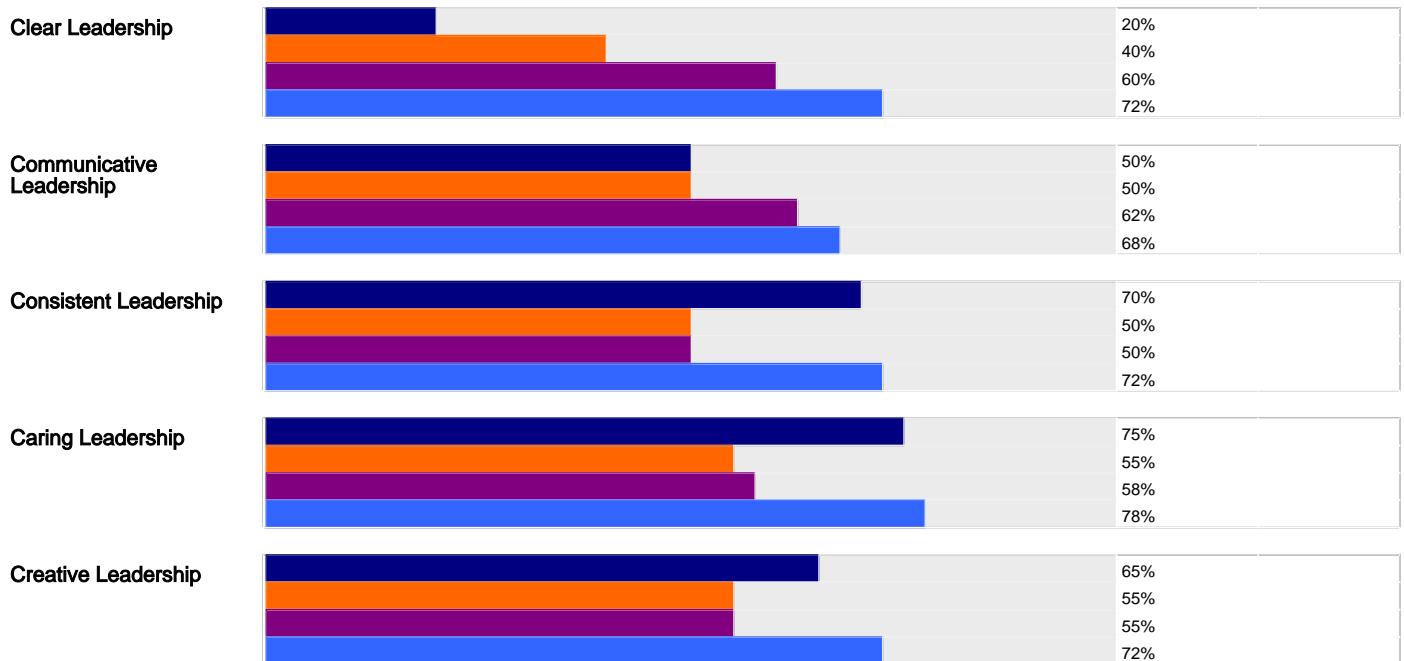
- The extent to which you use the Transformational Leadership Behaviours
- The degree to which you possess the Personal Characteristics of transformational leaders
- The extent to which you have (or could have) a positive impact on your organisational culture.

The scores below show your average scores in the above three areas: as you work through the profile you will find much more detailed feedback.

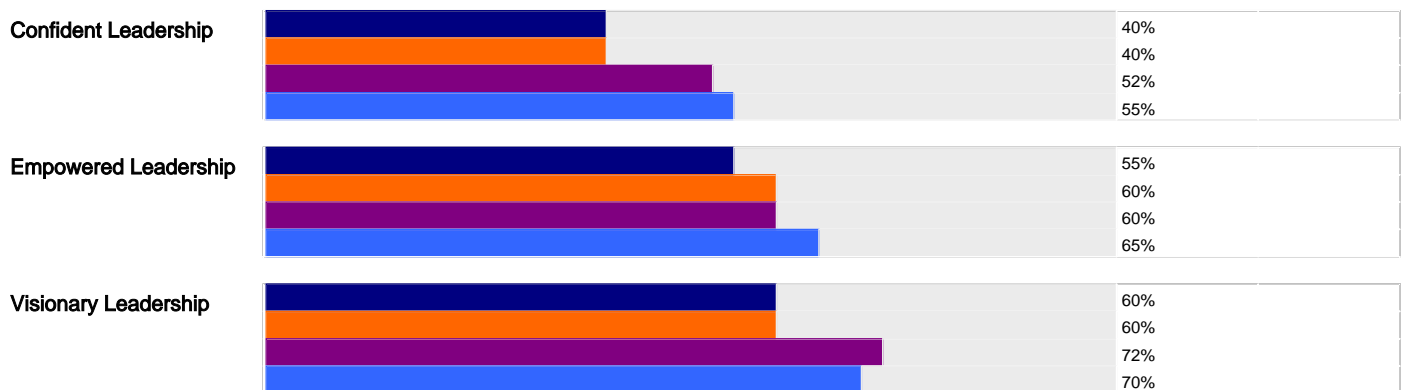


## Overall Summary

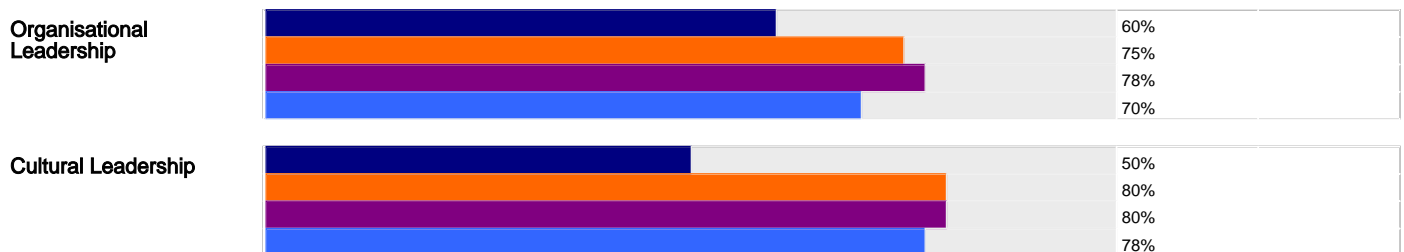
### Leadership Behaviours



### Personal Characteristics



### Organisational Culture



■ Self     
 ■ Line Manager     
 ■ Peers     
 ■ Reportees

## Clear Leadership

### Overview

Sashkin's first category of transformational leadership behaviour is based on the work of Bennis, who found that effective visionary executives pay especially close attention to people with whom they communicate.

He referred to this behavioural strategy as the ability to manage one's attention and to direct the attention of others. Sashkin states it more simply as 'Clear Leadership'. The scores below assess the extent to which a leader can focus peoples' attention on the key points of his or her argument or on the key elements of a vision. Effective transformational leaders grab people's attention, often in unique and exciting ways, and they get across their point quickly and clearly. In practice this means (for example) coming up with metaphors and analogies that make clear and vivid what otherwise might be abstract ideas.



