



# Linking Leader Profile – Overview


The Linking Leader Profile (LLP|360) report is generated based on multi-rater responses to the 78-item questionnaire. In addition, accredited practitioners receive two additional resources: the Facilitator Report, which provides a summary of individual rater responses; and the General Comments Report, which compiles optional, anonymised, open-ended feedback from raters. Together, these three resources offer a holistic view of the leader's strengths and areas for development.

## LLP|360 report

The LLP|360 report is organised into six main sections which are collectively designed to provide the leader with an in-depth understanding of the feedback they have received. Each section provides a unique perspective to support the leader in identifying their strengths and opportunities to further develop Linking Skills in their role.

### 1. Introduction to Linking Skills

This page presents an overview of the 13 Linking Skills and an explanation of how the LLP|360 Questionnaire is used to generate a personalised report for each individual.




#### INTRODUCTION TO LINKING SKILLS

Linking is a set of skills that, if implemented effectively, contribute to the development of high-performing teams.

The Linking Leader Model is based on extensive research<sup>1</sup> identifying strongly correlated activities (ultimately termed Linking) that encompass a set of behaviours coordinating and integrating teamwork.

The Linking Leader Profile (LLP|360) is based on the Linking Leader Model and is specifically designed for use with team leaders. It provides feedback on the 13 key Linking Skills across the three levels of Linking:

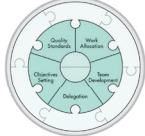
##### PEOPLE LINKING SKILLS



The skills in the outer segment define the six **People Linking Skills**:

- Active Listening
- Communication
- Team Relationships
- Problem Solving & Counselling
- Participative Decision Making
- Interface Management


##### TASK LINKING SKILLS



The skills in the middle segment define the five **Task Linking Skills**:

- Objectives Setting
- Quality Standards
- Work Allocation
- Team Development
- Delegation

##### LEADERSHIP LINKING SKILLS



The skills in the centre define the **Leadership Linking Skills**:

- Motivation
- Strategy

When you completed the Linking Leader Profile Questionnaire, you were asked to indicate the extent to which certain activities **should occur** in your role and the extent to which they actually **do occur**. Multiple other raters, including direct reports, supervisors and other colleagues were also invited to provide their assessment of what **should** and **does** occur. The result is a composite profile that compares your own self-assessment with the evaluation from others.


Your rater's responses have been divided into **Groups A, B and C**. For information on these groups, refer to the section 'How should I interpret my Linking Leader Profile?' in the accompanying Linking Leader Profile Workbook.

<sup>1</sup> McCann, D.J. & Mead N.H.S 2016, Team Management Profile Research Manual (20th Edition), Team Management Systems, Brisbane.  
McCann, D.J. & Mead N.H.S 2016, Linking Skills Profile Research Manual (20th Edition), Team Management Systems, Brisbane.

Mike Jones

3

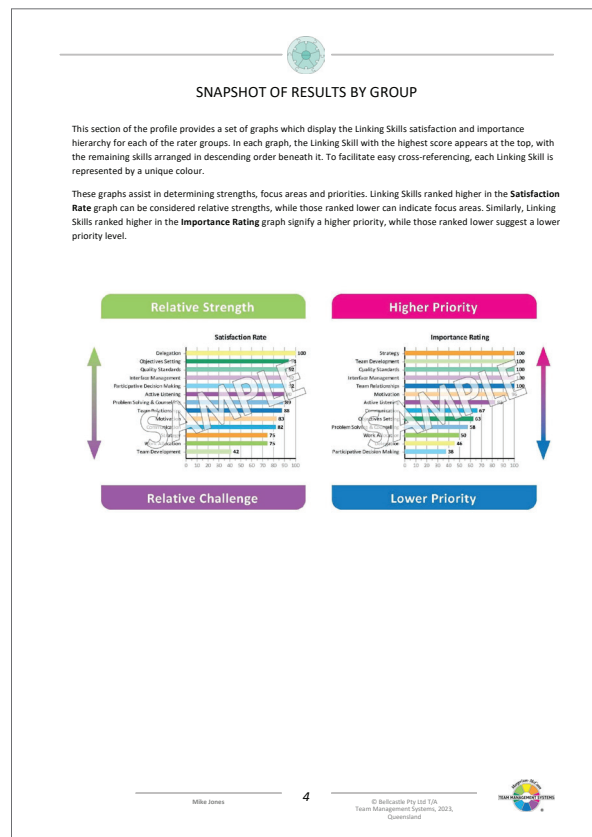
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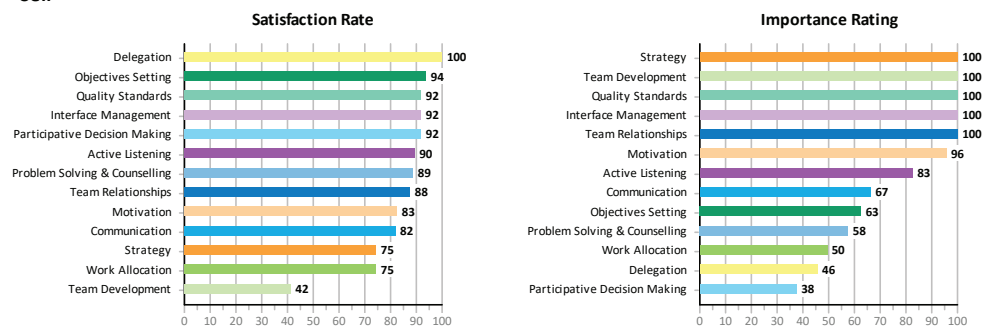
## 2. Snapshot of Results by Group

This section of the profile provides a set of graphs which display the Linking Skills satisfaction and importance hierarchy for each of the rater groups. In each graph, the Linking Skill with the highest score appears at the top, with the remaining skills arranged in descending order beneath. To facilitate easy cross-referencing, each Linking Skill is represented by a unique colour.

These graphs assist in determining strengths, focus areas and priorities. Linking Skills ranked higher in the **Satisfaction Rate** graph can be considered relative strengths, while those ranked lower can indicate focus areas. Similarly, Linking Skills ranked higher in the **Importance Rating** graph signify a higher priority, while those ranked lower suggest a lower priority level.

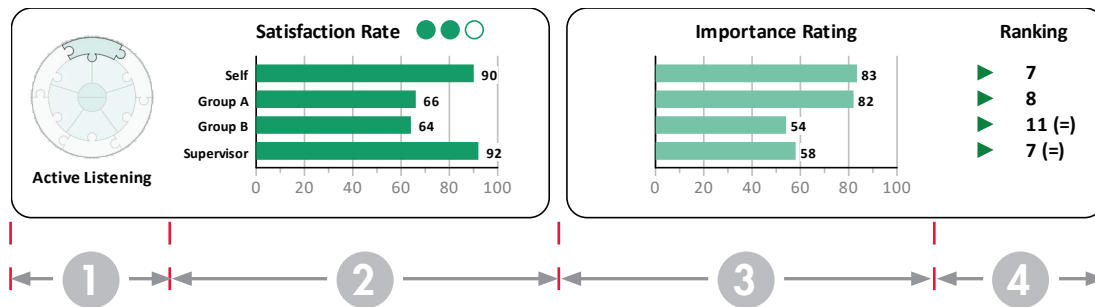


### Self



### 3. Results by Linking Skill - Overview

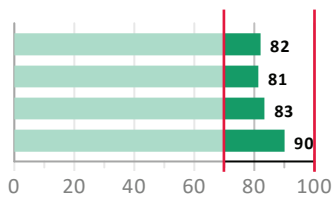
This section of the profile provides an overview of rater group responses by Linking Skill.



**1** This image illustrates the relative position of each Linking Skill in the Linking Leader Model.

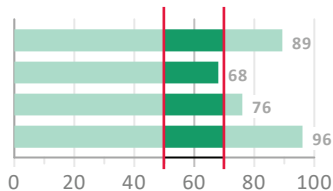
**2** The first set of bar graphs provides an overview of the **Satisfaction Rates** for each Linking Skill. These graphs illustrate the perceived performance of each Linking Skill, as assessed by the various rating groups.

Each Linking Skill is categorised into one of the following bands based on the lowest satisfaction score from any rater group:



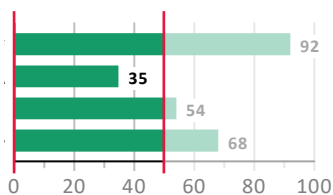
**Reasonably high satisfaction rate** ●●●

The lowest satisfaction score for all rater groups is **at or above 75%**.



**Moderate satisfaction rate** ●●○

The lowest satisfaction score in any rater group is **51-75%**.



**Focus area** ●○○

The lowest satisfaction score in any rater group is **at or below 50%**.

**3** The second set of bar graphs provides an overview of the **Importance Rating** for each Linking Skill. These graphs illustrate the relative significance of each Linking Skill, as assessed by the various rating groups.

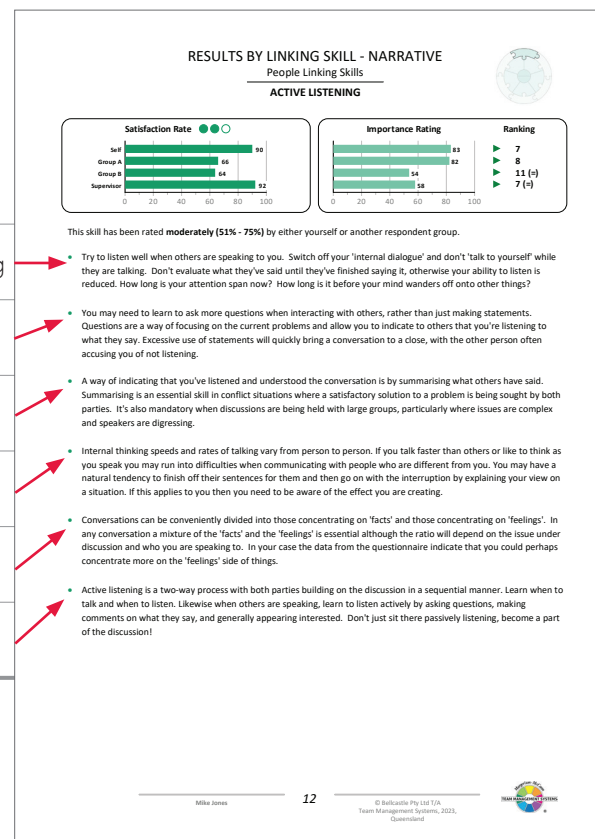
**4** This column displays the perceived importance of each Linking Skill as a **Ranking**. Based on the **Importance Rating** percentages, Linking Skills are ranked from 1 to 13, with ties indicated by the symbol '='.

## 4. Results by Linking Skill - Narrative

This section of the profile offers an in-depth assessment of each Linking Skill. It includes the relevant Linking Skill graph from the Results by Linking Skills - Overview section. Additionally, it presents bullet points of advice that correspond to the six questionnaire items specific to that particular Linking Skill.

### Active Listening

Item #	Items
1	Listens well when others are speaking
26	Asks questions rather than makes statements
27	Summarises well their understanding of what has been said
40*	Interrupts others instead of listening
47	Checks others' feelings on important matters
68	Engenders a good two-way discussion of issues



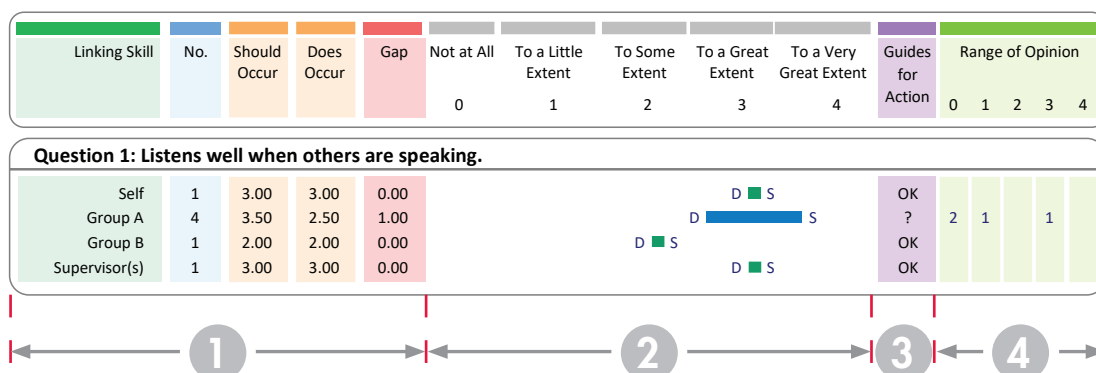
Three different text variants are possible for each item.

