



Leadership Feedback Report

Prepared for:
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General Introduction

Dear Amit,

In this report, you will first obtain an overview of how you and others see your leadership style. There are some pointers about how you should go about developing your leadership.

Note that you will need to read this report a couple of times to grasp all the information that we include in it. You will also need to refer to this report in the future, once you have decided how you wish to build on your strengths and improve your leadership capacity.

It is possible to become a better leader, and accepting the feedback in this report is the first important step in this direction.

Feedback received from:

Total number of respondents:	5
Number of supervisors:	1
Number of peers:	2
Number of direct reports:	2

Feedback on Leadership Style: Self-Other Evaluation

Research findings indicate that individuals have a very different picture of how the leader behaves as compared to the leader's own evaluation. Studies using thousands of respondents oftentimes show that, on average, the opinions that leaders have of themselves only correlate¹ about .30 with the opinions of others (e.g., followers, peers, supervisors).

Perhaps those others' opinions are incorrect; however, what matters is that the opinion they have of you is real for them and their opinion is a function of how you behave (i.e., how they perceive you, which may or may not overlap with the image you intended to project). More importantly, studies show that the more congruent a leader's opinion is with that of others, the more effective the leader generally is. Thus, the point here is to compare your self-rated profile to that of others and to begin to understand:

1. how others see you and why
2. what you need to improve in your leadership style

For the participants in this workshop, on the whole, we found that the average correlation of the leader's self-evaluation with that of their raters was 0.41 which is higher than what has been found in research.

A correlation statistic indicates the strength of the relation between two variables; a correlation of +1.00 indicates that the relation is perfect; -1.00 indicates a perfect negative relation; 0.0 indicates no relation; 0.50 indicates a moderate relation; 0.30 indicates a modest relation.

On average the correlation of your ratings with those of your raters was 0.22 (Direct Reports: 0.06; Peers: 0.31; Supervisors: 0.35)

In general, the higher the agreement (i.e., the more one is self aware), the better one is as a leader. So, what you need to work on is projecting a leadership style that is more effective and better managing what impressions you give to others.

Remember that reality is a social construction. You as the actor and raters as the observers may have a completely different perspective of how you behave. In the case of leadership what matters most are the opinions of those with whom you work, because it is through them (especially your direct reports) that your work is done.

Cohesiveness of Ratings

You will also note that, at times, your supervisor or your peers may have a completely different perspective of you as compared to your subordinates, which is possible because they have different vantage points. If there is a big discrepancy in the ratings you need to find out why that is the case.

Your raters' ratings correlated 0.334 with each other.

A cohesiveness rating above .70 indicates very high agreement; over .50 indicates good agreement; below .50 indicates that responses were very heterogeneous. The higher the correlation (overlap) the more "reliable" we can consider the ratings in general. However, the nature of your responsibility and the relationships you have with your colleagues should be considered when interpreting how reliable their ratings were (because it could be feasible that ratings from others are not strongly related).

Interpreting Your Leadership Style Feedback

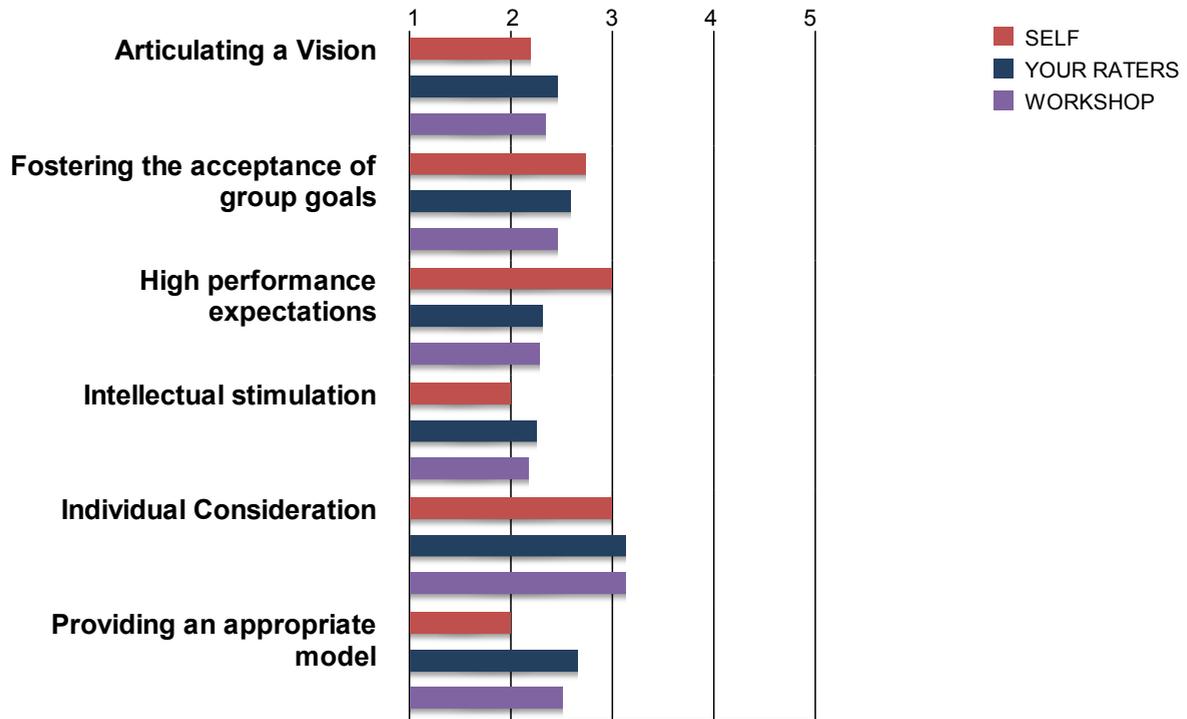
On page 3 is a chart indicating how you see yourself (SELF) as compared, on average, to all your raters - i.e. your supervisor and your peers and your direct reports - combined (YOUR RATERS) and how you compare to the average ratings of all participants in this workshop (WORKSHOP).

