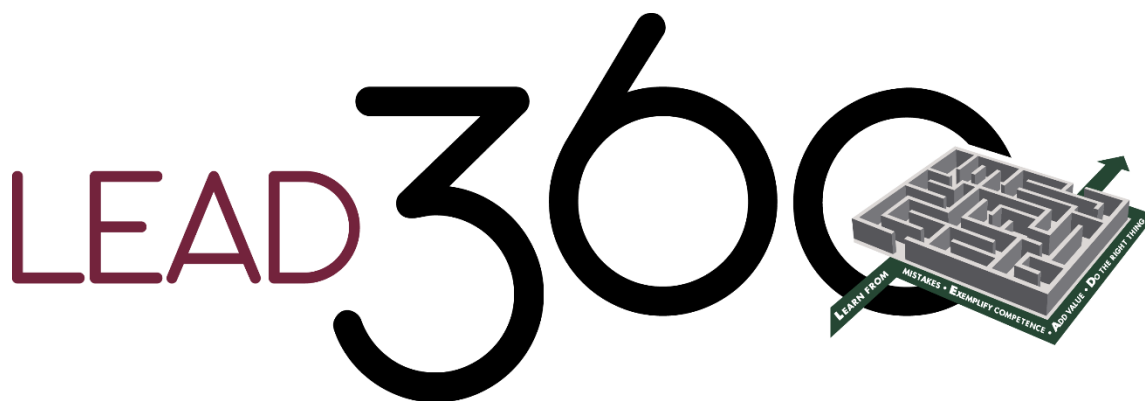


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A Leading Made Easy Assessment

Feedback Report and Workbook For

CHRIS LEADER

Organization: The OASYS Group

Type/Date: Pre Assessment/4 Oct 2016

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Table of Content

LEAD 360 Overview	3
Part 1: Leadership Principles, Behaviors, and Definitions	4
Learn from Mistakes Behaviors and Definitions	4
Exemplify Competence Behaviors and Definitions	5
Add Value Behaviors and Definitions	6
Do the Right Thing Behaviors and Definitions	7
Part 2: Interpreting Your Results: Composite Summary and Subscale Details	8
Learn from Mistakes Composite Summary and Detailed Subscales	9
Exemplify Competence Composite Summary and Detailed Subscales	11
Add Value Composite Summary and Detailed Subscales	13
Do the Right Thing Composite Summary and Detailed Subscales	15
Communicates Effectively Composite Summary	17
Raters Comments	18
Part 3: Conducting Feedback Meetings	19
Boss Meeting	20
Direct Reports Meeting	21
Peers Meeting	22
Other(s) Meeting	23
Part 4: Action Planning	24
Recommended Actions for Development	25
Time for Action	29
Action Planning Worksheet	30
Blank Pages for Note Taking	34

Overview

The LEAD 360 is a leadership assessment instrument that measures behaviors associated with four principles of leadership effectiveness. LEAD is an acronym for the four principles. The principles are:

- **L**earn from Mistakes,
- **E**xemplify Competence,
- **A**dd Value, and
- **D**o the Right Thing.

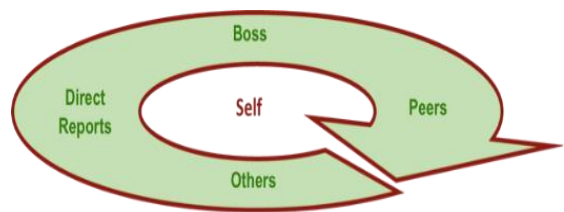
The principles assessed by the LEAD 360 matter most for the development of new and experienced leaders and are grounded in research on leadership effectiveness. The four principles are scalable for leaders at all levels of the organization.

The feedback that leaders receive from the LEAD 360 provides information that can be used to improve self-awareness, develop various leadership skills, and serve as a guide for overall leadership effectiveness. This instrument provides information that allows leaders to

- Identify their strengths and weaknesses,
- Learn how others in the organization view their behavior
- Use the information to create a leadership development action plan, and
- Make continuous improvements to maximize their potential.

The LEAD 360 allows multiple raters (self, boss, direct reports, peers, and others) from a leader's immediate work circle to assess the degree to which he or she exhibits behaviors associated with the four principles.

The instrument was developed through a rigorous process of analyzing leaders' behavior at various levels within a variety of organizations. The LEAD 360 has undergone a series of validation and reliability testing to ensure its robustness.



Part 1: Leadership Principles, Behaviors, and Definitions

The LEAD 360 assesses four leadership principles: Learn from Mistakes, Exemplify Competence, Add Value, and Do the Right Thing. Each principle consists of five behaviors.

The matrix below shows the behaviors and definitions for the *Learn from Mistakes Principle*.

