



Leadership  
Performance 360°  
Assessment

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Resource  
Guide



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## INTRODUCTION

Congratulations on completing the **QUADLEAD Leadership Performance 360° Assessment**.

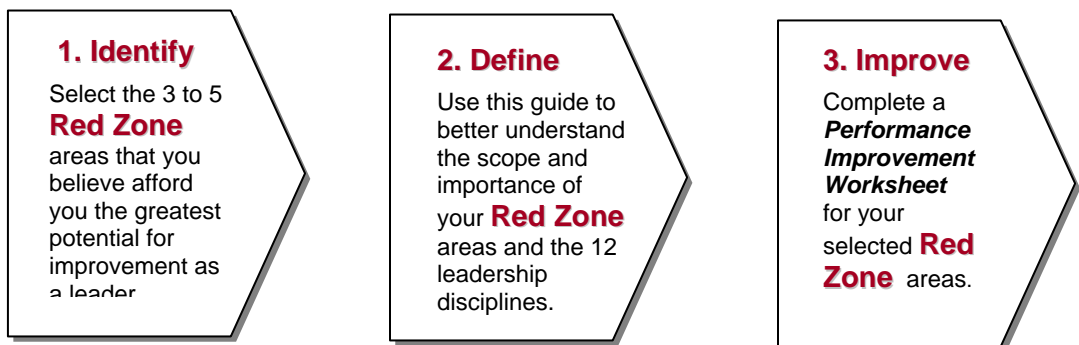
This Resource Guide will help you:

- Analyze your **QUADLEAD Leadership Performance Report Card** and interpret the results.
- Focus on your most important leadership issues. We refer to these issues as your **High-Impact/Low Performance** areas - also known as your **“Red Zone”**.
- Understand the process for identifying, defining, and improving important low-performing areas.
- Use the **Performance Improvement Worksheets** to develop a plan of action for addressing your **Red Zone** areas.
- Understand the definition, scope, and best practices related to each of the 12 disciplines contained in the **QUADRED Leadership Effectiveness Model™** (LEM).
- Use the information provided in this Resource Guide to make significant improvement in your most important leadership areas.

## HOW TO USE THIS QUADLEAD RESOURCE GUIDE

To gain the most benefit from this guide, please follow these steps:

1. Have a copy of your **QUADLEAD Leadership Performance Report Card** available.
2. Choose a time and place where you can work uninterrupted.
  - You should allow a minimum of 2 hours to accomplish the following:
    - ✓ analyze the report
    - ✓ review your personal results
    - ✓ consider the implications of the information
    - ✓ chose a manageable number of improvement areas
    - ✓ review the high and low performance tendencies for each of the 12 LEM disciplines, and
    - ✓ complete the appropriate number of **Performance Improvement Worksheets**.
3. Use the following **Focus and Improvement Process** to target a manageable number of your leadership **Red Zone** areas:



4. *Recommended:* Review Chapter 10: **Leadership** in **Mastering Strategy: Insights from the World's Greatest Leaders and Thinkers**<sup>1</sup> to assist you in the development of your **Performance Improvement Worksheets**.

<sup>1</sup> Mastering Strategy: Insights from the World's Greatest Leaders and Thinkers, Jeffrey Rigsby and Guy Greco, McGraw-Hill, 2003. Available at [www.amazon.com](http://www.amazon.com).

## THE QUADRED LEADERSHIP EFFECTIVENESS MODEL™ (LEM)

The **QUADLEAD** Leadership Performance 360° Assessment you have completed is based on researched best practices tied to the 12 leadership disciplines of the **QUADRED Leadership Effectiveness Model™**.

The LEM separates leadership characteristics into two important categories: **Leadership Competence** and **Leadership Character**. Both qualities are essential. Competence without character can raise ethical questions. Character without competence may result in organizations that are principled, but too easygoing or headed in the wrong direction.

### QUADRED Leadership Effectiveness Model™ (LEM)

<b>1.0 Leadership Competence</b> <i>What a Leader Does</i>	<b>2.0 Leadership Character</b> <i>Who a Leader Is</i>
1.1 Vision and Strategy	2.1 Leadership Image
1.2 Job Competence	2.2 Developing a Following
1.3 Industry Knowledge	2.3 Judgment/Decision-Making
1.4 Communication Skills	2.4 Ethics/Integrity
1.5 Leading Change	2.5 Coaching/Mentoring
1.6 Execution	2.6 Building Teams

## PERFORMANCE IMPROVEMENT WORKSHEET INFORMATION

The following pages are designed to help you focus on a select few **Red Zone** areas and to develop a plan for improvement.

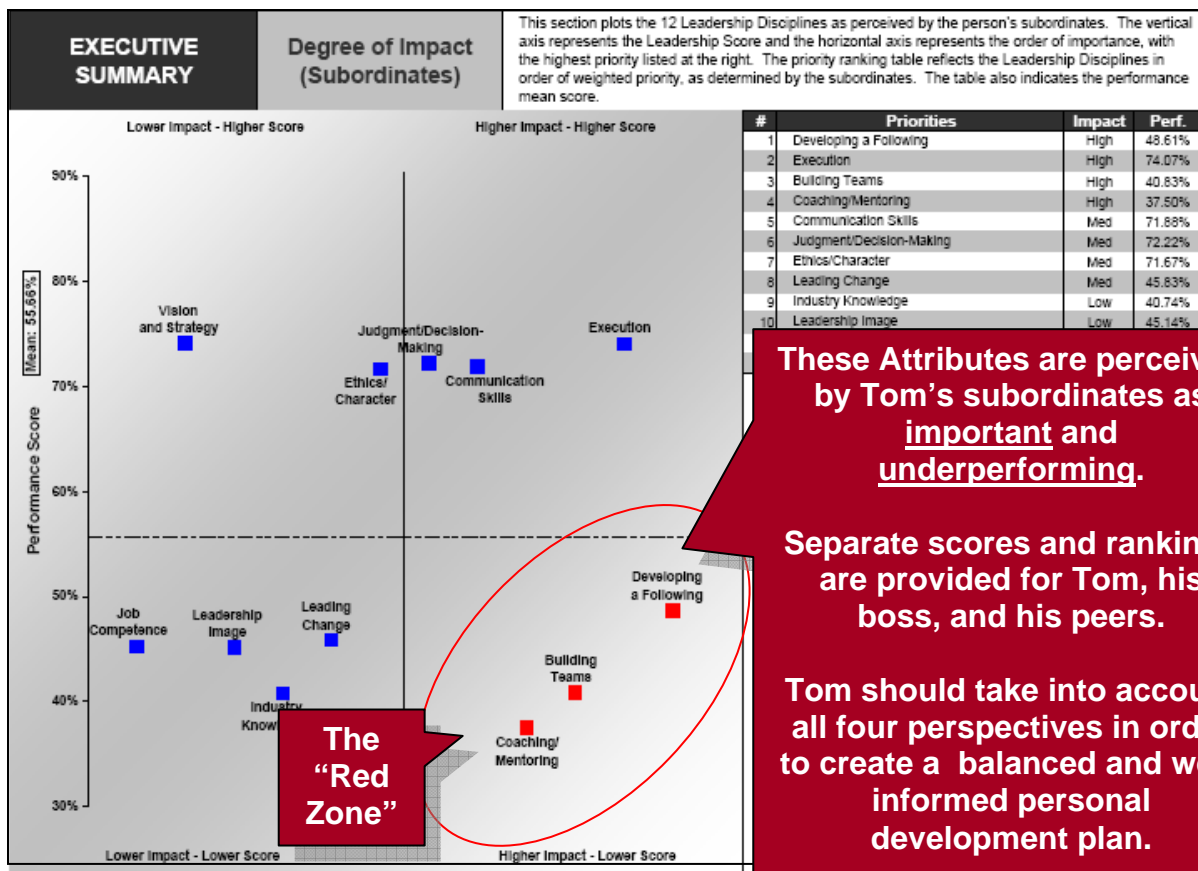
### Worksheet Example

Before you complete your **Performance Improvement Worksheets**, let's begin with an example.

