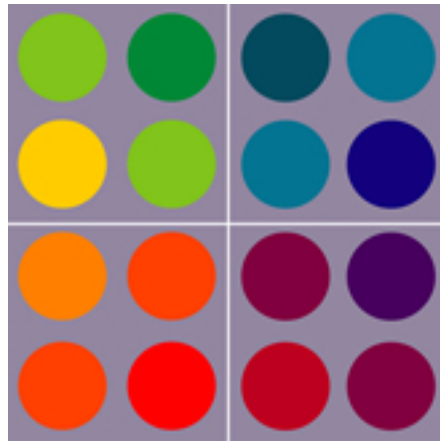


SLR

Lucy Potter

Print Date: 16.3.2008

Organisation: ConsultingTools



Contributors

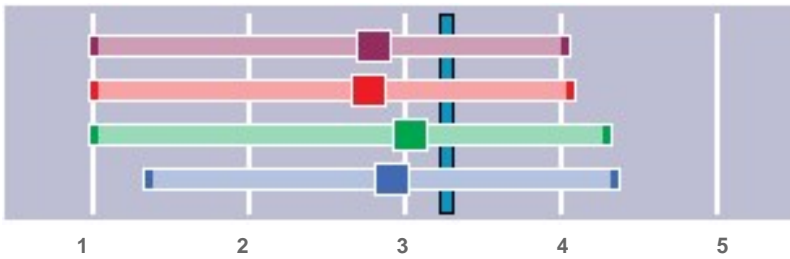
The following reviewers provided feedback for this SLR:

Reviewer Name	Viewpoint	Completed Date
Lucy Potter	Self	07/07/2008
1, Peer	Peer	23/06/2008
1, Sample	Customer	07/07/2008
2, Sample	Direct Report	29/03/2008
3, Sample	Peer	29/03/2008
4, Sample	Manager	29/03/2008
5, Sample	Customer	29/03/2008

Summary

V1 Creating a Vision

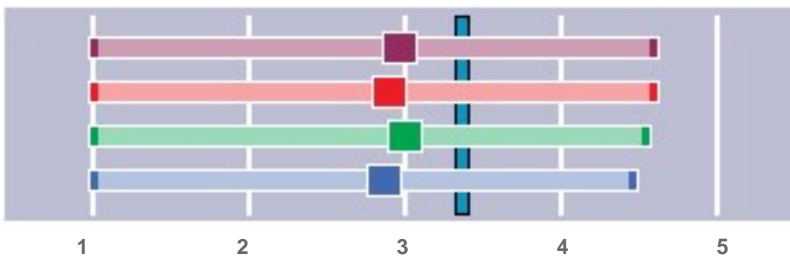
3.0



Communicating a sense of purpose, make people feel they understand where the organisation is going, enthuse and motivate people about what can be achieved, to convey a sense of purpose and focus, appear to be passionate and committed to the work.

V2 Intellectual Stimulation

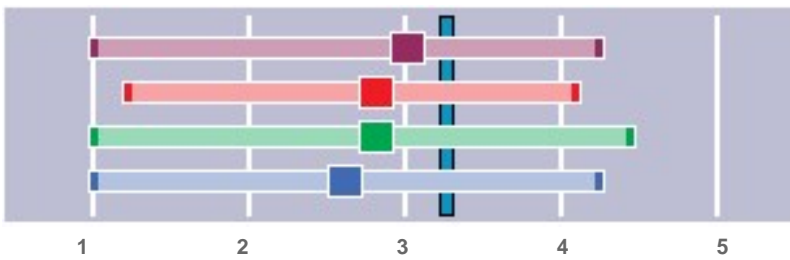
3.0



The ability to show the benefits of new ways and to encourage others to rethink their ideas results in a more motivated and positive work place.

V3 Individual Consideration

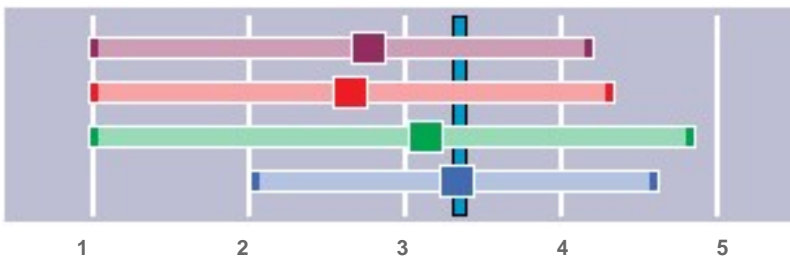
2.9



The creation of an environment in which people feel valued and encouraged to contribute, where people can explore their own talents and utilise their individual strengths.

T1 Goal Setting

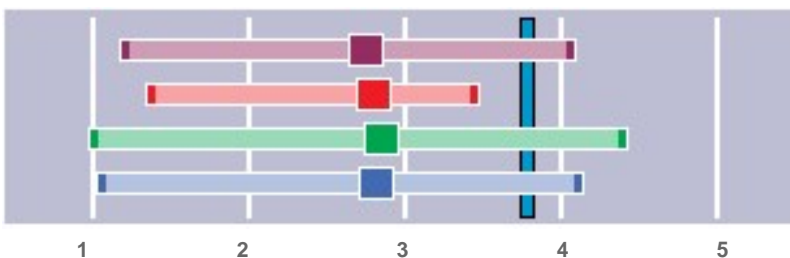
3.1



People with high scores are able to identify and agree what must be achieved, specify what has to be done and define performance measures.

