

Exhibit Section



NORMATIVE LEADERSHIP



...SEEK THE BALANCE

Team Assessment Exercise

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1. *FORCE FIELD ASSESSMENT*

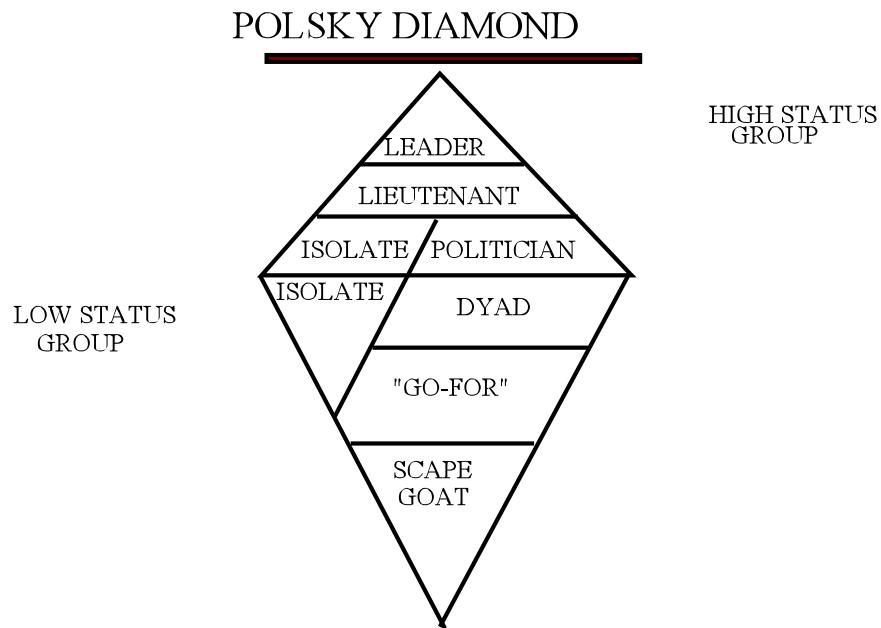
Define the behavioral criteria for your assessment, then place the names of the individuals on your team in the appropriate column according to the behavior being modeled.

Team Member Criteria:

[illegible]

2. **THE POLSKY DIAMOND**

Review the Polsky Diamond role definitions. Assess the behavior of your individual team members according to the definitions, and place their names near the appropriate roles on the model below. When you have completed this, place an asterisk (*) next to the name of the STRENGTH LEADER and “OPPORTUNITY” LEADER on the Force Field Assessment sheet. This will enable you to focus on the key individuals on your team who will be instrumental in helping you to change/modify/reinforce the normative culture on your team.



Diamond Comments/Observations/Strategies:

3. LEADERSHIP DEVELOPMENT STRATEGIES

List the strengths and developmental areas of your STRENGTH and “OPPORTUNITY” leaders.
When completed, define possible strategies for helping them to become better.

NAME: _____

Strengths/Developmental Areas:

Strategy for Growth:

NAME: _____

Strengths/Developmental Areas:

Strategy for Growth:

NAME: _____

Strengths/Developmental Areas:

Strategy for Growth:

NAME: _____

Strengths/Developmental Areas:

Strategy for Growth:

NORMATIVE LEADERSHIP

MEETING MINUTES FORMAT

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NAME OF MEETING HERE

Facilitator: _____ Date: _____ Recorder: _____

ATTENDEES: List the names of all individuals present at the meeting. You can also list the names of those who arrive late in a separate category.

Present: John Doe, Rocky Cliff, A. Train, Pete Moss, Wanda Dance, Mrs. Sippi, etc.

Late: Juan Tyme

INFORMATION SHARING/COMMITMENTS/AGENDA ITEMS:

Each participant should take a turn sharing relevant information that he feels the group needs to know regarding his particular area. Limit each item to a 30-45 second time period. If more time is needed, suggest making it an agenda item. The status of commitments made at the previous meeting should also be reported on, as well as, agenda items that need to be discussed in detail.

Doe: - New employee, O Know, started yesterday .
- Staff training session was successful; received good feedback from my people.
- No commitments to report on from last week.

