



# SigmaRADIUS Leadership Effectiveness Report

## Sample Report

### NOTE

This is a sample report, containing illustrative results for only two dimensions on which 360° performance ratings were obtained. The full report contains data and development advice for 42 dimensions. The full report is approximately 110 pages.





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# Introduction

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You recently participated in a multi-rater feedback survey of leadership effectiveness. Both you and your colleagues were asked to provide ratings of your effectiveness on 42 leadership behaviors. The individuals who rated you were your leaders, colleagues, persons directly or indirectly reporting to you (referred to as direct/indirect reports throughout this report), as well as raters falling into the *External Raters* category. They were asked to be fair and accurate and to base their ratings on their observations of your work. In the preparation of this report, an emphasis was placed on protecting the confidentiality of the feedback provided by your raters. Scores are not reported for rater categories that contain less than 2 valid ratings.

This report presents the results of this multi-rater feedback process and contains your self-ratings and the ratings provided by the people with whom you work, as well as written feedback provided by your raters. This report also presents detailed development advice designed to help you improve your leadership effectiveness. When you review this report, bear in mind that it is designed to be a development tool, not a complete review of your work performance.

This report is divided into two sections:

## Section 1: Leadership Effectiveness Summary

The **Leadership Effectiveness Summary** section provides an overview of your survey results. It shows a snapshot of all your scores, as well as summaries of your scores categorized according to broad managerial skills. Use this section to quickly identify both your strengths, as others see them, and the areas in which you should concentrate your development efforts.

## Section 2: Leadership Effectiveness Profile

The **Leadership Effectiveness Profile** section displays charts for each of the 42 leadership behaviors. These charts contain scores based on the ratings provided by your leaders, colleagues, direct/indirect reports, raters falling into the *External Raters* category, and yourself. Each chart is accompanied by the comments provided by your raters, as well as detailed development advice.

*In this sample report, only two of the 42 behaviors are presented.*



# Section 1

## Leadership Effectiveness Summary

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This section begins with **Your Leadership Effectiveness Snapshot**, a ranked listing of all your scores. Use this listing to quickly identify your strengths and development opportunities, and then refer to Section 2 for a more detailed description of your results.

The ranked listing is followed by **Your Overall Leadership Effectiveness Summary**, a listing that presents all your scores grouped into broad categories in the same order as they are found in Section 2.

The broad categories include:

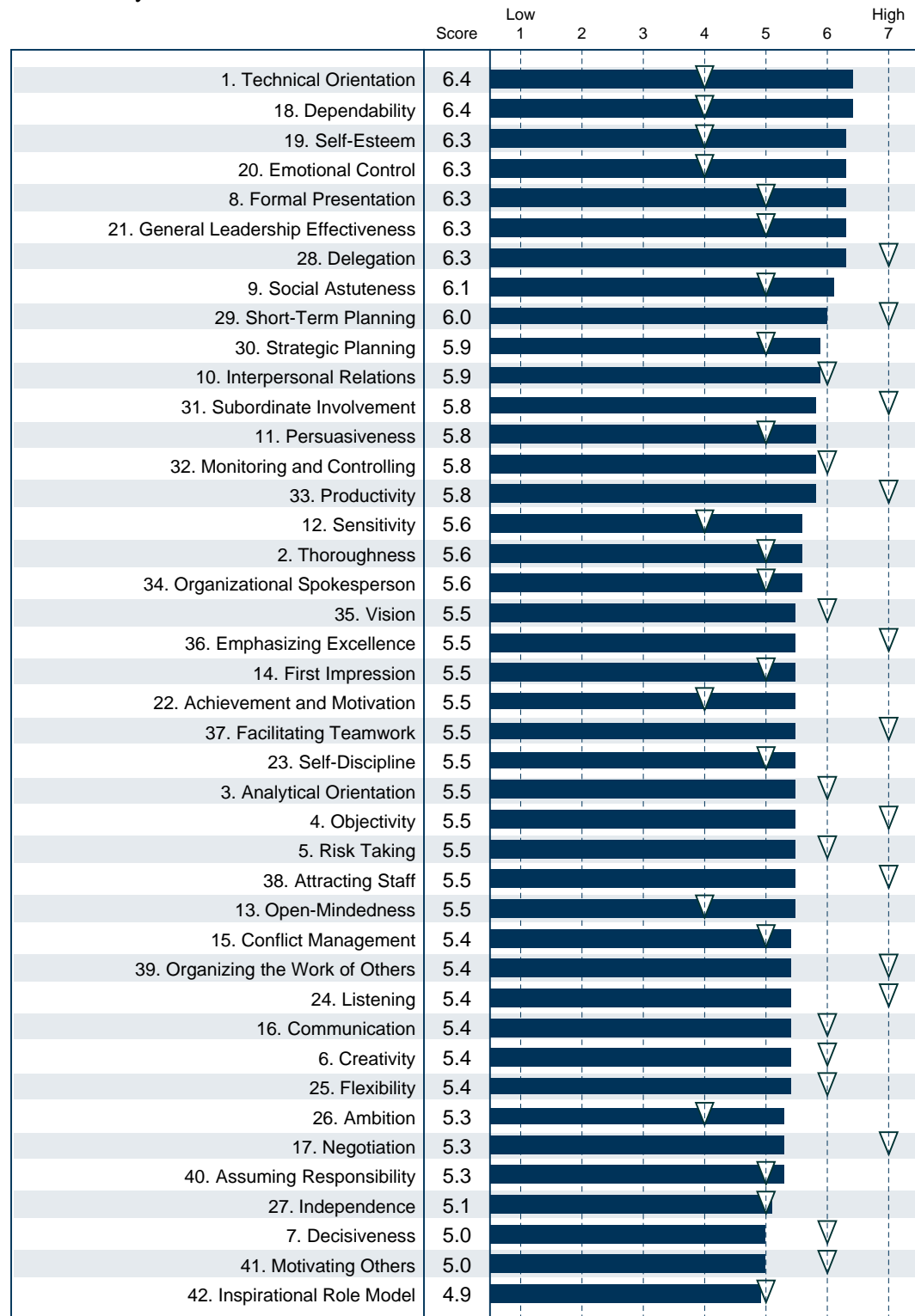
- Cognitive Managerial Skills
- Interpersonal Managerial Skills
- Personal Managerial Qualities
- Teamwork, Supervision, Planning & Productivity

