
QUICK VIEW™ LEADERSHIP II ASSESSMENT

TECHNICAL MANUAL

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 **TalentScan**

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CHAPTER I. INTRODUCTION

Philosophy

Behavioral Measurement

PRADCO's assessment philosophy is to capture behaviors that are frequently demonstrated by leaders on the job. We focus on measuring behaviors rather than broader personality traits for a variety of reasons. First, behaviors can be clearly linked to the knowledge, skills, abilities, and other characteristics needed for effective performance, consistent with professional guidelines for developing work-related assessments (e.g., Society for Industrial Organizational Psychology, 2018). Second, behaviors are observable, which makes it easier for hiring and development professionals to confirm PRADCO assessment results with additional data points, such as interview responses or references. Finally, behaviors can be modified where the motivation, ability, and resources to do so exist. This means that our assessment tools can be used as a vehicle for onboarding as well as current employee development. In summary, behaviors tend to be more job-specific and flexible than personality characteristics, which can be somewhat rigid, and they tend to be more consistent and reliable than attitudes or thoughts, which can vary broadly from one situation to the next.

Forced-Choice Assessment

Assessments built by PRADCO are forced-choice, meaning that test-takers are posed with two (2) behavioral statements and forced to choose the statement that best describes them. For each item pair, this results in an item that was chosen as well as an item that was not chosen. Over the course of the assessment, candidates inevitably choose most or all the of the available items for some behaviors, a moderate number of items for other behaviors, and few or none of the items for the remaining behaviors. This forces a distribution of scores among high, moderate, and low categories.

It is our philosophy that the advantages of a forced-choice format far outweigh the potential drawbacks. To start, this approach simulates the work environment where leaders are faced with choosing what they will emphasize on a daily basis by making candidates choose between desirable work behaviors such as driving results and showing compassion. This type of assessment can identify behaviors that might not receive enough emphasis, and it can illuminate areas where someone might be prone to giving too much emphasis. Consider, for instance, a leader who over-emphasizes building consensus around decisions and therefore struggles with moving ahead decisively. Finally, a forced-choice format minimizes the occurrence of faking or exaggeration because all response options are positively worded, making "right answers" much more difficult to discern.

Success is Contextual

PRADCO believes that the qualities needed for leaders to be successful in one context are different from those that might be needed in another setting. In addition, different roles and positions require different skill sets. Further, organizations have individual cultures and unique circumstances that can influence what type of person will succeed there. To make determinations about these issues, PRADCO utilizes a benchmarking process to tailor Quick View™ assessments to individual roles and organizations. This allows for the identification of behaviors most critical to success in a specific job. When the appropriate work has been done to establish a benchmark, the results of a Quick View™ assessment can be used to gain information about people and to compare their scores to those of the most successful incumbents. We also encourage clients to gather data to link Quick View™ assessment scores with measurable performance outcomes.

About the Quick View™ Leadership II Assessment

The Quick View™ Leadership II Assessment measures factors critical to success in leadership roles across a variety of work settings. 40 behaviors are assessed through a series of 160 pairs of behavioral statements. People complete the measure by selecting the statement in each item pair that best describes their behavior. Because every statement reflects a favorable work behavior, the person must make a choice between two (2) equally desirable items. This forced-choice format reveals the behaviors or attitudes that an individual emphasizes most and is likely to display at work.

The Quick View™ Leadership II Assessment is used several ways:

- As an interview tool for job applicants
- As part of a larger battery to comprehensively assess job candidates
- As a tool to assess the training needs of current employees
- To identify critical success factors for a job
- As a basis for generating follow-up questions to probe job-relevant behaviors
- As a basis for generating developmental suggestions that maximize new-hire success

Scores on each behavior are expressed as percentiles that indicate someone's relative standing to others who have taken the assessment. For example, a candidate who scores at the 94th percentile on *Delegation* has scored higher than 93 out of every 100 individuals who have taken the assessment. The norms are based on a broad population of individuals who have taken the Quick View™ Leadership II Assessment. Norms are updated annually to reflect current population trends.

This manual provides an in-depth description of the Quick View™ Leadership II Assessment, including behaviors measured, administration and scoring procedures, uses and applications, and further information about the assessment's development and validation.

Reasons for Creating the Quick View™ Leadership II Assessment

To provide a better applicant experience as well as better psychometrics and streamlined results for clients, a second generation of the Quick View™ Leadership Assessment was developed with the following improvements:

Shorter Administration Time – The Quick View™ Leadership II Assessment contains 160 item pairs in contrast to its predecessor assessment, which contained 290. This has shortened administration time from 45-60 minutes down to 20 minutes.

Fewer Behaviors – This assessment includes 80% of the behaviors (i.e., 40 out of 50) that were included in the original version of our leadership assessment. This was based on data that enabled us to focus on behaviors that leaders and the organizations hiring them consider to be most relevant to success.

Fewer Items Per Behavior – We also determined fewer items are necessary to capture the emphasis leaders put on various behaviors, which enables us to save them time completing the assessment. Whereas the number of items per behavior ranged from 10 to 15 in our original leadership assessment, each behavior for the Quick View™ Leadership II Assessment is represented by a total of eight (8) items.

Improved Items – Where data suggested items had higher social desirability, replacement items were substituted to promote equal desirability amongst items paired together.

Updated Evidence of Validity – The studies contained in this manual demonstrate the ability of the Quick View™ Leadership II Assessment to differentiate top and bottom-performing leaders within a variety of organizations and contexts.

Measuring Emphasis on Leadership Behavior

The purpose of the Quick View™ Leadership II Assessment is to measure how much emphasis test-takers give to behaviors that can either drive or inhibit success within their leadership context. Scores on the assessment can suggest that a given behavior is receiving sufficient emphasis, not enough emphasis, or too much emphasis. Those receiving high Quick View™ scores are likely to emphasize behaviors that promote their own success as well as the success of those around them.

CHAPTER II. CONTENT AND BEHAVIOR DESCRIPTIONS

Studies identifying critical leadership behaviors have been carried out in a variety of forms since the mid-1940's. We interpret the collective findings of these studies to suggest that successful leadership is defined by four major categories of behavior; (1) meeting personal performance goals, (2) managing relationships with a variety of stakeholders, (3) making decisions that support business goals and objectives, and (4) accomplishing results through others. We categorize these areas as Individual Qualities, Interactions with People, Decision Making, and Results Through Others.

Translating these broad categories into specific and measurable behaviors began with determining key factors that drive success or failure in each area. The ability to meet personal performance goals, or Individual Qualities, is a product of Motivation and Work Approach. Interactions with People are a function of Building Relationships, Supporting Others, and Influencing People in ways that move desired outcomes forward. Effective leader Decision-Making depends on being able to engage in Problem Solving, but also taking steps that ensure the Quality of Decisions in terms of how they are made and messaged or carried out. Finally, obtaining Results Through Others can be broken down into traditional Leadership behaviors as well as exercising traditional Management Skills.