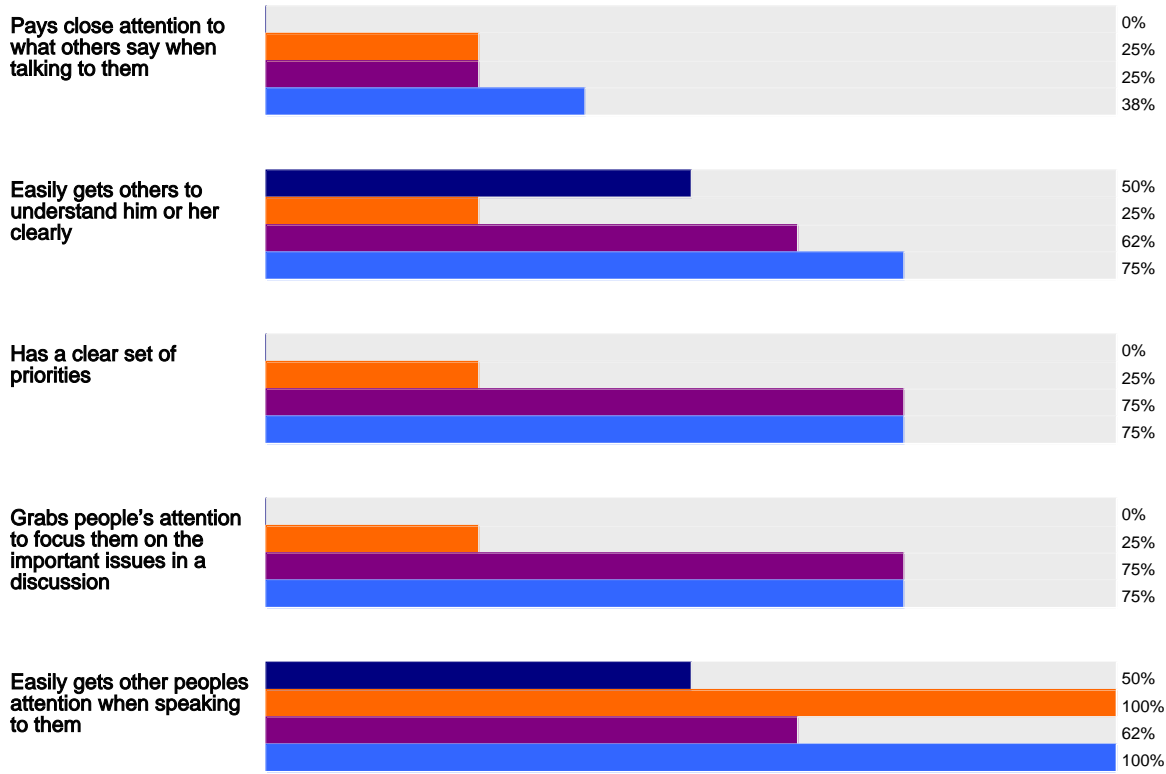
### Scores of under 30%

These leaders restrict the flow of information to a 'need to know basis', which is often used as a means of creating a power base. They may also use inappropriate methods to communicate and have an inability to present information in a way that creates the best effect, e.g. using complicated/ technical language or addressing large groups where individual consultation or smaller forums would have been more appropriate. Very often people are left to interpret the messages themselves, leading to confusion and uncertainty.

### Scores of over 70%

These are leaders who are good at formulating ideas and information and expressing them clearly in a way that helps others engage with them. They focus on the key issues, clarify the purpose and translate concepts into practical examples. They give equal freedom to the giving and receiving of information, believing that everyone has the right to know about issues that directly affect them. They know how to use their voice, body and speech patterns to motivate and interest people in what they are saying.

### Question Breakdown



■ Self     
 ■ Line Manager     
 ■ Peers     
 ■ Reportees

## On the Job Improvement Activities:

- Practice making your language more colourful and varied by developing a language style that addresses all the senses; hearing, seeing and feeling. Use words like feel, imagine, discuss, sound, visualise etc.
- Take the next significant piece of information that you have to present to your team and prepare it well in advance.
- Have a good long hard and honest look at the information you are giving and review the extent to which you are deleting, distorting and generalising the information.
- Try it out on someone who doesn't have knowledge of this content and ask them to feedback their understanding of your message.
- Force yourself to really pay attention to others when you are talking and listening.
- Immediately after an interaction, review:
  - (a) the extent to which you clarified the key point of their opinion
  - (b) the extent to which you put your points across clearly and concisely
  - (c) how you think they felt about the interaction and whether you achieved the desired effect or not.
- Assess the extent to which you clearly communicate your priorities.
- Are you clear on the priority areas? Are others in your team clear on your priority areas?
- Check their understanding by asking for feedback on what others see as the priorities in your area of the business.
- Assess your personal style of communication: consider if your communication could be more clearly received, by varying the way in which you present information.

## Communicative Leadership

### Overview

This score consists of items that centre on the leader's interpersonal communication skills.

These skills enable a leader to 'get across' the essential meaning of a message, even if this means devising some innovative, unusual way to ensure that the leader's idea is understood.

The skills involved include:

- attending to both ideas and feelings
- rephrasing for clarification ('active listening')
- giving feedback effectively
- asking appropriately phrased questions and summarising major points
- attending to the feeling or 'affective' part of what is being discussed is especially important.

Feelings are an essential aspect of a vision as well as a central focus on culture building. Effective leaders pay close attention to the people with whom they communicate.



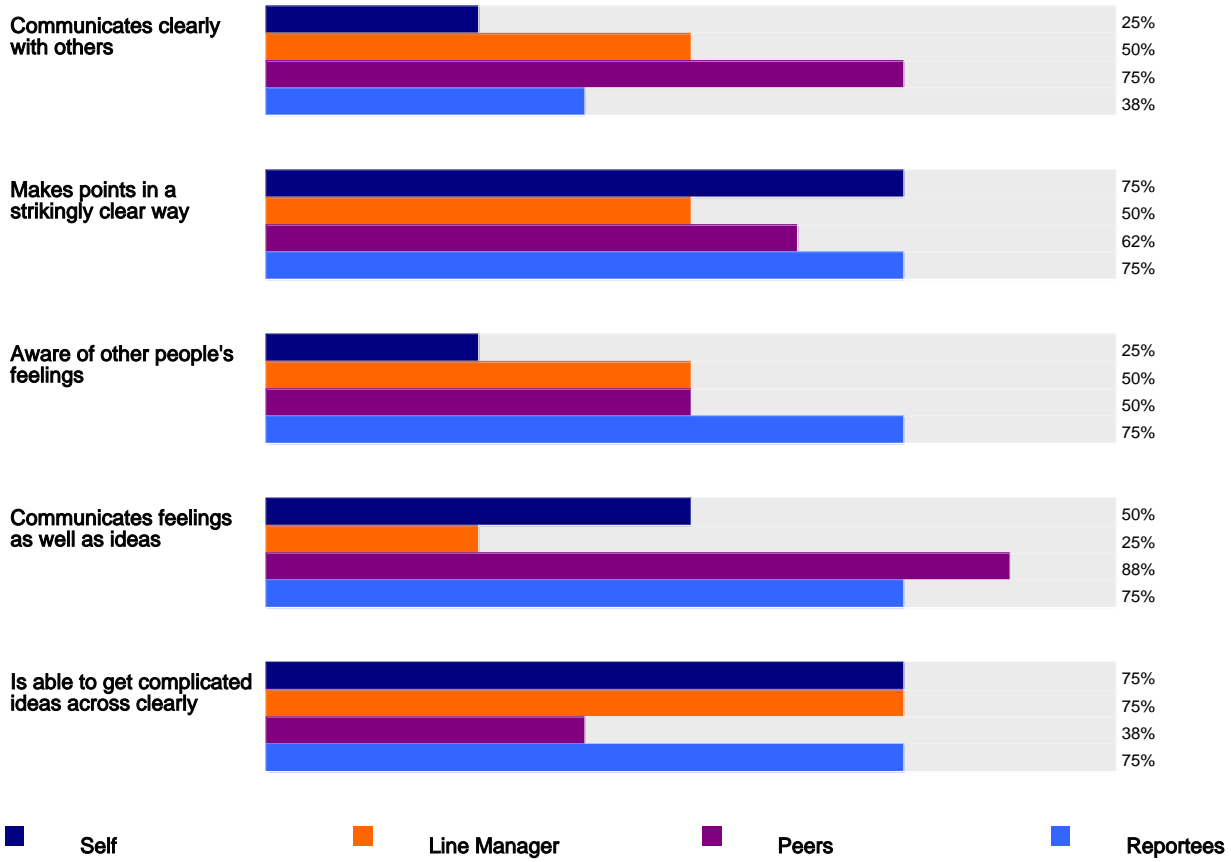
### Scores of under 30%

Suggest that leaders may have difficulty in projecting in a clear, concise and convincing manner and would indicate that when others are talking they tend to make inferences and assumptions based on their own views and experiences, rather than others'. Their attention may wander and they may feel they are listening to unnecessary information. A low scorer is likely to pay little attention to the needs of the audience and may feel that the most cost effective, expedient method of communication is preferred rather than taking the time and effort to use a variety of appropriate channels designed to ensure individuals appreciate the message.

### Scores of over 70%

Tends to work very hard to concentrate on what the other person is saying. This will mean asking questions for clarity, paraphrasing and listening for feelings as well as content. It is likely they see effective communication as vital to the success of the organisation and try to always be clear and concise in what they say and do. They also recognise the opportunity communication provides to influence people successfully.

### Question Breakdown



## **On the Job Improvement Activities:**

- Begin to focus on the rapport you have with those you interact with on a regular basis.
- Initially focus on one individual with whom rapport could be enhanced and consider the strategies you can take for improving rapport in this relationship.
- Consider your team; what strategies can you put in place to enhance group rapport.
- Develop your interpersonal competence – you can't get too good at this.
- Keep people informed.
- Seek feedback on your style of communication.
- Check the extent to which your briefing/communications are received as you intended them to be.
- Ask others to count the number of times you interrupt them and analyse the kinds of situations where it happens.
- Before replying, ask yourself, what is the most appropriate response to this.
- Work hard in difficult negotiations to achieve a win-win situation. This may not be perfect but a result you can both live with.
- Remember that 'the relationship' is paramount to effective communication. You can achieve much more if you maintain a positive climate.

