

# Leadership Behaviours Profile

*Steering your Leadership Development*



**Feedback Report for:**  
*Sample - A - LBP*

**Month 2024**



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# INTRODUCTION

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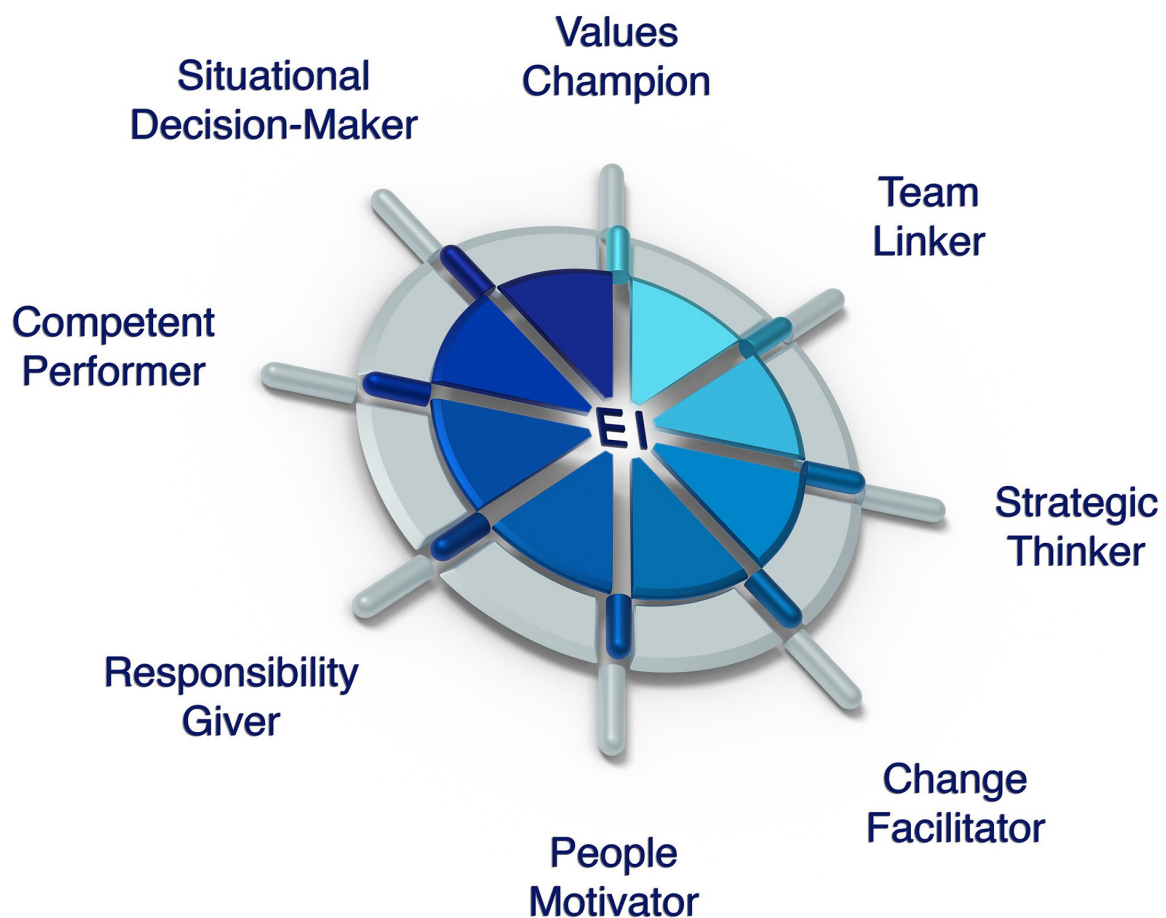
## INTRODUCING THE LEADERSHIP BEHAVIOURS MODEL AND PROFILE

# The Leadership Behaviours Model

The Leadership Behaviours Model which this Leadership Behaviours Profile is based upon, combines a number of concepts of contemporary leadership theory with a focus on their practical application. These theories include leadership that is: authentic & values centred; transformational & visionary; transactional and contingent.

The model combines the various aspects of leadership into eight behavioural groups called Factors. These factors can be used to review an individual's leadership performance.

The model is symbolised by a captains wheel with the skipper at the helm. A leader with people responsibility, competence and integrity who provides direction and guidance.



Each of these factors of leadership are described on the following page.

In addition to the factors, the Leadership Behaviours Model provides insight into a leaders emotional intelligence; an integral characteristic associated with effective leadership. Emotional intelligence is a capability that sits at the central hub of the captains wheel.



### VALUES CHAMPION

Lives and promotes the values



### TEAM LINKER

Links work, people and processes



### STRATEGIC THINKER

Develops and progresses a future vision



### CHANGE FACILITATOR

Paces self and team through change



### PEOPLE MOTIVATOR

Gives positive encouragement of team and individual performances



### RESPONSIBILITY GIVER

Empowers within clear roles



### COMPETENT PERFORMER

Matches personal strengths and effort with what needs doing



### SITUATIONAL DECISION-MAKER

Makes effective decisions contingent on the situation and the people



### EMOTIONAL INTELLIGENCE

A measure of how we understand ourselves and others

# The Leadership Behaviours Profile

The Leadership Behaviours Profile (LBP) provides feedback on the factors of the Leadership Behaviours Model using a 360°, or multi-rater feedback process.

## What does the LBP Measure?

The LBP measures your behaviour against the eight factors in the Leadership Behaviours Model. It also measures the importance of each leadership factor for your particular role.

- The profile subject calls on their immediate work circle and any important stakeholders to provide feedback via a series of behavioural questions derived from the eight factors.
- The profile subject and their supervisor provide responses indicating their respective views on the 'importance' of the eight factors of the Model as they relate to the subject's current job role.

Specifically, the LBP provides you with feedback and advice on:

- How important different aspects of leadership are in your role.
- Your perceived behaviour in relation to the eight factors of the Leadership Behaviours Model. Each factor is measured by eight behavioural statements providing a greater depth of analysis across 64 aspects of leadership.
- A comparison of your perceived behaviour with data collected from previous respondents who have completed this profile.
- Tailored advice sheets providing suggestions on how you may improve your leadership performance.
- An assessment of the level of your Emotional Intelligence including a comparison with previous respondents behavioural ratings.
- Observations on your perceived leadership and management achievements over the last six months; your key strengths; your training and development needs and suggestions on how you might improve your performance in these areas.



# How to Use the Information in the LBP

## Maximising Your Learning from the LBP Report

The best foundation for development is a clear understanding of the key factors and behavioural requirements of your current position, and of your strengths and improvement opportunities in relation to those requirements. By studying the results, together with the advice sheets on the various factors identified, you can begin to think about how you can improve your performance over time.

## How to respond to Feedback

1. Respect the anonymity of your raters
2. Some factors to consider that affect ratings:
  - people can only measure what they see
  - you will get both hard and soft markers
  - job demands and business/change cycles etc.
3. To help select improvement options ask yourself:
  - do you agree with the feedback point?
  - do you want to do something about it?
4. Thank those who were involved and share with them your learnings

## Set Up Practical Development Goals

Individual development goals should be practical and rely primarily on the day-to-day application of ideas and methods to actual job challenges. The options for improvement detailed in this report provide specific ideas for developing your leadership behaviour inline with the eight factors. Use the 'Leadership Behaviours Profile Development Guide' to assist you in the development of an action plan.

## Plan Carefully

Careful planning is essential for achieving significant, lasting results. The planning process ideally should involve a two-way discussion with your coach, mentor or supervisor regarding your feedback and your specific development goals. It should also involve periodic discussion and problem-solving regarding on-the-job experiences, and shared evaluation of progress.

## Use Short Time Frames

We suggest that the maximum time frame for individual development goals should not exceed one year. Ideally a series of sub-goals should be identified to be worked on over shorter time periods. It is often a good idea to take bite-sized chunks, ie follow up on and implement your sub-goals one at a time. Obviously you can't fix everything at once!

## Monitor Your Progress

You need to establish a way of monitoring your progress in achieving the behaviour changes that you have set for yourself. You can do this by getting the support of a key colleague or a mentor. Share your goals with that person and ask him/her to observe you and give you immediate feedback on how you are doing compared to what you want to be doing. This supportive person can also help you to problem-solve if your initial attempts aren't working.





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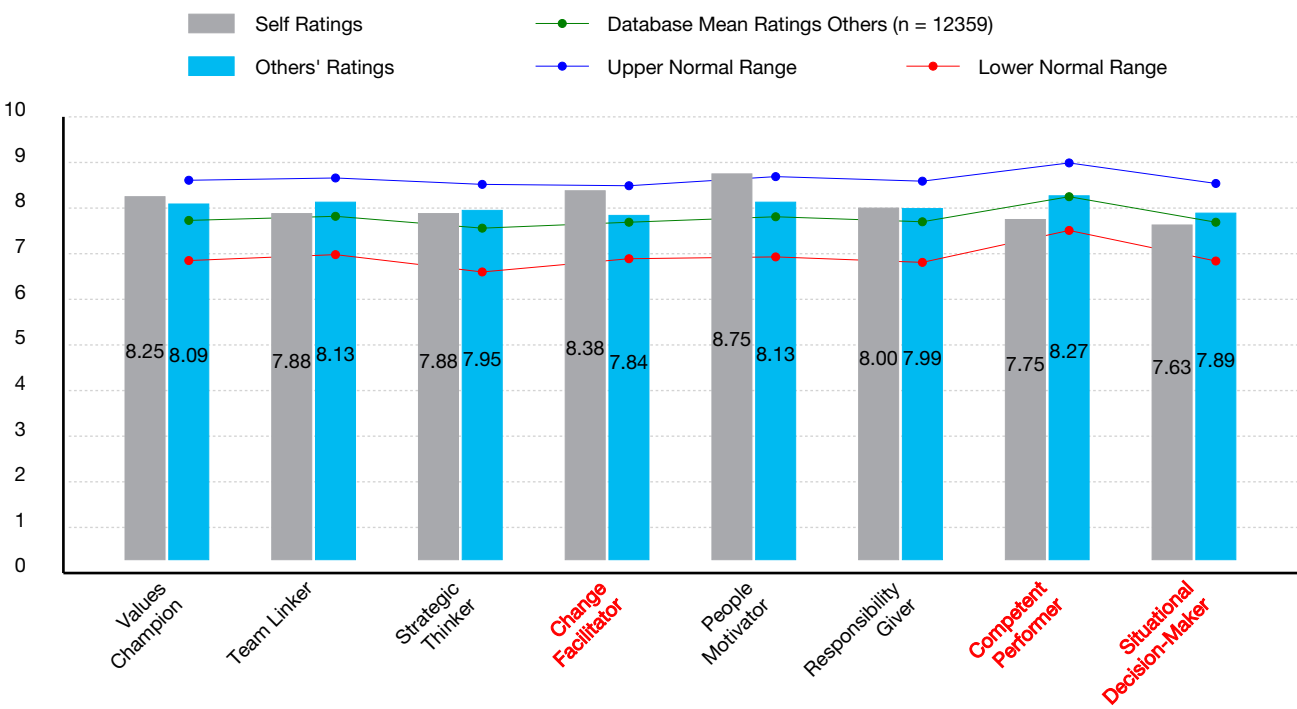
# RESULTS

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RESULTS GATHERED FROM YOURSELF AND  
YOUR RATERS

# Results Overview

## Profile on Sample - A - LBP



**Note:** The three factors indicated in **red** in the graph above are those which appear to require the most improvement effort when compared with the results of other factors and the norm database mean (green line).