Your SELF and YOUR RATERS' ratings may diverge, sometimes substantially. Again, it is not very useful to think that "my raters are not objective . . . I am not that bad" but to think "why do they see me like this, when I want to be like that?". You have to think about your visibility to others, how you work with them, and so forth, and then adjust and manage your encounters with others so that you can project a more active and constructive leadership style.

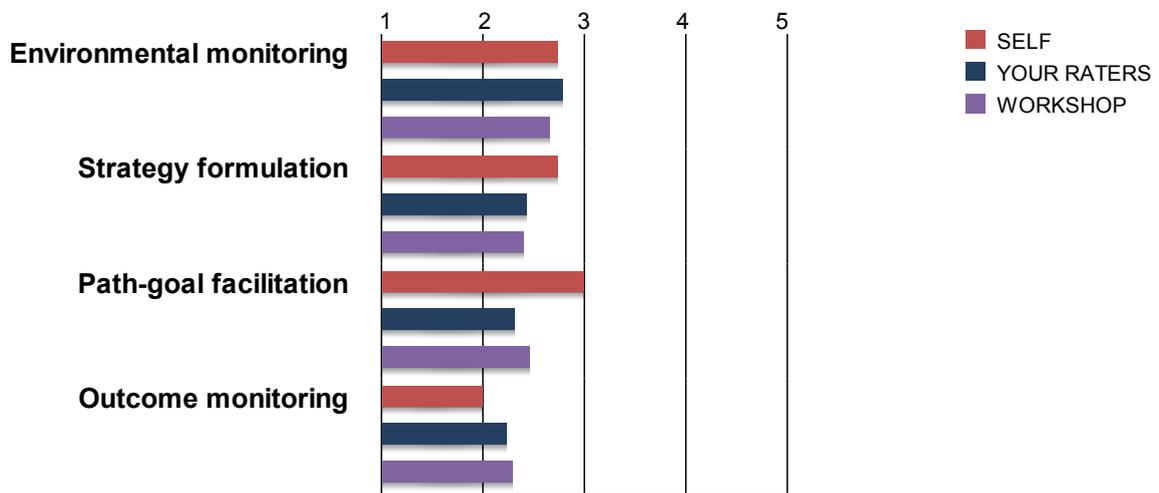
Don't think of "getting even" with others who see you in less favorable light than you see yourself. You need to better manage the relationship you have with them so that they can begin to see you more favorably if need be. You are responsible for the image that you project to others.