T2 Performance Monitoring

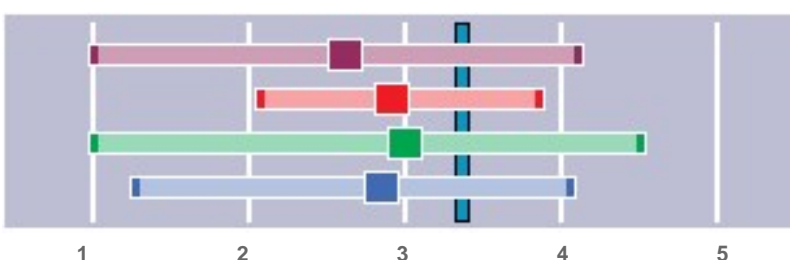
3.0



Defining the process to determine whether the goals have been achieved. The process for monitoring, the frequency of review and the individual responsibility.

T3 Feedback

3.0

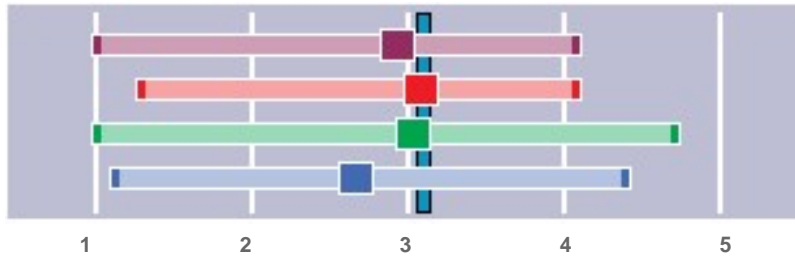


Providing feedback in such a way that it is understood, believed and accepted, so that change can be effected.

T4 Developing Careers

3.0

Understanding the individual needs of others and looking out for ways to help others to reach the goals they set themselves. Taking time to work with others and show how work can improve.



Leadership Review

This report is created from the basic Facet5 data and suggests a management development agenda for managerial roles at any level in the organisation. The report compares Sample's responses to the Facet5 questionnaire with those of a large group of professional managers in industry. It highlights the behaviours from each of the seven elements of leadership in which people like Sample are expected to excel and those in which there may be room for improvement. The report shows these behaviour predictions alongside the actual observations of Sample's colleagues. The Leadership Review uses as a base the model of Leadership originally outlined by Bernard Bass which suggests that there are 7 core elements of leadership which people need to develop in order to be seen as successful. They break down into Transformational and Transactional Leadership. Transactional leadership is about delivering the agreed results. Transformational leadership is required to inspire people to go above and beyond expectations.

Transformational Leaders

Transformational Leaders have a clear idea of where they want to go, are passionate and motivating to others. They are innovative and challenging. They create and communicate a vision, are intellectually stimulating and treat people as individuals. The elements are:

Creating a Vision - Visionary leaders are described as motivating, inspiring and convincing. A vision cannot be established by edict. To ensure that colleagues "buy in" to a vision you must persuade, excite and influence. People who do this well, communicate a sense of purpose and focus, make people feel they understand where the organisation is going, enthuse and motivate people about what can be achieved, appear passionate and committed to the work, and look to the future with enthusiasm and conviction

Intellectual Stimulation - People who do well are able to provide a positive and challenging environment for others. They make people think and re-examine their ideas and look for alternatives. They quickly see new applications and ways forward, are innovative and imaginative, are seen as experts and authorities in their fields, and are aware of trends and developments in their fields.

Individual Consideration - Creating an environment where people feel valued and encouraged to contribute, where they can explore their own talents and utilise individual strengths. People who enable others to do this are seen as positive and fair minded. They ensure justice and are not judgmental. They are attuned to the feelings and natures of their colleagues and show respect for them. Such people can establish a positive environment for each person in the team, get people to contribute in the way they work best, allow for individual differences, do not pre-judge people or impose their own prejudices. They are accessible and responsive to others needs. They accept people for what they are.

Transactional Leaders

Transactional Leaders have an ability to organise and manage people and resources to achieve the agreed corporate goals. They concentrate on setting goals, monitoring performance, giving feedback and developing people. There are four elements of Transactional Leadership

Goal Setting - Goals are the operationalisation of a corporate vision. They are the engine of activity, which provides a specific, practical focus for efforts. Goals need to be specific to ensure clear direction. They must be measurable so people know whether they are being met. They must be achievable since an unrealistic goal is de-motivating. They must be relevant so they convey a realistic sense of purpose and they need a time limit to crystallise them and provide an agreed end point.

Performance Monitoring - There is little point in setting clear goals if no effort is made to determine whether they have been met. Performance review can be very structured with centralised administration or more fluid relying more on the individual than the system. This helps a person to understand whether the goals have been achieved. The process for monitoring, the frequency of review and the individual responsibility for this review needs to be made clear.

Providing Feedback - Performance appraisal is a normal part of corporate life now. Feedback is designed to answer two questions:

- What are we expecting?
- How are we doing?

