EDGE 360°
Assessment

- Confidential -

This Report Prepared for:

JOHN DOE JR.
XYZ CORPORATION

Edge 360 for Leaders
July 2020

The following assessment report has been generated from the responses provided by selected members of this individual's work group, supervisors, peers, subordinates, and internal or external customers. The specific content and findings of this report should be used only to benchmark, determine developmental needs, and track the progress of such development. These results must not be used as the sole basis for selection decisions, or as the basis for any disciplinary action.

Edge 360 for Leaders
Individual Feedback Report

Participant's Name: JOHN DOE JR.
Organization: XYZ CORPORATION
Report Date: July 2020

This **Edge 360 for Leaders Individual Feedback Report** has been prepared specifically for you.

The information contained in this report is based on information about your leadership skills and performance collected on the assessment questionnaire you and others completed recently. These assessment questionnaires were completed by you and others around you - your supervisor, peers, subordinates, customers and others.

You and your other assessors answered questions as to how frequently you performed 100 specific leadership behaviors. You were also asked to rank the relative importance of 12 specific leadership tasks. Finally, an opportunity was offered to give written comments regarding your strengths as a leader, as well as any areas which might benefit from further development of your leadership skills.

Feedback is Essential for Development

The former Mayor of New York City, Ed Koch, used to greet constituents on the streets of his city with the simple question, "How am I doing?" And he listened to their responses, good and bad.

Mayor Koch recognized that getting constant feedback on his performance (especially from those most affected by his performance) was essential to his continued success as a leader.

The value of the information in this report is in the use to which you put these results. What is most important is not what this report says, but what you do with the information it contains.

The data contained in this report will help you measure your current progress as a leader, provide a benchmark for comparison as you continue to develop and implement your leadership skills, and provide ongoing motivation and direction for self-development. Your continuing development as a leader is so important to your organization and to those with whom you work that they have agreed to invest the time necessary to give you this detailed feedback. Your job is to accept, understand, and use the feedback which has been offered to you.

Soliciting and Accepting Feedback

As leaders rise through the hierarchies of their organizations, they often receive less and less honest information about themselves and their performance. With most positions of leadership comes perceived power and authority. Subordinates and others are sometimes fearful of displeasing those in leadership positions and often may give less than frank and candid feedback on a leader's performance when asked directly, face to face, as Ed Koch asked his constituents on the streets of New York.

A 360° assessment process such as this offers others an opportunity to give you accurate and helpful feedback in a constructive and confidential manner.

Strengths & Needs . . . as well as Unseen Strengths & Blind Spots

This feedback may help to validate your own self-perceptions. It is unlikely that you have reached your position in your organization by behaving in a random way. You already have an understanding of appropriate leadership behavior and probably have a pretty good idea of your own strengths and needs. But honest and reliable feedback is necessary to test your own perceptions, recognize previously unseen strengths, and become aware of blind spots in your own self-perceptions.

Self-Perception vs. Reality

Humans are said to be the only animals capable of self-deception. On occasion, our self perceptions may be creating blind spots in our view of ourselves. We may think of a particular leadership task as one of our towering strengths while others around us may see that, in reality, this task is more of a glaring need. We need feedback from others to make sure that our view of ourselves is completely realistic.

Feedback Is an Investment

When others give you feedback in a 360° assessment process such as this, they become involved in the process of improvement. They have invested time, energy, and thought into your development as a leader and have become actively involved in your growth and continued improvement. They are more likely to continue to support your development when you ask for their feedback, act on their feedback, and follow through with them afterwards.

Three more quick points before we turn to the reports . . .

1. This feedback report is simply information. It is *not* a "report card" or an appraisal of your worth as a leader, or as a person.
2. The feedback contained in this report is inherently *subjective*. In other words, this information is based on the perceptions and opinions of others.
3. In your development as a leader, what matters most is how *you* evaluate this information - what it means to you, not what it means to others around you.

Interpreting Your Reports

Your Individual Feedback Report is actually a collection of several different types of reports. Each of these sets of reports looks at the information collected in different ways.

Task Summary Report

The Task Summary Report gives a bird's-eye view of your assessment results. In completing your 360° assessment questionnaire, your assessors rated how frequently you performed 100 specific leadership behaviors. These 100 behaviors can be linked together to form a group of 12 discrete leadership tasks, such as Managing Change or Coaching Employees. Each leadership task contains several leadership behaviors. The Task Summary Report shows your overall ratings for each of these 12 leadership tasks. There are two reports, one in alphabetical order by task and the second in order by performance rating with your highest rated leadership task at the top.

Gap Analysis Report

The Gap Analysis Report shows how you rated yourself in the 12 leadership tasks compared to how your supervisor, your direct reports, your peers, customers and others rated you. These reports are important for spotting *unseen strengths* - areas in which you may have rated your performance significantly lower than others did, as well as *blind spots* - those tasks in which you may have rated yourself significantly higher than others did. Highlighting these gaps can be a source of excellent insight and the starting point for discussion with others as to why your ratings might have differed.

Importance Rankings Report

The Importance Rankings Report shows the overall importance rankings given for each of the 12 leadership tasks and how each group of raters (yourself, your supervisor, your subordinates, your peers, your customers and others) ranked the importance of each leadership task. This information can be useful as you attempt to prioritize the areas in which you seek further development. These reports can also highlight tasks in which you and others may hold significantly different opinions as to the relative importance of that particular task and may serve as an excellent discussion starter exploring these differing perceptions.

Importance / Performance Grid

As a follow-up to the Importance Rankings Report, the Importance / Performance Grid sets up a four-quadrant view of your performance ratings compared to the overall importance rankings given by your raters. This report can help prioritize areas for development as well as identify areas of strength you can build on. For example, you may wish to focus your development efforts on those tasks which were rated "high" in importance in which your performance level was "low."

Knowledge / Performance Grid

As part of your assessment program, you may have completed a knowledge-based assessment instrument (or test) such as *KNOWLEDGE for Leaders* which tests your knowledge of the most effective leadership behaviors. If you have completed such a test, then your feedback report may contain a report called the Knowledge / Performance Grid. This four-quadrant report will highlight your strengths (areas in which you have demonstrated high knowledge and high ratings for performance) as well as showing other correlations between your knowledge and performance. This report can be helpful in identifying training and coaching needs, as well as areas in which you might be able to mentor others based on your high knowledge/high performance.

Strengths / Needs Report

The Strengths / Needs Report lists your 20 top-rated and your 20 lowest-rated of the 100 behavioral statements. This report will help you identify those specific behaviors which are recognized by your raters as particular strengths, as well as those behaviors which may need further attention and development work.

Item Detail / Frequency Distribution Report

The Item Detail / Frequency Distribution Report gives the most comprehensive look at your assessment results. For each of the 12 leadership tasks assessed, you will see how each of the rater groups (self, supervisor, subordinates, peers, customers and others) rated you. You will also see each behavior item which contributed to this task score and the detailed ratings report for each item.

Task Summary Report

Task Summary Report

The following Task Summary Report gives an overall view of the results of your 360° assessment and are compiled from the responses given by up to five groups of raters: yourself, your supervisor(s), your subordinates, your peers, and your customers.

100 Behaviors Rated

Your raters responded to 100 very specific statements regarding your leadership behaviors. These behavior statements included items such as *"Is resourceful and versatile in responding to changing demands and opportunities."* and *"Able to build on others' ideas."* Your raters were asked to rate how frequently you performed a given behavior using the following six-point scale:

Six-Point Scale

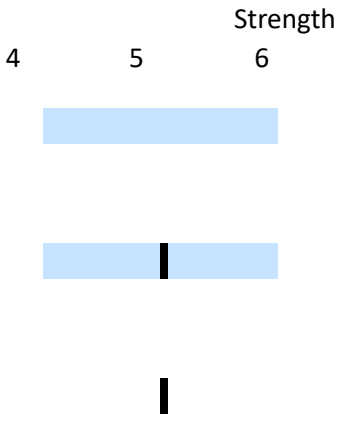
1. Almost Never
2. Not Usually
3. Sometimes
4. Often
5. Usually
6. Almost Always

12 Leadership Tasks

These 100 specific leadership behaviors can be grouped within 12 discrete leadership tasks. For instance, the following two items, *"Is resourceful and versatile in responding to changing demands and opportunities."* and *"Able to build on others' ideas.,"* are both part of the overall leadership task called *"Adaptability & Innovation."*

"Average All" Rating

The ratings you received from all your raters for each item were averaged together to give an "Average All" score for each item. The average item scores for each item pertaining to one leadership task were then averaged together to determine an "Average All" score for each of the 12 tasks. These "Average All" scores for each task were used in producing the following Task Summary Report.