## Consistent Leadership

### Overview

The key factor here is that leaders are perceived as trustworthy, as shown by a willingness to take clear positions, to avoid shifts in position, and to follow through on commitments. In essence, this score assesses the leaders reliability, the extent to which the leader can be trusted to be consistent and not full of surprises.

Consistency implies trust: even if an individual disagrees with the leader, he/she still knows where they stand and how the leader will act. This is an important part of trust. Of course, consistent leadership includes telling the truth, but it goes beyond just not lying.

Effective leaders do not, for example, give different stories to different individuals (who might want to hear different things), not even if both stories are technically true. They communicate the same essential message no matter to whom they talk, though they may sometimes do so in different ways, using terms and images that a particular follower will understand.

The scores below measure the extent to which the leader is able to develop or advocate values that strengthen organisational functioning. These are values that support adapting to change, achieving goals and working together.



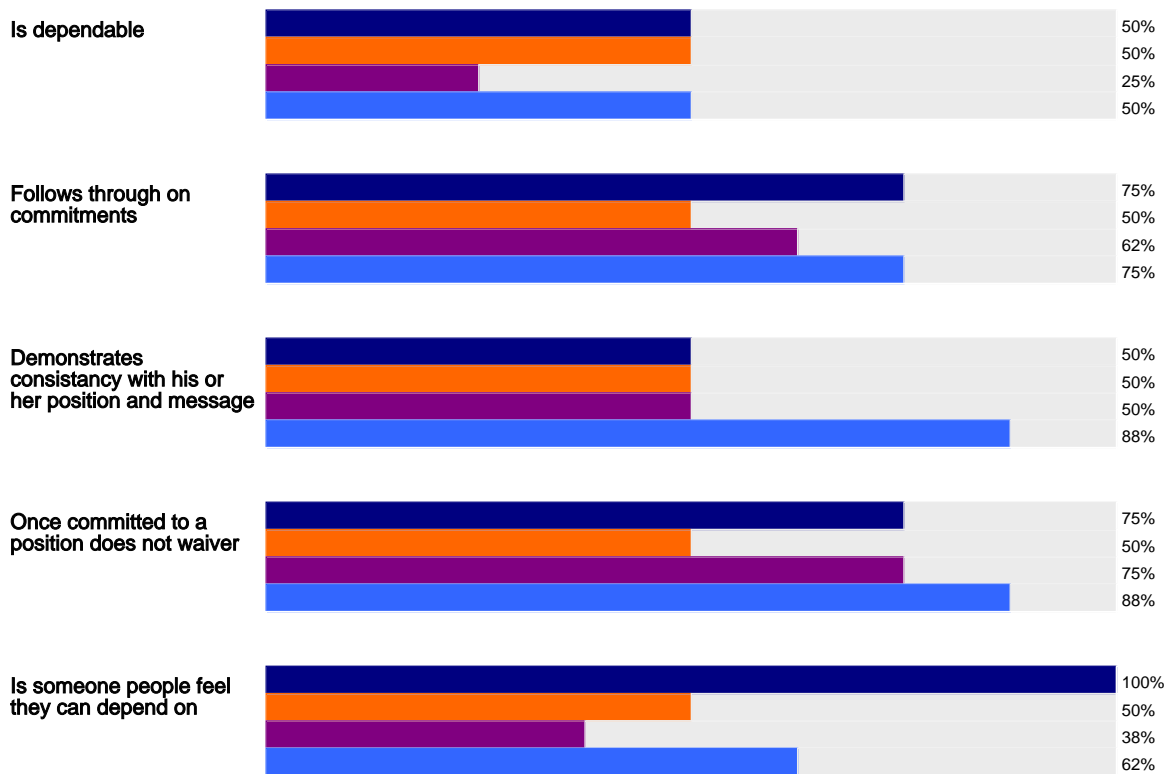
### Scores of under 30%

Likely to be perceived as inconsistent or even unfair, possibly showing favouritism and having ever-changing priorities. People may see the leader as unreliable and not to be trusted. It is likely that when the leader wants people to follow their direction they will meet with resistance, lack of motivation and enthusiasm.

### Scores of over 70%

These leaders are able to demonstrate through their behaviour, that they can be trusted and relied upon. This is essential for the growth and development of organisations, especially at times of change. The high score reflects recognition of the responsibility to role-model the behaviour they wish others to adopt and to stand firm at times of difficult decision-making when conflicting pressures are mounting.

### Question Breakdown



■ Self     
 ■ Line Manager     
 ■ Peers     
 ■ Reportees

## On the Job Improvement Activities:

- 'Walk the halls'
- Don't set the example of permanently working alone in your office with the door shut.
- Never 'badmouth the organisation' – work to put it right or 'shut up'.
- Always do what you say you are going to do.
- Keep a notebook with you at all times and jot down the promises you make.
- Evaluate how consistent your behaviour and your values are: people believe what you do, not what you say.
- Pay particular attention to your diary and time management – how well does what you are scheduled to do over the next month, reflect what you say you believe is important?
- Be expressive and even emotional about your beliefs and values.
- If you're proud of your team – let them know.
- Spend time on your most important priorities.
- Find 'teachable' moments – tell stories about people who are 'living the values' in memorable ways.
- Don't wait until the 'big project' is finished to celebrate, celebrate finishing the project plan, or the budget, or the first milestone.

## Caring Leadership

### Overview

In essence, this behavioural dimension of transformational leadership is what Carl Rogers called 'unconditional positive regard' for self and others.

The transformational leader treats people with respect, simply because they are people. The leader may disapprove of certain behaviours a person engages in, but that does not change the leader's positive attitude towards the individual as a person and expressing care and concern for them.

Caring leaders are warm and genuine and have an interest in people, remembering names and information about them. They consciously express interest in other people's daily interactions.

They also notice other people's feelings, sensing any difficulties or changes in behaviour and use sensitivity when addressing these changes, ensuring that people feel valued.



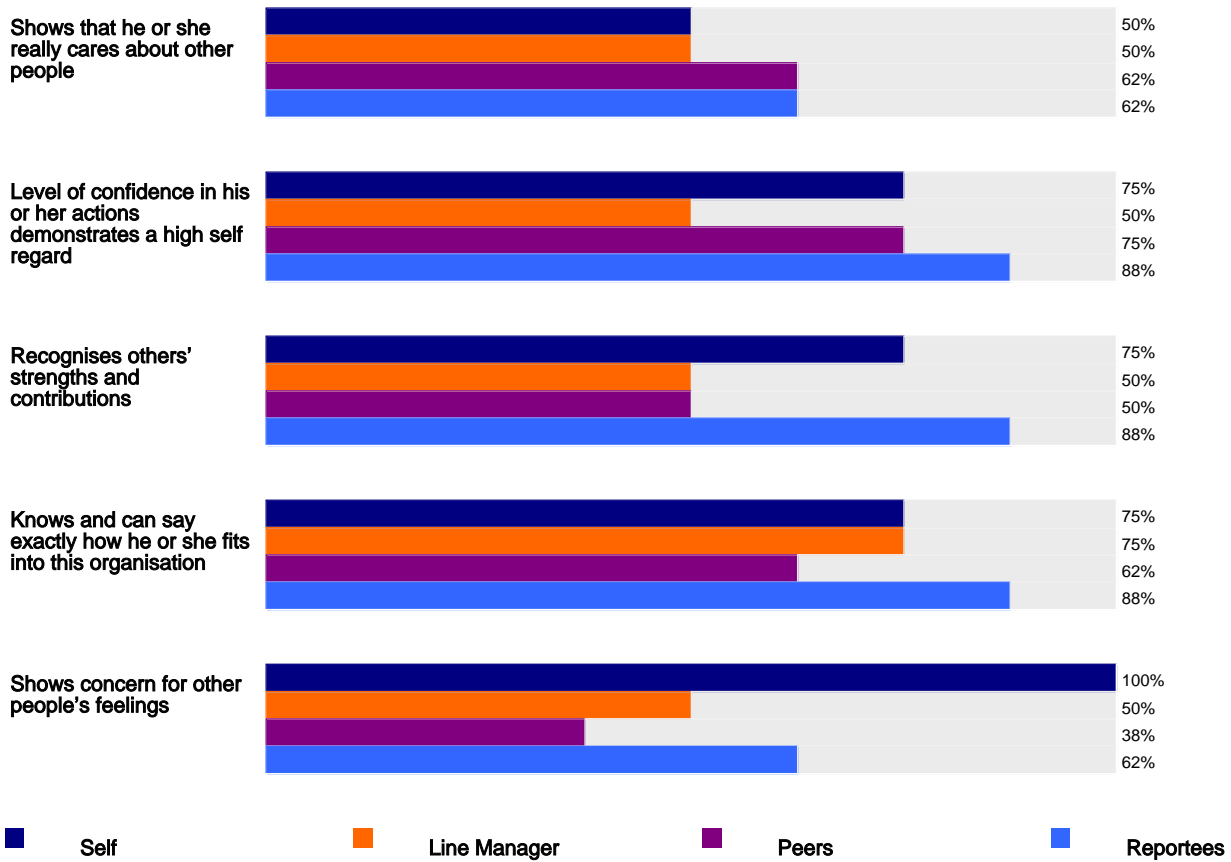
### Scores of under 30%

Lower scores tend to be leaders who don't recognise the importance of showing people care and concern. They may believe that the task should be the only focus and giving recognition and praise is unimportant. Their concerns may be more selfish in terms of achieving their own goals and ambitions and forgetting that they cannot achieve these goals without the co-operation and support of those around them. Remember that it is the small gestures that make the biggest impact on staff – remembering details of their lives, showing concern and interest in them as people.

