



Confidential Multi-Rater Feedback Report  
Linking Leadership with Personality

(64 Items)

Scoring Date for Your Report: July 1, 2005



## Table of Contents

---

Item	Page
Introduction and Rater Characteristics	3-5
<b>Section 1: Leadership Competencies</b>	<b>6</b>
Summary of Importance Ratings	7
Summary of Demonstrated Ratings	8
Summary of Effectiveness Ratings	9
Interpreting the Leadership Data	10
<b>Section 2: Personality Type Processes</b>	<b>11</b>
Summary of Importance Ratings	12
Summary of Demonstrated Ratings	13
Summary of Effectiveness Ratings	14
Interpreting the Type Data	15-16
<b>Section 3: Item Data (Frequency Ratings)</b>	<b>17-24</b>
<b>Section 4: Developmental Planning</b>	<b>25-29</b>

## Introduction

---

You participated in a multi-rater feedback survey of leadership competencies and personality resources. You and co-workers were asked to provide ratings of demonstrated frequency, importance to success, and effectiveness with eight key leadership competencies and eight critical personality resources.

This report presents the results of the multi-rater feedback process and contains your self ratings and all submitted ratings of co-workers. As you review the data, keep in mind that this is a development report on specific competencies and personality resources, and not intended to be used to measure work performance.

This report is divided into the following sections:

**Section 1: Leadership Competencies Ratings Summaries**

Summaries of Demonstrated Behaviors, Importance to Success, and Effectiveness

**Section 2: Personality Resource Ratings Summaries**

Summaries of Demonstrated Behaviors, Importance to Success, and Effectiveness

**Section 3: Individual Item Level Data**

Data from each rater group for each item is provided.

**Section 4: Developmental Planning**

Suggestions for Using the Data are provided.

Be sure to use the *Interpretation and Development Guide* when reviewing this report.

## Introduction to the Scoring System Numbers

---

There is a single scoring system used on your *Type 360® profile* and three categories of rating decisions used by your observers. In all cases, lower numbers indicate areas of concern.

### *Importance*

Raters indicate how important the behavior is to this individual's success:

1	2	3	4	5
Not important	Not critical to success but occasionally useful	Important	Very important to success	Essential...failure to demonstrate would create problems

### *Frequency of Demonstrated Behaviors*

Raters are asked to base their ratings on the following criteria:

1	2	3	4	5
Not at all	Seldom or to a little extent	Sometimes or to some extent	Usually or to a great extent	Always or to a very great extent

### *Strength & Effectiveness*

Finally, raters are asked the degree to which the behavior is a **strength** or **barrier** to effectiveness. A strength is to be enjoyed and seen as an asset. A barrier to effectiveness is to be explored. The "neutral" score of 3 is used to indicate that it is neither a useful nor harmful behavior from the perspective of your raters.

1	2	3	4	5
A definite barrier; needs development	A barrier at times; consider development	Neutral	Usually effectively expressed	Definite strength and effectively used

## Introduction

---

### Your Rater Summaries

Total Number of Respondents: 12

Rater Category	Number	Contact
Boss	1	4
Superior	1	2
Peers	4	4.3
Direct Reports	4	4.7
Others	2	3.5

Note: Contact range is:

- 1=interact rarely
- 2=interact infrequently
- 3=interact monthly
- 4=interact weekly
- 5=interact daily

**Section 1: Leadership Competencies Definitions**

Your rating results cover the following:

<b>Leadership Competencies</b>	<b>Definitions</b>
Learning from Experience	Using various learning strategies to extract from experience best practices, guiding principles, or practical action plans. The desire to learn how his or her behavior affects others and systems is fundamental to a learning perspective. All experience is viewed as information from which learning can occur.
Adaptability and Flexibility	Being psychologically adaptable means that the individual has a range of behaviors from which to select when responding to a situation. A "flexible" individual does not become distressed with sudden change or surprises---in fact, he or she expects them. Being open and responsive to individuals and situations are basic to this quality.
Self-Management	Regulating impulses and consciously directing energy into productive and creative activities are key to this quality. Understanding that emotional hijacking and flow are two sides of the same "coin" that are useful by the degree of self-regulation. Managing a range of responses rather than simply being reactive is critical to this competency.
Communication	Effective oral and written communications are central to this quality. Understanding others before seeking to be understood is a typical element of this perspective. Demonstrating a recognition that the meaning of the message resides in the receiver is essential to this competency.
Utilizing Expertise	Using personal and team member expertise to solve problems is basic to this quality. While it is understood that most leaders gain only a fraction of expertise in a given industry, they know how to leverage the expertise around them.
Decisiveness	Making and implementing decisions are basic dimensions of this competency. Individuals who are decisive analyze options, order priorities in a context of goals and values, and then select what is believed to be the best course of action. Decisive individuals know which decision strategy to use given the capabilities of those on whom implementation depends (e.g.: leader decision, leader-group decision, and group decision).
Relationship Building/ Maintenance	Understanding that relationships require different kinds of attention and varying strategies to strengthen them is basic to this competency. The key to this competency is to build networks and maintain them over time. Fostering teamwork is essential.
Managing Complexity & Change	Leaders operate within multiple systems. Knowing that there are always unintended consequences is as important as dealing effectively with ambiguity. Working consciously within the paradoxes of organizational life and clarifying vision/purpose in the midst of uncertainty are hallmarks of this competency. Creatively leads change.

**Section 1: Leadership Competencies**  
**Summary of Competency Importance**

---

Raters were asked to rate the relative importance of each leadership competency that is essential to your work.

Average ratings are provided.

<b>Leadership Competencies</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Learning from Experience	5	4	3.4	4.1	4.0	3
Adaptability and Flexibility	5	4	3.9	4.5	4.5	4
Self-Management	4	4	3.3	3.5	4.0	4
Communication	4	5	4.5	4.5	4.0	4
Utilizing Expertise	3	3	4.2	3.2	3.5	3
Decisiveness	4	5	4.2	3.4	4.0	4
Relationship Building/Maintenance	3	4	3.7	4.8	4.5	4
Managing Complexity & Change	3	3	3.2	3.6	3.0	3

Raters used the following criteria:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Not important	Not critical to success but occasionally useful.	Important.	Very important to success.	Essential....failure to demonstrate would create problems.

**Section 1: Leadership Competencies**  
**Summary of Demonstrated Frequency of Behavior**

---

Raters indicated the frequency with which behaviors that were observed.

<b>Leadership Competencies</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Learning from Experience	4.1	4.3	3.7	3.4	4.0	3.8
Adaptability & Flexibility	3.9	3.7	3.1	3.2	3.5	4.1
Self-Management	3.4	3.1	3.3	3.1	3.7	3.9
Communication	3.5	3.1	3.1	3.1	3.4	3.3
Utilizing Expertise	4.1	4.1	3.8	3.3	3.7	3.9
Decisiveness	4.3	4.1	3.7	3.9	3.7	3.9
Relationship Building/Maintenance	3.7	3.2	3.3	3.4	3.2	3.7
Managing Complexity & Change	3.1	3.1	3.1	3.4	3.1	3.8

***Frequency of Demonstrated Behaviors***

Raters used the following criteria:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Not at all	Seldom or to a little extent	Sometimes or to some extent	Usually or to a great extent	Always or to a very great extent

**Section 1: Leadership Competencies**  
**Summary of Rated Strength and Effectiveness**

---

Raters indicated relative effectiveness of behaviors.

<b>Leadership Competencies</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Learning from Experience	3.5	3.2	3.1	3.3	3.4	3.9
Adaptability & Flexibility	3.2	3.4	3.3	3.5	3.3	3.1
Self-Management	3.7	3.5	3.6	3.4	3.1	3.9
Communication	3.3	3.1	3.4	3.4	3.3	3.8
Utilizing Expertise	3.9	3.7	3.5	3.3	3.3	3.9
Decisiveness	3.9	3.2	3.6	3.7	3.7	4.1
Relationship Building/Maintenance	3.1	3.0	2.7	2.9	3.0	3.4
Managing Complexity & Change	2.7	2.9	2.9	3.0	3.4	3.2

**Strength & Effectiveness**

Raters indicated the degree to which the behavior is a **strength** or **barrier** to effectiveness. The “neutral” score of 3 is used to indicate that it is neither a useful or harmful behavior from the perspective of your raters.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A definite barrier; needs development.</b>	<b>A barrier at times; consider development</b>	<b>Neutral</b>	<b>Usually effectively expressed</b>	<b>Definite strength and effectively used</b>