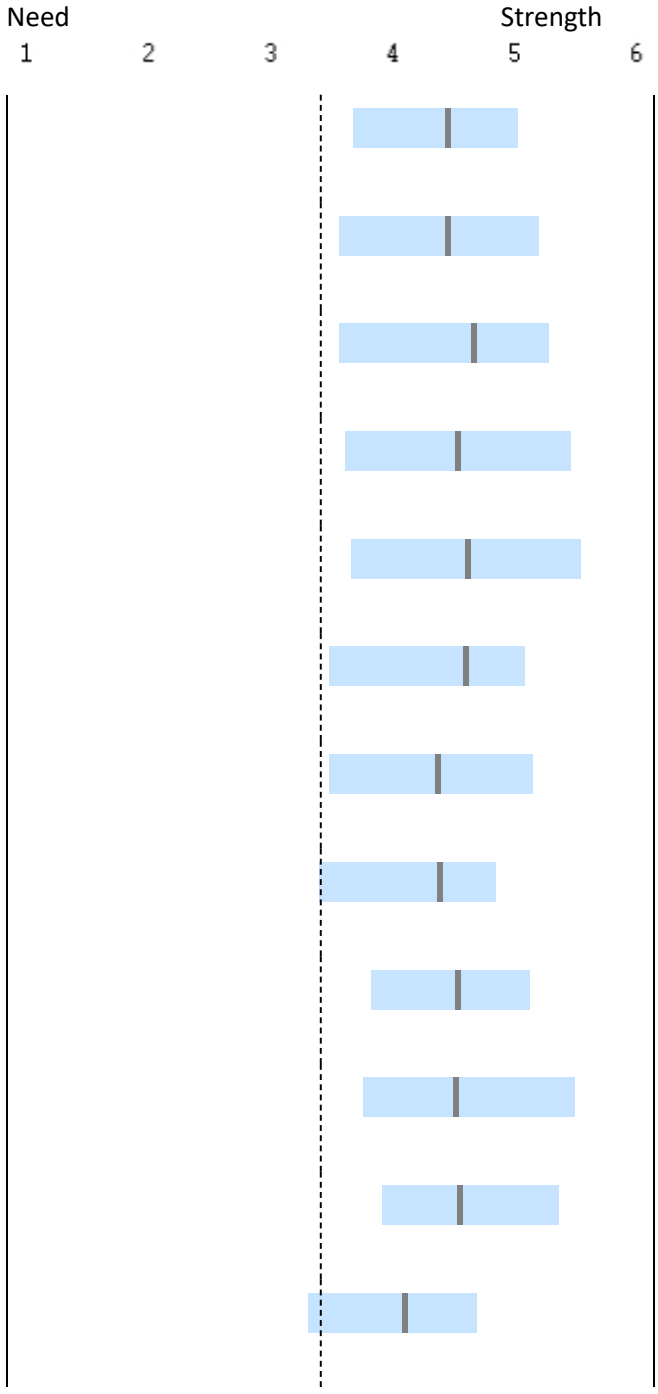
You will notice that most tasks on the report have a **bar** on the chart to the right of the task name. This bar shows the range of item scores you received for that task. The task average score for each rater category is used to prepare this bar.

The "Average All" score for each task is represented on the following charts by a **thick black line** and the score itself is indicated by the number to the left of the graph.

If there is no bar, only a **black vertical line**, then all raters gave you that same rating - there was no variance in their ratings.

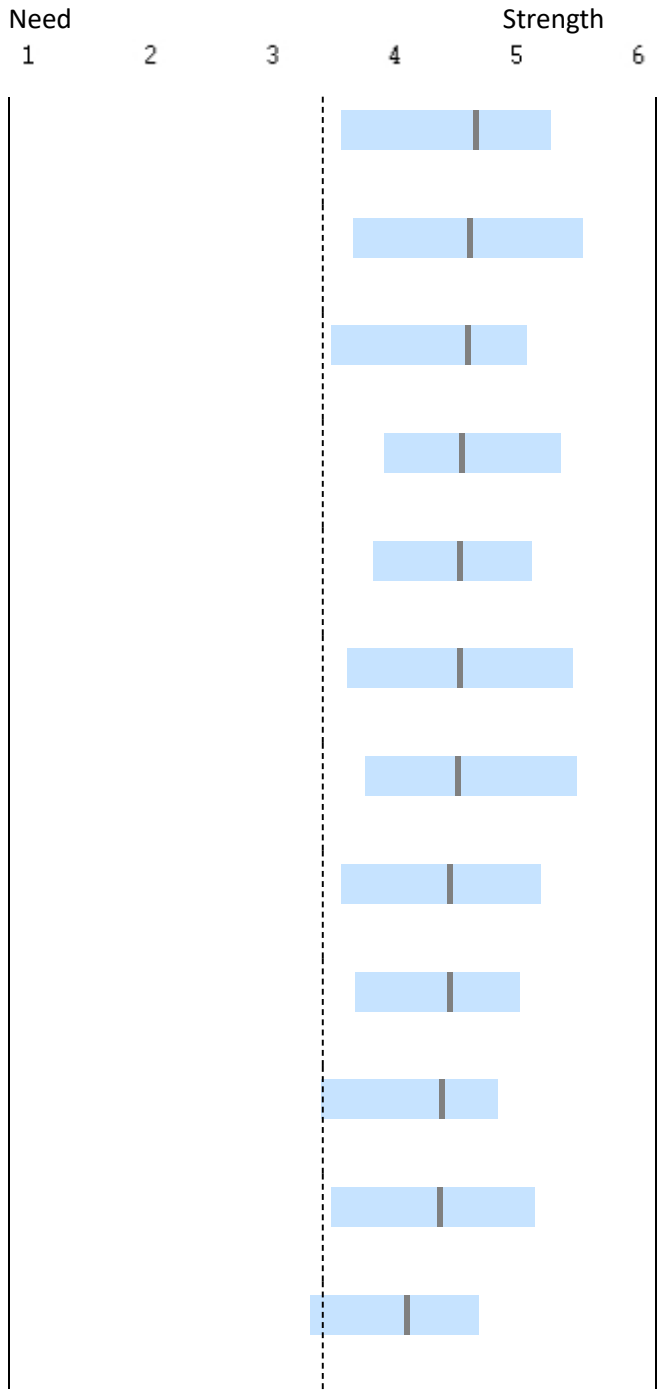
The first Task Summary Report shows the tasks and their scores in alphabetical order by task. The second Task Summary Report shows the tasks sorted by performance, with the highest rated task listed at the top.

Task Summary Report



	Average Of All Raters
Adaptability & Innovation	**4.42**
Building Trust & Integrity	**4.42**
Coaching & Counseling	**4.62**
Communicating Effectively	**4.50**
Influence & Negotiation	**4.58**
Managing Change	**4.56**
Managing Conflict	**4.34**
Managing Diversity	**4.35**
Performance Management	**4.51**
Problem Solving & Decision Making	**4.49**
Setting Goals & Standards	**4.52**
Team Building	**4.08**

Task Summary Report



	Average Of All Raters
Coaching & Counseling	**4.62**
Influence & Negotiation	**4.58**
Managing Change	**4.56**
Setting Goals & Standards	**4.52**
Performance Management	**4.51**
Communicating Effectively	**4.50**
Problem Solving & Decision Making	**4.49**
Building Trust & Integrity	**4.42**
Adaptability & Innovation	**4.42**
Managing Diversity	**4.35**
Managing Conflict	**4.34**
Team Building	**4.08**

Gap Analysis Report

Gap Analysis Report

The following Gap Analysis Reports are among the most powerful reports in this package. These reports will show you how your own evaluation of your performance compares to that given by your Supervisor, Direct Reports, Peers.

1. The first question this report answers is **"How do others view my performance for each leadership task?"**

The bar shows the range of scores given by everyone who rated your performance - you, your Supervisor, Direct Reports, Peers.

The dark vertical line shows the average of all the scores given by yourself and all others.

2. The next question is "**How do my Supervisor, Direct Reports, Peers view my performance for each leadership task?"**

Each report shows how a specific group rated your performance for each leadership task. In this case, your Supervisor's rating is shown. The Supervisor's rating is indicated by the white square which appears on the bar.