Based on years of experience assessing people, previous research studies conducted by PRADCO, and a review of relevant literature, 40 behaviors were identified as being most related to successful performance as a leader, manager, or supervisor. These behaviors reflect actions displayed by leaders performing at or above expectations in a variety of work settings, and are defined as follows:

QUICK VIEW™ LEADERSHIP II

INDIVIDUAL QUALITIES

Motivation

IMPROVEMENT:	Developing skills and enhancing how things are done
GOAL DRIVEN:	Setting and achieving challenging goals
OWNERSHIP:	Approaching work with the attitude of an owner

Work Approach

PROACTIVE:	Taking independent action to move things forward
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FLEXIBILITY:	Adjusting to change and adapting to different circumstances
RESPONSIVENESS:	Attending to people's needs in a timely manner
TIME MANAGEMENT:	Prioritizing and making good use of time

INTERACTIONS WITH PEOPLE

Building Relationships

EVEN TEMPERED:	Maintaining emotions and composure in all situations
BUILDING TRUST:	Inspiring trust and credibility with others
RELATING TO OTHERS:	Building and maintaining positive relationships
VERSATILITY:	Understanding and adapting to different people's styles
VALUING DIVERSITY:	Embracing and valuing people with different backgrounds

Supporting Others

INTERPERSONAL AWARENESS:	Being observant and perceiving needs and feelings of others
EMPATHY:	Identifying with and responding to emotions in others
COOPERATION:	Being accommodating and helpful to others

Influencing People

COMMUNICATIVE:	Sharing information regularly and in a clear manner
LISTENING:	Paying attention and really hearing what people say
DOMINANT:	Being forceful and exerting influence over others
PERSUASIVE:	Influencing people in a convincing fashion
INSPIRING OTHERS:	Demonstrating a lively and enthusiastic style

DECISION MAKING

Problem Solving

STRATEGIC:	Planning and anticipating future implications
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INNOVATIVE:	Being creative and taking calculated risks
JUDGMENT:	Analyzing situations effectively and making sound decisions
DECISIVE:	Thinking quickly and making independent decisions
PARTICIPATIVE:	Being consultative and getting input to arrive at consensus

Quality of Decisions

ORGANIZATIONAL AWARENESS:	Identifying interpersonal and cultural dynamics
OBJECTIVITY:	Evaluating situations from a logical, realistic viewpoint
CONFIDENCE:	Believing one can master life's challenges
INTEGRITY:	Being forthright, honest and demonstrating ethical standards

RESULTS THROUGH OTHERS

Leadership

PRESENCE:	Having a dynamic style and a strong impact
MOTIVATING OTHERS:	Stimulating people to higher levels of performance
LEADING CHANGE:	Rallying support for new ideas and initiatives
RESOLVING CONFLICT:	Acting as a mediator to help people resolve difficulties
PROMOTING TEAMWORK:	Encouraging and supporting team efforts

Management Skills

DELEGATION:	Working through others and sharing responsibility
STRUCTURE:	Providing guidelines and procedures to ensure consistency
FOLLOW UP:	Monitoring activities and keeping track of people's progress
COACHING:	Giving feedback and helping people do their jobs better
DRIVING RESULTS:	Emphasizing accountability and getting results through others
COMPASSION:	Being understanding and supportive of the needs of people

CHAPTER III. ADMINISTRATION AND SCORING

Administration

The Quick View™ Leadership II Assessment can be taken on a desktop computer or mobile device. Standard instructions are provided. Each item consists of two (2) statements describing work-related behaviors. Individuals must select which of the two (2) statements best describes them. There are 160 item pairs, and people work at their own pace. Administration time is approximately 20 minutes.

The assessment is available online through our testing site. To maintain security, clients are issued a username and an access code to administer the assessment, and a separate code is issued to the individual authorized to retrieve scores as well as the person taking the assessment.

Once test-takers have completed the assessment, a computerized report containing the results is emailed to the individual(s) designated by the client to receive results. The report includes the candidate's scores on each of the 40 behaviors, their score on a performance benchmark if the organization has established one, a set of 12 computer-generated follow up questions, and a set of six (6) computer-generated developmental suggestions.

Scoring

For each of the 40 behaviors measured by the Quick View™ Leadership II Assessment, candidates receive a percentile score, ranging from 1-99, that is derived from a norm base consisting of people who have taken the assessment previously. The number of items someone chose for each behavior (i.e., a raw score) is converted to a percentile score based on the percentage of people in our norm base who chose the same number of items. For instance, someone choosing three (3) items for Improvement may receive a "10" on their computerized report, meaning that only 10% of the leaders in our norm base chose three (3) or fewer items for this behavior.

Scores are classified into one of three ranges based on previous studies conducted by PRADCO:

- **High scores (71st – 99th percentile)** are probable strengths and represent behaviors that the person frequently demonstrates on the job.
- **Moderate scores (30th – 70th percentile)** are typically positive and represent behaviors that the person occasionally demonstrates on the job.
- **Low scores (1st – 29th percentile)** may indicate developmental needs or represent behaviors that are less relevant to the person's current job.

In many cases, it is useful to develop a benchmark of success for a leadership role. Benchmarking is a way to sharpen the focus of the Quick View™ Leadership II Assessment to make it relevant to a specific job and its unique demands. The benchmarking process yields a subset of approximately 10-12 behaviors that are most predictive of successful outcomes in the organization. There are three (3) types of benchmarking approaches PRADCO utilizes:

- **Validation Study (Recommended option)**

- A work group or large sample of employees in a job is identified to complete the Quick View™ Leadership II Assessment. The participating organization provides existing performance metrics to indicate the success of job incumbents (rating forms can be provided as a means of developing an outcome measure)
- Analyses are conducted to show which behaviors are most related to performance
- Performance on the Quick View™ Leadership II Assessment is statistically connected to current employee performance, providing evidence of validity

- **Contrast Analysis (When a validation study is not feasible)**

- Top, middle, and bottom groups of employees are identified based on performance
- Employees in these groups complete the Quick View™ Leadership II Assessment
- PRADCO scores are compared for the three (3) groups to identify behaviors that differentiate top, middle, and bottom performers in the organization, such that top performers score higher on average than middle and bottom performers
- Additional behaviors are included in the benchmark when average scores are high for all three (3) groups, as this can be indicative of a culture fit characteristic

- **Focus Group (When a contrast analysis is not feasible)**

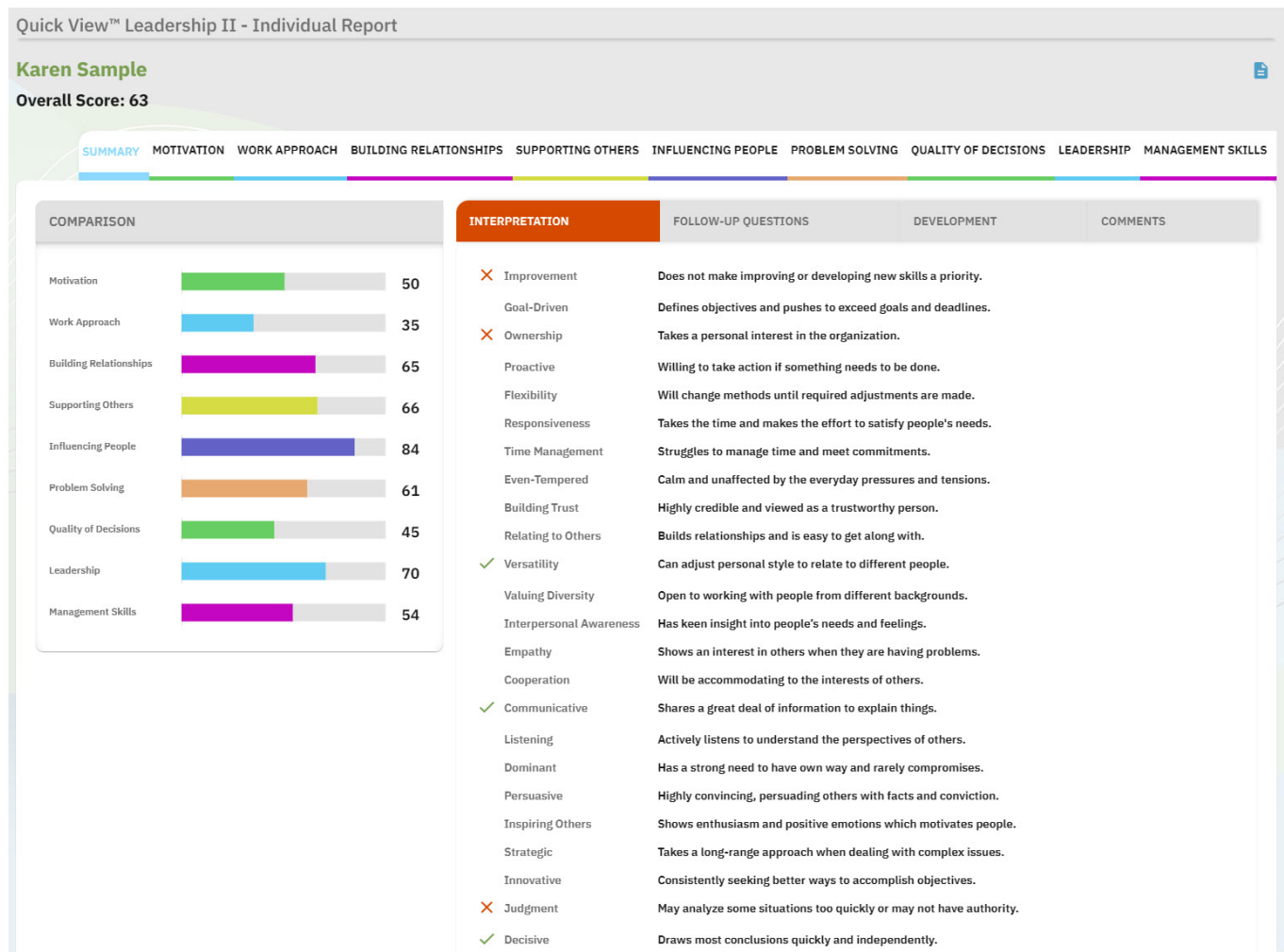
- Subject matter experts are identified to discuss important aspects of the job being benchmarked, including key success characteristics and potential derailers
- Critical themes from the discussion are linked to Quick View™ Leadership II behaviors