	Behavior	Definition
LEARN FROM MISTAKES Composite	Open to New Ideas	Innovative and highly receptive of different approaches to completing tasks
	Learns on the Fly	Quickly grasps new concepts, strategies, and skills necessary to function effectively in a new environment
	Takes Risks	Takes on unfamiliar tasks and stretch assignments when success is not assured
	Reflects on Experiences	Considers past accomplishments and failures when envisioning future possibilities
	Accepts Mistakes as Opportunities	Leverages failures as a tool to learn and grow

Use the space below for your notes.

The matrix below shows the behaviors and definitions for the **Add Value Principle**.

ADD VALUE Composite	Behavior	Definition
	Goes Beyond What is Expected	Pushes the limits and constantly delivers exceptional performance
	Shares Knowledge & Resources Freely	Is an unselfish resource to others
	Exhibits a Personal Leadership Brand	Demonstrates authenticity and consistency
	Displays Resilience	Is emotionally and physically tough; quickly bounces back from failures
	Stays Relevant	Remains effective by keeping self and the organization current

Use the space below for your notes.

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The matrix below shows the behaviors and definitions for the ***Do the Right Thing Principle***.

DO THE RIGHT THING Composite	Behavior	Definition
	Balances Leadership & Management	Effectively manages day-to-day challenges while focusing on the vision for the future
	Demonstrates Moral Courage	Does the right thing even when it is not popular
	Encourages Others	Creates and maintains a supportive environment where people can grow
	Assesses the Situation Before Acting	Evaluates the situation and selects the best course of action before plunging in
	Coaches Others	Guides others in decision making and/or developing skills and abilities to improve their performance

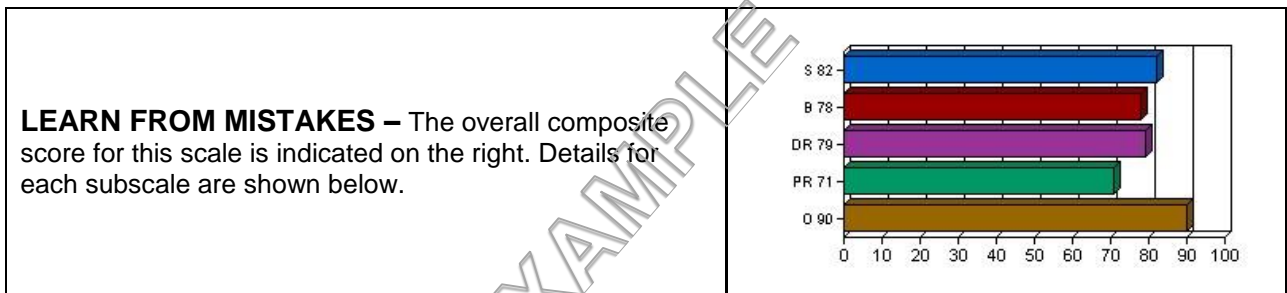
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Part 2: Interpreting Your Results

The results in this report are shown for each rating group (self [S], boss [B], direct reports [DR], peers [PR], and others [O]). Results are presented as a composite summary graph with scores for each principle. Detailed subscale ratings are also provided to explain the composite score.

An example composite summary graph with scores and detailed subscales results for the Learn from Mistakes principle is shown below. Review the legend at the bottom of this page to familiarize yourself with the symbols used in the composite summary graph and subscales.



	S (1)	B (1)	DR (4)	PR (3)	O (3)	AVG (11)	NORM
Open to New Ideas – Innovative and highly receptive of different approaches to completing tasks	4.4	4	4	3.4	4.25	3.91	4.03
1. Uses innovative approaches to solve problems	4	3	4.67	3.33	4	3.75	
2. Is constantly looking for better ways to do things	4	4	3.33	3.67	4	3.75	
3. Demonstrates the capacity to innovate	[5]	[5]	4	3.67	[5]	4.42	
4. Generates new ideas by examining issues from different perspectives	4	3	4.25	{2.33}	//	3.19	
5. Questions the status quo to uncover new methods for doing things	[5]	[5]	3.75	4	4	4.19	

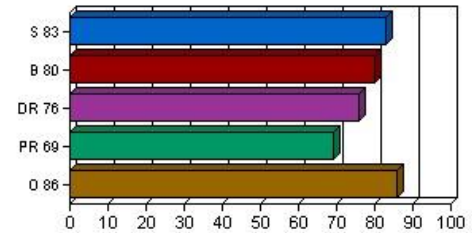
The rating scale and legend information is provided below to help you interpret your results.

Rating Scale	Legend
1: Not at all 2: To a little extent 3: To some extent 4: To a great extent 5: To a very great extent UD: Unable to determine	S = Self B = Boss DR = Direct Report PR = Peer O = Others AVG = Average (does not include Self rating) NORM = Average of all LEAD 360 Participants (does not include Self ratings) [] = Highest scored item { } = Lowest scored item // = No response/insufficient data (#) = Number of Respondents

Your **LEAD 360** composite summary graphs with scores and detailed subscales results are on the following pages.