### Table version of the results

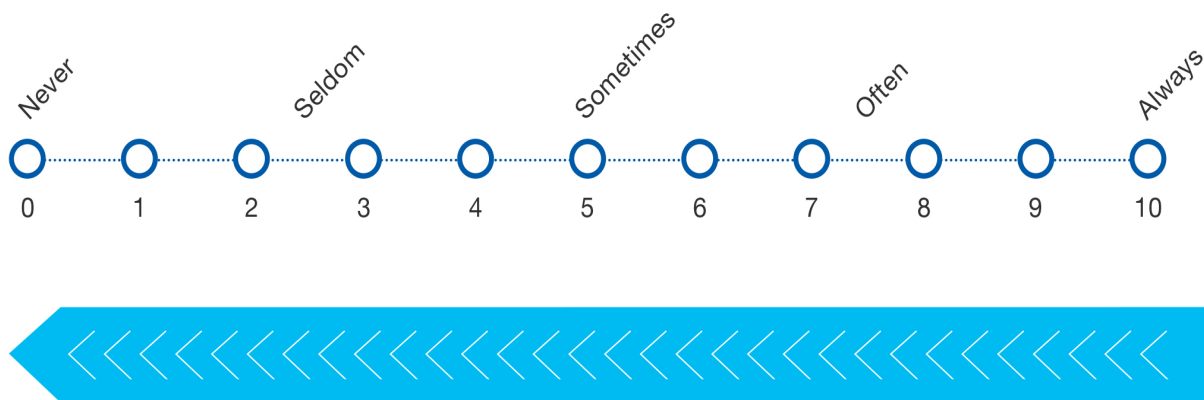
Factors	Results		Norm Data (n = 12359)			
	Self (Grey Bar)	Others (Blue Bar)	Self	Mean of Others (Green Line)	Upper Normal Range (Blue Line)	Lower Normal Range (Red Line)
Values Champion	8.25	8.09	7.31	7.73	8.61	6.85
Team Linker	7.88	8.13	7.70	7.82	8.66	6.98
Strategic Thinker	7.88	7.95	7.19	7.56	8.52	6.60
Change Facilitator	8.38	7.84	7.47	7.69	8.49	6.89
People Motivator	8.75	8.13	7.71	7.81	8.69	6.93
Responsibility Giver	8.00	7.99	7.60	7.70	8.59	6.81
Competent Performer	7.75	8.27	7.86	8.25	8.99	7.51
Situational Decision-Maker	7.63	7.89	7.57	7.69	8.54	6.84

# Explanation of the Graph and Table

## Graph of results

This bar graph is a snapshot of your latest results across all eight Leadership factors. They allow you to compare the way you have rated yourself (in grey) with the way others have rated you (in blue) across each factor. The horizontal dark-blue, green and red lines that cut across the bar graph represent the normal range. This norm range is charted from our database of all previous other raters who have completed an LBP questionnaire. Results from your others', 'blue bar' can be compared with this norm range. As a guide, around 70% of others' ratings, 'blue bar' will sit within the norm range.

### Questionnaire Scale



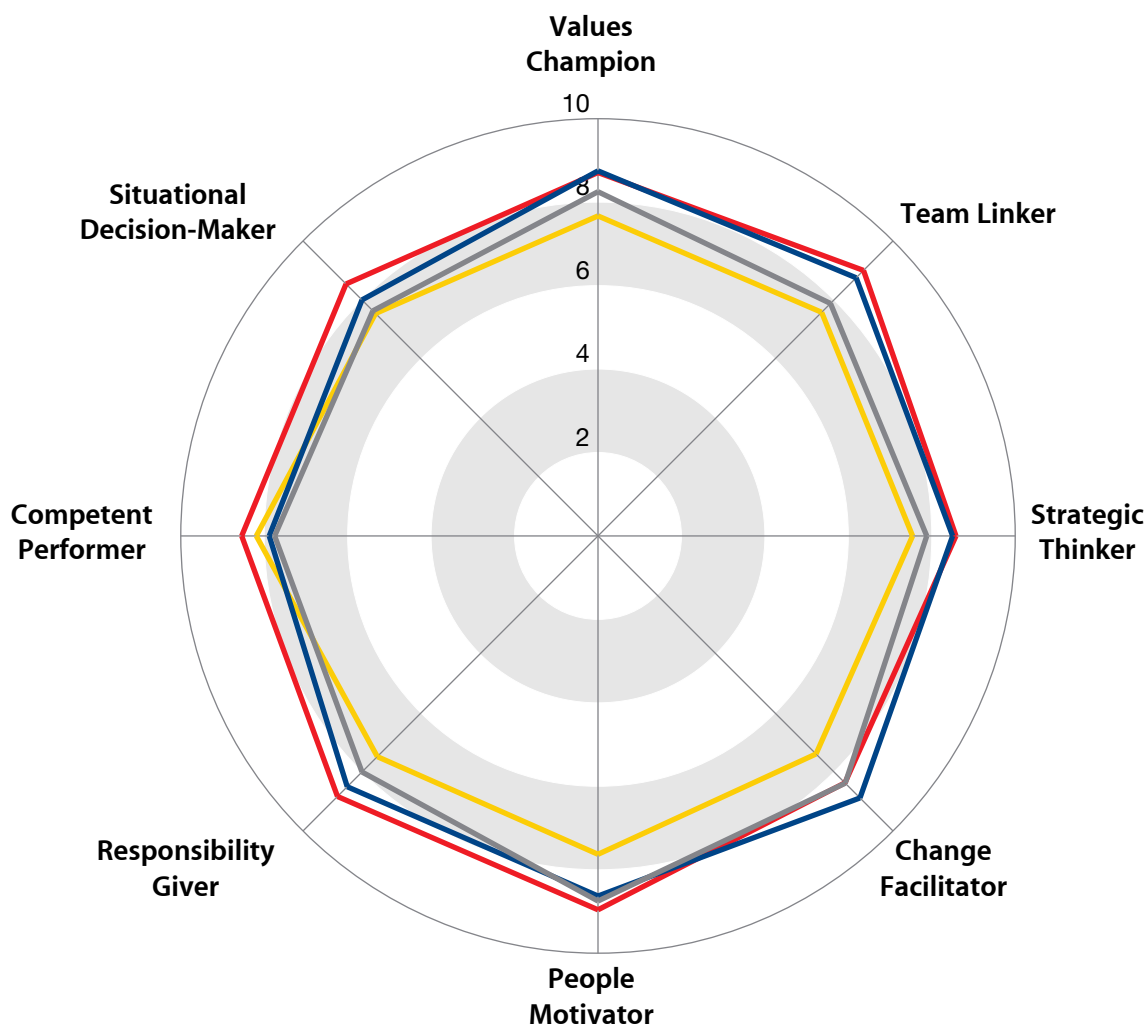
## Table of results

This table is an alternative representation of the results and norms contained in the bar graph. Extra information on 'Self' norm data is also included.



# Grouped Ratings

- Self
- Supervisor
- Direct Reports
- Peers



Factor Rating Key: 0 = Never, 2 = Seldom, 5 = Sometimes, 8 = Often, 10 = Always

This graph shows your average rating from each of the rater groups for each factor in the Leadership Behaviours Model. Each axis represents a factor with the average ratings plotted by rater group in accordance with the colour coding.

When viewing each 'factor' consider the similarities and differences between each rater group. Use the Grouped Ratings table on the following page to help with your analysis. Also consider the differences between rater groups overall.

# Rater Comparisons

## Grouped Ratings

The following table provides an alternative way of looking at your ratings at the group level. It shows your own rating, together with the average rating from each of the three rater groups, for each Factor in the Leadership Behaviours Model.

Factors	Self Rating	Other Raters				
		Supervisor	Direct Reports	Peers	Mean	Std Dev
Values Champion	8.25	8.75	8.71	7.67	8.09	0.79
Team Linker	7.88	8.75	9.00	7.58	8.13	1.04
Strategic Thinker	7.88	8.50	8.58	7.54	7.95	0.78
Change Facilitator	8.38	8.88	8.37	7.39	7.84	0.92
People Motivator	8.75	8.63	8.96	7.63	8.13	1.06
Responsibility Giver	8.00	8.50	8.83	7.48	7.99	1.17
Competent Performer	7.75	7.88	8.54	8.19	8.27	0.88
Situational Decision-Maker	7.63	8.00	8.54	7.54	7.89	1.03

**Note:** Mean of Others and Standard Deviation is calculated from all Other raters listed in the table of Individual Ratings below.

## Individual Ratings

The table below provides a more detailed view of the Factor Results by all raters. The standard deviation indicates the degree of variability or spread of scores around the mean. The lower the standard deviation the more consistency there is between raters' scores.

Factors	Self Rating	Other Raters											
		S*	A	B	C	D	E	F	G	H	I	Mean	Std Dev
Values Champion	8.25	8.8	8.3	9.6	7.4	8.4	8.3	8.3	7.4	6.9	7.8	8.09	0.79
Team Linker	7.88	8.8	8.8	9.6	7.6	8.9	8.6	7.6	7.3	6.0	8.1	8.13	1.04
Strategic Thinker	7.88	8.5	8.1	9.3	7.5	8.3	8.4	7.4	7.6	6.4	8.1	7.95	0.78
Change Facilitator	8.38	8.9	7.6	9.4	7.3	7.8	8.1	7.6	7.5	6.0	8.3	7.84	0.92
People Motivator	8.75	8.6	8.4	9.4	6.8	8.9	9.1	7.9	7.3	6.3	8.8	8.13	1.06
Responsibility Giver	8.00	8.5	8.3	9.6	7.3	8.8	8.6	8.0	7.1	5.4	8.4	7.99	1.17
Competent Performer	7.75	7.9	9.0	9.8	8.1	8.4	6.9	9.0	7.9	7.1	8.6	8.27	0.88
Situational Decision-Maker	7.63	8.0	8.5	9.6	7.0	9.3	7.5	7.3	7.5	6.3	8.0	7.89	1.03

**Note:** S denotes the Supervisor responses

# Importance Of Leadership Factors

Table of Importance Ratings

Factors	Self	Supervisor
<b>Values Champion</b> Is a role model Communicates and interprets the values Holds others to account to the values	9	9
<b>Team Linker</b> Listens and communicates Networks inside and outside the team Connects work, goals, process and people	10	9
<b>Strategic Thinker</b> Creates the vision Positively inspires Engages the team	7	8
<b>Change Facilitator</b> Encourages fast learning Is opportunity focused Helps others cope	7	9
<b>People Motivator</b> Holds high expectations Provides recognition, coaching and feedback Celebrates success	6	9
<b>Responsibility Giver</b> Nurtures trust and involvement Delegates ownership Clarifies boundaries	9	9
<b>Competent Performer</b> Is emotionally intelligent Displays skills, knowledge and expertise Focuses on critical success factors	6	10
<b>Situational Decision-Maker</b> Is a contingent decision-maker Objectively handles conflict Makes decisions quickly and effectively	10	9

**Scale:**      0 = irrelevant                      8 = very important  
                   2 = somewhat important          10 = essential  
                   5 = moderately important

**Note:** Consider discussing the *blue* above with your Supervisor



# Explanation of the Table

## Using the Importance Information

The table on the previous page compares how you and your supervisor rate each Leadership Factor in terms of its importance to your current role.

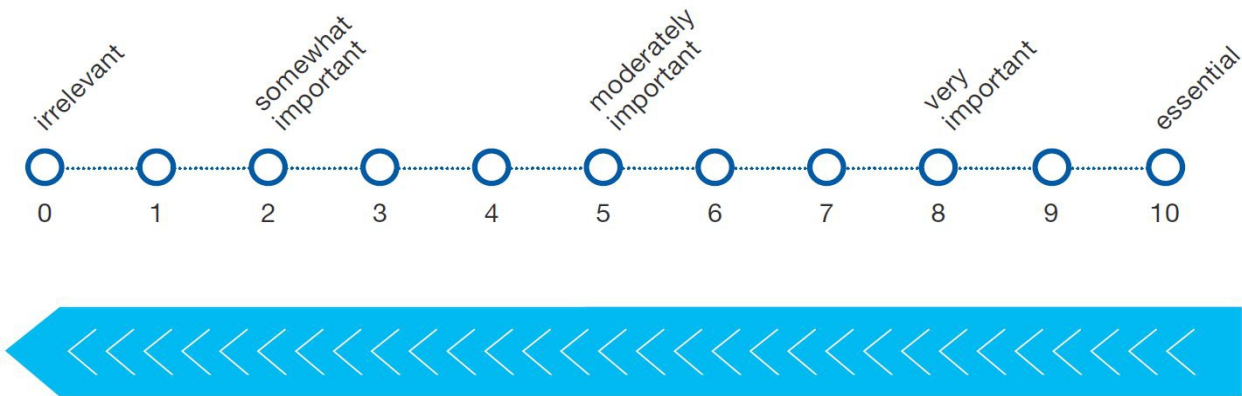
Subjects and their supervisors can often have differing perspectives on what is and is not important in a leadership role and problems arise when the subject prioritises the most important factors differently than their supervisor. In such circumstances we may find that:

- 1. the subject is putting their effort into the wrong area(s);
- 2. the subject is neglecting other more important area(s).

