

# LEADERSHIP BEHAVIOURS PROFILE

Personal Development Guide

PEOPLE MOTIVATOR

TEAM LINKER

RESPONSIBILITY GIVER

STRATEGIC THINKER

CHANGE FACILITATOR

DECISION-MAKER

# About this Guide

Your Personal Development Guide introduces you to the concepts behind the Leadership Behaviours Profile, a powerful and practical multi-rater feedback tool - developed by Dr Paul Robinson - designed to review an individual's leadership performance.

Used in conjunction with your Profile, this step-by-step guide will help you to:

- understand how you perceive your leadership
- understand how others perceive your leadership
- see how your scores compare with the norm data
- recognise which leadership behaviours require the most improvement
- clarify which leadership behaviours have been identified as strengths
- identify your personal development objectives

Working through this guide will help you put together an action plan to help improve your leadership performance and keep a check on how you are progressing towards your objectives.

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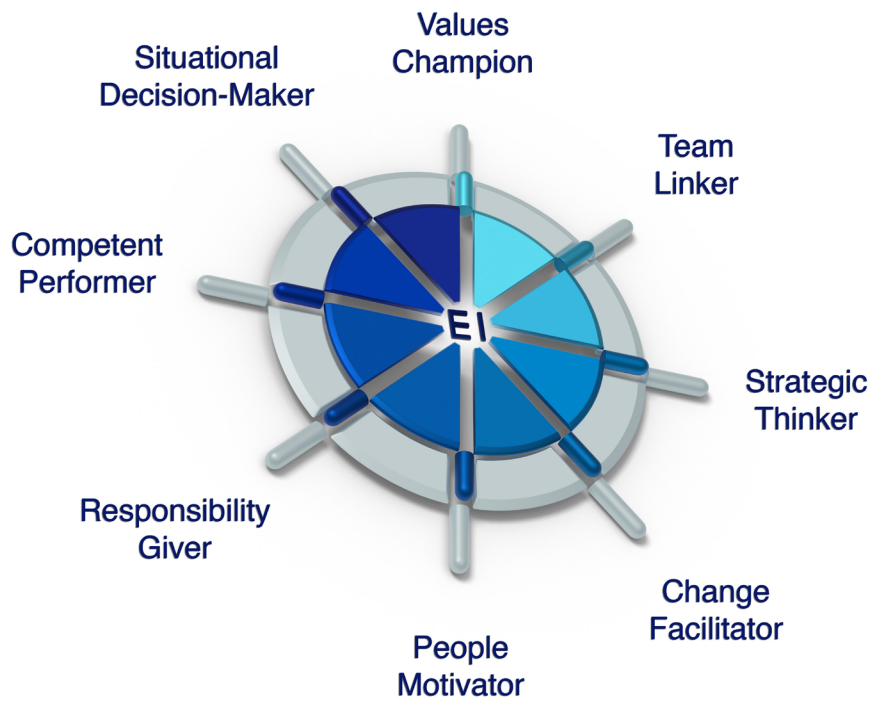
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# What are Leadership Behaviours?

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The Leadership Behaviours Model is a leadership model which originates from a number of popular modern leadership theories. It illustrates the core behaviours that are required for effective leadership:



Leadership Behaviours Model

<b>Values Champion</b>	Lives and promotes the values
<b>Team Linker</b>	Links work, people and processes
<b>Strategic Thinker</b>	Develops and progresses a future vision
<b>Change Facilitator</b>	Paces self and team through change
<b>People Motivator</b>	Gives positive encouragement of team and individual performance
<b>Responsibility Giver</b>	Empowers within clear roles
<b>Competent Performer</b>	Matches personal strengths and effort with what needs doing
<b>Situational Decision-Maker</b>	Makes effective decisions contingent on the situation and the people

In addition, Dr Robinson identified Emotional Intelligence as an integral characteristic associated with effective leadership. This lies at the core of the Leadership Behaviours Model.

