

Culturally
Adapted
Leadership for
Inspired
Business
Excellence and
Results

CALIBER Leadership Report
Prepared for

Chris P. Bloggs
BLOGGS Inc.

May 26, 2008

Table of Contents

YOUR EXECUTIVE SUMMARY	3
SYNOPSIS OF CALIBER LEADERSHIP ASSESSMENT RESULTS	3
INVENTORY OF LEADERSHIP STRENGTHS AND AREAS OF GROWTH	4
YOUR LEADERSHIP STYLE	5
TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP STYLES	5
YOUR CROSS-CULTURAL LEADERSHIP	6
CROSS CULTURAL LEADERSHIP	6
UNDERSTANDING YOUR CALIBER LEADERSHIP REPORT	7
CALIBER: AN INTEGRATED LEADERSHIP SYSTEM FOR OBTAINING ORGANIZATIONAL PERFORMANCE AND BUSINESS RESULTS	8
PROCESS FOR LEADERSHIP EVALUATION	9
DETAILED CALIBER REPORT	10
PARTICIPATION SUMMARY.....	10
YOUR LEADERSHIP BENCHMARK	11
YOUR ORGANIZATIONAL PERFORMANCE BENCHMARK	12
YOUR BUSINESS RESULTS BENCHMARK	13
YOUR CROSS-CULTURAL LEADERSHIP	14
YOUR 360-DEGREE LEADERSHIP SCORES	15
ORGANIZATIONAL PERFORMANCE	16
BUSINESS RESULTS	17
YOUR CALIBER LEADERSHIP DEVELOPMENT PLAN	18
DIMENSION 1: COMMUNICATION LEADERSHIP	19
DIMENSION 2: COMPETENT LEADERSHIP	20
DIMENSION 3: STEWARD LEADERSHIP	21
DIMENSION 4: REINFORCEMENT LEADERSHIP	22
DIMENSION 5: CONFIDENT LEADERSHIP.....	23
DIMENSION 6: CREATIVE LEADERSHIP.....	24
DIMENSION 7: AUTHENTIC LEADERSHIP.....	25
DIMENSION 8: VISIONARY LEADERSHIP.....	26
DIMENSION 9: CULTURAL LEADERSHIP.....	27
DIMENSION 10: EMPOWERMENT LEADERSHIP	28
FEEDBACK FOR DEVELOPMENT	29
DEVELOPMENT PLAN SUMMARY	30
SUMMARY.....	31
BACKGROUND AND RESEARCH.....	32
CALIBER COMPARED TO PROMINENT LEADERSHIP MODELS.....	33
AN INTEGRATED MODEL OF LEADERSHIP	33
CALIBER AND THE LEADERSHIP INSTANT FEEDBACK TOOL (LIFT™).....	34
APPENDIX A: MEASURABLE RESULTS ACROSS 70 NATIONAL CULTURES	36
BIBLIOGRAPHY AND SUGGESTED READING.....	37

Your Executive Summary Synopsis of CALIBER Leadership Assessment Results

Your Overall Leadership Score



Your Overall Leadership Score from Self Rating



Your Overall Leadership Score from Manager Rating



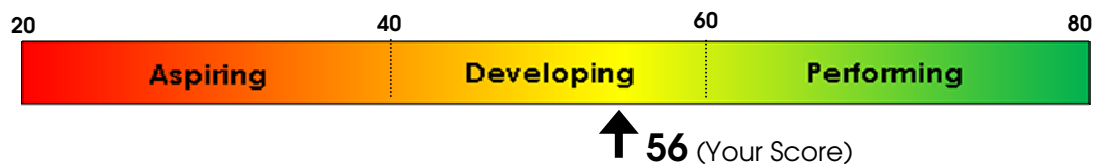
Your Overall Leadership Score from Peer and Direct Report Rating























Your Organizational Performance Score



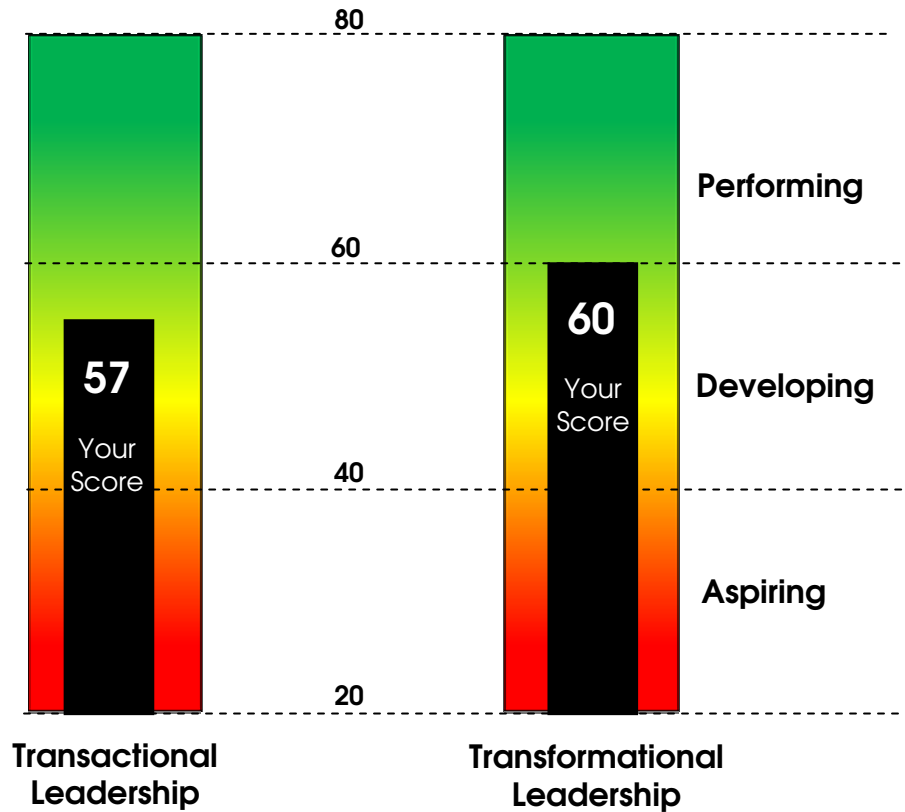
Your Business Results Score



Your Executive Summary Inventory of Leadership Strengths and Areas of Growth

Leadership Dimensions	Your Strengths	Your Areas Of Growth
Transactional Behavior		
1. Competent Leadership		
2. Reinforcement Leadership		
Transformational Behavior		
3. Communication Leadership		
4. Authentic Leadership		
5. Steward Leadership (Stewardship)		
6. Creative Leadership		
Transformational Characteristics		
7. Confident Leadership		
8. Empowerment Leadership		
9. Visionary Leadership		
10. Cultural Leadership		
Organizational Performance		
11. Resource Optimization		
12. Product Development		
13. Process Management		
14. Reinforcement System		
Business Results		
15. Financial Performance		
16. Employee Satisfaction		
17. Quality of Products/Services		
18. Customer Satisfaction		
19. Partner/Supplier Relationship		
20. Social Responsibility		

Executive Summary Your Leadership Style



Transactional and Transformational Leadership Styles

Your scores indicate that you are a **developing** transactional and transformational leader.

Transactional leaders use active management and contingent rewards to motivate your people. Transformational leaders inspire their people through a shared vision and help people go beyond their self interests. Both Transactional Leadership and Transformational Leadership are essential to facilitating and fostering organizational performance and business results, particularly as one engages with people from across diverse national cultures.

Please see your detailed CALIBER leadership report to find out the specific steps you can take to further grow your capacity to lead across functions, contexts, and cultures.

Executive Summary Your Cross-Cultural Leadership

Nation	Aspiring	Developing	Performing
Israel			✓
Ireland			✓
United States		✓	
Canada		✓	
China		✓	
Japan		✓	
India		✓	
Malaysia		✓	
Iran	✓		
Arab Countries	✓		
Russia	✓		
Chile	✓		

Cross Cultural Leadership

The success of an organization depends on the ability of its people to collaborate in teams that transcend cultural and geographic boundaries. These diverse teams are capable of creating significant advantage by bringing together diverse ideas, pools of knowledge, and approaches to work.

The CALIBER leadership research provides you with a blueprint of the linkage between leadership and team performance across cultural boundaries. Performing cross cultural leaders have the capacity needed to deal with the differences in the distribution of power, openness to new experiences, individual versus group alignment, sensitivity levels, and long-term versus short-term orientation.

The CALIBER leadership model indicates that you would be a **performing** leader in Israel and Ireland. The model also provides you with a map of national cultures in which you would be less effective and the path you need to take to develop your culture-specific leadership capacity.

The 70 countries supported by the CALIBER leadership assessment can be found in Appendix. You can request your leadership assessment(s) for a specific country or countries by writing to caliber@magnaleadership.com.

Understanding Your CALIBER Leadership Report

Value Proposition: The CALIBER leadership assessment is the only evidence-based assessment to link cross-cultural leadership practices directly to organizational performance and business results. It provides the blueprint for accelerating the development of managers and leaders across 70 nations.

What is this? CALIBER is an effective, reliable, and validated assessment designed to measure cross-cultural leadership capacity directly in relation to organizational performance and business results across 70 national cultures. It allows leaders to gain a thorough understanding of their current practices and provides them with specific result-oriented feedback to accelerate their development and growth with respect to organizational performance and business results.

Why do this? CALIBER represents the latest and most innovative advances in the field of leadership study. It is widely assumed that leadership plays a pivotal role in guiding organizational performance and business results, but there is no assessment in the industry that quantitatively links the construct of leadership to organizational performance and business results across 70 national cultures. CALIBER fills this void by aligning leadership with organizational performance and business results.

Who should do this? CALIBER is ideal for:

- Leaders, managers, and supervisors at all levels and in all locations
- Leaders, managers, and supervisors who work in diverse teams.
- Employees who need to be aware of the implications of national cultures

How does it work? Using CALIBER survey - 1) the leader completes a self-rating, and 2) manager/supervisor, peers, direct reports, and other observers rate the leader.

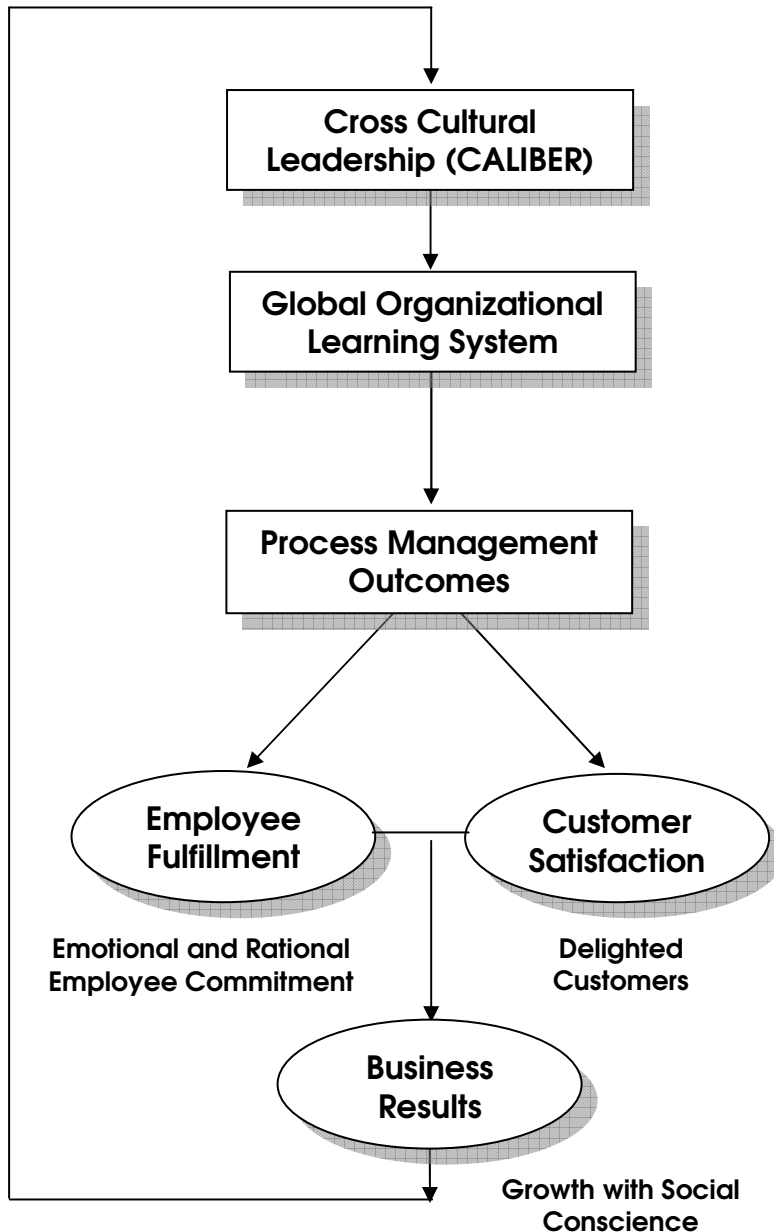
How is it done? Survey information is completely confidential. Any questions can be directed to caliber@magnaleadership.com.