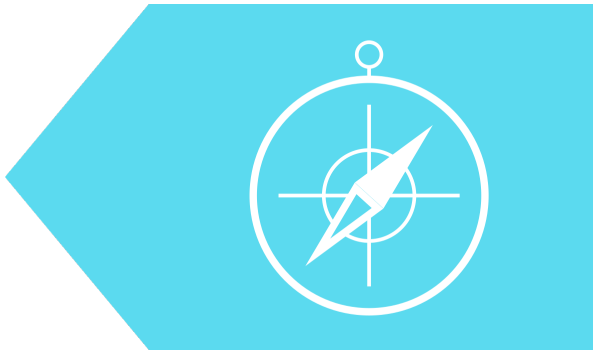
You and your supervisor need to ensure that you have a shared understanding about what is and is not important.

An exact agreement is often unrealistic but when the difference between the self and supervisors rating is 3 or more the difference is likely to be significant and worth exploring. These are noted in blue in the table. For these factors consider discussing the discrepancy with your supervisor.

In the section *Results By Factor* later in this report, each Important Rating will be reproduced as a context for the more detailed behavioural results. This allows for the behavioural results to be seen in perspective.





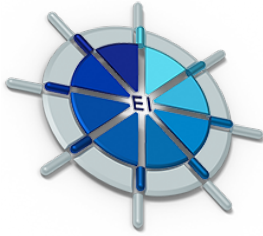


# VALUES CHAMPION

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## LIVES AND PROMOTES THE VALUES

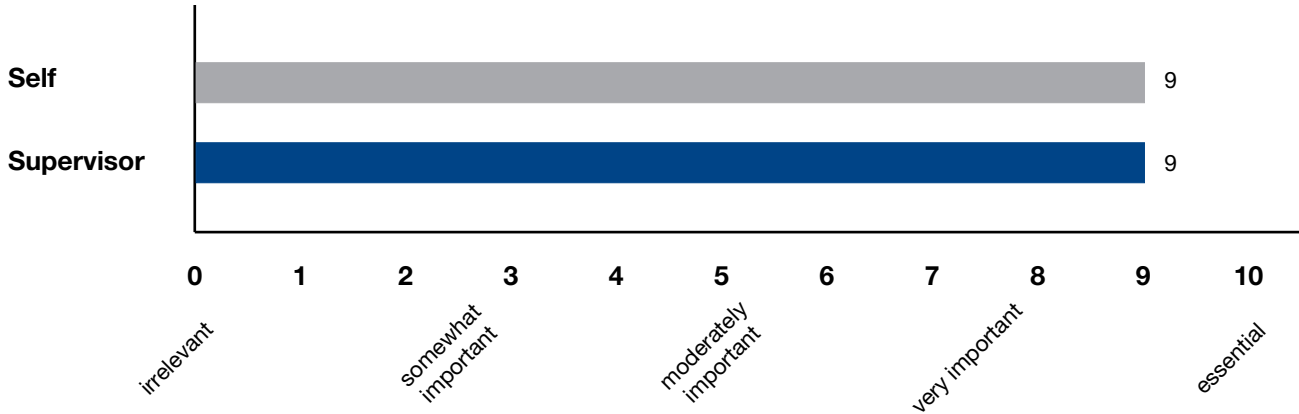
- ➔ Is a role model
- ➔ Communicates and interprets the values
- ➔ Holds others to account to the values



# Values Champion

*Lives and promotes the values*

## Importance



## Behaviour

Statement	Self Rating	Other Raters											
		Mean	Std Dev	S*	A	B	C	D	E	F	G	H	I
I show others that I am clear about the operating values	7	7.90	1.10	8	8	10	8	7	8	8	9	6	7
<input checked="" type="radio"/> I consistently behave in line with agreed upon operating values	9	8.20	0.92	9	8	10	8	8	8	9	8	7	7
I ensure others stick to agreed upon operating values	10	8.30	1.06	9	8	9	8	10	9	8	6	8	8
<input checked="" type="radio"/> I communicate the operating values to others	8	8.00	1.15	9	9	10	7	8	8	8	6	7	8
I demonstrate understanding of what operating values mean in practice	8	8.40	0.70	9	9	9	7	9	9	8	8	8	8
I explain to others how the operating values should be applied	8	7.90	1.20	9	8	9	7	8	9	8	8	5	8
I use the operating values to assist decision-making	7	7.80	1.14	8	8	10	7	9	8	8	7	6	7
I avoid compromising values for the sake of expediency	9	8.20	1.03	9	8	10	7	8	7	9	7	8	9

**Notes:** S denotes the supervisor responses

☒ Indicates questions which are also included as part of the capability 'Emotional Intelligence' starting on page 49 of this profile.

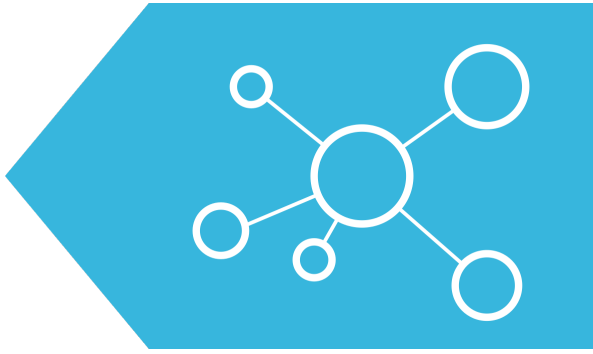
# Ideas

You are making good progress in this area relative to the other factors. Some extra ideas include:

- Documenting the team's values, together as a group, is an important step.
- A useful categorisation of values to help with list creation is: People, Processes and Performance. 'The way we do things around here' can usually be covered under these headings.
- Once the values (or ground rules, or operating philosophy) have been agreed, then as a leader you need to behave in line with those values. Use the above factor statements as prompts for your action list, e.g. "use the operating values to assist decision making".
- When others fail to stick to the agreed upon values it is important, as the leader, to hold them to account by explaining how their behaviour does not align with the particular value and how you expect them to behave. Then, later, review their progress in the offending area.
- A useful method of clarifying to others that you understand the meaning of particular values is to provide clear examples of behaviours or actions that will support such values.
- Develop the habit of communicating the reasons for key decisions and refer to the values where appropriate.
- When you are busy and under pressure, or if dollars and/or image is at stake, it can be very tempting to compromise the values. For example, a short-cut on a quality principle can be tempting when under time pressure. Make sure you regularly check yourself when this happens. Have you compromised the values for the sake of expediency?

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## TEAM LINKER

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### LINKS WORK, PEOPLE AND PROCESSES

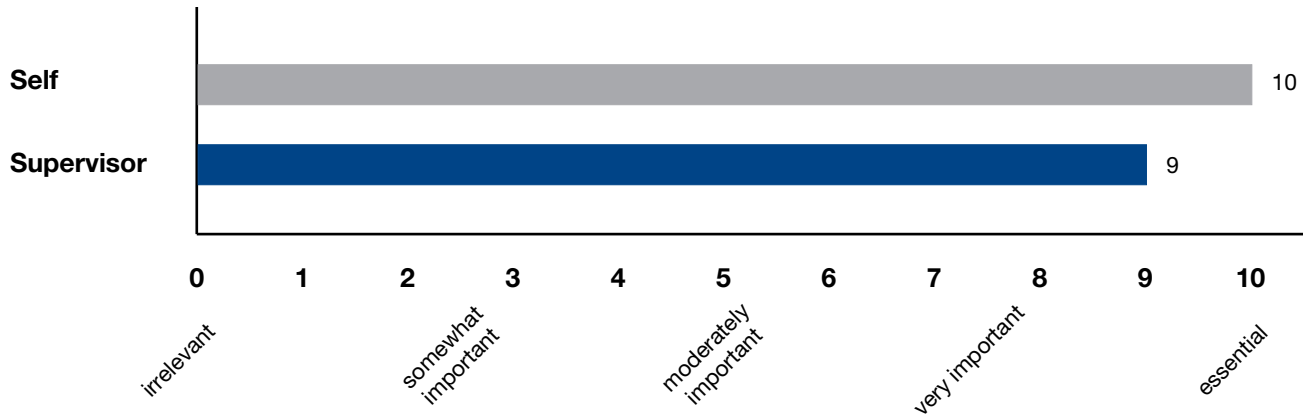
- ➔ Listens and communicates
- ➔ Networks inside and outside the team
- ➔ Connects work, goals, process and people



# Team Linker

*Links work, people and processes*

## Importance



## Behaviour

Statement	Self Rating	Other Raters											
		Mean	Std Dev	S*	A	B	C	D	E	F	G	H	I
<input checked="" type="radio"/> I actively listen to others to understand what they mean	7	8.10	1.29	7	8	10	8	9	10	8	8	7	6
I take differing work styles into account when communicating with others	9	7.90	1.20	8	9	10	8	7	7	8	9	6	7
<input checked="" type="radio"/> I keep team members up to date on a regular basis	6	7.80	1.14	9	7	8	8	9	9	6	8	6	8
<input checked="" type="radio"/> I am available and responsive to people's problems	10	8.00	1.89	9	10	10	7	9	9	7	5	5	9
I allocate work or tasks to people based on their capabilities and preferences	8	8.10	1.60	10	9	9	7	9	9	8	6	5	9
I agree high standards and performance goals with the team	7	7.90	1.20	8	9	10	7	9	8	7	7	6	8
I link and co-ordinate the team in terms of the jobs to be done	7	8.60	1.43	10	9	10	9	9	9	8	8	5	9
I represent the team well to other internal and external individuals and groups	9	8.60	1.07	9	9	10	7	10	8	9	7	8	9

**Notes:** S denotes the supervisor responses

☒ Indicates questions which are also included as part of the capability 'Emotional Intelligence' starting on page 49 of this profile.



# Ideas

You are making good progress in this area relative to the other factors. Some extra ideas include:

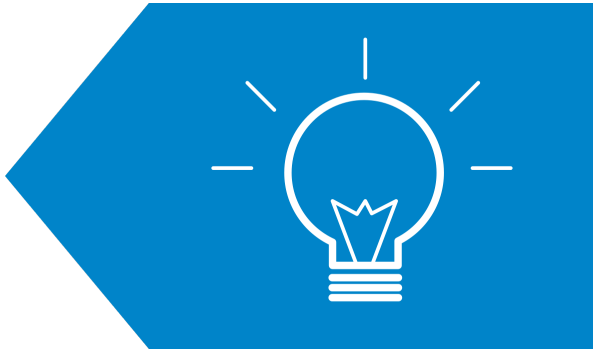
## Virtual/Hybrid Team Linking

- The concept of a blended work environment that includes both in-person and virtual arrangements, is gaining popularity. Hybrid team structures are becoming more prevalent in workplaces, with many now adopting schedules that require team members to work remotely on certain days or shifts and be physically present on others.
  - Ensure effective communication – Regular check-ins, such as weekly virtual or in person or hybrid meetings. This will facilitate better communication among virtual team members.
  - Use the correct tools – An instant messaging service is essential for any virtual team or hybrid team.
  - Build Trust – Trust is essential within any team, especially a virtual or hybrid team. Building trust can be done by being transparent, honest, and sincere in your communication. Ensure clear communication about availability and working hours so the team knows when they can contact other team members.
  - Support – Working remotely can be lonely, so it is essential to make your virtual team feel supported. One-to-one meetings and having an open-door policy is necessary to make sure they know you're available if they need you.

## General Linking

- Use active listening skills to summarise, recognise and reinforce the contributions of all group members to ensure that minority opinions are discussed and everyone feels part of group discussions.
- Use the Team Management Wheel profile system to understand the preferred communication styles of others. Then become adept in 'pacing' (the "do's" and "don'ts" of communication) skills.
- Make a point of communicating important events, decisions or changes.
- Establish and encourage group get-togethers and social activities outside of the workplace to help strengthen relationships.
- There are two parts to being 'available & responsive to people's problems'. First consider how to schedule your availability. The open door approach can be very disruptive. One approach is to have recognised 'green' and 'red' times. Team members can be encouraged to use the 'green' as an invitation to speak and that only in urgent situations do they compromise the 'red' time. You will need 'red' time to complete important work projects.
- When you do encounter individuals wanting your counsel then use the opportunity to lead them to conclusions themselves. This will develop them and avoid the problem of upward delegation.
- Link people's preferences and skills to specific jobs carried out within the team.
- It is sometimes the case that we stereotype people. This can be useful since it helps structure our delegation. However, beware missing an opportunity. For example, a team member who is an effective 'task' operator may have a hidden creative ability. Look for these hidden gems in others and try them out when delegating.
- Sometimes high standards of quality and values need to be formally agreed with the team. A team chartering process may need to be organised to clarify these. Once agreed a leader has a greater chance of ensuring they are maintained.
- Make full use of the expertise of others in your work team.
- In meetings and conversations with peers, openly acknowledge the strengths of your team.