3. The third question is **"How did I rate myself on each leadership task?"**

Your own rating for each task is indicated by the black dot. You can see at a glance whether your own rating is higher or lower than that given by your Supervisor. You can see how close your own rating was to the overall average score given by all others. You can also see whether your own rating was within the range of ratings given by all others, or whether - as in the example at left - your rating of your own performance was different than the rating given by all others.

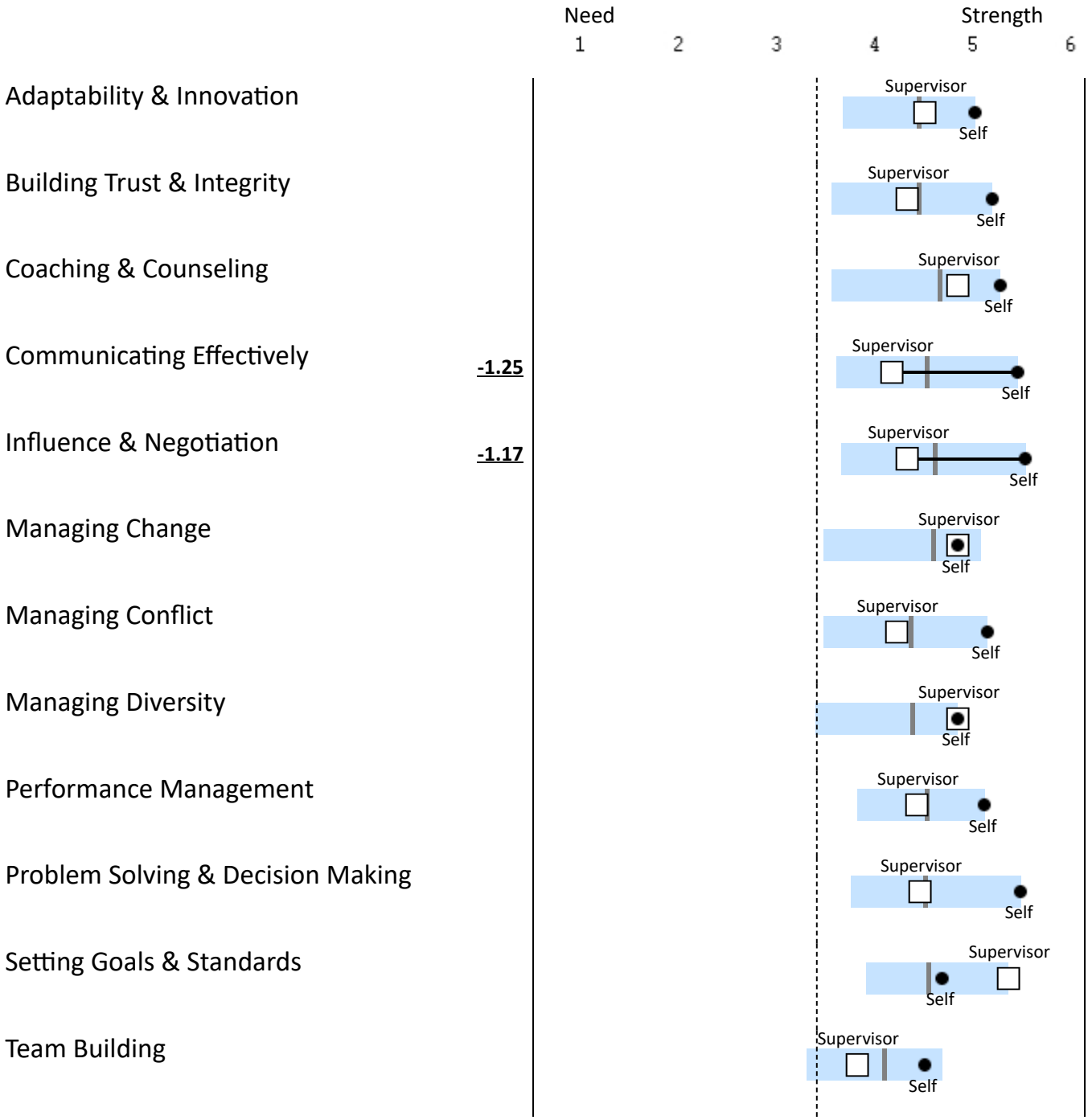
4. Finally, we can ask, **"Are there any significant gaps between my own ratings of my performance, and the ratings given by my Supervisor, Direct Reports, Peers for these leadership tasks?"**

If a significant gap (greater than one point on the scale) appears between the rating you have given yourself and the rating given by the comparison group - in this case, your supervisor - then your attention is called to that gap by the placement of a line connecting the two ratings.

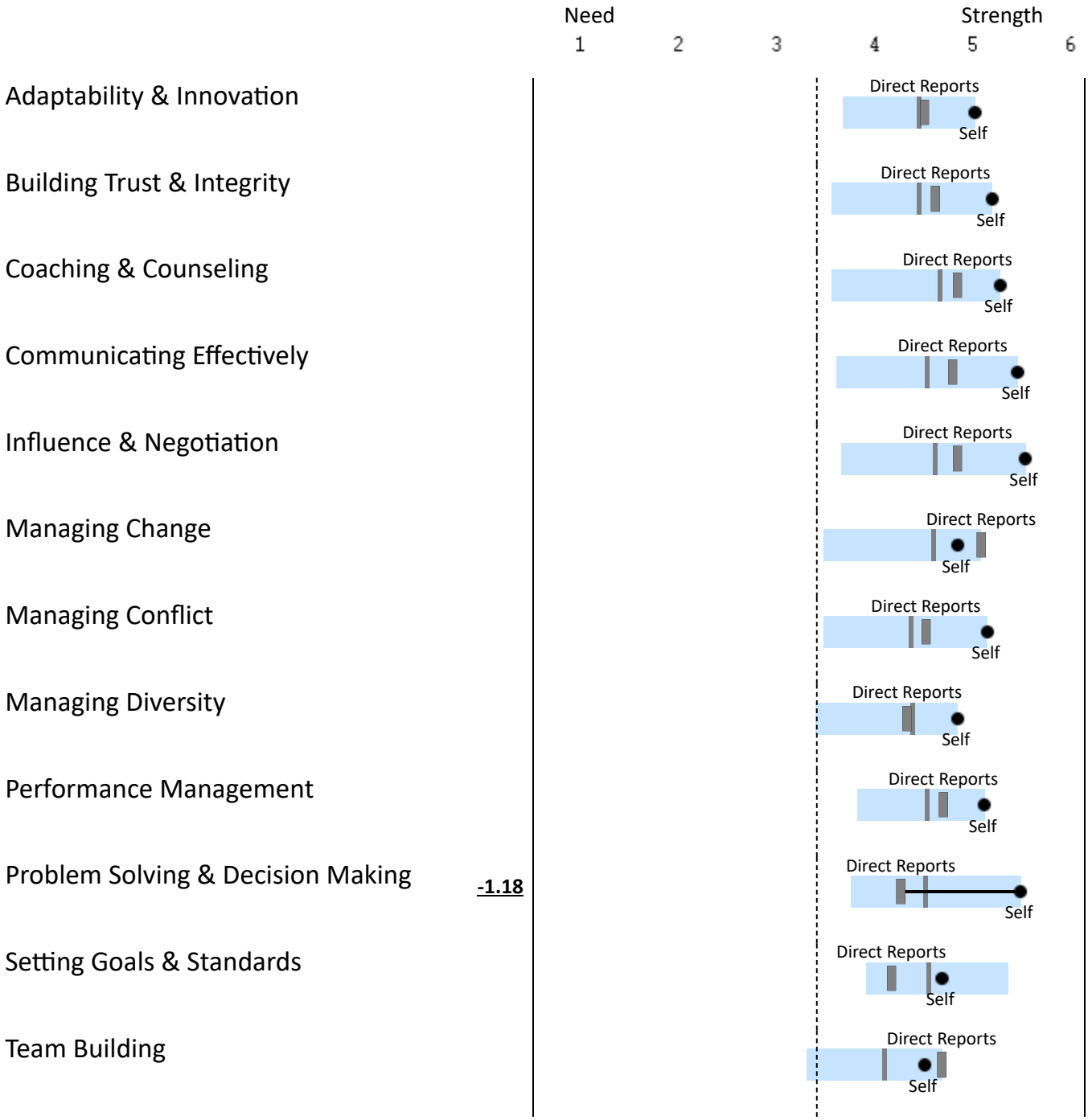
If you rated yourself significantly higher (greater than one point on the scale) than the comparison group rated you, then a bold black line connects the two ratings and calls your attention to a potential ***blind spot*** - an area in which you may be overrating your own performance. The number to the left of the scale shows the size of the gap.