Cliff: - I would like my meeting with Pete Moss to be an agenda item. (No further discussion on this is necessary. It will be discussed as part of the formal agenda).
- New systems project starts today. If problems encountered, contact Kno Body @ x007.

Agenda: (1) List all of the items that were suggested as agenda items. (2) Prioritize each according to the level of importance, ie: A1, A2, A3, ... (3) Use the problem solving process to resolve each item. (4) The Recorder should summarize the discussion/results surrounding each item for the formal record.

(1) Expense Accounts
Pete Moss Meeting
Vacation Schedule
Staff Vacancies

(2) **A2** - Expense Accounts
A3 - Pete Moss Meeting
A4 - Vacation Schedules
A1 - **Staff Vacancies**

(3) **Problem Solving Process** on A1 - Staff Vacancies

(4) **Summary of Discussion** on A1 - Staff Vacancies

Staff Vacancies: Five openings for Processors. HR (Joe) to set up Group Interviews by next Tuesday. Projected date for the interviews in June 12. Need list of observers to HR by June 10th.

Expense Accounts: Accounting not getting proper receipts. Mary distributed Expense Recording Sheet to all managers. New system effective immediately.

Pete Moss Meeting: Etc.

COMMITMENTS: With 10-15 minutes left in the meeting, the Facilitator should redirect the focus of the meeting to the commitment phase. Each participant should take his turn in restating the commitments he made during the meeting which will be completed by the next meeting.

Moss: - Meet with Rocky by the 30th.
- Share this meetings' information with my team by the 5th.
- Be available to interview prospective candidates at the group interview.

Dance:- Interview candidates at the group interview.
- Share new Expense Recording System/sheet with my team by Tuesday.

WRAP UP: The Facilitator can begin the wrap up comments when the last commitments have been made. The Resource Person, if in attendance, should make the concluding comments regarding the meeting, etc.

RECOMMENDED MEETING TIME MANAGEMENT: *

| | |
|--|-----------------|
| Information Sharing/Commitments/Agenda Items | 10 - 12 Minutes |
| Problem Solving Process | 60 - 90 Minutes |
| Commitments | 10 - 15 Minutes |
| Wrap Up | 2 Minutes |
| ESTIMATED TOTAL TIME | 90 -120 Minutes |

* Use your discretion in budgeting time.

NORMATIVE LEADERSHIP

PROBLEM SOLVING FORM

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1. Identify the Problem: (**SYMPTOM**) _____
2. Collect Data: (Identify the **SPECIFIC** indicators of this problem.)
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
3. Identify the **REAL PROBLEM**. (The **NORM** behind the symptom.)

Around here, most people are expected to: _____

4. Brainstorm Alternatives: (List ideas for solving the problem.)
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
5. Choose the **BEST ALTERNATIVE**:

* Best Alternative is: _____
6. Develop a **SPECIFIC** Plan of Action:

* Incorporate The **STRATEGIES FOR CHANGE**

* **LIST** Individual Commitments: By when? To whom? **BE SPECIFIC!**

[illegible]

7. Evaluation Strategy: (**BE SPECIFIC**...How Will You Determine if the Above Plan is Successful?)

NORMATIVE LEADERSHIP

MEETING MINUTES FORMAT

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NAME OF MEETING HERE

Facilitator: _____

Date: _____

Recorder: _____

PRESENT:

LATE:

INFORMATION SHARING/COMMITMENTS/AGENDA ITEMS:

Name: - Summary of each item.
 - etc.

AGENDA ITEMS:

AGENDA ITEM SUMMARY:

A1:

A2:

A3:

COMMITMENTS:

NORMATIVE LEADERSHIP

NORMATIVE LEADERSHIP

GROUP INTERVIEW OBSERVATION FORM

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Observer: _____

Facilitator: _____

Date: _____

Participants:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

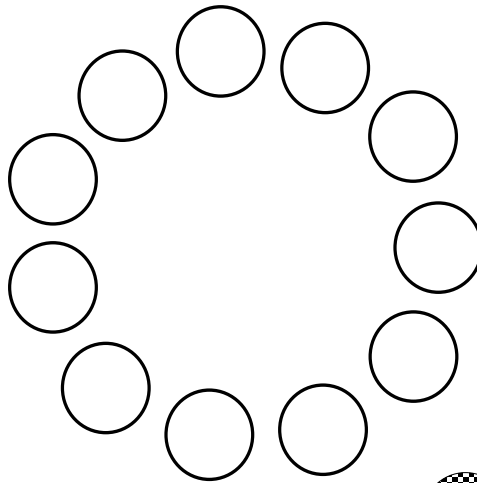
8. _____

9. _____

10. _____

Place the number in the
circle that corresponds to
where each candidate sits.