## Values Champion

*lives and promotes the values*

It is important for a leader to create a process whereby there is a commonly understood and embraced set of core values. A leader needs to authentically live, promote and use these values and ensure others do the same. Values are central to the cultural alignment process and provide a beacon, a standard and a guide to effective and consistent decision-making.

A Values Champion will:

- communicate agreed operational values
- behave in line with agreed values
- ensure others 'live' by them
- demonstrate an understanding of what the values mean
- use the values as an aid to decision-making
- avoid compromising the values for the sake of expediency

## Team Linker

*links work, people and processes*

Good leaders match the people to the work and facilitate the process which binds them together. They need to be adept at both linking with their own team and also at stepping back and making connections with other teams. Here connections are around work, processes and systems, as well as the more social aspect around relationships between differing teams, departments and how they interconnect.

A Team Linker will:

- actively listen to others to understand what they mean
- keep team members up-to-date on a regular basis
- link effectively with others inside and outside the team
- balance the needs and abilities of people with the requirements of the task
- agree high standards and performance goals with the team

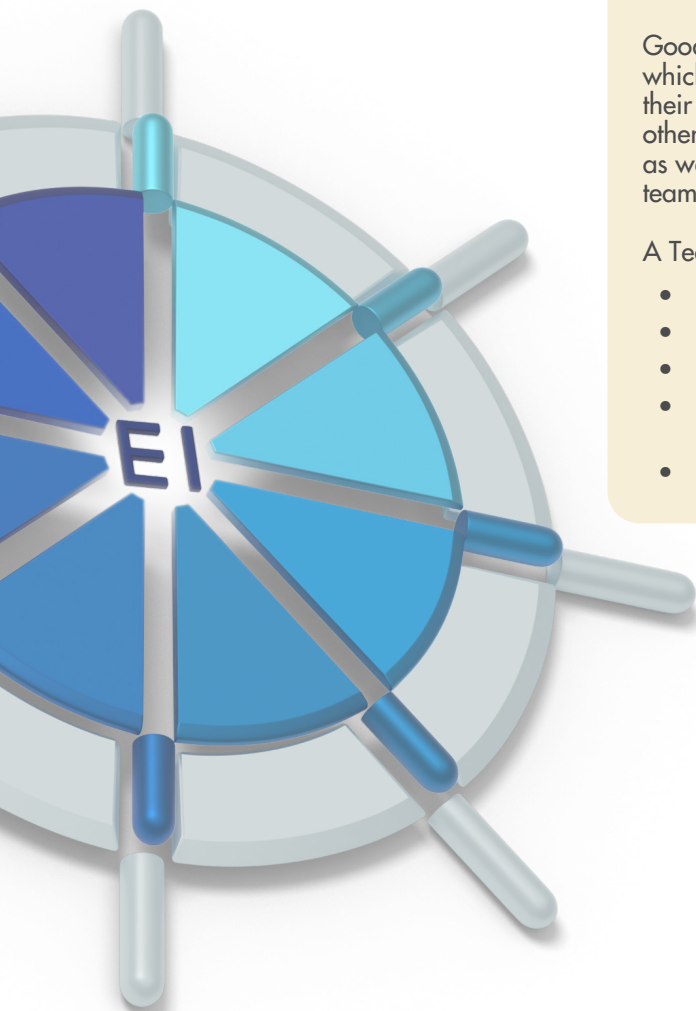
## Strategic Thinker

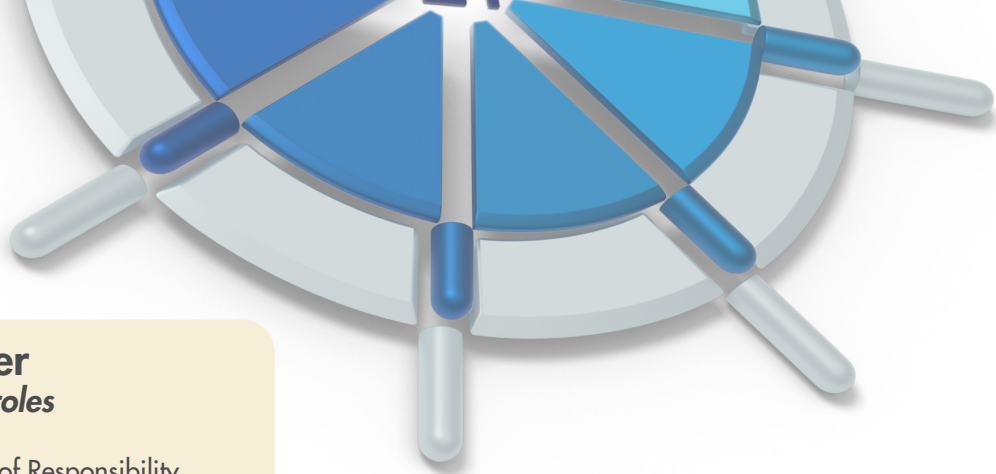
*develops and progresses a future vision*

Leaders need to positively engage their colleagues and stakeholders in the search for a compelling future together. They then need to show key players their part in that vision. But like a chess player, they not only need to be able to see the end point, they also need to envisage the journey and be able to make it happen.

A Strategic Thinker will:

- lead the team in search of a shared future vision
- encourage an innovative approach, pushing for creative stretch
- promote an optimistic picture of the future direction
- inspire others to follow their lead, promoting their vision for the future
- successfully show others their part in that future





## **Responsibility Giver** *empowers within clear roles*

A leader effective in the area of Responsibility Giver will know their team, their strengths and weaknesses, trust them and manage them in an empowered way. Team members will be given greater discretion and resources, leading to more responsible and self-determined ways of working. This will ensure the leader gets the most out of their teams, resulting in greater success and commitment from those they lead.