If you rated yourself significantly lower (greater than one point on the scale) than the comparison group rated you, then a dotted gray line connects the two ratings and calls your attention to a potential ***hidden strength*** - an area in which you may be underrating your own performance. The number to the right of the scale shows the size of the gap.

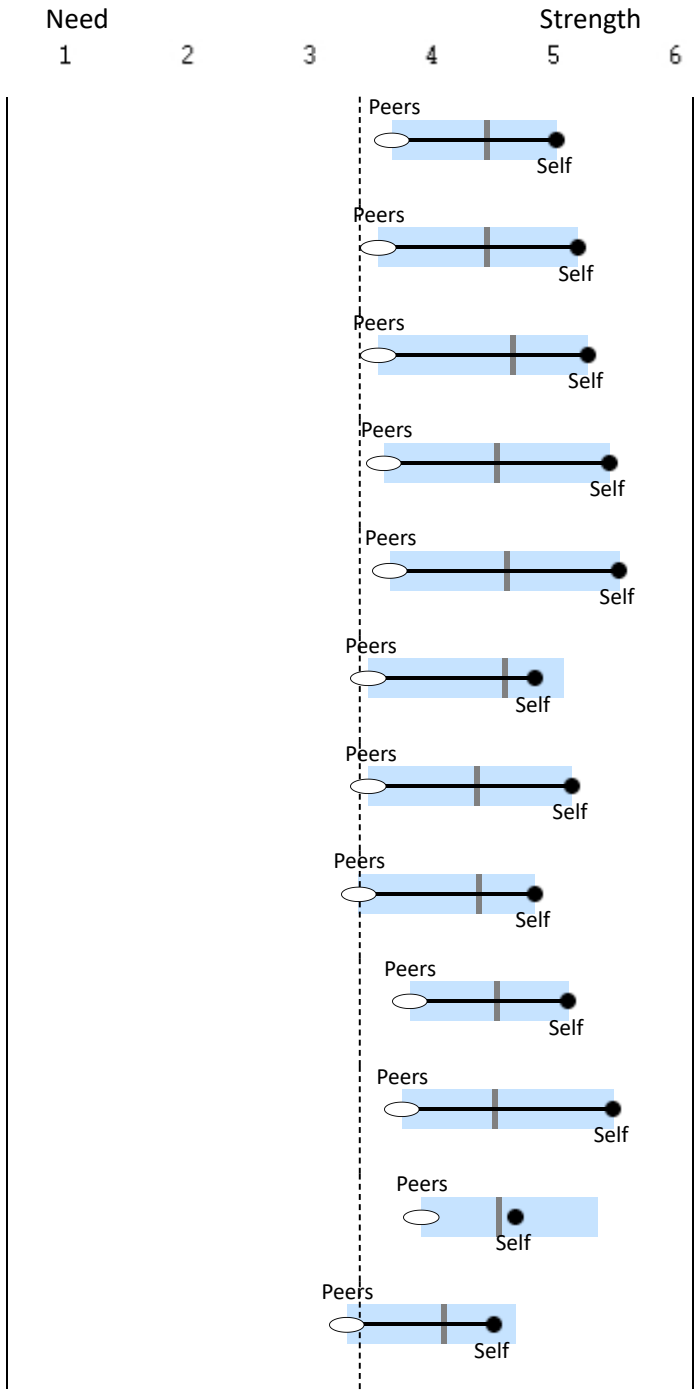
Gap Analysis Report - Supervisor Comparison



Gap Analysis Report - Direct Reports Comparison



Gap Analysis Report - Peers Comparison



Adaptability & Innovation	**-1.31**
Building Trust & Integrity	**-1.59**
Coaching & Counseling	**-1.67**
Communicating Effectively	**-1.79**
Influence & Negotiation	**-1.83**
Managing Change	**-1.33**
Managing Conflict	**-1.63**
Managing Diversity	**-1.41**
Performance Management	**-1.26**
Problem Solving & Decision Making	**-1.68**
Setting Goals & Standards	
Team Building	**-1.17**

Gap Analysis Report - All Rater Comparison Report

Importance Rankings Report
Importance / Performance Grid

Importance Rankings Report

12 Leadership Tasks

You, and the others who rated you, were asked to rate the importance of each of the 12 leadership tasks assessed by the **Edge 360 for Leaders**. You were asked to specify which of these leadership tasks were the most important to your job.

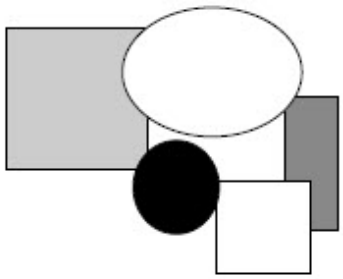
Importance Ratings

The ratings given by all raters were averaged. Based on the average importance rating given by all raters, the leadership tasks were sorted and listed in descending order of importance.

Average Importance

The average importance rating is listed in the column to the left of the graph marked **"Average All."**

Critically Important
Very Important
Important



The **bar** is a graphic depiction of the average importance rating. Any rating higher than 0.67 falls into the *Critical* column, any average rating falling between 0.34 and 0.67 falls into the *Very Important* column, and any average rating below 0.34 falls into the *Important* column.

The average importance rating given by each rater group in your report (Self, Supervisor, Direct Reports, Peers) for each task is shown on the report by a symbol placed in the appropriate column.

Self = ●

Supervisor = □

Direct Reports = ▮

Peers = ⬭

You can easily see how your rating compares to the importance rating given by your supervisor or others and see where differences of opinion as to the relative importance of a task may exist. These differences, if significant (for instance, when you think a task is merely important, but your supervisor believes it to be critically important), may be a signal that some discussion is needed regarding the priorities you set in your job.

Importance / Performance Grid

Need High Importance / Low Performance	High Importance / High Performance
Low Importance / Low Performance	Low Importance / High Performance

High Importance / Low Performance	**Strength** High Importance / High Performance
Low Importance / Low Performance	Low Importance / High Performance

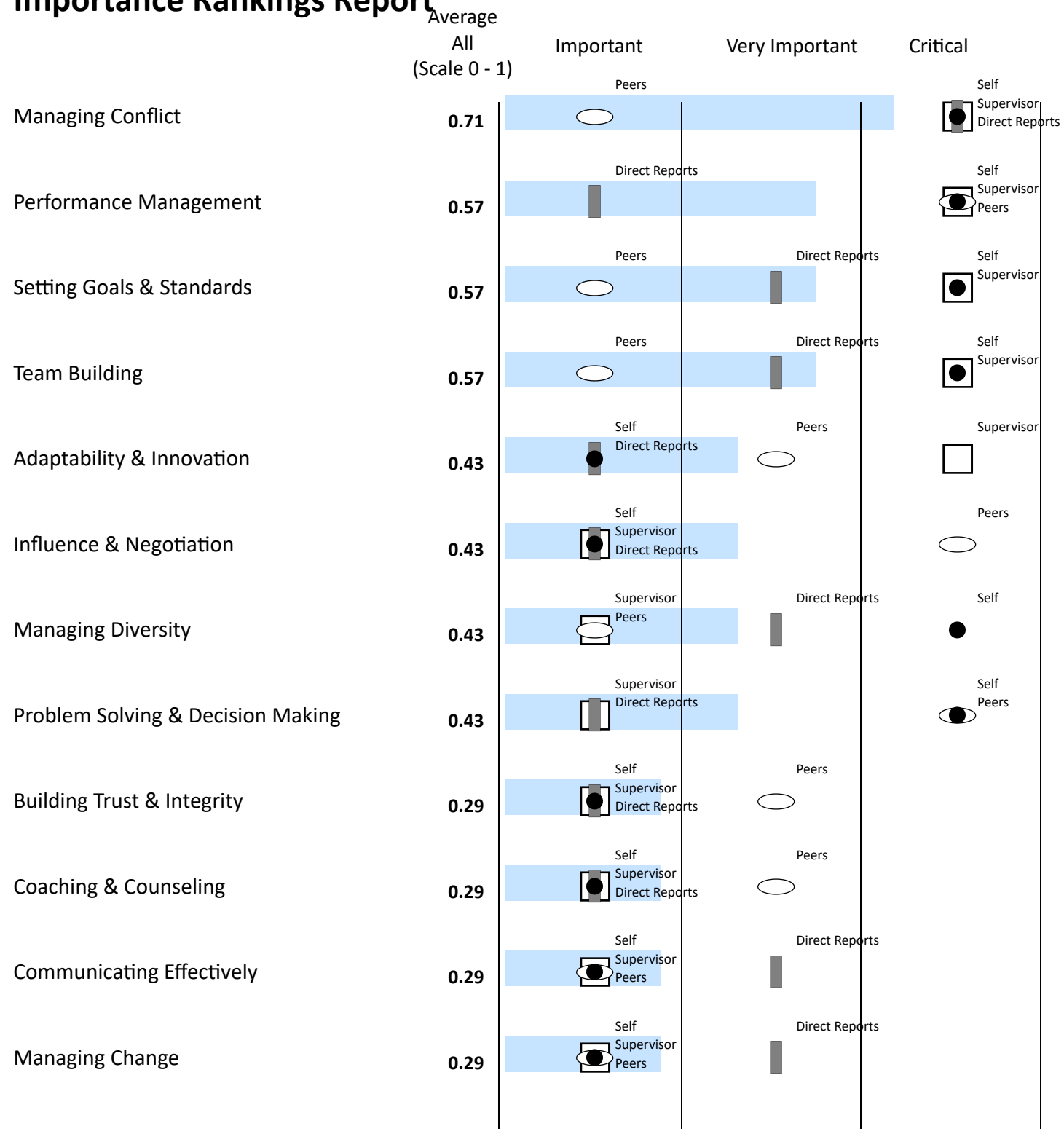
This report shows the correlation between the importance rankings of the leadership tasks given by your raters, and the rating of your performance in those same tasks. The tasks are listed on the grid in descending order of importance.