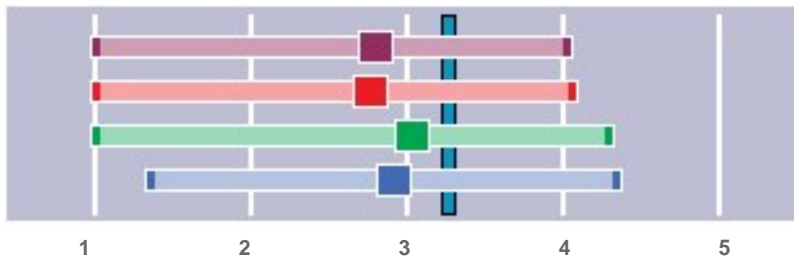
And for feedback to be effective it must be:

- Understood
- Believed
- Accepted

Developing Careers - The key to developing others is to demonstrate genuine interest and concern for them. It involves selflessness and a willingness to put others first. In order to achieve this you need first to understand yourself and, following that, understand the needs, interests and desires of other people. To be effective you need to also understand the political and organisational sensitivities that exist.

V1 Creating a Vision

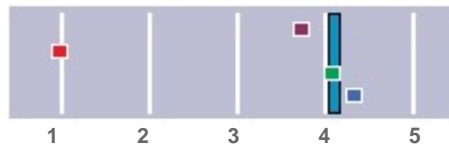
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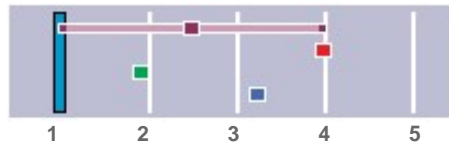
Communicating a sense of purpose, make people feel they understand where the organisation is going, enthuse and motivate people about what can be achieved, to convey a sense of purpose and focus, appear to be passionate and committed to the work.

Item Responses

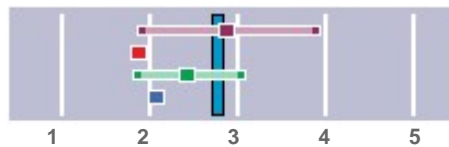
Seems to have a very clear vision of where we are going



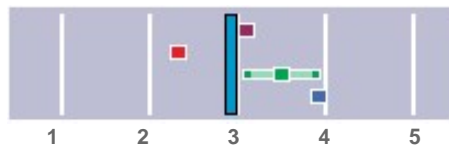
Communicates ideas very clearly



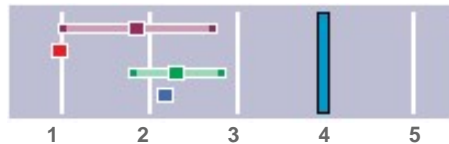
Makes sure everybody knows what we are trying to do



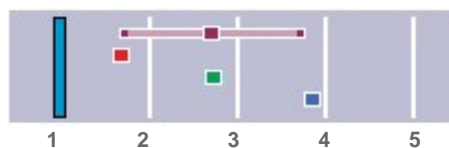
Becomes passionate about ideas²



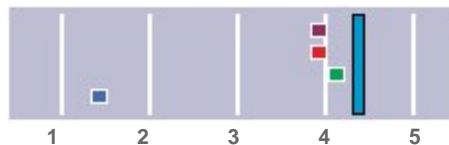
Projects ideas with confidence



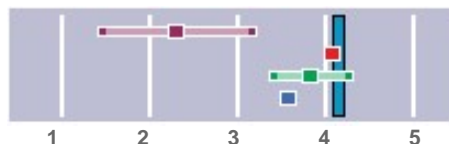
Talks with enthusiasm and conviction²



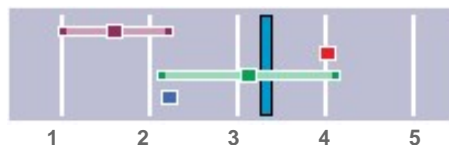
Is motivating to listen to



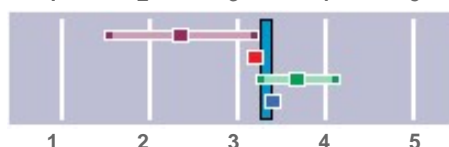
Enjoys telling people what the future looks like



Is always very clear in meaning



Is always looking for new ways of doing things



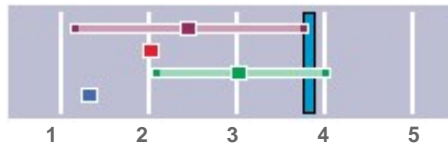
Legend:

- Self
- Customer
- Direct Report
- Manager
- Peer

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2. Items in this colour are identified by Facet5 as areas with potential room for improvement for people like Sample.

Gets excited by the opportunities we have

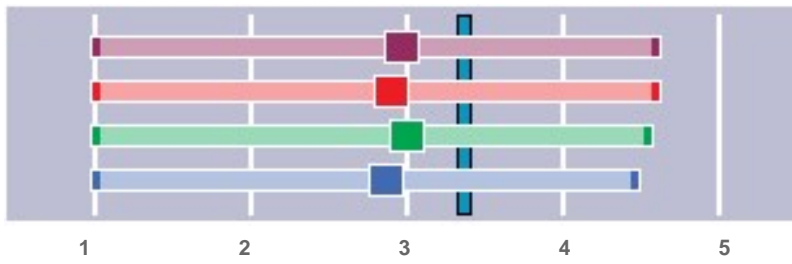


Is very quick at seeing how new trends affect us



V2 Intellectual Stimulation

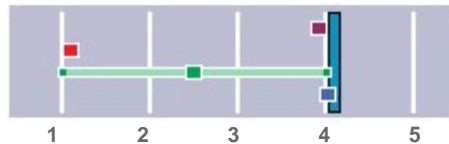
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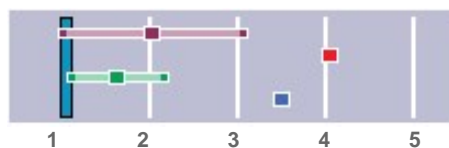
The ability to show the benefits of new ways and to encourage others to rethink their ideas results in a more motivated and positive work place.