Each behavior chosen for the benchmark is assigned a target range (e.g., 50-99) that constitutes hitting the benchmark for that specific behavior.

Once a benchmark is established, people also receive a score, which typically ranges from 1-100. Each behavior included in the benchmark receives equal weighting toward the overall score. Candidates can:

- **Gain points** for scoring within the established target range for a given benchmark behavior (maximum points) or for scoring within the moderate range (i.e., 30 and above) but not within the target range (partial points)
- **Lose points** for scoring especially low on a benchmark behavior (i.e., 15 and below)
- **Neither gain nor lose points** for scoring outside of the ranges outlined above

A sample benchmark page and score are below:



Check-marks indicate behaviors where candidates scored within the desired range identified by a benchmark study. Scores that fall outside the desired range are marked with an "X."

CHAPTER IV. USES AND APPLICATIONS

As an Interview Tool

The Quick View™ Leadership II Assessment can assist hiring professionals in determining if a candidate merits further consideration in the selection process. The assessment can be used for any leadership position, including those with direct management responsibility and those that require the ability to lead by influencing others. Used in this way, the Quick View™ Leadership II Assessment provides considerable value in streamlining the selection process. It enables hiring managers to focus their interviewing on candidate strengths and weaknesses. When the Quick View™ Leadership II Assessment is used as a screening tool, a benchmark study is recommended.

As Part of a Larger Test Battery

The Quick View™ Leadership II Assessment makes an important contribution to a larger battery of tests we use for higher-level roles. In combination with personality inventories, questionnaires, specific skill measures, and other assessments, the Quick View™ Leadership II Assessment adds information about influencing style, decision-making approach, and management practices. This is helpful in evaluating people for supervisory and management positions in all industries by adding critical data about factors that are essential for success on the job.

As a Training Needs Assessment

The Quick View™ Leadership II Assessment provides a variety of scores on individual behaviors. The pattern of scores illustrates an individual's areas of strength and weakness. Knowledge of these patterns will enable supervisory staff to provide the necessary training and coaching to help a person improve. The scores can also be shared with people in structured feedback sessions to provide insight into their behavior and facilitate developmental discussions. The Quick View™ Leadership II Assessment can be administered to groups to identify the collective strengths and deficiencies of a department or job-level.

As a Succession Planning Tool

Interest in succession planning has grown exponentially within the past few years. The Quick View™ Leadership II Assessment can be benchmarked to success factors that emerge at different levels of the organization (e.g., entry-level and senior-level leadership). An employee's results can then be compared to benchmarks for positions they are being considered for, yielding insights into what that person may need to work on emphasizing more or less as they prepare to assume a next-level role.

To Assess Leadership at the Team Level

Additional analysis can be done on individual results of the Quick View™ Leadership II Assessment to determine themes that emerge within a group. Collective areas of strength can be cultivated as a means of driving better outcomes. Critical gaps can also be identified, lending insight into what should be developed in existing team members or sought after in future members.

To Identify Critical Success Factors

PRADCO has developed a benchmark-building process to enhance the effectiveness and utility of its assessments. By administering the Quick View™ Leadership II Assessment to samples of employees currently working in a job, score patterns can be identified to create a benchmark that characterizes successful performance. Comparing future candidates to this benchmark helps determine which candidates are most likely to meet and exceed expectations.

To Generate Follow Up Questions

Follow up questions are computer-generated for every Quick View™ Leadership II Assessment report. When a benchmark is established, these questions are pulled from the benchmark behaviors a person scores lowest on. Otherwise, questions are taken from behaviors across the assessment that people gave the least emphasis to. By probing into areas in which individuals score low, the interviewer can gain behavioral insights that provide evidence for how a person is likely to handle relevant, job-related experiences. In addition to the questions provided, other questions can be easily constructed using the behavioral descriptions provided for each score. We generally recommend a two-fold approach, whereby interviewers probe deeper into behaviors with lower scores as well as higher scores that could pose a challenge on the job.

To Generate Developmental Suggestions

Developmental suggestions are also provided for every Quick View™ Leadership II Assessment report, using the same criteria referenced above with regard to follow up questions. Each report contains suggestions pertinent to six (6) behaviors on the assessment. For each behavior, a brief description of the behavior's significance to leadership effectiveness is followed by a set of three (3) suggestions that are specific, actionable, and measurable. We recommend providing this portion of the report to newly hired or current employees, as the suggestions are written directly to them.

CHAPTER V. ASSESSMENT DEVELOPMENT AND VALIDATION

Assessment Development Process

First Generation: Quick View™ Leadership Assessment

The Quick View™ Leadership Assessment was designed to bring together three (3) forced-choice assessments that PRADCO had previously administered to leaders, managers, and supervisors: the *Leadership Index*, the *Emotional Intelligence Index*, and the *Competency Index*. Combining these measures into a single tool increased its validity as a leadership assessment tool in at least three (3) ways. First, it enabled us to use a forced-choice format to see whether candidates for leadership roles tend to emphasize behaviors that are management- and leadership-oriented, as opposed to behaviors that are more indicative of success as an individual contributor. Research has consistently identified an inability to shift from an individual-contributor mindset as an obstacle to management and leadership effectiveness. The Quick View™ Leadership Assessment can detect this mindset because both individual contributor and leadership behaviors are measured.

Second, combining the measures led to the elimination of redundant behaviors that appeared on more than one Index. For instance, similar items were used to measure *Initiative* on the *Competency Index* and *Proactive* on the *Emotional Intelligence Index*, but now the two (2) behaviors have been consolidated into a single *Proactive* behavior on the Quick View™ Leadership Assessment.

Finally, eliminating redundant behaviors created room for the addition of new behaviors that have emerged as essential characteristics of leadership effectiveness. Examples include *Time Management*, *Valuing Diversity*, and *Resolving Conflict*.

New items were written and tested for the behaviors that had not previously appeared in PRADCO assessments. Meanwhile, items for pre-existing behaviors were carried over into this assessment and paired with one another in a way that enabled new behavior items to be appropriately integrated. The end result was a list of 50 behaviors represented by 290 item pairs.

Current Generation: Quick View™ Leadership II Assessment

The Quick View™ Leadership Assessment has been highly successful in predicting performance across a variety of leadership contexts. However, reactions to the length of the tool and the behaviors it measures have been mixed. On the one hand, clients and candidates who see their results have been impressed by the extent to which the assessment results accurately reflect their leadership style. On the other hand, responding to 290 item pairs is time consuming and has the potential to introduce fatigue. Meanwhile, collecting nearly five (5) years of usage data on the tool has identified some behaviors that appear to be less relevant to leadership success than others. A

combination of these observations and feedback from clients and test takers prompted us to make revisions to the tool that would shorten it and highlight critical behaviors.