Learn From Mistakes Composite Summary and Detailed Subscales

LEARN FROM MISTAKES – The overall composite score for this scale is indicated on the right. Details for each subscale are shown below.



	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Open to New Ideas – Innovative and highly receptive of different approaches to completing tasks	4	4	3.79	3.33	4.25	3.84	3.85
1. Uses innovative approaches to solve problems	4	4	4	3.67	4	3.92	
2. Is constantly looking for better ways to do things	[5]	4	4	3.33	//	3.78	
3. Demonstrates the capacity to innovate	4	4	4.5	3.33	4	3.96	
4. Generates new ideas by examining issues from different perspectives	3	4	3.25	3.67	[5]	3.98	
5. Questions the status quo to uncover new methods for doing things	4	4	3.25	{2.67}	4	3.48	

NOTES

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Learns on the Fly – Quickly grasps new concepts, strategies and skills necessary to function effectively in a new environment	4	4	3.89	3.2	4	3.77	3.84
6. Uses a variety of strategies to learn on the job	[5]	4	4.67	3.67	4	4.08	
7. Quickly develops an understanding of complex situations	4	4	3.75	3.67	4	3.86	
8. Rapidly discovers new approaches to doing things	3	4	4	{2.67}	4	3.67	
9. Generates a variety of options to find solutions	[5]	4	3.5	3	4	3.62	
10. Quickly masters skills and knowledge required to perform new tasks	3	4	3.75	3	4	3.69	

NOTES

Learn From Mistakes Subscales, *Continues*

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Takes Risks – Takes on unfamiliar tasks and stretch assignments when success is not assured	4.2	3.6	3.64	3.13	4.2 5	3.66	3.72
11. Often uses unconventional approaches to achieve goals	4	3	3	3.67	//	3.22	
12. Employs critical thinking skills to help manage risks	4	4	4.33	3.33	[5]	4.16	
13. Makes responsible decisions despite having incomplete/inadequate information	4	4	3.33	3	4	3.58	
14. Demonstrates that risk-taking is a necessary component of being successful	4	4	3.25	{2.67}	4	3.48	
15. Welcomes the challenge of the unknown	[5]	3	4	3	4	3.5	

NOTES

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Reflects on Experience – Considers past accomplishments and failures when envisioning future possibilities	4.4	4.4	3.59	4	4.2	4.05	4.09
16. Leverages his/her experience to make decisions	[5]	[5]	4	4.33	[5]	4.58	
17. Learns from both accomplishments and setbacks	4	[5]	4.33	3.67	4	4.25	
18. Wants to know what went right, what went wrong and why each of these occurred	[5]	[5]	3.25	3.67	4	3.98	
19. Reflects on the past to envision future possibilities	4	{3}	3.33	4.33	4	3.66	
20. Uses constructive feedback from others to help improve his/her performance	4	4	{3}	4	4	3.75	

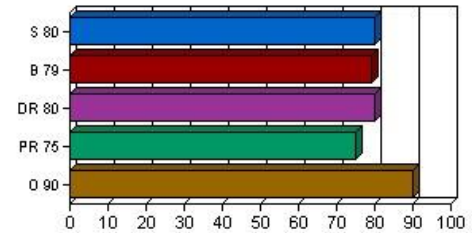
NOTES

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Accepts Mistakes as Opportunities – Leverages failures as a tool to learn and grow	4.2	4	4.13	3.57	5	4.18	4.14
21. Views mistakes as learning opportunities	[5]	4	4.33	4	[5]	4.33	
22. Is open to trying new things	[5]	[5]	4.25	4	[5]	4.56	
23. Uses lessons from mistakes for self-improvement	4	4	[5]	3.33	[5]	4.33	
24. Accepts the fact that he/she is not perfect	{3}	{3}	3.75	3.33	[5]	3.77	
25. Produces positive outputs/results from the mistakes of self and others	4	4	3.67	{3}	//	3.56	

NOTES

Exemplify Competence Composite Summary and Detailed Subscales

EXEMPLIFY COMPETENCE – The overall composite score for this scale is indicated on the right. Details for each subscale are shown below.