Item Responses

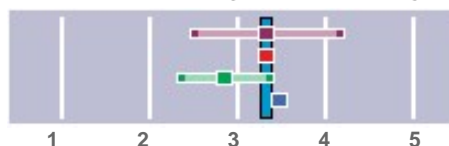
Quick to challenge ideas



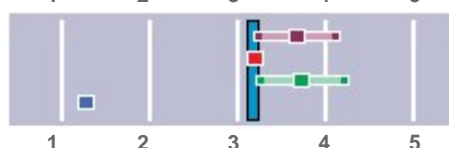
Makes people really think hard about what they are doing



Stretches people intellectually



Is quick to explore alternatives



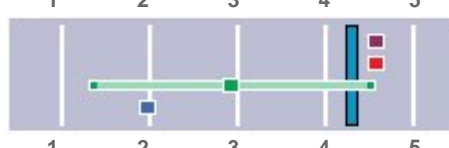
Is enthusiastic about new ideas²



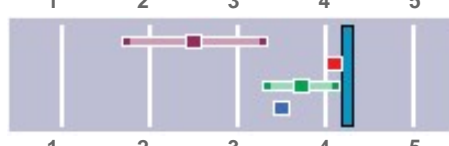
Encourages risk taking



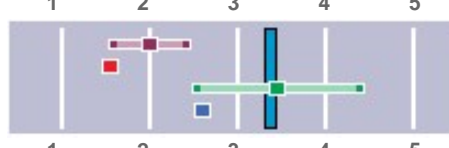
Often relies on intuition²



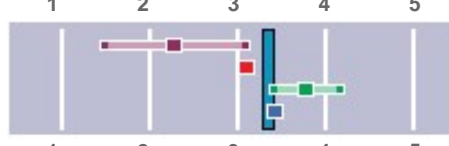
Constantly challenges the status quo²



Makes people defend their ideas



Is very analytic and probing¹



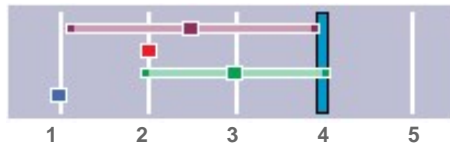
Legend:

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- Manager
- Peer

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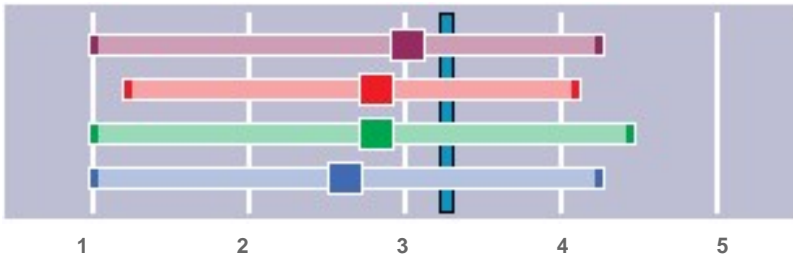
Quickly grasps the implications of what is suggested



Is very quick to see logical errors and difficulties



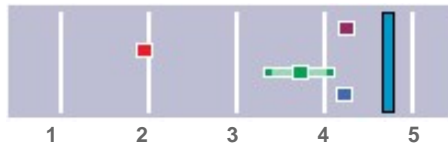
V3 Individual Consideration 2.9



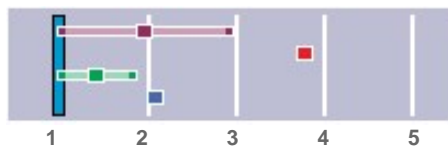
The creation of an environment in which people feel valued and encouraged to contribute, where people can explore their own talents and utilise their individual strengths.

Item Responses

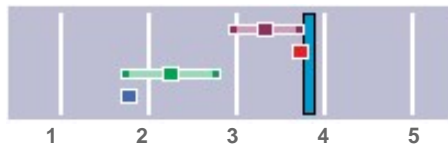
Always careful not to override other people¹



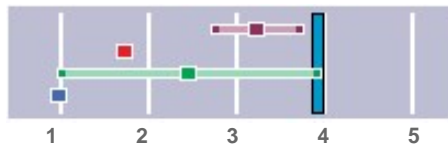
Is happy for people to challenge ideas put forward



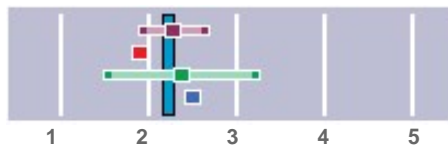
Treats people as individuals



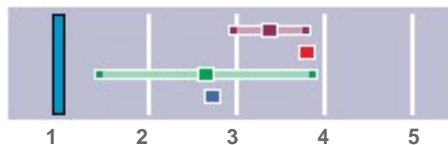
Is quick to make new people feel accepted