The summary charts at the end of this section present your average scores for each of these categories, as well as a ranking of the behaviors that make up each category. To help you understand these summary charts, the ***Leadership Effectiveness Category Summary Example*** presents a sample chart along with explanations of each component.

When reviewing this section, perhaps the most important thing to remember is the purpose of the exercise: your development as a leader. At this point, a useful step is to examine your strong points by identifying your high ratings from the charts and then identify your weak points from your lowest ratings in the charts. This will set the stage for the more detailed presentation in Section 2.

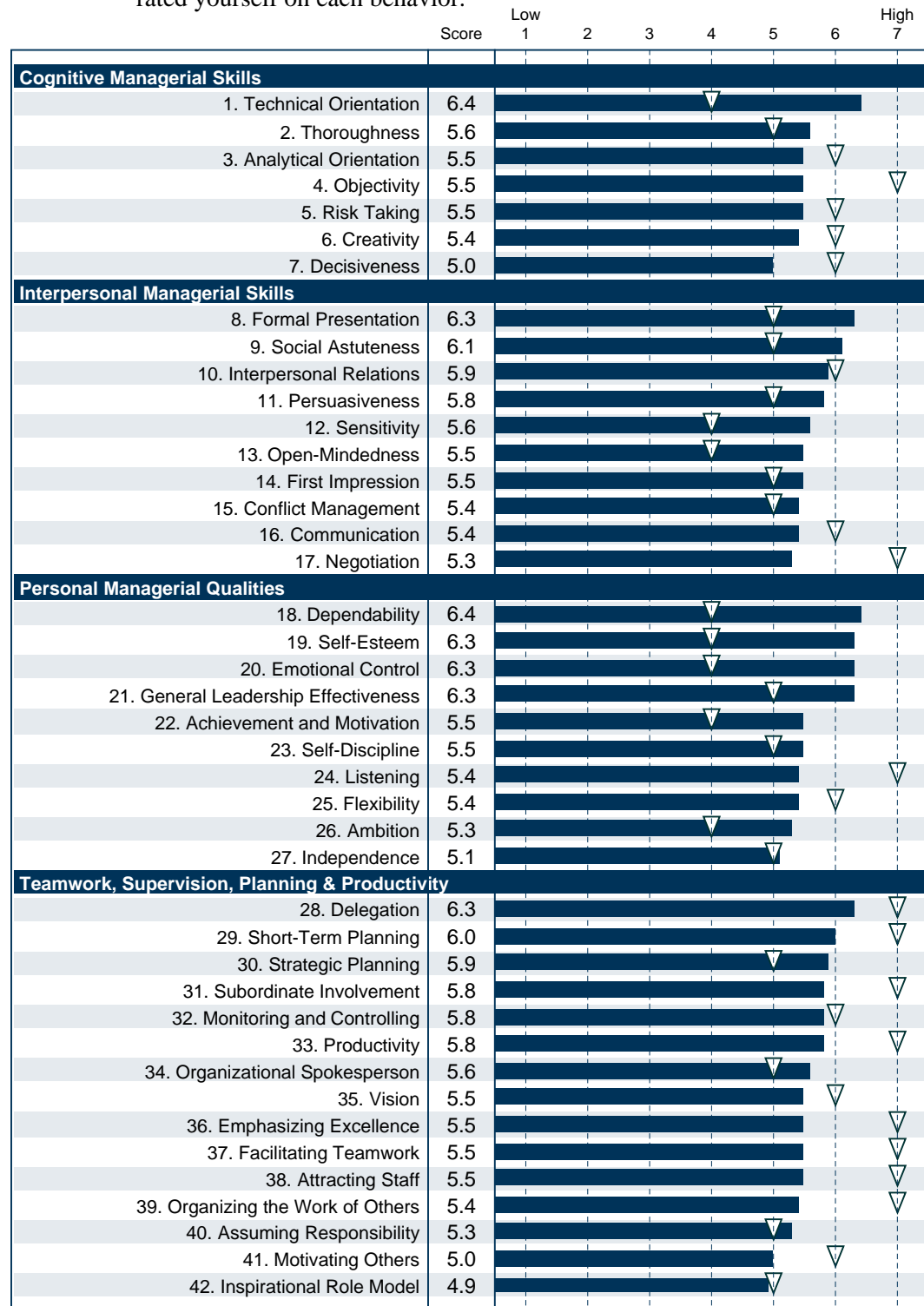
## Your Leadership Effectiveness Snapshot

Listed below are the 42 behaviors measured by this survey. The scores are presented in order from your highest average rating given to you by all your raters to your lowest rating. The numbering of the behaviors reflects the order in which they appear in Section 2. The triangles show how you rated yourself on each behavior.



## Your Overall Leadership Effectiveness Summary

The table below lists the 42 behaviors measured by this survey in the order in which they appear in Section 2 of this report. The behaviors are ranked from highest to lowest overall score under their broad managerial skill categories. The scores in the Score column and the bar graphs show the average rating given to you by all your raters. The triangles show how you rated yourself on each behavior.