	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Sets the Example – Performs accurately and thoroughly and completes assignments effectively	4.2	4.4	4.1	4.07	4.5	4.27	4.18
26. Demonstrates in his/her behavior a commitment to high professional standards	4	[5]	4.5	4.33	[5]	4.71	
27. Goes the extra mile to ensure excellence in his/her work	[5]	4	4.25	4.33	[5]	4.39	
28. Is a role model for others	4	4	4.25	{3.33}	4	3.9	
29. Demonstrates personal mastery of the skills associated with his/her position	4	4	3.5	4.33	//	3.94	
30. Strives to be the best	4	[5]	4	4	4	4.25	

NOTES

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Displays Expert Power – Influences others by demonstrating the skills, knowledge and abilities of an expert in the field	3.6	4	3.74	3.6	4.2	3.88	3.96
31. Often knows the best way to accomplish tasks	{3}	4	3.75	3.67	4	3.86	
32. Presents logical arguments and supporting evidence to influence others	4	4	3.75	3.67	[5]	4.11	
33. Uses his/her credibility and persuasion to get things done	[5]	4	4.33	4	4	4.08	
34. Demonstrates skillful analytical and planning abilities	{3}	4	3.5	3.33	4	3.71	
35. Influences others because of his/her expert knowledge	{3}	4	3.5	3.33	4	3.71	

NOTES

Exemplify Competence Subscales, *Continues*

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Builds Trust – Inspires others by being competent and demonstrating the capacity to lead	3.8	3.6	4.07	3.8	4.8	4.07	4.07
36. Has the capacity to lead effectively in different environments	4	{3}	4	3.67	4	3.67	
37. Makes decisions that are trusted by others	4	4	4.33	3.67	[5]	4.25	
38. Inspires trust by demonstrating competence	4	4	4	3.67	[5]	4.17	
39. Knows his/her limitations and when to ask for help	{3}	{3}	4	3.67	[5]	3.92	
40. Remains current on policies and procedures within his/her profession	4	4	4	4.33	[5]	4.33	

NOTES

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Exhibits a Wealth of Skills – Highly able performer with broad work experience and capabilities	4	3.8	4	3.2	4.25	3.81	3.87
41. Possesses a diverse set of skills	[5]	4	4.67	2.67	4	3.84	
42. Consistently demonstrates mastery of tasks	4	4	4.33	4	4	4.08	
43. Can provide useful input on almost every problem	4	4	4.25	3	4	3.81	
44. Is the first point of contact for troubleshooting/problem-solving issues	3	3	{2.5}	3.33	//	2.94	
45. Draws on a wide range of work experience	4	4	4.67	3	[5]	4.17	

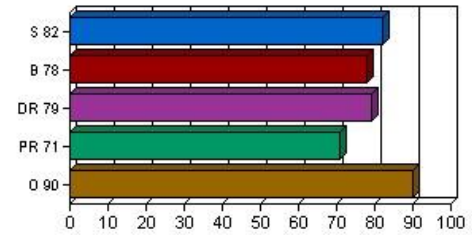
NOTES

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Acts as a Source of Knowledge – Has expert know-how of the profession	4.4	4	4.07	4.13	4.6	4.2	4.18
46. Is seen as an expert in his/her field	4	4	3.5	4.67	[5]	4.29	
47. Has the know-how to be effective in his/her profession	[5]	[5]	4.67	4.33	4	4.5	
48. Is the go-to person for information about his/her profession	4	{3}	4	4	4	3.75	
49. Consistently demonstrates a high level of professional knowledge	4	4	4.25	4	[5]	4.31	
50. Is considered a valuable resource for professional matters	[5]	4	3.67	3.67	[5]	4.08	

NOTES

Add Value Composite Summary and Detailed Subscales

ADD VALUE – The overall composite score for this scale is indicated on the right. Details for each subscale are shown below.



	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Goes Beyond What is Expected – Pushes the limits and constantly delivers exceptional performance	4.4	4	4	3.4	4.25	3.91	4.03
51. Consistently delivers more than what is expected or required	4	3	4.67	3.33	4	3.75	
52. Is perceived by others as an above-average performer	4	4	3.33	3.67	4	3.75	
53. Gains satisfaction from providing exceptional service to others	[5]	[5]	4	3.67	[5]	4.42	
54. Pushes the limits of what is expected	4	3	4.25	{2.33}	//	3.19	
55. Always sees room for improvement	[5]	[5]	3.75	4	4	4.19	

NOTES

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Shares Knowledge & Resources Freely – Is an unselfish resource to others	4.2	4	3.79	3.6	4.67	4.02	4.05
56. Unselfishly counsels team members on best approaches to accomplish tasks	4	[5]	3.75	3.67	//	4.14	
57. Documents and shares knowledge gained from past experiences, including mistakes	[5]	{3}	4.33	4.33	[5]	4.16	
58. Can be counted on to come through for others when needed	[5]	4	4	3.33	[5]	4.08	
59. Demonstrates knowledge and skills for others to learn	4	4	4	3.67	4	3.92	
60. Provides technical assistance to others	{3}	4	{3}	{3}	//	3.33	

NOTES

Add Value Subscales, *Continues*

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Exhibits a Personal Leadership Brand – Demonstrates authenticity and consistency	4	4	4.07	3.47	5	4.14	4.11
61. Shows consistency in his/her approach to leadership	4	4	4	3.33	[5]	4.08	
62. Is aware of his/her strengths, weaknesses and emotions	4	4	4.67	3.67	//	4.11	
63. Is a genuine person in his/her interactions with others	4	[5]	4	3.67	[5]	4.42	
64. Is known for a particular style of leadership	4	{3}	3.5	3.33	[5]	3.71	
65. Demonstrates leadership traits that are unique to him/her	4	4	4	3.33	[5]	4.08	