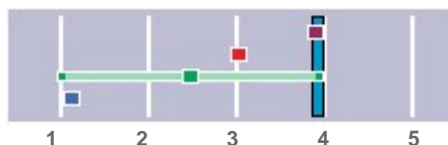
Is sensitive to people's feelings



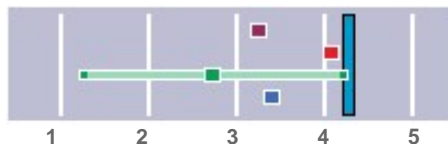
Keeps the door open - is accessible



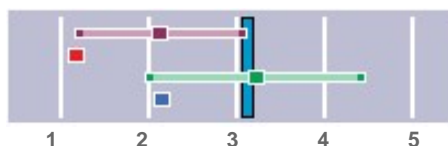
Establishes rapport easily



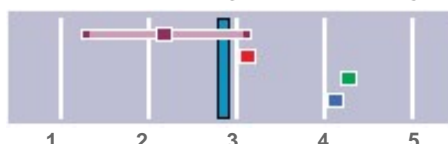
Always seems to be able to put people at ease



Makes sure people feel involved



Ensures everybody pulls their weight



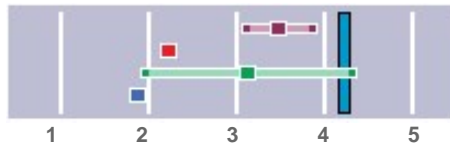
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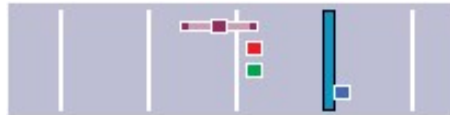
1. Items in this colour are identified by Facet5 as potential strengths of people like Sample.

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Makes people feel valued for what they are

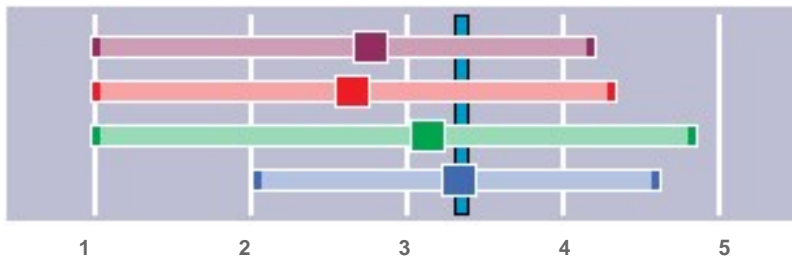


Tolerant of individualists



T1 Goal Setting

3.1



People with high scores are able to identify and agree what must be achieved, specify what has to be done and define performance measures.

Item Responses

Sets very clear objectives for people¹

People know how they will be measured

Sets objectives which are stretching but achievable

Explains the relevance of different activities

Makes the expected time frame very clear

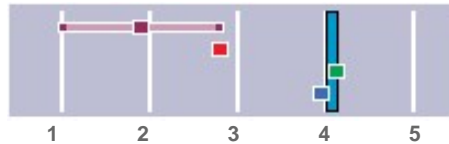
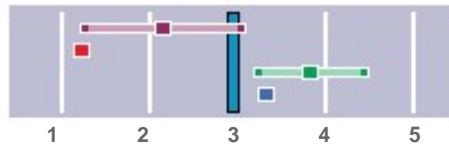
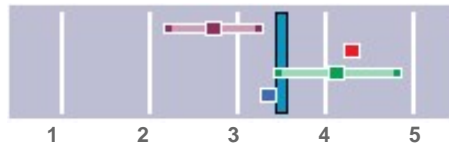
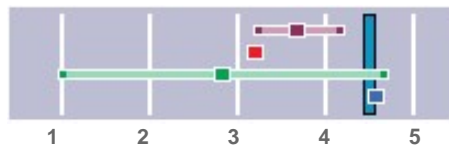
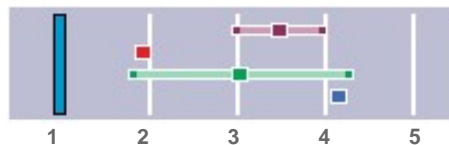
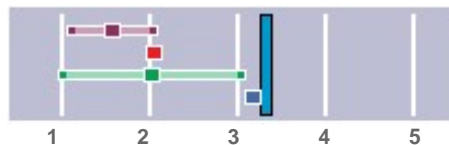
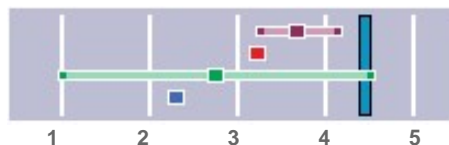
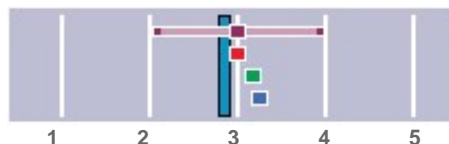
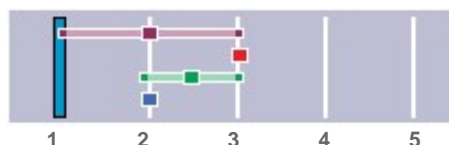
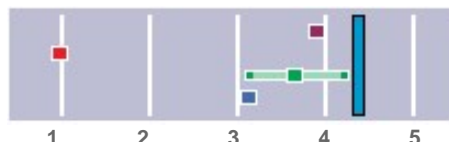
Ensures people understand what is required of them