Results: As a result of the CALIBER leadership assessment, managers and leaders learn:

- How their leadership behaviors and characteristics are linked directly to organizational performance and business results
- The specific improvements they need to achieve to become effective cross cultural leaders
- How to lead diverse teams to maximize performance and minimize intergroup conflicts
- The gaps that exist between the view of self and the view provided by others on leadership practices
- How they stack up and benchmark relative to the population of global leaders

As a result of the CALIBER leadership assessment, organizations learn how to grow and recruit the right leaders for the right jobs in the right cultures for achieving the optimum organizational performance and global business results.

CALIBER: An Integrated Leadership System for Obtaining Organizational Performance and Business Results



Leaders

1. Articulate an engaging vision and provide a constructive climate
2. Inspire, stimulate, and create opportunities and excitement
3. Maximize the potential of the diverse human capital

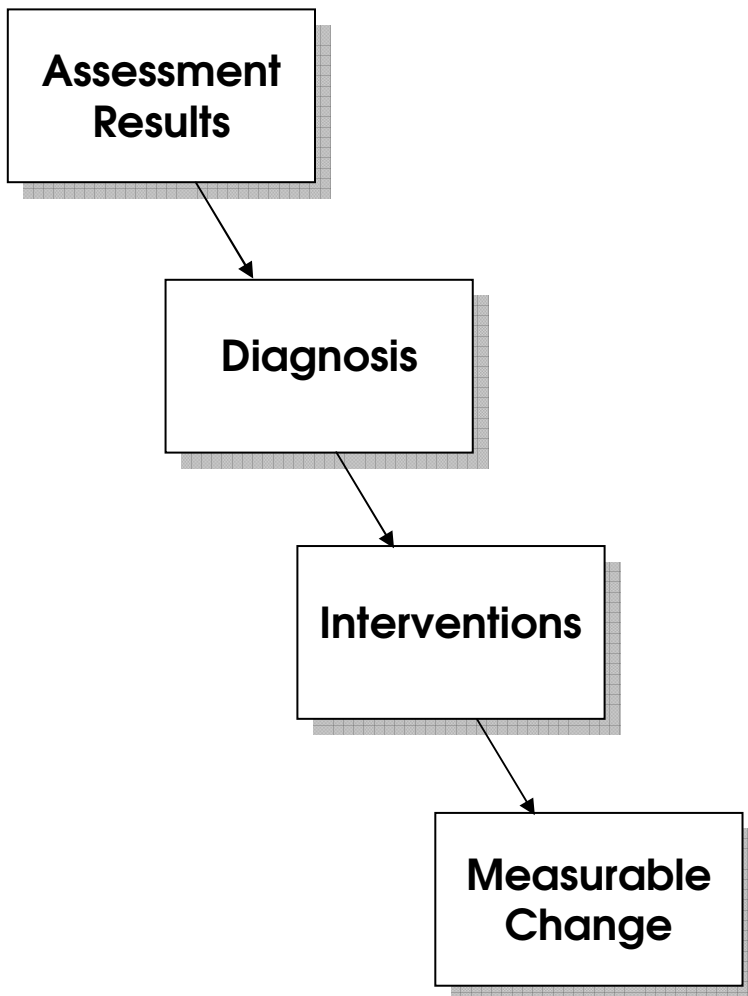
Learning Organizations

4. Create/assimilate new learning
5. Exploit what has been learned
6. Cooperate internally and externally

Process Management

7. Operationalize learning into quality products and services
8. Optimize resources and make results predictable
9. Develop workforce and stakeholder relationships

Process for Leadership Evaluation



What does the process of leadership evaluation entail?

Assessment enables participants to become aware of their strengths and areas of growth from diverse perspectives.

Diagnosis provides participants with profound insights into the ways their strengths and areas of growth affect their performance.

Interventions help participants develop their potential for the benefit of both their individual selves and the organization.

Measurable Change allows participants to calibrate the growth achieved through the interventions and plan for developing continuously.

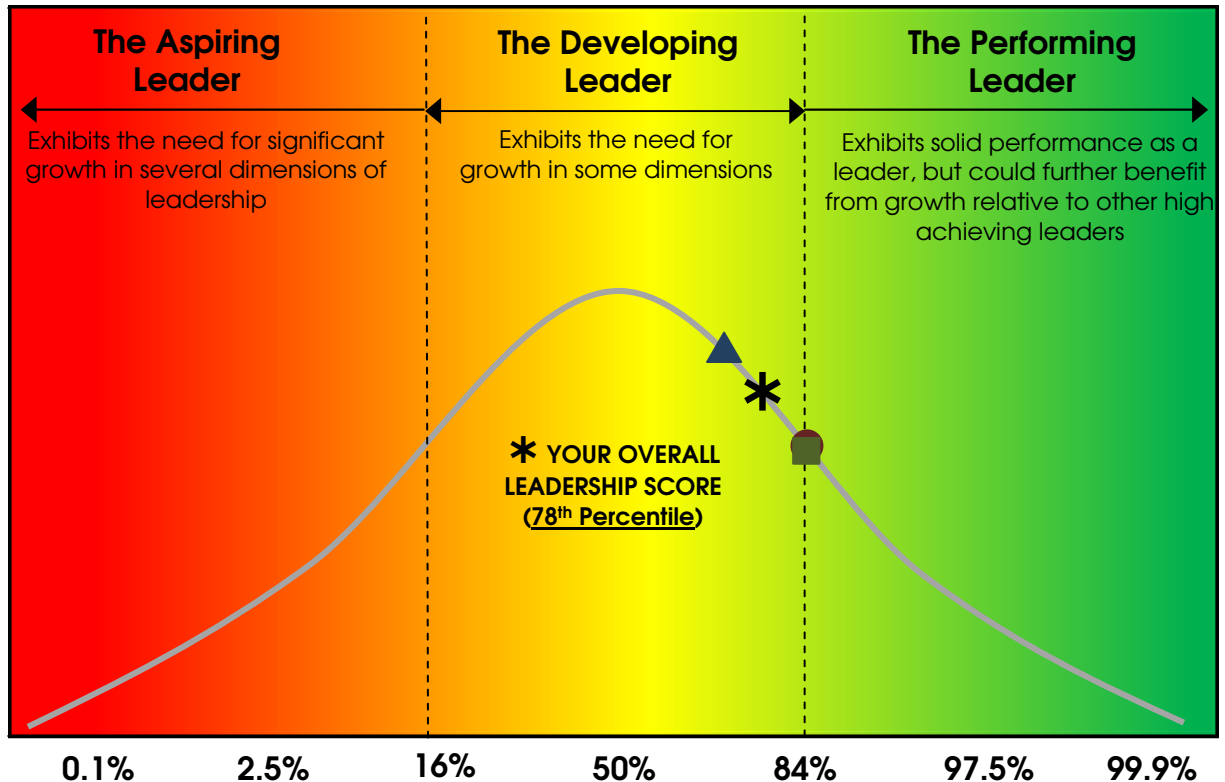
Detailed CALIBER Report Participation Summary

Chris P. Bloggs
BLOGGS Inc.

May 26, 2008

Rater	Participated
Self	Yes
Manager(s)	Yes
Direct Reports	Yes
Peers	Yes

Detailed CALIBER Report Your Leadership Benchmark



SELF (▲)
ranked in the
62nd percentile of the
population of leaders.

MANAGER (■)
ranked you in the
84th percentile of the
population of leaders.

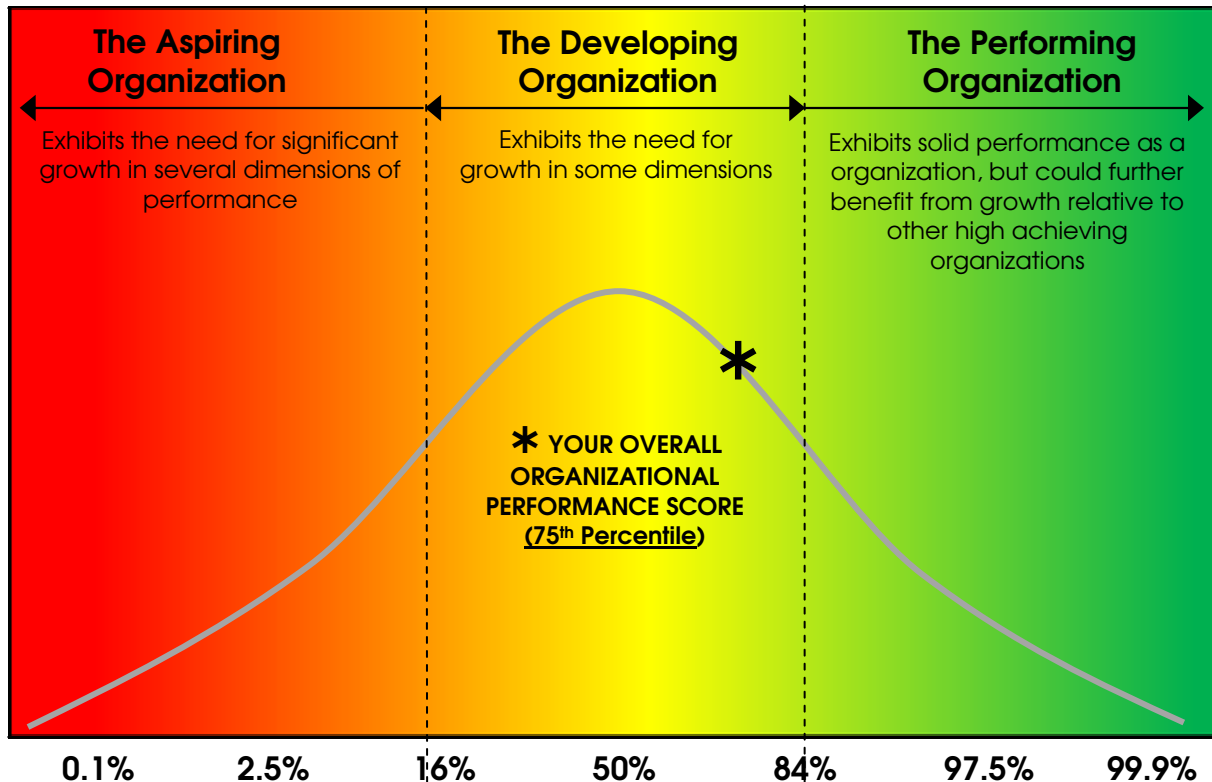
PEERS/DIRECT REPORTS (●)
ranked you in the
84th percentile of the
population of leaders.

With this profile, there is a clear path to personal development. The next step is to examine one's scores on the ten dimensions of leadership and take actions towards personal growth.

This profile indicates skills that are average in the ten dimensions of leadership. This leader has some sound capabilities and may already look toward the challenge of further growing his or her skills.

This profile shows strong evidence that one is currently acting as an effective leader. While individuals with this profile are effective leaders, they may need to improve their performance on certain dimensions that show room for improvement.

Detailed CALIBER Report Your Organizational Performance Benchmark

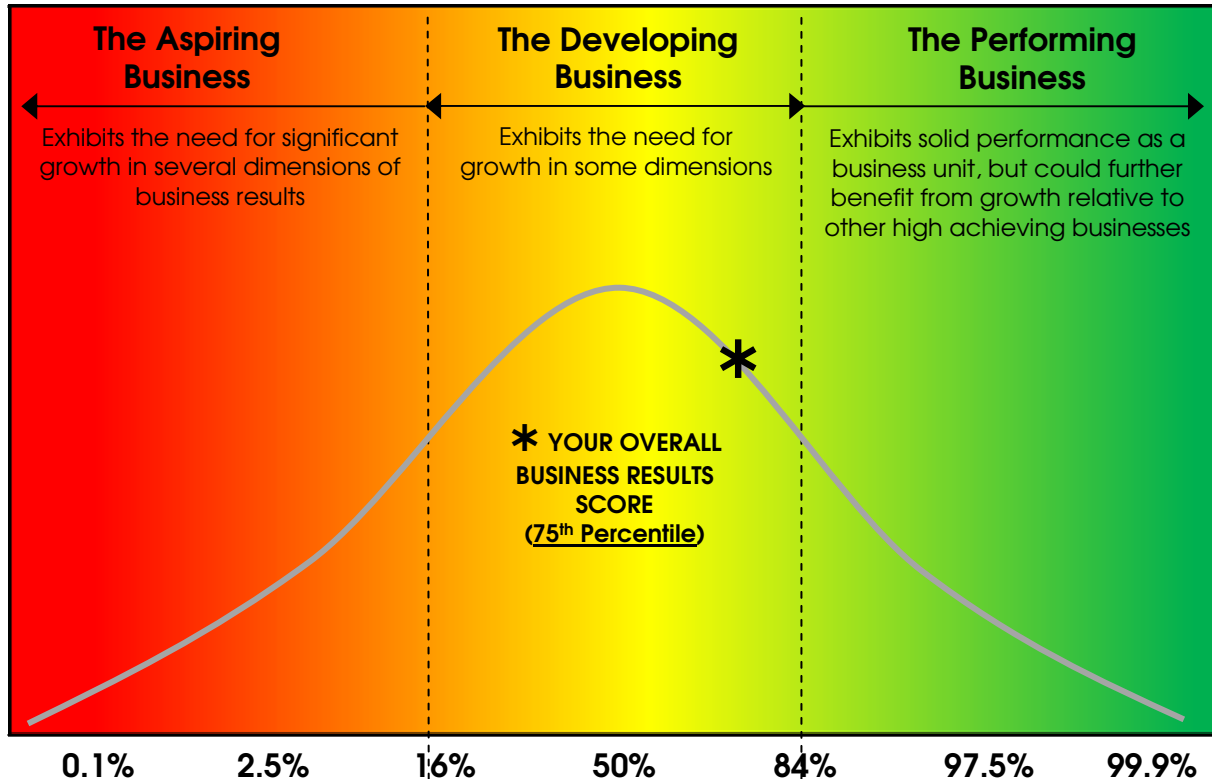


With this profile, there is a clear path to organizational development. The next step is to examine one's scores on the four dimensions of organizational performance and take actions towards organizational growth.

This profile indicates skills that are average in the four dimensions of performance. This organization has some sound capabilities and may already look toward the challenge of further improving its effectiveness.

This profile shows strong evidence that one is currently acting as an effective organizational unit. While organization with this profile are effective, they may need to improve their performance on certain dimensions that show room for improvement.

Detailed CALIBER Report Your Business Results Benchmark

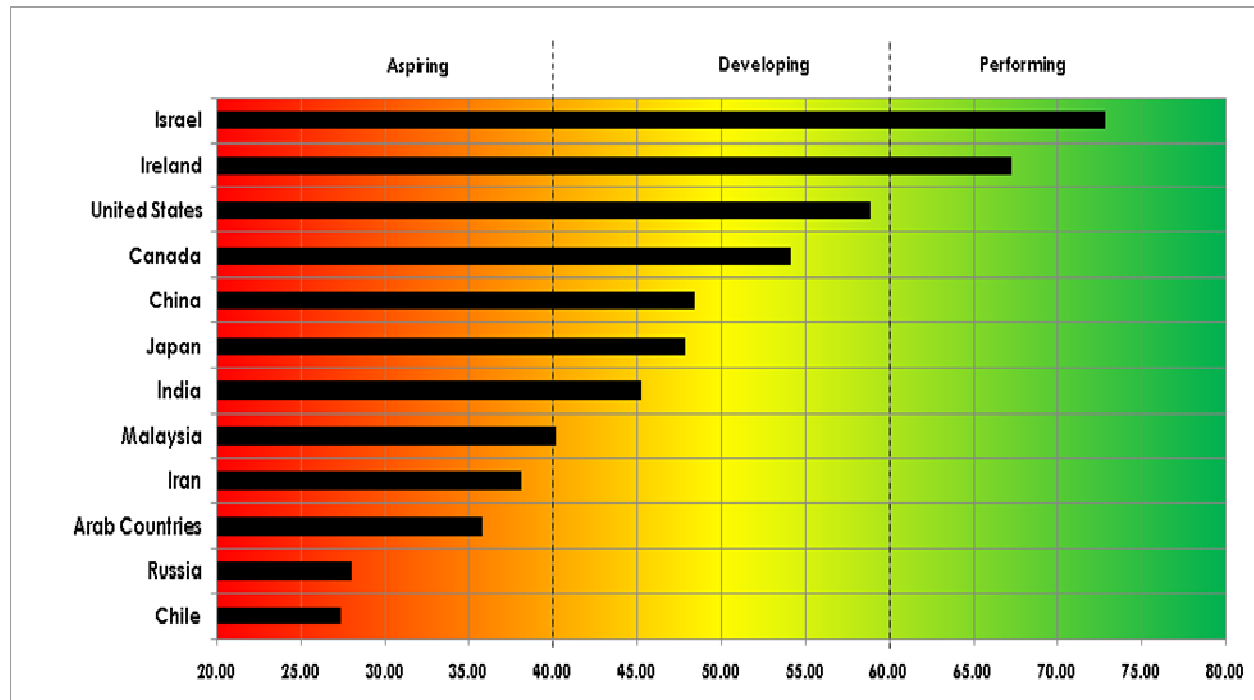


With this profile, there is a clear path to business unit development. The next step is to examine the scores on the six dimensions of business results and take actions towards growth.

This profile indicates skills that are average in the six dimensions of business results. This business unit has some sound capabilities and may already look toward the challenge of further growing its skills.

This profile shows strong evidence that the unit is currently acting as an effective business. While businesses with this profile are effective, they may need to improve their performance on certain dimensions that show room for improvement.

Detailed CALIBER Report Your Cross-Cultural Leadership



With your existing leadership inventory of strengths and growth, you can/will be most effective in leading people in and from these cultures:

- 1. Israel**
- 2. Ireland**

Based on the cross-cultural leadership results and your workplace location, the following culture has been identified as the priority for your development: **United States**

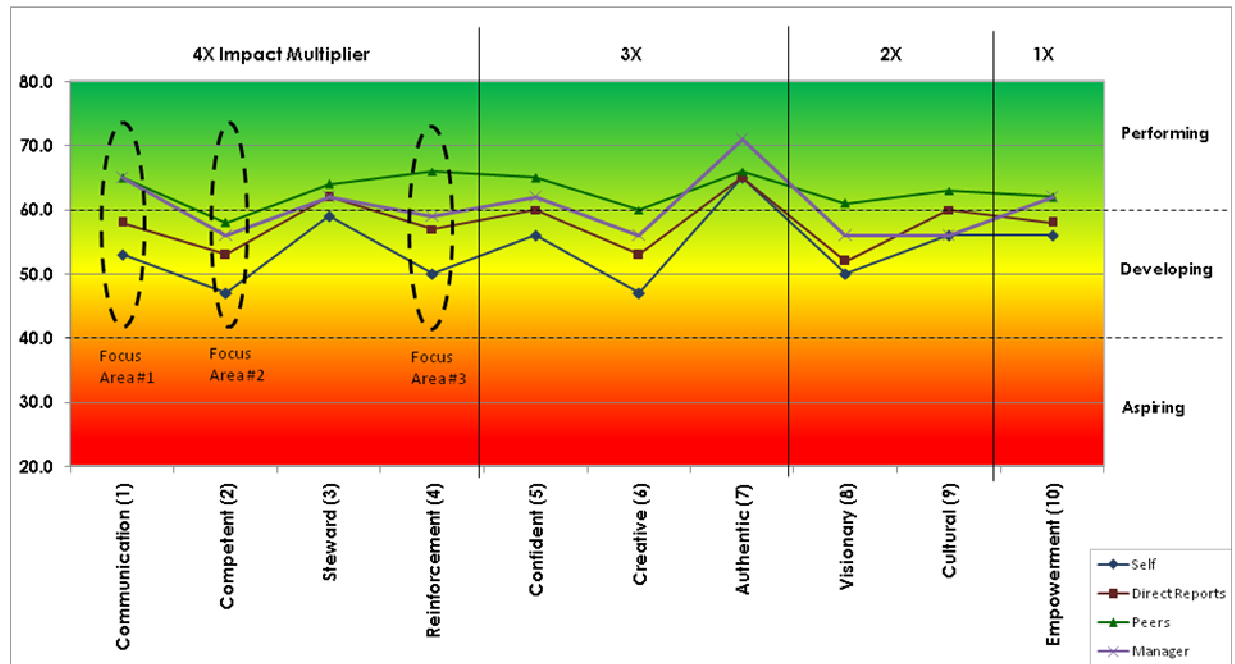
Since you lead a team in the United States and some team members from the American (U.S.) culture, the CALIBER report will provide you with specific guidance on the areas of growth that will give you the best results in the United States.

Supplementary analysis is available for:

- Additional individual cultures
- Aggregate organization across multiple cultures

Contact caliber@magnaleadership.com for details.

Detailed CALIBER Report Your 360-Degree Leadership Scores



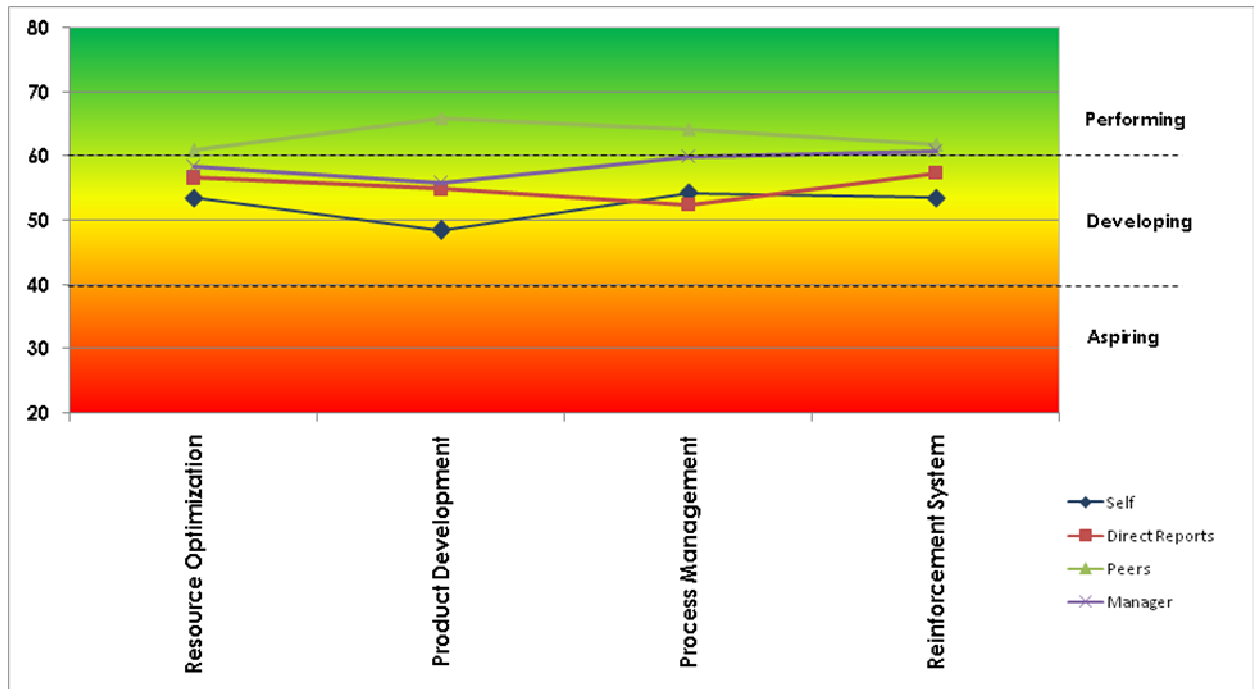
In the United States, the order of importance of the leadership dimensions and the values of their impact multipliers are:

1. Communication Leadership (4X)
2. Competent Leadership (4X)
3. Steward Leadership (4X)
4. Reinforcement Leadership (4X)
5. Confident Leadership (3X)
6. Creative Leadership (3X)
7. Authentic Leadership (1X)
8. Visionary Leadership (1X)
9. Cultural Leadership (1X)
10. Empowerment Leadership (1X)

Based on your scores, the three **best-ROI** areas of focus for you in the United States for achieving the most optimal organizational performance and business results are:

1. Communication Leadership
2. Competent Leadership
3. Reinforcement Leadership

Detailed CALIBER Report Organizational Performance



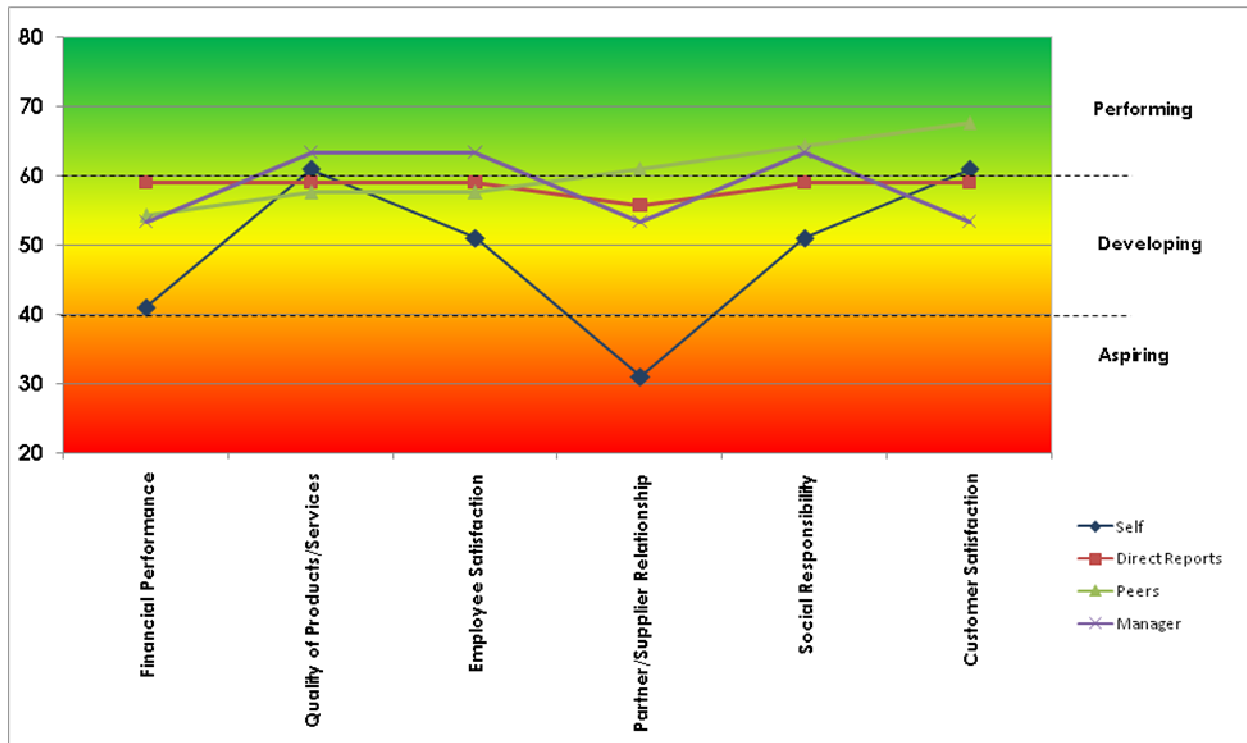
There are four dimensions of organizational performance:

1. Resource Optimization, the effectiveness with which the organization scans for, acquires, utilizes, and optimizes its material as well as informational resources.
2. Product Development, the capacity of the organization to create differentiated, value-adding products and services aligned with the strategy of the business.
3. Process Management, the ability of the organization to institute, share, and control its knowledge resources to aid the development of products.
4. Reinforcement System, the capacity of the organization to reinforce effective behaviors within the human capital.

Based on your scores, the **best-ROI** areas of focus for you for achieving improved organizational performance are:

1. Product Development
2. Process Management
3. Resource Optimization

Detailed CALIBER Report Business Results



There are six dimensions of business results:

1. Financial Performance, the performance on key measures of success against benchmarks.
2. Employee Satisfaction, the focus on employee well-being, education, training, development, and justice.
3. Quality of Products/Services, the systematic processes for evaluation and continuous improvement.
4. Customer Satisfaction, the action to receive proactive information that reflects likeliness of future business.
5. Partner/Supplier Relationship, the focus on evaluating and improving the collaborative relationships.
6. Social Responsibility, the contributions made to the communities and stakeholders.

Based on your scores, the **best-ROI** areas of focus for you for achieving improved business results are:

1. Financial Performance
2. Partner/Supplier Relationship
3. Employee Satisfaction

Your CALIBER Leadership Development Plan

This section of the CALIBER report will help you create a development plan to hone and grow your leadership capacity. It will help you leverage your strengths, target areas for further growth, and set specific goals and action steps.

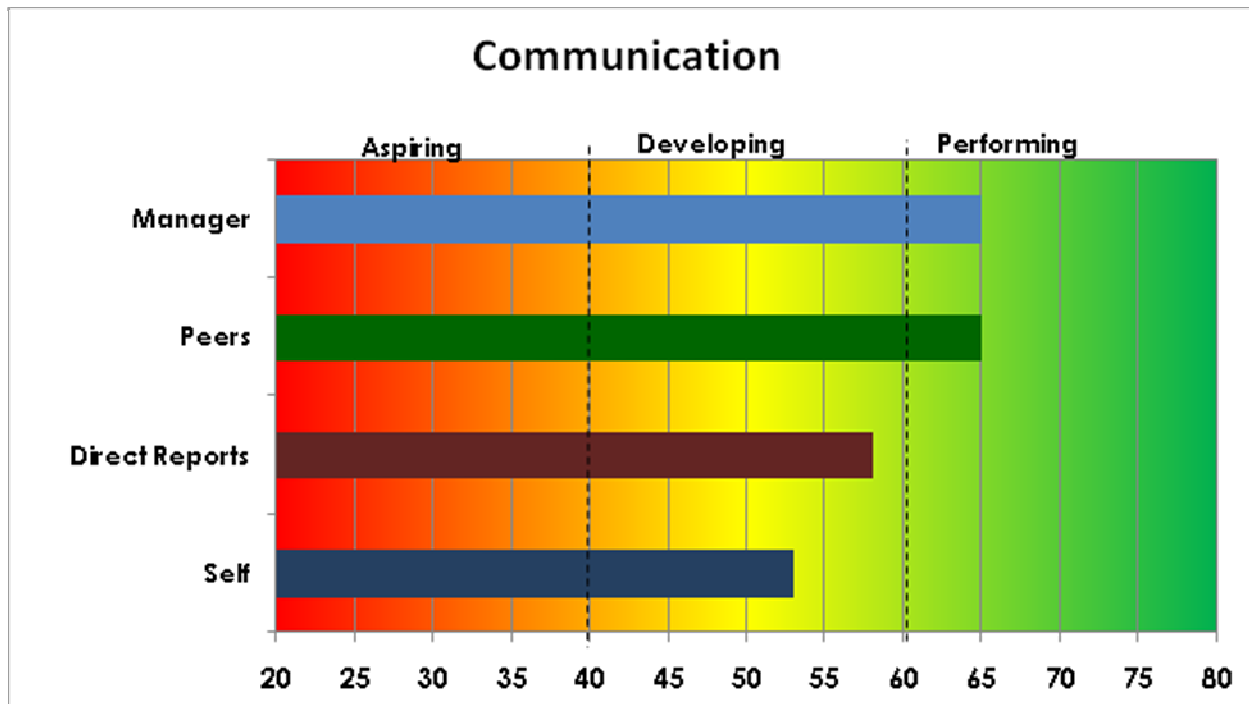


The sections below will explain the 10 dimensions of cross-cultural leadership and show your current strengths and areas of growth from the standpoint of everyone involved.

You should pay particular attention to areas where there are significant disconnects between your own perspective about your performance on a leadership attribute and the view provided by other observers, such as your manager, your direct reports, and your peers.

The “what you do well” and “what you can do better” sections will help create the plan you can use to measurably develop yourself, the performance of your organization, and the results of your business unit.

Your Leadership Development Plan Dimension 1: Communication Leadership



Important to consensus building, control, and coordination, communication measures the effectiveness with which the leaders listens to and gets the attention of others on key matters, in both face-to-face and virtual media of exchange. Through effective communication, leaders can facilitate the process of meaning-making among organizational members, thus enabling everyone to move in the direction of organizational goals. Leaders with the capacity to communicate well pay close attention to followers' words as well as feelings and are able to convey complex ideas in simple and clear terms. As organizations rely more and more heavily on e-mail and voice media, leaders regard the communication dimension of technology with the greatest priority.

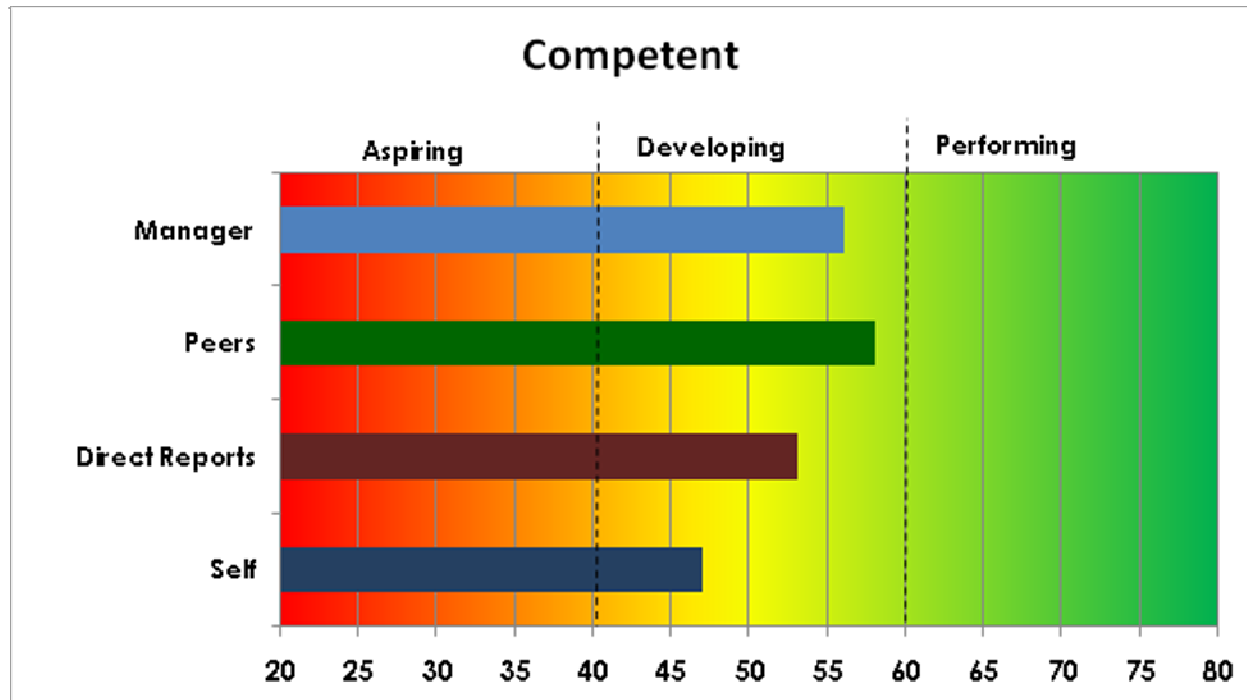
What You Do Well and Must Continue Doing

- Pay close attention to words, reactions, and feelings when communicating

What You Can Do Better and Must Strive to Develop In

- ☛ Actively seek feedback and use it constructively
- ☛ Clearly communicate mutual intentions and expectations
- ☛ Articulate complex ideas effectively
- ☛ Use a two-way process of listening, informing, persuading, and sharing ideas

Your Leadership Development Plan Dimension 2: Competent Leadership



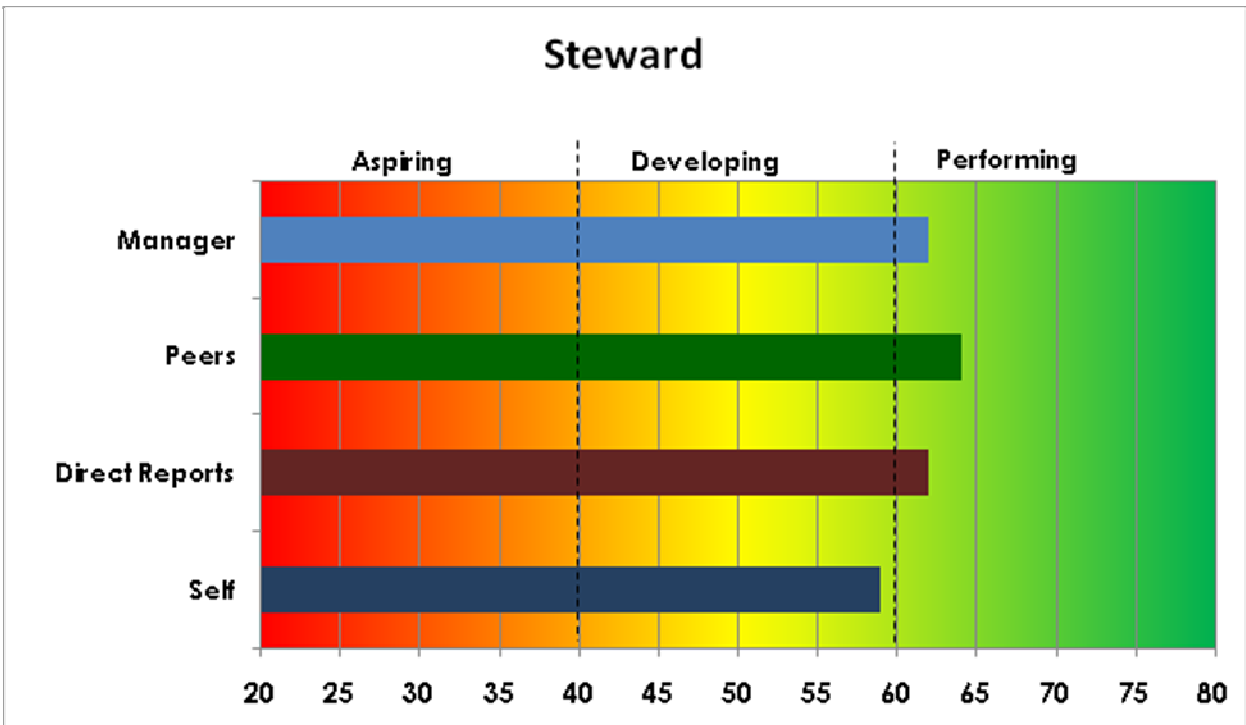
This dimension measures how well the leader plans, staffs, directs, coordinates, reports, solves problems, and budgets in his managerial responsibilities in both face-to-face and virtual work environments. Leadership skills provide managers with the essential credibility and strength needed to manage for sustained performance. Effective managers ensure that capable systems and structures are in place for the achievement of the objectives, keep an eye on the bottom line, synergize possible efficiencies, and execute the organizational vision.

What You Do Well and Must Continue Doing

What You Can Do Better and Must Strive to Develop In

- Properly plan, fund, and staff projects
- Make and meet commitments
- Manage the organization to ensure continuous alignment to organizational goals
- Attain and provide the information, resources, and technology people need to do their jobs effectively
- Constructively confront and solve problems

Your Leadership Development Plan Dimension 3: Steward Leadership



Steward leaders demonstrate genuine concern for others and are more interactive and less transactional. They inspire and empower their followers to commit to service-oriented goals higher than they are. Steward leaders show emotional strength during the anxieties of change. They advance their emotional capacity by acquiring a deep understanding of human needs and behaviors. They proactively prevent burn out caused due to mismatched values, perceptions of unfairness, and work overload. Such leaders are willing and able to involve others and inspire in them the ability to adapt.

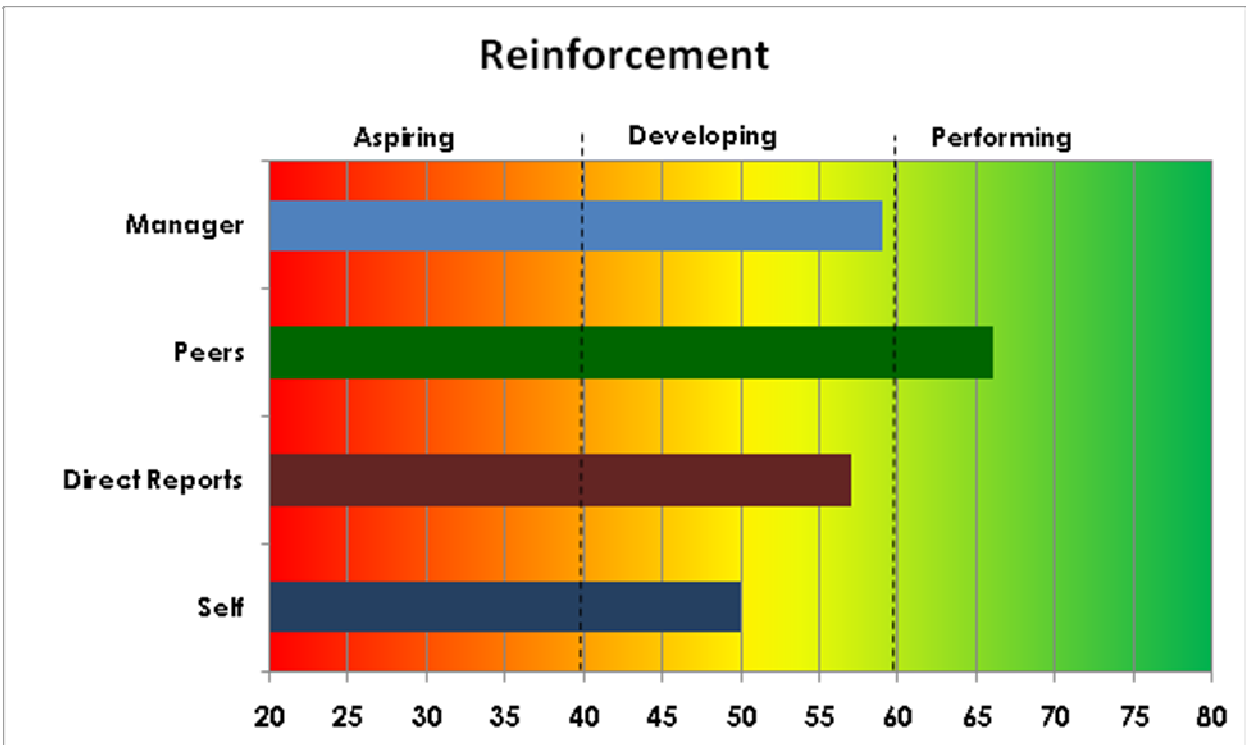
What You Do Well and Must Continue Doing

- Work with trust and respect for everyone
- Make people at all levels feel important

What You Can Do Better and Must Strive to Develop In

- ☞ Inspire people to create something they really care about
- ☞ Encourage participation and involvement of employees
- ☞ Take genuine interest in employee development and growth

Your Leadership Development Plan Dimension 4: Reinforcement Leadership



Leaders realize that negotiations are necessary to attain organizational goals. They share their power with their followers and negotiate situations that permit followers to take on active roles in achieving organizational objectives. They believe that the best negotiation is that which results in a win-win. Leaders negotiate with talent in their companies, create opportunities, and retain top talent. Management of virtual projects is different from that of traditional projects, so effective managers provide support for reward equity, process structure, and information processing.

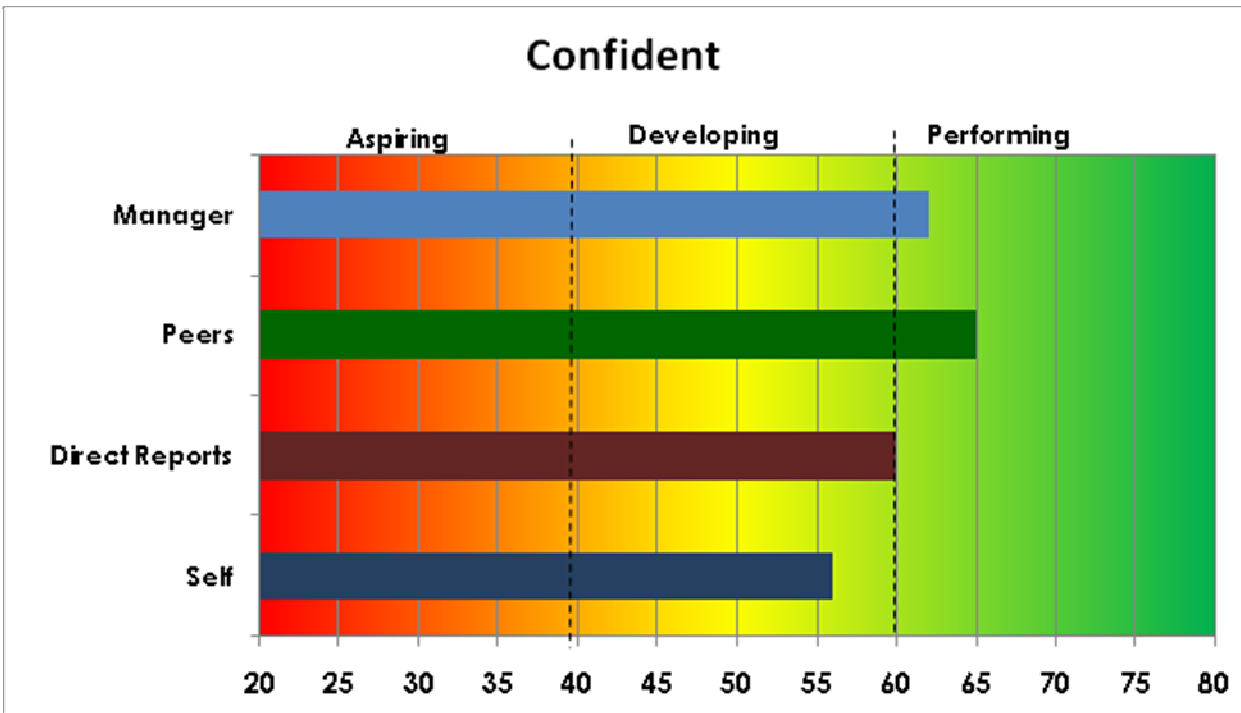
What You Do Well and Must Continue Doing

- **Demonstrate fairness in all dealings**

What You Can Do Better and Must Strive to Develop In

- ☛ **Stimulate progress toward success and remove roadblocks in the way**
- ☛ **Appreciate and recognize employee achievement**
- ☛ **Set realistic performance expectations and hold people accountable**
- ☛ **Accurately evaluate the performance and potential of employees**

Your Leadership Development Plan Dimension 5: Confident Leadership



Leaders who know and show who they are, what they stand for, and what their capacities are, are the ones most likely to succeed. They have a good idea of their own strengths and areas of growth. Leaders who do not have a clear self-insight run the risk of falling into positions that do not fit their vision or allow them to work from their strengths. Self-knowledge helps them shape others' perceptions and expectations and select jobs in which they can be happy. Charisma is the quality that influences people around the confident leader. Confident leaders have a strong sense of presence that gives them the ability to influence relationships and make change voluntary and therefore more readily palatable.

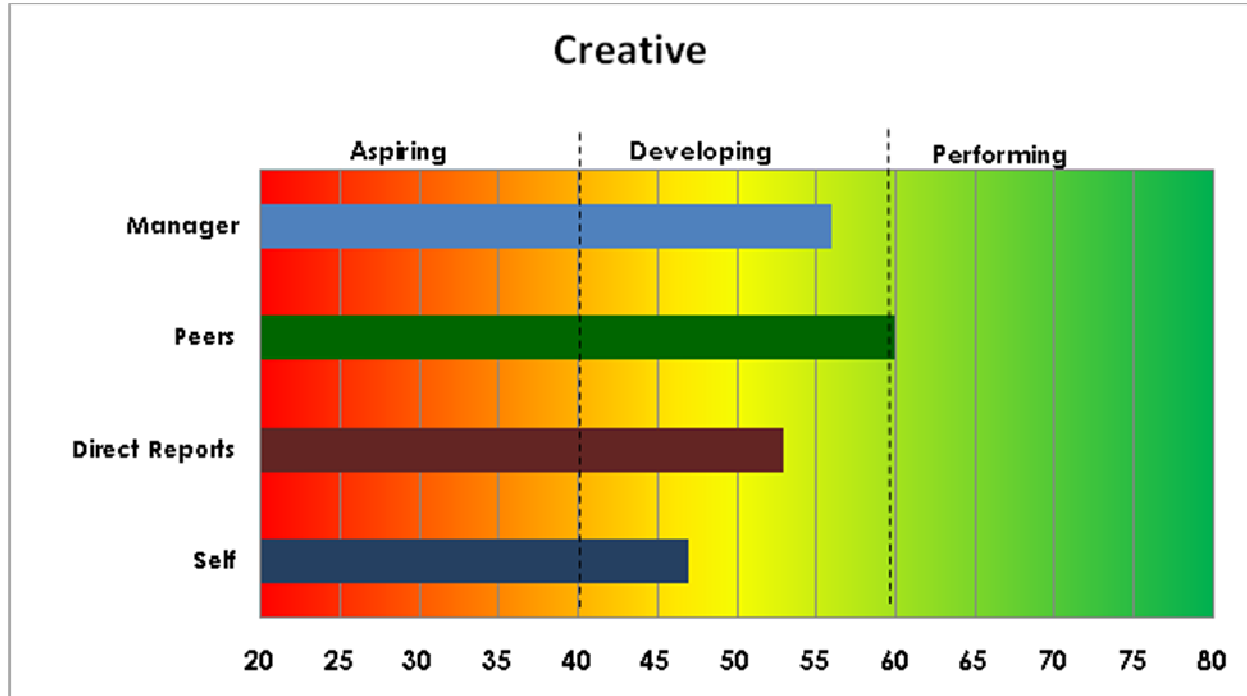
What You Do Well and Must Continue Doing

- Hold responsibilities that match strengths
- Have a clear sense of values and talents
- Have the confidence to maturely deal with differences among people

What You Can Do Better and Must Strive to Develop In

- ☞ Design approaches for getting and staying ahead rather than looking for safe havens
- ☞ Demonstrate personal humility and professional will