## Section 1: Interpreting Your Leadership Data

---

Your numbers indicate the relative importance, the frequency of display, and relative strength of behaviors from the perspectives of your raters. You have these possibilities to consider:

- Behavior is frequently displayed and **is important**...so continue doing it. If also rated as not effectively expressed, then this becomes an important development priority.
- Behavior is frequently displayed and **is not important**...so evaluate whether the behavior is an asset or a liability. If seen as ineffectively expressed, keep on your "radar" for future development.
- Behavior **is not frequently** displayed and **is not important**...so put it on the "to be explored" list. This kind of rating only becomes important if when expressed, it also creates a barrier to your effectiveness.
- Behavior **is not frequently** displayed but **is important**...so development becomes a priority. This is of extra importance if raters feel that when expressed, it is a barrier to performance.

### Special Legend

---

Several symbols are used throughout the report to indicate important information about raters and their responses.

Please note the following:

If fewer than three raters in the peer, direct report, or other category respond, all responses are averaged in the "Other" column of the report. When this occurs, the column will have an equal sign "=" noted to indicate scores are combined.

If raters in a given group have a three point spread, your scores will be noted with a "#" sign. This means that you were rated a 1 and 5 or 1 and 4 or 2 and 5 within a specific rater group on a specific question.

**Section 2: Personality Resources**

---

All behavior flows from how an individual perceives and processes experience. The perceptions and evaluations are sorted through a host of lenses—previous experiences, and situational pressures to name a few. All of these, however, are subject to the range of mental processes an individual uses to perceive and evaluate what is happening to him or her. Importantly, these are not static processes as these contribute to behavior in everything we do. These mental processes are personality resources.

The model of psychological type, originated by C.G. Jung, suggests four modes of perceiving and four modes of evaluating experience that work within each of us. These produce eight mental functions. The type codes *most likely* to be associated with these qualities are listed. **Everyone uses these to some degree:**

Behavioral Expressions	Associated Term	Type Codes
Analytical, questioning, reasoning	Extraverted Thinking	ISTJ, ESTJ, INTJ, ENTJ
Expressively connecting with others, empathetic, exploring relationships	Extraverted Feeling	ISFJ, ESFJ, INFJ, ENFJ
Focuses on pragmatic, concrete “in the moment” information, utilitarian	Extraverted Sensing	ISTP, ISFP, ESTP, ESFP
Expressively linking and brainstorming ideas, exploring contexts and associations, “big picture thinking”	Extraverted Intuiting	INTP, INFP, ENTP, ENFP
Recalls precise detail, awareness of information, precise memory	Introverted Sensing	ISTJ, ISFJ, ESTJ, ESFJ
Anticipates, explores future implications, aware of possible outcomes	Introverted Intuiting	INTJ, INFJ, ENTJ, ENFJ
Works from a framework, or theory; precise analysis of causes and effects	Introverted Thinking	ISTP, INTP, ESTP, ENTP
Concerns self with the implications of actions on others, values are manifest in choices/actions, ideals oriented	Introverted Feeling	ISFP, INFP, ESFP, ENFP

## Section 2: Personality Resources

### Summary of Personality Resource Importance

Raters were asked to rate the relative importance of each mental process that is essential to your work. These processes are your personality resources. Average ratings are provided.

Behavior Clusters of Personality Resources	Boss	Superior	Peers	Direct Reports	Other	Self
Analytical Reasoning, Critiquing	5	4	4.1	4.2	4.0	4
Empathetic Regard and Responses	4	3	4.5	4.7	4.0	4
Pragmatic Focus	3	3	3.7	3.2	4.5	3
Contextual and Conceptual Focused; Visionary, Sees Big Picture.	3	3	3.1	3.2	3.0	4
Information Precision	5	5	4.2	4.2	3.0	5
Future Oriented and Anticipatory	4	3	3.5	3.9	3.0	3
Critical Questioning, Theoretical	4	5	4.2	4.5	3.5	4
Evaluative of Merit, Mission, and Values	3	3	3.4	3.2	3.5	3

Raters used the following criteria:

1	2	3	4	5
Not important	Not critical to success but occasionally useful.	Important.	Very important to success.	Essential....failure to demonstrate would create problems.