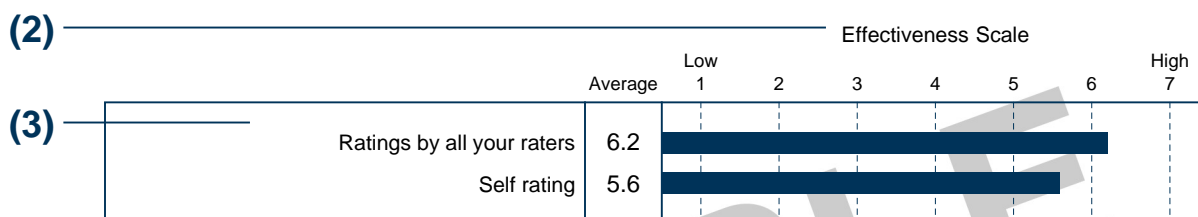
## Leadership Effectiveness Category Summary Example

The example below summarizes the results for a fictitious person on the "Cognitive Managerial Skills" category. Captions on the next page explain the meaning of each component of the summary.

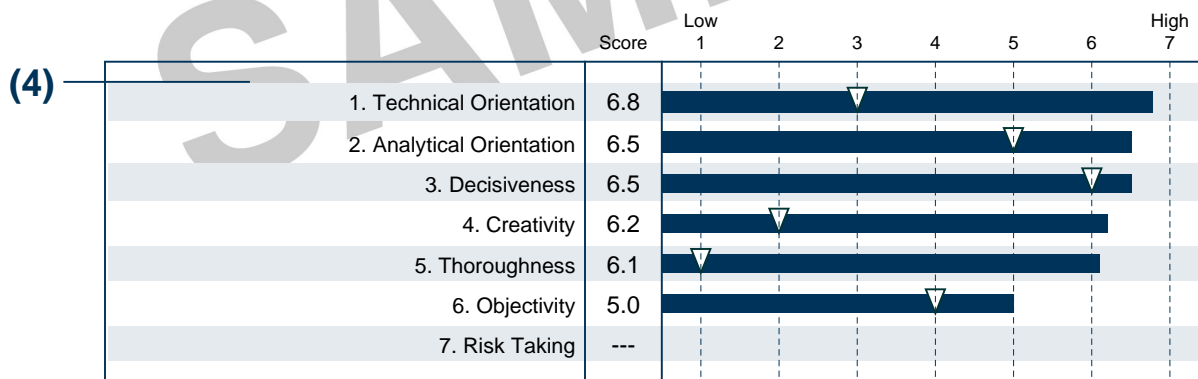
### (1) – Part A. Cognitive Managerial Skills

The leadership behaviors in this category emphasize decision making and problem solving. Behaviors include the leader's analytical skills and technical proficiency, and the ability to demonstrate creativity and objectivity in working through problems, decisions, and risks.

The chart below shows your average scores for the behaviors that make up this category.



Ranked below are the 7 behaviors that make up the Cognitive Managerial Skills category. Use this chart to determine your strengths and weaknesses as seen by others. Your self-rating is indicated by the triangle in each row.



## Leadership Effectiveness Category Summary Explanation

### (1) Category Label and Definition

This is the name and description of the category of behaviors.

### (2) Effectiveness Scale

This is the scale used in the surveys to assess a person's effectiveness on each behavior. A "1" represents low effectiveness, "4" moderate effectiveness, and "7" high effectiveness.

### (3) Average Scores for the Category

The first box shows the person's average scores on the behaviors that make up this category.

The first score in the Average column, and the solid bar beside it, represent the average of the person's scores on the behaviors that make up this category. This score is based on the ratings by all raters excluding the person's self rating.

The second score in the Average column, and the solid bar beside it, represent the average of the ratings the person gave himself or herself on the behaviors that make up this category.

### (4) Ranking of behavior scores

The second box displays the person's scores on each of the behaviors that belong to this category.

Each row in this chart represents the person's score on a particular behavior. The scores are ranked from highest to lowest and are based on the person's ratings by all his or her raters (excluding the person's self-rating). The person's self-ratings are indicated by the triangle in each row.

The number immediately before each listed behavior refers to the order in which the behaviors are presented in Section 2.