Developing the Quick View™ Leadership II Assessment was a two-step process. For the first step, we conducted a series of analyses to determine which behaviors are most essential to leadership effectiveness. These analyses included:

1. An evaluation of existing Quick View™ Leadership Assessment benchmarks to identify how often each of the 50 behaviors were identified as particularly important for leaders in different client organizations. Existing benchmarks were analyzed in three ways: those developed on the basis of statistical analysis, those developed on the basis of focus groups or subject matter expert feedback, and benchmarks as a whole.
2. An evaluation of Quick View™ Leadership Assessment test-takers (n = 7,384) to determine which behaviors were endorsed most frequently or least frequently.

Using the results of these analyses, we considered a variety of options for shortening the assessment, which ranged from retaining 50 behaviors with fewer items per behavior to returning to a shorter assessment that is strictly leadership-focused like the predecessor *Leadership Index*. Ultimately, we determined that the best solution consisted of removing ten behaviors from the assessment based on the data we had from the above analyses, meaning that 40 behaviors would remain in the Quick View™ Leadership II Assessment. Behaviors that were removed due to limited appearances in benchmarks included Ambition, Attitude, Self-Awareness, Courtesy, Resourceful, and Learning Agility. Behaviors that were removed due to less endorsement or relevance included Loyalty, Results, Quality, and Assertive. It is notable that many of these eliminated behaviors are captured to some extent by other behaviors that remain in the assessment. For instance, Results is captured in the context of leadership with the behavior we refer to as Driving Results, while Assertive is captured in leader-centric terms with the behavior we refer to as Dominant.

The second step of our analysis consisted of looking at item response data to determine whether we could lessen the number of items used to measure each behavior. In a forced-choice format, items that get chosen nearly 50% of the time are generally considered optimal because this suggests the items they are paired with are neither more or less appealing to test takers on average. In other words, these items are more likely to be selected because they truly reflect the characteristics of an individual test taker rather than because of their socially desirable nature. Using these results, we arrived at eight (8) items for each behavior that were statistically neutral in terms of desirability.

The end result of this work was 40 behaviors with eight (8) items per behavior, for a total of 320 items, or 160 item pairs.

Item Format

To minimize the risk of bias, a forced-choice format was maintained with the Quick View™ Leadership II Assessment. Historically, self-report instruments have been susceptible to several types of bias. First, individuals may consciously attempt to present themselves in an overly positive light to create a good impression. This can lead to impressions about them that are not entirely true. Second, candidates may try to sway their responses to create a pattern that they believe the employee desires. For example, if a job requires working at a fast pace, candidates may consistently endorse items that show quick thinking even though this is not an accurate description of their behavior. To address these potential problems, the forced-choice format was used. People evaluate two (2) statements and indicate which is most like them. It is difficult for a person to choose the most desirable response to a question because both alternatives are positive. In addition, statements from one (1) behavior are randomly paired with statements from other behaviors so that it is difficult for people to consistently endorse one (1) behavior they believe the organization values.

Validity Evidence

Multiple studies have been conducted to assess the relationship between Quick View™ Leadership II Assessment behaviors and job performance ratings. Several of these studies are outlined below as a means of establishing validity across various types of leadership roles.

Differentiating Effectiveness at Multiple Levels of Leadership – Telemarketing Company

The Quick View™ Leadership II Assessment was administered to 269 leaders spanning multiple levels of leadership and business areas within a nationwide telemarketing company. Overall performance ratings were collected from the direct supervisor of each leader using a tool that is used as part of the organization's annual review process.

For this study, leaders were classified into three (3) groups based on job similarity and level of seniority within the organization: entry level, senior level, and corporate. Overall performance ratings were then used to organize them further into top, middle, and bottom performing employee groups.

A benchmark was established for each level of leadership based on those 15 behaviors for each leadership level that best distinguished top-performing leaders from their less successful counterparts. Additionally, the findings were brought together into a summary table that enabled the organization to identify (a) common critical skills that could be selected for and developed across leadership roles and (b) behaviors that were level-specific in terms of their importance.

As a second phase of the study outlined above, the firm provided quantitative and qualitative performance ratings along with mid-year performance review data where available. An average performance appraisal score was then calculated for each employee to provide a more reliable, general estimate of each employee's performance. Then, performance ratings were correlated with Quick View™ scores on a benchmark composed of the behaviors identified in **Table 4**. For each level of leadership, Quick View™ scores were found to correlate significantly with average performance appraisal rating: employees scoring higher on the Quick View™ Leadership II Assessment benchmark specific to their level of leadership were more likely to receive higher overall performance appraisal ratings.

Tables 1, 2, and 3 outline the results of these studies for each leadership group. Behaviors with check marks next to them demonstrated good differentiation across the performance rating groups. Asterisks were then included next to behaviors that appeared to be important regardless of performance level. Decisions that were made to include or omit additional behaviors were based on behaviors considered to be necessary upon entry into these roles, as opposed to behaviors cultivated during onboarding efforts, and an evaluation of job relevance. Taken together, these results suggest that the characteristics of effective leadership within this organization differ as a function of the type of leadership responsibility someone has.

Table 4 consolidates the data from Tables 1-3 to make it easy for the client to identify benchmark behaviors that are common or unique to each leadership level. Building Trust and Delegation, for instance, appear to be key to success regardless of a person's leadership role within the organization. Exhibiting the behavior of Ownership, on the other hand, effectively differentiates corporate leaders whereas it does not define success for entry level or senior level leaders. In fact, higher levels of Ownership are associated with lower performance for both these levels, suggesting that bottom performers may bring too much of an ownership mindset to their work, making them reluctant to accommodate and support the differing agendas and mindsets of their peers and superiors.

Tables 5, 6, and 7 describe the relationship between scores on the Quick View™ Leadership II Assessment and performance ratings for Entry Level, Senior Level, and Corporate Level Leaders as provided by the firm.

Table 1. Percentile scores on the Quick View™ Leadership II Behaviors – Entry Level Leaders

QV LEADERSHIP II BEHAVIOR	DEFINITION	RATING > 4.0	RATING 3.5–3.99	RATING 3.0–3.49	RATING 2.0–2.99
		n = 3	n = 52	n = 91	n = 9
	INDIVIDUAL QUALITIES				
	Motivation				
Improvement	Developing skills and enhancing how things are done	65	65	51	65
Goal Driven	Setting and achieving challenging goals	45	57	57	57
Ownership	Approaching work with the attitude of an owner	50	61	61	71
	Work Approach				
Proactive	Taking independent action to move things forward	75	62	62	75
Flexibility ✓	Adjusting to change and adapting to different circumstances	93	62	62	38
Responsiveness *	Attending to people's needs in a timely manner	86	62	62	74
Time Management ✓	Prioritizing and making good use of time	85	58	48	58
	INTERACTIONS WITH PEOPLE				
	Building Relationships				
Even Tempered	Maintaining emotions and composure in all situations	55	55	65	74
Building Trust ✓	Inspiring trust and credibility with others	92	62	62	62
Relating to Others	Building and maintaining positive relationships	44	61	61	61
Versatility	Understanding and adapting to different people's styles	37	62	72	62
Valuing Diversity	Embracing and valuing people with different backgrounds	50	63	74	74
	Supporting Others				
Inter. Awareness	Being observant and perceiving needs and feelings of others	55	66	66	72
Empathy	Identifying with and responding to emotions in others	60	70	70	70
Cooperation ✓	Being accommodating and helpful to others	61	61	61	45
	Influencing People				
Communicative	Sharing information regularly and in a clear manner	49	61	61	49
Listening	Paying attention and really hearing what people say	54	65	65	65
Dominant	Being forceful and exerting influence over others	14	70	70	59
Persuasive	Influencing people in a convincing fashion	19	72	61	61
Inspiring Others ✓	Demonstrating a lively and enthusiastic style	81	75	63	63

✓ Benchmark Behaviors Based on Differences Across Performance Groups

* Benchmark Behaviors Based on Overall High Scores

Table 1. Percentile Scores on the Quick View™ Leadership II Behaviors – Entry Level Leaders (cont.)