**Section 2: Personality Resources**

**Summary of Demonstrated Frequency of Personality Resources**

Raters were asked to rate the demonstrated frequency of each personality resource.

Average ratings are provided.

<b>Behavior Clusters of Personality Resources</b>	<b>Boss</b>	<b>Superior</b>	<b>Peers</b>	<b>Direct Reports</b>	<b>Other</b>	<b>Self</b>
Analytical Reasoning, Critiquing	4.6	4.1	4.1	4.2	4.3	4.2
Empathetic Regard and Responses	3.4	3.2	3.1	3.1	3.4	3.9
Pragmatic Focus	3.9	3.7	4.1	3.4	3.3	3.9
Contextual and Conceptual Focused; Visionary, Sees Big Picture.	3.4	3.1	3.2	3.1	3.4	3.7
Information Precision	4.1	4.1	4.3	4.2	4.1	4.3
Future Oriented and Anticipatory	3.4	3.2	3.6	3.4	3.3	3.7
Critical Questioning, Theoretical	3.7	3.2	3.6	3.4	3.5	3.9
Evaluative of Merit, Mission, and Values	3.3	3.1	3.1	3.4	3.2	3.3

***Frequency of Demonstrated Behaviors***

Raters used the following criteria:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Not at all</b>	<b>Seldom or to a little extent</b>	<b>Sometimes or to some extent</b>	<b>Usually or to a great extent</b>	<b>Always or to a very great extent</b>

**Section 2: Personality Resources**

**Summary of Strength of Personality Resources**

Raters were asked to rate the relative strength of each of the personality resources. Average ratings are provided.

<b>Behavior Clusters of Personality Resources</b>	<b>Boss</b>	<b>Superior</b>	<b>Peers</b>	<b>Direct Reports</b>	<b>Other</b>	<b>Self</b>
Analytical Reasoning, Critiquing	4.5	4.1	3.9	3.4	3.9	4.5
Empathetic Regard and Responses	3.4	3.2	3.3	2.9	3.0	3.4
Pragmatic Focus	3.7	3.1	3.5	3.6	3.1	3.7
Contextual and Conceptual Focused; Visionary, Sees Big Picture.	3.3	3.1	2.9	2.7	3.1	3.4
Information Precision	3.9	3.4	3.5	3.8	3.9	3.9
Future Oriented and Anticipatory	3.1	3.2	3.5	3.1	3.2	3.3
Critical Questioning, Theoretical	3.1	3.5	3.4	3.2	3.6	3.7
Evaluative of Merit, Mission, and Values	2.9	2.7	2.1	2.6	2.8	3.1

***Strength & Effectiveness***

Raters indicated the degree to which the behavior is a **strength** or **barrier** to effectiveness. The “neutral” score of 3 is used to indicate that it is neither a useful or harmful behavior from the perspective of your raters.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A definite barrier; needs development</b>	<b>A barrier at times; consider development</b>	<b>Neutral</b>	<b>Usually effectively expressed</b>	<b>Definite strength and effectively used</b>

**Section 2: Personality Resources**

**Perceived Type Preferences**

Your raters have identified your typical or most expressed qualities that reflect your use of type processes. Given the raters observation of your behavior, the following type qualities reflect the **most observed extraverted and introverted preferences**:

Most Frequent Extraverted Process	Analytical Reasoning
Most Frequent Introverted Process	Future Oriented, Visionary

Your raters also identified the type expressions that are most effective. Your **most effective expressions** are:

Most Effective Extraverted Process	Being Analytical, Reasoning
Most Effective Introverted Process	Detail Oriented

Your raters have identified the type expressions that are most important for success in your work. Your **most important type expressions** are:

Most Important Extraverted Process	Being Empathetic
Most Important Introverted Process	Being Critical and Theoretical

Your raters have identified the type expressions that may need development. The type preferences reflected as a **development need** are:

Development Needed in an Extraverted Process	Being Empathetic, Linking Others
Development Needed in an Introverted Process	Being Clear about Ideals, Values Orientation

**Section 2: Interpreting Your Personality Resources Data**

---

Understanding the “everyday expressions” of the mental processes of personality type enables you to see how typical the behaviors are and how comprehensive personality type is for exploring your development.