Helps people to see how they will achieve their targets

Demonstrates the effects of work clearly

Is demanding but doesn't ask for the impossible

Makes it very clear when things need to be done by¹



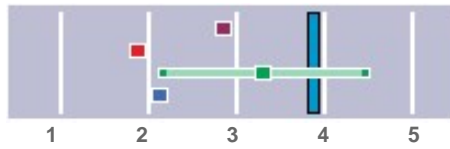
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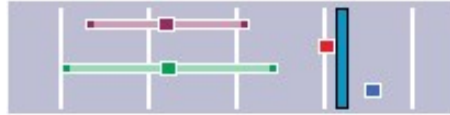
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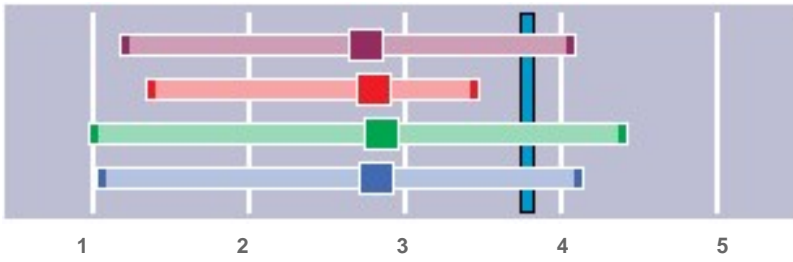
Involves people in setting their own objectives



Clearly shows how individual goals link to corporate goals



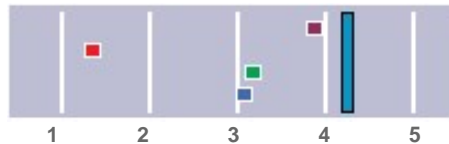
T2 Performance Monitoring 3.0



Defining the process to determine whether the goals have been achieved. The process for monitoring, the frequency of review and the individual responsibility.

Item Responses

Reviews performance at appropriate intervals¹



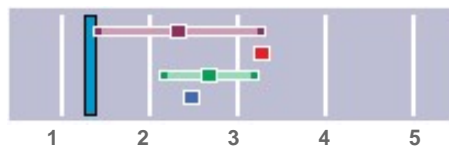
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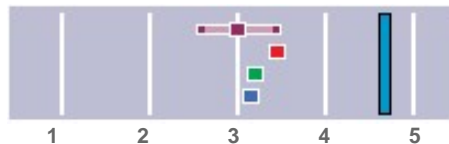
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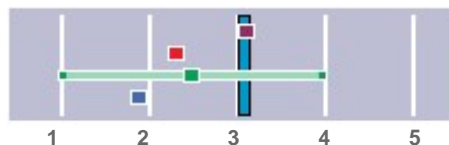
Is quick to identify variations from the plan



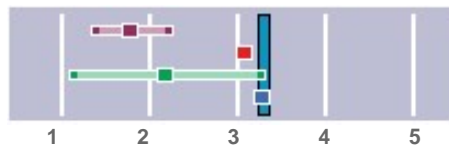
Always seems to be aware of the current state of each task



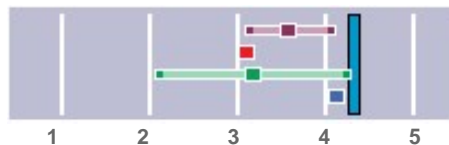
Has a clear understanding of our daily activities¹



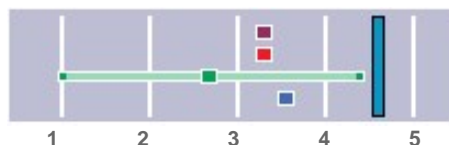
Insists on regular reports on performance



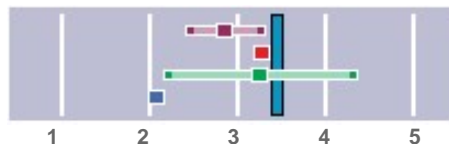
Reads regular reports and takes action as required¹



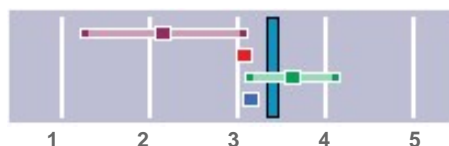
Is always among the first to know what's happening



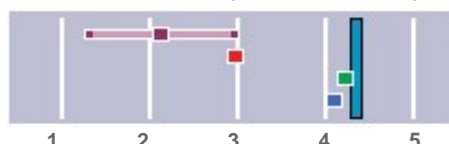
Has good grasp of the detail of what people are doing¹