### Scores of over 70%

Leaders who scored high are perceived as having concern for others and their feelings. They also have a high degree of self-regard that makes it possible for them to have high regard for others. They are good at making people feel valued and important, giving praise and encouragement naturally and frequently. They genuinely do care about the people they lead and are motivated by helping them achieve their goals as well as achieving organisational success.

### Question Breakdown



## On the Job Improvement Activities:

- Foster high expectations.
- Be creative about rewards – including allowing people to design their own.
- Develop a reputation for being a fun boss. (Give a giant light bulb to the person who has the best idea of the month or a chocolate creame egg to the person who made your office run well when you were away on a course. Tailor ideas to your unique team.)
- Say 'thank you'. Write 'You Made My Day' memos. Write ten thank-you notes every week. If you can't find ten things to praise, look harder.
- Catch people doing things right.
- Coach, coach, coach.
- Provide feedback on results – as soon as possible.
- Make recognition public.
- Plan celebrations.
- Schedule team celebrations.
- Become a cheerleader.
- Create social-support networks.
- Encourage the team to create symbols that represent the team identity: T-shirts, posters, coat of arms, team newsletters, songs or raps, etc.

## Creative Leadership

### Overview

Effective Leaders do not spend excessive amounts of time or energy on plans to protect themselves against possible failure. These leaders are willing to take what may appear to be risks, albeit calculated risks. They think through what needs to be done and determine whether they (and those they wish to involve) can do it.

When the answer is 'yes' they create opportunities, by involving followers in what followers see as a challenge but the leader understands to be a step-by-step path to success. All the leader's energy is then invested in action to ensure success. In fact, the risks the leader takes are, from the perspective of the transformational leader, not risks at all.

Finally, transformational leaders create challenges and opportunities so that followers can buy into them. By participating in making real an organisational vision, followers come to feel ownership of that vision. This score often raises questions and challenges. It is important to realise that some, perhaps many, organisational cultures are quite strong in opposing any sort of creativity or (apparent) risk-taking. This may be especially true when lower-level participants are empowered. Sometimes this is rational, as in the case of an electric utility or a nuclear power plant. More often the reaction against empowerment and involvement of followers is not rational but is part of the organisation culture. This is unfortunate in that it acts against creativity and involvement. It also hinders the organisation's capacity to adapt and survive in a rapidly changing environment.



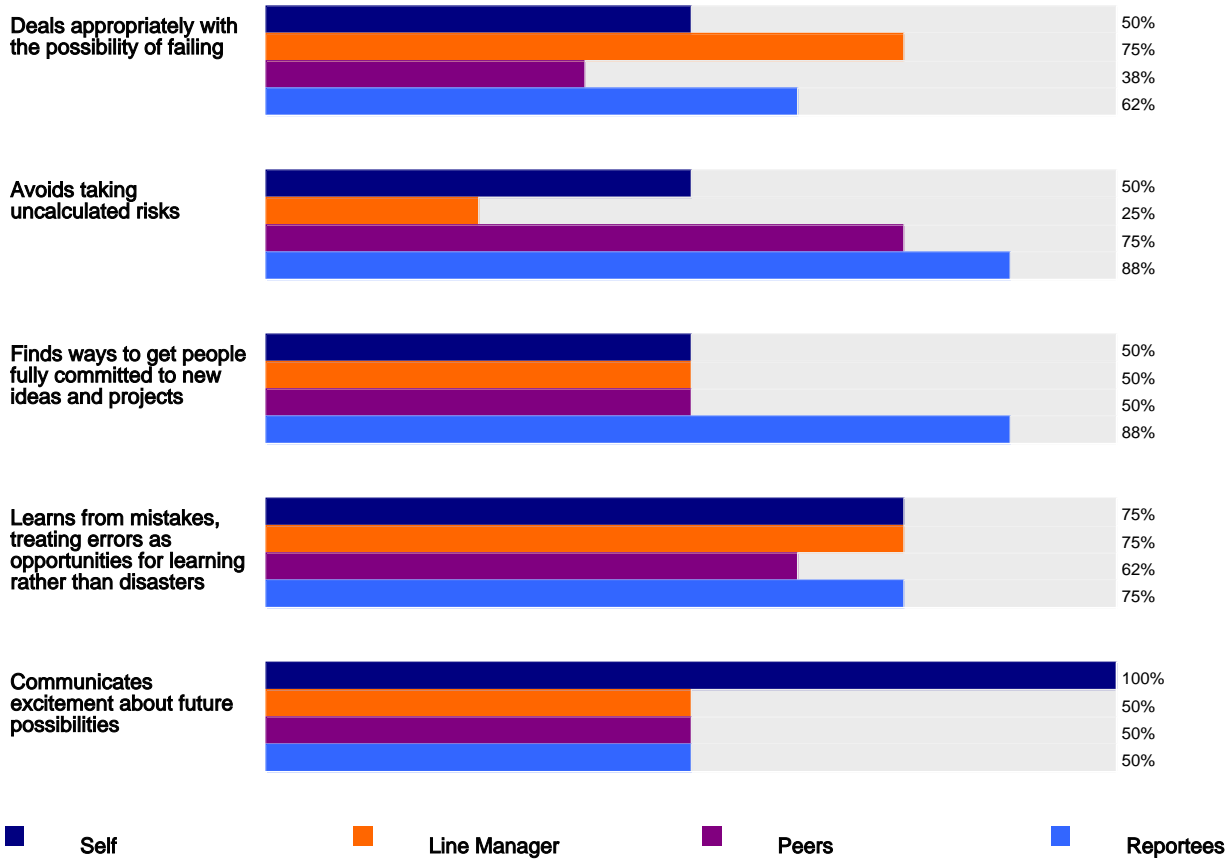
### Scores of under 30%

These scores would be typical of someone who has a 'play by the book' approach to leadership, someone who is afraid of making mistakes and is therefore risk averse. They may also have a reluctance to challenge the status quo. This will inevitably stifle others creativity and lead to an organisation that will not develop or respond well to the ever changing external climate.

### Scores of over 70%

Indicates the kind of leader who takes calculated risks, invites and creates opportunities for others to do the same. Likely to be someone who is not satisfied with 'ticking over' but constantly strives for excellence and keeps continuous improvement at the forefront of their leadership thinking. They recognise that organisations cannot flourish without new ideas; challenges and continuous improvement and they are good at encouraging others not to fear these.

### Question Breakdown



## On the Job Improvement Activities:

- Treat every job and project as an adventure.
- Choose one routine task, and do it as if for the first time.
- Ask yourself fundamental questions such as 'Why am I doing this? Why am I doing it this way?'
- Take a colleague and go visit a local business – anything from a restaurant to a garage repair shop. Don't come back until you see one thing that business does well that your organisation could and should copy. Get it done.
- Question the status quo – vow to eliminate every stupid rule and every needless routine within the next month.
- Hold a meeting with your team and ask them what stops them and the organisation getting extraordinary things done. Listen – and then act.
- Find something that is broken – and fix it.
- Find something that isn't broken but should be. Is it the weekly staff meeting where people sit around moaning? Or the way the monthly figures are reported to Central Office? Break free of daily routines – change a habit per week.
- Take the next opportunity to tell everyone about the worst mistake you ever made and what you learned from it.
- Set up processes for collecting innovative ideas.
- Put continuous improvement on the agenda of every meeting.
- Honour risk takers – reward well intentioned efforts as well as major accomplishments. Give them small but meaningful prizes.
- Ask them to talk about their experiences to the rest of the team and share the lessons. It's free training!
- Renew your teams – through training, development and job movements.
- Foster 'psychological hardiness' – people thrive on stress provided they have commitment, control and challenge.
- Model risk taking yourself.