The goal is simply to give you a way to understand the richness and depth of your mental processes as related to very specific leadership competencies. Through this awareness, you have a greater opportunity to consider which behaviors are more effective at any given time. As Isabel Myers suggested, you can only develop more thoroughly what you are aware of and you can only decide to use it when you understand the full nature of your mental resources.

To these ends, when reading your report keep the following wording and processes in mind when thinking about personality resources.

<b>Personality Resources— “everyday” expressions</b>	<b><i>Type Terms</i></b>
Analytical Reasoning, Critiquing	Thinking that is Extraverted
Empathetic Regard and Responses	Feeling that is Extraverted
Pragmatic Focus	Sensing that is Extraverted
Contextual and Conceptual Focused; Visionary, Sees Big Picture.	Intuiting that is Extraverted
Information Precision	Sensing that is Introverted
Future Oriented and Anticipatory	Intuiting that is Introverted
Critical Questioning, Theoretical	Thinking that is Introverted
Evaluative of Merit, Mission, and Values	Feeling that is Introverted

**Section 3: Item Level Data**

Average of all Items

<b><i>Learning from Experience</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
<b><i>Analytical, questioning, reasoning</i></b>						
Encourages tough questions, analysis	3	3	3	2.5	2.0	3
<b><i>Connecting with others, empathetic</i></b>						
Learns effectively by talking, accessing, and working with others	3	2	3.1	3.1	3.0	3
<b><i>Pragmatic, concrete, utilitarian</i></b>						
Learns by doing	3	3	3.3	3.3	3.0	3
<b><i>Brainstorms, identifies contexts, makes associations</i></b>						
Links experiences to see broader implications for learning	3	2	2.4	2.8	3.0	3
<b><i>Recalls detail, precise memory</i></b>						
Concrete, sequential learner	3	3	3.3	3.7	3.5	4
<b><i>Anticipates, explores future implications</i></b>						
Enjoys learning from unfamiliar, novel tasks	4	4	4.0	4.0	4.0	4
<b><i>Uses a framework, completes an analysis of cause/effects</i></b>						
Learns by "thinking things through"	4	4	3.2	3.4	3.5	4
<b><i>Concern with implications on others, values manifest in actions/choices</i></b>						
In tune with personal implications of learning	4	4	3.3	3.4	3.5	4

**Section 3: Item Level Data**

Average of all Items

<b><i>Adaptability and Flexibility</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
--	------	----------	-------	----------------	-------	------

<b><i>Analytical, questioning, reasoning</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Considers a range of choices before acting	3	3	3.4	3.3	3.5	4

<b><i>Connecting with others, Empathetic</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Able to connect with a range of individuals regardless of status, position	4	4	3.6	3.1	3.0	4

<b><i>Pragmatic, concrete, utilitarian</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Sees the importance of multiple methods of verifying information, perceptions	4	4	3.5	3.3	3.0	3

<b><i>Brainstorms, identifies contexts, makes associations</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Seeks multiple perspectives	3	3	3.1	3.5	3.0	3

<b><i>Recalls detail, precise memory</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Open to revising understanding	3	3	3.3	3.1	3.0	3

<b><i>Anticipates, explores future implications</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Anticipates multiple options, possibilities	3	3	3.1	3.7	3.0	3

<b><i>Uses a framework, completes an analysis of cause/effects</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Uses frameworks that accommodate new insights, analysis easily	3	3	2.9	3.2	3.0	3

<b><i>Concern with implications on others, values manifest in actions/choices</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Displays a value of openness and tolerance	2	3	2.4	2.1	2.0	3

**Section 3: Item Level Data**

Average of all Items

<b>Self-Management</b>	Boss	Superior	Peers	Direct Reports	Other	Self
------------------------	------	----------	-------	----------------	-------	------

<b>Analytical, questioning, reasoning</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Achievement oriented	4	4	4.2	4.3	4.0	4

<b>Connecting with others, Empathetic</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Takes cues from others regarding their needs and reactions	3	3	3.4	3.5	3.0	3

<b>Pragmatic, concrete, utilitarian</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Seen as a "down to earth" individual	4	4	3.5	3.6	3.5	4