Leadership Evaluation

TRANSFORMATIONAL LEADERSHIP

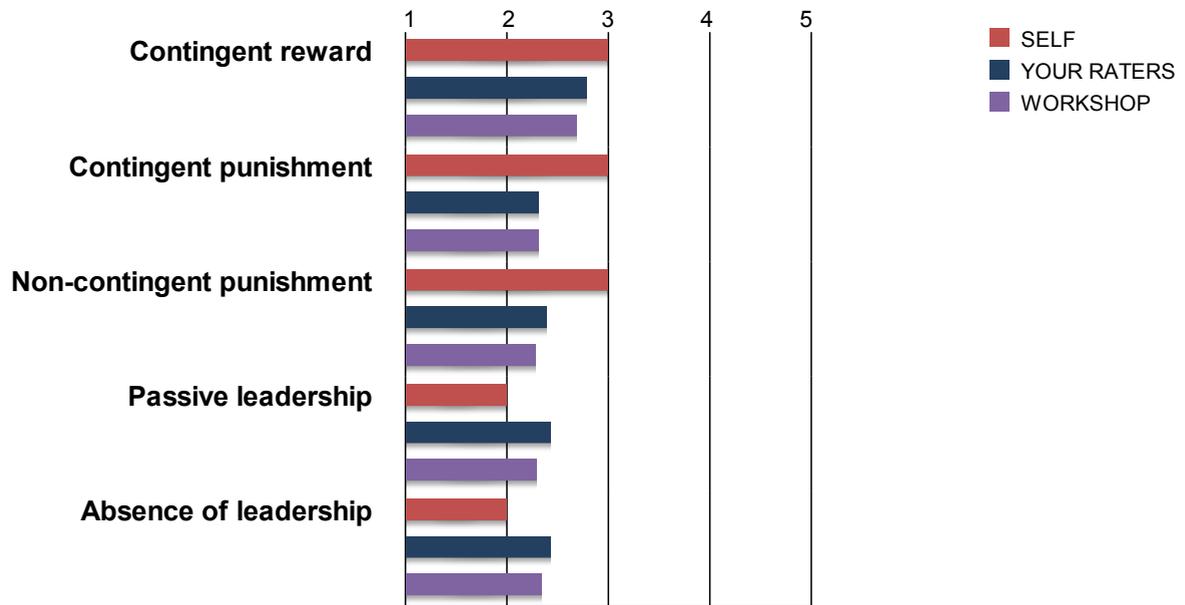


INSTRUMENTAL LEADERSHIP

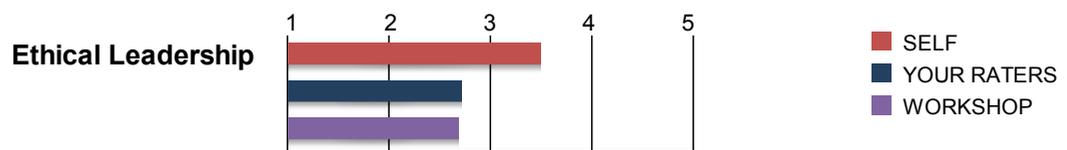


Frequency: 1 = Not at all, 2 = Once in a while, 3 = Sometimes, 4 = Fairly often, 5 = Frequently, if not always

TRANSACTIONAL LEADERSHIP



ETHICAL LEADERSHIP



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Benchmarking of Your Leadership Style

For a description of the leader behaviors and a benchmarking of your leadership style refer to the following table. Compare the evaluations you have received (Observed Frequency) to the ideal evaluations (Ideal Frequency) that you should strive to receive. Note where you are strong, and most importantly, note where you still have to make progress. Use the descriptions below and set specific behavioral objectives so that you can demonstrate more of the effective behaviors, or less of the ineffective behaviors.

Transformational Leadership

	Ideal Frequency	Observed Frequency	Difference
Articulating a vision: looking for new opportunities, projecting a vision for the future, knowing the direction that will be taken, being inspiring, and getting others behind the mission.	> 4	2.48	-1.52
Fostering the acceptance of group goals: promoting group cooperation and teamwork, getting the team behind the same goal, developing a team spirit.	> 4	2.60	-1.40
High performance expectations: setting challenging goals and articulating high performance expectations, expecting top performance.	> 4	2.33	-1.67
Individualized consideration: considering others feelings, respecting others, being thoughtful about others.	> 4	3.15	-0.85
Intellectual stimulation: appealing to followers' sense of logic and analysis, challenging followers to think creatively, looking at problems differently.	> 4	2.27	-1.73
Providing an appropriate model: setting an example, leading by doing (rather than telling), being a good role model	> 4	2.67	-1.33

Instrumental Leadership

Environmental monitoring: understanding constraints and deficiencies in the organizational environment, evaluating resource availability, recognizing follower and organizational limitations, and taking advantage of opportunities presented in the environment.	> 4	2.80	-1.20
Strategy formulation: realization of programs and tactical policies to support the strategic vision, and setting specific organisational-wide objectives.	> 4	2.45	-1.55
Path-goal facilitation: compensating for followers' abilities and environmental conditions, increasing the probability that follower success is maximised by removing obstacles to goal attainment, ensuring that resources are sufficient for goal attainment, providing path-goal clarifications, and facilitating goal achievement.	> 4	2.33	-1.67
Outcome monitoring: monitoring follower performance, correcting follower errors, assisting followers when outcomes are unintended, and providing information to followers concerning how such errors can be avoided in the future.	> 4	2.25	-1.75

Transactional Leadership

	Ideal Frequency	Observed Frequency	Difference
Contingent reward: giving frequent and positive feedback, recognising good work, complimenting others for exceptional performance.	> 4	2.80	-1.20
Contingent punishment: showing disapproval if performance is below capabilities, communicating displeasure for sub-standard performance, pointing out mistakes.	Between 3 and 4	2.33	-0.67
Non-contingent punishment: holding others accountable for outcomes that are beyond their control, blaming others when it is not their fault, being critical even when work is of good standard, not giving praise for good performance, reprimanding without explanation.	< 2	2.40	0.40
Passive leadership: My motto is: "leave well enough alone" or "do not improve what is already sufficient". Only following up on problems when they are already very serious. Only becoming involved when, in fact, it may already be too late.	< 2	2.45	0.45
Absence of leadership: refraining from making decisions when stakes are high. Not being there when my presence is required. Procrastinate responding to urgent matters.	< 2	2.45	0.45