## Confident Leadership

### Overview

Effective transformational leaders have a basic sense of self-assurance, an underlying belief that they can personally make a difference and have an impact on people, events and organisational achievements.

They believe that they can have an effect on bottom-line outcomes in the organisation. They know that people can make a difference and they believe that they personally can do so.

A high degree of confidence is, in the main, a matter of one,s experiences and personal development. Successful leaders have a high expectation of themselves and of others, believing everyone has potential and should have the opportunity to make a difference.



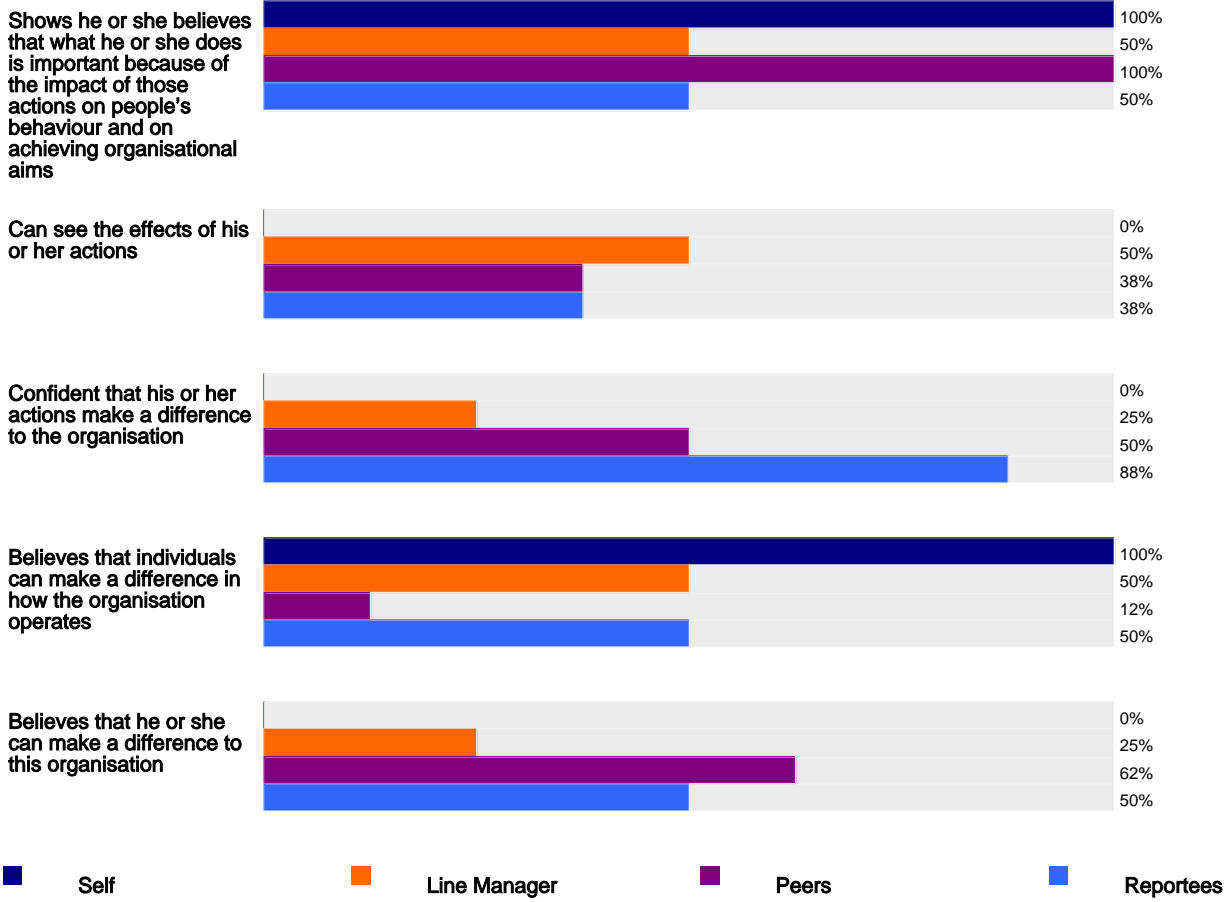
### Scores of under 30%

If leaders have scored low on confidence it usually means that they and others do not have belief in their ability to lead, therefore others will be reluctant to follow. Credibility and lack of trust is an issue here. This may be because they don't follow through on actions, or change priorities or don't involve people enough. They may also give people reason to believe they are not to be trusted and valued, because they are perceived as weaker than other leaders.

### Scores of over 70%

Leaders that have scored high show confidence to all those around them. In the main this confidence will have matured as a result of experiences and personal development. Successful leaders have high expectations of themselves and of others, believing everyone has the potential and should have the opportunity to make a difference. They inspire confidence in others through their words and actions. They are open to feedback, not at all status conscious and engage in lively discussion at all levels in the organisation.

### Question Breakdown



## On the Job Improvement Activities:

- Be open about mistakes and weaknesses.
- Develop in areas you are unfamiliar with.
- Don't say 'try' but say 'will and do'.
- Audit / evaluate your own actions.
- Seek feedback on your behaviour.
- Engage in continuous lifelong learning.
- Intentionally model/demonstrate actions and behaviours you wish others to adopt.
- 'Practice what you preach'.
- Encourage other people to be confident in their abilities by seeking out opportunities for their development.
- Stand firm! Once you have agreed a plan of action, stick to it if it still feels right, even if others are trying to change your direction.
- Never blame yourself or others if mistakes are made. Learn from them and then move on.
- Be confident not arrogant.
- Offer your services and help to others regardless of the task, when you see other people under pressure.

## Empowered Leadership

### Overview

Some people desire power primarily to obtain and enjoy the material rewards it can bring, or even to experience pleasure by imposing their will on and dominating others. Transformational leaders have a high need for power but not for its personal rewards or to dominate others. Rather, they know that it is through power and influence that things get done in organisations.

Power and influence are the necessary means for affecting one's world, for realising one's vision, for making a difference. Transformational leaders understand that power and influence must be widely shared, not just exerted at top levels by a few key people. In effective organisations everyone should feel they have an influence, especially over the job for which they are personally responsible. Thus, effective transformational leaders use power to empower others.



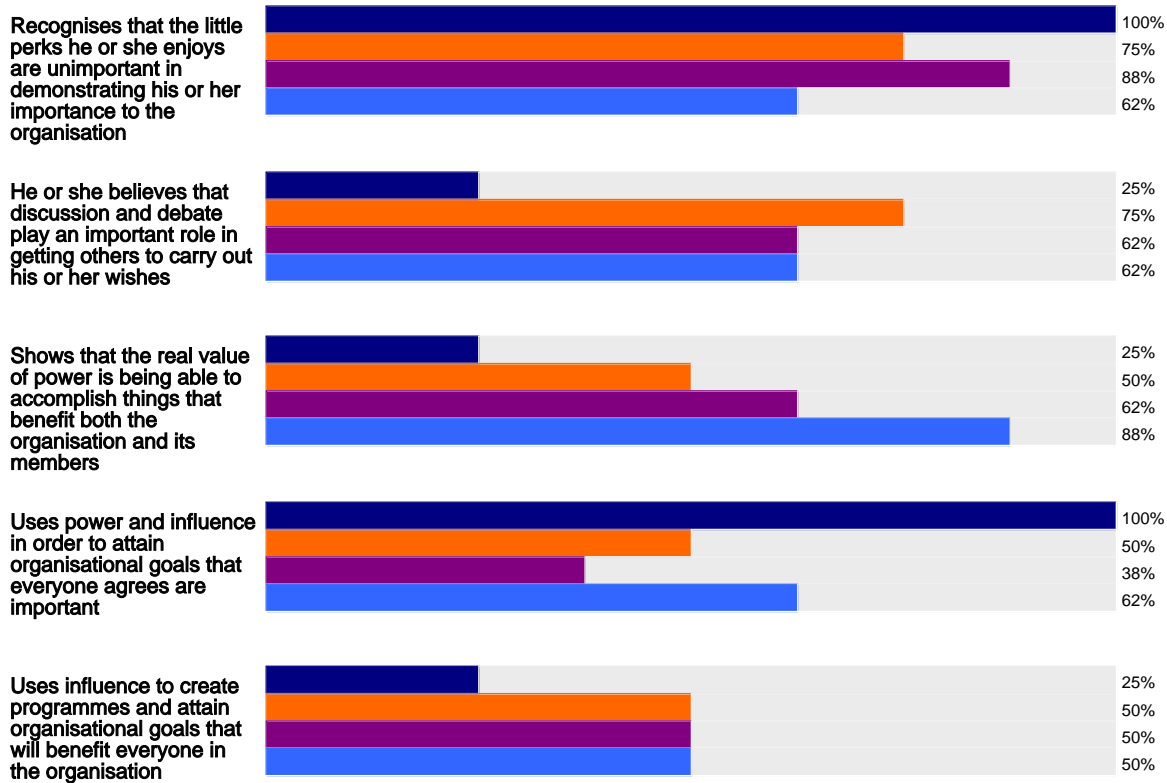
### Scores of under 30%

Likely to use power for their own benefit, they have low trust in others and feel very uncomfortable releasing control. They also tend to withhold information either to avoid problems or in the belief that it is for the others, benefit. This type of leader is likely to view others as dependent or incapable of taking responsibility. They may also be afraid of delegating power as it may in some way reduce their role and importance, although they may not be consciously aware this is the reason.