Mark "X" in the circle
where the Facilitator sits.



Observer

OBSERVATIONS:

CANDIDATE SELECTION:

NORMATIVE LEADERSHIP
1-1 MEETING DOCUMENTATION

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Employee: _____ Date: _____ Supervisor: _____

INFORMATION SHARING/COMMITMENTS/AGENDA ITEMS:

AGENDA ITEMS:

AGENDA ITEM SUMMARY:

A1:

A2:

A3:

COMMITMENTS:

EMPLOYEE COMMENTS:

EMPLOYEE SIGNATURE: _____ DATE: _____

SUPERVISOR COMMENTS:

SUPERVISOR SIGNATURE: _____ DATE: _____

Things I 'gotta do today!

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Date: _____

Things I 'gotta do today!

Priority Rating

[illegible]

Things I 'gotta do today!

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Date: _____



Things I 'gotta do today!

Priority Rating

[illegible]

The DECISION PLANNER

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Date: _____

Specific question to be answered:

INFLUENCE INDICATOR GRID

| | REASONS FOR | INFLUENCE INDICATORS | | REASONS AGAINST |
|---|---------------|----------------------|-------|-----------------|
| | | VALUE | VALUE | |
| | "SIXTH SENSE" | | | "SIXTH SENSE" |
| ① | | | | |
| ② | | | | |
| ③ | | | | |
| ④ | | | | |
| ⑤ | | | | |
| ⑥ | | | | |
| ⑦ | | | | |
| ⑧ | | | | |
| ⑨ | | | | |
| ⑩ | | | | |
| | TOTAL SCORE | | | |

The DECISION PLANNER

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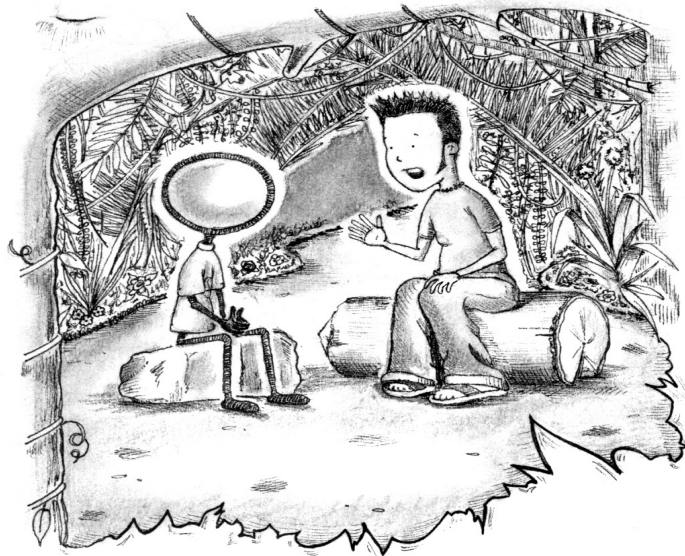
Date: _____

Specific question to be answered: *Now that I have made my decision, what must I do to make it happen?*

| PRIORITY ISSUES | SPECIFIC PLAN OF ACTION |
|-----------------|-------------------------|
| A1 | |
| A2 | |
| A3 | |

Normative Leadership

PERFORMANCE ASSESSMENT SYSTEM



Employee Assessment Form

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Employee: _____ Employment Date: _____

Position: _____ Supervisor: _____

Department: _____ Length of Time
as Employee's Supervisor: _____

1: JOB DESCRIPTION REVIEW

Mutually review all of the standards in the Job Description and place the final decision in the appropriate area.

| | |
|--------------------------------|--|
| PRIORITY STANDARDS EXCEEDED | |
| PRIORITY STANDARDS ACHIEVED | |
| STANDARDS ACHIEVED | |
| STANDARDS DID NOT MEET | |