Your Leadership Development Plan Dimension 6: Creative Leadership



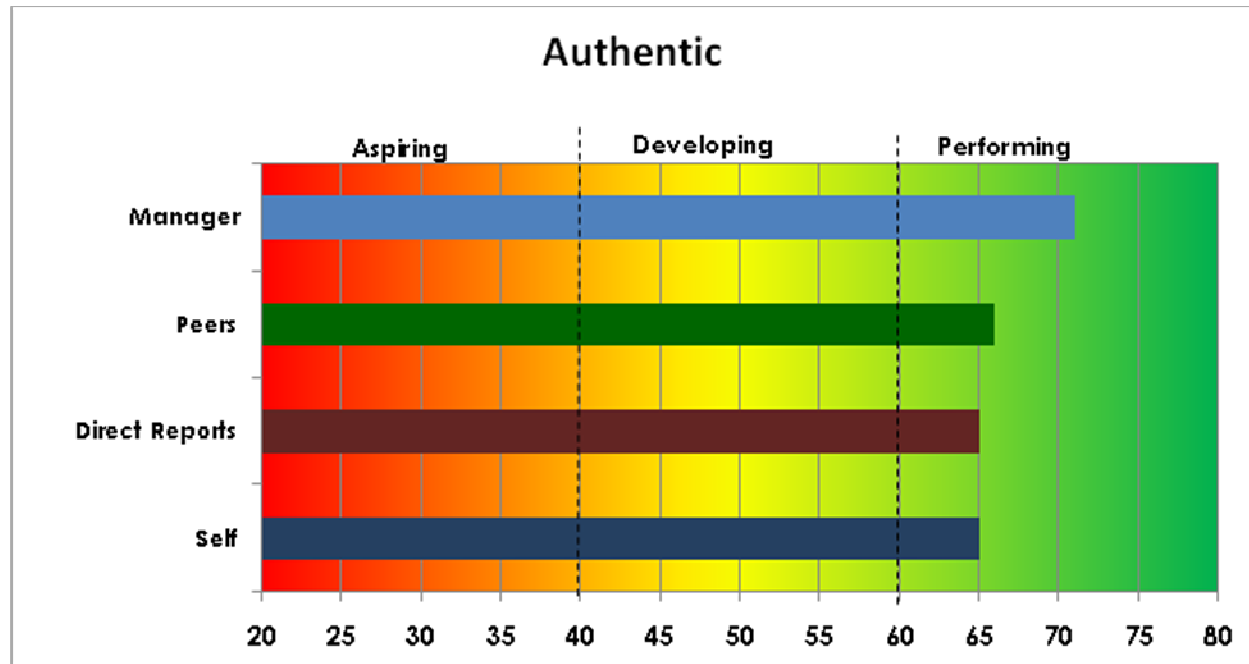
Creative leaders think laterally rather than thinking linearly and focus on people's higher order needs and abilities. They institute a creativity-centered culture in which everyone has the opportunity to grow into leadership roles. Creative leaders are able to see things in the context of meaningful wholes or systems. Such leaders build organizations that can move along without them. They are ambitious for the organization but maintain a high degree of personal humility. They relentlessly pursue their goals toward tangible success even if it means taking tough decisions and actions. They build teams consisting of the right talent for the jobs and provide a climate that is open.

What You Do Well and Must Continue Doing

What You Can Do Better and Must Strive to Develop In

- Facilitate creation of knowledge through play and experimentation
- Creatively generate growth opportunities for people
- Work across functions, disciplines, languages, and cultures to solve complex problems
- Encourage people to take informed risks and learn continuously
- Tap into life experiences to gain insights to tackle complex problem

Your Leadership Development Plan Dimension 7: Authentic Leadership



Authentic leaders role model integrity and demonstrate a sense of purpose that is deeply aligned with their core values. While striving to make meaningful contributions to the world, authentic leaders balance their work and lives and inspire others to do the same. Since leadership is something experienced in an interaction with other human beings, trust—the quality will meet his or her end of a mutual commitment—is a vital ingredient to the leader’s success. Whether operating in a traditional or virtual environment, effective leaders inspire trust among their followers through consistent words and deeds over time. They focus on people. This facilitates the generation of commitment to something larger than one’s individual self-interest. Leaders view mutual trust as the wellspring of productivity and success.

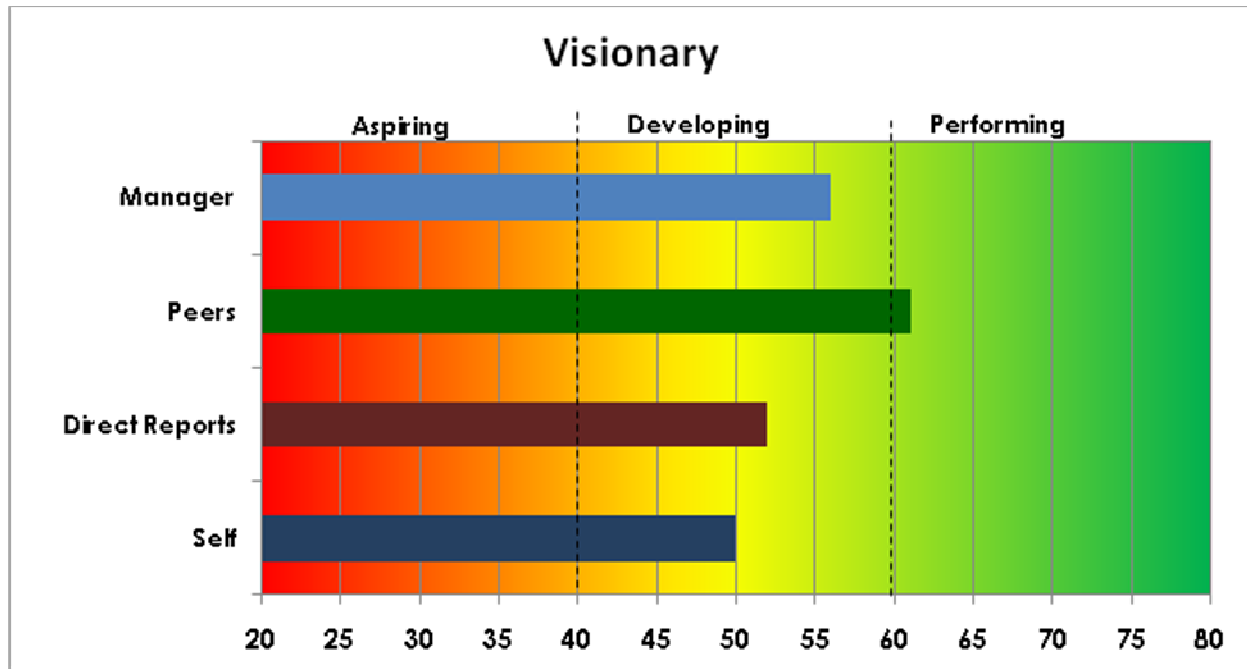
What You Do Well and Must Continue Doing

- Remain open and honest in all dealings
- Stick to a code of ethics no matter what
- Focus on doing the right things
- Assume personal responsibility and accountability

What You Can Do Better and Must Strive to Develop In

- ☹ Care about making the world a better place

Your Leadership Development Plan Dimension 8: Visionary Leadership



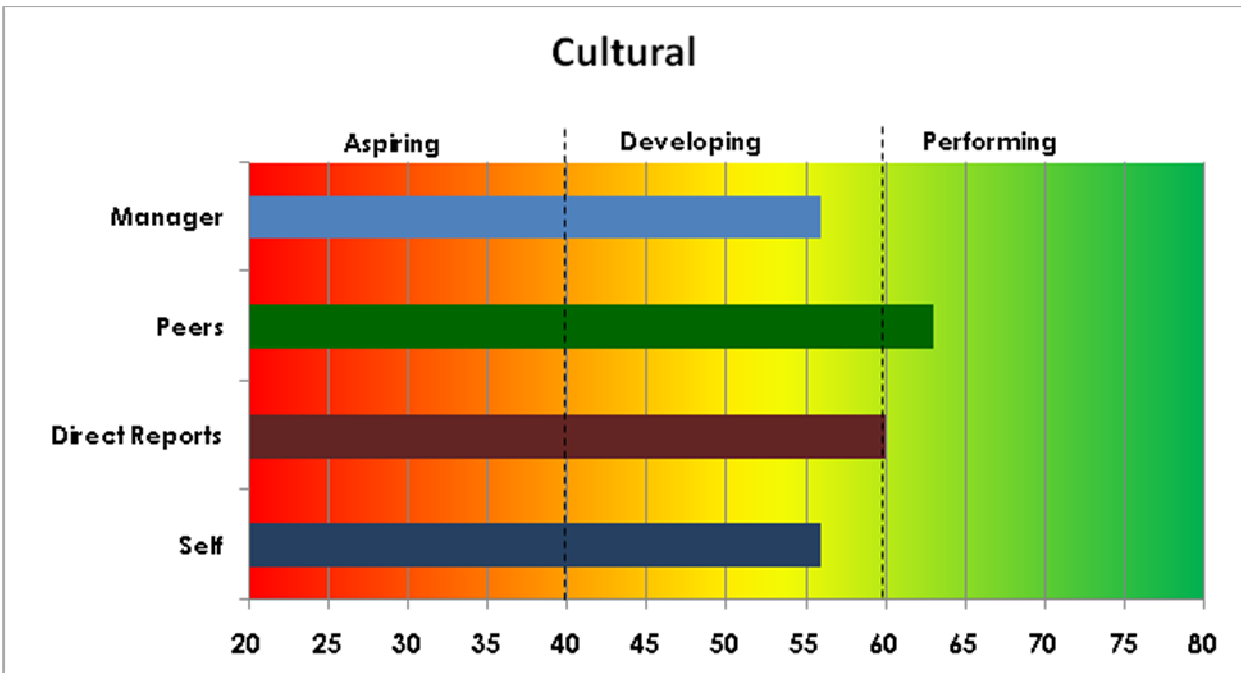
Through vision, leaders create a sense of mission and future for their organizations and motivate others to join them on that mission in concept and action. Leaders always have their eyes on the horizon. Visionary leaders take present actions and create conditions in anticipation of clear future goals and are willing accept near-term setback for longer-term wins. Leaders that have the clarity of vision, long-range orientation, coaching management style, participative change, employee empowerment, and ability to plan and implement organizational change and, are visionary leaders. Such leaders develop in their organizations an adaptive capability fundamental to strategy creation. They look out for inflection points in their business and pursue new opportunities even while they forcefully execute their existing roadmaps.

What You Do Well and Must Continue Doing

What You Can Do Better and Must Strive to Develop In

- ☛ Focus on long term success
- ☛ Continuously scan, read, and absorb knowledge from the environment
- ☛ Take time to stop, think, contemplate, and ask questions
- ☛ Acquire the understanding of a situation by looking at the whole picture
- ☛ Articulate a vision that gets people involved and excited

Your Leadership Development Plan Dimension 9: Cultural Leadership



Cultural interactions take place every day in workplaces as people from different cultures come into contact. Successful global leaders have the emotional maturity and are capable of coping with complex cross-cultural strategies, developing personnel, and integrating across and between people and functions. They have a deep perception of the world and are motivated to go through the required learning and change. Cultural Leadership is about creating an environment that fosters teamwork through diversity.

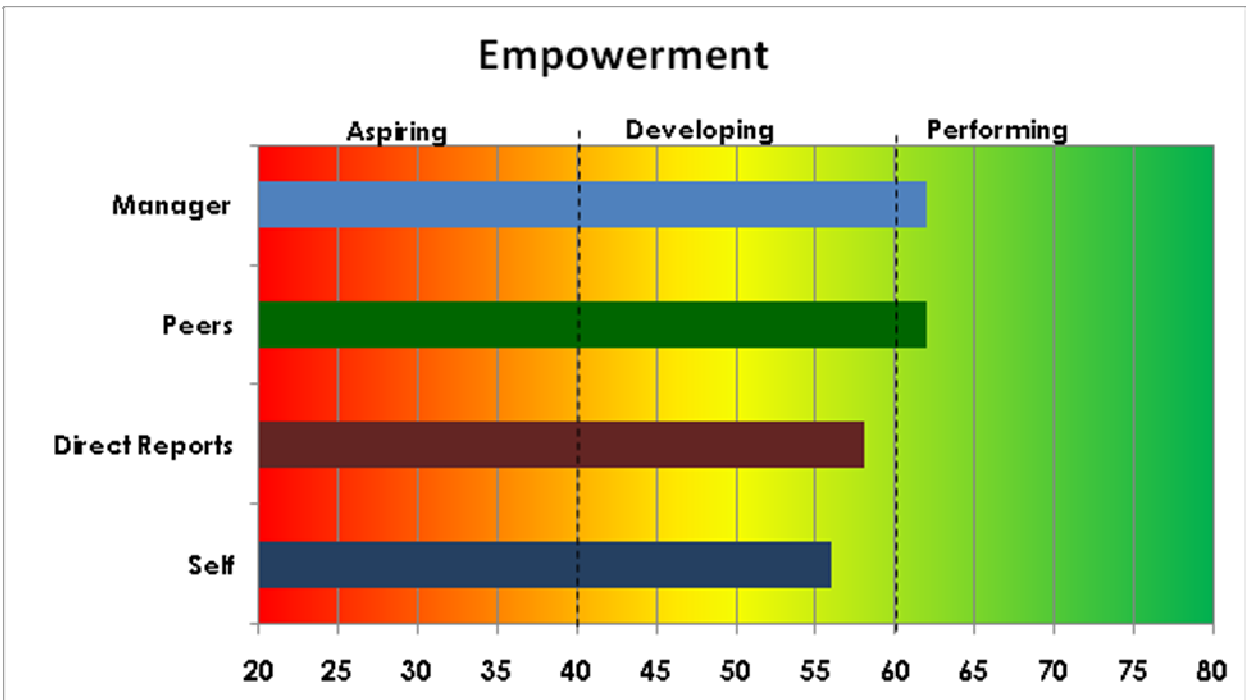
What You Do Well and Must Continue Doing

- Care deeply about the success and remove roadblocks in the way
- Act in accordance with the core values of the organization

What You Can Do Better and Must Strive to Develop In

- ☞ Recognize that people's values are shaped by the way that they are brought up
- ☞ Align the organization's strategy with the capacity of the organization
- ☞ Care about leaving a positive legacy behind

Your Leadership Development Plan Dimension 10: Empowerment Leadership



Leaders are strongly focused which provides direction, intensity, and persistence to their behavior. They give their followers the ability, incentive, and power to improve workplace output. To these leaders, leadership is a dynamic skill, which means they must participate to remain a leader, and exhibit competence and focus. They secure competitive advantage by learning faster than the competition. Empowerment leaders view leadership as a responsibility they share with their followers and other leaders. They seek collaboration for greater impact. They are role models who build strong long-term relationships and facilitate everyone's growth. Effective empowerment leaders view organizations as a coalition of coalitions where many diverse interests of the stakeholders need to be satisfied even while achieving a common good.