### Scores of over 70%

Sees power as a tool to be shared by everyone. Believes that others have capability and potential and creates opportunities to release this. Will be someone who deliberately avoids the symbols of power such as reserved parking, large and expensive offices, etc, recognising that this creates a barrier between themselves and others. They know the 'them and us' philosophy will work against the collaboration that is necessary if an organisation is to succeed.

### Question Breakdown



■ Self                     
 ■ Line Manager                     
 ■ Peers                     
 ■ Reportees

## On the Job Improvement Activities:

- Watch your language, e.g. always say 'we' as a token of your commitment to teamwork.
- Create interactions between and among people. Involve people in planning and problem solving. Ask for their help and support.
- Increase people's visibility.
- Take a junior member of your team to the next meeting you go to or send someone in your place (well briefed).
- Schedule a lunch for two groups that don't spend much time face to face.
- Delegate, Delegate, Delegate!
- Create a climate of trust.
- Focus on gains, not losses.
- Keep your word.
- Strengthen people by sharing information and power.
- Get to know your team even better.
- Develop your interpersonal competence – you can't get too good at this.
- Give people important work to do.
- Be accessible.
- Give people the opportunity to use their discretion and be autonomous.
- Make connections for others as well as yourself.
- Make heroes of others – shine the spotlight on at least one person a day.

## Visionary Leadership

### Overview

Effective transformational leaders can think clearly over relatively long spans of time, at least a few years. Their visions and the more specific goals along the way are not short-term to-do lists but are conditions that they are committed to creating over the long term. They know what actions to take to stay on the right track.

Transformational leaders can clearly explain their long-range view to others. They see how their plans can be extended to take into consideration added elements of their organisation. Finally they can visualise how a vision might be expanded beyond its current boundaries.

All of these processes are part of the cognitive capability of the transformational leader, defining what 'vision' is all about. That is, transformational leaders don't predict what will happen, they think through complex chains of cause and effect and then act to produce the long-term results, that they and others in the organisation want. Transformational leaders don't see the future through a crystal ball. Rather, they have the cognitive ability to shape and create the future.



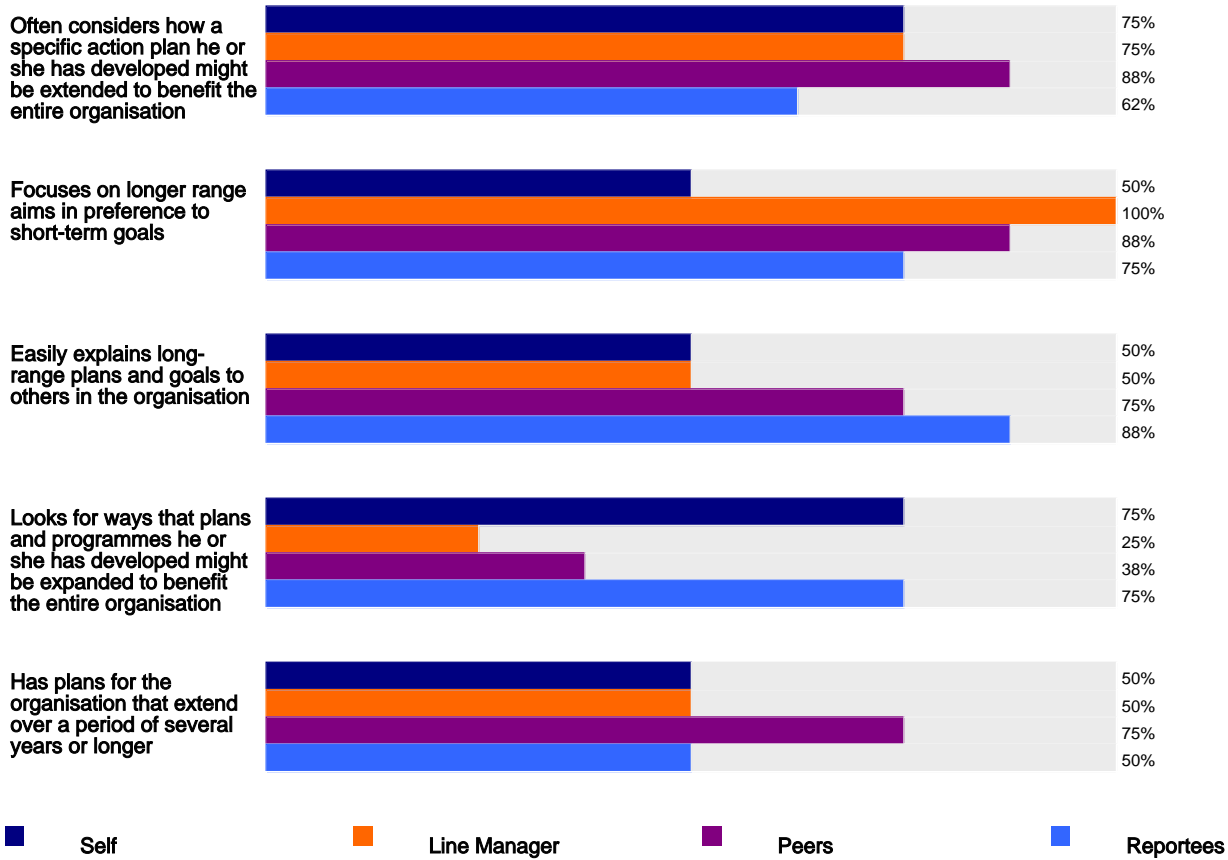
### Scores of under 30%

Leaders low on this scale operate in the 'here and now'. They are so busy focusing on immediate issues they find it difficult to conceptualise over the longer term. They may believe in the vision but still find it challenging to think and plan long term and can therefore get sidetracked, falling into actions and decisions that detract from the longer terms focus.

### Scores of over 70%

High scorers on this scale always have their focus on the overall vision. Any decisions or actions are taken with this in mind. They have an ability to analyse how an action taken today, may affect the future through a process of 'scenario planning'. They see it as important to keep the vision clear in the minds of followers and use strategies to achieve this.

### Question Breakdown



## On the Job Improvement Activities:

- Write a short vision statement and keep refining it.
- Be bold and imagine the best for yourself.
- Act on your intuition and test your assumptions.
- Become a futurist – become informed and imaginative about the future.
- Use mental rehearsal regularly and often.
- Use metaphors, stories and analogies – they are often much more powerful than facts and figures.
- Communicate expressively – don't be afraid to use emotion.
- Be positive and optimistic – ban the words 'but' and 'try' from your vocabulary.
- Develop a 3-5 minute speech about your vision for your organisation.
- Re-energise yourself by talking about your vision to someone else, preferably someone who knows nothing about it.
- Try to keep an open mind when listening to other people's ideas for the future and if necessary only give your views at the end.
- Use a problem-solving process that helps you to imagine future scenarios and options when making important decisions

## Organisational Leadership

### Overview

This score addresses the extent to which a leader is able to have a positive impact on four key functions that all organisations must perform effectively to survive and prosper.

The functions contained within this score relate to measures of organisational effectiveness.

All organisations must deal with:

- change in their environments
- achieving goals on customer and client demand
- coordinating the activities of individuals and teams
- maintaining a system of shared values and beliefs.

Effective leaders are able to have a positive impact on these matters they help the organisation to adapt more effectively within teams and between teams. They inculcate in the organisation's members a shared set of values and beliefs. In other words, this score measures the degree to which the leader connects with the organisation in terms of its four critical functions. Transformational leaders that can do these things can both improve organisational functioning and construct the foundation for an organisational vision.



