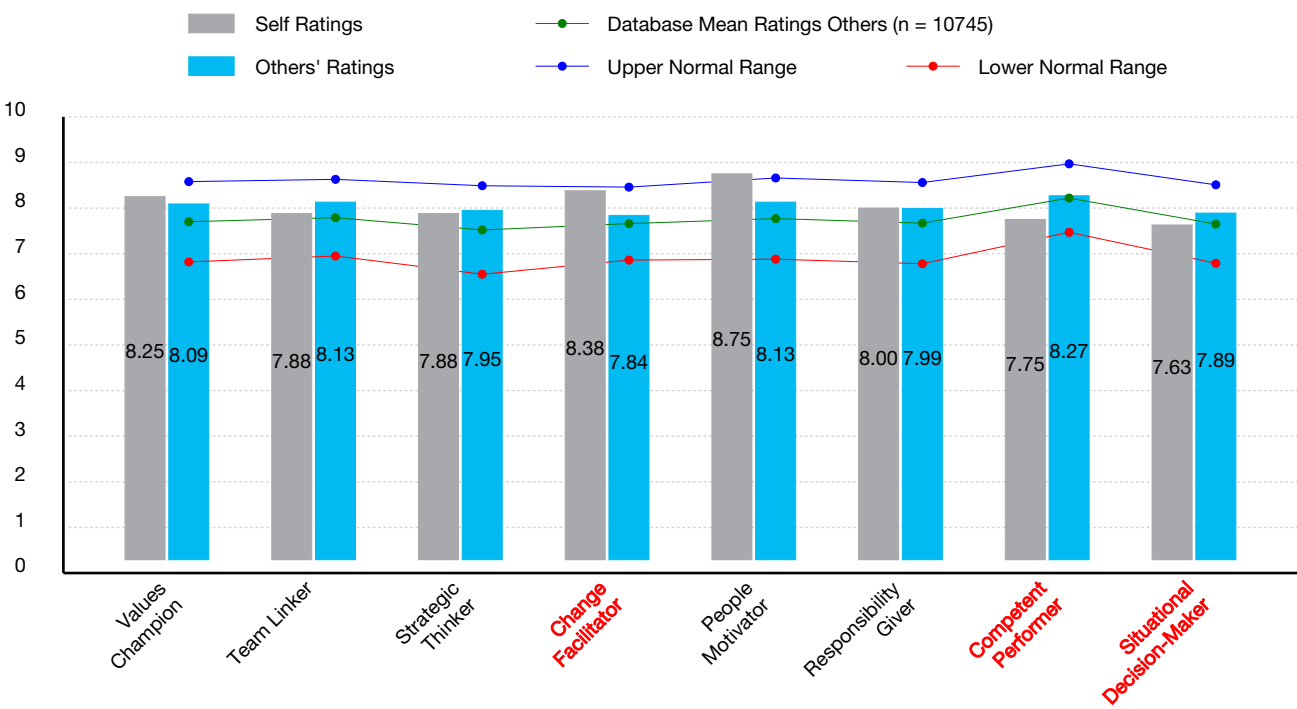


Results Overview

Profile on Sample LBP



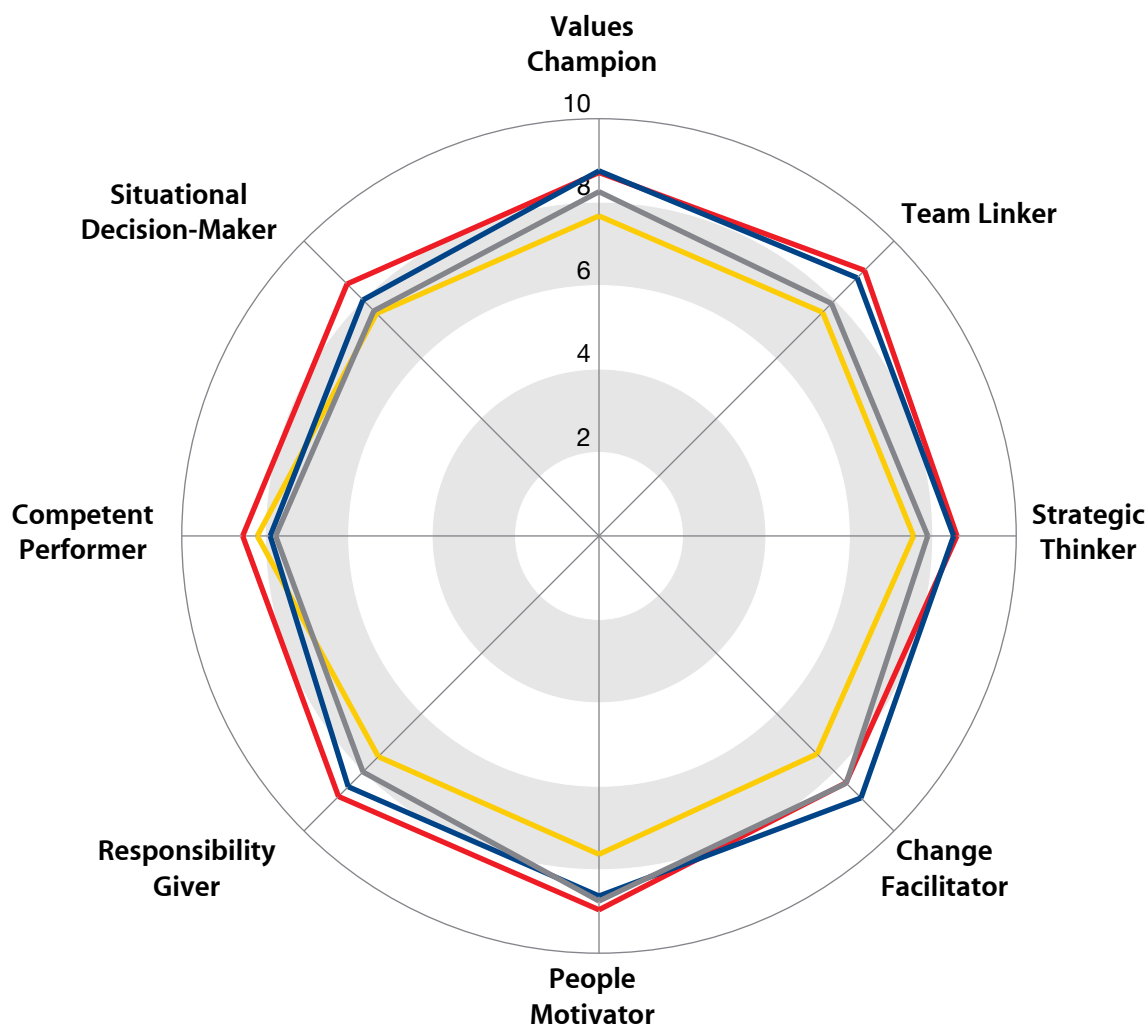
Note: The three factors indicated in **red** in the graph above are those which appear to require the most improvement effort when compared with the results of other factors and the norm database mean (green line).

Table version of the results

Factors	Results		Norm Data (n = 10745)			
	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	7.32	7.70	8.58	6.82
Team Linker	7.88	8.13	7.70	7.79	8.63	6.95
Strategic Thinker	7.88	7.95	7.20	7.52	8.49	6.55
Change Facilitator	8.38	7.84	7.47	7.66	8.46	6.86
