



Commonwealth Centers  
for High Performance Organizations

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CCHPO**

# **How Engaging am I? Leadership Philosophy Questionnaire (LPQ) in Practice**

**May 6, 2009  
Session 9**



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## **LPQ Overview**

### ***LPQ Basics***

The LPQ was created by Profile Plus at the request of the HPO “federation” to fit these seven design specifications:

1. A profiling instrument that is fully updated to System 3 and 4 language.
2. A profiling instrument that specifically targets *leadership philosophy*.
3. A profiling instrument that assesses philosophy in the four major HPO areas (the nature of people, motivation, distribution of knowledge and creativity, and the nature of work).
4. A profiling instrument that embodies Likert Systems 1, 2, 3, 4, and 0.
5. A profiling instrument that effectively combines ***quantitative*** and ***qualitative*** evaluation in the manner of the MPQ to obtain detailed and targeted feedback that can be metrically ordered to provide context.
6. A simple and effective internet-based online surveying format.
7. A complete but easy to navigate feedback reporting system.

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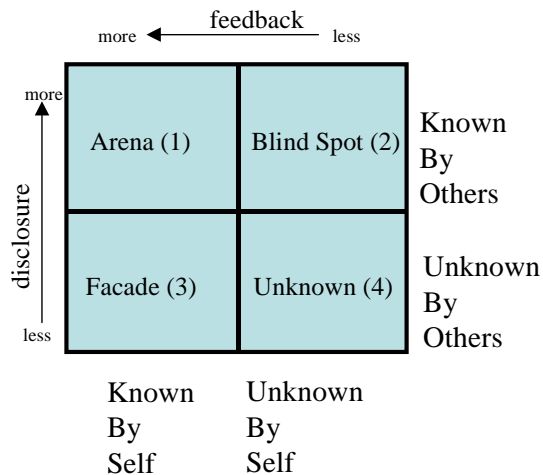


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### Why do 360-degree feedback?

Figure 1. The JoHari Window



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### Some Basics

#### SARAH Model for Negative News:

**SURPRISE** — “These can’t be my results.”

**ANGER** — “How could these people think this? There’s no way....”

**REJECTION** — “The \_\_\_ (fill in the blank) \_\_\_ messed up.”

**ACCEPTANCE** — “Well, maybe... There seems to be a consistent message.”

**HOW CAN I?** — “OK, so how do I do an action plan?”

*And some Phil Daniels insights*

If you are going to ask for feedback, be prepared to resent it.  
 If can learn to properly use feedback, be prepared to fly.....

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LIKERT'S ORGANIZATIONAL "SYSTEMS"						
	SYSTEM 1 (Exploitative Autocratic)	SYSTEM 2 (Benevolent Autocratic)	SYSTEM 3 (Consultative)	SYSTEM 4 (Participative)	SYSTEM "Zero"*** (Laissez Faire)	
EMPLOYEE MOTIVATION	Security Money	Status	Growth Recognition	Identity Achievement Influence	Higher Level (comes from outside org.)	
TEAMWORK	None	Little	Some	Much	Mixed (but mostly within tech. areas)	
COMMUNI- CATION	Down Only	Mostly Down	Up and Down	Up, Down, and Sideways	Mixed (but mostly on technical issues)	
DECISION MAKING	Boss Alone	Boss Mostly, Some Technical at 1 <sup>st</sup> Level	Boss Focused: Asks, Decides, Explains	Team Based	Mixed (often avoided)	
GOALS SET	Top Down	Top Down	At Top, with Consultation	Group Participation	Mixed (sometimes not set at all)	
EMPLOYEE ATTITUDES	Hostile	Mixed (toward negative)	Mixed (toward positive)	Favorable	Mixed (positive toward job but not org.)	
OUTPUT	Mediocre	Fair to Good	Good to Excellent	Excellent	Mixed (poor to good)	

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## Results Views

The image displays three overlapping screenshots of the Envision Online LPQ report interface:

- Electronic Report:** Shows the report title "Envision Online Electronic Report for Joseph Doe" and "Leadership Profiling Questionnaire (LPQ) Report". It includes a "Printable Elements of the LPQ" section with options to print survey questions, numeric ratings, and comments from different sections (A, B, C, D).
- Table of Contents:** Lists the report's structure, including chapters on performance ratings, philosophy attributions, SMITTLs, breakdown by section, and textual commentary.
- Printable Elements:** A detailed view of the report's content, showing a list of survey questions with corresponding numeric ratings and a section for user comments.