NOTES

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Displays Resilience – Is emotionally and physically tough; quickly bounces back from failures	4.2	3.4	4.15	3.73	4.4	3.92	4.13
66. Demonstrates a high level of stress-tolerance	4	{3}	4.5	3.67	[5]	4.04	
67. Holds himself/herself accountable for recovering from mistakes	4	4	4.5	4	4	4.12	
68. Maintains his/her physical and mental fitness	[5]	4	[5]	4	4	4.25	
69. Possesses the ability to bounce back from past mistakes	4	{3}	4	3.67	[5]	3.92	
70. Demonstrates a tenacious resolve to stay the course, especially in the face of adversity	4	{3}	3.5	3.33	4	3.46	

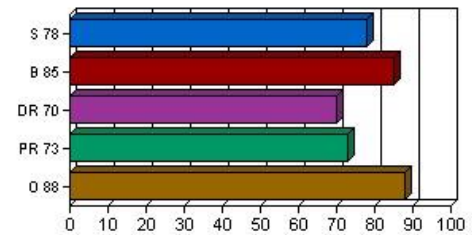
NOTES

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Stays Relevant– Remains effective by keeping self and the organization current	3.8	4.2	3.69	3.64	4.25	3.94	3.89
71. Seeks feedback for self-improvement	4	[5]	{3}	4.33	[5]	4.33	
72. Regularly evaluates his/her professional competences	4	[5]	4	4	//	4.33	
73. Understands how he/she impacts the future of organization	4	{3}	4.5	3.33	4	3.71	
74. Stays abreast of evolving demands and changes accordingly	{3}	4	3.75	3.67	4	3.86	
75. Looks ahead to his/her future and the future of the organization	4	4	3.5	{3}	4	3.62	

NOTES

Do the Right Thing Composite Summary and Detailed Subscales

DO THE RIGHT THING – The overall composite score for this scale is indicated on the right. Details for each subscale are shown below.



	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Balances Leadership & Management – Effectively manages day-to-day challenges while focusing on the vision for the future	4.6	4.2	3.89	3.64	4.33	4.02	4.6
76. Articulates clear performance goals and expectations to team members	[5]	4	3.75	4	//	3.92	[5]
77. Is forward thinking and has a clear view of what's necessary for future success	4	4	3.33	3.67	4	3.75	4
78. Seeks to find solutions rather than someone to blame	[5]	4	[5]	4.33	[5]	4.58	[5]
79. Regularly schedules planning meetings with team members	[5]	[5]	4	{3}	//	4	[5]
80. Inspires and motivates others to share his/her vision	4	4	3.5	3.33	4	3.71	4

NOTES

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NOR M
Demonstrates Moral Courage – Does the right thing even when it is not popular	4	4	3.5	3.6	4	3.78	4.06
81. Does what is right despite the political climate or consequences	[5]	4	{2.67}	4	3	3.42	
82. Gives honest feedback to team members about their work performance	4	4	4.33	3.67	4	4	
83. Deals quickly and effectively with problems	3	4	3	3	[5]	3.75	
84. Does not postpone making tough or unpleasant decisions	4	4	3	3.67	//	3.56	
85. Says what he/she means and means what he/she says	4	4	4.25	3.67	4	3.98	

NOTES

Do the Right Thing Subscales, *Continues*

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Encourages Others – Creates and maintains a supportive environment where people can grow	3.8	4.6	3.37	3.64	4.75	4.09	4.02
86. Is patient with team members when they are learning a new skill	3	[5]	3.75	3.67	[5]	4.36	
87. Provides constant on-the-spot feedback to team members	4	[5]	3.75	3	4	3.94	
88. Gives employees guidance and support concerning career progression	4	[5]	{2}	3.5	//	3.5	
89. Is a good listener when others just want to talk things out	4	4	2.75	3.67	[5]	3.86	
90. Takes the time to recognize others for their contributions and achievements	4	4	4.25	4.33	[5]	4.39	

NOTES

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Assesses the Situation Before Acting – Evaluates the situation and selects the best course of action before plunging in	3.8	4.2	3.4	3.79	4.4	3.95	3.98
91. Rarely makes decisions until he/she has heard all the facts	4	4	{2.33}	4	[5]	3.83	
92. Examines multiple explanations and considers all relevant data when solving problems	3	[5]	3.5	4.33	4	4.21	
93. Asks "why questions" more than "what questions"	4	4	4	3	4	3.75	
94. Assesses all options then selects the most viable one to solve a problem	4	4	3.5	3.33	4	3.71	
95. Draws on experience and available resources to guide actions/decisions	4	4	3.67	4	[5]	4.17	