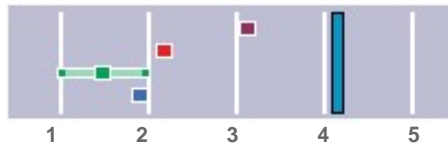
Keeps good records of progress¹



Makes sure people know how performance will be evaluated



Makes sure people know who is responsible for assessing results

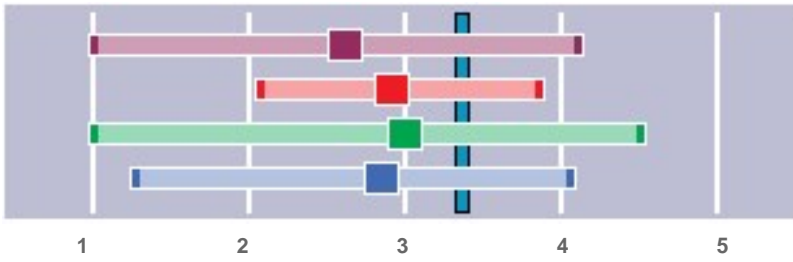


Makes sure the relevant information is always on hand



T3 Feedback

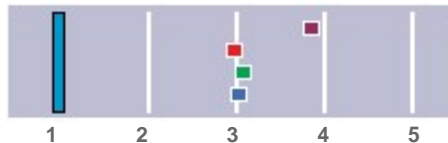
3.0



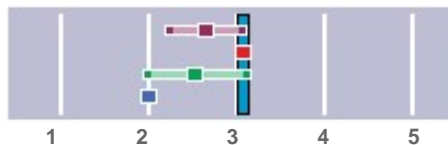
Providing feedback in such a way that it is understood, bBelieved and accepted, so that change can be effected.

Item Responses

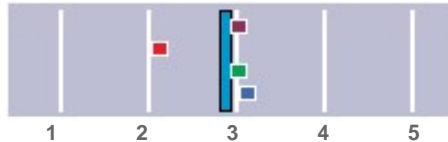
Is always fair and objective in comments about performance¹



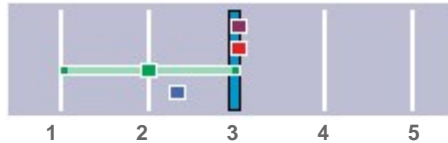
Takes time to discuss results with the people involved



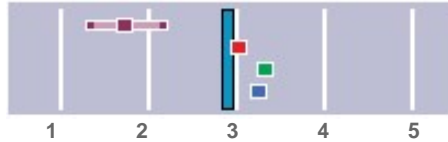
Gives constructive advice on improving performance



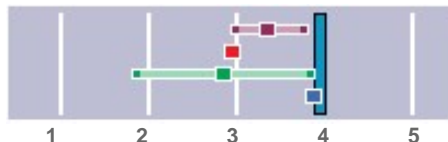
Is always positive and constructive in criticism



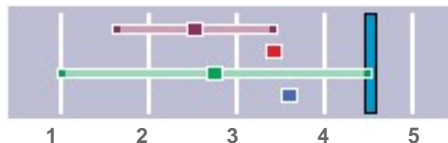
Makes people see performance reviews positively



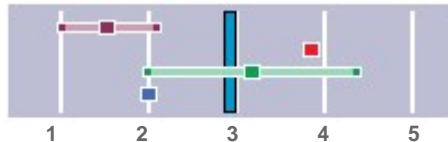
Is as willing to listen as talk¹



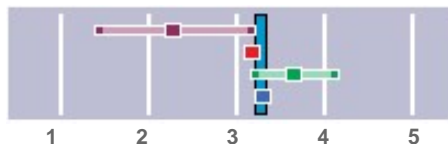
Never seems to prejudge issues of performance



Gives people the opportunity to say how they feel



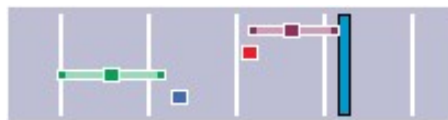
Always tries to understand before commenting¹



Quickly lets people know if there's a problem



Is always able to illustrate ideas with clear examples



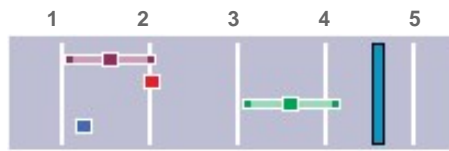
Legend:

- Self
- Customer
- Direct Report
- Manager
- Peer

1. Items in this colour are identified by Facet5 as potential strengths of people like Sample.

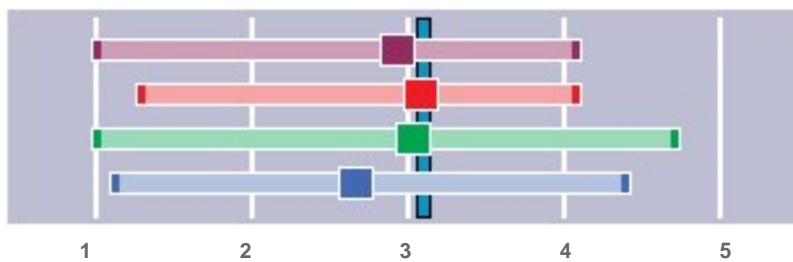
2. Items in this colour are identified by Facet5 as areas with potential room for improvement for people like Sample.

Makes points clearly and unambiguously



T4 Developing Careers

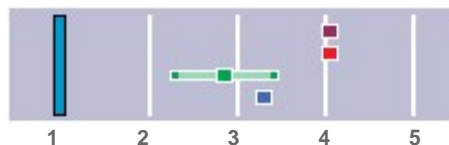
3.0



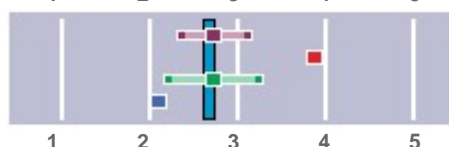
Understanding the individual needs of others and looking out for ways to help others to reach the goals they set themselves. Taking time to work with others and show how work can improve.