What You Do Well and Must Continue Doing

- Role model continuous self development

What You Can Do Better and Must Strive to Develop In

- ☛ Strive to make a difference in the lives of others
- ☛ Motivate others to participate in organizational decision making
- ☛ Look at the world through the eyes of others
- ☛ Empower people to get things right the first time

Feedback for Development

Priority	What You Do Well	What You Can Do Better
1	<ul style="list-style-type: none"> ● Pay close attention to words, reactions, and feelings when communicating 	<ul style="list-style-type: none"> ☞ Actively seek feedback and use it constructively ☞ Clearly communicate mutual intentions and expectations ☞ Articulate complex ideas effectively ☞ Use a two-way process of listening, informing, persuading, and sharing ideas
2		<ul style="list-style-type: none"> ☞ Properly plan, fund, and staff projects ☞ Make and meet commitments ☞ Manage the organization to ensure continuous alignment to organizational goals ☞ Attain and provide the information, resources, and technology people need to do their jobs effectively ☞ Constructively confront and solve problems
3	<ul style="list-style-type: none"> ● Demonstrate fairness in all dealings 	<ul style="list-style-type: none"> ☞ Stimulate progress toward success and remove roadblocks in the way ☞ Appreciate and recognize employee achievement ☞ Set realistic performance expectations and hold people accountable ☞ Accurately evaluate the performance and potential of employees

Development Plan Summary

Suggested Priority	Dimension	My Next Steps (Action, Date, & Measure)
Leadership		
1	Communication	
2	Competence	
3	Steward	
4	Reinforcement	
5	Confidence	
6	Creative	
7	Authentic	
8	Vision	
9	Cultural	
10	Empowerment	
Organizational Performance		
1	Resource Optimization	
2	Product Development	
3	Reinforcement System	
4	Process Management	
Business Results		
1	Employee Satisfaction	
2	Customer Satisfaction	
3	Social Responsibility	
4	Partner/Supplier Relationships	
5	Quality of Products and Services	
6	Financial Performance	

Summary

We hope that by reviewing this CALIBER leadership report you have acquired some added personal awareness and perspective and recognized your unique strengths and areas of improvement in terms of your leadership practices for organizational performance and business results across national cultures. We highly encourage you to use your improved self knowledge to start on the process of continual personal and professional growth.

Victor Frankl's words on human potential are worth remembering:

"Man is ultimately self-determining. What he becomes he has made out of himself."

Additional resources to help you achieve your maximum potential as a leader are available and can be found by visiting <http://www.magnaleadership.com> or by contacting caliber@magnaleadership.com.

Background and Research

The complete psychometric report on CALIBER can be found at:
http://magnaleadership.com/materials/CALIBER%20Psychometric%20Report_12r.pdf.

The CALIBER leadership assessment scale is grounded in a six-year research study to develop an evidence-based model of the relational linkages among leadership, organizational performance, and business results across 70 national cultures around the world. The research was completed in two phases. First, it used the knowledge workers ($N > 200$) in a large multinational high-technology Fortune 100 company. The results were validated and triangulated. Next, the research was replicated with a different set of participants ($N > 500$ and ever-growing) from across the world. CALIBER research results have been published in a variety of domestic and international forums including the 5th European Conference on Research Methods for Business and Management Studies and the HR.com Employers of Excellence National Conference.

This CALIBER research found that leaders are more effective at fostering organizational performance and business results when they adopt a contingent style that blends transactional leadership and transformational leadership. Specifically, the study found that an amalgamation of ten leadership factors: namely, communication leadership, cultural leadership, reinforcement leadership, empowerment leadership, stewardship, creative leadership, visionary leadership, competent leadership, authentic leadership, and confident leadership, is an effective approach for cross cultural leaders of performing organizations and results-oriented companies. The research resulted in a fine-grained and comprehensive empirical model and blueprint of the relational linkages across leadership, organizational performance, and business results for each of the 70 countries included in the research study.

CALIBER found a strong relationship between overall cross cultural leadership and organizational performance ($r = 0.79$, $p < 0.01$). The Cronbach alpha for CALIBER was calculated at 0.94, confirming a highly reliable instrument. CALIBER was further proven through extensive evaluations for content validity, construct validity, and criterion-based validity.

CALIBER is the first and the only evidence-based assessment tool to link leadership behaviors and characteristics directly to organizational performance and global business results. It provides the blueprint for accelerating the growth of managers and leaders across 70 nations. Organizations can use CALIBER to recruit the right leaders for the right jobs in the right cultures!

CALIBER Compared to Prominent Leadership Models

Leadership Dimension	CALIBER Lakhani (2005)	Zenger and Folkman (2002); Ulrich and Smallwood (1999)	Collins (2002)	Block (2001)	Bennis (1988); Sashkin and Rosenbach (2000)	Goleman (2000)	Conger and Kanungo (1998)	House (1995); McClelland and Boyatzis (1982)	Kotter and Hesket (1992)	Jaques (1986); Streufert (1991)	Bass (1985); Kouzes and Posner (1987)
1. Communication	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Authenticity	✓	✓	✓	✓	✓	✓					✓
3. Stewardship	✓			✓	✓	✓	✓				
4. Creativity	✓	✓	✓		✓		✓	✓	✓	✓	✓
5. Confidence	✓	✓			✓	✓		✓			✓
6. Reinforcement	✓	✓	✓	✓	✓	✓					✓
7. Empowerment	✓	✓		✓	✓	✓		✓	✓		✓
8. Vision	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9. Competence	✓	✓	✓		✓					✓	
10a. Organizational Culture	✓	✓			✓				✓		✓
10b. National Culture	✓										
Output											
Organizational Performance	✓										
Business Results	✓	✓									

An Integrated Model of Leadership

"Leaders cannot be thought of apart from the historic context in which they arise, the setting in which they function (e.g., elective political office), and the system over which they preside (e.g., a particular city or state). They are an integral part of the system, subject to the forces that affect the system."

John. W. Gardner, *On Leadership*.

A full assessment of a leader's capacity and effectiveness can only be made through an integrative measurement of behaviors and characteristics in the proper contexts, including the nations and the national cultures in which the leader operates. CALIBER is the only proven assessment tool in the world that provides a true and complete measurement the capacities of leaders.

The table above shows the coverage provided by CALIBER model in contrast to other popular leadership models. CALIBER model integrates the best concepts from the existing models and expands them to make the leadership concept more measurable, meaningful, and useful.

CALIBER and the Leadership Instant Feedback Tool (LIFT™)

We recognize that completing the CALIBER leadership assessment more frequently than once every six months might be time consuming. This is why Magna Leadership Solutions has developed **LIFT™**. This product is linked to CALIBER to provide fast real-time feedback from your team to ensure that you are making the best possible progress towards becoming, or sustaining your “Performing Leader” status.

Leadership Instant Feedback Tool (LIFT™)

Value Proposition - The Leadership Instant Feedback Tool (**LIFT**) is a cost-effective on-line tool that provides managers and leaders real-time regular (biweekly, monthly or bi-monthly) feedback from their staff(s). This allows the leader to make real-time course corrections to their leadership behaviors and practices for continuous organization improvement.

What is this? The LIFT system is a simple web-based system that provides employees a secure confidential webpage to deliver instant feedback on 12 critical areas necessary identified by your Culturally Adapted Leadership for Inspired Business Excellence and Results (CALIBER) report to build strong and vital organizations.

Why do this? LIFT allows employees to anonymously provide input to managers/supervisors to continually grow and improve the organization. This is similar to a 360-degree feedback tool, but all of the input is automatically accumulated and can be instantly viewed by the manager/supervisor without having to do any manual data gathering or manual analysis.

Who should do this? Any manager/supervisor or leader that wants to continuously improve their leadership and team performance capabilities.

How does it work? A manager/supervisor or leader is given a secure site to input their staff members' email addresses. Each employee is automatically sent an e-mail inviting him or her to participate in providing feedback. Managers/supervisors receive feedback instantly that can be tracked on a biweekly, monthly, quarterly, or yearly basis. Each of the on-line reports is dynamic and immediate. There is no requirement to have separate reports generated by HR. Employee input distributions for each question is also available to the manager/supervisor.

CALIBER and the Leadership Instant Feedback Tool (LIFT) (Continued)

How is it done? Managers that have completed the CALIBER assessment are signed-up to participate and are given a secure site to input their staff members' email addresses. Each employee is automatically sent an e-mail inviting him or her to participate in providing feedback to the manager. On-line surveys containing 12 questions, which are rated on a 5-point scale are made available to employees through email. Typically, surveys can be completed by the employee in less than 3 minutes.

Results:

- Track your progress against your CALIBER report
- Feedback loop to the managers/supervisors is more frequent
- Action can be taken in shorter increments for increased real-time improvements
- Employees have a direct anonymous link for feedback to their manager/supervisor
- No HR intervention is necessary

To see the LIFT assessment tool, visit
<http://managerinstantfeedback.com/LIFT/index.php>.

Appendix A: Measurable Results Across 70 National Cultures

The CALIBER Leadership Assessment is available for the following nations and national cultures:

Arab countries	Luxembourg
Argentina	Malaysia
Australia	Malta
Austria	Mexico
Bangladesh	Netherlands
Belgium	New Zealand
Brazil	Norway
Bulgaria	Pakistan
Canada	Panama
Chile	Peru
China	Philippines
Columbia	Poland
Costa Rica	Portugal
Croatia	Romania
Czech Republic	Russia
Denmark	Salvador
East Africa	Serbia
Ecuador	Singapore
Estonia	Slovakia
Finland	Slovenia
France	South Africa
Germany	South Korea
Great Britain	Spain
Greece	Suriname
Guatemala	Sweden
Hong Kong	Switzerland
Hungary	Taiwan
India	Thailand
Indonesia	Trinidad
Iran	Turkey
Ireland	Uruguay
Israel	USA
Italy	Venezuela
Jamaica	Vietnam
Japan	West Africa