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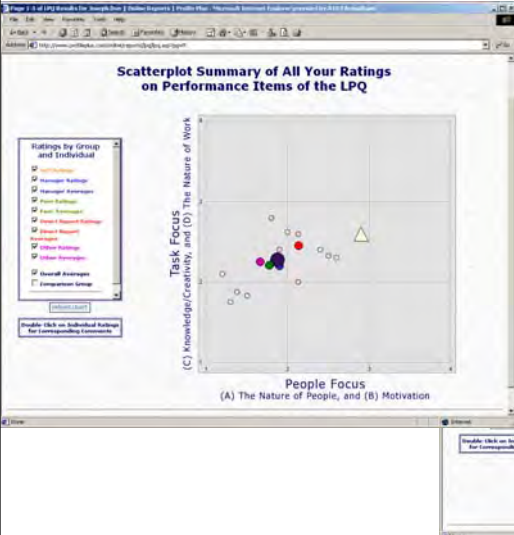
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# Results Views

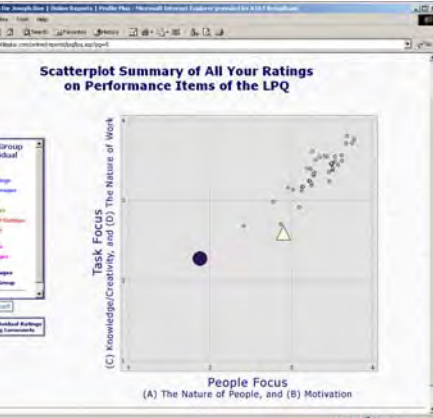


**Scatterplot Summary of All Your Ratings on Performance Items of the LPQ**

Y-axis: Task Focus (C) Knowledge/Creativity, and (D) The Nature of Work

X-axis: People Focus (A) The Nature of People, and (B) Motivation

Legend: Ratings by Group and Individual (Manager, Manager Assesses, Team, Team Assesses, Peer, Peer Assesses, Self, Self Assesses, Supervisor, Supervisor Assesses, Teamwork Group)




**Scatterplot Summary of All Your Ratings on Performance Items of the LPQ**

Y-axis: Task Focus (C) Knowledge/Creativity, and (D) The Nature of Work

X-axis: People Focus (A) The Nature of People, and (B) Motivation

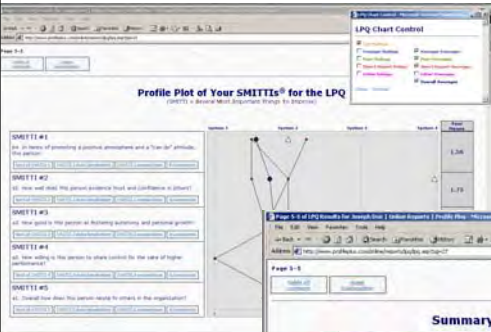
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# Results Views



**Profile Plot of Your SMITTS® for the LPQ**  
(SMITTS is a more detailed version of the LPQ)

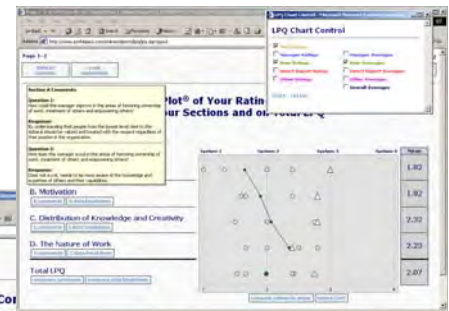
SMITTS #1: An act of providing a personal assessment and a "Yes/No" attitude to the person.

SMITTS #2: An act that asks the person to give feedback and confidence in others.

SMITTS #3: An act that asks the person to give feedback and confidence in others.

SMITTS #4: An act that asks the person to give feedback for the sake of higher performance.

SMITTS #5: An act that asks the person to give feedback for the sake of higher performance.



**Hot of Your Ratings in your Sections and Overview**

1.80
1.92
2.32
2.23
2.07

**Summary Comments**

**Summary - Comment Question 1:** Describe the factor most important about this person could improve effectiveness. Think this person should use about an attribute of work.

**Summary - Comment Question 2:** How well do you think the person is doing in this position? (1 = Not at all, 5 = Excellent)

**Summary - Comment Question 3:** How well do you think the person is doing in this position? (1 = Not at all, 5 = Excellent)

**Your Comments:**

- better personal interaction with individual members of team
- follow up on your plans forward
- change things that are preventing you from doing what you want to do, then maybe you need to look for a different position.

**Others Comments:**

1. Stop laying feedback on person and use it as information that is provided to improve how people view you. If that is not what you want to do, then maybe you need to look for a different position.
2. Try to remember that we are all in the work environment.