Any tasks rated *high in importance* (0.5 or greater on a scale of 0 to 1) but *low in performance* (less than 5 on a scale of 1 to 6) are shown in the upper left quadrant of the grid. These items can be considered **immediate development needs** and should probably be the focus of additional training and development efforts.

Those tasks that are *high in importance* (0.5 or greater on a scale of 0 to 1) and *high in performance* (5 or greater on a scale of 1 to 6) are listed in the upper right quadrant of the grid and can be considered **strengths** and could be tasks in which you might consider mentoring others.

This report can help you prioritize any training and development needs and highlight any strengths.

Importance Rankings Report



Importance / Performance Grid

High Importance / Low Performance **Importance greater or equal to 0.5 on a scale of 0-1** **Performance less than 5 on a scale of (1-6)**	**High Importance / High Performance** **Importance greater or equal to 0.5 on a scale of 0-1** **Performance greater than or equal to 5 on a scale of (1-6)**
Managing Conflict Performance Management Setting Goals & Standards Team Building	
Low Importance / Low Performance **Importance less than 0.5 on a scale of 0-1** **Performance less than 5 on a scale of (1-6)**	**Low Importance / High Performance** **Importance less than 0.5 on a scale of 0-1** **Performance greater than or equal to 5 on a scale of (1-6)**
Adaptability & Innovation Influence & Negotiation Managing Diversity Problem Solving & Decision Making Building Trust & Integrity Coaching & Counseling Communicating Effectively Managing Change	

Knowledge / Performance Grid

Knowledge / Performance Grid

This report shows the correlation between the knowledge you have demonstrated on a particular leadership task and the performance rating given on the **Edge 360 for Leaders**.

The measurement of knowledge typically comes from the results of a knowledge-based assessment test such as *KnowlEDGE for Leaders Post Test* that you have completed.

Knowledge Improvement Opportunity	Strength
Training Need	Coaching Need

Any tasks rated *high in knowledge* and *high in performance* are listed in the upper right quadrant of the grid. These tasks can be considered ***Strengths***.

Any tasks rated *high in knowledge* and *low in performance* are listed in the lower right quadrant of the grid. These tasks can be considered ***Coaching Needs*** and might benefit from further efforts to improve your on-the-job application of the knowledge you have demonstrated.

Any tasks rated *low in knowledge* and *high in performance* are listed in the upper left quadrant of the grid. These tasks can be considered ***Knowledge Improvement Opportunities***. Although your performance is rated highly, you might benefit from increasing your level of knowledge regarding the proper performance of this task.

Any tasks rated *low in knowledge* and *low in performance* are listed in the lower left quadrant of the grid. These tasks can be considered ***Training Needs*** and should be the focus of additional training and development efforts.

Gray Italic Text Any tasks shown in ***gray italic text*** were not measured by a knowledge-based test.

Bold Text Any tasks shown in **bold text** were rated as Very Important or Critically Important tasks by your raters.

Knowledge / Performance Grid

Knowledge Improvement Opportunity **Low Knowledge / High Performance** **Knowledge less than 70th percent** **Performance greater than or equal to 5 on a scale of (1-6)**	**Strength** **High Knowledge / High Performance** **Knowledge greater than or equal to 70th percent** **Performance greater than or equal to 5 on a scale of (1-6)**
Training Need **Low Knowledge / Low Performance** **Knowledge less than 70th percent** **Performance less than 5 on a scale of (1-6)**	**Coaching Need** **High Knowledge / Low Performance** **Knowledge greater than or equal to 70th percent** **Performance less than 5 on a scale of (1-6)**
	Adaptability & Innovation *Building Trust & Integrity* Coaching & Counseling Communicating Effectively **Influence & Negotiation** Managing Change **Managing Conflict** ***Managing Diversity*** **Performance Management** **Problem Solving & Decision Making** **Setting Goals & Standards** ***Team Building***

Strengths / Needs Report

Strengths / Needs Report

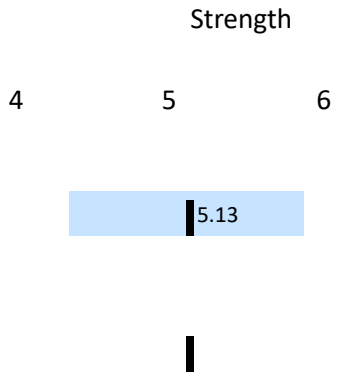
20 Highest-Rated Behaviors

&

20 Lowest-Rated Behaviors

The Strengths / Needs Report lists your 20 highest-rated behaviors and your 20 lowest-rated behaviors of the 100 behavioral items assessed.

Each listed strength or need includes the leadership task from which the item is taken, the text of the behavior statement (and item #) as it was printed in the assessment questionnaire, and a graphic depiction of the overall average rating you received for that item.

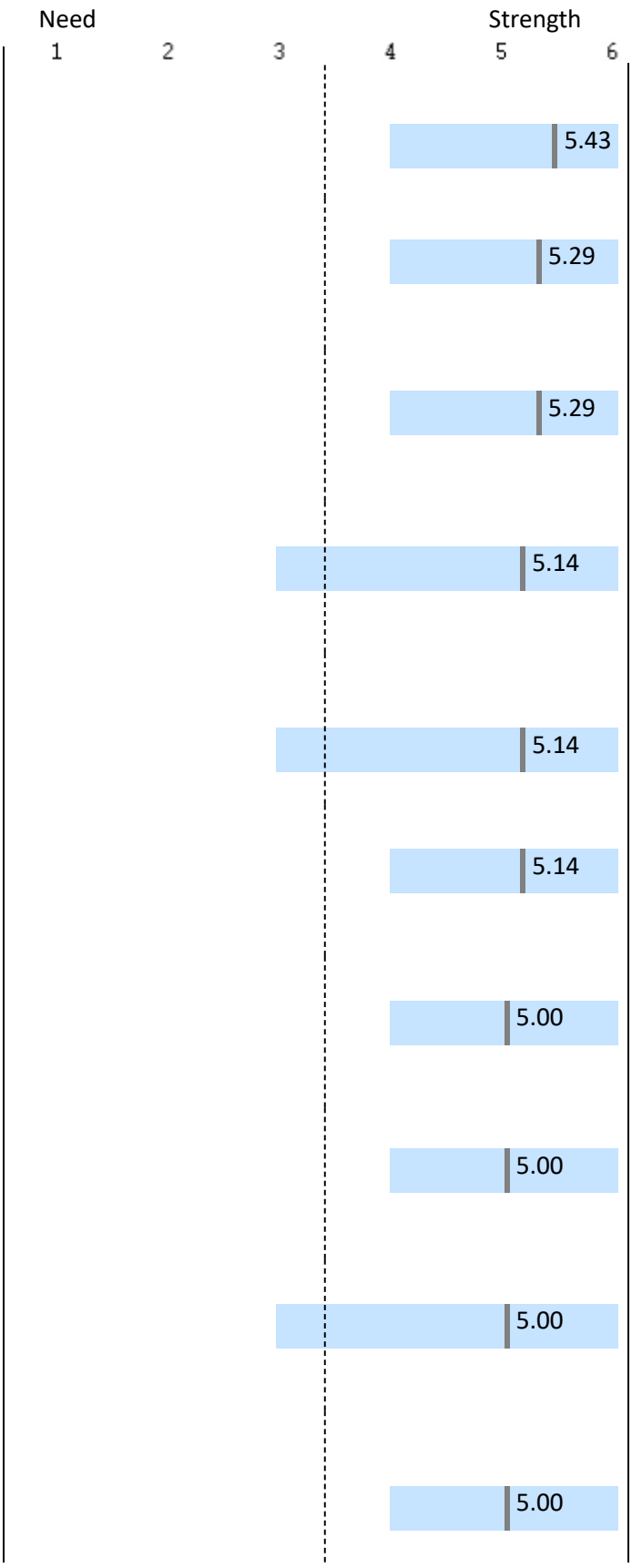


The bar indicates the range of scores given on that item by all the rating groups (Self, Supervisor, Direct Reports, Peers).