Item Responses

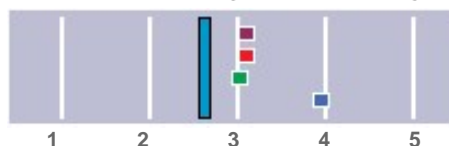
Takes time to find out what people want from their jobs



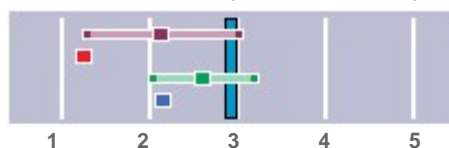
Offers to help people develop their careers



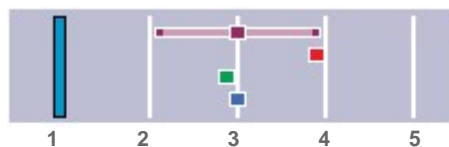
Is happy to open doors for people



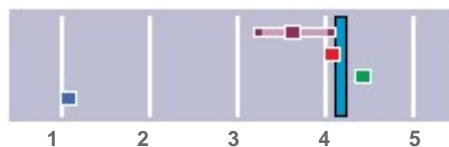
Encourages people to think about what they want to do



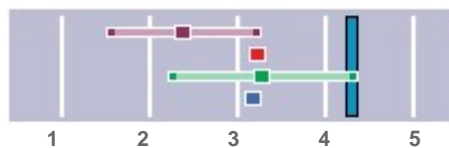
Is a good advocate on colleagues behalf



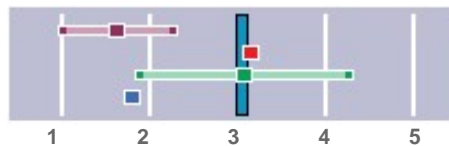
Tries to find opportunities for people to try something new



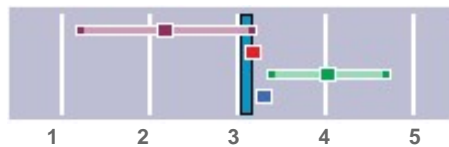
Listens carefully to what people want¹



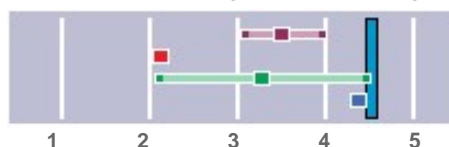
Spends time helping people to improve their skills



Makes resources available so people can improve



Helps people to see what they need to do to develop



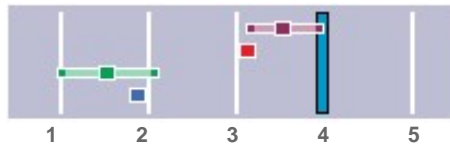
Legend:

- Self
- Customer
- Direct Report
- Manager
- Peer

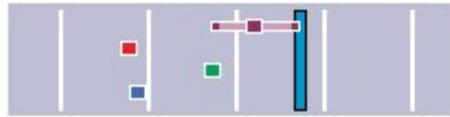
1. Items in this colour are identified by Facet5 as potential strengths of people like Sample.

2. Items in this colour are identified by Facet5 as areas with potential room for improvement for people like Sample.

Takes interest in developing the careers of others



Seems happy to see other people develop and advance



Reviewers' Comments

These comments were entered by the reviewers whilst completing the 3DV questionnaire. They are reproduced here verbatim and sic.

Things you feel Sample does well

- 1.er
- 2.Etc etc
- 3.etc etc etc
- 4.No extra comments
- 5.rkyu
- 6.Test

Areas where you feel Sample could improve

- 1.Etc etc
- 2.etc etc etc
- 3.ktuym
- 4.rg
- 5.Test

Leadership Style

This table shows the match between the predicted strengths and the ratings given by others.

Learned Skills		Natural Skills	
V1	Becomes passionate about ideas	V2	Is very analytic and probing
V1	Talks with enthusiasm and conviction	V3	Always careful not to override other people
V2	Often relies on intuition	T1	Sets very clear objectives for people
V2	Constantly challenges the status quo	T1	Makes it very clear when things need to be done by
		T2	Reviews performance at appropriate intervals
		T2	Reads regular reports and takes action as required
		T2	Has good grasp of the detail of what people are doing
		T2	Keeps good records of progress
		T3	Is always fair and objective in comments about performance
		T3	Is as willing to listen as talk
		T3	Always tries to understand before commenting
		T4	Listens carefully to what people want

Not Really You		Latent Skills	
V2	Is enthusiastic about new ideas	T2	Has a clear understanding of our daily activities

V1 - Creating a Vision
V2 - Intellectual Stimulation
V3 - Individual Consideration

T1 - Goal Setting
T2 - Performance Monitoring
T3 - Feedback
T4 - Developing Careers

Learned Skills: Not predicted as strengths by Facet5 but rated as strengths by others.
Natural Skills: Predicted as strengths by Facet5 and rated as strengths by others.
Not Really You: Not predicted as strengths by Facet5 and not rated as strengths by others.
Latent Skills: Predicted as strengths by Facet5 but not rated as strengths by others.

Notes: