Leadership can be
developed like
any other skill.

# DEVELOPING
# LEADERS

Leadership 360 Report

**Sample**
August 25, 2023

# Start With These Important Questions

**Think about and write down your answers to the following questions.** Give yourself time to complete this thoroughly – the more you put in on this end, the better-quality experience you'll have in processing your leadership 360 findings.

What are your expectations coming into this? For yourself? For others?

What are your goals?

Where do you think you are meeting or exceeding expectations?

Where can you improve?

# Leadership Factors

We've divided this report into three sections:

1. your primary *leadership profile* based on a foundational leader behavior metric,

2. other *individual factors* that have been shown to affect leader effectiveness on teams, and

3. *team-level measurements* that will give you insight into how well your team seems to be functioning.

# Leadership Profile

Everyone seems to have a leadership theory these days. Many have value, and we provide extra resources at the end of this report if you're interested. However, when it comes to valid, rigorous social science, it's hard to beat the Ohio State Studies from the middle of the 20th century.

Before the 1940s, most leadership research centered on traits – things in a leader's personality or other aspects of a person like height or eye color that cannot readily

be changed. As it turned out, there was very little connection between a person's traits and effective leadership. While there are small correlations between personality type (e.g., extraversion or conscientiousness) and good leadership, these traits appear to explain less than 5% of a leader's effectiveness.

For instance, if you close your eyes and imagine the best team leaders, a tall, strong, and outgoing team member might come to mind. And, while there is certainly a connection with what our stereotypical good leader might *look* like, it turns out that those traits have little to no connection with a team's success or improvement over the season.

In fact, the *actions* of any leader – tall or short – have the greatest impact on a team. A leader's behaviors, not their traits or dispositions, have the greatest impact. This is good news, because you can modify your behaviors to become a more effective leader, and that is what this 360 assesses and aims to help you improve.

Next, we will explain which actions and behaviors make the most effective leaders. In the 1940s, the Ohio State researchers (led by Dr. Ralph Stogdill) narrowed down more than 1,500 behavioral descriptions and identified two primary types of leadership behaviors: **initiation of structure** (task-oriented) and **consideration** (relationship-oriented). We've also added **leader identity** to the mix to complete your leadership profile section.

## Initiation of Structure

As a leader, when you engage in *initiating structure* behaviors, you are focusing on tasks and objectives. This means things like ensuring that people show up to meetings on time and they follow other team rules about how the group agrees to function. Logistics, rules, teammate roles, and overall team organization all fall under initiation of structure, for instance "letting team members know what is expected of them" and "maintaining definite standards of performance."

## Consideration

*Consideration* covers leader behaviors geared towards relationships. Relationships are foundational to addressing a team's social and psychological needs, such as a sense of belonging, group or organizational pride, and enthusiasm for your team's goals. A leader who is good at consideration-related behaviors is supportive and friendly when appropriate, or possibly advocates for their teammates (standing up for them when they may have been disrespected by another group member, for instance). A considerate leader often is good at open communication and fosters a sense of mutual respect among the group. In short, this dimension of leadership focuses on the mental and emotional wellbeing of teammates and includes things like "treating all team members as their equal" and "making themselves accessible to team members."

It may seem like you can't be both high in initiating structure tendencies and consideration. However, research over the past three decades has shown that you can be both at the same time – it just takes more effort by the leader.

Another crucial finding: context matters. For example, it's not always good to be high in initiating structure all the time. Perhaps your teammates have received terrible news and need to process it.

Likewise for consideration. The situation and your desired outcomes for your team are important to keep in mind. Does your team need more accountability or more accommodation? Keep this in mind as you view your scores – higher scores are not always better.

## *Leader Identity*

The final piece of your individual leadership profile is how much you identify yourself as a leader (and, with your 360 data, to what extent your teammates think of you as a leader). A leader can have all the skills in the world and have the ability to both initiate structure and have ideal consideration for teammates, but without the motivation to lead, it's all for nothing.