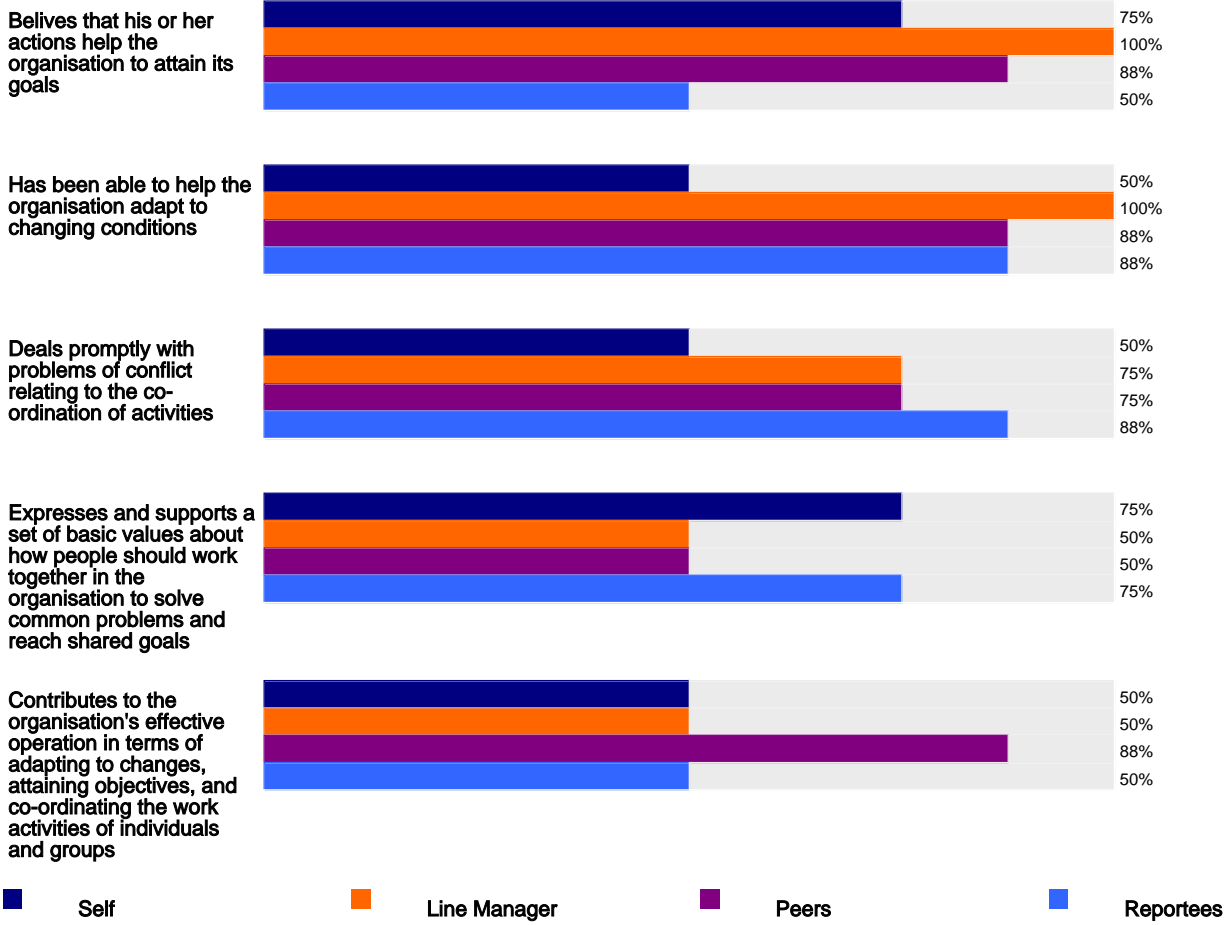
### Scores of under 30%

These are typically leaders who don't put their efforts wholeheartedly into moving the organisation forward having a narrower view of success and achievement. Perhaps thinking more about plans and decisions in terms of 'how does this affect me or my team' it would be very unlikely that someone scoring low on this scale would have a really corporate view. They will also be quite resistant to change, preferring the 'status quo' rather than the prospect of making errors or taking risks.

### Scores of over 70%

These are likely to be people who have an organisational focus on everything they do. They consider how decisions and plans affect the whole, not just individuals or teams. They not only recognise the need for change but also are comfortable with it in their own lives. They put effort into co-ordinating activities of individuals and teams, encouraging them to work closely together sharing skills and experiences and foster collaboration throughout the organisation

### Question Breakdown



## On the Job Improvement Activities:

- Deliberately create opportunities for teams to work together.
- Identify projects you've wanted to tackle and do them.
- Encourage others to do the same.
- Make 'ideas gathering' part of everyone's work life including your own.
- Call three customers who haven't used your services for a while and ask why.
- Do everything you can to challenge routines.
- Change the 'business as usual' attitude.
- Make sure everyone is aware of their individual, team and organisational goals and make sure these mean something.
- Challenge people to provide evidence of how they are meeting organisational goals as well as their own goals.
- Analyse the decisions made by yourself and others and ask: Do they clearly work towards organisational goals?
- Put yourself in an unfamiliar role for a day, one where you don't have knowledge and expertise and analyse what you learned about the organisation. Encourage others to do the same.

## Cultural Leadership

### Overview

An organisation culture is defined by the stable pattern of values and beliefs that are shared by most or all of the organisation's members. Some values and beliefs are more likely to support effective functioning and the attainment of the organisational vision, than other values and beliefs.

This score measures the extent to which the leader is able to develop or inculcate values that strengthen organisational functioning. Values that support adapting to change, achieving goals, working together and maintaining the culture.

These values must also relate to and support an organisational vision. Many people believe that the values, beliefs and assumptions that are embedded in an organisation are the direct result of the leader's actions.

In fact, constructing the organisational culture by inculcating specific values and beliefs may be the only really important task of leaders. It is certainly one of the most difficult of the leader's tasks.



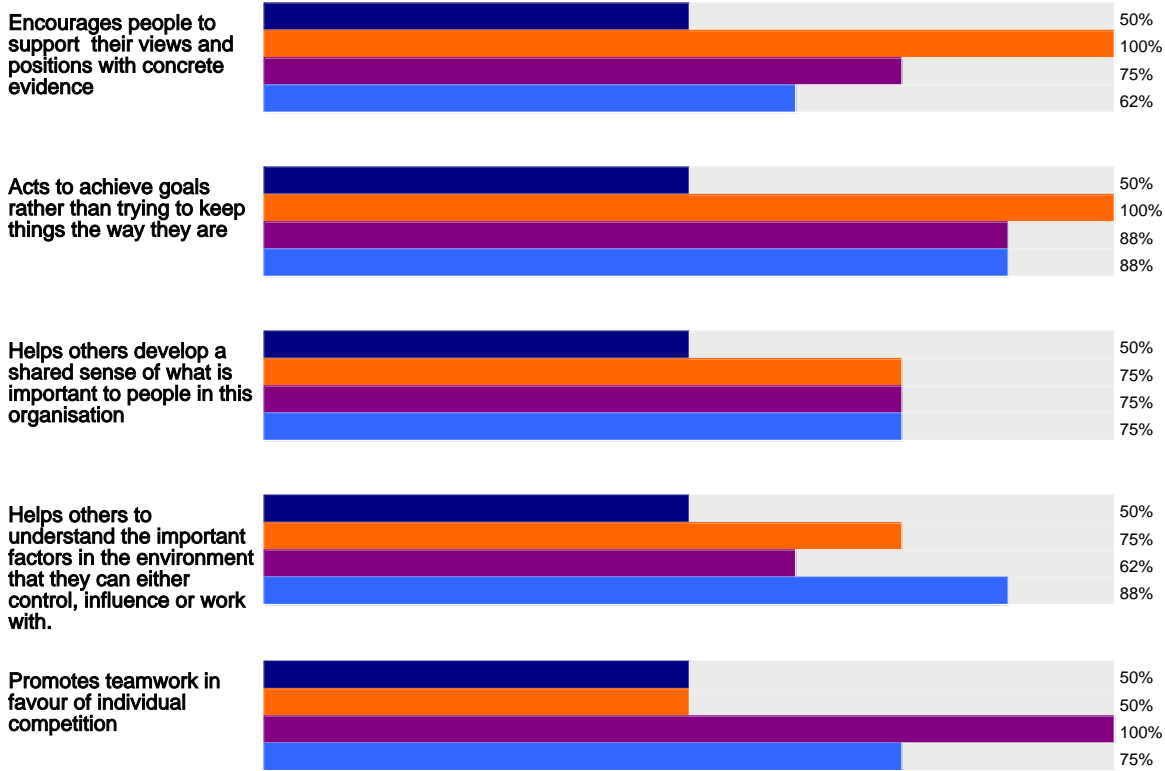
### Scores of under 30%

Such leaders may still have the desire and drive to develop the organisation but fail to recognise the importance of focussing on the underlying principles which may be in conflict with the real values needed to support change and growth. They may not wish to address some of the more challenging areas where this may occur, such as structures, systems, procedures and the way people actually treat each other. They may ignore or avoid feedback from other members of the team telling them of problems that need to be addressed.