Ethical Leadership

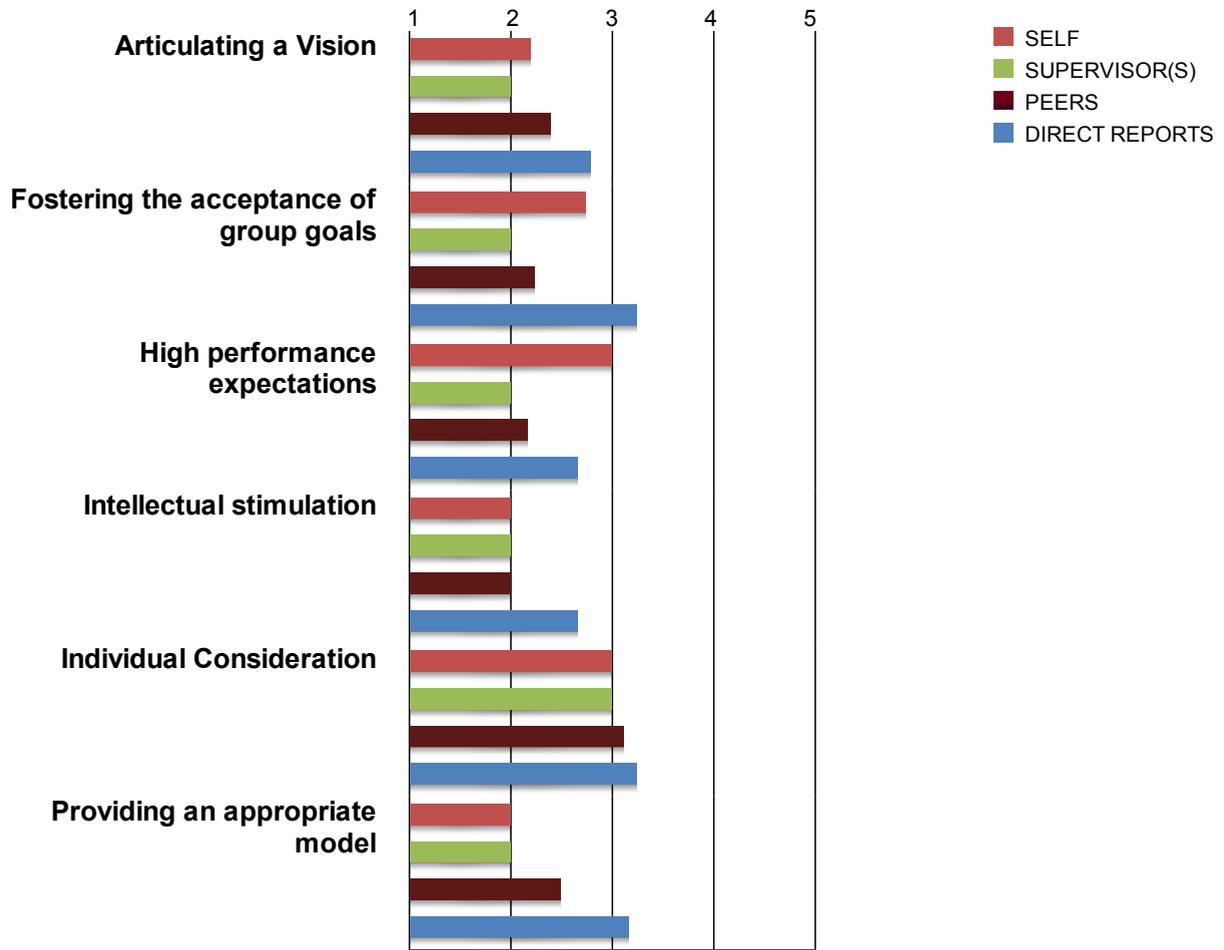
Ethical leadership: taking appropriate action to report incidents when employees violate ethical standards. Discussing business ethics or values with employees. Having the best interests of employees in mind. Making fair and balanced decisions.	> 4	2.73	-1.27
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Comparison of Ratings from various Rating Groups

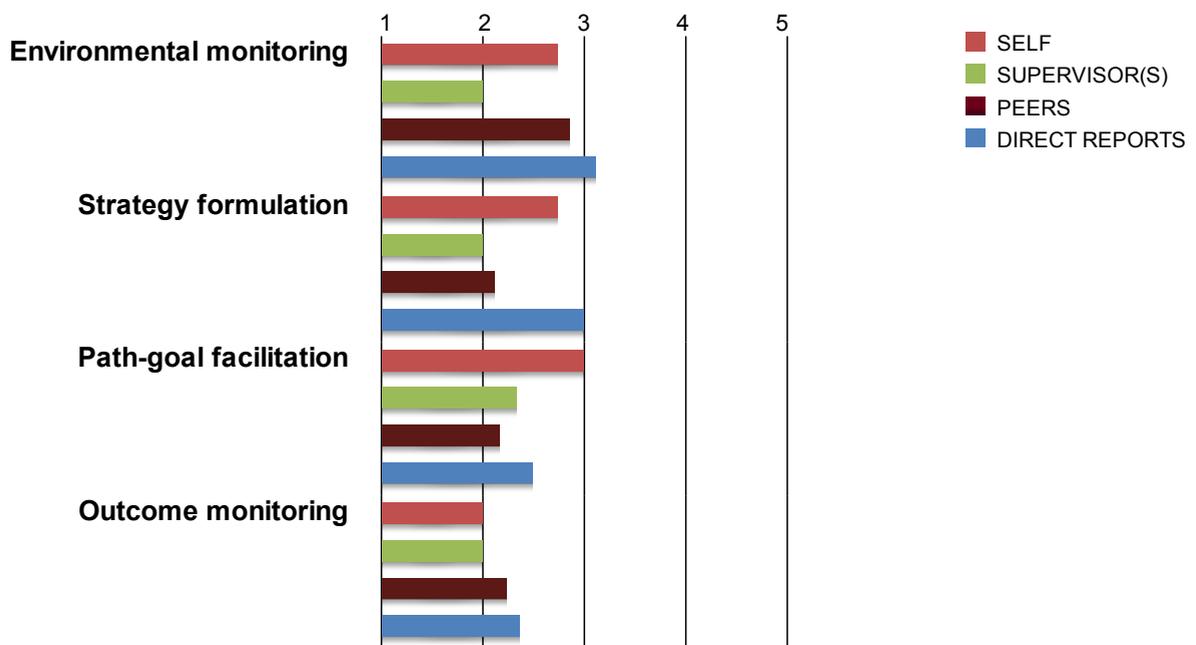
In the next graph is a comparison of your ratings with each of the rater groups. As discussed before, think about why there may be big discrepancies between the perspectives of the different rater groups. For example, at times, some of the factors may not be relevant to some of the rater groups (e.g., work facilitation may not be relevant to your peers depending on the nature of the relation with them).