**Your Comments:**

- Creating a vision - keeping the focus on it.

**Others Comments:**

1. Takes initiative, seeks to please the group, establishes good relationship with external groups and is able to converse well with them.
2. No comment
3. creative, ability to convince people to go his way.
4. I. he demonstrates persistence in promoting the info needed.
5. very generous publicly.

**Your Comments:**

- walk the talk.

**Others Comments:**

1. Decide what type of job you want to do. If it's technical, then you need to get some technical training and hands-on experience. If it's management, then you need to get that type of training and get into a credible area (hands-on experience is there).
2. No comment
3. walk the talk
4. be positive to the need for



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### ***User Insights***

Discuss your view of the LPQ experience:

1. What works, what doesn't?
2. Provide a few examples of what are you working on based on the feedback.
3. What observable changes have you seen in yourself or others?
4. Overall, have you invested enough personal energy in working through the issues you identified?



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### ***Administrator Insights***

#### Rater selection

- 15 – 20 raters ideal
- Allow for a 20 – 30% refusal rate (possibly more)
- 3-4 raters needed per group – more would be better
- Rater groups can be combined but it weakens the assessment
- Selection of the right raters is crucial to the process

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### ***Administrator Insights***

#### Multi-rater (360°) process not well understood

- This is likely the first exposure for many
- Confidentiality is essential
  - ✓ Raters can be very concerned about it
  - ✓ Some participants will undermine it
- Evaluation by all rater groups is required to make it a 360°
  - ✓ Problems with boss can be career derailing
  - ✓ Self assessment creates the energy for change
  - ✓ Direct Report assessments are essential and possibly rich with value
  - ✓ Peer assessment reflects on partnership relationships
  - ✓ Other assessment is optional but could provide additional value
- Group size = 6 – 8 participants
  - ✓ No more than 4 participants from a single area
  - ✓ Try to limit any single respondents to 5 or less surveys per round

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### ***Administrator Insights***

#### Typical timeline

- Rater selection: 2 – 4 weeks
  - ✓ Bosses validation of rater selection is useful
- Upload into Profile Plus website: 1 day
- Open rater period: 2 – 4 weeks
  - ✓ Weekly reminders help response rate
  - ✓ Executive sponsor encouragement important
- Schedule feedback coaching to coincide with end of rating cycle
  - ✓ Feedback results are generally provided in face-to-face session
  - ✓ Schedule at least 1.5 hours for Initial feedback session
  - ✓ Follow up coaching sessions: 1 – 1.5 hours each
- Repeat process for at least 3 evolutions
  - ✓ After the 3<sup>rd</sup> rating cycle the boss receives feedback on manager's progress

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DIANA DELGADO (Comptroller, GS-15)

Fleet Readiness Center Southwest generates over \$520M in revenue. Ms. Delgado is a graduate of the University of San Diego with a Master of Science in Executive Leadership. In addition, she successfully completed the requirements of the NAVAIR Senior Executive Management Development Program and the Women's Executive Leadership programs. Both of these programs provided Ms. Delgado exposure and experience which have proven pivotal in attaining her current position.

Ms. Delgado's leadership point of view is the concept of servant leadership in that we learn, we teach and we build – because she believes in cultivating a curiosity for new dimensions of knowledge. She is also a board member of the North Island Hispanic Association (NIHA) and a member of the North Island Superintendents Association, both of which are involved in mentoring employees and providing support to neighboring schools within the San Diego Community. Additionally, Ms. Delgado has been central to NIHA's Annual Training Symposium which focuses on providing FRCSW employees with information on maximizing career advancement. For the last three years the symposium, which has attracted nationally known speakers, has been attended by over 100 FRCSW employees.



## Leadership Philosophy Questionnaire (LPQ)

The LPQ is a 360-degree feedback instrument designed to assess an organization relative to the standards of a *High Performance Organization* (HPO). Specifically, a Likert-type scale approach is used to evaluate the implicit leadership philosophies of individual team leaders/managers in four areas: Nature of People, Motivation, Distribution of Knowledge and Creativity, and Nature of Work. An HPO model incorporates performance efficiency as well as a positive work climate. Using both qualitative and quantitative questions, performance and team cohesiveness are simultaneously investigated. Descriptions of Rensis Likert's leadership styles (exploitive autocratic, benevolent autocratic, consultative, participative, and passive) are used to obtain quantitative ratings, teach the HPO values, and condition respondents toward textual commentary on the specifics of the performance of the manager being evaluated. As part of the teaching process, the LPQ uses language consistent with HPO values. The LPQ was designed specifically to meet the need for an instrument with updated language, i.e., language consistent with participative (system four) leadership values.