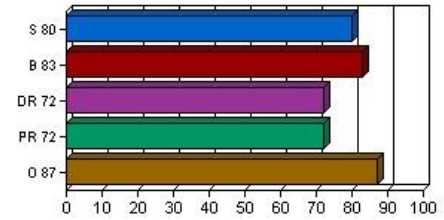
NOTES

	S (1)	B (1)	DR (4)	PR (3)	O (1)	AVG (9)	NORM
Coaches Others – Guides others in decision making and/or developing skills and abilities to improve their performance	3.4	4.2	3.22	3.64	4.5	3.89	3.91
96. Helps others assess their skills and determine how to broaden them	3	4	3	4	//	3.67	
97. Helps others recognize and eliminate unproductive behavior	3	[5]	{2.75}	3.33	[5]	4.02	
98. Listens attentively to others to help guide their decision making process	3	4	3.25	4	[5]	4.06	
99. Is perceived by others as a good sounding board	4	4	3.33	3.33	4	3.66	
100. Encourages team members to find their own solutions to problems	4	4	3.75	3.67	4	3.86	

NOTES

Communication Composite Summary

COMMUNICATES EFFECTIVELY – The overall composite score for questions 76, 82, 85, 87, 89, 98 and 99, which also measures communication, is indicated on the right. Refer to the results for those questions on the previous page for detailed results.



NOTES

Raters Comments

In addition to the 5-point scale assessments, your raters were also asked to make comments about the most important behavior they think you should start, stop and continue exhibiting. The responses of all raters who commented have been consolidated and are shown below.

You should start:

Giving employees guidance and support with professional development

Being a good listener when others just want to talk things out

Doing the right thing in spite of the consequences

Questioning the status quo to blaze new trails and look for new ways of doing things

You should stop:

Relying on incompetent employees to get the job done.

Making decisions too quickly before you have adequate information

Tolerating unproductive behavior from your direct reports

Taking the easy approach and take more risks

You should continue:

Being patience with employees when they are learning new skills

Building a strong coheasive team

Leading from the front but know when to let others lead

If there are too many rater comments for the above boxes, the remaining comments will be placed on the last page of this report/workbook.

Part 3: Conducting Feedback Meetings

The value of the LEAD 360 comes with the dialogue that occurs with your boss, direct reports, peers and others (if applicable) as part of the feedback process. After reviewing your results, it will be time to schedule meetings with them to seek additional feedback about your results.

The purpose of this feedback is not to find out how individuals rated you, but rather to seek additional information about areas that were rated low and high. When meeting with your raters, there are important dos and don'ts that you should follow:

Dos	Don'ts
Meet with each group of direct reports and peers separately.	Have one-on-one meetings with direct reports and peers individually.
Thank raters for taking time to rate you on the LEAD 360 and for meeting with you to offer additional feedback.	Try to rationalize or make excuses for your ratings.
Explain that the results you received are an aggregate of all the ratings and that individual ratings are anonymous.	Blame others for your ratings.
Be open minded and let the raters state their minds.	Become combative.
Display a positive attitude.	
Record the feedback from raters.	Show raters your results
Thank raters again for their feedback	
Schedule a follow up meeting.	

Before meeting with members of your rating groups, think about how the discussion should flow and develop a meeting plan that will allow you to get the most out of the meeting. The following pages contain worksheets that will serve as planning aids for your meetings and will help guide your discussion with each group of raters.

Boss Meeting

Use the worksheet below to plan and conduct your feedback meeting with your boss.

Meeting with Boss	
What low rated behaviors that, if improved, would enhance my leadership ability?	
What low rated behaviors that, if improved, would enhance the accomplishment of my career objectives?	
My boss would like to see me do more of...	
My boss would like to see me do less of...	
What support do I need from my boss to improve in the low rated area(s)?	
Follow-up meeting date	

Direct Reports Meeting

Use the worksheet below to plan and conduct your feedback meeting with your direct reports.

Meeting with Direct Reports	
What low rated behaviors that, if improved, would enhance my leadership ability?	
What low rated behaviors that, if improved, would enhance the way I interact with my direct reports?	
My direct reports would like to see me do more of...	
My direct reports would like to see me do less of...	
What support do I need from my direct reports to improve in the low rated area(s)?	
Follow-up meeting date:	

Peers Meeting

Use the worksheet below to plan and conduct your feedback meeting with peers.

Meeting with Peers	
What low rated behaviors that, if improved, would enhance my leadership ability?	
What low rated behaviors that, if improved, would enhance the way I interact with my peers?	
My peers would like to see me do more of...	
My peers would like to see me do less of...	
What support do I need from my peers to improve in the low rated area(s)?	
Follow-up meeting date:	

Other(s) Meeting

Use the worksheet below to plan and conduct your feedback meeting with others who have rated you.