Note: In the case that only one peer or direct report responded, we have averaged those responses with those of the other group respectively so that you cannot identify the actual respondent (apart from your supervisor, who already was informed in the letter requesting his/her participation that his/her responses would be identifiable).

TRANSFORMATIONAL LEADERSHIP

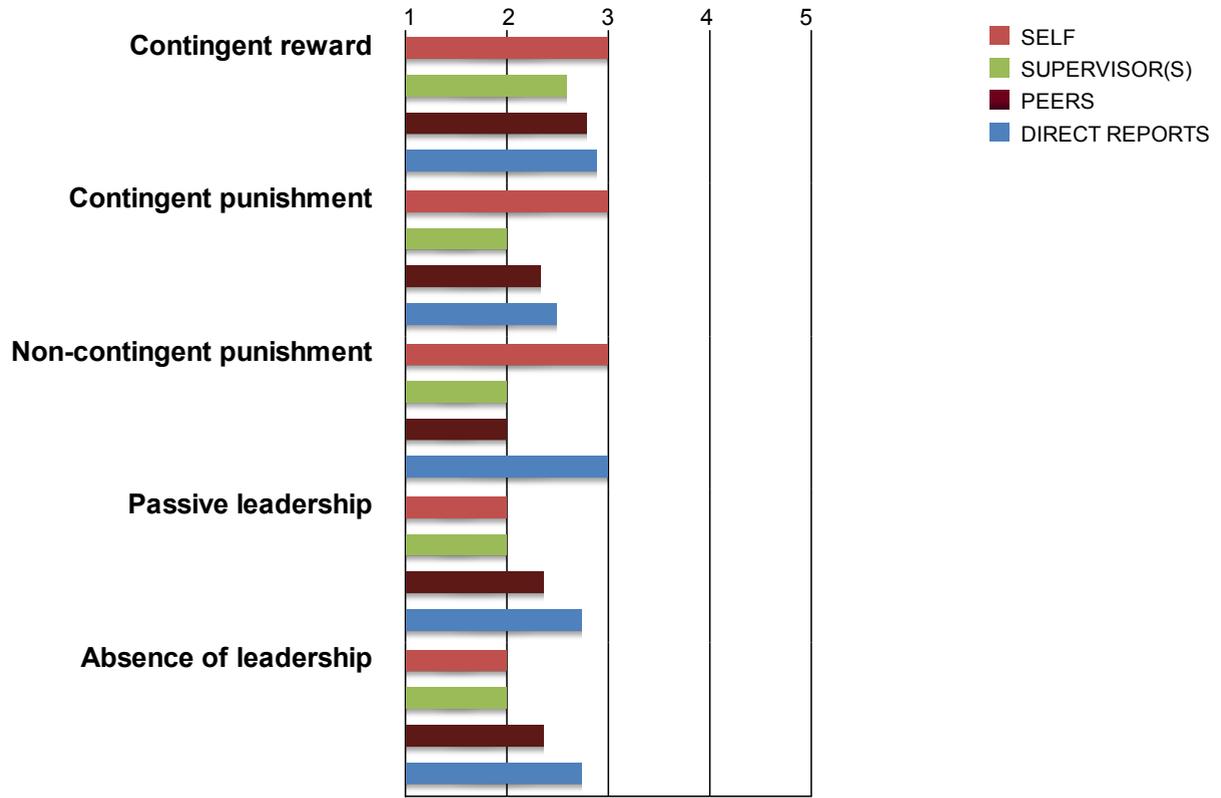


INSTRUMENTAL LEADERSHIP

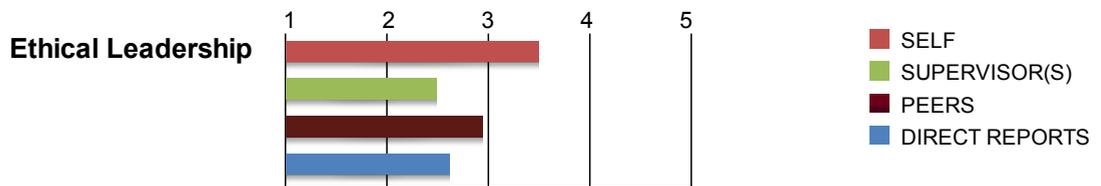


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Leading in context

Some of the leadership behaviors mentioned in this report may be more or less important depending on the nature of your leadership function and role within your organisation. We have asked you and your raters to think of your role and function and evaluate how important it is for you to demonstrate each leadership behaviour in order to achieve your goals. You and your raters provided the responses based on the following scale:

- 1 = Unimportant
- 2 = Of little importance
- 3 = Moderately important
- 4 = Important
- 5 = Very important

The graphs on pages 10 and 11 outline your own evaluation as well as the average evaluation of your rater groups (Supervisor(s), Peers, Direct reports) on the following leadership dimensions:

- Transformational leadership
- Instrumental leadership
- Transactional leadership
- Ethical leadership

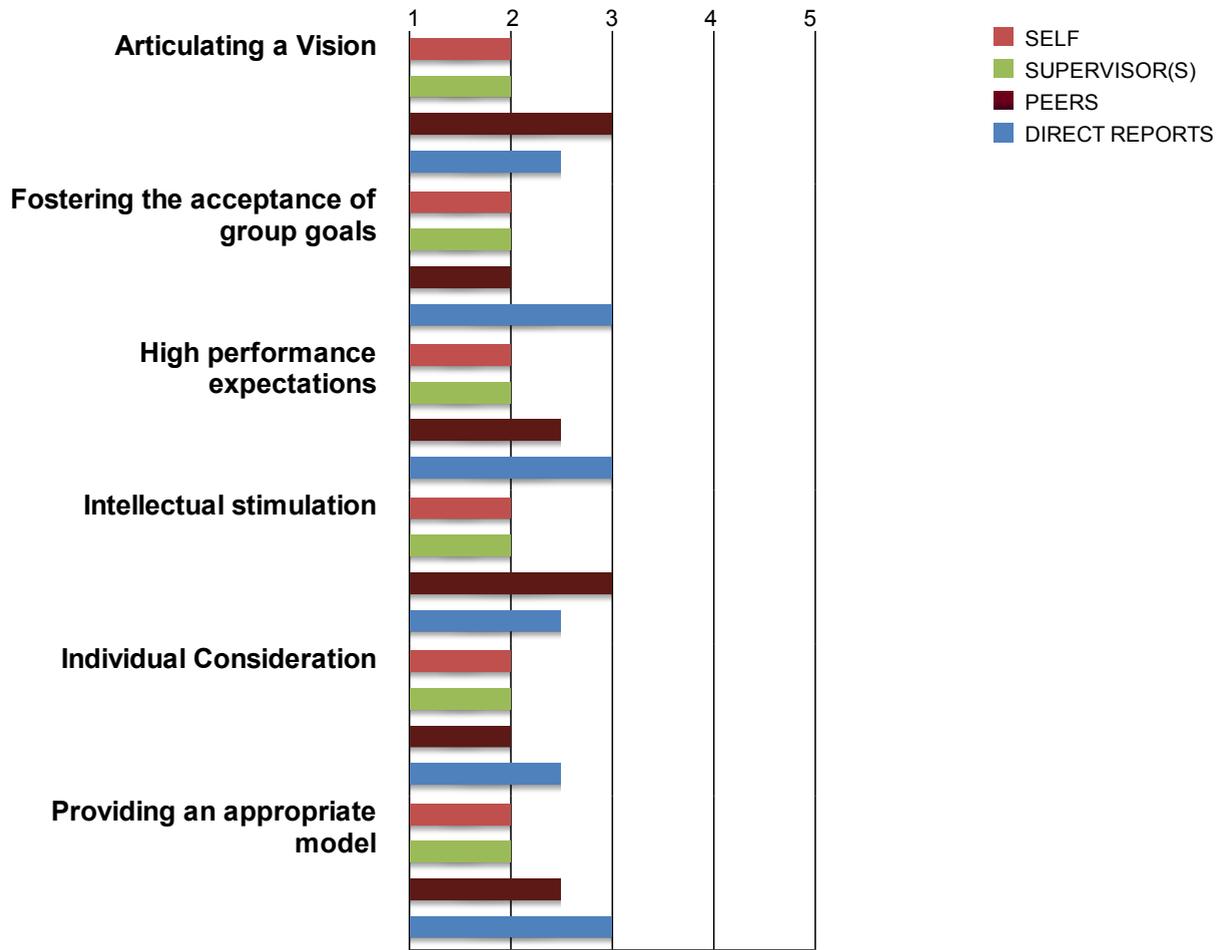
Identify noticeable differences between your own evaluations and those provided by your raters groups. Try to think of possible causes that explain the difference in perception among your rater groups. Based on the benchmarks given in this reports (1. Ideal frequency, 2. Observed frequency of your rater groups, 3. Workshop average, and 4. The importance of leader behaviours in your work environment) as well as the comments of your raters, establish your personal development plan that describes in detail...

1. What you should CONTINUE doing to demonstrate effective leadership
2. What you should START doing to improve your leadership effectiveness
3. What you should STOP doing in order to become a better leader