### Scores of over 70%

Leaders who score well will keep organisation values as the content for strategic planning and decision-making. They will recognise that the only way to take an organisation to where it needs to be is with the support of its people. Therefore their highest priority is to create an environment of trust in which development is high on the agenda, mistakes are viewed as learning opportunities and people feel able to express views and highlight problems without fear. They challenge situations or individuals who fail to demonstrate the principles needed to develop the organisational culture.

### Question Breakdown



■ Self     
 ■ Line Manager     
 ■ Peers     
 ■ Reportees

## On the Job Improvement Activities:

- 'Model the Way' – live the values and beliefs of the organisation.
- Challenge policies, procedures and behaviours that contradict these values.
- Conduct a 'values audit', look for evidence of how values are demonstrated in things people do and say.
- Involve people in dialogue to discuss personal and organisation values and their influences.
- Translate values into behaviour for people – give practical examples.
- Ensure people development is given top priority.
- People read behaviour not words. Ensure that your behaviour doesn't conflict with what you are saying.
- Challenge yourself by getting rid of some of the perks that set you apart from others and cause bad feeling.
- Build a 'trusting climate' by involving people at all levels of the organisation in steering groups etc.
- Be transparent, don't hide information or distort it, be as honest as you possibly can – 'you work with adults not children'.

## THE '10/10' REPORT

### Top 10 Strengths According to Line Manager

		Self	Line Manager	Peers	Reportees
Clear Leadership	41. Easily gets other peoples attention when speaking to them	50%	100%	62%	100%
Organisational Leadership	9. Belives that his or her actions help the organisation to attain its goals	75%	100%	88%	50%
Visionary Leadership	18. Focuses on longer range aims in preference to short-term goals	50%	100%	88%	75%
Cultural Leadership	10. Encourages people to support their views and positions with concrete evidence	50%	100%	75%	62%
Organisational Leadership	19. Has been able to help the organisation adapt to changing conditions	50%	100%	88%	88%
Cultural Leadership	20. Acts to achieve goals rather than trying to keep things the way they are	50%	100%	88%	88%
Organisational Leadership	29. Deals promptly with problems of conflict relating to the co-ordination of activities	50%	75%	75%	88%
Empowered Leadership	17. He or she believes that discussion and debate play an important role in getting others to carry out his or her wishes	25%	75%	62%	62%
Creative Leadership	35. Learns from mistakes, treating errors as opportunities for learning rather than disasters	75%	75%	62%	75%
Caring Leadership	34. Knows and can say exactly how he or she fits into this organisation	75%	75%	62%	88%

### Top 10 Development Needs According to Line Manager

		Self	Line Manager	Peers	Reportees
Creative Leadership	15. Avoids taking uncalculated risks	50%	25%	75%	88%
Visionary Leadership	38. Looks for ways that plans and programmes he or she has developed might be expanded to benefit the entire organisation	75%	25%	38%	75%
Clear Leadership	11. Easily gets others to understand him or her clearly	50%	25%	62%	75%
Communicative Leadership	32. Communicates feelings as well as ideas	50%	25%	88%	75%
Confident Leadership	26. Confident that his or her actions make a difference to the organisation	0%	25%	50%	88%
Clear Leadership	21. Has a clear set of priorities	0%	25%	75%	75%
Clear Leadership	31. Grabs people's attention to focus them on the important issues in a discussion	0%	25%	75%	75%
Clear Leadership	1. Pays close attention to what others say when talking to them	0%	25%	25%	38%
Confident Leadership	46. Believes that he or she can make a difference to this organisation	0%	25%	62%	50%
Visionary Leadership	28. Easily explains long-range plans and goals to others in the organisation	50%	50%	75%	88%

## Top 10 Strengths According to Peers

		Self	Line Manager	Peers	Reportees
Confident Leadership	6. Shows he or she believes that what he or she does is important because of the impact of those actions on people's behaviour and on achieving organisational aims	100%	50%	100%	50%
Cultural Leadership	50. Promotes teamwork in favour of individual competition	50%	50%	100%	75%
Visionary Leadership	8. Often considers how a specific action plan he or she has developed might be extended to benefit the entire organisation	75%	75%	88%	62%
Empowered Leadership	7. Recognises that the little perks he or she enjoys are unimportant in demonstrating his or her importance to the organisation	100%	75%	88%	62%
Communicative Leadership	32. Communicates feelings as well as ideas	50%	25%	88%	75%
Organisational Leadership	9. Belives that his or her actions help the organisation to attain its goals	75%	100%	88%	50%
Visionary Leadership	18. Focuses on longer range aims in preference to short-term goals	50%	100%	88%	75%
Organisational Leadership	49. Contributes to the organisation's effective operation in terms of adapting to changes, attaining objectives, and co-ordinating the work activities of individuals and groups	50%	50%	88%	50%
Organisational Leadership	19. Has been able to help the organisation adapt to changing conditions	50%	100%	88%	88%
Cultural Leadership	20. Acts to achieve goals rather than trying to keep things the way they are	50%	100%	88%	88%

## Top 10 Development Needs According to Peers

		Self	Line Manager	Peers	Reportees
Confident Leadership	36. Believes that individuals can make a difference in how the organisation operates	100%	50%	12%	50%
Consistent Leadership	3. Is dependable	50%	50%	25%	50%
Clear Leadership	1. Pays close attention to what others say when talking to them	0%	25%	25%	38%
Confident Leadership	16. Can see the effects of his or her actions	0%	50%	38%	38%
Communicative Leadership	42. Is able to get complicated ideas across clearly	75%	75%	38%	75%
Empowered Leadership	37. Uses power and influence in order to attain organisational goals that everyone agrees are important	100%	50%	38%	62%
Visionary Leadership	38. Looks for ways that plans and programmes he or she has developed might be expanded to benefit the entire organisation	75%	25%	38%	75%
Creative Leadership	5. Deals appropriately with the possibility of failing	50%	75%	38%	62%
Caring Leadership	44. Shows concern for other people's feelings	100%	50%	38%	62%
Consistent Leadership	43. Is someone people feel they can depend on	100%	50%	38%	62%

## Top 10 Strengths According to Reportees

		Self	Line Manager	Peers	Reportees
Clear Leadership	41. Easily gets other peoples attention when speaking to them	50%	100%	62%	100%
Empowered Leadership	27. Shows that the real value of power is being able to accomplish things that benefit both the organisation and its members	25%	50%	62%	88%
Confident Leadership	26. Confident that his or her actions make a difference to the organisation	0%	25%	50%	88%
Visionary Leadership	28. Easily explains long-range plans and goals to others in the organisation	50%	50%	75%	88%
Caring Leadership	34. Knows and can say exactly how he or she fits into this organisation	75%	75%	62%	88%
Consistent Leadership	33. Once committed to a position does not waiver	75%	50%	75%	88%
Organisational Leadership	29. Deals promptly with problems of conflict relating to the co-ordination of activities	50%	75%	75%	88%
Organisational Leadership	19. Has been able to help the organisation adapt to changing conditions	50%	100%	88%	88%
Creative Leadership	15. Avoids taking uncalculated risks	50%	25%	75%	88%
Caring Leadership	14. Level of confidence in his or her actions demonstrates a high self regard	75%	50%	75%	88%

## Top 10 Development Needs According to Reportees

		Self	Line Manager	Peers	Reportees
Confident Leadership	16. Can see the effects of his or her actions	0%	50%	38%	38%
Communicative Leadership	2. Communicates clearly with others	25%	50%	75%	38%
Clear Leadership	1. Pays close attention to what others say when talking to them	0%	25%	25%	38%
Organisational Leadership	49. Contributes to the organisation's effective operation in terms of adapting to changes, attaining objectives, and co-ordinating the work activities of individuals and groups	50%	50%	88%	50%
Confident Leadership	36. Believes that individuals can make a difference in how the organisation operates	100%	50%	12%	50%
Visionary Leadership	48. Has plans for the organisation that extend over a period of several years or longer	50%	50%	75%	50%
Confident Leadership	46. Believes that he or she can make a difference to this organisation	0%	25%	62%	50%
Creative Leadership	45. Communicates excitement about future possibilities	100%	50%	50%	50%
Empowered Leadership	47. Uses influence to create programmes and attain organisational goals that will benefit everyone in the organisation	25%	50%	50%	50%
Confident Leadership	6. Shows he or she believes that what he or she does is important because of the impact of those actions on people's behaviour and on achieving organisational aims	100%	50%	100%	50%

**Development plan**

Where do I want to be by the end of this period? What do I want to be doing? (This may be evolutionary or "more of the same".)

What do I want/need to develop	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion