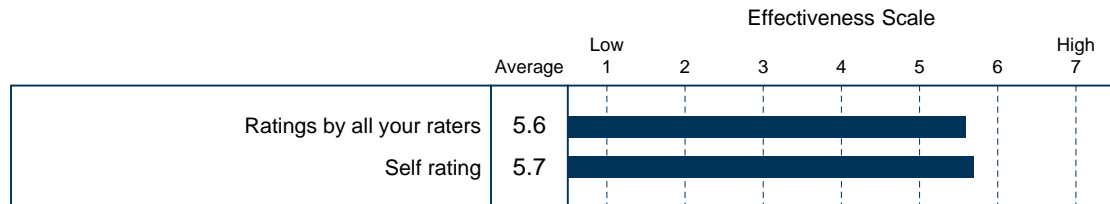


## Your Leadership Effectiveness Category Summaries

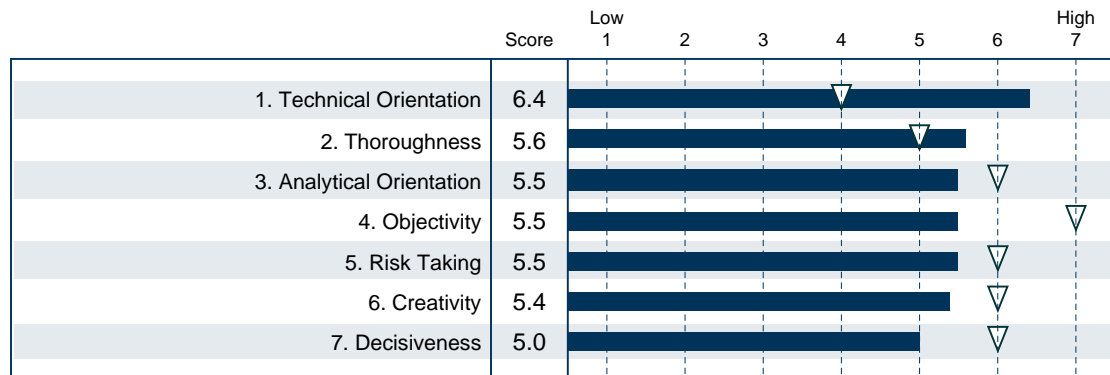
### Part A. Cognitive Managerial Skills

The leadership behaviors in this category emphasize decision making and problem solving. Behaviors include the leader's analytical skills and technical proficiency, and the ability to demonstrate creativity and objectivity in working through problems, decisions, and risks.

The chart below shows your average scores for the behaviors that make up this category.



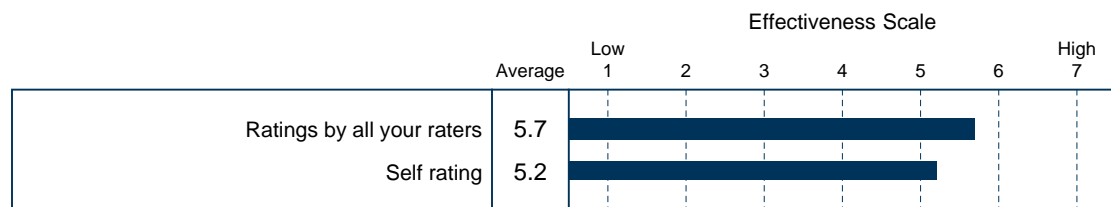
Ranked below are the 7 behaviors that make up the Cognitive Managerial Skills category. Use this chart to determine your strengths and weaknesses as seen by others. Your self-rating is indicated by the triangle in each row.



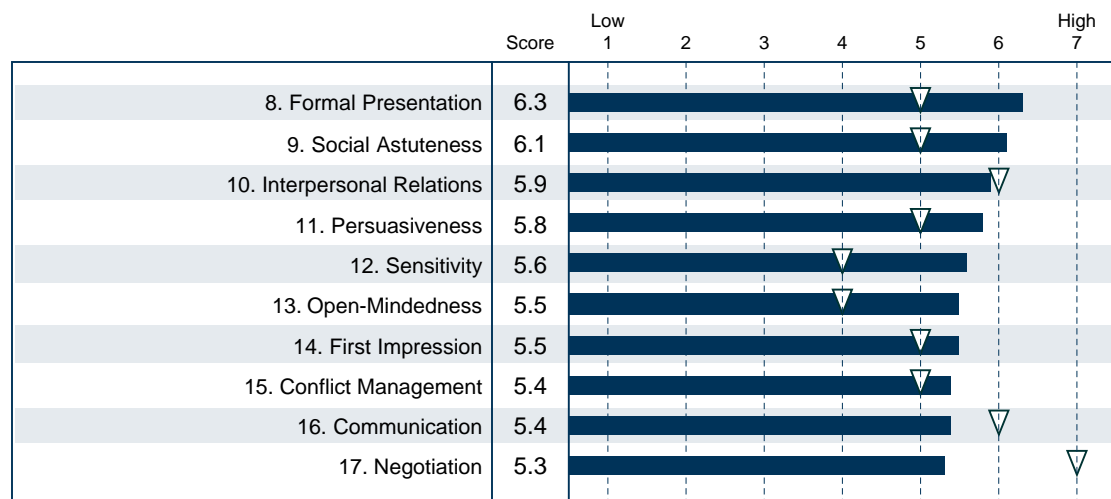
## Part B. Interpersonal Managerial Skills

The leadership behaviors in this category include working effectively and cooperatively with people and maintaining positive interpersonal relationships. Behaviors in this category include the leader's communication and negotiation skills, sensitivity to others, openness to suggestions, and the ability to manage others' impressions.

The chart below shows your average scores for the behaviors that make up this category.



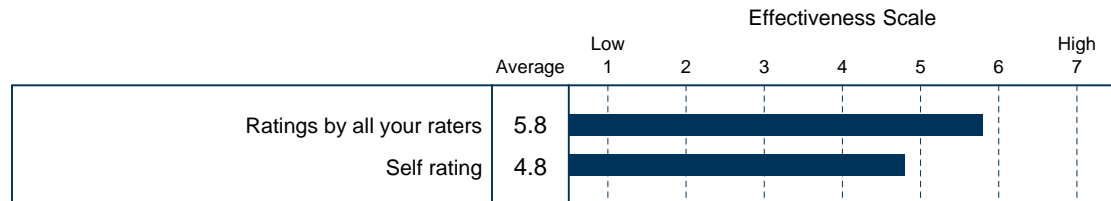
Ranked below are the 10 behaviors that make up the Interpersonal Managerial Skills category. Use this chart to determine your strengths and weaknesses as seen by others. Your self-rating is indicated by the triangle in each row.