- If all raters record a gap of one or less between what **Should occur** and what **Does occur**, then text is generated indicating that all raters seem pleased with the way this skill is being implemented.
- If the self-rater records a difference of one or less, while other raters record a gap of greater than one, then the text will focus on opportunities for further skill development.
- If the self-rater has a gap of greater than one, but all other raters have a gap of one or less, then text will be produced indicating that, while others seem content, the self-rater desires to do more. Possible reasons for this may include modesty or high personal standards.

Note that over-satisfaction will not generate any text unless the item is reverse-scored (items 34 and 40). For example, if the expected result is two and the actual result is four, this means that the individual is performing too much of this activity and may need to consider reallocating their efforts elsewhere.

## 5. Quantitative Report

This section delves into each of the six items of the questionnaire corresponding to each Linking Skill and provides a comprehensive analysis of the responses received from different rater groups.



**1** The groups are listed in the first column, followed by a column indicating the number of raters in each group who submitted a response. The next two columns showcase the **Should** and **Does** scores. When only one rater is present in a group, their actual responses to the questionnaire are displayed, while groups with multiple raters have scores represented by an average. The gap between the **Should** and **Does** scores for each group is displayed both numerically and visually, with the 'D' signifying what **Does occur** and the 'S' signifying what **Should occur**.

**2** The bars are colour-coded based on the Guides for Action assigned to each item.

- A green bar (gap of one or less) indicates that the area is generally **Acceptable (OK)** and no action is recommended.
- A purple bar (gap of more than one) indicates a clear recommendation to do **More (M)** or **Less (L)** of the activity. The order of the **D** and **S** in the bars indicates whether it is an oversatisfaction or undersatisfaction.
- A blue bar indicates that the recommended action is **Uncertain (?)** due to varying opinions among raters. The average gap is one or less, and at least one individual has a gap of more than one.

When a rater indicates an item is **'Not Applicable'**, they are not included in the tally in this column.

**3** The Guides for Action column shows one of the following responses:

<b>OK</b>	This activity is considered to be <b>OK</b> and no action is required as no raters have a gap of more than 1.
<b>M</b>	Do <b>More</b> of this activity. The average gap is above 1 with Should higher than Does.
<b>L</b>	Do <b>Less</b> of this activity. The average gap is above 1 with Does higher than Should.
<b>?</b>	<b>Uncertain</b> (some raters are satisfied and others not). Specifically, although the average gap is less than 1, at least one rater in the rater group has a gap of two or more.

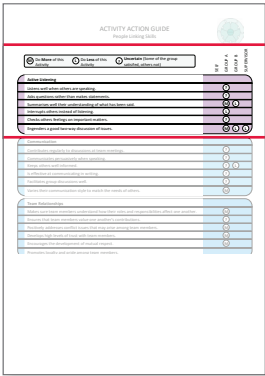
**4** The final column, Range of Opinion, displays the gap (difference between the **Should** and **Does** scores) indicated by the raters in each group. The possible gaps of 0-4 are listed in the heading. The figures in each column represent the count of raters per group who responded with the corresponding gap.

6. Activity Action Guide

This section presents a visual summary of the Guides for Action column represented in the Quantitative Report to support the development of a targeted action plan. The guide makes it easy to identify patterns of similarities and differences among the rater groups regarding recommendations for doing **More (M)** or **Less (L)** of an activity. A question mark (?) indicates the recommended action is **uncertain**, due to varying opinions among raters. The absence of a mark indicates satisfaction with the corresponding statement.