Meeting with Others	
What low rated behaviors that, if improved, would enhance my leadership ability?	
What low rated behaviors that, if improved, would enhance the way I interact with others?	
I need to do more of...	
I need to do less of...	
What support do I need from others to improve in the low rated area(s)?	
Follow-up meeting date:	

Part 4: Action Planning

Your Action Plan serves as a development road map to guide your growth. The LEAD 360 process provides useful information that you can use to develop your Action Plan. Review the results of your ratings, along with the feedback you received from the meetings with your boss, direct reports, peers and others.

Then, examine the behavioral statements listed in the Recommended Actions for Development section on the next page (page 25). These behavioral statements are presented as actions that you can incorporate into your action plan. Pay particular attention to the red colored behavior statements. The red color indicates that you received a rating less than 3 on the LEAD 360 question measuring that behavior. It is recommended that you select two red colored statements to integrate into your action plan.

Recommended Actions for Development

This section provides you with recommended behaviors that you can integrate into your action plan to improve your performance. Review the results of the LEAD 360 and determine what actions you can take to improve your use of each behavior.

Based on the ratings you received for the LEAD 360 behaviors, consider the statements below as actions to take to improve your performance. Select no more than two red colored behavior statements to integrate into your action plan.

Open to New Ideas

- ☐ Using innovative approaches to solve problems
- ☐ Constantly looking for better ways to do things
- ☐ Demonstrating the capacity to innovate
- ☐ Generating new ideas by examining issues from different perspectives
- ☐ Questioning the status quo to uncover new methods for doing things

Learns on the Fly

- ☐ Using a variety of strategies to learn on the job
- ☐ Quickly developing an understanding of complex situations
- ☐ Rapidly discovering new approaches to doing things
- ☐ Generating a variety of options to find solutions
- ☐ Quickly mastering skills and knowledge required to perform new tasks

Takes Risks

- ☐ Using unconventional approaches to achieve goals
- ☐ Employing critical thinking skills to help manage risks
- ☐ Making responsible decisions despite having incomplete/inadequate information
- ☐ Demonstrating that risk-taking is a necessary component of being successful
- ☐ Welcoming the challenge of the unknown

Reflects on Experiences

- ☐ Leveraging your experience to make decisions
- ☐ Learning from both accomplishments and setbacks
- ☐ Wanting to know what went right, what went wrong and why each of these occurred
- ☐ Reflecting on the past to envision future possibilities
- ☐ Using constructive feedback from others to help improve your performance

See Mistakes as Opportunities

- ☐ Viewing mistakes as learning opportunities
- ☐ Being open to trying new things
- ☐ Using lessons from mistakes for self-improvement
- ☐ Accepting the fact that you are not perfect
- ☐ Producing positive outputs/results from the mistakes of self and others

Sets the Example

- ☐ Demonstrating in your behavior a commitment to high professional standards
- ☐ Going the extra mile to ensure excellence in your work
- ☐ Being a role model for others
- ☐ Demonstrating personal mastery of the skills associated with your position
- ☐ Striving to be the best

Possesses Expert Power

- ☐ Knowing the best way to accomplish tasks
- ☐ Presenting logical arguments and supporting evidence to influence others
- ☐ Using your credibility and persuasion to get things done
- ☐ Demonstrating skillful analytical and planning abilities
- ☐ Influencing others because of your expert knowledge

Builds Trust

- ☐ Having the capacity to lead effectively in different environments
- ☐ Making decisions that are trusted by others
- ☐ Inspiring trust by demonstrating competence
- ☐ Knowing your limitations and when to ask for help
- ☐ Remaining current on policies and procedures within your profession

Has a Wealth of Skills

- ☐ Possessing a diverse set of skills
- ☐ Consistently demonstrating mastery of tasks
- ☐ Providing useful input on almost every problem
- ☐ Being the first point of contact for troubleshooting/problem-solving issues
- ☐ Drawing on a wide range of work experience

Viewed as a Source of Knowledge

- ☐ Being seen as an expert in your field
- ☐ Having the know-how to be effective in your profession
- ☐ Being the go-to person for information about your profession
- ☐ Consistently demonstrating a high level of professional knowledge
- ☐ Being considered a valuable resource for professional matters

Goes Beyond What is Expected

- ☐ Consistently delivering more than what is expected or required
- ☐ Being perceived by others as an above-average performer
- ☐ Gaining satisfaction from providing exceptional service to others
- ☐ Pushing the limits of what is expected
- ☐ Seeing room for improvement

Shares Knowledge & Resources Freely

- ☐ Unselfishly counseling team members on best approaches to accomplish tasks
- ☐ Documenting and sharing knowledge gained from past experiences, including mistakes
- ☐ Being counted on to come through for others when needed
- ☐ Demonstrating knowledge and skills for others to learn
- ☐ Providing technical assistance to others