The vertical black line indicates the average of all ratings (including your own). The average rating score is printed to the right of the vertical black line.

If there is no bar, then all raters gave you the same rating for that item - there was no variance between the ratings.

Strengths / Needs Report



#1 Strength - Item 30 - Problem Solving & Decision Making
Brainstorms possible alternatives in making a decision.

#2 Strength - Item 41 - Adaptability & Innovation
Champions innovative ideas.

#3 Strength - Item 52 - Building Trust & Integrity
Sets high standards for self and others.

#4 Strength - Item 32 - Influence & Negotiation
When negotiating, clearly identifies areas of agreement as well as areas of disagreement.

#5 Strength - Item 37 - Managing Change
Listens and responds appropriately to employees' feelings and opinions about a change being introduced or implemented.

#6 Strength - Item 70 - Performance Management
Includes discussion of both employee strengths and needs during a performance appraisal.

#7 Strength - Item 14 - Performance Management
Carefully prepares for performance appraisals with employees.

#8 Strength - Item 40 - Performance Management
Completes work on a timely basis.

#9 Strength - Item 74 - Coaching & Counseling
After a counseling session, follows up with the employee to monitor progress.

#10 Strength - Item 85 - Coaching & Counseling
Specifically describes further disciplinary action to be taken if an employee's performance has not improved.

Strengths / Needs Report

#11 Strength - Item 19 - Communicating Effectively
Effectively uses visual aids, support materials, and handouts when making presentations.

#12 Strength - Item 49 - Performance Management
Lets employees know how the tasks they are assigned fit into the bigger organizational picture.

#13 Strength - Item 76 - Setting Goals & Standards
Makes sure employees understand job performance standards.

#14 Strength - Item 78 - Managing Conflict
Keeps parties to a conflict focused on finding solutions instead of making accusations or placing blame.

#15 Strength - Item 90 - Coaching & Counseling
Gives developmental feedback in a non-threatening manner.

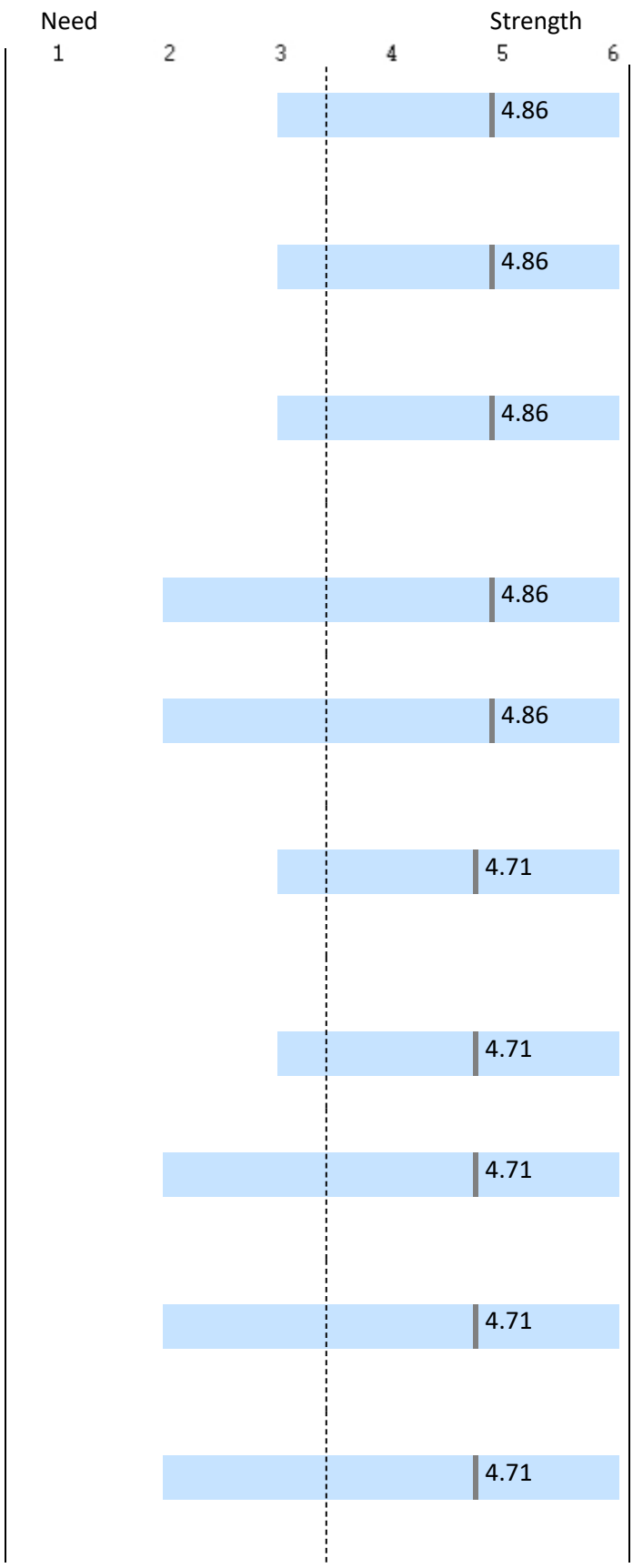
#16 Strength - Item 8 - Influence & Negotiation
When negotiating, helps to jointly develop ideas that will satisfy both parties' needs and desires.

#17 Strength - Item 22 - Setting Goals & Standards
Identifies potential problems with a plan and how those problems might be prevented or contingency plans developed to achieve a goal.

#18 Strength - Item 27 - Communicating Effectively
Asks for clarification when things are unclear in a discussion.

#19 Strength - Item 33 - Building Trust & Integrity
Develops relationships with others throughout the organization based on mutual respect and trust.

#20 Strength - Item 47 - Influence & Negotiation
Presents ideas in a clear, convincing, and logical manner.



Strengths / Needs Report

#1 Need - Item 100 - Performance Management
Manages time effectively.

#2 Need - Item 58 - Team Building
Recognizes the importance of teamwork.

#3 Need - Item 44 - Managing Conflict
Asks appropriate questions to get to the root cause of an employee's complaint.

#4 Need - Item 81 - Building Trust & Integrity
Has personal integrity and can be trusted.

#5 Need - Item 12 - Problem Solving & Decision Making
Exhibits a positive outlook and a can-do attitude in accomplishing goals even when overcoming obstacles.