QV LEADERSHIP II BEHAVIOR	DEFINITION	RATING > 4.0	RATING 3.5–3.99	RATING 3.0–3.49	RATING 2.0–2.99
		n = 3	n = 52	n = 91	n = 9
	DECISION MAKING				
	Problem Solving				
Strategic	Planning and anticipating future implications	27	63	50	50
Innovative	Being creative and taking calculated risks	63	63	63	63
Judgment ✓	Analyzing situations effectively and making sound decisions	59	59	59	46
Decisive	Thinking quickly and making independent decisions	60	60	71	79
Participative	Being consultative and getting input to arrive at consensus	78	56	69	78
	Quality of Decisions				
Org. Awareness	Identifying interpersonal and cultural dynamics	39	51	65	51
Objectivity ✓	Evaluating situations from a logical, realistic viewpoint	84	62	62	49
Confidence	Believing one can master life's challenges	61	61	74	61
Integrity *	Being forthright, honest, and demonstrating ethical standards	82	67	67	82
	RESULTS THROUGH OTHERS				
	Leadership				
Presence	Having a dynamic style and a strong impact	61	73	73	73
Motivating Others ✓	Stimulating people to higher levels of performance	73	73	65	65
Leading Change	Rallying support for new ideas and initiatives	54	63	54	54
Resolving Conflict ✓	Acting as a mediator to help people resolve difficulties	60	60	60	47
Promoting Teamwork	Encouraging and supporting team efforts	58	58	71	58
	Management Skills				
Delegation ✓	Working through others and sharing responsibility	61	61	51	51
Structure ✓	Providing guidelines and procedures to ensure consistency	66	66	55	55
Follow Up ✓	Monitoring activities and keeping track of people's progress	65	65	53	53
Coaching	Giving feedback and helping people do their jobs better	48	77	63	77
Driving Results ✓	Emphasizing accountability and getting results through others	69	58	58	46
Compassion	Being understanding and supportive of the needs of people	85	59	69	69

✓ Benchmark Behaviors Based on Differences Across Performance Groups

* Benchmark Behaviors Based on Overall High Scores

Table 2. Percentile Scores on Quick View™ Leadership II Behaviors – Senior Level Leaders

QV LEADERSHIP II BEHAVIOR	DEFINITION	RATING > 4.0	RATING 3.5–3.99	RATING 3.0–3.49	RATING 2.0–2.99
		n = 8	n = 22	n = 26	n = 2
	INDIVIDUAL QUALITIES				
	Motivation				
Improvement	Developing skills and enhancing how things are done	51	51	51	28
Goal Driven	Setting and achieving challenging goals	57	68	57	18
Ownership	Approaching work with the attitude of an owner	50	71	61	84
	Work Approach				
Proactive	Taking independent action to move things forward	62	75	62	87
Flexibility ✓	Adjusting to change and adapting to different circumstances	62	50	38	50
Responsiveness ✓	Attending to people's needs in a timely manner	62	62	49	17
Time Management ✓	Prioritizing and making good use of time	67	48	48	38
	INTERACTIONS WITH PEOPLE				
	Building Relationships				
Even Tempered	Maintaining emotions and composure in all situations	65	65	65	74
Building Trust ✓	Inspiring trust and credibility with others	74	62	62	62
Relating to Others ✓	Building and maintaining positive relationships	61	44	44	34
Versatility	Understanding and adapting to different people's styles	37	50	50	15
Valuing Diversity ✓	Embracing and valuing people with different backgrounds	74	50	50	37
	Supporting Others				
Inter. Awareness	Being observant and perceiving needs and feelings of others	44	66	66	55
Empathy	Identifying with and responding to emotions in others	60	49	60	19
Cooperation ✓	Being accommodating and helpful to others	76	45	61	45
	Influencing People				
Communicative	Sharing information regularly and in a clear manner	49	49	61	28
Listening	Paying attention and really hearing what people say	54	42	54	75
Dominant ✓	Being forceful and exerting influence over others	70	70	59	59
Persuasive	Influencing people in a convincing fashion	72	72	82	96
Inspiring Others ✓	Demonstrating a lively and enthusiastic style	75	63	63	50

✓ Benchmark Behaviors Based on Differences Across Performance Groups

* Benchmark Behaviors Based on Overall High Scores

Table 2. Percentile Scores on Quick View™ Leadership II Behaviors – Senior Level Leaders (cont.)

QV LEADERSHIP II BEHAVIOR	DEFINITION	RATING > 4.0	RATING 3.5-3.99	RATING 3.0-3.49	RATING 2.0-2.99
		n = 8	n = 22	n = 26	n = 2
	DECISION MAKING				
	Problem Solving				
Strategic	Planning and anticipating future implications	50	73	73	88
Innovative	Being creative and taking calculated risks	63	52	52	85
Judgment	Analyzing situations effectively and making sound decisions	46	59	59	14
Decisive *	Thinking quickly and making independent decisions	71	71	71	79
Participative ✓	Being consultative and getting input to arrive at consensus	69	43	56	15
	Quality of Decisions				
Org. Awareness	Identifying interpersonal and cultural dynamics	65	65	65	86
Objectivity	Evaluating situations from a logical, realistic viewpoint	62	49	75	93
Confidence	Believing one can master life's challenges	48	48	61	48
Integrity	Being forthright, honest, and demonstrating ethical standards	37	67	67	37
	RESULTS THROUGH OTHERS				
	Leadership				
Presence	Having a dynamic style and a strong impact	49	73	61	93
Motivating Others *	Stimulating people to higher levels of performance	73	65	65	65
Leading Change	Rallying support for new ideas and initiatives	63	63	63	99
Resolving Conflict	Acting as a mediator to help people resolve difficulties	60	82	72	99
Promoting Teamwork ✓	Encouraging and supporting team efforts	91	71	84	44
	Management Skills				
Delegation *	Working through others and sharing responsibility	91	79	79	99
Structure	Providing guidelines and procedures to ensure consistency	66	66	76	76
Follow Up	Monitoring activities and keeping track of people's progress	65	65	53	95
Coaching ✓	Giving feedback and helping people do their jobs better	92	77	77	25
Driving Results	Emphasizing accountability and getting results through others	69	80	80	80
Compassion	Being understanding and supportive of the needs of people	40	40	50	18

✓ Benchmark Behaviors Based on Differences Across Performance Groups

* Benchmark Behaviors Based on Overall High Scores

Table 3. Percentile Scores on Quick View™ Leadership II Behaviors – Corporate Leaders

QV LEADERSHIP II BEHAVIOR	DEFINITION	RATING > 4.0	RATING = 3.5	RATING = 3.0
		n = 14	n = 25	n = 17
	INDIVIDUAL QUALITIES			
	Motivation			
Improvement	Developing skills and enhancing how things are done	65	78	78
Goal Driven	Setting and achieving challenging goals	68	68	68
Ownership ✓	Approaching work with the attitude of an owner	71	50	50
	Work Approach			
Proactive ✓	Taking independent action to move things forward	75	62	62
Flexibility	Adjusting to change and adapting to different circumstances	73	73	73
Responsiveness ✓	Attending to people's needs in a timely manner	74	74	49
Time Management ✓	Prioritizing and making good use of time	85	76	67
	INTERACTIONS WITH PEOPLE			
	Building Relationships			
Even Tempered	Maintaining emotions and composure in all situations	46	55	65
Building Trust	Inspiring trust and credibility with others	48	62	48
Relating to Others	Building and maintaining positive relationships	61	61	61
Versatility *	Understanding and adapting to different people's styles	72	72	81
Valuing Diversity	Embracing and valuing people with different backgrounds	37	37	74
	Supporting Others			
Inter. Awareness *	Being observant and perceiving needs and feelings of others	72	66	72
Empathy	Identifying with and responding to emotions in others	70	60	70
Cooperation	Being accommodating and helpful to others	45	76	76
	Influencing People			
Communicative	Sharing information regularly and in a clear manner	49	49	61
Listening	Paying attention and really hearing what people say	54	65	65
Dominant	Being forceful and exerting influence over others	59	70	47
Persuasive ✓	Influencing people in a convincing fashion	72	61	61
Inspiring Others	Demonstrating a lively and enthusiastic style	39	39	39

✓ Benchmark Behaviors Based on Differences Across Performance Groups

* Benchmark Behaviors Based on Overall High Scores

Table 3. Percentile Scores on Quick View™ Leadership II Behaviors – Corporate Leaders (cont.)