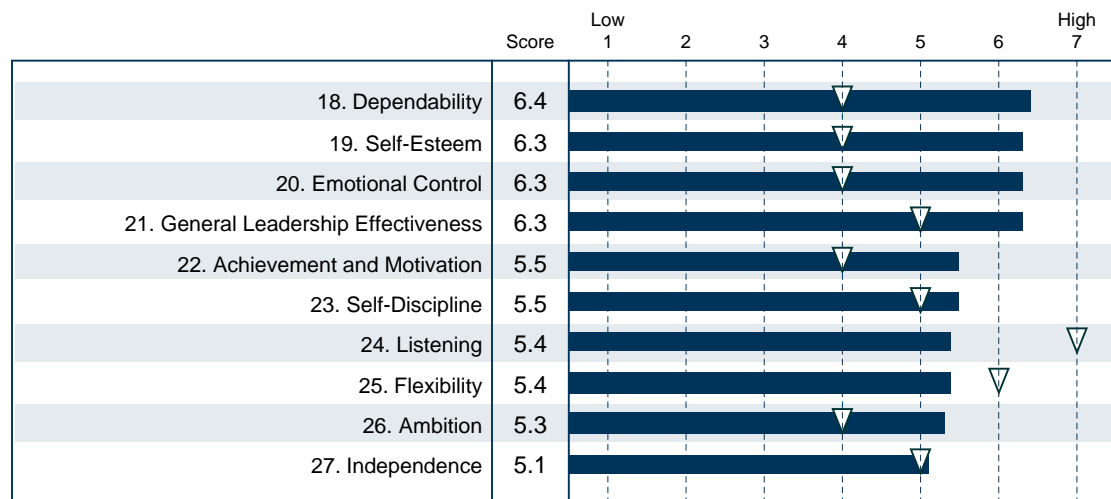
## Part C. Personal Managerial Qualities

The leadership behaviors in this category reflect the traits and personal characteristics that facilitate success in a leadership role. These qualities include demonstrating ambition, dependability, self-confidence, and the ability to adapt to new situations and remain composed under stress.

The chart below shows your average scores for the behaviors that make up this category.



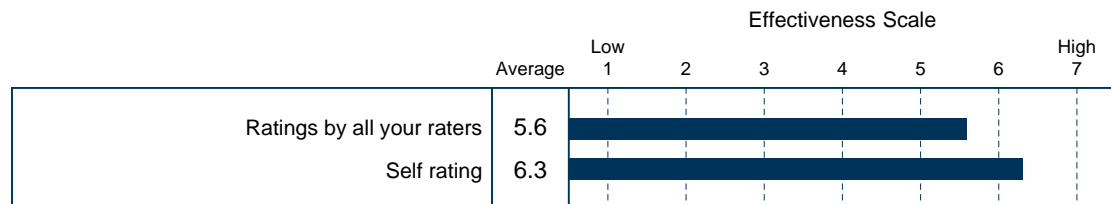
Ranked below are the 10 behaviors that make up the Personal Managerial Qualities category. Use this chart to determine your strengths and weaknesses as seen by others. Your self-rating is indicated by the triangle in each row.



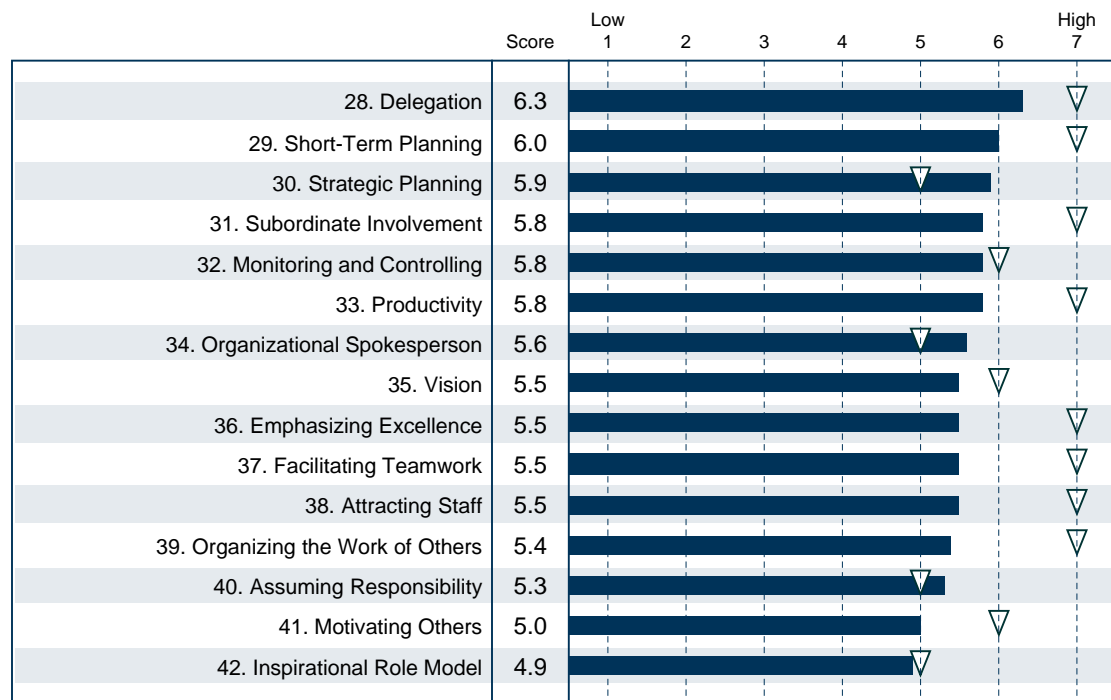
## Part D. Teamwork, Supervision, Planning & Productivity

The leadership behaviors in this category are important in the day-to-day operations of an organization. These behaviors involve setting clear objectives, planning and initiating structure, communicating performance expectations and priorities as well as monitoring employee and team progress toward long-term goals. In addition to managing performance, behaviors in this category include the ability to attract, select, and retain top talent.