That is not to say that you must have a high leader identity to be a good teammate, but it's very rare for someone to have a low leader identity score and be an effective leader. More often than not, the higher you are on the leader identity score, the more likely you are to be effective in that role. We'll cover more about what to do if you want to change your score, but know that this category is not a "trait" (e.g., things like personality, which are generally considered stable or very slow to change over time). Leader identity scores can be changed or developed when you put in effort.

> Your primary *leadership profile* metrics are based on foundational leader behavior research from Ohio State researchers (**initiation of structure** and **consideration**), as well as scales measuring your **leader identity**, another variable highly related to leader success.

# Individual Factors Related to Leadership

We also consider other important *individual tendencies* and traits that can have a large impact on leadership effectiveness. These factors are widespread and talked about in a great number of leadership theories, and are very relevant for high-performing collegiate athletics. The factors we will consider are: **locus of control**, **emotional intelligence**, **empathy**, and **inclusion**.

## *Locus of Control*

Locus of control is an important part of personality and performance in both the work and athletic worlds. It pertains to your perception about the underlying, primary causes of things that happen in your life or on your team. A higher locus of control orientation means you tend to believe the things that happen on the team (or in your life) depend on what *you* do (internal control orientation), while a lower orientation means you tend to believe that events outside your personal control have a greater impact on results.

| External Locus of Control | Internal Locus of Control |
|---|---|
| You believe that your behavior is generally guided by fate, luck, or other external circumstances | You believe that your behavior is generally guided by your personal decisions and efforts |

## *Emotional Intelligence*

There are many models of emotional intelligence (EQ), some of which can be considered more valid than others. Not only are there many distinct models, each model can have several sub-dimensions. Our measurement of EQ is relatively short,[1] but it is adapted to capture how well you are able to connect with and sense what your teammates are feeling at the moment.

Research strongly supports the notion that EQ not only highly correlates with effective leadership, but also that it may be a necessary capability. Without it, most leaders will fail in spectacular fashion – even the most intelligent, high-IQ leaders can be totally derailed by the blind spot that having a low EQ can create. Luckily, EQ can be developed and honed, so if your score is lower than you'd like there are ways to improve.

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[1] If you are interested in a more comprehensive analysis of your EQ, you may want to consider the more formal MSCEIT by social science heavyweights Meyer, Caruso, and Salvey.

*Empathy*

As you might imagine, EQ highly correlates with empathy, yet there are important differences. Empathy is your level of concern and how much you can feel others' emotional states as if they were your own, while EQ captures the more rational, knowledge-based awareness of others' feelings. For instance, if a leader can detect that their teammate is distraught at a comment someone made to them during a meeting, they may have high EQ, but in order to have high empathy they would also need to viscerally feel that distress as if the comment was directed at them.

Another important distinction between EQ and empathy is the relationship between the variables and effective leadership: in most cases, the higher your EQ, the better leader you will be, but it is easy to see how having too much empathy could derail a leader. Consider if the comment that distressed your teammate was actually constructive feedback because they are chronically late to meetings. If you have too much empathy, you may feel distraught for them and do what you can to make them feel better by telling them the criticism was out of line or offensive, but that could undermine the greater benefit to the team from being honest and holding that teammate accountable.

The *individual factors related to leadership* that can have a large impact on your leadership effectiveness are **locus of control**, **emotional intelligence**, **empathy**, and **inclusion**.

# High-Functioning Team Factors

Beyond the individual factors that correlate with effective leadership, there are aspects of a team's culture that a leader can try to cultivate to get their team to the next level. We've measured **team inclusion**, **accountability**, **bonding**, and **communication** in your report so you can see where your team might be doing well and where you might want to create change.

## *Inclusion*

When we talk about inclusion, we aggregate and report your teammates' rating of how accepted and how much they feel they belong to the team as a result of your leadership. In this way, we capture the average perception of how effectively you may have welcomed and made your teammates feel like they are a valued member of the team. Leadership research is pretty clear on the impact having an inclusive environment can have on team performance: the more equitably and fairly a leader treats each teammate, the more everyone feels valued. In an inclusive environment, team performance also tends to improve.

Keep in mind, however, that inclusion does not necessarily mean valuing niceness over accountability. Think about the teammate who chronically is late to meetings – if you are nice and let it go in an effort to make them feel valued and included, you are actually treating them differently than the rest of the team by not holding them accountable. If even a few team members feel excluded or treated differently, it can significantly affect their motivation to perform or improve and this sentiment could spread to others in the team.

## Accountability

Our accountability measures the perception that you (or your teammate or coach) do what you say and act how you say you want to act. Beyond keeping promises, the scale also includes whether someone can be trusted to act in line with their values and take responsibility when they are a part of something that goes wrong (or right!).

Someone scoring high on accountability carries through on their promises and generally has a lot of alignment between words and actions. A lower score in accountability could mean that there is a disconnect between what you say and what you do. Remember that this variable does not judge your morals, it only measures whether someone does what they say they will, not whether what they do is good or bad. For instance, someone who always says they will be at a meeting on time and then does so can have the same behavioral integrity score as a teammate who says they hate meetings and don't plan to show up — and then they don't show up. In the strictest sense of our definition, it is only being "unaccountable" if someone proclaims to be on board with a value and then does not act on it.

## Team Bonding

Most teams are familiar with this aspect of team development, but this scale goes well beyond ice-breakers and trust falls. For example, we measure the level of support you and others feel on your team and how much effort team members put into being a part of events ranging from social functions to meetings. Someone high on team bonding will generally report respecting decisions made by team leaders and express preferences for working and hanging out together rather than on their own.

It is not always necessary to have a high team bonding score, but research does support the idea that higher performing teams tend to have high team bonding scores. Perhaps more important is the flip side: lower quality of team bonding can have an outsized negative impact on team improvement – things like getting better at a skill like creating presentation slides or anticipating a teammate's future need for help – over the course of a semester. In short, you don't need astronomically high team bonding scores to achieve success, though it certainly helps. Excellent team outcomes are less likely on a team that has below-average team bonding.
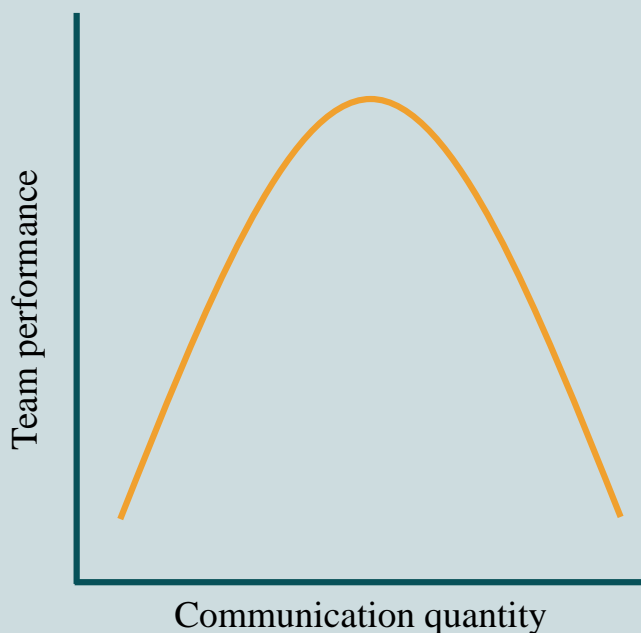
## Communication

Much like team bonding, a team's communication has some impact on whether you can attain the highest level of achievement. It is especially important to consider when team scores are low overall because lower team communication scores tend to derail efforts to improve the team's performance.

There is only limited research on more contemporary types of communication (like texts, Slack, etc.) and specific to sports (as opposed to engineering teams or corporate settings). Still, there are findings that suggest an "inverted U" relationship between quantity of communication and team performance (see illustrative example to the right). That is, you can have too much and too little communication, but there is a quantity of communication that is considered ideal. This report can help you hone that frequency and calibrate on what that ideal amount of communication is for your team.

Importantly, for the type of communication that improves team performance, you need to focus on quality much more than quantity. You can send DMs and connect daily with your teammates, but if the content is



Communication quantity

(y-axis) Team performance

superfluous or disrespectful, you don't have "good" communication. Just as having too little or too much communication can have a negative effect on the team, so can having too-negative or disrespectful content. Also, while there is less evidence of a negative effect of too-positive content, research shows that if the positivity is perceived as inauthentic, it can adversely affect followers' perceptions of their leader's effectiveness.

Good communication often has two separate goals: clearly communicating logistics and building rapport. To optimize your team's communication, we recommend you proactively determine the mode (e.g. email, instant messaging, discussion boards) and frequency that will allow your team to achieve both goals. You might have different modes and frequencies for each goal, for instance, a comprehensive email once a week for logistics, and instant messaging daily between team members to build relationships.

**Team inclusion**, **accountability**, **bonding**, and **communication are four** areas where a leader can cultivate aspects of a team's culture to empower others and maximize team achievement.

# Your Profile and Comparisons

On the next page, we show your average score for the leadership behaviors variables described in this report, as well as how you compare to your team's averages. Three very important things to keep in mind as you go through these numbers:

1. Remember that **you can have too much of a good thing**, as with empathy, so don't assume you want a score of five out of five on all the variables. Not all variables correlate linearly with effective leadership.

2. Evaluate **how important the variable is for yourself and your team**. Even if the research supports a "more is almost always better" conclusion (as with EQ), you need to consider context and authentic fit with your leadership style. For example, do you believe there is more value in blunt, direct communication over people's feelings? If so, and that is a leadership style you're committed to, it may not make sense to overdo increasing how sensitive you appear to your teammates' feelings, because it might come across as fake.[2]

3. Focus on whether there is a difference between how you rate yourself and how others rate you, **as well as *why*** there might be a difference. This difference can be more important than your raw score. In other words, tracking why your self-rating score was higher or lower than the average rating from your teammates could be more fruitful in your development as a leader than trying to figure out how to get from a 3.5 to a 4 out of 5.

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[2] If this is your leadership style, or if you want to challenge yourself to be more direct with your teammates, a valuable resource is the book *Radical Candor* by Kim Scott. In it, she discusses the importance of ensuring your teammates understand that you do actually care and have good intentions whenever you give direct feedback. In her book, Chapters 2 and 5 address these specific issues or you can check out www.radicalcandor.com for excellent resources.
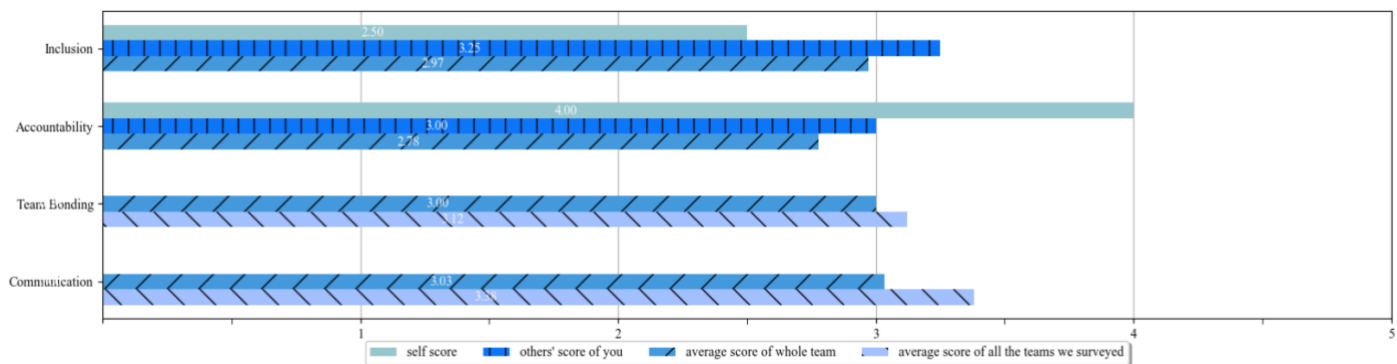
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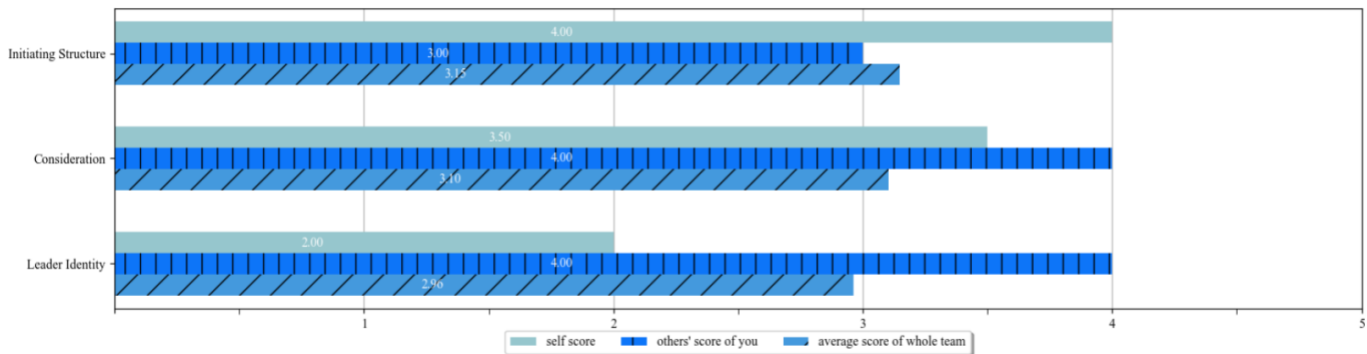