A Responsibility Giver will:

- create a team environment where honesty and trust prevail
- involve people in problem solving of key issues and the planning process
- get others to 'own' their part of the organisation
- clarify roles, responsibilities, accountabilities and authorities
- maintain the right balance between co-operation and conflict within the team

## **Change Facilitator** *paces self and team through change*

Closely associated with the Strategic Thinker, the Change Facilitator is the guiding hand that makes change happen and takes the people with them. This involves creating a fast-paced learning culture where challenge is welcomed and risk is calculated. Clearly this creates discomfort for some and effective leaders help others to cope and develop new skills, including resilience.

A Change Facilitator will:

- demonstrate a sense of urgency
- be open to learning new ways of doing things
- focus on and understand the accelerating pace of change
- challenge with "why?" questions rather than accepting things at face value
- take calculated risks but help others overcome their concerns about change

## **People Motivator** *gives positive encouragement of team and individual performance*

Research indicates that in addition to the more traditional leader who leads from the front, it is also important for leaders to clarify what they want from people, recognise and reward people, celebrate success, and provide positive feedback and encouragement. A leader needs to consider their work preferences and leadership style in how they do this.

A leader will have expectations of people and how these people perform (over or under) can be in accordance with the expectations. Communication is therefore key.

A People Motivator will:

- communicate high expectations of others' performance
- celebrate exceptional team performance
- recognise and reward individual accomplishments
- treat others with respect
- coach and develop others with even-handed and fair feedback

## Situational Decision-Maker

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

Based on contingency theories of leadership, the essence of this factor is that leaders need to vary their style to fit different circumstances. It can be influenced by the quality and urgency of the decision, as well as the experience of the people involved. Sometimes the leader needs to be fast and directive, at other times they need to be more consultative. Then there are times when the leader should let someone else make the decision. The decision itself may dictate this or the experience of those involved. To avoid unhelpful or unnecessary conflict, communicating the decision-making approach selected (by the leader) gives clarity around how to proceed.