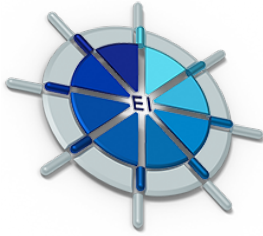


# STRATEGIC THINKER

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## DEVELOPS AND PROGRESSES A FUTURE VISION

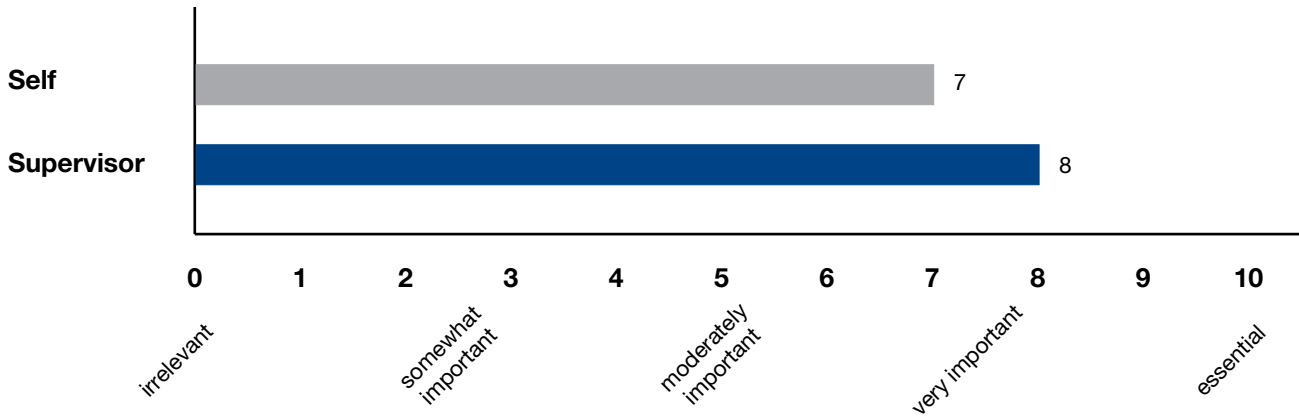
- ➔ Creates the vision
- ➔ Positively inspires
- ➔ Engages the team



# Strategic Thinker

*Develops and progresses a future vision*

## Importance



## Behaviour

Statement	Self Rating	Other Raters											
		Mean	Std Dev	S*	A	B	C	D	E	F	G	H	I
<input checked="" type="radio"/> I lead the team in the search for a shared vision for the future	8	8.20	1.23	8	8	10	9	7	10	8	8	6	8
<input checked="" type="radio"/> I am positive and enthusiastic about the future	7	8.50	0.85	9	9	10	9	8	7	8	9	8	8
I encourage an innovative approach to planning	9	8.00	0.94	9	8	9	9	8	8	7	8	6	8
<input checked="" type="radio"/> I show others their place in the vision	7	7.30	1.06	8	7	8	6	8	8	7	8	5	8
I inspire others to follow my lead	9	8.00	1.33	8	9	9	6	8	9	8	7	6	10
I promote my vision for the future	7	7.70	1.25	8	8	10	7	9	8	6	6	8	7
<input checked="" type="radio"/> I communicate important future goals and direction to others	9	8.10	1.37	9	8	9	8	10	9	8	8	5	7
I push for the creative stretch when planning for the future	7	7.80	1.03	9	8	9	6	8	8	7	7	7	9

**Notes:** S denotes the supervisor responses

☒ Indicates questions which are also included as part of the capability 'Emotional Intelligence' starting on page 49 of this profile.

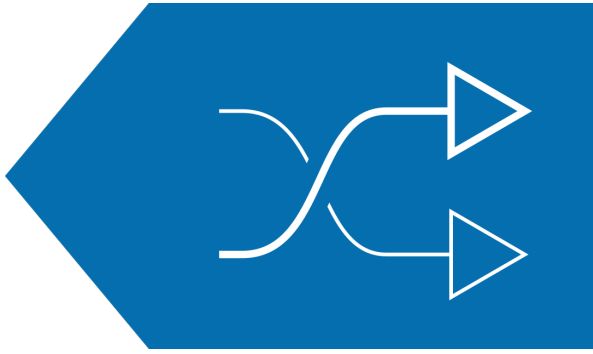
# Ideas

You are making good progress in this area relative to the other factors. Some extra ideas include:

- In thinking about where the team will be, say in 3 years, you will need to think about key aspects of that future picture. Mentally take a walk into that future, see what it looks like, and write it down. Imagine yourself driving to work three years from now. What is the scope of the operation, the size, its structure, the key performance indicators? Also what is the image the team has?
- Effective leaders are always enthusiastic about the future vision. This acts as a stimuli for others which when coupled with actual progress is a great source of motivation.
- Set the expectation within your work group that creative ideas and innovative solutions are highly valued. Make creativity and innovation a specific, explicit part of your organisational mission, goals and standards.
- Develop an annual planning approach for your entire entity that establishes major objectives, primary action steps, target and review dates, and expected measurable results. Map these action plans out on an annual calendar and review it monthly with your team members.
- Use meetings and one on one encounters to emphasise the positive. Discuss new opportunities, positive trends, successful progress and potential targets. This will keep the energy flowing in others.
- Place emphasis on continuous widespread involvement of all parts of the team in the strategic planning process.
- Communicate your entity's major objectives and expected measureable results to other key stakeholders. Look at how to integrate with their plans.
- Envisage the future as a positive stretch. Then regularly sell that future picture to relevant others.

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# CHANGE FACILITATOR

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## PACES SELF AND TEAM THROUGH CHANGE

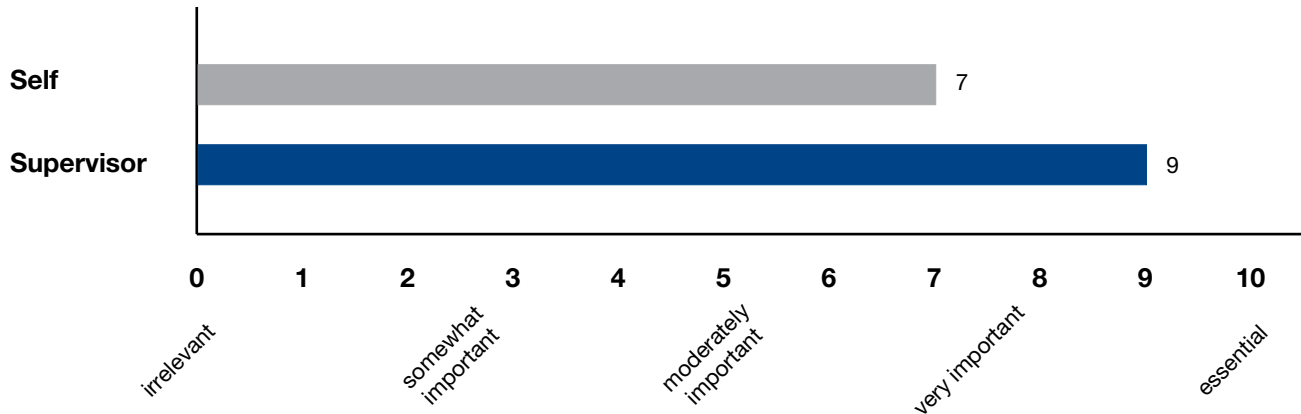
- ➔ Encourages fast learning
- ➔ Is opportunity focused
- ➔ Helps others cope



# Change Facilitator

*Paces self and team through change*

## Importance



## Behaviour

Statement	Self Rating	Other Raters											
		Mean	Std Dev	S*	A	B	C	D	E	F	G	H	I
I demonstrate a sense of urgency	9	7.80	1.55	9	6	10	9	5	9	7	8	7	8
○ I plan for change	8	7.60	1.26	9	8	9	7	8	8	8	8	5	6
I keep abreast of new information and developments in my area	9	8.00	1.05	8	7	9	9	8	9	7	8	6	9
○ I ask "why" rather than accepting things at face value	9	8.60	1.17	10	8	10	7	9	9	8	8	7	10
○ I am open to learning new ways of doing things	8	8.20	1.03	8	9	9	6	9	9	8	7	8	9
○ I help others overcome their concerns about change	7	7.90	1.20	8	9	10	6	8	8	7	7	7	9
I seek out creative opportunities	7	7.30	1.42	9	7	9	7	8	7	8	7	4	7
I am prepared to take calculated risks	10	7.30	1.64	10	7	9	7	7	6	8	7	4	8

**Notes:** S denotes the supervisor responses

○ Indicates questions which are also included as part of the capability 'Emotional Intelligence' starting on page 49 of this profile.



# Suggestions for Improvement

There are some indications that you may need to improve your performance in this area relative to the other factors.

- Since change is rapid these days teams that are slow paced very often miss the wave of opportunity. Look at how the team can streamline its processes, remove duplication and redundancy. To be competitive and effective we need at least to match the pace of change.
- As a leader others will take their lead from you. If you give them an impression of energy and pace, then that example will influence the organisation's climate. The reverse is also true.
- Once you have established a key change goal and achieved necessary buy-in, implement a plan within the organisation to make it happen along a specific timetable, even if this requires an extended period of effort and action steps. Make sure you anticipate significant obstacles and develop alternative approaches.
- Whatever your particular area of expertise there is a need to be up-to-date. Set aside at least two hours per week researching out the latest trends, findings, best practice approaches.
- Environmental monitoring is a process which you need to systematically institute. Customers, industry and competitive information, economic and legal - all these factors need to be kept abreast of.
- The very best leaders concentrate on asking the right questions rather than providing the answer. Practice asking useful questions of yourself and your team which are likely to take you somewhere.
- In the middle of organisation life we often skim information to get the gist. Come to recognise in yourself the 'warning light' that tells you to look deeper into something. It might be reading material, something someone has told you etc. Trust your instinct and investigate.
- How open minded are you to new learning? Try to suspend your prejudices until you have actually considered opportunities that arise in some detail.
- Learning and change are brother and sister. Facilitating change is best achieved when leaders encourage team learning. This includes utilising diversity, learning from mistakes, developing a culture of openness and cooperation and aligning everyone with the expected changes in the environment.
- To minimise the possibility of change initiatives being resisted you should consider the following:
  - clearly communicate the purpose of the change
  - demonstrate how the present situation will be improved by the change even if the current method/situation is satisfactory
  - don't blame anyone for causing the change
  - guarantee there will be no personal loss to anyone or if there is, be honest about it
  - involve those affected in the planning stage
  - understand and take into account group behaviour patterns, habits, vested interests, traditions and norms
  - demonstrate a willingness and patience with others whilst they learn new skills
  - if possible choose the timing of the change to be when work pressure is not too excessive
  - make sure you spend the necessary planning time alone and with others
- Sometimes expecting someone to see the benefits of change is considering the wrong question. People may resist change simply because it is against their own self interest. To counter this talk to them about how the change serves their interests. If it doesn't then don't be surprised if they resist.

- When you are very busy for long periods of time it can be difficult to become creative when a gap in your workload occurs. When this happens review your priorities and ask yourself "what creative opportunities exist around these priorities".
- Develop 'creative' skills by reading a relevant book (e.g. mind mapping) or using 'visualisation' techniques. For practical people this can be a difficult yet worthwhile endeavour.
- Pull the team together periodically to brainstorm new opportunities.
- There are many situations in which taking calculated risks can pay-off. Experiment with how you meet and communicate with your key contacts. 'Open up' in conversation with others even when this feels uncomfortable. Try a new way to advertise a product. These types of risk behaviours may not pay off. The more you try, the more you will succeed.
- Contact your TMS accredited consultant and ask about completing an 'Opportunities / Obstacles' (QO2) questionnaire. It assesses individual risk orientation and provides useful advice in this area.