QV LEADERSHIP II BEHAVIOR	DEFINITION	RATING > 4.0	RATING = 3.5	RATING = 3.0
		n = 14	n = 25	n = 17
	DECISION MAKING			
	Problem Solving			
Strategic	Planning and anticipating future implications	73	82	73
Innovative	Being creative and taking calculated risks	74	74	74
Judgment *	Analyzing situations effectively and making sound decisions	72	72	72
Decisive *	Thinking quickly and making independent decisions	71	60	71
Participative	Being consultative and getting input to arrive at consensus	56	56	69
	Quality of Decisions			
Org. Awareness *	Identifying interpersonal and cultural dynamics	86	65	86
Objectivity	Evaluating situations from a logical, realistic viewpoint	40	62	75
Confidence ✓	Believing one can master life's challenges	74	61	61
Integrity	Being forthright, honest, and demonstrating ethical standards	52	75	67
	RESULTS THROUGH OTHERS			
	Leadership			
Presence	Having a dynamic style and a strong impact	37	37	49
Motivating Others	Stimulating people to higher levels of performance	25	36	36
Leading Change	Rallying support for new ideas and initiatives	63	63	73
Resolving Conflict	Acting as a mediator to help people resolve difficulties	36	60	47
Promoting Teamwork ✓	Encouraging and supporting team efforts	58	58	44
	Management Skills			
Delegation ✓	Working through others and sharing responsibility	79	51	51
Structure ✓	Providing guidelines and procedures to ensure consistency	66	76	44
Follow Up	Monitoring activities and keeping track of people's progress	75	53	65
Coaching	Giving feedback and helping people do their jobs better	25	48	25
Driving Results ✓	Emphasizing accountability and getting results through others	58	58	46
Compassion	Being understanding and supportive of the needs of people	69	59	78

✓ Benchmark Behaviors Based on Differences Across Performance Groups

* Benchmark Behaviors Based on Overall High Scores

Table 4. Comparison of Quick View™ Leadership II Benchmarks Across Leadership Levels

QV LEADERSHIP II BEHAVIOR	DEFINITION	ENTRY LEVEL LEADERS	SENIOR LEVEL LEADERS	CORPORATE LEADERS
	INDIVIDUAL QUALITIES			
	Motivation			
Improvement	Developing skills and enhancing how things are done	✓	✓	
Goal Driven	Setting and achieving challenging goals			
Ownership	Approaching work with the attitude of an owner			✓
	Work Approach			
Proactive	Taking independent action to move things forward	✓		✓
Flexibility	Adjusting to change and adapting to different circumstances	✓	✓	
Responsiveness	Attending to people's needs in a timely manner		✓	✓
Time Management	Prioritizing and making good use of time		✓	✓
	INTERACTIONS WITH PEOPLE			
	Building Relationships			
Even Tempered	Maintaining emotions and composure in all situations			
Building Trust	Inspiring trust and credibility with others	✓	✓	✓
Relating to Others	Building and maintaining positive relationships		✓	
Versatility	Understanding and adapting to different people's styles			✓
Valuing Diversity	Embracing and valuing people with different backgrounds		✓	
	Supporting Others			
Inter. Awareness	Being observant and perceiving needs and feelings of others			✓
Empathy	Identifying with and responding to emotions in others			
Cooperation	Being accommodating and helpful to others	✓	✓	
	Influencing People			
Communicative	Sharing information regularly and in a clear manner	✓		
Listening	Paying attention and really hearing what people say			
Dominant	Being forceful and exerting influence over others			
Persuasive	Influencing people in a convincing fashion		✓	✓
Inspiring Others	Demonstrating a lively and enthusiastic style	✓	✓	

Table 4. Comparison of Quick View™ Leadership II Benchmarks Across Leadership Levels (cont.)

QV LEADERSHIP II BEHAVIOR	DEFINITION	ENTRY LEVEL LEADERS	SENIOR LEVEL LEADERS	CORPORATE LEADERS
	DECISION MAKING			
	Problem Solving			
Strategic	Planning and anticipating future implications			
Innovative	Being creative and taking calculated risks			
Judgment	Analyzing situations effectively and making sound decisions	✓		✓
Decisive	Thinking quickly and making independent decisions			
Participative	Being consultative and getting input to arrive at consensus		✓	
	Quality of Decisions			
Org. Awareness	Identifying interpersonal and cultural dynamics			✓
Objectivity	Evaluating situations from a logical, realistic viewpoint	✓	✓	
Confidence	Believing one can master life's challenges			✓
Integrity	Being forthright, honest, and demonstrating ethical standards	✓		
	RESULTS THROUGH OTHERS			
	Leadership			
Presence	Having a dynamic style and a strong impact			
Motivating Others	Stimulating people to higher levels of performance	✓		
Leading Change	Rallying support for new ideas and initiatives			
Resolving Conflict	Acting as a mediator to help people resolve difficulties	✓		
Promoting Teamwork	Encouraging and supporting team efforts		✓	✓
	Management Skills			
Delegation	Working through others and sharing responsibility	✓	✓	✓
Structure	Providing guidelines and procedures to ensure consistency	✓		✓
Follow Up	Monitoring activities and keeping track of people's progress			
Coaching	Giving feedback and helping people do their jobs better		✓	
Driving Results	Emphasizing accountability and getting results through others	✓		✓
Compassion	Being understanding and supportive of the needs of people			

Table 5. Correlation of Quick View™ Leadership II Scores and Entry-Level Leaders Performance Ratings

	Correlation	Statistical Significance	Sample Size
Overall Average	.224	$p < .01$	155
Qualitative Average	.162	$p = .04$	155

Table 6. Correlation of Quick View™ Leadership II Scores and Senior-Level Leaders Performance Ratings

	Correlation	Statistical Significance	Sample Size
Overall Average	.491	$p < .01$	58
Qualitative Average	.375	$p < .01$	58

Table 7. Correlation of Quick View™ Leadership II Scores and Corporate-Level Leaders Performance Ratings

	Correlation	Statistical Significance	Sample Size
Annual Performance Ratings	.260	$p = .05$	56
Mid-Year Performance Ratings	.298	$p = .09$	34

Predicting Franchisee Performance – Franchise Systems Enterprise

The Quick View™ Leadership II Assessment was administered to nine (9) franchisees throughout the organization. Overall performance rankings of top and bottom performers were then provided to PRADCO by the organization.

A performance benchmark was established based on those behaviors that effectively differentiated the top six (6) and bottom three (3) performers, as determined by performance rankings provided by organizational leadership. The overall sample size for the study is small; however, the effect size of the correlation demonstrates strong practical significance. In this study, Quick View™ scores correlated significantly with performance rankings, indicating that Franchisees who score higher on the Quick View™ Leadership II Assessment benchmark specific to their organization were more likely to be rated as top performers. Together, the findings support a positive relationship between scores on the Quick View™ Leadership II Assessment benchmark and leadership performance. **Table 8** identifies significant differentiators of top and bottom performers, and **Table 9** reports the correlation calculated for the sample provided.

Table 8. Quick View™ Leadership II Behaviors that Differentiated Top/Bottom Performers

QV™ LEADERSHIP II BEHAVIOR	DEFINITION	GROUP AVERAGE	
		Top Performers	Bottom Performers
	INDIVIDUAL QUALITIES - Motivation	N=6	N=3
Improvement	Developing skills and enhancing how things are done	40	40
Goal Driven ✓	Setting and achieving challenging goals	77	32
Ownership	Approaching work with the attitude of an owner	50	61
	INDIVIDUAL QUALITIES - Work Approach		
Proactive	Taking independent action to move things forward	75	92
Flexibility	Adjusting to change and adapting to different circumstances	50	62
Responsiveness ✓	Attending to people's needs in a timely manner	62	27
Time Management ✓	Prioritizing and making good use of time	67	48
	INTERACTIONS WITH PEOPLE - Building Relationships		
Even Tempered ✓	Maintaining emotions and composure in all situations	88	46
Building Trust	Inspiring trust and credibility with others	34	48
Relating to Others ✓	Building and maintaining positive relationships	83	72
Versatility ✓	Understanding and adapting to different people's styles	81	72
Valuing Diversity	Embracing and valuing people with different backgrounds	37	50
	INTERACTIONS WITH PEOPLE - Supporting Others		
Inter. Awareness	Being observant and perceiving needs and feelings of others	72	72
Empathy	Identifying with and responding to emotions in others	70	82
Cooperation	Being accommodating and helpful to others	45	45
	INTERACTIONS WITH PEOPLE - Influencing People		
Communicative ✓	Sharing information regularly and in a clear manner	72	19
Listening	Paying attention and really hearing what people say	54	75
Dominant *	Being forceful and exerting influence over others	78	78
Persuasive ✓	Influencing people in a convincing fashion	82	72
Inspiring Others ✓	Demonstrating a lively and enthusiastic style	87	75

✓ Benchmark Behaviors Based on Top/Bottom Differences

* Benchmark Behaviors Based on Overall High Scores

Table 8. Quick View™ Leadership II Behaviors that Differentiated Top/Bottom Performers (cont.)

QV™ LEADERSHIP II BEHAVIOR	DEFINITION	GROUP AVERAGE	
		Top Performers	Bottom Performers
	DECISION MAKING - Problem Solving	N=6	N=3
Strategic	Planning and anticipating future implications	63	88
Innovative *	Being creative and taking calculated risks	85	95
Judgment ✓	Analyzing situations effectively and making sound decisions	72	34
Decisive	Thinking quickly and making independent decisions	60	60
Participative	Being consultative and getting input to arrive at consensus	43	8
	DECISION MAKING - Quality of Decisions		
Org. Awareness ✓	Identifying interpersonal and cultural dynamics	79	39
Objectivity	Evaluating situations from a logical, realistic viewpoint	30	75
Confidence	Believing one can master life's challenges	61	74
Integrity	Being forthright, honest and demonstrating ethical standards	67	75
	RESULTS THROUGH OTHERS - Leadership		
Presence ✓	Having a dynamic style and a strong impact	73	61
Motivating Others	Stimulating people to higher levels of performance	56	87
Leading Change	Rallying support for new ideas and initiatives	73	96
Resolving Conflict	Acting as a mediator to help people resolve difficulties	47	72
Promoting Teamwork	Encouraging and supporting team efforts	30	44
	RESULTS THROUGH OTHERS - Management Skills		
Delegation	Working through others and sharing responsibility	41	41
Structure	Providing guidelines and procedures to ensure consistency	44	55
Follow Up	Monitoring activities and keeping track of people's progress	53	65
Coaching	Giving feedback and helping people do their jobs better	37	48
Driving Results ✓	Emphasizing accountability and getting results through others	58	46
Compassion	Being understanding and supportive of the needs of people	69	69

✓ Benchmark Behaviors Based on Top/Bottom Differences

* Benchmark Behaviors Based on Overall High Scores

Table 9. Correlation of Quick View™ Scores and Performance Rankings for Franchisees

	Correlation	Statistical Significance
Quick View™ Scores and Performance Rankings	.831	p < .001

Note. N = 9.

Differentiating Managers at Multiple Levels – Furniture Retailer

The Quick View™ Leadership II Assessment was administered to 38 Credit Managers and 40 Store Managers employed by a large furniture retailer. Performance rankings were provided to PRADCO by Senior Leadership.

A performance benchmark was established based on those behaviors that effectively differentiated the top 20%, middle 60%, and bottom 20% of performers of each group, as determined by performance rankings provided by organizational leadership. In this study, Quick View™ scores correlated significantly with performance rankings for both Credit Managers and Store Managers, indicating that employees who score higher on the Quick View™ Leadership II Assessment were more likely to be rated as top performers. **Tables 10** and **11** identify significant differentiators of top, middle, and bottom performers in the Credit Manager and Store Manager roles, and **Table 12** reports the correlations calculated for the samples provided.

Table 10. Quick View™ Leadership II Behaviors – Credit Managers

QV™ LEADERSHIP II BEHAVIOR	DEFINITION	GROUP AVERAGE		
		Top Performers	Middle Performers	Bottom Performers
	INDIVIDUAL QUALITIES - Motivation	N=8	N=22	N=8
Improvement	Developing skills and enhancing how things are done	58	58	45
Goal Driven ✓	Setting and achieving challenging goals	87	60	60
Ownership ✓	Approaching work with the attitude of an owner	62	62	49
	INDIVIDUAL QUALITIES - Work Approach			
Proactive	Taking independent action to move things forward	63	63	63
Flexibility ✓	Adjusting to change and adapting to different circumstances	79	57	57
Responsiveness ✓	Attending to people's needs in a timely manner	91	84	47
Time Management ✓	Prioritizing and making good use of time	72	62	52
	INTERACTIONS WITH PEOPLE - Building Relationships			
Even Tempered	Maintaining emotions and composure in all situations	58	58	47
Building Trust ✓	Inspiring trust and credibility with others	82	45	58
Relating to Others	Building and maintaining positive relationships	57	67	46
Versatility	Understanding and adapting to different people's styles	58	68	68
Valuing Diversity	Embracing and valuing people with different backgrounds	30	42	42
	INTERACTIONS WITH PEOPLE - Supporting Others			
Inter. Awareness	Being observant and perceiving needs and feelings of others	44	66	66
Empathy	Identifying with and responding to emotions in others	41	59	59
Cooperation	Being accommodating and helpful to others	47	62	47
	INTERACTIONS WITH PEOPLE - Influencing People			
Communicative	Sharing information regularly and in a clear manner	49	61	49
Listening	Paying attention and really hearing what people say	66	76	76
Dominant	Being forceful and exerting influence over others	51	74	81
Persuasive	Influencing people in a convincing fashion	46	60	70
Inspiring Others	Demonstrating a lively and enthusiastic style	55	66	84

✓ Benchmark Behaviors Based on Top/Middle/Bottom Differences

* Benchmark Behaviors Based on Overall High Scores

Table 10. Quick View™ Leadership II Behaviors – Credit Managers (cont.)

QV™ LEADERSHIP II BEHAVIOR	DEFINITION	GROUP AVERAGE		
		Top Performers	Middle Performers	Bottom Performers
	DECISION MAKING - Problem Solving	N=8	N=22	N=8
Strategic ✓	Planning and anticipating future implications	67	44	44
Innovative	Being creative and taking calculated risks	59	59	47
Judgment ✓	Analyzing situations effectively and making sound decisions	77	67	55
Decisive *	Thinking quickly and making independent decisions	81	74	81
Participative	Being consultative and getting input to arrive at consensus	44	55	44
	DECISION MAKING - Quality of Decisions			
Org. Awareness	Identifying interpersonal and cultural dynamics	24	50	50
Objectivity ✓	Evaluating situations from a logical, realistic viewpoint	78	65	51
Confidence	Believing one can master life's challenges	62	77	97
Integrity	Being forthright, honest and demonstrating ethical standards	33	59	59
	RESULTS THROUGH OTHERS - Leadership			
Presence ✓	Having a dynamic style and a strong impact	75	53	64
Motivating Others	Stimulating people to higher levels of performance	58	58	58
Leading Change	Rallying support for new ideas and initiatives	67	45	56
Resolving Conflict ✓	Acting as a mediator to help people resolve difficulties	77	55	67
Promoting Teamwork	Encouraging and supporting team efforts	45	58	58
	RESULTS THROUGH OTHERS - Management Skills			
Delegation	Working through others and sharing responsibility	76	66	66
Structure ✓	Providing guidelines and procedures to ensure consistency	83	76	67
Follow Up *	Monitoring activities and keeping track of people's progress	82	73	88
Coaching	Giving feedback and helping people do their jobs better	57	45	68
Driving Results *	Emphasizing accountability and getting results through others	89	63	83
Compassion	Being understanding and supportive of the needs of people	48	79	69