A Situational Decision-Maker will:

- make quick decisions when necessary
- be a 'contingent' decision-maker depending on the people and the situation
- consult others when necessary before deciding
- objectively handle conflict
- cope well with a fast pace and conflicting priorities
- delegate decisions appropriately

## Competent Performer

*matches personal strengths and effort with what needs doing*

This factor is comprised of a distilled list of competencies implying skill, knowledge and expertise and is taken from a broad range of leadership and management competency frameworks and Dr Paul Robinson's research. When Competent Performer was originally compiled, Emotional Intelligence was yet to be heard of, but many of the elements are in this area eg. self-knowledge; confident communication; stamina; focus on critical factors and performance.

A Competent Performer will:

- display self-knowledge
- demonstrate a confident style and use effective verbal presentation skills with others
- demonstrate expertise, knowledge and 'hands on' performance
- calmly work on the priorities for as long as is necessary
- focus effort on critical success factors of the business



## Emotional Intelligence

*manages self, others and social interactions*

Emotional Intelligence is at the core of the Leadership Behaviours Model as it is a measure of the extent to which we understand ourselves and how appropriately we act with others. There are five areas of Emotional Intelligence measured by the Leadership Behaviours Profile:

- Self-awareness
- Self-management
- Social awareness
- Social skill
- Effective communication

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# How are Leadership Behaviours Measured?

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The Questionnaire is designed to measure leadership behaviours which are actually displayed by the person being rated. There are three versions of the Questionnaire (Self, Supervisor, Others) and each contains 64 questions representing positive aspects of leadership.

You completed the Self-rater Questionnaire answering in terms of how you **typically** behave, rather than how you think you **should** behave.

The Supervisor and Other raters were asked to rate you in terms of how frequently they see you engaging in each behaviour. They were asked to answer in terms of how you **typically** behave, rather than how they think you **should** behave.

## Additional questions for the Self-rater and Supervisor

For you and your Supervisor there was an additional set of questions. The Questionnaire listed eight factors representing positive leadership behaviours. You and your Supervisor were asked to rate you in terms of how **important** each behaviour is for your current leadership role. The scores should reflect the importance for the job rather than your personal preferences.

Only the scores from you and your Supervisor are directly identifiable. All other responses remain anonymous.

## Written feedback

The Written Feedback section at the end of the Questionnaire asked your raters to give feedback on your performance at work within the last six months around four areas:

- What have been your major work achievements over the last six months?
- What are your key strengths?
- What training and development might you need to undertake?
- How might you improve your leadership performance?

All comments are included verbatim in the Profile report, but only your comments and those of your Supervisor are identified.

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# What should I do with my results?

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A full explanation of how to interpret the graphs and tables is included in your Profile in the 'Results' section.

When analysing 360 degree feedback, it is important to remember that it is the collective view which we are seeking. Although outlier scores are interesting (ie. specific raters who have given extreme high or low feedback), the 360 degree process is designed to identify consistent messages.

It is important to ensure that you set yourself realistic and achievable leadership development goals. For each item of feedback, consider the following questions:

1. Do I agree with this feedback?
2. Do I actually want to do something about it?

Give due consideration to the feedback that people have given you. If you don't agree with it, put it to one side - after all it is unlikely you will have the motivation to do anything about feedback you disagree with. There may be feedback that you do agree with, but for one reason or another, are not prepared to do anything about. If this is the case, acknowledge the feedback but do not include it in your leadership development goals. The very best response to 360 degree feedback is to acknowledge the effort that the respondents have put into providing the feedback and to share with them the changes you are going to make.