<b>Brainstorms, identifies contexts, makes associations</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Sees innovative solutions to challenging situations	3	3	3.1	3.0	3.0	4

<b>Recalls detail, precise memory</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Identifies specific methods to reduce stress	2	2	2.5	2.7	2.0	3

<b>Anticipates, explores future implications</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Delays impulses for long term gains	3	3	3.4	3.6	3.5	3

<b>Uses a framework, completes an analysis of cause/effects</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Seeks personal mastery, compensates for weaknesses	4	4	4.3	4.1	4.5	4

<b>Concern with implications on others, values manifest in actions/choices</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Actions are congruent with values	3	3	3.2	3.5	3.5	3

**Section 3: Item Level Data**

Average of all Items

<b>Communication</b>	Boss	Superior	Peers	Direct Reports	Other	Self
----------------------	------	----------	-------	----------------	-------	------

<b>Analytical, questioning, reasoning</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Demonstrates effective "debating" skills	3	3	3.5	3.3	3.0	3

<b>Connects with others, empathetic</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Shows effective listening skills	3	3	2.5	2.4	3.0	3

<b>Pragmatic, concrete, utilitarian</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Shares concrete illustrations to make a point	2	2	2.5	2.7	2.0	3

<b>Brainstorms, identifies contexts, makes associations</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Uses metaphors and analogies when communicating	2	2	2.5	2.1	2.0	1

<b>Recalls detail, precise memory</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Usually knows who, what, and when	4	4	4.5	4.7	4.0	4

<b>Anticipates, explores future implications</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Uses a future-oriented approach when communicating	2	3	2.2	2.3	2.5	3

<b>Uses a framework, completes an analysis of cause/effects</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Precise use of language	3	4	3.3	3.0	3.0	3

<b>Concern with implications on others, values manifest in actions/choices</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Shares personal evaluation of a situation	3	3	3.7	3.6	3.0	3

**Section 3: Item Level Data**

Average of all Items

<b><i>Utilizing Expertise</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
-----------------------------------	------	----------	-------	----------------	-------	------

<b><i>Analytical, questioning, reasoning</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Applies well defined criteria to work competencies	4	4	4.3	4.5	4.5	4

<b><i>Connecting with others, empathetic</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Encourages teaming as a way to synthesize expertise	2	3	2.5	2.9	3.0	3

<b><i>Pragmatic, concrete, utilitarian</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Utilizes expertise in a timely, focused way	3	3	3.6	3.5	3.5	3

<b><i>Brainstorms, identifies contexts</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Identifies innovative ways to use talents of others	3	3	3.3	3.0	3.0	3

<b><i>Recalls detail, precise memory</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Delegates appropriately based on expertise	3	3	3.3	3.1	3.0	3

<b><i>Anticipates, explores future implications</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Anticipates needs for future expertise in a given task	3	2	3.3	3.4	3.5	3.

<b><i>Uses a framework, completes an analysis of cause/effects</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Identifies "gaps" and deficiencies in expertise	3	2	3.3	3.4	3.0	3

<b><i>Concern with implications on others, values manifest in actions/choices</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Works to build a team made up of individuals with different talents	3	3	3.3	3.0	3.0	3

**Section 3: Item Level Data**

Average of all Items

<b><i>Decisiveness</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
----------------------------	------	----------	-------	----------------	-------	------

<b><i>Analytical, questioning, reasoning</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Decisions based on analysis, expertise, and seasoned judgment	4	4	4.5	4.3	4.5	4

<b><i>Connects with others, empathetic</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Fosters commitment to decisions made	3	3	2.1	2.5	2.0	3

<b><i>Pragmatic, concrete, utilitarian</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Provides project details, clear direction	4	4	4.5	4.2	4.0	4

<b><i>Brainstorms, identifies contexts, makes associations</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Generates multiple options	3	3	2.5	2.7	2.5	3

<b><i>Recalls detail, precise memory</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Identifies "stages" and sequences involved in issues	3	3	2.5	2.6	3.0	3

<b><i>Anticipates, explores future implications</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Has a strategic view of decision outcomes	3	3	3.3	3.0	3.0	3

<b><i>Uses a framework, completes an analysis of cause/effects</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Critically questions decision criteria	4	4	4.2	4.3	4.5	4

<b><i>Concern with implications on others, values manifest in actions/choices</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
Evaluates options related to the "mission" of the organization or unit	4	3	3.3	2.5	3.0	4

**Section 3: Item Level Data**

Average of all Items

<b>Relationship Building/Maintenance</b>	Boss	Superior	Peers	Direct Reports	Other	Self
--	------	----------	-------	----------------	-------	------

<b>Analytical, questioning, reasoning</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Actively solicits feedback from others	3	3	2.5	2.6	2.0	3

<b>Connecting with others, Empathetic</b>	Boss	Superior	Peers	Direct Reports	Other	Self
To demonstrate understanding, paraphrases emotions and contents of interchanges	3	3	2.4	2.0	2.5	3

<b>Pragmatic, concrete, utilitarian</b>	Boss	Superior	Peers	Direct Reports	Other	Self
When disagreeing, demonstrates respect	3	3	3	2.5	3.0	3

<b>Brainstorms, identifies contexts</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Creates a context for constructive discussions, especially during conflict	2	3	2.9	2.7	3.0	3

<b>Recalls detail, precise memory</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Provides "hands on" support	4	4	3.0	3.5	3.0	3

<b>Anticipates, explores future implications</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Works to remove barriers to long term relationships	2	3	2.8	2.9	3.0	3

<b>Uses a framework, completes an analysis of cause/effects</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Seeks to create a consensual understanding of goals	3	3	3.1	3.1	3.5	3

<b>Concern with implications on others, values manifest in actions/choices</b>	Boss	Superior	Peers	Direct Reports	Other	Self
Works to clarify relationship roles and boundaries	3	3	3.4	3.5	3.5	3

**Section 3: Item Level Data**

Average of all Items

<b><i>Managing Complexity &amp; Change</i></b>	Boss	Superior	Peers	Direct Reports	Other	Self
<b><i>Analytical, questioning, reasoning</i></b>						
Identifies accountabilities & responsibilities	4	4	4.3	4.1	4.5	4
<b><i>Connecting with others, empathetic</i></b>						
Demonstrates a belief in others abilities to be resilient	3	3	3.4	3.5	3.5	3
<b><i>Pragmatic, concrete, utilitarian</i></b>						
Builds processes and procedures with a system mindset	4	3	3.1	3.5	3.0	3
<b><i>Brainstorms, identifies contexts, makes associations</i></b>						
Generates ideas on leverage points in the "systems" in the organization	3	3	2.7	2.9	3.0	3
<b><i>Recalls detail, precise memory</i></b>						
Analyzes historical patterns	3	3	2.4	2.8	2.5	2
<b><i>Anticipates, explores future implications</i></b>						
Shifts gears easily, comfortable with uncertainty and ambiguity	2	3	2.9	2.7	2.5	3
<b><i>Uses a framework, completes an analysis of cause/effects</i></b>						
Is a student of how the organization works	2	2	2.5	2.4	2.5	2
<b><i>Concern with implications on others, values manifest in actions/choices</i></b>						
Compassionately tough in managing constructive discontent during change	3	3	2.5	2.1	2.5	3

## **Section 4: Developmental Planning (Perceive+Understand+Do)**

The *Type 360® Development Report* is designed to provide you with information regarding perceptions of your behaviors in a leadership context. It allows the opportunity to explore how others see you compared to how you see yourself.

The primary goal of this report is to assist your developmental planning. If you can identify those behaviors that increase your effectiveness and learn some new behaviors that others see as important, you are likely to enhance your overall leadership performance.

This report is based on two important lines of research on leader effectiveness, which are:

- (1) Distilled extensive research on eight leader competencies. With decades of research completed on leader behavior and performance, certain basic competencies are essential for long-term achievement and satisfaction.

The leadership competencies are listed in developmental order. The first three competencies are considered fundamental to growth; as you move to the next five competencies, those earlier in the list are more basic in the sequence of growth toward complexity and greater understanding, and are prerequisites for later competencies on the list. For example, communication is not as challenging and complex as managing complexity and change.

- (2) A model that organizes the ways we perceive and evaluate information and experience through eight mental processes. It is already known that the eight processes are essential for effectiveness, though not necessarily expressed at the same level of intensity at all times. The Myers-Briggs Type Indicator® instrument popularizes this framework otherwise known as psychological type.