# Individual Factors Relating to Leadership
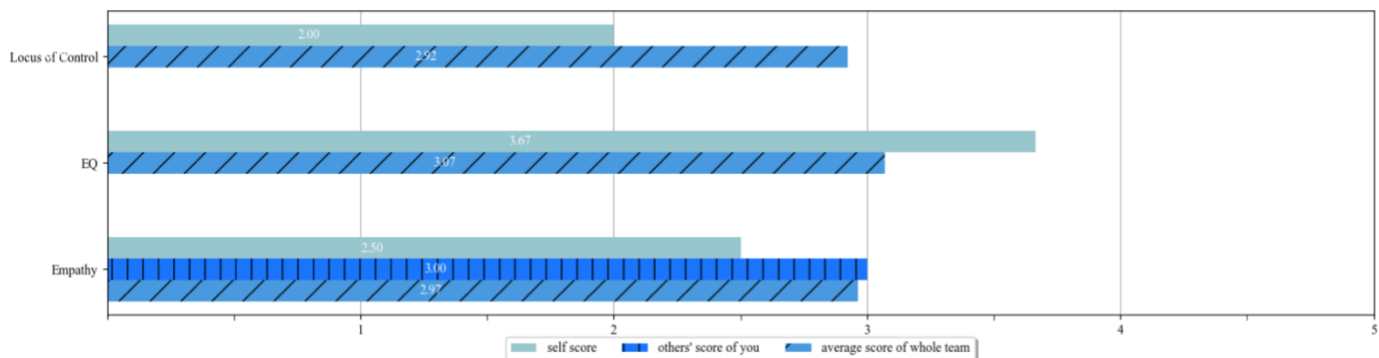


# High Functioning Team

# Your Roadmap

*Choose the three factors most important to you.* You can use this framework to work on other factors later, but we suggest prioritizing three for now because research shows that we are more likely to achieve our goals when we have a small number of them – you don't want to become distracted or exhausted by tackling too many factors at once.

List the three factors from your report (e.g., accountability or locus of control) that you want to emphasize now:

Factor 1: _____

Factor 2: _____

Factor 3: _____

The best goals are considered "SMART" when they are **S**pecific, **m**easurable, **a**ctionable, **r**ealistic, and **t**ime-bound.[3]

That is, you should know what actually needs to be done to achieve your goal, how you will know that you are making progress, and whether it can be done in a realistic time-frame.

If your goal is to go from the slowest to the fastest athlete on your team, but you're at the end of your last season of eligibility, you may not have the time to achieve this goal. Similarly, if your goal is to 'be the best leader ever,' that could be too vague to be actionable.

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[3]Doran, G. T., Miller A., & Cunningham, J. (1981). There's a SMART way to write management's goals and objectives. *Management review*, *70*(11), 35-36.