**Throughout the process remember to identify and celebrate your strengths as a leader.**





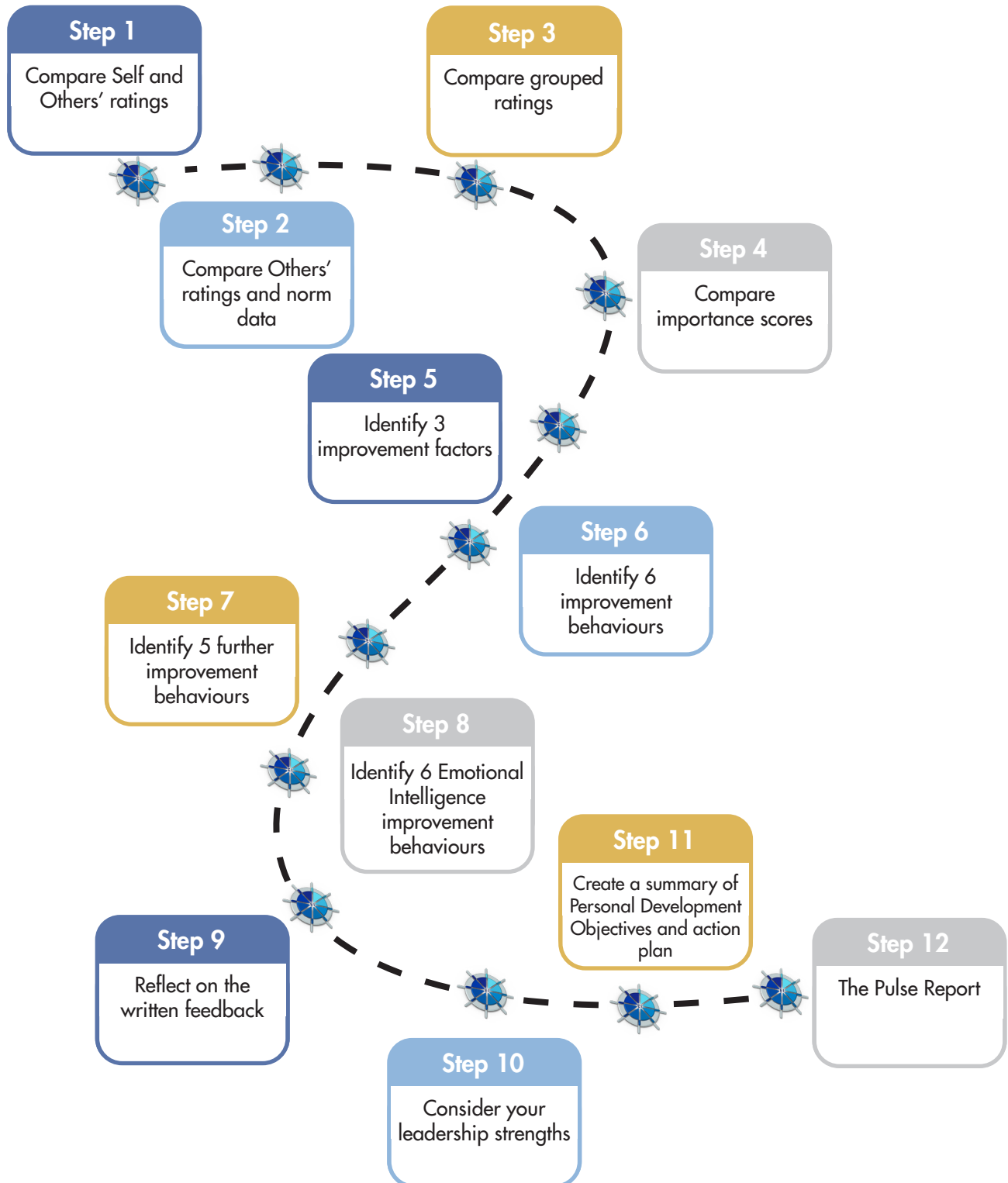
**“The most dangerous myth is that leaders are born. That’s nonsense; in fact, the opposite is true. Leaders are made rather than born.”**

**Warren G. Bennis**



# A Guide to Steering Your Leadership Development

This step-by-step guide will help you to get a clear picture of your leadership strengths as perceived by you, your Supervisor and your colleagues, and to put together an action plan to help you develop your leadership behaviours.