The chart below shows your average scores for the behaviors that make up this category.



Ranked below are the 15 behaviors that make up the Teamwork, Supervision, Planning & Productivity category. Use this chart to determine your strengths and weaknesses as seen by others. Your self-rating is indicated by the triangle in each row.





## Section 2

# Leadership Effectiveness Profile

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In this section, your scores on the 42 leadership behaviors are presented in greater detail. Your leaders' scores are always listed separately, and where possible, your other scores are broken down by the type of rater: colleague, direct/indirect report and *External Raters*. In addition, this section presents comments from your raters and behavior-specific development advice.

Before examining your results, review the **Leadership Effectiveness Profile** example on the following page. This example includes a sample profile with explanations of each component and information helpful in interpreting your profile and in preparing a plan for further leadership development.

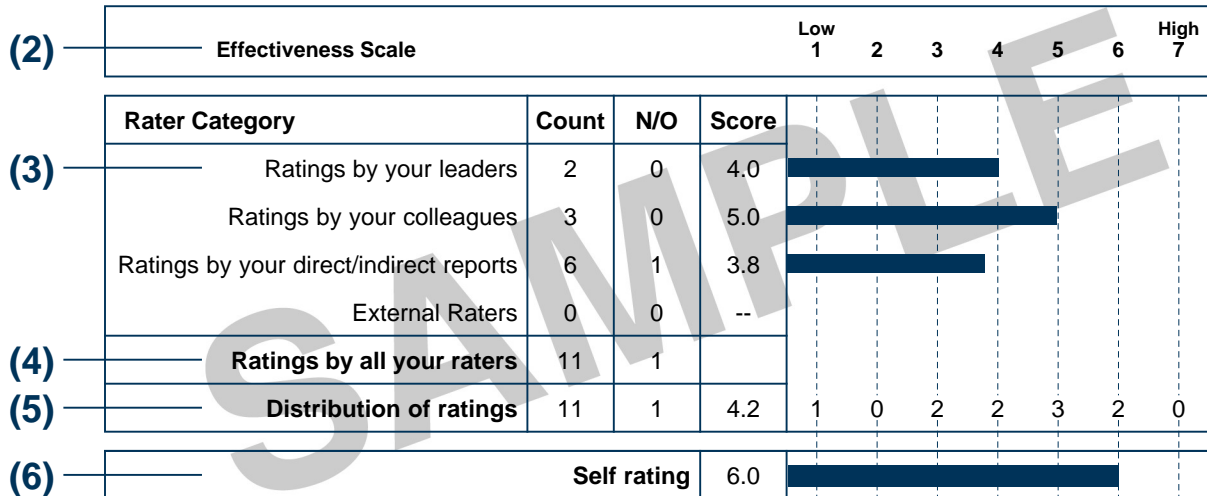
Once you have studied the example, proceed to your actual results, concentrating on those behaviors that are most relevant to your position.

## Leadership Effectiveness Profile Example

The example below summarizes the results for a fictitious person on the behavior "Technical Orientation". Captions on the next page explain the meaning of each part of the profile.

### (1) — Technical Orientation

Demonstrating technical proficiency or expertise acquired through education, training, or experience.



## Leadership Effectiveness Profile Explanation

### (1) Behavior Label and Definition

This is the name and description of the behavior, as presented in the actual surveys completed by the person and his or her raters.

### (2) Effectiveness Scale

This is the scale used in the surveys to assess the person's effectiveness on each behavior. A "1" represents low effectiveness, "4" moderate effectiveness, and "7" high effectiveness.

### (3) Ratings By Rater Category

The scores in the Score column and the solid bars beside them represent the average ratings given to a person by the raters belonging to a specific category. These categories include the person's leaders, colleagues, direct/indirect reports and External Raters.

The numbers in the Count column indicate the number of raters in each category. The numbers in the N/O column indicate how many raters had not observed this particular leadership behavior.

Note: Your leaders' scores will always be listed. Scores for other categories will be suppressed when there are less than 2 valid ratings for that category. Look for the following messages in your profiles:

**Not enough ratings in category:** This message indicates that the score for this category was suppressed because there were not enough valid ratings in the category.

**Not enough ratings in behavior:** This message indicates that all scores but the leader score for this behavior were suppressed because there were not enough valid non-leader ratings for the entire behavior. Thus, the overall score for this behavior is the same as the leader score.

**Not observed:** All the raters in this category reported not being in a position to observe this behavior.

### (4) Ratings By All Raters

The score in the Score column and the solid bar beside it represent the average rating.

This average rating was calculated by summing all ratings, and dividing by the number of ratings. The person's self-rating is not included in the calculation of this score.

### (5) Distribution of Ratings

This shows the number of ratings the person received in each level of the Effectiveness Scale. The person's self-rating is not included in these counts. The number in the Count column indicates the total number of ratings received for this behavior, while the number in the N/O column indicates the total number of raters who had not observed this leadership behavior. The overall score is repeated in the Score column. In this example, the person was rated at "1" by 1 person, "3" by 2 people, "4" by 2 people, "5" by 3 people, and "6" by 2 people.

### (6) Self Rating

The score in the Score column and the solid bar beside it represent the rating the person gave him or herself.

## What do your results mean?

The most important thing to remember when interpreting your results is the purpose of the exercise: your development as a leader. Here are some important points to consider as you interpret your results.