Keep these points in mind:

- Raters are asked to identify the *frequency* of behaviors displayed. This is distinct from being asked to evaluate those behaviors.
- How others experience you *may not* reflect how you think you are. Such a difference is important to review, especially if you feel that a certain behavior is effective to express while other behaviors are not.
- Multiple data sources are more important than any single data point. As you review these data points, identify ways to solicit additional information to help clarify the meaning of the data.

As you review your data, you need to keep in mind the following issues:

(1) Who, how many, and how frequent in contact are my raters?  
 Obviously, if the contact is infrequent, the interpretation of the scores is different than if the contact is daily.

(2) What is important according to the raters?  
 In the list below, go back to the ratings of importance and identify what the observers identified as important to your success.

Most important Leadership Competencies

(1)

(2)

(3)

Most Important Expressed Mental Processes/Personality Resources

(1)

(2)

(3)

(3) Of those things that are important for success, what are the strengths and areas of development needed?

	Strength	Development Needed
Leadership Competency		
Mental Processes		

(4) Finally, consider which of all your competencies and expressions of mental processes important for success fall into one of the following categories:

<b>Assets:</b> Important, Frequent, Effective	<b>Liabilities:</b> Important, Frequent, Ineffective
<b>Change:</b> Important, Effective, Infrequent	<b>Develop:</b> Important, Ineffective, Infrequent

The following “decision chart” is provided merely as a way to analyze your data. Each data point needs to be put in context to your situation and a skilled facilitator can assist you in that effort.

Observed Frequency	Level of Importance	Effectiveness	Suggestion
Frequent	Important	Effective	Asset
Frequent	Important	Ineffective	Change expression
Frequent	Not Important	Effective	Continue
Frequent	Not Important	Ineffective	Stop--Liability
Infrequent	Important	Effective	Develop
Infrequent	Important	Ineffective	Develop and change expression
Infrequent	Not Important	Effective	Asset
Infrequent	Not Important	Ineffective	Stop--Liability

Bottom line: put your data in context. For example, if a behavior is typical of most managers but viewed as ineffectively displayed by individuals in your organization, you might consider what part of the organizational culture is at play in the perceptions of your behavior.

---

## Resources

Pearman, Roger, Lombardo, Mike, Eichinger, Bob. (2005) *YOU: Being More Effective in Your MBTI® Type*. Minneapolis: Lominger Ltd

Pearman, Roger and Albritton, Sarah. (1997). *I'm Not Crazy, I'm Just Not You*. Palo Alto: CPP, Inc.

Pearman, Roger (1999). *Hard Wired Leadership*. Palo Alto, CPP, Inc.

Pearman, Roger (2000). *Enhancing Leadership Effectiveness*. Gainesville, FL: CAPT.

Pearman, Roger (2003). *Introduction to Type and Emotional Intelligence*. Palo Alto, CPP, Inc.

## Next Steps

### ***Leadership eSource®***

To help you move from this level of awareness and planning to action, we recommend that you use our ***Leadership eSource®*** courses, available at [www.leadership-systems.com](http://www.leadership-systems.com).

Our leadership web courses are designed as self-study application guides for use for individuals, teams, or in organizational development. Each course provides a framework, case studies, and summaries of supporting research, application worksheets, and additional supporting material for the selected topic.

If you have questions about these courses, please contact us at 336-774-0330 or [info@leadership-systems.com](mailto:info@leadership-systems.com).

### **Leader eAdvisor**

If you would like to receive our Leader eAdvisor quarterly e-zine, please notify us of your interest by contacting us at 336-774-0330 or [info@leadership-systems.com](mailto:info@leadership-systems.com).

### **Feedback**

We are eager to receive feedback from your experience in using the *Type 360®* products. Please contact us at 336-774-0330 or [info@leadership-systems.com](mailto:info@leadership-systems.com) to provide feedback regarding your experience of using our materials.

*Type 360® Development Report* provides data relevant to leaders seeking to enhance their overall leadership effectiveness.

*Type 360® Global Leadership Report* provides data specific to those who are in multi-cultural settings and international organizations.

*Type 360® EQ Report* provides data regarding the effective demonstration of competencies related to emotional intelligence and type.