**“There is a secret ballot going on at all times about your leadership. This process is valuable because you get to see the results of that secret ballot.”**

## Step 1 Comparison of Self and Others' Ratings

Refer to the bar chart on page 10 of your Profile. How does your self-perception (grey bar) of each leadership factor compare to that of the other people (blue bar) who rated you?

**Please note:** a gap of more than one whole number between your own rating and the average Others' rating is significant and could represent an insight, ie. you are behaving *more* or *less* than you thought in any given area. A gap of one whole number or less is deemed to be reasonably accurate.

**Tick the appropriate column for each factor depending on the gap between your ratings and the Others' ratings:**

Factors	Self Perception		
	Underestimated	Accurate	Overestimated
Values Champion			
Team Linker			
Strategic Thinker			
Change Facilitator			
People Motivator			
Responsibility Giver			
Competent Performer			
Situational Decision-Maker			

**Reflection: what does the above result tell you?**

[illegible]



**“ This voyage of discovery is less about looking for new landscapes but rather looking at your existing landscape with a new set of eyes.”**

## Step 2 Comparison of Others' Ratings and Norm Data

Continue to refer to the bar chart on page 10 of your Profile. Look at both the Others' ratings (blue bar) and the normal range (between the red and blue lines).

Is the blue bar above, within or below the normal range? If all the Others' ratings fall within the normal range, consider how they compare to the norm database average (green line).

Tick the appropriate column for each factor:

Factors	Comparison with Norm		
	Others' Ratings below normal range	Others' Ratings within normal range	Others' Ratings above normal range
Values Champion			
Team Linker			
Strategic Thinker			
Change Facilitator			
People Motivator			
Responsibility Giver			
Competent Performer			
Situational Decision-Maker			

Reflection: what does the above result tell you?

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**“ The principal problem we face in the social arena is our tendency to project onto people our emotional needs and desires of the moment. We can sometimes misread their intentions and react in ways that cause difficulty. Social intelligence is the ability to see people in the most realistic light possible. ”**

## Step 3 Grouped Ratings

Refer to pages 12 and 13 in your Profile which looks at the responses of specific category groups (usually Self, Supervisor, Direct Reports and Peers).

**Please note:** for all category groups to be displayed in both the spider graph on page 12 and the first table on page 13, there needs to be a minimum of two raters in each of the Direct Reports and Peers categories. Self and Supervisor responses are not anonymous.

The coloured lines in the spider graph on page 12, in conjunction with the data in the first table on page 13, should enable you to evaluate similarities and differences between the category groups. Consider how these scores may be indicating how your behaviours are perceived by different people.

Where scores from the different rater groups are similar, or clustered together, this indicates that the perceptions of your leadership behaviours held by the groups are fairly aligned.

**Review the scores of the different rater groups in the first table on page 13. If the difference between rater groups is:**

- 1 or less - the grouped ratings are deemed to be similar
- between 1 and 2 - indicates there are differences in perceptions
- greater than 2 - indicates there are significant differences in perceptions

Tick the appropriate column for each factor:

Factors	Comparison between Rater Groups		
	Grouped Ratings similar difference is 1 or less	Grouped Ratings different difference is between 1 and 2	Grouped Ratings significantly different difference is greater than 2
Values Champion			
Team Linker			
Strategic Thinker			
Change Facilitator			
People Motivator			
Responsibility Giver			
Competent Performer			
Situational Decision-Maker			

**Reflection: what does the above result tell you?**

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**“ Where two opposing views exist as to what leadership attributes are important in a particular role, it becomes very difficult to agree on what ‘successful’ means. ”**

## Step 4 Comparison of Importance Scores

If there is a significant difference in opinion between you and your Supervisor, the factor is highlighted in blue. You may benefit from having a follow-up discussion with your Supervisor to make sure perceptions are realigned.