### Structure of the LPQ

The LPQ consists of four sections:

- A. *Assumptions About the Nature of People and Their Attitudes Toward Work*
- B. *Assumptions About How People Choose to be Motivated*
- C. *Assumptions About the Distribution of Knowledge and Creativity and the Resulting Way Decisions are Made*
- D. *Assumptions About the Nature of Work*

Each of these four sections contains five performance questions, each dealing with a specific sub area of the overall topic for that section. For example, in the section on *Motivation*, question B4 asks "*How well does this team leader/manager motivate co-workers to higher levels of efficiency and productivity?*" The question is followed by five descriptions, each of which fits one of Likert's five management systems, from System 1, Autocratic ("*Motivates in a manipulative fashion using threats, punishment, and intimidation.*") to System 4, Democratic ("*Has great skill in... {helping to} create a motivating environment.*"), plus System 0 ("*Abdicates the responsibility...*"). As the respondent completes the ratings for each of these five specific questions two performance questions call for textual response with the question "*How could this team leader/manager improve in the area of motivating co-workers?*" and the question "*How does this team leader/manager excel in the area of motivating co-workers?*"

Following the performance ratings and textual commentary in each section, there are three questions on which inferred beliefs are rated. In the *Motivation* section, for example, the first of these three questions (question B6) asks "*On the basis of this team leader's behaviors that you have just rated, which of the following beliefs about motivation would you infer to be closest to hers/his?*" The second asks, "*Which of the following beliefs do you think this team leader would endorse as his/her own?*"

The third asks, “Which of the following beliefs would you choose as ideal?” Following these three belief inference questions, the final question is textual: “Please comment on this manager’s apparent beliefs in the Motivation area.”

This pattern is repeated for all four sections of the LPQ. At the end of the four sections two additional textual response questions are given:

- (1) “Describe the three most important specific ways this person could improve her (his) leadership effectiveness--things this person should stop doing, do differently, or start doing.”
- (2) “If you were to identify the two or three most important ways this person demonstrates effective leadership, what would they be?”

### **Features and Benefits of the LPQ**

Textual feedback is particularly valuable. It is usually much more targeted, unique, and specific than the quantitative rating scale feedback. However, the combination of quantitative and textual is more valuable than either alone. The strength of quantitative ratings is that they provide a basis for comparison. They also condition the rater to give more carefully thought-out textual feedback. That is, after reading five alternative kinds of behavior on each of the five questions, the rater has a basis for comparison in giving detailed textual feedback to the manager.

Quantitative data provides a different kind of precision. It provides a context of comparison both of the manager with himself/herself and also to other managers. The "within manager" comparisons are important. When areas of either strength or weakness are identified on which raters seem to have consensus, it helps the manager to focus in order to amplify strengths and remedy weaknesses. Also, quantitative comparisons in successive years are helpful in demonstrating progress. "Between manager" comparisons can also be helpful. Of course specific results of individual managers are confidential, but each manager can see his or her own standing relative to all other managers, with their identities hidden, giving at least some idea of relative standing in specific areas.

The LPQ has many uses within an organization. It can be used to provide orientation, to help answer the question "Where are we as an organization." It provides senior management with a global assessment of leadership philosophy of those who help to lead the organization. It also provides the individual team leader/manager with targeted feedback and individual insight for creating an action plan to become a better leader. It can be used as a method of performance evaluation, and to monitor continuous improvement. One of the most important functions of LPQ profiling is to teach the HPO values. In this sense, the wording of the individual items of the LPQ sections is very important. As managers continue to be profiled with the instrument they become very familiar with descriptions of the five Likert systems in each specific area of rating, with the clear implication of what is valued by the organization and where they need to improve.

***The LPQ is available from the Commonwealth Centers for High-Performance Organizations -- [solutions@highperformanceorg.com](mailto:solutions@highperformanceorg.com).***

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[www.highperformanceorg.com](http://www.highperformanceorg.com)