Try to make some of your goals shorter-term (for example, over a month or two: *I will be on-time to all practices this season*) and some longer-term (such as over a year or three: *I will become known as one of the most accountable teammates on my team*). It's good to have a mix of easier-to-achieve goals and what researchers call "stretch" goals. You can feel good about achieving the shorter-term goals and convert that momentum into larger effects over time.

In order to achieve your goals, you will need to revisit them and commit to getting regular feedback from someone who can help you stay accountable to your timeline and metrics. For instance, maybe you keep the following sheet in a visible place in your bedroom or bathroom, and create time in your calendar to check on it and journal about your experience so far.

## SMART goals are

⇒ **Specific**

"I will practice more," for example, is not specific enough. How much more? In what way?

⇒ **Measurable**

How will you know it is achieved? How will others know? Do you have someone who you can go to and ask them to hold you accountable? What would that accountability look like?

⇒ **Actionable**

Select a goal that you can take action on right away – that you, and not others, have control over.

⇒ **Realistic**

Can you *really* do anything about this?

⇒ **Time-bound**

Have a definitive, not-too-distant time frame

# Factor 1 SMART Goal

Your *__specific__* goal:

[ ]

How it is *__measurable__*: *Who will provide you feedback on your progress? How often? What will it look like (e.g., will it be concrete data like "you spoke up X number of times this week in team meetings")?*

[ ]

How it is *__actionable__*: *List __3__ things you could do every day (either solo or with your teammates) that will help you achieve this goal.*

[ ]

[ ]

[ ]

How it is *__realistic__*: *Double-check yourself here – is this a reasonable goal? Can you realistically expect to achieve this, or is it the leadership equivalent to gaining 20 pounds of muscle in a week?*

[ ]

What is the *__timeframe__*: *Is this a longer-term goal or shorter-term goal for you?*

[ ]

Use the other side as a journal for your progress. Structure it however you like, and remember the important part for progressing will be setting a reminder to revisit and journal again.

## SMART Goal 1
### Notes and Reflections Based on Feedback & Practice

# Factor 2 SMART Goal

Your **_specific_** goal:

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```

How it is **_measurable_**: *Who will provide you feedback on your progress? How often? What will it look like (e.g., will it be concrete data like "you spoke up X number of times this week in team meetings")?*

```

```

How it is **_actionable_**: *List **3** things you could do every day (either solo or with your teammates) that will help you achieve this goal.*

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How it is **_realistic_**: *Double-check yourself here – is this a reasonable goal? Can you realistically expect to achieve this, or is it the leadership equivalent to gaining 20 pounds of muscle in a week?*

```

```

What is the **_timeframe_**: *Is this a longer-term goal or shorter-term goal for you?*

```

```

Use the other side as a journal for your progress. Structure it however you like, and remember the important part for progressing will be setting a reminder to revisit and journal again.

# SMART Goal 2
## Notes and Reflections Based on Feedback & Practice

# Factor 3 SMART Goal

Your **_specific_** goal:

[ ]

How it is **_measurable_**: *Who will provide you feedback on your progress? How often? What will it look like (e.g., will it be concrete data like "you spoke up X number of times this week in team meetings")?*

[ ]

How it is **_actionable_**: *List **3** things you could do every day (either solo or with your teammates) that will help you achieve this goal.*

[ ]

[ ]

[ ]

How it is **_realistic_**: *Double-check yourself here – is this a reasonable goal? Can you realistically expect to achieve this, or is it the leadership equivalent to gaining 20 pounds of muscle in a week?*

[ ]

What is the **_timeframe_**: *Is this a longer-term goal or shorter-term goal for you?*

[ ]

Use the other side as a journal for your progress. Structure it however you like, and remember the important part for progressing will be setting a reminder to revisit and journal again.

# SMART Goal 3
## Notes and Reflections Based on Feedback & Practice

# DEVELOPING LEADERS

More leadership resources can be found [here](here)

You can also reach out to us any time at

**BakerBrunoLLC@gmail.com**

with any questions or concerns