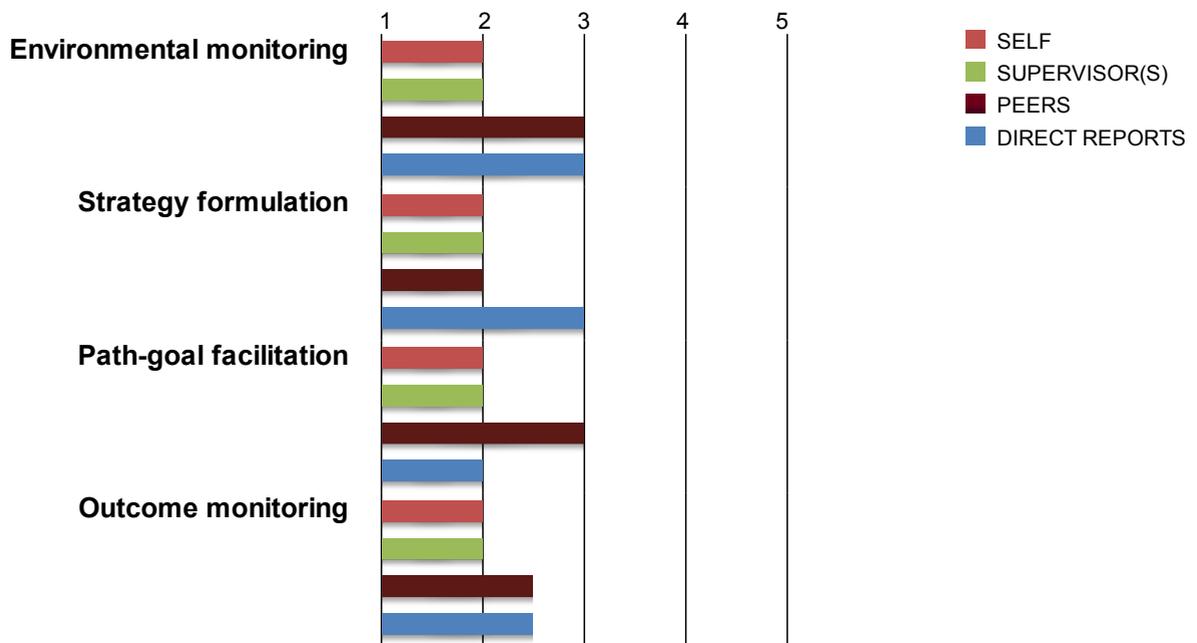
...and define what you can do to increase your ability to:

- A. lead upward (i.e., improve your supervisor's perception of your leadership style)
- B. lead sideward (i.e., improve your peers' perception of your leadership style)
- C. lead downward (i.e., improve the perception direct reports' perception of your leadership style)

TRANSFORMATIONAL LEADERSHIP

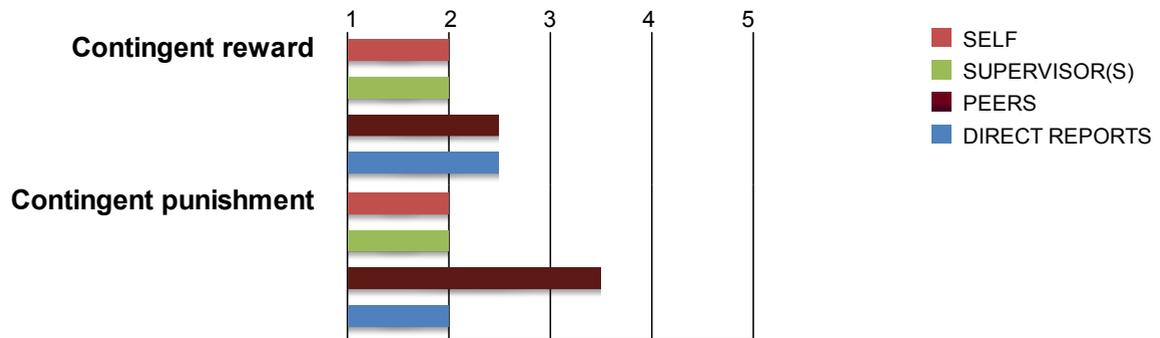


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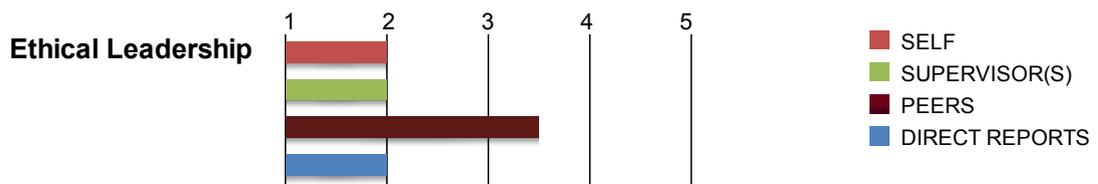


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Perception of Skill

In this last section, your report depicts how your supervisor evaluated your performance pertaining to the following descriptions:

Planning: Determining goals, policies, and courses of action. Work scheduling, budgeting, setting up procedures, setting goals or standards, preparing agendas, programming.

Investigating: Collecting and preparing information, usually in the form of records, reports, and accounts. Inventorying, measuring output, preparing financial statements, record-keeping, performing research, job analysis.

Coordinating: Exchanging information with people in the organisation other than subordinates in order to relate and adjust programs. Advising other departments. Expediting, liaising with other managers, arranging meetings, informing superiors, and seeking other departments' cooperation.

Evaluating: Assessment and appraisal of proposals or of reported or observed performance. Providing employee appraisals, judging output records, judging financial reports, inspecting products, approving requests, judging proposals and suggestions.

Supervising: Directing, leading, and developing subordinates. Counselling subordinates, training subordinates, explaining work rules, assigning work, disciplining, handling complaints of subordinates.

Staffing: Maintaining the work force of a unit or of several units. College recruiting, employment interviewing, selecting employees, placing employees, promoting employees, transferring employees.

Negotiating: Purchasing, selling, or contracting for goods or services. Tax negotiations, contacting suppliers, dealing with sales representatives, advertising products, collective bargaining, selling to dealers or customers.