ACTIVITY ACTION GUIDE		People Linking Skills			
		<div>Do More of this ActivityDo Less of this ActivityUncertain (Some of the group satisfied, others not)</div>			
		SELF	GROUP A	GROUP B	SUPERVISOR
Active Listening					
Listens well when others are speaking.					
Asks questions rather than makes statements.					
Summarises well their understanding of what has been said.					
Interrupts others instead of listening.					
Checks others feelings on important matters.					
Engenders a good two-way discussion of issues.					
Communication					
Contributes regularly to discussions at team meetings.					
Communicates persuasively when speaking.					
Keeps others well informed.					
Is effective at communicating in writing.					
Facilitates group discussions well.					
Varies their communication style to match the needs of others.					
Team Relationships					
Makes sure team members understand how their roles and responsibilities affect one another.					
Ensures that team members value one another's contributions.					
Positively addresses conflict issues that may arise among team members.					
Develops high levels of trust with team members.					
Encourages the development of mutual respect.					
Promotes loyalty and pride among team members.					

		<div>Do More of this ActivityDo Less of this ActivityUncertain (Some of the group satisfied, others not)</div>			
		SELF	GROUP A	GROUP B	SUPERVISOR
Active Listening					
Listens well when others are speaking.					
Asks questions rather than makes statements.					
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Interrupts others instead of listening.					
Checks others feelings on important matters.					
Engenders a good two-way discussion of issues.					



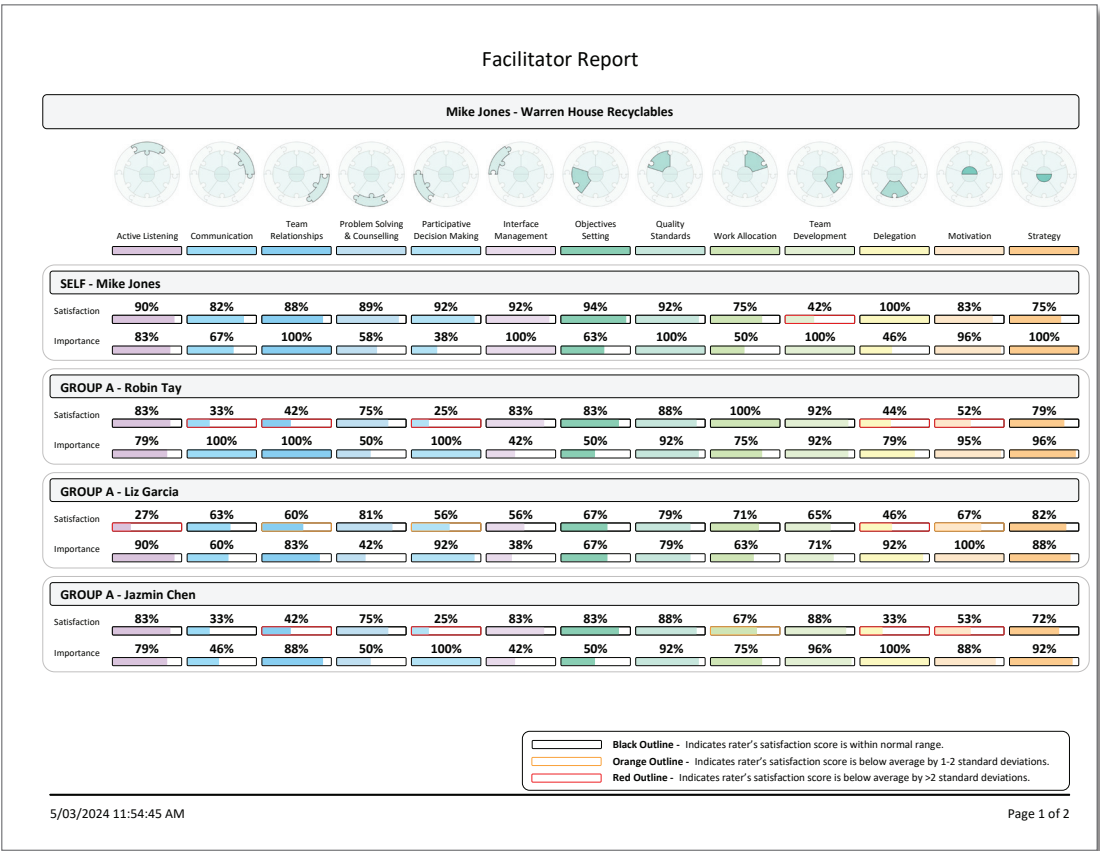
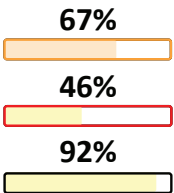
In addition to the main Linking Leader Profile (LLP|360) Report, two supplementary reports are provided to the accredited practitioner. The Facilitator Report is a confidential resource designed for practitioner use only, where the General Comments report can be shared with the leader at the discretion of the accredited practitioner.