People Motivator	8.75	8.13	7.71	7.77	8.66	6.88
Responsibility Giver	8.00	7.99	7.61	7.67	8.56	6.78
Competent Performer	7.75	8.27	7.86	8.22	8.97	7.47
Situational Decision-Maker	7.63	7.89	7.56	7.65	8.51	6.79

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.

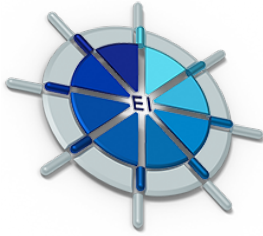
Importance Of Leadership Factors

Table of Importance Ratings

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

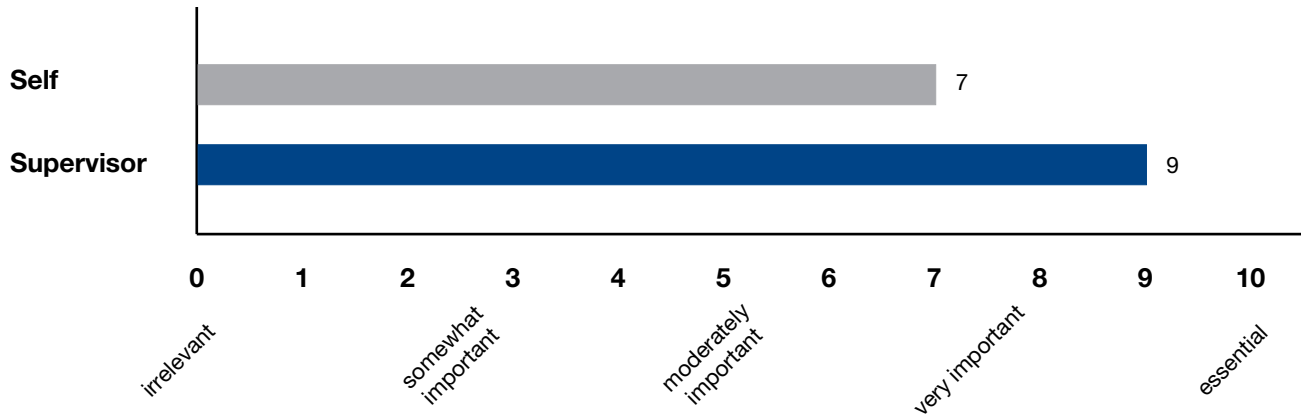
Note: Consider discussing the *blue* above with your Supervisor



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.