#### Tom Marshall - XYZ Company Executive

After receiving feedback from his boss, peers, and subordinates, Tom has decided to begin steps to improve his performance in the following areas:

- **Coaching and development of his Staff**
- **Promoting teamwork and collaboration in the work environment**
- **Gaining commitment and involvement from Staff.**



## PERFORMANCE IMPROVEMENT WORKSHEET – SAMPLE

What Red Zone area do you plan to improve?

*Coaching and Mentoring Staff*

What is the definition and scope of this area? (Refer to the Resource Guide)

*Taking the time to develop staff; being willing to let direct reports and staff have authority and control, when appropriate; giving subordinates the freedom they need to make mistakes; confronting low performers; rewarding top performers.*

What are some of the capabilities of leaders who perform well in this area? (Resource Guide)

*Higher performing leaders...*

- *Foster commitment and enthusiasm around key goals.*
- *Are effective motivators.*
- *Understand the “give and take” that is involved in building relationships.*
- *Are comfortable interacting with people.*
- *Deal effectively with opposing views to build consensus.*

How do your results compare to these best practices?

*My staff does not feel that I take the time to consider their development. Peers and subordinates have indicated that I tend to manage or control projects that could be effectively handled by my staff. Questions have been raised about whether I genuinely care about my staff.*

(Optional) What are some of the recommendations you learned on this subject from reading the Leadership Chapter in “Mastering Strategy”?

- *Be more aware of “The Ten Fatal Flaws” that derail leaders, such as being abrasive or intimidating.*
- *Apply the Situational Leadership approach. Give direct reports more authority and latitude when they demonstrate competence.*
- *Use the “Achievement Potential Matrix” to better understand how to deal with varying staff attitudes and aptitudes.*

What is your plan for improvement in this area?

Action Item	By When	How will you measure success?
<i>Conduct private meetings with staff to gain more specific feedback</i>	<i>2/05</i>	<i>10% overall improvement in my LPI for next 360 assessment.</i>
<i>Outline development plans for each staff member</i>	<i>5/05</i>	<i>Individual progress against plans; regular status meetings.</i>
<i>Attend Situation Leadership Course</i>	<i>8/05</i>	<i>Successful completion of program.</i>

# PERFORMANCE IMPROVEMENT WORKSHEET 1

The spaces below are provided to help you organize your thoughts. Please use additional paper, if necessary.

What Red Zone area do you plan to improve?

What is the definition and scope of this area? (Refer to the Resource Guide)

What are some of the capabilities of leaders who perform well in this area? (Resource Guide)

How do your results compare to these best practices?

(Optional) What are some of the recommendations you learned on this subject from reading the Leadership Chapter in "Mastering Strategy"?

What is your plan for improvement in this area?

Action Item	By When	How will you measure success?

## PERFORMANCE IMPROVEMENT WORKSHEET 2

The spaces below are provided to help you organize your thoughts. Please use additional paper, if necessary.

**What Red Zone area do you plan to improve?**

**What is the definition and scope of this area? (Refer to the Resource Guide)**

**What are some of the capabilities of leaders who perform well in this area? (Resource Guide)**

**How do your results compare to these best practices?**

**(Optional) What are some of the recommendations you learned on this subject from reading the Leadership Chapter in “Mastering Strategy”?**

**What is your plan for improvement in this area?**

Action Item	By When	How will you measure success?

# PERFORMANCE IMPROVEMENT WORKSHEET 3

The spaces below are provided to help you organize your thoughts. Please use additional paper, if necessary.

**What Red Zone area do you plan to improve?**

**What is the definition and scope of this area? (Refer to the Resource Guide)**

**What are some of the capabilities of leaders who perform well in this area? (Resource Guide)**

**How do your results compare to these best practices?**

**(Optional) What are some of the recommendations you learned on this subject from reading the Leadership Chapter in “Mastering Strategy”?**

**What is your plan for improvement in this area?**

Action Item	By When	How will you measure success?

## PERFORMANCE IMPROVEMENT WORKSHEET 4

The spaces below are provided to help you organize your thoughts. Please use additional paper, if necessary.

What Red Zone area do you plan to improve?

What is the definition and scope of this area? (Refer to the Resource Guide)

What are some of the capabilities of leaders who perform well in this area? (Resource Guide)

How do your results compare to these best practices?

(Optional) What are some of the recommendations you learned on this subject from reading the Leadership Chapter in "Mastering Strategy"?

What is your plan for improvement in this area?

Action Item	By When	How will you measure success?

## PERFORMANCE IMPROVEMENT WORKSHEET 5

The spaces below are provided to help you organize your thoughts. Please use additional paper, if necessary.

**What Red Zone area do you plan to improve?**

**What is the definition and scope of this area? (Refer to the Resource Guide)**

**What are some of the capabilities of leaders who perform well in this area? (Resource Guide)**

**How do your results compare to these best practices?**

**(Optional) What are some of the recommendations you learned on this subject from reading the Leadership Chapter in “Mastering Strategy”?**

**What is your plan for improvement in this area?**

Action Item	By When	How will you measure success?



## **Understanding the Elements of the *Leadership Effectiveness Model (LEM)***

### **The 12 Leadership Attributes**

#### *Definitions, Scope, and Performance Considerations*

NOTE: The following performance attributes indicated for higher- and lower-scoring leadership performance are presented as guidelines for analysis and discussion purposes only. These tendencies are NOT meant to represent universal truths. Rather, they are intended to present a broad continuum of performance relative to best practices. The evaluated leader can use these comparisons to estimate where he or she may fall on the spectrum of leadership best practices for any of the 12 Leadership Attributes.

# LEADERSHIP COMPETENCE DISCIPLINES

## *WHAT A LEADER DOES*

### Vision and Strategy

*Determining where an organization is headed and how to get there.*

**SCOPE:** Demonstrating a clear understanding of why the organization exists (mission/purpose); having a clear sense of where the organization is heading in the future; determining and communicating the strategy that will be required.

Leaders with lower scores:

- Assume that the reasons for the company's existence are self-evident.
- May be caught unaware by significant changes in the marketplace.
- Do not have up-to-date information regarding the competition.
- Do not analyze possible future business scenarios as a standard, reoccurring practice.
- Plan less frequently and less completely.
- Have not identified strategies to deal with probable business scenarios.
- May be risk-adverse.

Leaders with higher scores:

- Can clearly and simply explain why the company exists.
- Understand the markets the company serves and the specific needs of its customers.
- Can articulate the differences between the company and the its competitors.
- Identify probable future scenarios that may impact the company.
- Can anticipate the future needs of the company.
- Have the ability to develop strategies that can mitigate risks and capitalize on business opportunities.
- Are willing to take reasonable risks to achieve strategies and remain competitive.

### Job Competence

*Having the skill and experience to perform effectively*

**SCOPE:** Knowing how to do the job; having expertise in his or her current position; being sought after as person who can give advice in his/her functional area; demonstrating a balance between strategic thinking and tactical (operational) thinking; knowing how to set up systems and processes to get the job done.

Leaders with lower scores:

- Have not yet developed full expertise in their functional area.
- May be viewed as "up and coming", but not yet "arrived" as an expert.
- Are not equipped to mentor others on some subjects within their functional area.
- Tend to spend too much time on tactical or technical activities rather than strategic activities, because the tactical areas are more comfortable and familiar.
- May appear at times to be overwhelmed or unorganized.
- Tend to act conservatively because they have not yet developed the reputation that can offset a few mistakes.