Factors	Importance	
	Perceptions are aligned	Perceptions are divergent
Values Champion		
Team Linker		
Strategic Thinker		
Change Facilitator		
People Motivator		
Responsibility Giver		
Competent Performer		
Situational Decision-Maker		

[illegible]



**“ Beware of the temptation to try and explain away or justify results that suggest some improvement is required. ”**

## Step 5

# Identify 3 Improvement Factors

Following your analysis in Steps 1 to 4, which three factors stand out as needing the most improvement? Your decision might be based upon the lowest scoring factors, or you might like to choose areas where a significant gap in perception exists between your own scores and those of others.

Page 10 in your Profile will help you by highlighting in red on the bar chart the three factors which need the most attention/improvement effort. This is determined by the gap between the results of the Others' ratings and the norm database average (green line). If the blue bars are all **above** the green line, the bars closest to the green line are chosen. If the blue bars are all **below** the green line, the bars furthest from the green line are chosen.

In deciding which three factors you need to invest more time and effort in, you will need to take a number of things into account:

- gap analysis (the difference between the grey and blue bars)
- comparison to the norm database average (green line)
- grouped ratings differences (on page 12)
- your job situation (which factors are important in your job)

### Which three factors will you choose?

Tick the three factors below and move to Step 6.

- ☐ **Values Champion**
- ☐ **Team Linker**
- ☐ **Strategic Thinker**
- ☐ **Change Facilitator**
- ☐ **People Motivator**
- ☐ **Responsibility Giver**
- ☐ **Competent Performer**
- ☐ **Situational Decision-Maker**



**“ This is the start of creating a selection of improvement options - you may discard some along the way but for now be as inclusive as possible. ”**

## Step 6

# Identify 6 Improvement Behaviours

Note below the three factors you chose at Step 5 and for each one identify two behaviours that need the most improvement.

For example, if you have chosen Values Champion:

1. Turn to the Values Champion page in your Profile.
2. Review each statement and check the mean score.
3. Identify two statements which have a low mean score and record these statements in the table below.

**Please note:** the standard deviation indicates the degree of variability - or spread of scores - between raters so consider this in your choice.

Factors	Behaviours you seek to improve
1	1
	2
2	3
	4
3	5
	6

You should now have chosen three factors and six improvement behaviours.



**“ Sometimes an important improvement opportunity lies hidden. By spotlighting all possibilities it later becomes easier to prioritise where effort can be directed and the most benefit can be derived. ”**



## Step 7

# Identify 5 Further Improvement Behaviours

In Step 6 you chose six improvement behaviours from the three factors which require the most improvement.

**Note below the remaining five factors and identify one improvement behaviour for each one.**

Following the same process as in Step 6:

1. Turn to each relevant factor page in your Profile.
2. Review each statement and check the mean score.
3. Identify one statement which has a low mean score and record it in the table below.

**Please note:** the standard deviation indicates the degree of variability - or spread of scores - between raters so consider this in your choice.

Factors	Behaviours you seek to improve
1	1
2	2
3	3
4	4
5	5



**“ Learn to acknowledge and value Emotional Intelligence in yourself and others and respond appropriately. ”**

## Step 8

# Identify 6 Emotional Intelligence Improvement Behaviours

Refer to the Emotional Intelligence bar chart in your Profile (page 50).

If the Others' Ratings yellow bar lies **within** the normal range, the six behaviours requiring the most improvement are highlighted in red on pages 51-53 and the six behaviours with the highest scores are highlighted in green.

If the yellow bar falls **above** the normal range, only the six highest scoring behaviours are highlighted in green.

If the yellow bar falls **below** the normal range, only the six behaviours requiring the most improvement are highlighted in red.

Read through the five Emotional Intelligence factors on pages 51-53 in your Profile and note in the table below the statements highlighted in red which require the most improvement. Or, if you only have statements highlighted in green, you may wish to record these behaviours as strengths below.

Emotional Intelligence statements
1
2
3
4
5
6



**“ Use the written feedback to understand the scores. If the numbers are the ‘musical score’ think of the comments as the words to the song. ”**

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## Step 9 Written Feedback

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Read the Written Feedback section in your Profile. The comments from your raters should help by providing you with additional information on their perceptions of your leadership behaviours.