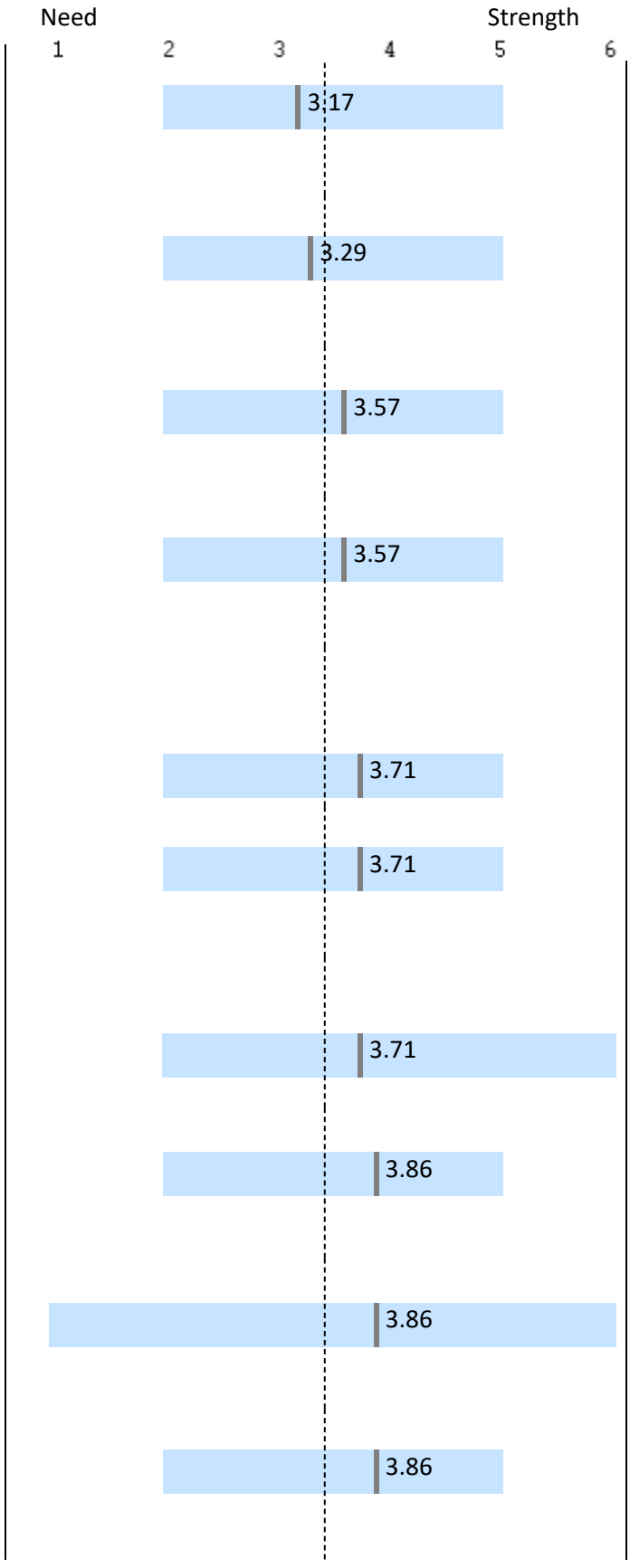
#6 Need - Item 62 - Managing Diversity
Respects others' opinions and feelings.

#7 Need - Item 64 - Problem Solving & Decision Making
Exercises creativity and initiative in solving complex problems.

#8 Need - Item 4 - Setting Goals & Standards
Develops measurable, specific, and achievable written objectives.

#9 Need - Item 43 - Managing Conflict
Resolves conflict by clarifying and discussing issues positively and patiently.

#10 Need - Item 65 - Adaptability & Innovation
Adapts to new situations and demands of the job.



Strengths / Needs Report

#11 Need - Item 83 - Setting Goals & Standards
Understands how their role impacts the organization's bottom line results.

#12 Need - Item 88 - Problem Solving & Decision Making
Is able to sift through large amounts of data for meaningful information.

#13 Need - Item 94 - Team Building
Empowers team members and employees when appropriate.

#14 Need - Item 18 - Adaptability & Innovation
Able to build on others' ideas.

#15 Need - Item 20 - Problem Solving & Decision Making
Gathers information necessary for making a decision.

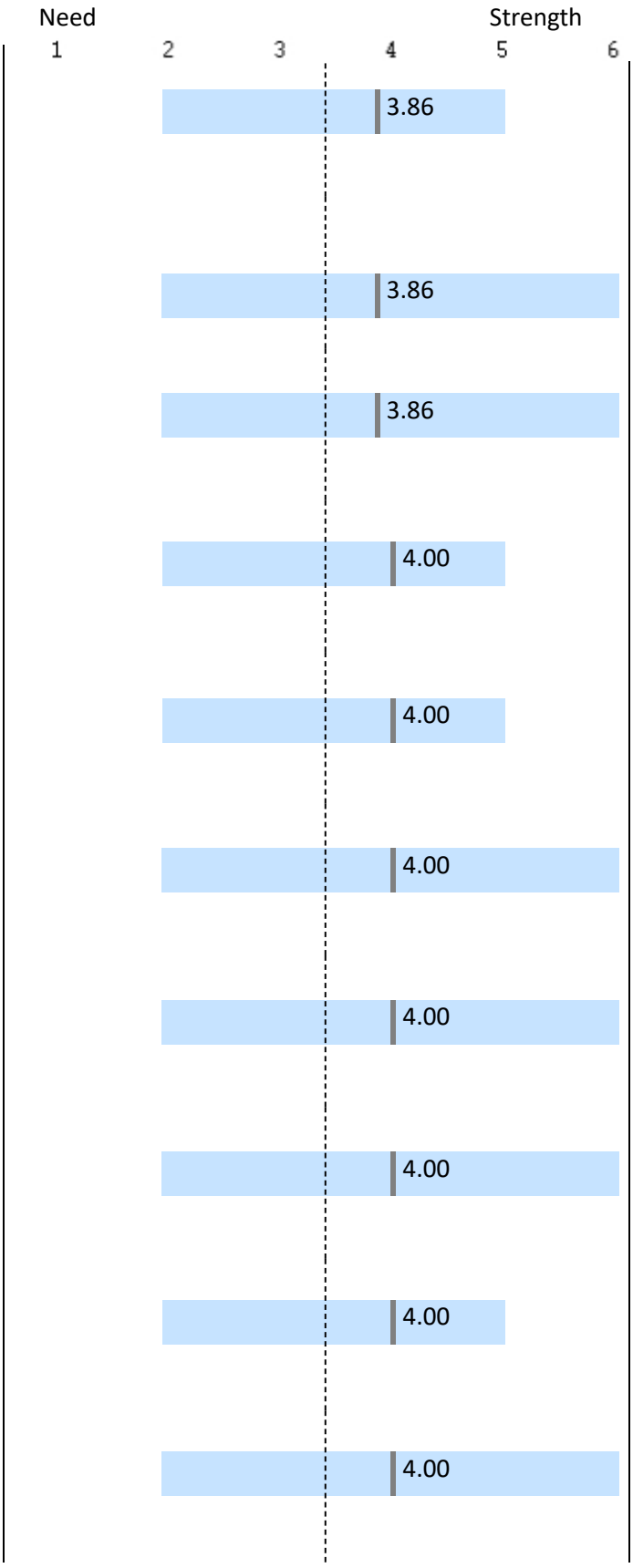
#16 Need - Item 34 - Managing Conflict
Responds to and addresses employee conflicts when appropriate.

#17 Need - Item 36 - Performance Management
Provides employees appropriate resources, authority, and support necessary to complete a delegated task.

#18 Need - Item 63 - Influence & Negotiation
Strives to reach agreements which are mutually beneficial or 'win-win.'

#19 Need - Item 77 - Communicating Effectively
Listens well to others.

#20 Need - Item 96 - Building Trust & Integrity
Works diligently and applies full effort on the job.



Item Detail / Frequency Distribution Report

Item Detail / Frequency Distribution Report

This report offers the most detailed look at the results of your **Edge 360 for Leaders** assessment.

Avoid "Paralysis by Analysis"

For many participants, this report provides more information than is really necessary to receive a benefit from this type of assessment. Concentrating on all the nitty-gritty details of an assessment such as this can sometimes create a kind of "paralysis by analysis." You can become so consumed by details that you lose sight of the overall picture - failing to see the forest for the trees. Having said that, however, this report can be very useful in pinpointing training needs and other areas for focus. For instance, if you show a training need in a particular task, it can be helpful to examine the individual behavior statements that describe that task and see if improvements in one or two specific behaviors could improve your overall performance of that task.

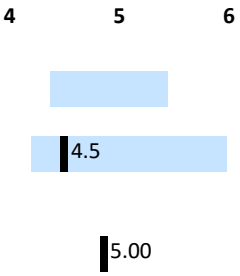
Item Detail

Task Ratings From Each Rating Group

The Item Detail shows your overall ratings for each of the 12 leadership tasks measured by this assessment as rated by yourself, your supervisor, subordinates, peers, and customers.

Avg w/o Self
Avg w Self

In addition to ratings from each rater group, you will see two more ratings: Avg w/o Self and Avg w Self. The Avg w/o Self rating is the average rating from all the raters except for yourself. The Avg w Self rating is the average rating from all the raters including yourself.



The bar shows the range of ratings given by the rating group.

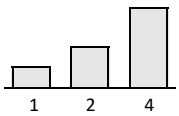
The vertical black line indicates the average rating for that rating group. This average rating score is printed to the right of the vertical black line.