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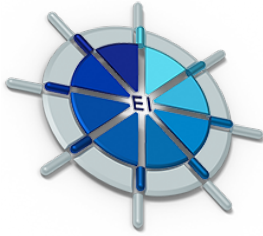


## PEOPLE MOTIVATOR

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### GIVES POSITIVE ENCOURAGEMENT OF TEAM AND INDIVIDUAL PERFORMANCE

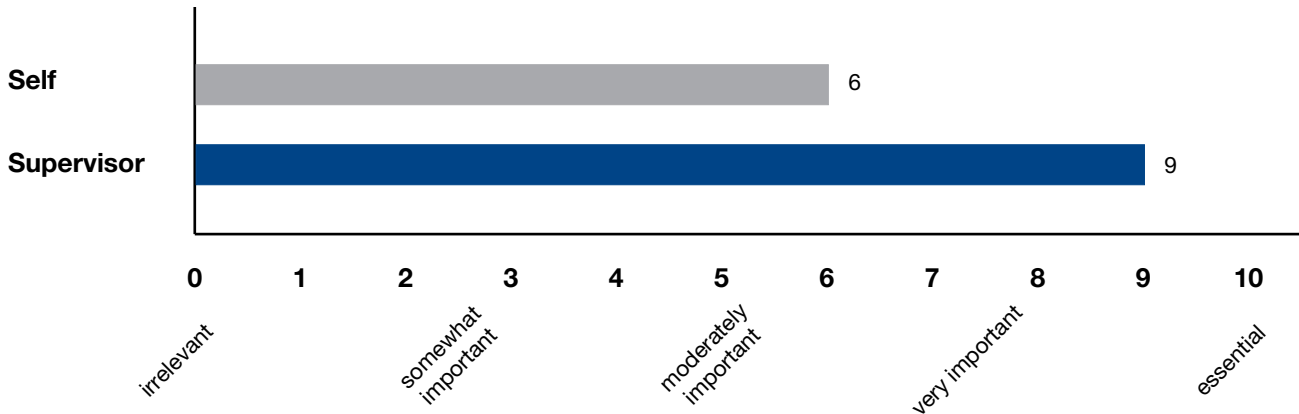
- ➔ Holds high expectations
- ➔ Provides recognition, coaching and feedback
- ➔ Celebrates success



# People Motivator

*Gives positive encouragement of team and individual performance*

## Importance



## Behaviour

Statement	Self Rating	Other Raters											
		Mean	Std Dev	S*	A	B	C	D	E	F	G	H	I
I take the opportunity to celebrate when team performance is exceeded	10	7.10	1.29	8	9	8	7	7	7	7	5	5	8
I give due praise for a job well done	7	8.10	0.99	9	9	9	7	8	8	8	8	6	9
<input checked="" type="radio"/> I assist others to develop their knowledge, skills and abilities	10	8.60	0.97	10	8	9	7	9	10	8	8	8	9
<input checked="" type="radio"/> I communicate high expectations of others' performance	8	8.30	1.57	10	7	10	6	10	9	8	8	6	9
I treat others with respect	8	8.80	1.03	8	9	10	8	10	10	9	8	7	9
I recognise the different talents people have to offer	9	8.00	1.15	8	9	10	6	8	9	8	7	7	8
<input checked="" type="radio"/> I provide feedback which is even-handed and fair	10	8.10	1.52	8	8	9	7	10	10	8	7	5	9
<input checked="" type="radio"/> I coach others on how to be successful in their jobs	8	8.00	1.49	8	8	10	6	9	10	7	7	6	9

**Notes:** S denotes the supervisor responses

☒ Indicates questions which are also included as part of the capability 'Emotional Intelligence' starting on page 49 of this profile.

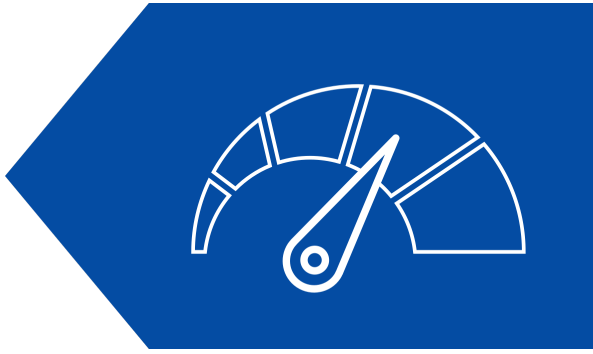
# Ideas

You are making good progress in this area relative to the other factors. Some extra ideas include:

- Publicly celebrate individual and team successes.
- Acknowledge others and give them credit for their accomplishments.
- Seek opportunities for your team members that will stretch their competencies. Create tasks or project assignments, inside or outside your organisation, that will enhance the professional development of your team members. This effort would market your team member's capabilities outside of your immediate work group.
- People invariably perform at levels based upon their leader's expectations. So when you get the opportunity, talk about how you would like to see outcomes. The topics you discuss indicate to others what is important, and framing the 'end game' expectations will act as a powerful motivator to others.
- In a public setting, giving praise or acknowledging skill of another person can demonstrate the respect you have for them.
- A successful exercise in a team environment is to map and display publicly the skills and expertise each member has to offer. This is often a boost for team members and their confidence. As a promotional tool for important stakeholders it can also be a useful and rewarding process.
- Use consistent standards to judge the performance of others.
- Identify specific feedback opportunities for team members on assigned projects. Encourage high performance by giving your team members positive feedback and rewarding their more productive efforts. Trust that by accentuating the positive and including them in the decision-making process, overall performance will be good and, therefore, you will not need to give pointed negative feedback.
- Give feedback to help team members meet their development goals. Proactively assist them to reach these by mutually agreeing your expectations of one another. Regularly review performance, provide feedback and determine whether any goal adjustments are necessary. Encourage them to stay focused.

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# RESPONSIBILITY GIVER

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## EMPOWERS WITHIN CLEAR ROLES

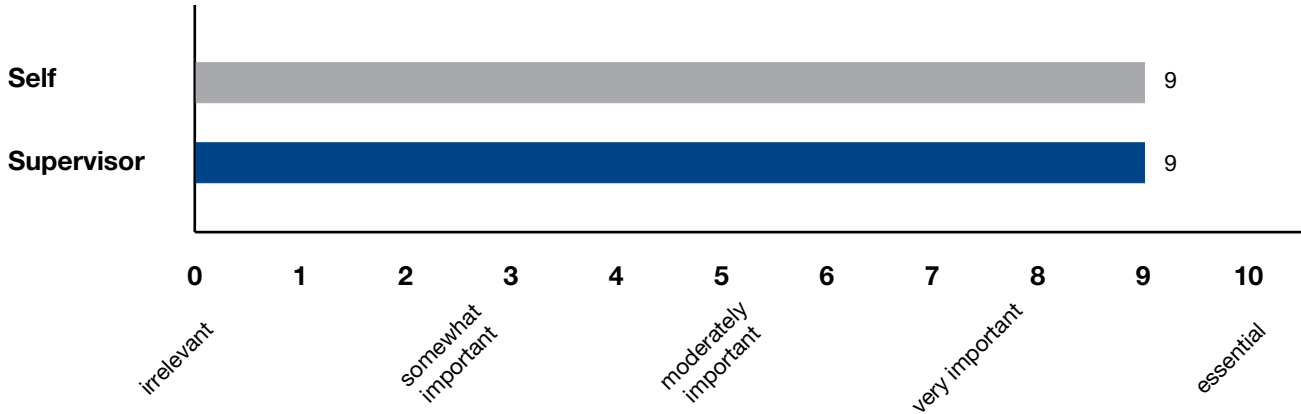
- ➔ Nurtures trust and involvement
- ➔ Delegates ownership
- ➔ Clarifies boundaries



# Responsibility Giver

*Empowers within clear roles*

## Importance



## Behaviour

Statement	Self Rating	Other Raters											
		Mean	Std Dev	S*	A	B	C	D	E	F	G	H	I
○ I maintain the right balance between co-operation and conflict within the team	8	7.60	1.51	7	9	10	8	9	7	8	7	5	6
○ I create a climate of trust	8	8.40	1.07	9	9	10	8	9	9	8	8	6	8
○ I involve people in the problem solving of key issues	8	8.20	0.92	8	8	10	7	9	9	8	8	7	8
I foster wider involvement in the planning process	8	8.00	1.15	9	7	10	8	6	8	8	8	7	9
I clarify roles, responsibilities, accountabilities and authorities	8	8.10	1.29	9	8	9	7	9	9	8	8	5	9
I encourage new ideas and alternative points of view	8	7.90	1.37	9	9	9	6	9	9	8	6	6	8
○ I clearly communicate who owns each project and the associated expectations	8	8.00	2.31	9	8	10	8	10	8	9	7	2	9
I ensure others get the credit for what they have achieved	8	7.70	1.89	8	8	9	6	9	10	7	5	5	10

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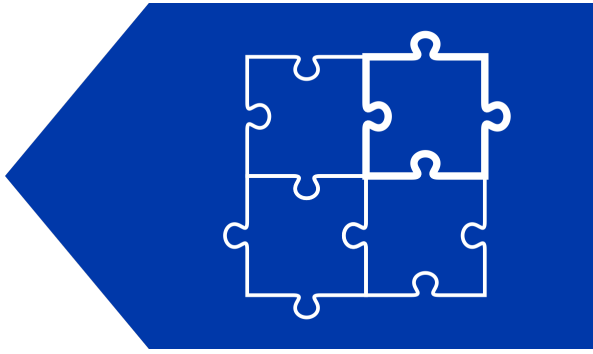
# Ideas

You are making good progress in this area relative to the other factors. Some extra ideas include:

- There needs to be a balance between cooperation and conflict in a team for empowerment to flourish. It acts as a stimulus: sometimes as tension and sometimes as a support mechanism.
- Leaders encourage healthy conflict by encouraging team members to listen to others' views, to be open and candid with one another. Constructive conflict is an initial part of people being stimulated to take initiative.
- Foster a climate of trust where team members will have confidence to take ownership (and initiative) of their jobs. This starts with the leader being trusted, i.e. they 'think, say and do' in a consistent way.
- Seek consensus whenever possible. Avoid taking a significant action or making an important decision until everyone has been heard. Ask your team members to participate in making major decisions with you. Give them whatever information you have about the issues facing the organisation and then encourage them to decide how, collectively, you can best respond to those issues. You can still make the final decision but you will have linked the issues, information, team and best ideas.
- One significant way to foster wider involvement in the strategic planning process is to hold large group strategic planning workshops.
- As a leader you should very clearly outline your key expectations as to who does what, who is responsible for what, and the associated key deliverables.
- True responsibility will not be grasped by people who have role ambiguity. The paradox is that the more people understand the boundaries of their project responsibilities and your expectations, the more they will have confidence to truly take initiative and ownership of their job.
- A key process to aid responsibility giving involves the leader facilitating agreement with the team of each member's job priorities.
- Use outside expertise to bring new perspectives to your team. Clients too can stimulate new ideas. Being open to hearing the idea is the first step.
- Projects often fall under a particular person's role or job. It can be obvious. Sometimes, however, it may not be obvious to everyone. Consider some form of documentation or spreadsheet, available to relevant personnel, which clarifies project responsibility in particular functions or topic areas.
- Public recognition of accomplishments for team members goes a long way to encourage individuals to take responsibility. It stems from their feeling of pride (in front of significant others) for a job well done.