**Having reflected on their comments, note any patterns, themes and personal insights here:**



**“As part of your plan focus also on developing your strengths. Highlight and leverage those strengths.”**

## Step 10 Leadership Strengths

It is also important to recognise those areas of your leadership which are your greatest strengths. Using each of the factor tables throughout the report, identify your five highest mean scores and list their corresponding statements below. Alternatively, you might like to refer to any Emotional Intelligence statements denoted in green or take a statement from the Written Feedback section in your Profile.

### Top 5 Leadership Strengths

1

2

3

4

5



**What do you think are the reasons these strengths have been identified?**

**Are there any surprises for you?**

**How do you think you can develop these strengths further?**

Before moving onto Step 11 and putting a personal development action plan in place, you may like to take some time to reflect on the insights you have gained from the analysis so far.

## Notes



**“ Now switch your thinking from analysis only and make your commitments to improve in some areas. ”**

# Summary of Personal Development Objectives and Action Plan

You have now identified your key potential leadership improvement behaviours and strengths (pages 19, 21, 23 and 27). Do you notice any duplications or key themes emerging?

From what you have identified, which five would you like to develop? Write them in the tables overleaf.

**Please note:** identifying the top five personal development objectives will help you develop realistic leadership development goals. Any more than five and you may start to water down your effort, motivation and commitment. Aim for a balance by selecting a blend of strengths and improvement areas. These five objectives will form a critical part of your Pulse Report.

Use the five objectives to create a more detailed action plan. Include:

- What** Which leadership behaviours or strengths do you want to improve?
- How** How can you make changes to improve your performance?
- When** Set yourself clear time frames and work towards them.
- Measure** How will you know you have been successful?

**Please note:** you may find it helpful to refer to the 'ideas' and 'suggestions for improvement' in your Profile to identify the *what* and *how*.

## Example

What	Take others' perspectives into consideration
How	- Practise active listening (look for verbal + non verbal clues)
	- Seek feedback and check understanding
	- Pause before making a decision
When	Within 1 month
Measure	Improved relationships with team members
	Reduced misunderstandings with my manager

# Top 5 Personal Development Objectives – Action Plan

Objective 1

What

How

When

Measure

Objective 2

What

How

When

Measure

### Objective 3

What

How

When

Measure

### Objective 4

What

How

When

Measure

## Objective 5

What

How

When

Measure

You will now have a clear picture of your leadership strengths and development objectives as perceived by you, your Supervisor and your colleagues.

After completing this Guide, you may consider sharing your action plan with people who can help support you. Some leaders also find it helpful to reference their achievements and strengths at their next performance review.





**“ The Pulse is your accountability check on your leadership journey. Pause, reconnect with your manager, reflect and rekindle your effort to become the leader you aspire to be. ”**

Step  
12

The Pulse Report

The Pulse Report is your accountability check, to be completed at an agreed time in the future.

A Pulse Questionnaire will be answered by you and your Supervisor, and your Pulse Report will represent a snapshot of progress along your leadership development journey. It allows you to assess the progress you are making in achieving your development objectives.

Once you have received your Pulse Report, you might like to capture your key insights in the following tables:

Self View: my key insights

[illegible]

### Personal Development Objective 1:

Key learning from the Pulse Report?

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What are my achievements relating to this objective?

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What do I still need to work on?

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### Personal Development Objective 2:

Key learning from the Pulse Report?

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What are my achievements relating to this objective?

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What do I still need to work on?

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### Personal Development Objective 3:

Key learning from the Pulse Report?

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What are my achievements relating to this objective?

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What do I still need to work on?

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### Personal Development Objective 4:

Key learning from the Pulse Report?

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What are my achievements relating to this objective?

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What do I still need to work on?

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## Personal Development Objective 5:

Key learning from the Pulse Report?

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What are my achievements relating to this objective?

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What do I still need to work on?

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VALUES CHAMPION

RESPONSIBILITY GIVER

COMPETENT PERFORMER



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