- There are a number of factors that influence the accuracy of this report. Remember that your results are based on your raters' observations of your work. The results are usually more accurate when your raters have observed you on several occasions. The accuracy of your results will also tend to increase as the number of raters increases. Furthermore, your raters may differ in their accuracy when assessing different behaviors. Different raters see different aspects of your work behavior, and your behavior likely differs in subtle ways as you interact with them.
- The 42 behaviors in this survey were chosen for their broad coverage of what comprises leadership performance. However, not all of the 42 behaviors may be relevant to your position. If raters have not observed a particular behavior, perhaps it is not one you are required to perform in carrying out your responsibilities. Determine which behaviors are most relevant to your position, and assess your development needs in light of your ratings on those behaviors.
- A high effectiveness rating suggests that others regard the behavior in question as having been executed appropriately. If raters have not observed you engage in a particular behavior, they had the option to indicate this. In making their assessments, raters may have considered the frequency (how often) of the behavior being assessed. Frequency may be related to effectiveness for some behaviors. For example, if the behavior was Dependability, then the more often you are seen as having high dependability, the more likely you will receive a high effectiveness score. For other behaviors such as Monitoring and Controlling, being seen as controlling all the time may actually lead to a lower effectiveness rating than if you were perceived as engaging in controlling behavior only when required.
- Your score on a given leadership behavior reflects your effectiveness in the past as seen by your raters. Unlike certain stable characteristics, your effectiveness in performing the 42 leadership behaviors will not necessarily remain the same. For example if you decided to take action and improve your effectiveness on a particular behavior and were successful, then your scores would probably increase. You should view your scores in a constructive frame of mind. Ask yourself, "What can I do to make myself a more effective leader?"



## Next Steps

When you have had an opportunity to review your results, it's up to you to decide what you are going to do with them.

Some people are concerned with how others perceive their work effectiveness. Remember, this exercise is only worthwhile to the extent that you treat it as a catalyst for improvement, rather than a judgment.

Select approximately 10 behaviors that are most important for your position and review your performance most critically on these. Don't try to achieve everything at once. Set specific, attainable goals.

Comments and development advice have been provided for each of the 42 behaviors as described below.

## Comments

For each of the 42 behaviors, you will find a section where your raters were encouraged to provide comments describing your performance. These comments should provide you with valuable insight concerning how people perceive you.

## Development Advice

Each of the 42 work behaviors in the Leadership Effectiveness Profile includes development advice in the form of Action Steps to Consider. These steps are based on research in the areas of work and organizational behavior, social psychology, and motivation. Please go through the steps and determine which ones are helpful to you. You may notice that some action steps do not apply to you either because of the uniqueness of your work situation or perhaps because you have already adopted the action in question.

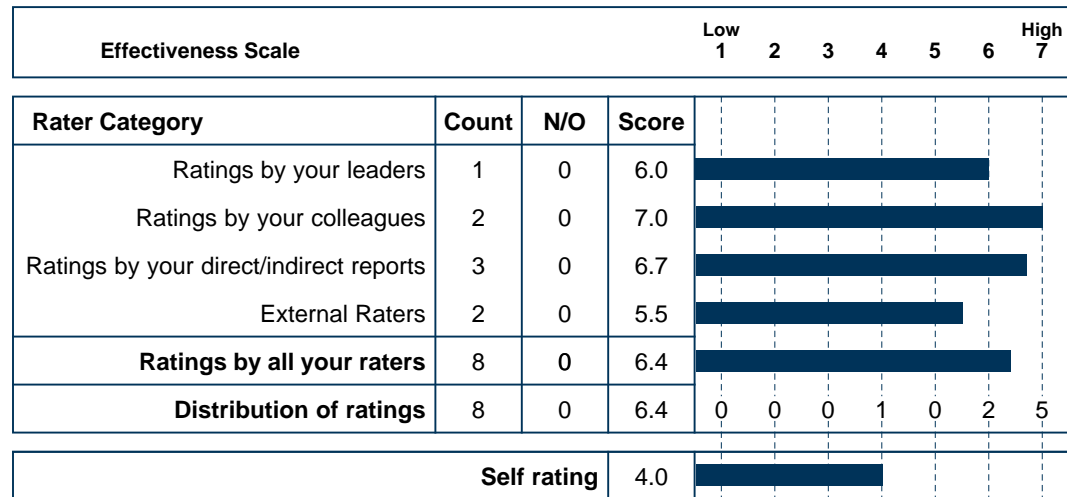
You may find it useful to write in the margin beside each action step one of the following four labels: Useful, Not Useful, Not Applicable, Typical. Note that "Typical" refers to behaviors that you have already incorporated in your work. You can then make a list of the action steps that you find useful and try to incorporate these into your leadership development. It may be useful to maintain a confidential log book registering the steps that you undertake and your progress in strengthening your work behaviors.

# Your Leadership Effectiveness Profile

## Part A. Cognitive Managerial Skills

### 1. Technical Orientation

Demonstrating technical proficiency or expertise acquired through education, training, or experience.



### Leader Comments

*Louise Leader: Sam has a desire to learn new things and he is quick to pick up on technical advances in his field.*

### Other Comments

*Sam actively participates in courses and seminars in order to increase his technical proficiency.*

*Sam seems to have a firm grasp on his area of expertise, but he could spend more time helping others adapt to technical changes at work.*

*Although Sam is quite knowledgeable in his field, he does not always take the time to explain important concepts to the rest of the work group.*

### Action Steps to Consider

- **Evaluate your weaknesses.**  
Determine the specific skills you need to develop and generate action plans on how to develop them.

