



The Leadership Benchmark

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10-Apr-2008



INTRODUCTION

Leadership may be assessed from a number of perspectives. For example, we could look at the leadership traits, habits, competencies, behaviours, styles, values, skills and characteristics that "leaders" display. These may be summarised as:

- **Who leaders are** – values, motives, personal traits
- **What leaders know** – knowledge, skills and abilities
- **What leaders do** – behaviours, habits, styles and competencies

However, this is only half the story and doesn't look at the really important aspect – what leaders achieve, ie. the outputs achieved through effective leadership.

The Leadership Benchmark focuses purely on the four outputs achieved in any particular organisational context by the leader. These outputs are:

- **A shared understanding of the environment**
- **A shared vision of where we are going**
- **A shared set of organisational values**
- **A shared feeling of power**

The Leadership Benchmark is a 360 developmental tool designed to provide you with feedback from your colleagues on your achievements in these four output areas within your own contextual setting. Its main aim is to enable you to focus on the aspects of leadership that are important in achieving results within your organisational context.

These outputs are categorised in The Leadership Benchmark as:

<p>ENVIRONMENTAL UNDERSTANDING</p> <ul style="list-style-type: none"> ● Global Perspective ● Business Health ● Organisational Agility ● Marketing and Selling 	<p>DIRECTION AND VISION</p> <ul style="list-style-type: none"> ● Vision and Strategy - Pathfinding ● Inspiring Others ● Nurturing Innovation ● Stakeholder Management
<p>VALUES AND SENSE OF TEAM</p> <ul style="list-style-type: none"> ● Integrity ● Ethics ● Building Alliances ● Developing and Leading People 	<p>EMPOWERMENT</p> <ul style="list-style-type: none"> ● Engagement ● Influence ● Performance Management ● Shared Ownership

The Leadership Benchmark will provide you with the opportunity to assess the feedback received from your colleagues so that you can develop a clear picture of your leadership effectiveness.

The National Learning Institute has developed the Leadership Benchmark as a 360° feedback tool in the hope that you will:

- Establish a benchmark of your current leadership effectiveness in the four key leadership output areas covered in the profile
- Initiate development plans to improve your leadership effectiveness
- Assess your development progress over a defined time period

The Leadership Benchmark is a learning tool which ...

- Was originally developed as part of Leadership and Management Development Programs so it is a true learning and development tool
- Has been applied with program participants for a number of years so we have proven its worth
- Is used as benchmarks for people such as yourself who are about to commence a process of formal development
- Provides “before” and “after” comparisons (e.g. if you complete The Leadership Benchmark again over the next 6-12 months, you can gauge your development progress)

There are four sections which show ...

1. Overall Trends - In coloured graphical form to show you how each group of raters' scores in the four output areas compare to your self perception
2. Individual Rater Results - Shows how each rater has rated each of the four leadership effectiveness areas PLUS an average of all raters PLUS a comparison with your self rating
3. Rater Feedback and Recommendations - Shows scores on all 32 behaviours PLUS whether raters want you to display “more”, “less” or the “same” amount of each of the 32 behaviours
4. Rater Comments – Written feedback to clarify the rater's numerical scores

SECTION 1: OVERALL TRENDS

This graph shows you how each group of raters has scored in the 4 areas by comparison to your self-perception.

The rating scale used in the graph refers to the four possible responses to each of the 32 questions (behaviours):

- **5 – Always** (does this)
- **4 – Often** (does this)
- **3 – Occasionally** (does this)
- **2 – Seldom** (does this)
- **1 – Never** (does this)

The score for each group of raters is the average of all raters' scores within that group. Note: if a rater did not (or could not) answer a question, it scored '0' but is not included and therefore does not affect the average score.

This is probably one of the most important sections and should be studied in detail **BEFORE** you proceed to examine the other three sections.

The aim of this section of the report is to:

- Give you the "big picture" view of how others perceive your leadership performance
- Show how your self-perception compares with others
- Identify the key areas of strength of your leadership effectiveness
- Identify the areas where further development and learning might be useful

To get the most from this section, we suggest you analyse it in two distinct and separate steps:

1. What are the **OBSERVATIONS** you can make from looking at the graph?
2. How would you **INTERPRET** these observations?

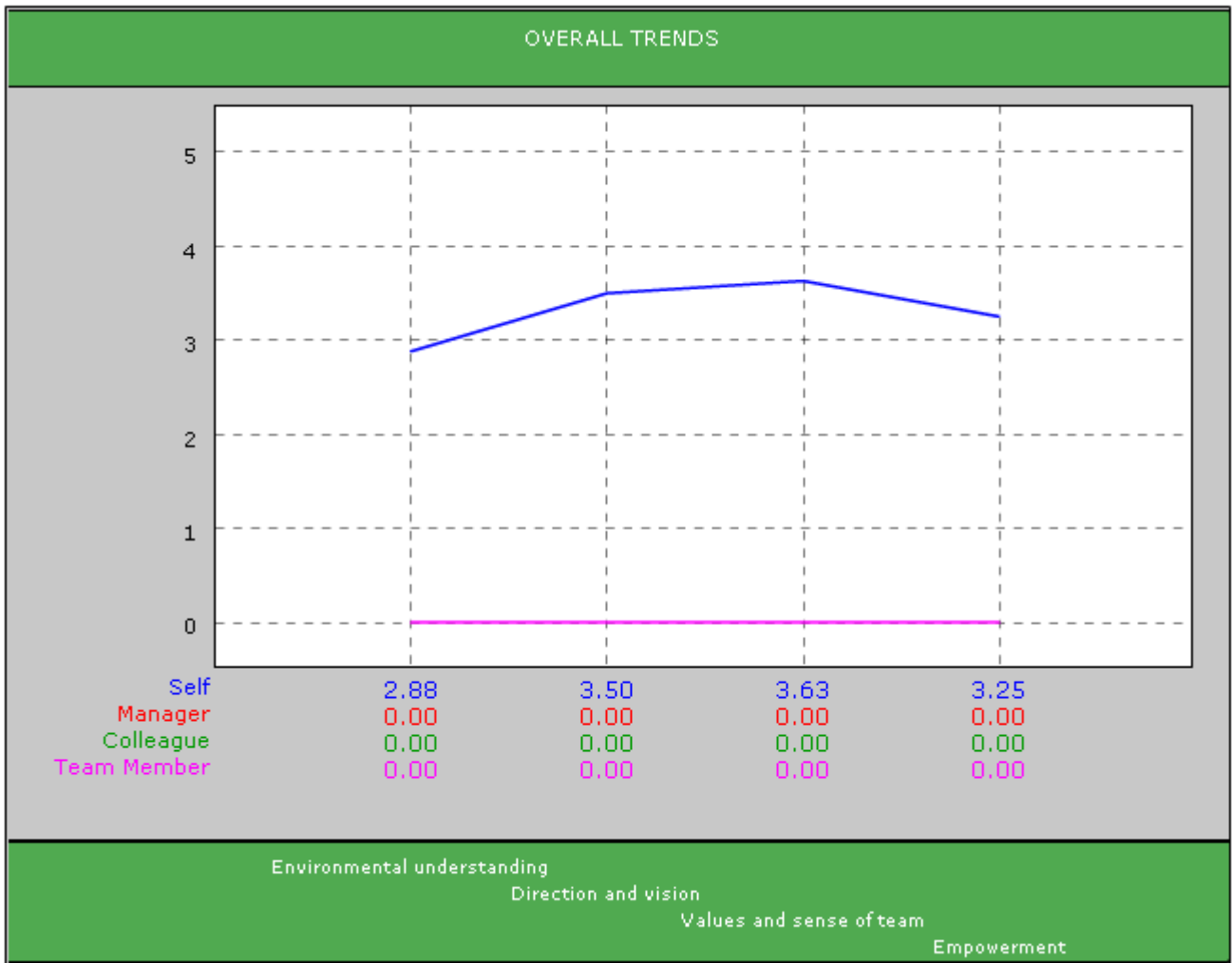
Step 1. Observations only (No interpretations or guessing 'Why?' during this step, please!)

- Are there any trends? If so, describe them.
- Are there consistencies or variations between raters?
- Do certain raters / groups of raters score the functions similarly?
- Which are the 'highs' and 'lows' in terms of scores?
- Are there certain functions where most raters agree?
- Are there certain functions where there are wide variations between rater groups?
- What other observations can you make?

Step 2. Possible interpretation of the graph (As many guesses as to 'Why?' as you like, now!)

When you have finished observing the data, it's then time to start an initial interpretation of the results.

- Take each of the observations you have made – what do you think are the possible reasons for these scores?
- In succeeding sections of this report, which areas will you need to pay particular attention to?
- Which groups of raters will you need to pay particular attention to?



OBSERVATIONS: What do I see?

Trends? Consistencies? Variations? Raters who score similarly? Highs? Lows? Where do most raters agree?

SECTION 2: INDIVIDUAL RATER RESULTS

This table shows how each rater has rated each of the four leadership effectiveness areas PLUS an average of all raters PLUS a comparison with your self rating.

The aim of this section is to:

- Identify how many raters have responded in each group (this will help to explain whether there is a true representative sample within each group)
- Identify any particularly high or low individual raters
- Show how the average of all raters compares with your self-perception.

To get the most from this section:

- Make a note of any raters who have scored particularly high or low (either right across the 4 areas or in one particular area) so that you can look at this in the following sections
- Ask yourself why your self-perception might be close to, or somewhat different from, the average of all raters (You'll recall from our initial comments that *'Managers who are accurately aware of their strengths and weaknesses are **better leaders**'*)

INDIVIDUAL RATER RESULTS

Rater Mean	Rater High	Rater Low	Self Mean	
ENVIRONMENTAL UNDERSTANDING				
0	0	No Resp	2.88	
DIRECTION AND VISION				
0	0	No Resp	3.5	
VALUES AND SENSE OF TEAM				
0	0	No Resp	3.62	
EMPOWERMENT				
0	0	No Resp	3.25	
Overall	0	0	99	0

Before proceeding with Sections 3 and 4, review the graph in Section 1 and make a note of the following:

Which of the 4 areas are your real strengths as a leader?

ENVIRONMENTAL UNDERSTANDING	DIRECTION AND VISION
VALUES AND SENSE OF TEAM	EMPOWERMENT

What interpretations have you made about these areas?

Which of the 4 areas might you be able to improve?

ENVIRONMENTAL UNDERSTANDING	DIRECTION AND VISION
VALUES AND SENSE OF TEAM	EMPOWERMENT

What interpretations have you made about these areas?

SECTION 3: RATER FEEDBACK AND RECOMMENDATIONS

This section provides you with two types of feedback:

- Scores from all raters on all 32 behaviours as to **how they see your leadership behaviour**
- **Recommendations** as to whether they think **you should display more, less or the same amount of each behaviour.**




1. Interpreting how others see your behaviour:

Each behaviour has been scored out of a possible 5, ie



- **5 – Always** (does this)
- **4 – Often** (does this)
- **3 – Occasionally** (does this)
- **2 – Seldom** (does this)
- **1 – Never** (does this)

2. Recommendations for changing your behaviour

Raters have suggested you:









- Display "more" of this behaviour – indicated by an up arrow 
- Display "less" of this behaviour – indicated by a down arrow 
- Display the "same" amount of this behaviour – indicated by a tick 

To get the most from this section, we suggest that you:









1. Go straight to the areas you identified as 'strengths' and possible 'areas for development'.
2. Identify the behaviours that will have most impact on your performance – these will be the behaviours where you have scored very well (keep this behaviour going!) and those behaviours where you have not scored so well (you should list some of these in your development plan).
3. Also look for behaviours where people have consistently given you up arrows . Do you need to change some of these behaviours?
4. Note very carefully any down arrows  – Our experience suggests these are very few in number and need to be examined. Why do you think people would like to see you do less of these behaviours?
5. Before proceeding to section 4, jot down any questions / comments on which you may want further clarification.

Points I need to clarify

ENVIRONMENTAL UNDERSTANDING

S	1
Q1: Actively stays current on world economies, trade issues, international market trends and opportunities. Global	
 2	
Q2: Respects, values and makes appropriate use of other cultures, values and work force diversities. Global	
 3	
Q3: Monitors events external to the organisation and anticipates and adjusts for their consequences. Bus Health	
 4	
Q4: Searches out challenging opportunities to change, grow, innovate and improve the business. Bus Health	
 2	
Q5: Makes best use of organisational, technical and employee capabilities (both strengths and weaknesses) to achieve results. Org Agility	
 2	
Q6: Initiates and leads change (where appropriate) across and within departments / divisions. Org Agility	
 4	
Q7: Gathers market information (e.g. trends, results) that may affect the organisation's products / services and disseminates it to the right people. Market	
 4	
Q8: Uses knowledge of the market to (appropriately) enhance the organisation's ability to market its products / services. Market	
 2	

DIRECTION AND VISION

S	1
Q9: Develops and communicates a clear, simple, stakeholder focused vision/direction for the organisation, department or team. Vision	
 5	
Q10: Inspires and energises others to commit to the vision by creating an environment that fosters shared ownership of the vision. Vision	
 4	
Q11: Exhibits a sense of purpose, commitment and personal satisfaction. Inspiring	
 3	
Q12: Helps others derive satisfaction and success from even the toughest challenges. Inspiring	
 5	
Q13: Creates a climate which supports individual and organisational creativity. Innovation	
 2	
Q14: Coaches and works with employees to fully develop, document and sell their ideas to influential others in the organisation. Innovation	
 3	
Q15: Identifies the key stakeholders that will or may impact the success of the organisation, department or team. Stakeholders	
 4	
Q16: Develops well thought out and tested plans for managing all the key organisational stakeholders (e.g. customers, staff, owners, suppliers, industry and the community). Stakeholders	
 2	

VALUES AND SENSE OF TEAM

S	1
Q17: Follows through on commitments; assumes responsibility for own mistakes. Integrity	
✓ 4	
Q18: Behaves in ways that are consistent with their words to build trust with others. Integrity	
✓ 2	
Q19: Sets a high standard of continuous alignment with corporate values and business policies. Ethics	
↑ 4	
Q20: Considers ethical and legal implications of personal actions and challenges inappropriate behaviour. Ethics	
✓ 5	
Q21: Develops collaborative relationships across organisational and functional lines to leverage resources, achieve high level performance and accomplish business objectives. Alliances	
✓ 1	
Q22: Creates mutually beneficial external partnerships which generate opportunities for creativity, shared resources and business opportunities. Alliances	
✓ 4	
Q23: Selects talented people; encourages their further development through initiating and maintaining planned developmental processes. People	
↑ 5	
Q24: Encourages people to place emphasis on sharing and teamwork whilst maintaining their requirement to achieve individual objectives. People	
↑ 4	

EMPOWERMENT

S	1
Q25: Inspires and demonstrates a passion for excellence in every aspect of their work. Engagement	
✓ 2	
Q26: Creates a positive, enjoyable work environment; recognises and rewards achievements. Engagement	
↑ 4	
Q27: Communicates in an open, candid, clear, complete and consistent manner – invites response/dissent. Influence	
✓ 5	
Q28: Tailors their communication to suit the other party; exhibits a good balance of listening and probing. Influence	
✓ 2	
Q29: Encourages and expects people to take ownership for their own performance; develops processes that enable people to do this. Perform Mgt	
✓ 1	
Q30: Provides timely and constructive feedback on both successes and actions/behaviours that may need to be modified. Perform Mgt	
✓ 3	
Q31: Ensures that every employee has a sufficient understanding of the organisation's activities to be able to tap its resources and expertise. Ownership	
↑ 4	
Q32: Provides opportunities for employees who do not normally interact with one another, to meet. Ownership	
↑ 5	

SECTION 4: COMMENTS

This section provides you with written comments where people have thought their comments would add to the numerical scores.

Use these comments to clarify or enrich the data from previous section.

Note: Sometimes people receive very few comments. Our experience suggests this may be due to a number of reasons including:

- Cultural differences. For example, some cultures are less verbose than others or perhaps less used to giving written feedback.
- Organisational culture. For example, in some organisations communication (and particularly feedback) is not as open as in others.
- Managerial style. For example, some managers may have a style that inhibits others from providing written comments.

There may of course be other reasons for the lack of comments – you will need to make some assessment about this.