# THE LEADERSHIP PHILOSOPHY QUESTIONNAIRE (LPQ)

## LPQ Section A. The Nature of People

Five Performance Ratings					
a1. Overall how does this person relate to others in the organization?	System 0. Generally passive and unassertive: "do whatever you want."	System 1. For the most part is judgmental and critical of others and sees them as in need of constant supervision. "I'm the boss, so do what I tell you or else."	System 2. Is congenial toward others but can be somewhat paternalistic.	System 3. Takes a basically positive view of others and treats them as adults. Provides firm direction for the team and for individuals when needed.	System 4. Sees the best in others, treats them as equals, and believes in their commitment to and identification with their team and the organization.
a2. How willing is this person to share control for the sake of higher performance?	System 0. Abdicates the responsibility for control and organization.	System 1. Dominates and openly maintains control at all costs.	System 2. Congenial, but uses subtle methods to keep control.	System 3. Seems to understand that higher performance is the result of shared control and decision making. Usually shares control.	System 4. Understands the need for shared control. Facilitates effective sharing of control among team members.
a3. How good is this person at fostering autonomy and personal growth?	System 0. Provides no evidence of understanding the value of fostering individual development.	System 1. Unconcerned with the development of others--sees them as merely the means to accomplish work.	System 2. Encourages others to an extent--especially in the technical area--but holds tight reins and considers employee performance as a reflection on himself.	System 3. Teaches others, builds them up, and strengthens them in their skills and confidence so they can help make the organization better.	System 4. Is skillful at engendering confidence in others, mentoring them, building them up, and strengthening them in their skills and confidence so the team can handle problems collaboratively.
a4. With respect to personal development and continuous learning, this person:	System 0. Does little to help others in their learning and development.	System 1. Uses demands, peer pressure, and manipulation to get others to perform and improve.	System 2. Tells others what they need to do to progress in their work, but does little to facilitate.	System 3. Tries to encourage others in their learning and development.	System 4. Is a very effective mentor. Helps and inspires others to progress in their work and to accomplish their personal goals.
a5. How well does this person evidence trust and confidence in others?	System 0. Has a low level of engagement with others within the organization.	System 1. Shows little trust and confidence in others and makes all important decisions unilaterally.	System 2. Congenial and shows some trust in others but uses bargaining and maneuvering to subtly control.	System 3. Evidences trust in allowing others to take risks and help with decision making.	System 4. Has a high level of trust, enabling team members to share in decision making, control of projects, and responsibility.
Two Textual Comments					
a9. How could this person improve in the areas of honoring ownership of work, treatment of others and empowering others?					
a10. How does this person excel in the areas of honoring ownership of work, treatment of others and empowering others?					
Three Philosophy Ratings					
a6. On the basis of this person's behaviors that you have just rated, which of the following beliefs about the nature of people and their attitude towards work would you infer to be closest to his?	System 0. Doesn't seem to have strong or consistent beliefs about the nature of people.	System 1. "People are basically lazy and avoid responsibility thus requiring close, constant supervision and controls."	System 2. "People can be fairly productive if properly managed, but they require direction and supervision."	System 3. "Most people want to do a good job and can be productive. At times, the team leader/manager needs to help focus their efforts."	System 4. "People generally have an inherent desire to achieve and make a positive contribution. They will do so if given the proper work environment."
a7. Which of the following beliefs do you think this person would endorse as his own?	System 0. Would not claim to have strong or consistent beliefs about the nature of people.	System 1. "People are basically lazy and avoid responsibility thus requiring close, constant supervision and controls."	System 2. "People can be fairly productive if properly managed, but they require direction and supervision."	System 3. "Most people want to do a good job and can be productive. At times, the team leader/manager needs to help focus their efforts."	System 4. "People generally have an inherent desire to achieve and make a positive contribution. They will do so if given the proper work environment."
a8. Which of the following beliefs would you choose as ideal for this organization?	System 0. There is no need for strong or consistent beliefs about the nature of people.	System 1. "People are basically lazy and avoid responsibility thus requiring close, constant supervision and controls."	System 2. "People can be fairly productive if properly managed, but they require direction and supervision."	System 3. "Most people want to do a good job and can be productive. At times, the team leader/manager needs to help focus their efforts."	System 4. "People generally have an inherent desire to achieve and make a positive contribution. They will do so if given the proper work environment."
One Textual Comment					
a11. Please comment on this manager's apparent beliefs in the "Nature of People" area.					

**LPQ Section B. Motivation**

<b>Five Performance Ratings</b>					
b1. In assigning tasks and responsibilities this person:	System 0. Fails to motivate. Takes no active interest in instruction or sharing overall vision.	System 1. Destroys motivation of others by handing down isolated authoritarian directives with no explanation or instruction.	System 2. Is polite and courteous to others but still maintains control.	System 4. Tries to work with the entire team to facilitate a collaborative effort, defining vision and values, and jointly managing tasks and responsibilities.	System 4. Effectively motivates others through careful instruction, collaboration, and sharing a vision of task importance.
b2. How good is this person at empowering others?	System 0. Abdicates the responsibility to empower.	System 1. Seems determined to dominate others, treating them as servants.	System 2. Gives lip service to empowerment, but maintains control.	System 3. Recognizes the value of empowerment. Shares decision making control and responsibility.	System 4. Skillfully and effectively empowers others through shared decision-making, shared control, and shared responsibility.
b3. How well does this person motivate others to higher levels of efficiency and productivity?	System 0. Abdicates the responsibility for creating an atmosphere of mutual achievement and motivation.	System 1. Motivates in an authoritarian fashion using threats, punishment, and intimidation.	System 2. Motivates using manipulation and the illusion of advancement.	System 3. Tries to ensure that motivation comes intrinsically from work that is challenging and makes a contribution.	System 4. Has great skill in using challenging work, assignment of responsibility, and advancement to assist others in creating a motivating atmosphere.
b4. In terms of promoting a positive atmosphere and a "can do" attitude, this person:	System 0. Doesn't see it as part of his job.	System 1. Doesn't do well with this; believes that threats motivate people better.	System 2. Gives special attention and encouragement to those who do things his way.	System 3. Tries to help others recognize and build upon their strengths.	System 4. Is effective in building confidence in others and helping them recognize and build upon their strengths.
b5. With respect to helping others with their performance, this person:	System 0. Says nothing. Typically doesn't follow up.	System 1. Is very negative about the weak parts of others' performance and ignores the areas of strength.	System 2. Tries to be nice about it, but sometimes subtly communicates disapproval rather than positive encouragement.	System 3. Counsels with others about the weak parts of their performance and then informs them of what must be done to improve the next time around.	System 4. Thoroughly reviews the performance data with others, provides strong positive feedback for the good parts and jointly develops remedies for next time in the weak areas.
<b>Two Textual Comments</b>					
b9. How could this person improve in the area of motivating co-workers?					
b10. How does this person excel in the area of motivating co-workers?					
<b>Three Philosophy Ratings</b>					
b6. On the basis of this person's behaviors that you have just rated, which of the following beliefs about motivation would you infer to be closest to his?	System 0. Doesn't seem to have strong or consistent beliefs about motivation.	System 1. The belief that people have to be motivated externally, applying strong negative sanctions when they do not perform.	System 2. The belief that people have to be motivated externally, but in a positive way, rewarding them when they follow direction properly. May occasionally use negative sanctions.	System 3. The belief that people are intrinsically motivated, but can perform better when given proper leadership.	System 4. The belief that people are intrinsically motivated and will deliver beyond expectations in a democratic, nurturing, and mutually beneficial environment.
b7. Which of the following beliefs do you think this person would endorse as his own?	System 0. Would not claim to have strong or consistent beliefs about motivation.	System 1. The belief that people have to be motivated externally, applying strong negative sanctions when they do not perform.	System 2. The belief that people have to be motivated externally, but in a positive way, rewarding them when they follow direction properly. May occasionally use negative sanctions.	System 3. The belief that people are intrinsically motivated, but can perform better when given proper leadership.	System 4. The belief that people are intrinsically motivated and will deliver beyond expectations in a democratic, nurturing, and mutually beneficial environment.
b8. Which of the following beliefs would you choose as ideal for this organization?	System 0. There is no need for strong or consistent beliefs about motivation.	System 1. The belief that people have to be motivated externally, applying strong negative sanctions when they do not perform.	System 2. The belief that people have to be motivated externally, but in a positive way, rewarding them when they follow direction properly. May occasionally use negative sanctions.	System 3. The belief that people are intrinsically motivated, but can perform better when given proper leadership.	System 4. The belief that people are intrinsically motivated and will deliver beyond expectations in a democratic, nurturing, and mutually beneficial environment.
<b>One Textual Comment</b>					
b11. Please comment on this manager's apparent beliefs in the "Motivation" area.					

**LPQ Section C. Distribution of Knowledge and Creativity**

<b>Five Performance Ratings</b>					
c1. How well does this person recognize the contributions of others?	System 0. Fails to notice the contributions of others.	System 1. De-values others' contributions and is primarily focused on control and his own agenda.	System 2. Occasionally recognizes the contributions of others but is primarily concerned with his own agenda.	System 3. Recognizes the contributions of others and shows appreciation.	System 4. Effectively recognizes the contributions of others and has a genuine sense of appreciation. Promotes team recognition of the contributions of its members.
c2. How well does this person utilize and build upon the foundation of the knowledge and experience of others?	System 0. Fails to appreciate and build upon the knowledge and experience of others.	System 1. Insists that everything be done his way and ignores the knowledge and experience of others.	System 2. Congenial to others, but emphasizes his own capabilities and overlooks the knowledge and experience of others.	System 3. Is aware of the team resources and tries to draw upon them effectively.	System 4. Is highly effective in recognizing and drawing upon the collective resources of the team.
c3. How well does this person share the decision making process?	System 0. Is not willing to accept the responsibility for decision-making. Leaves it to others: "do whatever you want."	System 1. Keeps tight control of the decision making process: "it's my way or the highway."	System 2. Tries to promote a feeling of openness but keeps control of the decision making process: "I'll take care of everything, so you don't have to worry about it."	System 3. Seeks the opinions and views of others, but can also be decisive when needed: "If we can't all agree, I'll take your valuable input and decide, but I'll explain my reasoning."	System 4. Understands the principles of democratic action and effectively shares the decision making process-- facilitates collaborative decision making among team members.
c4. How does this person deal with "intellectual capital," i.e., the knowledge, ideas, skills, talents, and capabilities of others?	System 0. Does not seem to recognize the value of the intellectual capital within the organization.	System 1. Devalues the abilities and contributions of others. Emphasizes only his own capability.	System 2. Generally respectful of others but does not fully recognize the value of what they could contribute.	System 3. Recognizes the value of others' intellectual capital and its import for the common good.	System 4. Is skillful in identifying, developing, and encouraging the intellectual capital of others.
c5. In terms of job training and development, this person:	System 0. Appears unconcerned with issues of training and development.	System 1. Approaches training and development by giving orders and punishing when employees fall short.	System 2. Is concerned with getting the job done. Focus is on the development of technical skills only.	System 3. Is aware of the need for training and development of others and takes an active role in its promotion, including leadership and management skills as well as technical.	System 4. Is truly concerned with the training, development, and success of team members. Focus is on all aspects of development including technical, leadership, management,
<b>Two Textual Comments</b>					
c9. How could this person improve in the areas of a) recognizing, developing, and utilizing individual and team capability and b) including people in problem solving and decision making?					
c10. How does this person excel in the areas of a) recognizing, developing, and utilizing individual and team capability and b) including people in problem solving and decision making?					
<b>Three Philosophy Ratings</b>					
c6. On the basis of this person's behaviors that you have just rated, which of the following beliefs about the distribution of skills and talents within the organization would you infer to be closest to his?	System 0. Doesn't seem to have strong or consistent beliefs about the distribution of skill and talent.	System 1. Others are seen as lazy and dumb: "They will steal us blind if not watched closely." Innovation, intelligence and talent exist only at upper levels of the organization.	System 2. Seems to have the belief that those at the top have a corner on skill and talent.	System 3. Recognizes the skills, talents, and worth of all employees, but also believes they need strong leadership to perform well.	System 4. Has a firm belief in and commitment to the inherent worth, value, skills, and talent of each person.
c7. Which of the following beliefs do you think this person would endorse as his own?	System 0. Would not claim to have strong or consistent beliefs about the distribution of skill and talent.	System 1. Others are seen as lazy and dumb: "They will steal us blind if not watched closely." Innovation, intelligence and talent exist only at upper levels of the organization.	System 2. The belief that those at the top have a corner on skill and talent.	System 3. Recognizing the skills, talents, and worth of all employees, but also believing they need strong leadership to perform well.	System 4. A firm belief in and commitment to the inherent worth, value, skills, and talent of each person.
c8. Which of the following beliefs would you choose as ideal for this organization?	System 0. There is no need for strong or consistent beliefs about the distribution of skill and talent.	System 1. Others are seen as lazy and dumb: "They will steal us blind if not watched closely." Innovation, intelligence and talent exist only at upper levels of the organization.	System 2. The belief that those at the top have a corner on skill and talent.	System 3. Recognizing the skills, talents, and worth of all employees, but also believing they need strong leadership to perform well.	System 4. A firm belief in and commitment to the inherent worth, value, skills, and talent of each person.
<b>One Textual Comment</b>					
c11. Please comment on this manager's apparent beliefs in the "Distribution of Knowledge and Creativity" area.					