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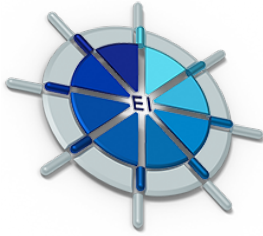


# COMPETENT PERFORMER

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MATCHES PERSONAL STRENGTHS AND  
EFFORT WITH WHAT NEEDS DOING

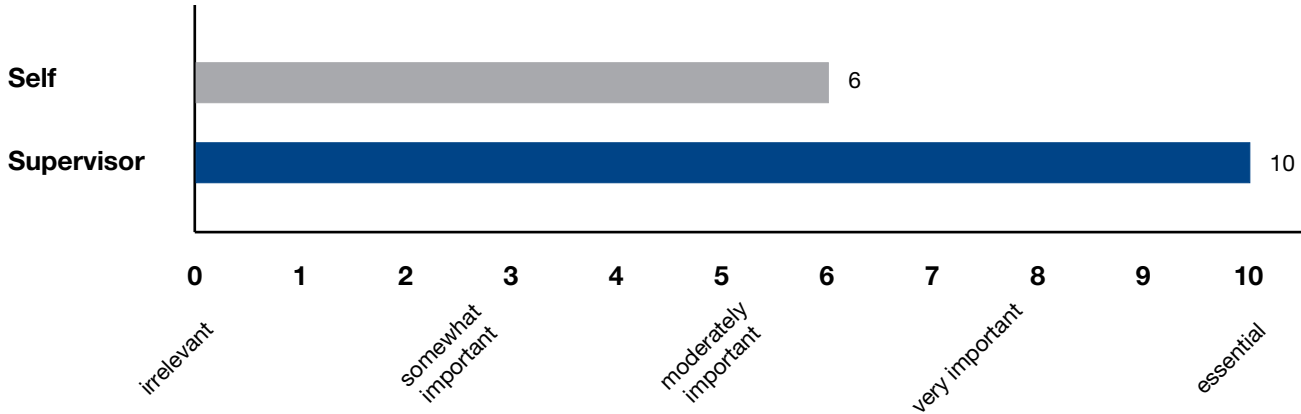
- ➔ Is emotionally intelligent
- ➔ Displays skills, knowledge and expertise
- ➔ Focuses on critical success factors



# Competent Performer

*Matches personal strengths and effort with what needs doing*

## Importance



## Behaviour

Statement	Self Rating	Other Raters											
		Mean	Std Dev	S*	A	B	C	D	E	F	G	H	I
<input type="radio"/> I display confidence in my own abilities	5	8.30	1.49	8	9	10	9	9	5	10	8	7	8
<input type="radio"/> I use effective verbal presentation skills when dealing with others	8	7.80	1.23	7	9	10	6	7	7	8	8	7	9
<input type="radio"/> I maintain self-control	9	7.90	1.10	7	9	9	8	9	7	9	8	6	7
<input type="radio"/> I keep going as long as it is necessary to get the job done	9	8.60	0.84	8	10	9	9	8	8	8	8	8	10
<input type="radio"/> I demonstrate a specialist knowledge of the job	8	8.20	1.14	8	9	10	8	9	7	9	8	6	8
I demonstrate "hands on" high performance	7	8.70	0.82	9	9	10	9	8	7	9	9	8	9
<input type="radio"/> I display self knowledge	9	8.60	1.07	9	9	10	8	9	7	10	7	8	9
<input type="radio"/> I focus effort on the critical success factors of the business	7	8.00	1.05	7	8	10	8	8	7	9	7	7	9

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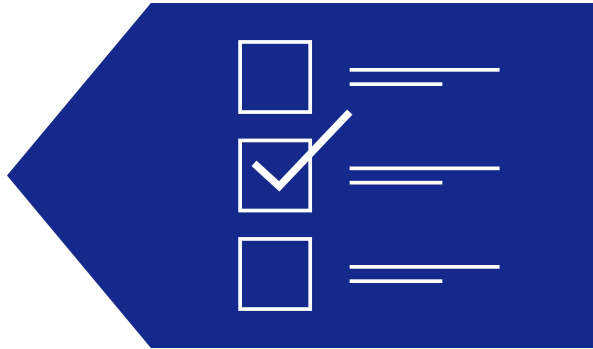
# Suggestions for Improvement

There are some indications that you may need to improve your performance in this area relative to the other factors.

- Look at opportunities to gain more challenging responsibilities and projects within your organisation. The goal is to become comfortable with taking on more challenging projects.
- Become confident before doing something that alarms you - be prepared, practise, become experienced, be open to learning and don't be afraid to ask.
- Be more assertive, 'up-front', and tenacious in communicating what you want or expect. Pursue your point of view even when you encounter resistance. Use debates as a constructive opportunity to demonstrate how the organisation will benefit from your ideas.
- Work at tailoring your persuasive approach to the language and style of your audience. This will require that you sharpen your perception of others to determine how to phrase appropriately and how to communicate in a manner that will be received positively by others. Use practical and concrete examples that will be familiar to your audience.
- Sometimes delivery of a verbal message is spoiled because the message is unclear. Make sure you think through what you want to say. Then think about how to structure it clearly and concisely. Finally, in your delivery of the message, make sure your volume control is pitched appropriately and make sure that each word is expressed clearly.
- Consider a presentation skills training course.
- Self control is important. Stay calm and tolerant under critical pressure from another - listen, evaluate and reply rationally not defensively. If in danger of losing your cool remove yourself from the situation (we all have our own techniques for this) until you have calmed down.
- Control your irritability at what would normally seem trivial - when you feel 'snappy' try to be extra nice to people, reflect on your exaggeration of the trivia. Avoid blowing up, keep a sense of proportion.
- Visualise how you can control your personal behaviour for a future meeting and assess its effectiveness.
- Be tenacious in adhering to objectives. Interruptions and unforeseen events constantly occur but unless a firm stance is taken urgent but relatively trivial matters can undermine progress towards agreed outputs.
- For those individuals who are inclined towards creativity and flexibility there is a general tendency to leave jobs unfinished or lose interest. It takes self discipline to develop the stamina to finish the job off when other novel opportunities present themselves.
- Promote your achievements and specialist knowledge.
- Establish goals for yourself and your function that meet these criteria: (1) are important to achieve in order for your organisation to realise its 2-3 year strategic objectives; (2) capture your imagination and excitement about leaving a personal mark that will help your organisation.
- Write a one-page summary of personal steps, actions and behaviours you need to demonstrate in order to achieve each of your goals. Update these quarterly and annually to reflect any useful changes in your strategy or approach. Review your own performance by these standards.
- Take time to evaluate what your criteria for success are. At the end of the year, how will you determine whether you were successful or not? Consider the following as criteria: financial indicators; development of team members; exceeding last year's performance results; development of new systems.

- Self knowledge is a key element. Being really self-aware requires a conscious effort to suspend one's own sense of insecurity - a normal part of all of us. We may go through the motions of getting feedback but how much do we really want to listen, to see ourselves as others see us? Removing that self consciousness and being able to laugh at ourselves is the secret.
- Respond constructively to criticism.
- Identify how the organisation measures efficiency, productivity and effectiveness.
- Agree the critical success factors for the team and develop plans to improve performance in these areas. A regular discussion about the factors will keep critical factors in the forefront.

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# SITUATIONAL DECISION-MAKER

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MAKES EFFECTIVE DECISIONS  
CONTINGENT ON THE SITUATION  
AND THE PEOPLE

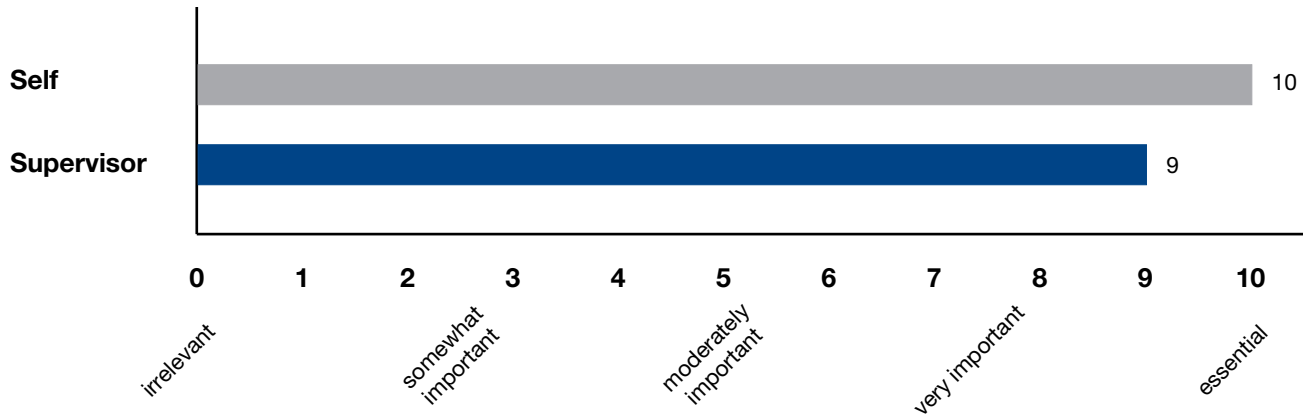
- ➔ Is a contingent decision-maker
- ➔ Objectively handles conflict
- ➔ Makes decisions quickly and effectively



# Situational Decision-Maker

*Makes effective decisions contingent on the situation and the people*

## Importance



## Behaviour

Statement	Self Rating	Other Raters											
		Mean	Std Dev	S*	A	B	C	D	E	F	G	H	I
I make quick decisions when necessary	10	8.20	1.23	8	9	10	9	9	6	8	9	7	7
I adapt my decision-making style to the situation	7	7.60	1.35	8	9	9	7	9	7	6	8	5	8
I consult others when necessary before deciding	8	7.90	1.37	8	8	10	6	10	8	7	8	8	6
I adapt my decision-making style to fit the experience of the others involved	8	7.40	1.43	6	9	9	7	9	6	7	6	6	9
I deal effectively with multiple projects and conflicting priorities	7	8.40	1.07	8	8	10	7	10	9	8	8	7	9
I confront conflict in an objective manner	7	8.20	1.40	9	9	10	7	9	8	8	8	5	9
I delegate decisions appropriately	8	7.90	1.52	9	8	10	7	10	8	7	7	5	8
I seek a joint team decision when appropriate	6	7.50	0.97	8	8	9	6	8	8	7	6	7	8

**Notes:** S denotes the supervisor responses

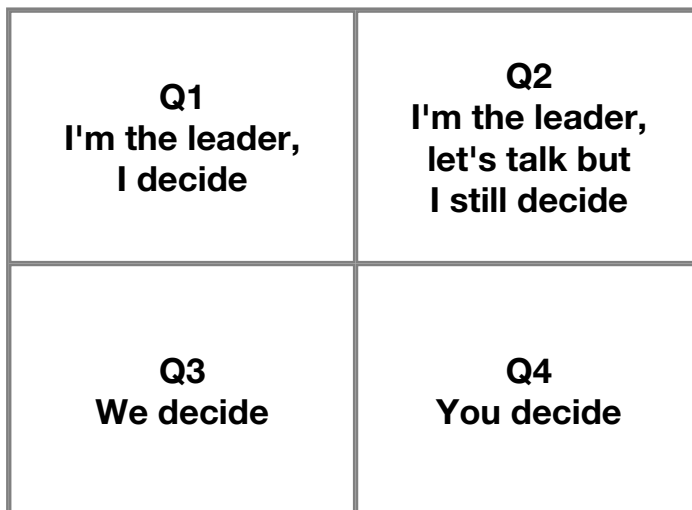
○ Indicates questions which are also included as part of the capability 'Emotional Intelligence' starting on page 49 of this profile.



## Suggestions for Improvement

There are some indications that you may need to improve your performance in this area relative to the other factors.

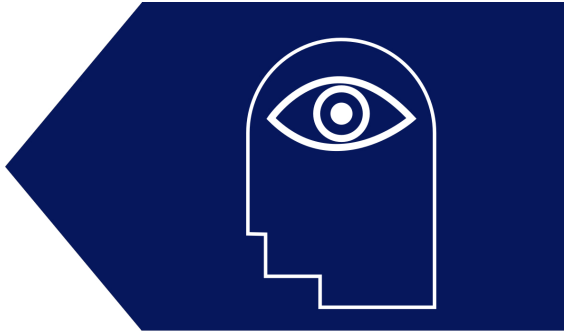
- Leaders who procrastinate on important decisions do not instil confidence in their team members. It is important to collect the relevant information and do the appropriate analysis, but when necessary, good leaders need to be decisive.
- Try and strike a balance between information and action/decision. Procrastinate too long and your leadership will lack credibility. If you make quick decisions without sufficient thought, research or consultation, you may be viewed as cavalier. Manage this dilemma depending on the circumstances rather than your natural inclination.
- Even decisions that require careful analysis and consultation can drag on unnecessarily. Beware the trap of using complexity as an excuse for delay. Ensure you have an efficient decision-making process.
- Develop an ability to use a variety of decision-making approaches depending upon the situation and the maturity of those involved.
- The four quadrant model is a useful decision-making tool.