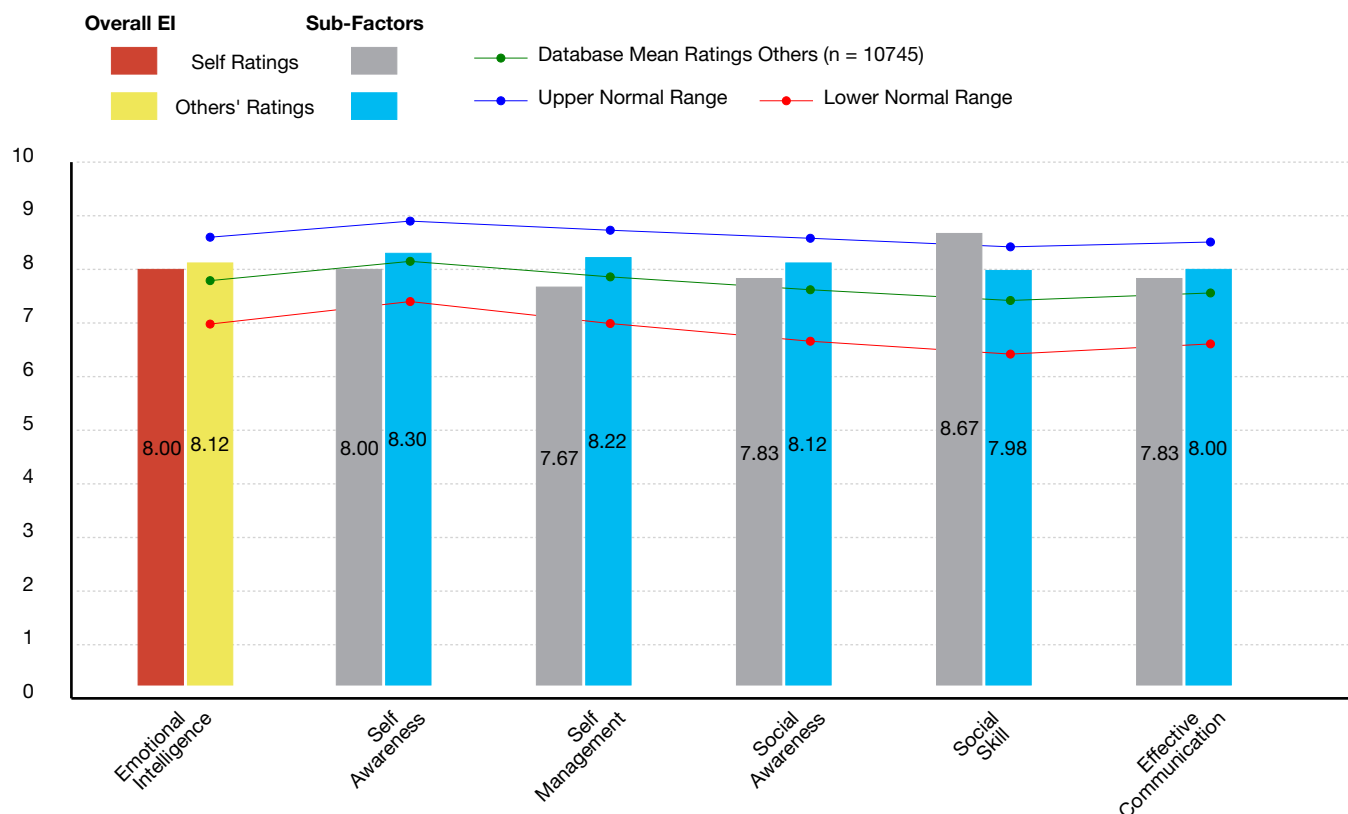
Emotional Intelligence

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 Behaviour 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





Written Feedback

Feedback from your raters

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

What have been Sample'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 Edwin in new management role.
- Juggling new & old role.
- Training Jan & Jon 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 Sample's 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.
- I also believe in doing the above 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.