## Facilitator Report

The Facilitator Report is a resource generated for LLP|360 Accredited Practitioner use only. It offers a more in-depth analysis of the data to assist the practitioner in preparing for their debrief. The report presents each individual rater's perception of the leader's performance. The practitioner's discretion must be used as to whether this information is divulged to the leader, and to what extent.

Expanding on insights gained from the Qualitative Report: Range of Opinion section, the Facilitator Report provides the practitioner with a more precise analysis of each rater's responses. Scores are averaged across the six items for each Linking Skill and displayed for both satisfaction and importance ratings.

If a rater's satisfaction score is below average for that skill by 1 to 2 standard deviations, the data is bordered by an orange outline. If the score is well below average (i.e. by more than two standard deviations), the outline is red, highlighting the perceived areas for improvement on a rater-by-rater basis. A normal range is indicated by a black outline.



# General Comments Report

The General Comments Report includes feedback about the leader's performance provided by raters from a final question within the questionnaire:




Please add any general comments you would like to make about (the person you are rating):

This should focus on three areas:

- The way they interact (link) with other people, both inside and outside the organisation
- How they integrate and co-ordinate work tasks
- How well they demonstrate leadership skills

This information is **OPTIONAL** and if entered will be printed anonymously at the end of the profile report.

To maintain rater anonymity, comments are not linked to individual raters or groups and will only be generated where at least two raters have responded. The accredited practitioner may choose whether to share the comments with the leader at their discretion.



### GENERAL COMMENTS

Colleagues and/or Supervisor groups were asked to provide optional information that might help you in developing an action plan for improvement. The comments are reproduced below:

*Mike is highly respected both inside and outside the organisation. He is very bright, has a positive attitude and gets things done. He is an approachable manager who is generous with his time. I've had feedback from peers that at times Mike spends too much time getting buy-in from colleagues who aren't part of the decision process. From what I've seen, Mike could probably benefit from delegating more tasks to his capable team, but he manages the workload, so he is obviously capable.*

*Mike is good at handling things and can anticipate where the land mines are and plan his approach accordingly. He has the skill to be both direct and forceful as well as diplomatic, but sometimes may miss when people feel uncomfortable or disagree with his direction. Sometimes, Mike finds it challenging to pull resources together effectively, and may rely too much on himself to get the work done. This results in scrambling at the last minute and having to work long hours to finish. Mike does not shrink from personal responsibility and can be counted on when times get tough.*

*Mike presents as very professional, with high levels of composure and has a settling influence in a crisis. He sets the bar very high for himself and can be unreasonably critical of his own actions and work. Mike has made a big impact on the company by using rigorous logic and methods to solve difficult quality control problems with effective solutions.*

*Mike possesses a combination of qualities, such as effective communication skills, strong ethics, empathy and technical expertise. He confidently solves technically challenging problems and makes quick decisions. He uses different ways of communication, such as phone, email, or any other, and he keeps everyone in the loop. I'd say that Mike could improve by involving his team more in some of the problem-solving and decision-making. Sometimes he doesn't share his deep industry knowledge as much as he could.*

*Mike, you always provide praise and recognition. I really admire your work ethic, but I think you could benefit from delegating more. The coaching and mentoring opportunities you have provided have been invaluable. I always feel optimistic and smarter after our one-on-one meetings.*

*I do enjoy working with Mike. He has a lot of innovative ideas, but he struggles to get the production leadership team on board with them. He's a strong communicator but doesn't collaborate that well. It's "my way or the highway" quite often. It's true that Mike is technically very sound, but there's value he could be getting from his line managers that's being left on the table.*

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The general comments in this section were provided by respondents from either the co-worker or supervisor groups. The authors, publishers or distributors take no responsibility for the accuracy or relevance of these comments which are reproduced exactly as received, apart from minor grammatical or spelling edits.

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46

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