2. JOB DESCRIPTION SCORING

| | | | |
|---|--|--|---|
| ① | STANDARDS ACHIEVED | 6 points | 6 |
| ② | STANDARDS EXCEEDED | (One point for <u>all standards exceeded</u>) | + |
| ③ | | SUB TOTAL | |
| ④ | STANDARDS DID NOT MEET | (-1 Point for each standard) | - |
| ⑤ | PRIORITY STANDARDS DID NOT MEET | (Additional -1 point for each standard) | - |
| ⑥ | | SUB TOTAL | |
| ⑦ | PRIORITY STANDARDS EXCEEDED (1 Point per each) | | + |
| ⑧ | TOTAL JOB DESCRIPTION SCORE | | |

3. NORMATIVE EMPLOYEE CHARACTERISTICS

Review all of the Normative Employee Characteristics with your employee and circle the number that corresponds to the agreed upon assessment of each characteristic. Place the number in the box.

Draw a line to connect the numbers circled to form a graph. Add the numbers in each of the boxes for the score.

| | | | | | | | | | | | |
|-----------------------|--------------------------------------|-------------|---|---|---|---------|---------|---------|----------|---|--|
| HELPAATHETIC ATTITUDE | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | |
| VISION | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | |
| SELF CONFIDENCE | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | |
| RISK TAKER | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | |
| PERSEVERANCE | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | |
| POLITICAL SAVVY | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | |
| PEOPLE SKILLS | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | |
| DECISION MAKER | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | |
| INTEGRITY | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | |
| SENSE OF HUMOR | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | |
| | | Opportunity | | | | On line | Develop | On line | Strength | | |
| 9 | ADD NORMATIVE CHARACTERISTICS SCORES | | | | | | | | | | |

4. SCORING: FINAL RATING

[illegible]

SCORING SCALE:

- 1 - 4 = “Opportunity”**
5 = On line
6 - 7 = Development
8 = On line
9 - 10 = Strength

5. EMPLOYEE DEVELOPMENTAL ACTION PLAN

Discuss areas of employee growth and development. Mutually define a plan of action to achieve these developmental goals. Be specific and incorporate MEASURABLE standards of performance.

| DEVELOPMENTAL PRIORITIES | | SPECIFIC PLAN OF ACTION |
|--------------------------|--|-------------------------|
| A_1 | | |
| A_2 | | |
| A_3 | | |

EMPLOYEE COMMENTS:

SUPERVISOR COMMENTS:

Date of Employee Assessment: _____ Employee Signature: _____

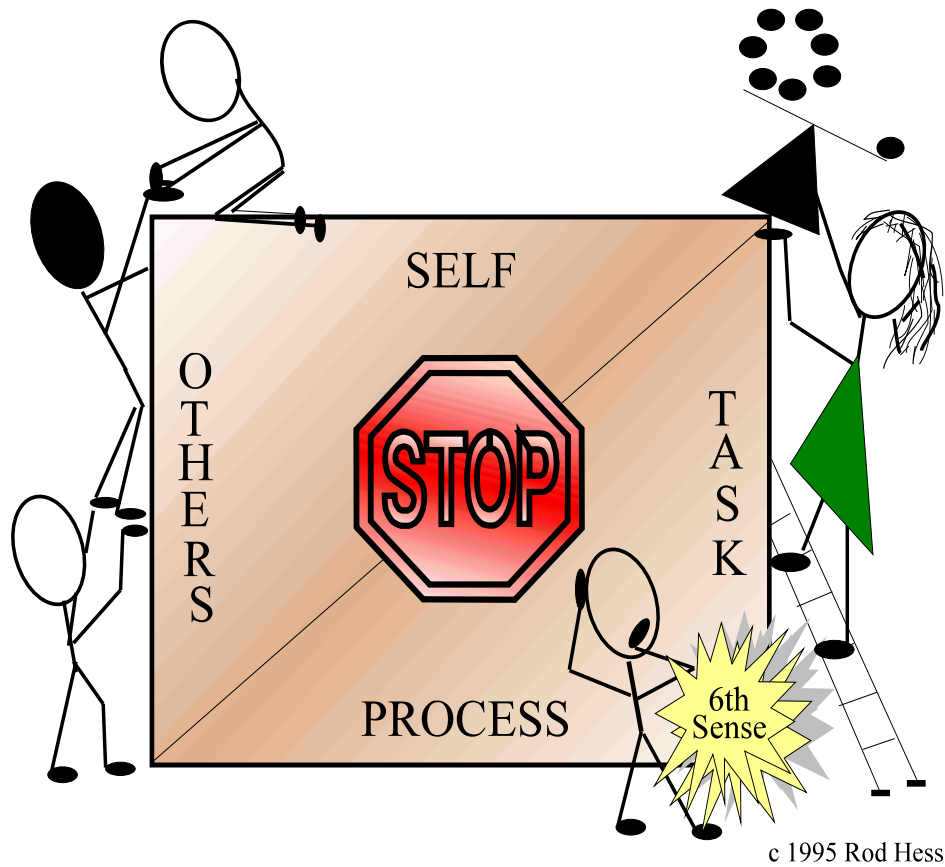
Supervisor Signature: _____

Second Level Supervision Signature: _____ Date: _____

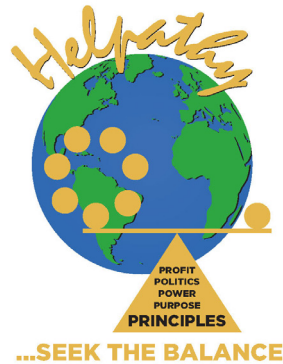
LEADERSHIP BEHAVIOR INVENTORY

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Seeking The Balance Between Self, Task, Others & Process



*Simple skills for simply **POWERFUL RESULTS!*** SM



Leadership Behavior Inventory

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HELPATHY:

A spirit that exists within a group
embodying trust, understanding, mutual respect and
cooperation to encourage the individual and collective
development and use of human potential.

Leaders throughout history have used the same skills in leading their groups to attain a specific purpose. The main factor that differentiates the leader who is a builder of mankind from the leader who is a destroyer of mankind, is nothing more than attitude. Helpathy is an attitude that guides The Normative LeaderSM in the use of the simple, but powerful, normative skills.

The philosophy of Helpathy challenges The Normative LeaderSM to seek a sense of balance between the needs of the individual and those of the group by using "20/20 hindsight" in the present. This is accomplished by examining the four areas that are crucial to developing and maintaining a more balanced leadership style. These areas are: **Self**, **Task**, **Others**, and **Process**.

This survey will enable you to "**STOP**" and gain more insight into your leadership style, and determine where your style is "out of balance."

There are 20 questions per section, for a total of 80 questions. Please answer all of the questions as honestly as possible.

"Grow for it!"

- SELF -

| Behavioral Situation | Model 80-100% Of The Time | Model 65-79% Of The Time | Model 50-64% Of The Time | Model Less Than 50% Of The Time |
|--|---------------------------------|--------------------------------|--------------------------------|---------------------------------------|
| 1. Self awareness is important to me and I welcome feedback from others. | 3 | 2 | 1 | 0 |
| 2. When conflict arises, I examine how my behavior contributed to the situation. | 3 | 2 | 1 | 0 |
| 3. I "practice what I preach." | 3 | 2 | 1 | 0 |
| 4. I seek "win-win" solutions to conflict. | 3 | 2 | 1 | 0 |
| 5. I react patiently when others ask questions I feel they should already know the answers to. | 3 | 2 | 1 | 0 |
| 6. I use a sense of humor to keep myself & situations in perspective. | 3 | 2 | 1 | 0 |
| 7. I take risks and make decisions after carefully weighing the factors. | 3 | 2 | 1 | 0 |
| 8. I ask questions when I don't understand something. | 3 | 2 | 1 | 0 |
| 9. I set my standards of excellence higher than those around me. | 3 | 2 | 1 | 0 |
| 10. I am open to exploring new ideas to increase my knowledge. | 3 | 2 | 1 | 0 |