Bibliography and Suggested Reading

1. Aguilar, F. J. (1967). *Scanning the business environment*. New York: Macmillan.
2. Anderson, J. C., Rungtusanatham, M., & Schroeder, R. G. (1994). A theory of quality management underlying the Deming management method. *Academy of Management Review*, 19, 472-509.
3. Argyris, C. (1999). *On organizational learning* (2nd ed.). Malden, MA: Blackwell.
4. Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: The Free Press.
5. Bass, B. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research, & managerial applications*. New York: The Free Press.
6. Bass, B.M. & Avolio, B. J. (1997). *Full range leadership development: Manual for the multifactor leadership questionnaire*. Palo Alto, CA: Mind Garden, Inc.
7. Bennis, W. G. (1961). Revisionist theory of leadership. *Harvard Business Review*, 39, 26-36, 146-150.
8. Bennis, W. G. (1996). Learning to lead. *Executive Excellence*, 13, 7-7.
9. Bennis, W. G., & Nanus, B. (1985). *Leaders: The strategies for taking charge*. New York: Harper & Row.
10. Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
11. Capra, F. (1996). *The web of life: A new scientific understanding of living systems*. New York: Anchor Books.
12. Chase, R. B., Jacobs, R. F., & Aquilano, N. J. (2003). *Operations management for competitive advantage* (10th ed.). New York: McGraw-Hill.
13. Chua, A. (2002). The influence of social interaction on knowledge creation. *Journal of Intellectual Capital*, 3, 375-392.
14. Cangelosi, V. E., & Dill, W. R. (1965). Organizational learning: Observations toward a theory. *Administrative Science Quarterly*, 10, 175-203.
15. Collins, J. C. (2001). *Good to great: Why some companies make the leap...and others don't*. New York: Harper Collins.
16. Conger, J. A., & Kanungo, R. N. (1998). *Charismatic leadership in organizations*. Thousand Oaks, CA: Sage.
17. Cross, R., & Baird, L. (2000). Technology is not enough: Improving performance by building organizational memory. *Sloan Management Review*, 41(3), 69-78.
18. Crossan, M., & Hulland, J. (2002). Leveraging knowledge through leadership of organizational learning. In C. Choo & N. Bontis (Eds.), *Strategic management of intellectual capital and organizational knowledge: A collection of readings* (pp. 711-723). New York: Oxford University Press.
19. Crossan, M., Lane, H., & White, R. (1999). An organizational learning framework: From intuition to institution. *Academy of Management Review*, 24, 522-538.
20. Crossan, M., Lane, H., White, R., & Djurfeldt, L. (1995). Organizational learning: Dimensions for a theory. *International Journal of Organizational Analysis*, 3, 337-360.
21. Daft, R. L., & Huber, G. P. (1987). How organizations learn: A communication framework. *Research in the Sociology of Organizations*, 5, 1-36.
22. Daft, R. L., & Weick, K. E. (1984). Toward a model of organizations as interpretation systems. *Academy of Management Review*, 9, 284-295.
23. Davenport, T. H., & Prusak, L. (1998). *Working knowledge: How organizations manage what they know*. Boston: Harvard Business School Press.
24. Deming, W. E. (1986). *Out of the crisis*. Cambridge: Massachusetts Institute of Technology, Center for Advanced Engineering Study.
25. Dollinger, M. J. (1984). Environmental boundary spanning and information processing effects on organizational performance. *Academy of Management Journal*, 27, 351-368.
26. Drucker, P. (1998). The coming of the new organization. In *Harvard Business Review on Knowledge management* (pp. 1-19). Boston: Harvard Business School Press. (Original work published in 1988)
27. Drucker, P. (1993). *Post-capitalist society*. New York: HarperCollins.
28. Fiedler, F. E. (1967). *A theory of leadership effectiveness*. New York: McGraw-Hill.
29. Fiol, M. C., & Lyles, A. M. (1985). Organizational learning. *Academy of Management Review*, 10, 803-813.

Bibliography and Suggested Reading

- Retrieved November 7, 2004, from <http://web17.epnet.com>.
30. Goldsmith, M., Greenberg, C. L., Robertson, A., & Hu-Chan, M. (2003). *Global leadership: The next generation*. Upper Saddle River, NJ: Financial Times Prentice Hall.
 31. Graeff, C. (1983). The situational leadership theory: A critical review. *Academy of Management Review*, 8, 285, 296.
 32. Greenleaf, R. K. (1977). *Servant leadership*. New York: Paulist Press.
 33. Grove, A. (1997). *Only the paranoid survive: How to exploit the crisis points that challenge every company and career*. New York: Doubleday.
 34. Hamel, G. (2000). *Leading the revolution*. Boston: Harvard Business School Press.
 35. Hansen, M. T. (1999). The search-transfer problem: The role of weak ties in sharing knowledge across organization subunits. *Administrative Science Quarterly*, 44, 82-111.
 36. Helgstrand, K., & Stuchmacher, A. (1999). National culture: An influence on leader evaluations. *International Journal of Organizational Analysis*, 7, 153-168.
 37. Hersey, P., & Blanchard, K. H. (1969). *Management of organizational behavior*. Englewood Cliffs, NJ: Prentice Hall.
 38. Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Thousand Oaks, CA: Sage.
 39. House, R. J. (1967). A path goal theory of leader effectiveness. *Administrative Science Quarterly*, 16, 321-338.
 40. House, R. J., & Howell, J. M. (1992). Personality and charismatic leadership. *Leadership Quarterly*, 3(2), 81-108.
 41. House, R. J., & Shamir, B. (1993). Toward the integration of transformational, charismatic, and visionary theories. In M. M. Chemers and R. Ayman (Eds.), *Leadership theory and research: Perspectives and directions* (pp. 81-107). New York: Academic Press.
 42. House, R. J., Wright, N. S., & Aditya, R. N. (1997). Cross cultural research on organizational leadership: A critical analysis and a proposed theory. In P.C. Early and M. Erez (Eds.), *New perspectives in international industrial organizational psychology*. San Francisco: New Lexington.
 43. Huber, G. P. (1991). Organizational learning: The contributing processes and the literatures. *Organization Science*, 2, 88-115.
 44. Jacques, E. (1986). The development of intellectual capacity. *Journal of Applied Behavioral Science*, 22, 361-383.
 45. Johnson, C. G. (2000). A theoretical model of organizational learning and performing action systems (Doctoral Dissertation, The George Washington University). UMI ProQuest Digital Dissertations. Retrieved January 17, 2005, from <http://proquest.umi.com>.
 46. Johnson, C. G., & Schwandt, D. R. (1998). *Organizational action survey*. Ashburn, VA: Center for the Study of Learning, George Washington University.
 47. Kaplan, R. S., & Norton, D. P. (2004, February). Measuring the strategic readiness of intangible assets. *Harvard Business Review*.
 48. Karamouzis, F., Young, A., Iyenger, P., Terdiman, R., Marriott, I., & Brown, R. (2004). *Gartner's global offshore sourcing predictions*. Retrieved January 2, 2005, from <http://www.gartner.com>.
 49. Kerfoot, K. (2003). Learning organizations need teachers: The leader's challenge. *Dermatology Nursing*, 15, 495.
 50. King, S. W. (2002). Effective leadership for quality achievement and organizational learning (Doctoral Dissertation, Portland State University). UMI ProQuest Digital Dissertations. Retrieved November 17, 2004, from <http://proquest.umi.com>.
 51. Koh, P. (2003). *India: The future looks promising*. Retrieved January 2, 2005, from <http://www.gartner.com>.
 52. Kotter, J. P., & Heskett, J. L. (1992). *Corporate culture and performance*. New York: The Free Press.
 53. Kouzes, J. M., & Posner, B. Z. (1987). *The leadership challenge*. San Francisco: Jossey-Bass.

Bibliography and Suggested Reading

54. Kouzes, J. M., & Posner, B. Z. (1988). Development and validation of the leadership practices inventory. *Educational and Psychological Measurement*, 48, 483-496.
55. Kuhn, T. S. (1996). *The structure of scientific revolutions* (3rd ed.). Chicago: University of Chicago Press.
56. Lähteenmäki, S., Toivonen, J., & Mattila, M. (2001). Critical aspects of organizational learning research and proposals for its measurement. *British Journal of Management*, 12, 113-129.
57. Lakhani, M. A. (2005). Relational Linkages between Visionary Leadership and Organizational Learning across the United States, Malaysia, and India (Doctoral Dissertation, University of Phoenix). UMI ProQuest Digital Dissertations. Retrieved November 17, 2005, from <http://proquest.umi.com>.
58. Lakhani, M. A. (2006). Research Method for Investigating Cross-Cultural Linkages between Leadership and Organizational Learning. 5th European Conference on Research Methods for Business and Management Studies.
59. Larson, L. L., Hunt, J. G., & Osborn, R. N. (1976). The great hi-hi leader behavior myth: A lesson from Occam's razor. *Academy of Management Journal*, 19, 628-641.
60. Levine, D. M., Berenson, M. L., & Stephan, D. (1999). *Statistics for managers*. Upper Saddle River, NJ: Prentice-Hall.
61. Levitt, B., & March, J. G. (1988). Organizational learning. *Annual Review of Sociology*, 14, 319-340.
62. Lewin, K., Lippert, R., & White, R. K. (1939). Patterns of aggressive behavior in experimentally created social climates. *Journal of Social Psychology*, 10, 271-301.
63. Lussier, R. N., & Achua, C. E. (2001). *Leadership: Theory, application, skill building*. Cincinnati, OH: South-Western College Publishing.
64. Machiavelli, N. (1958). *The prince* (W. K. Marriot, Trans.). London: J. M. Dent & Sons. (Original work published in 1513).
65. McClelland, D. C. (1987). *Human motivation*. Glenview, IL: Scott, Foresman.
66. Merriam, S. B., & Caffarella, R. S. (1999). *Learning in adulthood: A comprehensive guide*. San Francisco, Jossey-Bass.
67. Newell, S., Robertson, M., Scarbrough, H., & Swan, J. (2002). *Managing knowledge work*. New York: Palgrave.
68. Nonaka, I., & Takeuchi, H. (1995). *The knowledge-creating company: How Japanese companies create the dynamics of innovation*. New York: Oxford University Press.
69. Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.). New York: McGraw-Hill.
70. O'Toole, J. (1996). *Leading change: The argument for values-based leadership*. New York: Jossey-Bass.
71. Parsons, T. (1956). A sociological approach to the theory of organizations. *Administrative Science Quarterly*, 1, 225-239.
72. Polanyi, M. (1969). *Personal knowledge*. Chicago: University of Chicago Press.
73. Robbins, S. P. (1990). *Organization theory: Structure, design and applications*. Upper Saddle River, NJ: Prentice Hall.
74. Sashkin, M., & Rosenbach, W. E. (1996). *The leadership profile*. Seabrook, MD: Ducochon Press.
75. Sashkin, M., Rosenbach, W. E., & Sashkin, M. G. (1997). Development of the power need and its expression in leadership and management with a focus on leader-follower relations. In L.S. Estabrook (Ed.), *Leadership as legacy: Proceedings of the Twelfth Scientific Meeting of the A.K. Rice Institute*. Jupiter, FL: A.K. Rice Institute.
76. Sashkin, M., & Sashkin, M. (2003). *Leadership that matters: The critical factors for making a difference in people's life and organizations' success*. San Francisco: Berrett-Koehler.
77. Schein, E. (1997). *Organizational cultures and leadership*. New York: Jossey-Bass.
78. Schwandt, D., & Marquardt, M. (2000). *Organizational learning: from world-class theories to global best practices*. Boca Raton, FL: CRC Press.
79. Senge, P. M. (1994). *The fifth discipline: The art and practice of the learning organization..* New York: Doubleday.
80. Shrivastava, P. (1983). A typology of organizational learning systems. *Journal of Management Studies*, 20,

Bibliography and Suggested Reading

- 7-28.
81. Smith, P. (2001). The end of the beginning? *Journal of Cross Cultural Management*, 1, 21-24.
 82. Spender, J. C. (1995). Organizational knowledge, learning, and memory: Three concepts in search of a theory. *Journal of Organization Change Management*, 9, 63-78.
 83. Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. *Journal of Psychology*, 25, 35-71.
 84. Stogdill, R. M., & Coons, A. E. (1957). *Leader behavior: Its description and measurement*. Columbus: Ohio State University, Bureau of Business Research.
 85. Strata, R. (1989). Organizational learning: The key to management innovation. *Sloan Management Review*, 30(3), 63-74.
 86. Streufert, S. (1991). The art of multidimensional management. *Clinical Laboratory Management Review*, 5(2), 106-113.
 87. Subramaniam, R., Kamlesh, L., & Yauger, C. (1994). The scanning of task environments in hospitals: An empirical study. *Journal of Applied Business Research*, 10(4), 104-115.
 88. Tichy, N., & Devanna, M. (1986). *Transformational leadership*. New York: Wiley.
 89. Triandis, H. (2001). The study of cross cultural management and organization: The future. *Journal of Cross Cultural Management*, 1, 17-20.
 90. Trice, H. M., & Beyer, J. M. (1991). Cultural leadership in organizations. *Organization Science* 2, 149-169.
 91. Tushman, M., & Nadler, D. (1986). Organizing for innovation. *California Management Review*, 28, 74-92.
 92. Vera, D., & Crossan, M. (2004). Strategic leadership and organizational learning. *Academy of Management Review*, 29, 222-240. Retrieved January 6, 2005, from <http://web35.epnet.com>.
 93. von Krogh, G., Ichijo, K., & Nonaka, I. (2000). *Enabling knowledge creation: How to unlock the mystery of tacit knowledge and release the power of innovation*. New York: Oxford University Press.
 94. Walsh, J. P., & Ungson, G. R. (1991). Organizational memory. *Academy of Management Review*, 16, 57-91.
 95. Weber, M. (1947). The theory of social and economic organization (A. M. Henderson & Talcott Parsons, Trans., Talcott Parsons, Ed.). New York: Free Press.
 96. Wren, T. M. (1995). *Leader's companion: Insights on leadership through the ages*. New York: The Free Press.