## LPQ Section D. The Nature of Work

### Five Performance Ratings

d1. What kind of organizational structure does this person promote?	System 0. Doesn't exert a strong or consistent effect upon the organization.	System 1. Creates a rigid vertical organization with tight controls.	System 2. Creates an appearance of cooperation and mutual respect, but exerts tight control over "management" decisions (as opposed to lower level task decisions).	System 3. Creates an atmosphere of openness and communication so that employees can help the team leader/manager make good decisions.	System 4. Creates an effective team. Clearly understands and is committed to teamwork.
d2. To what extent does this person take on the responsibility of matching an individual's unique strengths with particular tasks or projects to ensure productivity?	System 0. This person is not well attuned to the unique strengths of employees.	System 1. This person is concerned only that the work gets done as designed by management, and ignores the strengths of others.	System 2. This person tends to allocate responsibility to those on his "same page." Is mainly concerned with how productivity reflects on him.	System 3. This person is aware of individual employee strengths and tries to match tasks to individual capabilities.	System 4. This person is highly aware of the unique skills, insights, and strengths of employees and helps the team to effectively match team members to specific tasks.
d4. In terms of giving others praise and recognition for their contribution, this person:	System 0. Doesn't see praise and recognition as part of his job.	System 1. Almost never does this. Believes that threats motivate others better.	System 2. Gives recognition when team members do things the way he wants them.	System 3. Does this when their performance merits special recognition.	System 4. Pays special attention to letting others know how much their contributions are appreciated; goes out of his way to give such recognition.
d5. How does this person usually work with others in creating a vision for the unit and in setting goals and objectives that will lead to vision attainment?	System 0. Doesn't say much; just goes along with whatever comes down from above or whatever others want to do.	System 1. Completely controls the group. Establishes vision, goals, and objectives by unilateral fiat.	System 2. Generally wants his own way and will try to persuade others to his own point of view in subtle ways.	System 3. Discusses the vision, goals, and objectives openly with others, but usually makes the major decisions.	System 4. Works easily and collaboratively with others in defining the vision, as well as the goals and objectives of the group.
d6. How does this person deal with team goals?	System 0. Not particularly concerned about goals.	System 1. Decides what the team goals should be and then tells people what they must do to attain them.	System 2. Formulates the goals and then tries to persuade others to adopt them and strive to attain them.	System 3. Confers with everyone in the team and then formulates goals based upon their input.	System 4. Involves others in a process of joint discussion and dialogue to formulate and foster adoption of goals that represent shared purposes and values.

### Two Textual Comments

d9. How could this person improve in the area of helping teams to get work done more efficiently and effectively?

d10. How does this person excel in the area of helping teams to get work done more efficiently and effectively?

### Three Philosophy Ratings

d6. On the basis of this person's behaviors that you have just rated, which of the following beliefs about the nature of work would you infer to be closest to his?	System 0. Doesn't seem to have strong or consistent beliefs about the nature of work.	System 1. "Workers are incapable. Complex work needs to be broken down into "dumber and dumber" pieces and closely supervised."	System 2. "Efficiency requires much maneuvering and strict supervision. Rewards should be given to those who align themselves with the manager."	System 3. "Work is most efficient when the leader provides a clear sense of vision and works cooperatively with the team to achieve the vision."	System 4. "Work is most effective when all share a vision through open communication, and all share in decision making and work together as a cooperative team."
d7. Which of the following beliefs do you think this person would endorse as his own?	System 0. Would not claim to have strong or consistent beliefs about the nature of work.	System 1. "Workers are incapable. Complex work needs to be broken down into "dumber and dumber" pieces and closely supervised."	System 2. "Efficiency requires much maneuvering and strict supervision. Rewards should be given to those who align themselves with the manager."	System 3. "Work is most efficient when the leader provides a clear sense of vision and works cooperatively with the team to achieve the vision."	System 4. "Work is most effective when all share a vision through open communication, and all share in decision making and work together as a cooperative team."
d8. Which of the following beliefs would you choose as ideal for this organization?	System 0. There is no need for strong or consistent beliefs about the nature of work.	System 1. "Workers are incapable. Complex work needs to be broken down into "dumber and dumber" pieces and closely supervised."	System 2. "Efficiency requires much maneuvering and strict supervision. Rewards should be given to those who align themselves with the manager."	System 3. "Work is most efficient when the leader provides a clear sense of vision and works cooperatively with the team to achieve the vision."	System 4. "Work is most effective when all share a vision through open communication, and all share in decision making and work together as a cooperative team."

### One Textual Comment

d11. Please comment on this manager's apparent beliefs in the "Nature of Work" area.

### LPQ Conclusion: Three Summary Textual Comments

e1. Describe the three most important ways this person could improve his leadership effectiveness—things this person should stop doing, do differently, or start doing.

e2. If you were to identify the two or three most important ways this person demonstrates effective leadership, what would they be?

e3. Please list any other comments that would be useful to the person being rated so that he can continue to improve performance and behavior.