Leaders with higher scores:

- Are perceived as experts in their functional areas.
- Provide advice and guidance in their chosen field.
- Are well-read; can substantiate their views.
- Have successfully transitioned from tactical responsibilities to more strategic role.
- Are organized and disciplined (sometimes with the help of an assistant).
- Think creatively.

## Industry Knowledge

*Being aware of market conditions that impact the organizations*

**SCOPE:** Having an solid understanding of the challenges and opportunities in the market the company operates; evaluating how the company's current capabilities and constraints effects it's ability to compete in the industry.

Leaders with lower scores:

- Have not developed systems to obtain and analyze market data.
- Do not have current information on competitor strengths and weaknesses.
- May be caught unaware of new product entrants into the marketplace.
- Tend to develop intuitive strategies that lack fact-based information.
- Do not have the information necessary to match company performance against the competition using such key metrics as pricing, cost of goods sold, customer retention, etc.

Leaders with higher scores:

- Study the competitive environment.
- Stay current on market forecasts, economic trends, cutting-edge technological developments, new product entrants, and other industry events.
- Leverage the disadvantages and respects the advantages of key competitors.
- Develop strategies based on competitor analysis.
- Can accurately compare company performance with competitors against key metrics.

## Communication Skills

*Being able to express ideas clearly and succinctly*

**SCOPE:** Being able to express ideas simply, clearly, and directly; having excellent presentation skills; being comfortable speaking before groups; keeping others well-informed.

Leaders with lower scores:

- Have greater difficulty expressing themselves.
- Tend to wander or ramble in both in speaking and writing.
- Avoid speaking to groups, particularly large groups.
- May perceive information as a source of power rather than a means to inform and motivate employees.
- May appear to be hiding or hoarding information,.

Leaders with higher scores:

- Are easy to understand.
- Can express points of view clearly, directly, and succinctly.
- Are comfortable presenting in front of groups.
- Believe that keeping employees well-informed helps the company perform better.
- Use all available media to distribute information.
- Tend to be open with information, where appropriate.

## Leading Change

*Knowing when change is necessary and how to implement change*

**SCOPE:** Being able to effectively communicate the compelling reasons for change; successfully implementing and leading a change effort.

Leaders with lower scores:

- May wait to long to change.
- React more impulsively to market events or other change indicators.
- Implement change strategies that are ill-advised.
- Can inadvertently contribute to the stress, confusion, and disarray at times of change.
- Do not effectively explain why the company must change.
- Lose the confidence of company employees.
- May fail at change efforts.

Leaders with higher scores:

- Can foresee the need for change well in advance of the change event.
- Appreciate the impact of significant change on an organization
- Develop smart, effective, and achievable change strategies.
- Provide confident leadership during the most trying or challenging moments during the change event.
- Make compelling cases regarding the need for change.
- Direct the change process.

## Execution

*Ensuring that a well-designed plan is effectively implemented*

**SCOPE:** Setting clear, realistic goals and objectives; possessing an unwavering resolve to ensure that a plan gets executed; knowing how to effectively allocate resources to achieve goals; demanding results.

Leaders with lower scores:

- Do not clearly link goals and objectives to a business strategy.
- Implement strategies that may be underfinanced or understaffed.
- Adopt a more lenient approach to plan execution – no consequences for missed deadlines.
- Allow business performance problems to linger.
- Do not establish tangible measurements.
- Plan better than they execute.

Leaders with higher scores:

- Relentlessly pursue strategies.
- Identify and prioritize the specific goals and objectives.
- Know how to accurately measure progress against a plan.
- Allocate the necessary resources in the right areas to achieve their plans.
- Demand results – won't tolerate missed deadlines.
- Confronts business performance issues.
- Hold people accountable.
- Execute their plans.