| Behavioral Situation | Model 80-100% Of The Time | Model 65-79% Of The Time | Model 50-64% Of The Time | Model Less Than 50% Of The Time |
|---|---------------------------------|--------------------------------|--------------------------------|---------------------------------------|
| 11. I don't get easily discouraged when obstacles surface. | 3 | 2 | 1 | 0 |
| 12. I refuse to compromise my values to make money or "get ahead." | 3 | 2 | 1 | 0 |
| 13. I won't look for "the easy way out" of things. | 3 | 2 | 1 | 0 |
| 14. I exhibit a "can do" attitude in all that I undertake. | 3 | 2 | 1 | 0 |
| 15. When I reach my frustration limit, I take a break to re-energize myself. | 3 | 2 | 1 | 0 |
| 16. I am truthful regardless of the consequences. | 3 | 2 | 1 | 0 |
| 17. I use the words "please" and "thank you." | 3 | 2 | 1 | 0 |
| 18. I do not play dirty politics to get ahead. | 3 | 2 | 1 | 0 |
| 19. I strive to become better than <u>myself</u> . | 3 | 2 | 1 | 0 |
| 20. I remind myself that no matter how powerful or rich I become, God-like principles always guide my behavior. | 3 | 2 | 1 | 0 |

TOTAL SCORE: _____ (SELF)

- TASK -

| Behavioral Situation | Model 80-100% Of The Time | Model 65-79% Of The Time | Model 50-64% Of The Time | Model Less Than 50% Of The Time |
|---|--|---|---|--|
| 21. I set goals and evaluate my progress. | 3 | 2 | 1 | 0 |
| 22. I do beyond what is expected. | 3 | 2 | 1 | 0 |
| 23. I meet my deadlines. | 3 | 2 | 1 | 0 |
| 24. I anticipate and plan for what could go wrong. | 3 | 2 | 1 | 0 |
| 25. I do something daily to work toward achieving my goals. | 3 | 2 | 1 | 0 |
| 26. I question others when they fail to meet their commitments. | 3 | 2 | 1 | 0 |
| 27. I am not content with maintaining the status quo in the group. | 3 | 2 | 1 | 0 |
| 28. I weigh all of the facts before I jump to conclusions. | 3 | 2 | 1 | 0 |
| 29. I am "proactive" rather than "reactive." | 3 | 2 | 1 | 0 |
| 30. I involve others in the planning process. | 3 | 2 | 1 | 0 |
| 31. I delegate responsibility according to one's level of competence. | 3 | 2 | 1 | 0 |

| Behavioral Situation | Model 80-100% Of The Time | Model 65-79% Of The Time | Model 50-64% Of The Time | Model Less Than 50% Of The Time |
|---|---------------------------------|--------------------------------|--------------------------------|---------------------------------------|
| 32. I seek innovative solutions to problems. | 3 | 2 | 1 | 0 |
| 33. I seek long term solutions rather than short term solutions to problems. | 3 | 2 | 1 | 0 |
| 34. I take quick action to resolve issues & avoid procrastination. | 3 | 2 | 1 | 0 |
| 35. I prioritize issues to make more effective use of my time. | 3 | 2 | 1 | 0 |
| 36. I won't "look the other way" to avoid responsibility. | 3 | 2 | 1 | 0 |
| 37. I take on extra responsibilities without complaining. | 3 | 2 | 1 | 0 |
| 38. I insist on measurable standards of performance when making commitments to deadlines. | 3 | 2 | 1 | 0 |
| 39. I won't misrepresent the facts to correspond to the limits of my expertise. | 3 | 2 | 1 | 0 |
| 40. I never give up. | 3 | 2 | 1 | 0 |

TOTAL SCORE: _____ (TASK)

- OTHERS -

| Behavioral Situation | Model 80-100% Of The Time | Model 65-79% Of The Time | Model 50-64% Of The Time | Model Less Than 50% Of The Time |
|--|--|---|---|--|
| 41. I keep my emotions under control when reacting to another's behavior. | 3 | 2 | 1 | 0 |
| 42. I seek to stay within the behavioral limits of the group when meeting my individual needs. | 3 | 2 | 1 | 0 |
| 43. I use my skills to help motivate others to reach their potential. | 3 | 2 | 1 | 0 |
| 44. I try not to judge others too quickly. | 3 | 2 | 1 | 0 |
| 45. I accept an individual's right to be him/herself. | 3 | 2 | 1 | 0 |
| 46. I seek to understand another's point of view even if it is contrary to my own. | 3 | 2 | 1 | 0 |
| 47. Others can trust me to honor my word. | 3 | 2 | 1 | 0 |
| 48. I go out of my way to help others. | 3 | 2 | 1 | 0 |
| 49. I don't expect my followers to demonstrate blind allegiance to me. | 3 | 2 | 1 | 0 |