- there are two variables to take into account - the situation and the maturity of the follower/s.
- the more mature the followers the higher the Q; the more acceptance of a decision that is necessary, the more the leader needs to use Q2 or Q3; the more urgent the decision the greater the need for either Q1 or Q4; with questions of structure (e.g. redundancy, promotion, selection etc) a Q1 or Q2 is more appropriate.
- the leader has the responsibility for choosing and communicating the appropriate Q, but changes their original choice (e.g. Q3 to Q2) only where there is an agreed process for dealing with an impasse.
- where a Q1 is chosen, wise leaders will communicate that it happened and also explain the reasons why. It may be that your choice will be cascading onto someone else's decision.
- With the team, agree upon a communication method or process so they know what type of decision is being discussed, i.e. one you will ultimately make, one of the team or all. Also explain why you made any particular choice.
- For complex decisions get in the habit of thinking through more than one possible solution, and identifying the pros and cons of each, including the potential obstacles to be encountered. Seek input from peers and team members.

- Very experienced and senior team members should be given the most decision-making freedom. This contrasts with the approval required for new and inexperienced individuals. Avoid assuming too much for the new and inexperienced. Bias your delegation and communications with this group towards high structure and elaborate explanation.
- When you are trying to juggle many projects you will need a system to help you to manage. For example, a simple spreadsheet table with key information, i.e. project name; priority; status; deadline; person responsible etc will help you avoid becoming bogged down in the detail and allow you a regular overview.
- Plan your time effectively. Use technology to help keep track of work that has to be done. Deadline reminders and recording consequences for not doing something on time could help your performance.
- In most conflict there is a mixture of 'facts' and 'feelings' involved. Help people to be objective but also acknowledge their emotions without allowing these to dominate the issue. It can often be useful to refer to the team's core values. Also don't let aiming to win the argument get in the way of achieving the task.
- It is often tempting to avoid conflict in the hope that it will go away. If it involves an important person or topic, better to pro-actively resolve it, rather than let it surface again later.
- Effective leaders are versatile and try to avoid getting themselves into a set decision-making pattern. Instead they try and vary their approach such that it can deal with all manner of contingencies.
- When delegating to others consider their skills, preferences and workload and try to match accordingly. Then keep a note of who you have asked to do what and regularly ask for a progress report.
- Once a decision or decision-making authority has been delegated, beware the temptation to 'grab' back the decision if you do not approve of the delegated decision made. Sometimes it is better to use the opportunity to allow the decision's consequences to play out. Frequently a positive outcome will occur anyway. If not, use a development discussion with the person making the decision, aiming to improve their future judgement.
- It is sometimes difficult to know when it is right to seek a team viewpoint on particular decisions. A key criteria to think about is how much team acceptance is necessary or appropriate. The more 'buy-in' required then the more team involvement in the decision is necessary.
- A contrasting issue is one of how much importance or criticality a decision may have. Majority rule may not always give you the best outcome. By all means consult, especially the relevant others with the right expertise, but then make the call yourself.
- When making decisions where team members are asked to take part, ensure you clarify at the outset the way, and who will make the final decision.

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# EMOTIONAL INTELLIGENCE

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A MEASURE OF HOW WE UNDERSTAND  
OURSELVES AND OTHERS



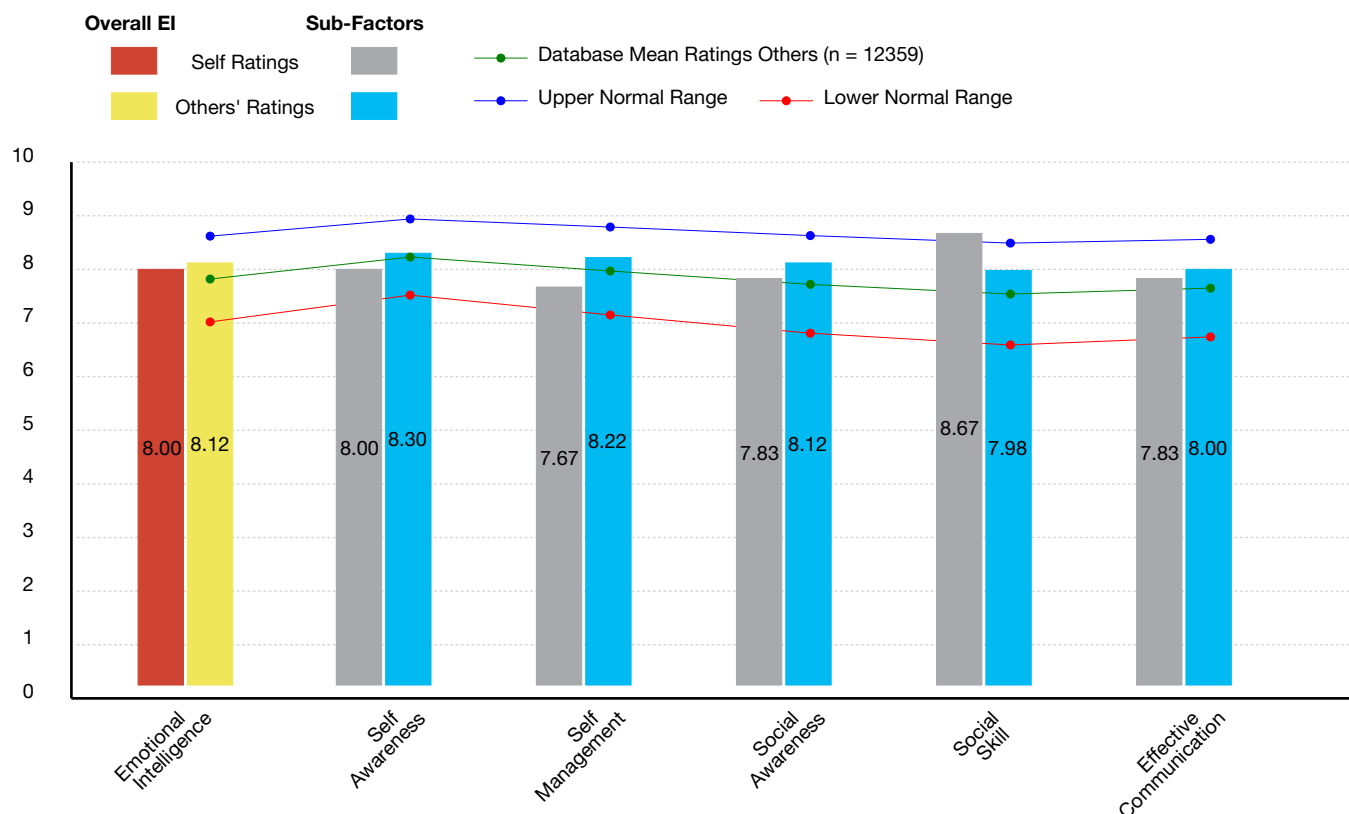
# Emotional Intelligence

*A measure of how we understand ourselves and others*

Emotional intelligence is a measure of the extent to which we understand ourselves and others and act wisely in our human relations. Its sub-factors are **self awareness, self management, social awareness, social skill** and **effective communication**.

Throughout the Leadership Behaviours Profile, there are various behavioural statements that relate to aspects of your emotional intelligence (EI). By selecting the 30 statements marked with ○ the extent to which you have been scored as emotionally intelligent has been calculated as a separate capability. The sub-factors of the EI rating are represented in the bar graph below.

## EI - Overall Rating and Sub-Factors



## Normal Range for EI Quotient

As your result on the previous page demonstrates, your overall EI rating of 8.12 as rated by others (yellow bar), lies within the normal range of between 7.02 and 8.62. Although you have been scored as relatively emotionally intelligent in comparison with the norm group, there are some opportunities for personal development.

On the following pages, each of the sub-factors of Emotional Intelligence are described in more detail. The 6 behavioural statements where the other raters have scored you the highest for your Emotional Intelligence are listed in *green (and italicised)* under the applicable sub-factor(s). Conversely, the 6 behavioural statements where the other raters have indicated the most need for you to develop your Emotional Intelligence are listed in *red* under the applicable sub-factor(s).

## Self Awareness

The basic concept here relates to your ability to understand yourself. In particular knowing your own emotions and recognising a feeling as it happens, is a keystone of emotional intelligence. Taking this idea further you may need to recognise the impact of your emotions on work performance, relationships and personal well-being.

The other keys to this sub-factor are that you are able to demonstrate a realistic knowledge of your own strengths and weaknesses, easily accept feedback from a variety of sources and show to others a willingness to learn new ways of doing things.

You scored relatively high on:

- *Asking "why" rather than accepting things at face value*
- *Displaying self knowledge*

However, your scores indicate that attention is needed in the area(s) of:

- *Maintaining self-control*

## Self Management

This is all about our ability to move seamlessly from self awareness to being able to manage ourselves. We must learn to manage our emotions, so that they are appropriate, and then we should aim to marshal them in the service of a goal. This is essential for self-mastery, creativity and achieving an effective outcome.

To be effective in this area of EI attempt to keep in check any disruptive emotions and impulses you may have. This can be achieved by constantly making reference to your ethics and values and also maintaining consistency in your thoughts, interaction and actions. We also need to manage our responsibilities, learn to adjust to changing situations and demonstrate skill and composure when overcoming difficulties.

Effective leaders in this area demonstrate the necessary drive to meet standards of excellence and a readiness to seize opportunities. They also keep going as long as necessary to get the job done and seem to be able to deal effectively with multiple projects and conflicting priorities.

You scored relatively high on:

- *Keeping going as long as it is necessary to get the job done*
- *Being positive and enthusiastic about the future*

However, your scores indicate that attention is needed in the area(s) of:

- **Planning for change**

## Social Awareness

This sub-factor implies that Emotional Intelligence, whilst starting with understanding and managing ourselves, is only of any value in Leadership if it is appropriately applied in our attempts to understand others. So having got to grips with whom we are the focus shifts to our ability to empathise with others and to be able to recognise their emotions.

To achieve this we need to be able to understand the perspective of others and take an active interest in their concerns. Broadening out this social awareness from one on one relationships the effective EI leader is also able to read the currents of organisational life. Then with this knowledge and understanding they build useful decision networks and show an ability to navigate organisational politics.

Beyond the organisation itself this sub-factor suggests a need to recognise and meet the needs of customers by being available and responsive to people's problems. Whether dealing internally or externally the leader who demonstrates an understanding of different types of personality will be successful in this area of EI.

You scored relatively high on:

- *Creating a climate of trust*

However, your scores indicate that attention is needed in the area(s) of:

- **Maintaining the right balance between co-operation and conflict within the team**

## Social Skill

The effective leader under this sub-factor of EI finds it easy to take charge and is generally able to inspire with a compelling vision. They then tend to wield a range of persuasive tactics such as cooperation and teambuilding, actively listening to understand others, plus giving them regular and appropriate feedback and guidance to bolster their confidence and ability. They often, for example, help people overcome their fear of changes. This combination sends clear, convincing messages.

They are also able to readily moderate disagreements and orchestrate resolutions often by initiating new ideas. They practise all these social skills within the wide networks they have cultivated and maintained.

You scored relatively high on:

- *Assisting others to develop their knowledge, skills and abilities*

However, your scores indicate that attention is needed in the area(s) of:

- **Showing others their place in the vision**

## Effective Communication

Emotional Intelligence requires a leader to be an effective communicator and to be able to facilitate others to be more effective too. Communication is defined as the flow and exchange of information between individuals and groups. It is basic to all organised activity, but the term is used so widely that it has ceased to carry any precise meaning. To help identify problem areas there are some basic questions which may be asked:

- Are you communicating effectively in the following areas?
  - vision, goals and values
  - keeping others up-to-date
  - clarifying what you expect from others in terms of performance and projects
  - when giving a presentation
- Are you taking into account the different styles people have and how they may receive your communication?
- Are there issues preventing good communication? Are they?
  - Systems
  - Organisational
  - Technology (With the advent of hybrid, virtual, and face to face teams it is likely that the leader and team members are experiencing new issues here).

So, decide on the best way forward and talk with key interface people:

- What's the best way for us to work together? (e.g., frequency, mode, ideal timing of communication)
- How is the remote work situation working for you so far?

Your scores indicate that attention is needed in the area(s) of:

- Keeping team members up to date on a regular basis
- Using effective verbal presentation skills when dealing with others

## Summary

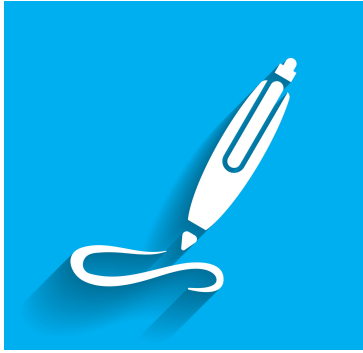
Emotional intelligence can give you a competitive edge. Studies have found that the most valued leaders are those with the traits of emotional intelligence, not necessarily the highest IQ. Having great intellectual abilities may make you a superb fiscal analyst or manager, but a highly developed emotional intelligence will make you a candidate for CEO or better.