## LEADERSHIP CHARACTER DISCIPLINES

### *WHO A LEADER IS*

### Leadership Image

*Being comfortable in the role of leader*

**SCOPE:** Possessing strong, admirable leadership qualities; seen as a leadership role model; being willing to share the spotlight for successes; demonstrating personal drive and ambition.

Leaders with lower scores:

- Lack the personal charisma and influence to develop followers.
- Seem less comfortable in the leadership role.
- Are not perceived as leadership role models.
- May grab the spotlight in an attempt to bolster their power and influence.
- May be perceived as arrogant.
- Have difficulty admitting when they are wrong.
- Tend to follow better than lead.

Leaders with higher scores:

- Attract followers by virtue of their leadership behaviors
- Appear confident and at ease in the leadership role.
- Model the behaviors articulated in the company's values and beliefs statements.
- Demonstrates personal humility.
- Admit mistakes.
- Share credit for successes, where it is due.
- Impart personal energy and enthusiasm.

## Developing a Following

*Persuading others to follow a strategy.*

**SCOPE:** Being able to gain commitment and enthusiasm regarding organizational vision, strategy, and goals; effectively building consensus around strategy; being willing to consider ideas from other people.

Leaders with lower scores:

- Tend to give directives rather than direction.
- Can appear overbearing or abrasive.
- Run the risk of losing their audience – turning people off.
- Have difficulty compromising.
- Tend to focus on winning rather than the problem.
- Tell more than ask.
- May have awkward social skills.
- Tend to polarize groups.
- Press for their personal point of view.

Leaders with higher scores:

- Have the ability to foster commitment and enthusiasm around key goals.
- Are effective motivators.
- Understand the “give and take” that is involved in building relationships.
- Are comfortable interacting with people.
- Can deal effectively with opposing views to build consensus.
- Welcome new ideas that may be contrary to their own.

## Judgment/Decision-Making

*Having the ability to choose a sensible solution for a problem*

**SCOPE:** Being willing to make tough decisions in a timely manner; having the ability to analyze and deal with complex problems; identifying solutions that make sense.

Leaders with lower scores:

- May not see the forests for the trees.
- Exhibit caution with regard to decision-making which may cause delays in arriving at a course of action.
- Frustrate action-oriented staff members.
- Push for a 99% solution.

Leaders with higher scores:

- Have the confidence to make prompt decisions.
- Can break down complex issues into manageable parts.
- Do not appear overwhelmed by difficult problems.
- Are generally comfortable with an 80% solution.
- Provide solutions that make sense.

## Ethics/Integrity

*Possessing unquestionable ethics and integrity*

**SCOPE:** Using ethics as a personal compass; acting as a role model for organizational values; always following through on promises; unwilling to sacrifice ethics for organizational or personal gain.

Leaders with lower scores:

- May behave inconsistently with regard to ethical standards.
- Some may question their integrity.
- May cut corners or questionable short cuts with regard to ethical standards and policies.
- Put personal needs first.

Leaders with higher scores:

- Demonstrate an unwavering commitment to personal ethics.
- Model organizational values.
- Keep their promises and commitments.
- Will not let financial gain cloud their thinking.
- Put the needs of the organization first.

## Coaching/Mentoring

*Believing that developing people is a leader's responsibility*

**SCOPE:** Taking the time to develop his or her staff; being willing to let direct reports and staff have authority and control, when appropriate; giving subordinates the freedom to make mistakes; confronting low performers; rewarding top performers.

Leaders with lower scores:

- Tend to get caught up in their own agendas with little time left to devote to their staff.
- Are more controlling – unlikely to delegate authority and control.
- Avoid confronting low-performing employees.
- Neglect to show appreciation for the high-performers.
- May appear distant or non-approachable.
- Are interested primarily in their own goals and aspirations.
- Risk losing the commitment of their staff.