| Behavioral Situation | Model 80-100% Of The Time | Model 65-79% Of The Time | Model 50-64% Of The Time | Model Less Than 50% Of The Time |
|---|---------------------------------|--------------------------------|--------------------------------|---------------------------------------|
| 50. I do not seek revenge on those who have harmed me. | 3 | 2 | 1 | 0 |
| 51. I do not ask others to do things I would not do myself. | 3 | 2 | 1 | 0 |
| 52. I sacrifice my needs when it is in the best interest of the group. | 3 | 2 | 1 | 0 |
| 53. I do not talk negatively about others behind their backs, rather I resolve issues face to face. | 3 | 2 | 1 | 0 |
| 54. I base my relationships with others on the basis of <u>who</u> they are and not on what they can do for me. | 3 | 2 | 1 | 0 |
| 55. I don't "talk down" to others. | 3 | 2 | 1 | 0 |
| 56. I treat <u>all people</u> the same regardless of their social status. | 3 | 2 | 1 | 0 |
| 57. I treat others the way I would want to be treated. | 3 | 2 | 1 | 0 |
| 58. I don't use sarcasm as a way to "keep people in their place." | 3 | 2 | 1 | 0 |
| 59. I help others without wanting anything in return. | 3 | 2 | 1 | 0 |
| 60. I don't feel threatened by those who challenge my leadership in some way. | 3 | 2 | 1 | 0 |

TOTAL SCORE: _____ (OTHERS)

- PROCESS -

| Behavioral Situation | Model 80-100% Of The Time | Model 65-79% Of The Time | Model 50-64% Of The Time | Model Less Than 50% Of The Time |
|---|--|---|---|--|
| 61. I look for ways to prevent problems by "reading" the dynamics of the situation/group. | 3 | 2 | 1 | 0 |
| 62. I try to distinguish the symptomatic behavior from the real problem when discussing an issue. | 3 | 2 | 1 | 0 |
| 63. In confronting unacceptable behavior, I focus on <u>the behavior</u> and not the individual. | 3 | 2 | 1 | 0 |
| 64. I take ownership over my actions and avoid "cover ups" or blaming others when problems arise. | 3 | 2 | 1 | 0 |
| 65. My complaints about problems are accompanied by solutions. | 3 | 2 | 1 | 0 |
| 66. I refrain from using guilt as a technique for getting others to fulfill my requests. | 3 | 2 | 1 | 0 |
| 67. I question hidden agendas in a helpful manner to expose the real issues that exist. | 3 | 2 | 1 | 0 |
| 68. I know when to "let go" and allow a group/individual to have more responsibility/autonomy. | 3 | 2 | 1 | 0 |

| Behavioral Situation | Model 80-100% Of The Time | Model 65-79% Of The Time | Model 50-64% Of The Time | Model Less Than 50% Of The Time |
|--|---------------------------------|--------------------------------|--------------------------------|---------------------------------------|
| 69. I try to understand the "why" behind the actions of others. | 3 | 2 | 1 | 0 |
| 70. I understand my purpose in life and actively pursue it. | 3 | 2 | 1 | 0 |
| 71. I refrain from deceptively manipulating situations. | 3 | 2 | 1 | 0 |
| 72. I "read" the dynamics of situations as they unfold to understand & react to "what is really happening." | 3 | 2 | 1 | 0 |
| 73. I incorporate my intuitive "sixth sense" in making decisions. | 3 | 2 | 1 | 0 |
| 74. I openly support those individuals who constructively challenge negative behaviors. | 3 | 2 | 1 | 0 |
| 75. I try to leave a place in better condition than I found it. | 3 | 2 | 1 | 0 |
| 76. I challenge negative norms that threaten the group. | 3 | 2 | 1 | 0 |
| 77. I work for "evolutionary" change <u>before</u> "revolutionary" change. | 3 | 2 | 1 | 0 |
| 78. I use "mistakes" as opportunities for people to learn. | 3 | 2 | 1 | 0 |
| 79. When falsely accused, I maintain my integrity and refuse to employ "dirty tactics" to retaliate against my accusers. | 3 | 2 | 1 | 0 |

| Behavioral Situation | Model 80-100% Of The Time | Model 65-79% Of The Time | Model 50-64% Of The Time | Model Less Than 50% Of The Time |
|---|---------------------------------|--------------------------------|--------------------------------|---------------------------------------|
| 80. I make an effort to reinforce acceptable behavior when noticed. | 3 | 2 | 1 | 0 |