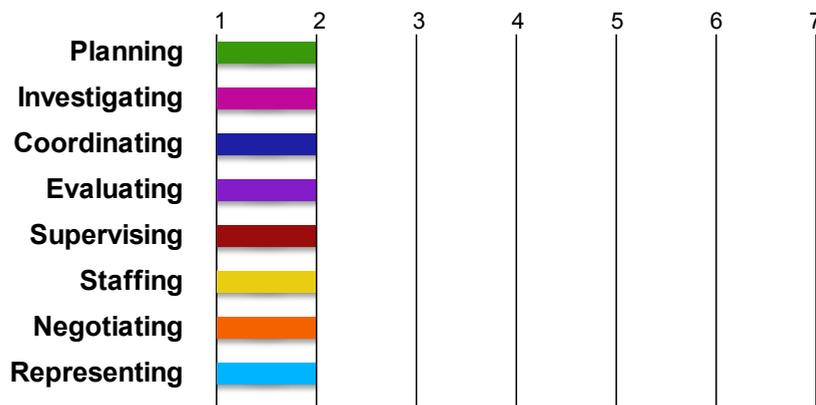
Representing: Advancing general organizational interests through speeches, consultation, and contacts with individuals or groups outside the organization. Public speeches, community drives, news releases, attending conventions, business club meetings.

The ratings were provided based on the following scale:

- 1 = Underperforming
- 2 = Below expectations
- 3 = Slightly below expectations
- 4 = Meets expectations (requirement for the job)
- 5 = Slightly above expectations
- 6 = Above expectations
- 7 = Outstanding

The results of your skill evaluation are outlined in the graph below.

Note, a missing bar in the graph indicates that your supervisor selected the option "Not applicable for your role and responsibilities".



Developing Your Leadership: Some Pointers

In order to change your behaviors and attributes related to your leadership style, you need to have a plan, something that you can refer to often.

Think of it in terms of an exercise program. In the beginning you will refer to the program daily. After practicing, you will memorize the exercises that you need to do. After some time, you will start to see the results of your work (i.e., you will become stronger, faster, etc.).

Think about what you have to demonstrate in action and in terms of your leadership behaviors in order to become a better leader.

Use the feedback that we have given you on your perceived leadership style and how others perceive it. For starters, in terms of the full-range of behaviors, choose two behaviors you wish to improve. For one of those behaviors discuss what you need to do more of to become a better leader, and for the second behavior discuss what you need to demonstrate less so that you are perceived as a more effective leader.

Also, after having read your personality report, think of two personality attributes that are not helpful to your leadership style, and the way in which you can channel these attributes into positive leadership behaviors. Think how those attributes could be related to your leadership style.

Think about what you need to do to in terms of changing what you show to others and how you can build a better image of yourself. One needs to have a plan, with SPECIFIC goals. General goals ARE NOT motivating. You need to set specific goals/plans about what you will do and then detail a plan as to how you will achieve it.

What now?

Find time to consciously practice what you need to learn.

Try to demonstrate one or two new behaviors every day and find opportunities to use the charismatic leadership tactics. A good idea is to choose some days of the week to demonstrate more of something (e.g., articulating a vision and being inspirational) or less of something (non-contingent punishment). Plan this in your diary. Yes, in your diary, at specific times if needed! When you get to work in the morning you will see you diary and think: "Ah yes, today I need to be more inspirational. What can I do to be more inspirational?"

Consciously think about what you need to do until it becomes second nature to you. It will become second nature -- but it will take time and it needs your conscious commitment and effort. If you're not willing to put in time then you can forget about improving your leadership.

Experiment. Have some fun. Be creative and find new behaviors to demonstrate. Try to see what effect the behaviors have in terms of long and short term. Some of the behaviors will take time to "sink in", whereas others will have more of an immediate impact.

Get others to help you be a better leader. Use their feedback. To learn we need feedback about our actions, which can be based on our observations and, more importantly, the observations of others. Depending on your relationships with others, and the type of power distance that is evident in the organizational/national culture in which you are working, use the feedback of others to learn from them about how you can be a better leader. Come clean with others. Ask them how they see you and why. Tell them you want to improve your leadership style. Ask them to help you. Find a mentor, someone you can trust and explain to them what your goal is. Remember, an explicit goal that has been made public is more motivating than a general goal that you simply "have in mind". Also, communicate your developmental goals to a mentor, or your followers/peers, that is, individuals that watch your day-to-day interaction and who can provide you with honest feedback about how you are.

Before you know it, your new behaviors will become part of your behavioral repertoire and you and others will be motivated and performing way beyond your expectations. We trust that the above information will be useful for you.

Good luck on your journey from here to leadership!

Your Raters' Comments

1) What should Amit Vishwakarma **CONTINUE** doing (i.e., what is he doing well):

- >> In this last section, you can add your comments based on the following questions.
- >> If you do not wish to be recognised, please avoid any information

2) What should Amit Vishwakarma **START** doing in order to improve his leadership:

- >> In this last section, you can add your comments based on the following questions. In this last section, you can add your comments based on the following questions.
- >> If you do not wish to be recognised, please avoid any information

3) What should Amit Vishwakarma **STOP** doing in order to improve his leadership:

- >> In this last section, you can add your comments based on the following questions. In this last section, you can add your comments based on the following questions. In this last section, you can add your comments based on the following questions.
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