Leaders with higher scores:

- Invest the time to develop their staff.
- Is willing to delegate authority and control when their staff demonstrates the necessary competencies.
- Allow subordinates to learn from their mistakes.
- Counsel low performers.
- Reward top performers.
- Genuinely care about their employees.
- Are comfortable showing empathy and concern for employee problems.
- Take an interest in the personal goals and aspiration of their staff.

## Building Teams

*Fostering collaboration and cooperation in the work environment*

**SCOPE:** Promoting teamwork; acting as a good team member; knowing how to put the right people on the right teams; encouraging team members to be open and honest with each other.

Leaders with lower scores:

- Do not place a high value on collaborative thinking.
- Are poor role models for teamwork.
- Tend to reward a few “go to” staff members while neglecting other staff members.
- Create a competitive environment where people tend to look out for themselves.
- Do not understand group dynamics.
- Stack teams with personal favorites rather than the most qualified.

Leaders with higher scores:

- Believe that teamwork and collaboration are essential components of any strategy.
- Demonstrate effective team behaviors themselves.
- Emphasize the value of teamwork by rewarding team performance equal to or greater than individual performance.
- Create an open, honest atmosphere where teams can thrive.
- Understand how to select team members to provide the necessary competencies and attitudes for a specific assignment.

## RECOMMENDED READING

The following is a selection of publications that were instrumental in distilling the leadership best practices used to develop the QuadRed Leadership Effectiveness Model® (LEM). These resources provide excellent insight and recommendations for performance improvement.

### QuadRed Leadership Effectiveness Model® REFERENCE LIBRARY

#### Leadership

**Leadership** deals with creating a clearly articulated vision and possessing the skills and the resolve to recruit and develop followers who are committed to carrying out the vision. Having the ability to see the bigger picture and maintaining a balance between long-term strategies and near-term, operational tactics.

#### Recommended Reading

*Mastering Strategy: Insights for the Worlds Greatest Leaders and Thinkers*, Jeff Rigsby and Guy Greco

*Jack, Straight from the Gut*, Jack Welch and John A. Byrne

*On Becoming a Leader*, Warren Bennis

*Principle-Centered Leadership*, Stephen R. Covey

*Built to Last*, James C. Collins and Jerry I. Porras

*Good to Great*, Jim Collins

*The Lessons of Experience: How Successful Executives Develop on the Job*, McCall, Lombardo, Morrison

*A Force for Change: How Leadership Differs from Management*, John Kotter

*The Fifth Discipline*, Peter Senge

*Becoming a Master Manager*, Quinn, Faerman, Thompson, and McGrath

*Zapp! The Lightning of Empowerment*, William C. Byham, Ph.D.

*The One-Page Business Plan*, Jim Horan

*Corporate Culture and Performance*, John Kotter and James L. Heskett

*The Leadership Challenge*, James M. Kouzes and Barry Z. Posner

*Moments of Truth*, Jon Carlzon

*Strategic Management*, Alex Miller

*In Search of Excellence*, Thomas Peters and Robert Waterman

*Coaching for Improved Work Performance*, Ferdinand Fournies

*The Great Game of Business*, Jack Stack

*Leadership and The One-Minute Manager*, Ken Blanchard

*Business Without Bosses: How Self-Managing Teams are Building High-Performance Companies*, Charles C. Manz and Henry P. Sims, Jr.

*Leading Change*, John P. Kotter

*The Ultimate Advantage: Creating the High-Involvement Organization*, Edward E. Lawler, III

*The Wisdom of Teams*, Jon R. Katzenbach and Douglas K. Smith

*Empowered Teams: Creating Self-Directed Work Groups That Improve Quality, Productivity, and Participation*, Wellins, Byham, and Wilson

*Credibility: How Leaders Gain and Lose It, Why People Demand It*, James M. Kouzes and Barry Z., Posner