TOTAL SCORE: _____ (PROCESS)

Scoring Directions:

When you have completed the above questionnaire, return to page 1 (section: SELF) and add the numbers you circled as the answer for each of the 20 questions in the section. Place the total for section "SELF" at the bottom of the page in the "Total Score" blank. Do the same for sections: TASK, OTHERS and PROCESS.

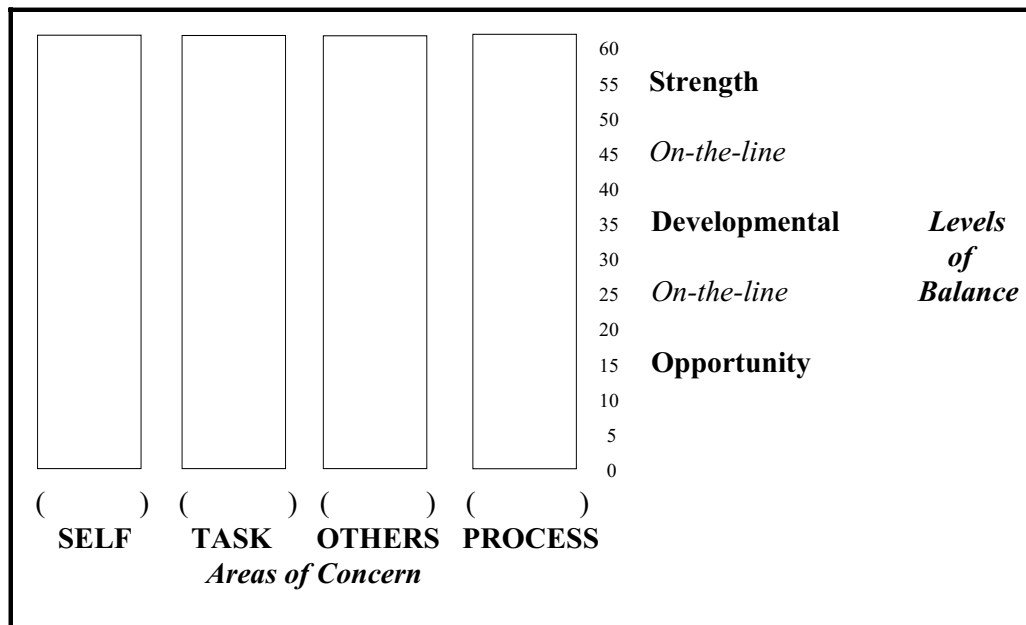
Once completed, place the totals for each section in the appropriate space on the attached "Scoring Grid." Then, plot each score in the appropriate box and **shade in the boxes to reflect the score for each.** The closer your line parallels the "ideal" (score of 60) the more "balanced" you are in modeling the behaviors associated with that particular area of the Helpathetic Attitude.

Caution: Most people have a tendency to see themselves close to the "ideal" (60) after completing the inventory for the first time. When you have finished reading this book and have had some time to utilize the concepts, re-take this test. You should have a more realistic picture of how frequently you model the behaviors in the "Inventory." Then, assess why some situations were modeled less frequently than others, and devise strategies to modify your behavior to become more consistent in these areas.



LEADERSHIP BEHAVIOR INVENTORY SCORING GRID

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Strength = 50-60

On-the-Line = 40-49

Developmental = 30-39

On-the-Line = 20-29

"Opportunity" = 0-19

The distance between your score for each of the four areas and the "Helpathetic" attitude, (60) displays the depth of the "gap" that needs to be addressed in order to develop a more "balanced" leadership style in modeling positive norms. See more on the Leadership Styles in Chapter 6.