Leaders with the traits that mark emotional intelligence are poised and outgoing, committed to people and causes, sympathetic and caring, with a rich but appropriate emotional life. They are comfortable with themselves, others, and the social environment they live in.

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# WRITTEN FEEDBACK

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SELF REFLECTION AND FEEDBACK FROM YOUR  
RATERS



# Written Feedback

## *Feedback from your raters*

**Note:** Comments are verbatim, that is, with no corrections to spelling, grammar or punctuation.

### What have been Sample - A -'s major work achievements over the last six months?

#### Self Comments

- Management of key recruits to the business.
- Transition of old to new role.
- Training of Sarah in new management role.
- Juggling new & old role.
- Training Mike & Mitchell in what is expected by me and the organisation.

#### Supervisor's Comments

- Running multiple projects across the company with limited resources
- Important member of the new Management Team
- Management of new project management staff and service manager effectively whilst still being involved on the ground with projects
- Maintaining a high level of morale within the service and project divisions even through periods of high workload and stress

#### Others' Comments

- New job role. has taken on more responsibility.
- One of their major work achievements over the last six months have been to start to put in place a plan for projects to be planned, installed and correctly completed to as close to budget as possible. This is not going to happen overnight but he has put plans in place to see that the job is completed to budget and expectation of the client and most of all that the job flows to completion. In doing this it has made the communication better between the projects.
- Taken on a new role as Operations Manager within the company, where he is working alongside the project managers to help with project coordination and timelines of projects.
- Sample's commitment to the company has been shown by the appointment of his new role, his dedication and experience are his greatest attributes .
- Transitioned very successfully into his new role as operations manager.
- Co-ordinated projects big and small at an efficient and high standard.
- Brought his staff together with clearer direction of what we are trying to achieve.
- Taking on the Operations Manager's role.
- Getting a team around him to carry out the role effectively.
- Getting involved with the open customers / clients.
- Joining and being part of the new management team to lead the company into the future.
- Becoming the Business Operations Manager
- Taking on the role of operation manager
- Sample has gone from being the Service Manager in the local office to be the National Operations Manager.

## What do you believe are Sample - A -'s key strengths?

### Self Comments

- Dedication to the role in time & emotion.
- Honesty with colleagues & customers.
- My availability to colleagues & Customers.
- Broad skill set and knowledge of the total business.

### Supervisor's Comments

- Ability to get the job done
- Experience and Knowledge
- Great ability to handle high levels of workload without becoming over stressed
- Sample makes clear and concise decisions
- High level of integrity

### Others' Comments

- Knowledge , forward thinker, strives for a job well done
- Sample's strengths are about organisation which I believe he has well established. He is not scared of helping out hands on when he is needed back out in the field. This is a great strength as he is then seen by his peers to not only a leader but help in the times needed.
- Sample's key strengths are his honesty and work ethics towards clients and his work colleagues. Sample possesses the ability to be able to approach a situation with a clear head and diffuse any problem by the way of communication with his staff to help fix the situation.
- Knowledge in general
- Diagnostic and problem solving
- Ability to co-ordinate staff in a timely manner
- Very polite to staff members and customers and treats others as he would like to be treated
- Patience and self control in sometimes stressful situations
- Ability to stay calm in peak stress periods.
- Ability to remember where jobs are up to and how they are progressing.
- Guidance for Service and Project Managers, always has time to go through matters or issues requiring decisions quickly
- Ability manage a variety of personalities without conflict
- Hands on approach
- Able to delegate
- Motivates people
- Very process driven - ensure that processes are followed
- Leads by example
- Passionate
- Ability to get the job done

## What training and development do you believe Sample - A - would benefit from undertaking?

### Self Comments

- Training that I would benefit from and need are as follows.
  - Understanding of how the projects are handled financially.
  - Be involved in some commissioning so I understand what we are now selling.
  - Higher level Project management training to improve work flow & processes.
  - Implement development days for myself and my staff to continually improve on the way we manage ourselves and our projects.

### Supervisor's Comments

- Leadership and Management training
- Communications course

### Others' Comments

- Extra training with software would be an advantage to Sample.
- Corporate Management Training
- Don't think he needs too much was hands on so understands day to day running
- Projects
- Project Management systems
- Project costings
- Leadership
- People Management
- In time Business planning

## Overall what suggestions can you make as to how Sample - A - can improve their leadership performance?

### Self Comments

- I need to make more effort to keep abreast of where each specific discipline of a project is up to and give a better sense of control to my staff and colleges.
- Be consistent in the way present professionally to staff and colleges.
- Be consistent in giving praise where it is due and conversely dealing with unfavourable behaviour or decisions quickly & concisely

### Supervisor's Comments

- Identify weaknesses in the skill level of the operations team and implement training strategies in order to increase overall skill level of the team. This will build a stronger service and project management department and reduce the need of relying on key individuals
- Sample is direct in his communication, and whilst overall this is good it can make some individuals uneasy. The ability to communicate certain ways with certain staff, depending on their character and nature, is a skillset that will greatly benefit Sample.

### Others' Comments

- I think Sample can improve on his communication.
- Involve everyone who needs to know from the start to finish of project so that everyone has a clear knowledge of what is happening.
- Overall Sample has great leadership qualities with some fine tuning and a some more experience in his new role he will go a long way.

- I think that Sample has developed a kind of leadership that anyone working with him or around him has the upmost respect and trust in what he has to input into the situation. Sample has shown that in his leadership role that he is able to be both a leader and a valuable team member.
- There is always room for improvement, and dealing with a team can sometimes be hard with different personalities. Building a solid team is what I believe is needed by Sample. Learning to get this maybe a good way to build on his leadership skills.
- Understand others needs
- Carry out more technical team building exercises
- Develop systems that will allow the team to function seamlessly on a national scale
- Understand costs from all facets within the company to ensure the net outcome is positive - while this is definitely Sample's goal, some costs may not be covered in the project costings to the desired project outcomes.
- Keep building communication with all the teams - ensuring everyone is up to speed.
- None
- Sample has respect for others and has the respect of others and people respond to that
- Thinking/Assessing a situation before replying, especially when the situation can become very emotional very quickly

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# Further Reading

## Values Champion

***Taking Stock of Moral Approaches to Leadership: An Integrative Review of Ethical, Authentic, and Servant Leadership*** - G. James Lemoine, Chad A. Hartnell, and Hannes Leroy (2019) Academy of Management Annals; Vol 13, No .1

***Warning for excessive positivity: Authentic leadership and other traps in leadership studies*** - Mats Alvesson, Katja Einola. (2019) The Leadership Quarterly; Volume 30, Issue 4

***From Values to Action: The Four Principles of Values-Based Leadership*** - H.M. Jansen Kraemer Jr. (2011)

***Is There A Relationship Between Emotional Intelligence And Individual Values? An Exploratory Study*** - M. Higgs, S. Lichtenstein (2011) Journal of General Management; Vol 37, Issue 1

## Team Linker

***A Look at Leadership Styles and Workplace Solidarity Communication*** - Stephanie Kelly, Patrick MacDonald (2019) International Journal of Business Communication; Vol 56, Issue 3

***The Secrets of Great Teamwork*** - by Martine Hass and Mark Mortensen June (2016). Harvard Business Review

***Interpersonal Skills: The Missing Link for Creating Team Synergy*** - Susan Cullen (2011)

***Senior Team Attributes and Organizational Ambidexterity: The Moderating Role of Transformational Leadership*** - Justin J. P. Jansen, Gerard George, Frans A. J. Van den Bosch, Henk W. Volberda. (2008) Journal of Management Studies; Vol 45, Issue 5

## Strategic Thinker

***The Leadership Challenge*** - Kouzes and Posner (2017)

***Three Unmistakable Signs that you are a Strategic Thinker*** - Terina Allen. Nov 20, (2018). At Forbes.com

***Charismatic Leadership*** - Jay Conger (2015) Wiley encyc. of management; Vol 11, Org.Behaviour

***Building a Culture that encourages Strategic Thinking Journal of Leadership & Organizational Studies*** - Ellen F. Goldman and Andrea Casey (2010) Journal of Leadership & Organizational Studies; Vol 17, Issue 2

## Change Facilitator

***Innovation Leadership: Best-Practice Recommendations For Promoting Employee Creativity, Voice, and Knowledge Sharing*** - Hannah Kremer, Isabel Villamor, Herman Aguinis (2019) Business Horizons; Volume 62, Issue 1

***Becoming a Change Leader, Facilitator, and Communicator*** - By Wanda Brown, February 27, (2019) at td.org

***Change Management vs Change Leadership -- What's the Difference?*** - John Kotter (2011) Forbes, Leadership Strategy Article

## People Motivator

***Four Ways Leaders Can Make Their Teams Feel Appreciated*** - by Jennifer Landis January 28 (2020) Leadership Skills, in aboutleaders.com

***Gritty Leaders: The Impact of Grit on Positive Leadership Capacity*** - Sarah E. Schimschal, Tim Lomas (2019) Psychological reports; Vol 122, Issue 4

***The Impact of participative leadership on employee's motivation, job satisfaction and innovation*** - Nemaei, Babak. Dissitation. British University in Dubai (2012)

***Linking Empowering Leadership and Employee Creativity: The Influence of Psychological Empowerment, Intrinsic Motivation, and Creative Process Engagement*** - Xiaomeng Zhang, Kathryn M. Bartol (2010) Academy of Management Journal; Vol 53, No. 1

## Responsibility Giver

***A paradox perspective on the interactive effects of visionary and empowering leadership*** - Eric Kearney, Meir Shemla, Daan van Knippenberg, Florian A. Scholz (2019) Organizational Behaviour and Human Decision Processes; Vol 155

***Distributed Leadership and bureaucracy*** - Jacky Lumby (2017) Educational Management Administration & Leadership (EMAL); 1-15

***Empowering Your Employees to Empower Themselves*** - Marshall Goldsmith (2010) Harvard Business Review, Leadership Development

***Leadership and Uncertainty: How Role Ambiguity Affects the Relationship between Leader Group Prototypicality and Leadership Effectiveness*** - Cicero, Pierro, Van Knippenberg (2009) British Journal of Management; Vol 21, Issue 2

## Competent Performer

***Leadership Opportunities for Managing Diversity*** - Norma Carr-Ruffino (2019) IGI Global

***What Does it take to Become a Competent Manager*** - by Glenn Bassett April 17, 2015 in American Management Association at amanet.org

***Are you a Great Leader or a Competent Manager?*** - Burton Goldfield (2010) Entrepreneur, Article 217494

***Self-management and Leadership Development*** - Mitchell Grant Rothstein, Ronald J. Burke (2010)

## Situational Decision-Maker

***The situational Theory of Leadership*** - Kendra Cherry (2019) www.verywellmind.com; Article 2795321

***All Leadership is Situational*** - Greg Halpern (2016) www.aboutleaders.com; Article

***Leadership, decision making and internal stakeholder engagement*** - S. Jaseem Ahmad, Nicholas O'Regan, Abby Ghobadian (2005) International Journal of Management and Decision Making; 6 (3)

***A Leader's Framework for Decision Making*** - D.J. Snowden and Mary E. Boone (2007) Harvard Business Review

## Emotional Intelligence

***The impact of emotional intelligence on transformational leadership and leader effectiveness*** - Sayyad Mohsen, Javad Khazaei, Reza Verij Kazemi, Masoud Mostafavi (2015) Latin American Journal of Management for Sustainable Development; Vol.2 No.1

***Primal Leadership, Unleashing the Power of Emotional Intelligence*** - Daniel Goleman, Richard Boyatzis and Annie McKee (2013)

***Role of Emotional Intelligence for Managerial Effectiveness: International Journal of Applied Services Marketing*** - K. V. Giridhar, M. M. Krishna (2013)

***Stress Effects on the Health of Chief Executives of Business Organisations*** - Paul Robinson and Kerr Inkson (1994) Stress & Health; Wiley, Vol 10, Issue 1

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# Contact Details

The Leadership Behaviours Profile (LBP) is produced by Team Management Services Ltd. For queries about using the profile please contact Team Management Services through the contact details given below.

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