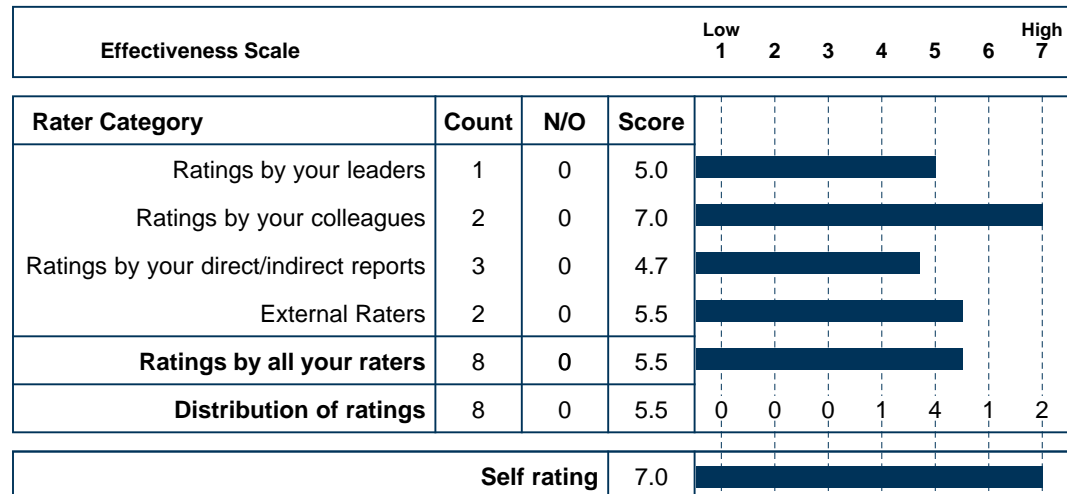
**Technical Orientation (continued)**

- ***Enroll in courses and seminars.***  
Consider college and university night courses designed to increase your technical proficiency and knowledge. Some organizations also provide specialized two to three day seminars.
- ***Attend conferences.***  
Conferences allow you to present and/or receive information during formal and informal events, to establish new contacts, to meet with many of your competitors, and to view some of the most recent developments in your field.
- ***Schedule some reading time.***  
Stay abreast of current issues in your field. You may find it difficult to decide where to start given the wealth of information in most fields. Consider seeking information through the Internet or through your public library in specific fields that interest you. Include books and research/scientific journals in your search.
- ***Practice networking.***  
Maintain a network of colleagues with knowledge in your area. Have discussion sessions with them.
- ***Participate in on-the-job development.***  
Arrange to work with a colleague who is an expert in a field in which you wish to strengthen your own skills. This type of arrangement allows you to observe and question an expert in action. If you get a chance to share the work, you can receive guided practice and feedback as you apply your knowledge and refine your skills.

## Part D. Teamwork, Supervision, Planning & Productivity

### 37. Facilitating Teamwork

The ability to promote teamwork, cooperation, and identification with the work group.



#### Leader Comments

*Louise Leader: Sam is considered a good team player by those who work with him on a regular basis.*

#### Other Comments

*Given the challenges of the work environment, Sam is able to adapt to many different situations. He is able to work well with other people.*

*Although Sam may not always share the same perspective as other members of his work group, he is still able to work cooperatively with team members.*

*Sam tends to challenge ideas and stimulate creative thinking. It's helpful to have him on the team because he offers a different point of view.*

#### Action Steps to Consider

- ***Use teams for appropriate tasks.***  
Do not use a team for tasks better done by individuals. In general, teams are beneficial when members have different areas of expertise that are all required to solve a problem. Consider your objective and the areas of expertise that are required by team members.

**Facilitating Teamwork (continued)**

- ***Study the characteristics of team members and identify potential barriers to team cohesion.***  
This will allow you to identify individuals who work more effectively on their own and those who may benefit from team work.
- ***Apply goal setting strategies to teams.***  
Work with group members to set challenging but attainable group goals. This includes providing feedback regarding progress and goal attainment and providing positive feedback when you see cooperation that generates results.
- ***Direct team members toward the desired outcome but give the team authority over the process.***  
Team members will usually be more motivated to accomplish a project if they have some autonomy over the work process.
- ***Promote teamwork.***  
Employ human resource strategies that are conducive to teamwork (e.g., participative management, group goals, group rewards, 360-degree feedback).
- ***Promote communication among team members.***  
Create regular opportunities for open, informal communication. Try to break down barriers to communication between work groups. Place high value on information sharing and group problem solving.
- ***Promote equality of group members.***  
Try to encourage equality among team members and discourage power relations within the group. Ensure that success and recognition are shared equally among team members when goals are met.
- ***Discourage social loafing.***  
Emphasize the importance of every member's contributions, and make all members accountable for their actions. Evaluate both individual and team performance.

**Suggested Readings:**

Hackman, J. R. (2002). *Leading teams: Setting the stage for great performances*. Boston: Harvard Business School Press. ISBN: 1578513332.

## PLEASE NOTE

This is an abbreviated sample report that contains sample results from two Leadership Effectiveness Behaviors. The actual reports contain 42 behaviors. These are listed below.

### Leadership and Work Effectiveness Behaviors

Technical Orientation	Analytical Orientation
Decisiveness	Creativity
Thoroughness	Objectivity
Risk Taking	Open-Mindedness
First Impression	Interpersonal Relations
Sensitivity	Social Astuteness
Conflict Management	Communication
Formal Presentation	Persuasiveness
Negotiation	Listening
Achievement and Motivation	Self-Discipline
Flexibility	Independence
Self-Esteem	Emotional Control
Dependability	Ambition
General Leadership Effectiveness	Assuming Responsibility
Vision	Emphasizing Excellence
Organizational Spokesperson	Subordinate Involvement
Facilitating Teamwork	Inspirational Role Model
Short-Term Planning	Strategic Planning
Organizing the Work of Others	Delegation
Monitoring and Controlling	Motivating Others
Attracting Staff	Productivity