✓ Benchmark Behaviors Based on Top/Middle/Bottom Differences

* Benchmark Behaviors Based on Overall High Scores

Table 11. Quick View™ Leadership II Behaviors – Store Managers

QV™ LEADERSHIP II BEHAVIOR	DEFINITION	GROUP AVERAGE		
		Top Performers	Middle Performers	Bottom Performers
		N=10	N=21	N=9
	INDIVIDUAL QUALITIES - Motivation			
Improvement ✓	Developing skills and enhancing how things are done	70	58	58
Goal Driven ✓	Setting and achieving challenging goals	70	79	60
Ownership *	Approaching work with the attitude of an owner	84	74	84
	INDIVIDUAL QUALITIES - Work Approach			
Proactive	Taking independent action to move things forward	49	63	63
Flexibility	Adjusting to change and adapting to different circumstances	69	44	79
Responsiveness	Attending to people's needs in a timely manner	72	60	84
Time Management	Prioritizing and making good use of time	62	72	52
	INTERACTIONS WITH PEOPLE - Building Relationships			
Even Tempered	Maintaining emotions and composure in all situations	58	47	47
Building Trust	Inspiring trust and credibility with others	58	58	58
Relating to Others ✓	Building and maintaining positive relationships	76	57	46
Versatility	Understanding and adapting to different people's styles	58	47	58
Valuing Diversity	Embracing and valuing people with different backgrounds	30	65	54
	INTERACTIONS WITH PEOPLE - Supporting Others			
Inter. Awareness	Being observant and perceiving needs and feelings of others	44	66	55
Empathy ✓	Identifying with and responding to emotions in others	59	41	31
Cooperation	Being accommodating and helpful to others	77	47	77
	INTERACTIONS WITH PEOPLE - Influencing People			
Communicative	Sharing information regularly and in a clear manner	49	36	49
Listening	Paying attention and really hearing what people say	55	43	66
Dominant ✓	Being forceful and exerting influence over others	74	63	63
Persuasive	Influencing people in a convincing fashion	60	60	70
Inspiring Others	Demonstrating a lively and enthusiastic style	55	66	66

✓ Benchmark Behaviors Based on Top/Middle/Bottom Differences

* Benchmark Behaviors Based on Overall High Scores

Table 11. Quick View™ Leadership II Behaviors – Store Managers (cont.)

QV™ LEADERSHIP II BEHAVIOR	DEFINITION	GROUP AVERAGE		
		Top Performers	Middle Performers	Bottom Performers
	DECISION MAKING - Problem Solving	N=10	N=21	N=9
Strategic	Planning and anticipating future implications	44	44	67
Innovative	Being creative and taking calculated risks	59	59	59
Judgment	Analyzing situations effectively and making sound decisions	30	55	67
Decisive ✓	Thinking quickly and making independent decisions	74	74	63
Participative	Being consultative and getting input to arrive at consensus	55	44	65
	DECISION MAKING - Quality of Decisions			
Org. Awareness	Identifying interpersonal and cultural dynamics	50	50	37
Objectivity	Evaluating situations from a logical, realistic viewpoint	65	51	78
Confidence *	Believing one can master life's challenges	77	77	77
Integrity	Being forthright, honest and demonstrating ethical standards	59	59	59
	RESULTS THROUGH OTHERS - Leadership			
Presence ✓	Having a dynamic style and a strong impact	53	75	30
Motivating Others	Stimulating people to higher levels of performance	58	67	58
Leading Change ✓	Rallying support for new ideas and initiatives	67	56	34
Resolving Conflict	Acting as a mediator to help people resolve difficulties	67	77	86
Promoting Teamwork ✓	Encouraging and supporting team efforts	82	70	70
	RESULTS THROUGH OTHERS - Management Skills			
Delegation *	Working through others and sharing responsibility	89	76	83
Structure	Providing guidelines and procedures to ensure consistency	67	89	76
Follow Up	Monitoring activities and keeping track of people's progress	64	82	82
Coaching	Giving feedback and helping people do their jobs better	68	68	68
Driving Results ✓	Emphasizing accountability and getting results through others	83	89	73
Compassion	Being understanding and supportive of the needs of people	59	59	48

✓ Benchmark Behaviors Based on Top/Middle/Bottom Differences

* Benchmark Behaviors Based on Overall High Scores

Table 12. Correlation of Quick View™ Scores and Performance Rankings for Managers

	Correlation	Statistical Significance
Quick View™ Scores and Performance Rankings – Credit Managers	.353	p < .05
Quick View™ Scores and Performance Rankings – Store Managers	.394	p < .05

Note. Credit Managers N = 38; General Managers N = 40.

Fairness Evidence

Assessments are determined to be fair when demographic factors such as gender and age are statistically shown to have no bearing on the rate at which people achieve passing scores. The statistical analysis for this is commonly referred to as adverse impact analysis. Several methods for determining the absence or presence of adverse impact have been used in court proceedings where the fairness of an assessment was in question. Thus, a robust analysis whereby several calculations yield a similar finding of no adverse impact is the current industry standard.

To assess the Quick View™ Leadership II Assessment for adverse impact, we utilized a spreadsheet from adverseimpact.org that provides the following five calculations for adverse impact:

- The Four-Fifths Rule
 - The simplest and most common way of assessing for adverse impact
 - The group with the lower selection rate (e.g., seven (7) out of ten (10) passed = 70% selection rate) still has a selection rate that is at least 80% as high as that of the group with the higher selection rate
 - This test has the most likelihood of concluding adverse impact exists when it does not
- The Rule of One
 - Retests the four-fifths rule assuming that one (1) more person from the minority group was hired while one (1) more person from the majority group was not hired
 - When this retest causes the selection rate ratio to cross the 80% threshold, it can be concluded that any adverse impact finding is likely due to small sample sizes
- Fisher's Exact
 - Statistically assesses whether the selection rate difference between the two (2) groups is too large to be due to chance
- Chi Square
 - Determines whether the observed selection rate for a minority group is statistically lower than the expected selection rate, based on how the majority group fared
- Z Ratio
 - Evaluates statistically whether the selection ratios of two (2) groups are similar enough to come from a single group (no adverse impact) or large enough to signify independent groups (adverse impact)

The Quick View™ Leadership II Assessment does not independently yield a determination of whether or not a candidate has “passed,” even when a benchmark is being used. Nevertheless, establishing

the absence of adverse impact is important from a test fairness standpoint. Thus, for the sake of this analysis, we established a cut score whereby candidates obtaining a Quick View™ score of 60 or above were regarded as passing the assessment, while candidates obtaining a score of 59 or below were regarded as failing the assessment. This is in keeping with our general counsel to clients that candidates scoring at or above a 60 on the assessment can be viewed as fitting the benchmark reasonably well relative to those who score below a 60.

Candidates taking our assessments can opt to provide demographic information regarding their gender and/or race, providing us the data we need to establish test fairness across these categories. As the results in **Table 13** show, there is no evidence of adverse impact on the basis of gender or race for the Quick View™ Leadership II Assessment across any of the measures of adverse impact that were deployed. Thus, the Quick View™ Leadership II Assessment appears to be a fair assessment that does not promote discrimination on the basis of gender or race.

Table 13. Adverse Impact Results for the Quick View™ Leadership II Assessment[†]

	Quick View Score		Evidence of Adverse Impact?				
	60 or Above	Below 60	4/5 Rule	Rule of 1	Fisher's Exact	X ²	Z Ratio
Gender							
Male	825	140	----	----	----	----	----
Female	832	134	NO	NO	NO	NO	NO
Race							
White	1246	208	----	----	----	----	----
African American	252	42	NO	NO	NO	NO	NO
Hispanic	98	14	NO	NO	NO	NO	NO
Asian	14	2	NO	NO	NO	NO	NO

[†] Based on 5,111 candidates who completed Quick View™ Leadership II assessments and opted to identify their gender and race

Summary

The research studies presented above provide support for the reliability, validity, and fairness of the Quick View™ Leadership II Assessment. The Quick View™ Leadership II Assessment can be used as a measure of an individual's ability to perform as a Leader, Manager, or Supervisor in a broad range of organizations. Once an effort is made to understand the competencies required to perform any given job well, a specific subset of behaviors can be used from the Quick View™ Leadership II Assessment to identify those who are most likely to perform best on the job.