Exhibits a Personal Leadership Brand

- ☐ Showing consistency in your approach to leadership
- ☐ Being aware of your strengths, weaknesses and emotions
- ☐ Being a genuine person in your interactions with others
- ☐ Being known for a particular style of leadership
- ☐ Demonstrating leadership traits that are unique to you

Displays Resilience

- ☐ Demonstrating a high level of stress-tolerance
- ☐ Holding yourself accountable for recovering from mistakes
- ☐ Maintaining your physical and mental fitness
- ☐ Possessing the ability to bounce back from past mistakes
- ☐ Demonstrating a tenacious resolve to stay the course, especially in the face of adversity

Stays Relevant

- ☐ Seeking feedback for self-improvement
- ☐ Regularly evaluating your professional competences
- ☐ Understanding how you impacts the future of the organization
- ☐ Staying abreast of evolving demands and changing accordingly
- ☐ Looking ahead to your future and the future of the organization

Balances Leadership & Management

- ☐ Articulating clear performance goals and expectations to team members
- ☐ Being forward thinking and has a clear view of what's necessary for future success
- ☐ Seeking to find solutions rather than someone to blame
- ☐ Regularly scheduling planning meetings with team members
- ☐ Inspiring and motivating others to share your vision

Demonstrates Moral Courage

- ☐ **Doing what is right despite the political climate or consequences**
- ☐ Giving honest feedback to team members about their work performance
- ☐ Dealing quickly and effectively with problems
- ☐ Not postponing tough or unpleasant decisions
- ☐ Saying what you mean and meaning what you say

Encourages Others

- ☐ Being patient with team members when they are learning a new skill
- ☐ Providing constant on-the-spot feedback to team members
- ☐ **Giving employees guidance and support concerning career progression**
- ☐ **Being a good listener when others just want to talk things out**
- ☐ Taking the time to recognize others for their contributions and achievements

Assesses the Situation Before Acting

- ☐ **Rarely making decisions until you have heard all the facts**
- ☐ Examining multiple explanations and considering all relevant data when solving problems
- ☐ Asking “why questions” more than “what questions”
- ☐ Assessing all options then selecting the most viable one to solve a problem
- ☐ Drawing on experience and available resources to guide actions/decisions

Coaches Others

- ☐ Helping others assess their current skills and determine how to broaden them
- ☐ **Helping others recognize and eliminate unproductive behavior**
- ☐ Listening attentively to others to help guide their decision making process
- ☐ Being perceived by others as a good sounding board
- ☐ Encouraging team members to find their own solutions to problems

Note

The underlined behavior statements may also be used as action items for improving communication effectiveness.

NOTES

Time for Action

Once you have selected two of the behavior statements above to integrate into your Action Plan, the next step is to use the statements to create a development goal. Place the goal into the action planning worksheets and fill in the remaining information to complete your Action Plan. You should develop two Action Plans, one for each goal. Two blank action planning worksheets are provided on the following pages.

Action Planning Worksheet A

Name: _____

Date: _____

Identify a development goal and complete the spaces below to create an Action Plan for it.

Write your goal in the space below

Desired outcome (What will be different?)

What actions will you take to accomplish your goal?

Specific Action	Complete by

What obstacles do you expect to encounter?

Action Planning Worksheet A, Continues

Ongoing feedback

Resource(s)	Specific Action

Role models and coaches

Resource(s)	Specific Action

Training and self-study

Resource(s)	Specific Action

Initial Review:

Use the back of this form for comments

Supervisor's Signature

Date

Employee's Signature

Quarterly Review:

Use the back of this form for comments

Supervisor's Signature

Date

Employee's Signature

Quarterly Review:

Use the back of this form for comments

Supervisor's Signature

Date

Employee's Signature

Quarterly Review:

Use the back of this form for comments

Supervisor's Signature

Date

Employee's Signature

Action Planning Worksheet B

Name: _____

Date: _____

Identify a development goal and complete the spaces below to create an Action Plan for it.

Write your goal in the space below

Desired outcome (What will be different?)

What actions will you take to accomplish your goal?

Specific Action	Complete by

What obstacles do you expect to encounter?

Action Planning Worksheet B, Continues

Ongoing feedback

Resource(s)	Specific Action

Role models and coaches

Resource(s)	Specific Action

Training and self-study

Resource(s)	Specific Action

Initial Review:

Use the back of this form for comments

Supervisor's Signature

Date

Employee's Signature

Quarterly Review:

Use the back of this form for comments

Supervisor's Signature

Date

Employee's Signature

Quarterly Review:

Use the back of this form for comments

Supervisor's Signature

Date

Employee's Signature

Quarterly Review:

Use the back of this form for comments

Supervisor's Signature

Date

Employee's Signature

[illegible]

Use the space below for notes.

[illegible]