If there is no bar, then all the raters in that group gave you the same rating - there was no variance in their ratings.

Number of Raters

Self(1)
Supervisor(1)
Direct Reports(3)
Peers(3)
Avg w/o Self(7)
Avg w Self(8)

Beside each rating group's label you will see a number in parentheses. This number reflects how many persons in that rating group gave a response for that particular item. For instance, the Self category will usually show "(1)" because you were the only rater counted in this category. If you failed to respond to an item, or chose "Not Sure" for that item on the assessment questionnaire, you will not see a Self label and there will not be a score shown on the graph.

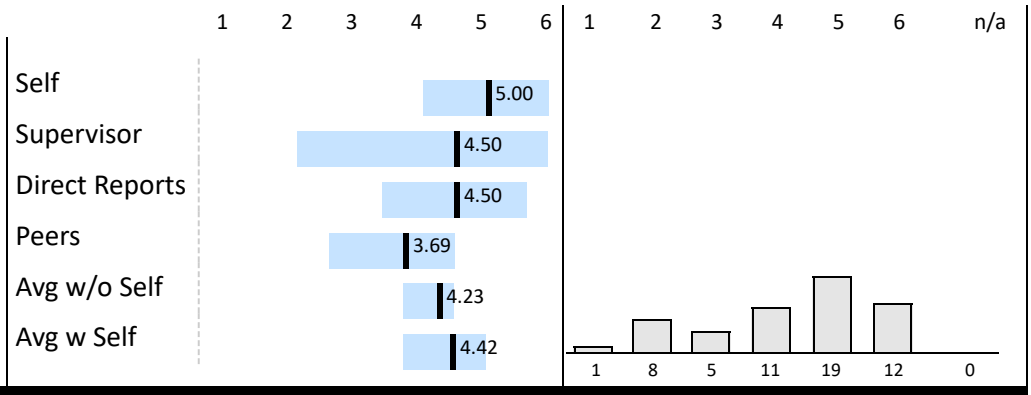


Frequency Distribution

The bar graph indicates what percentage of your raters gave you a specific rating. The taller the bar graph, the higher the percentage of raters giving that rating. Bar graphs are shown for ratings 1 through 6, as well as "n/a" which means that no rating was given by the rater.

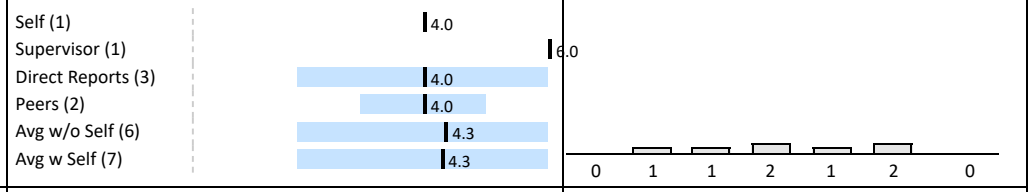
The numbers underneath each bar graph indicate the number of raters giving that particular rating.

Adaptability & Innovation



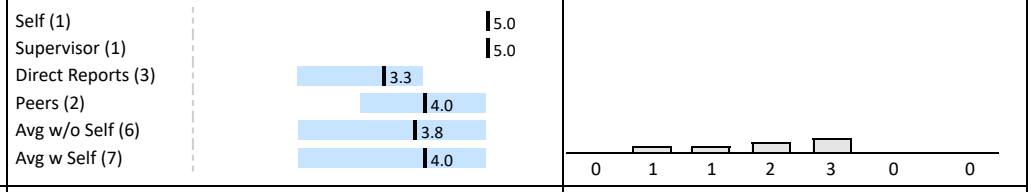
Item #1

Is resourceful and versatile in responding to changing demands and opportunities.



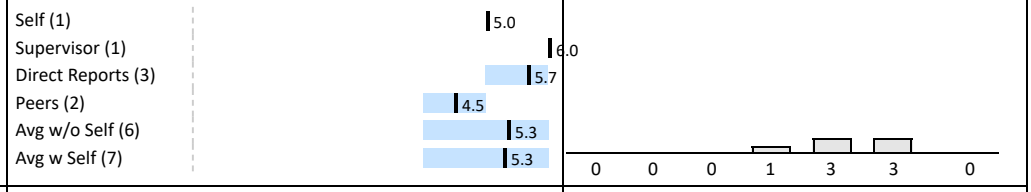
Item #18

Able to build on others' ideas.



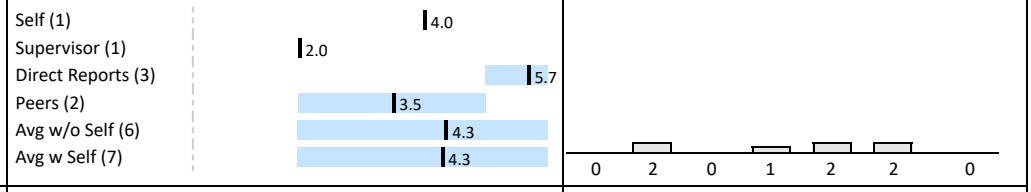
Item #41

Champions innovative ideas.



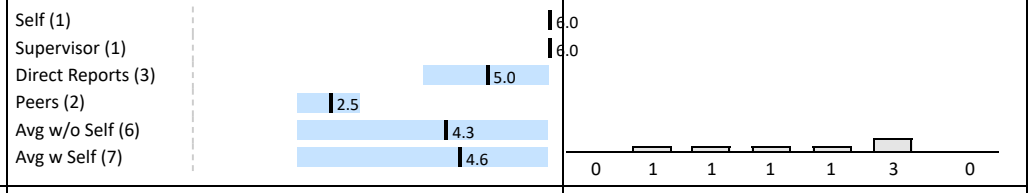
Item #45

Learns from experiences and is committed to continuous learning and growth.



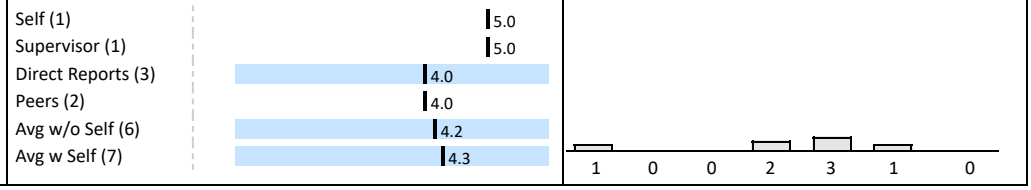
Item #53

Creates an environment that encourages breakthrough thinking.

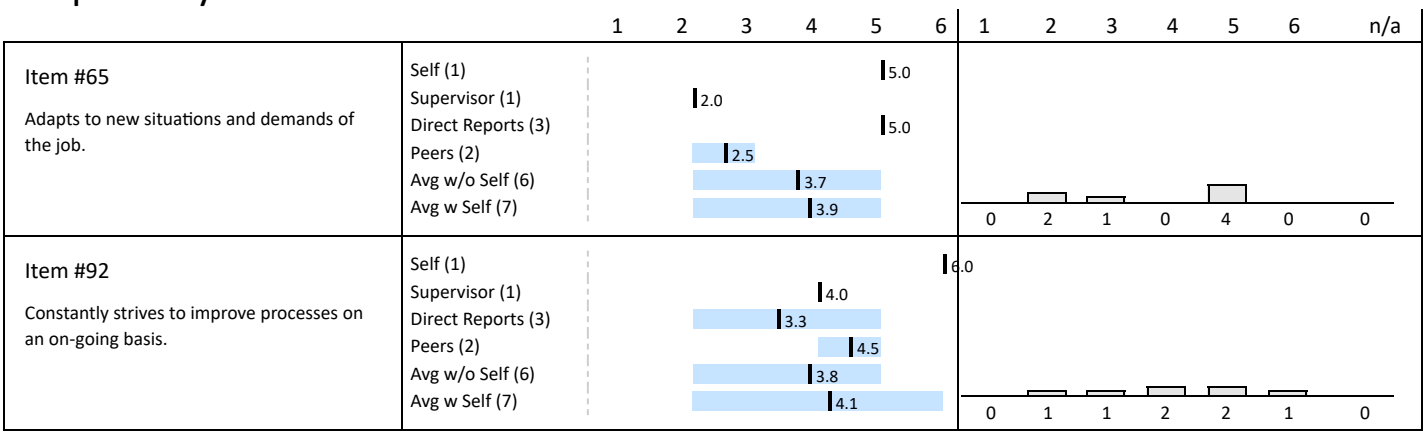


Item #57

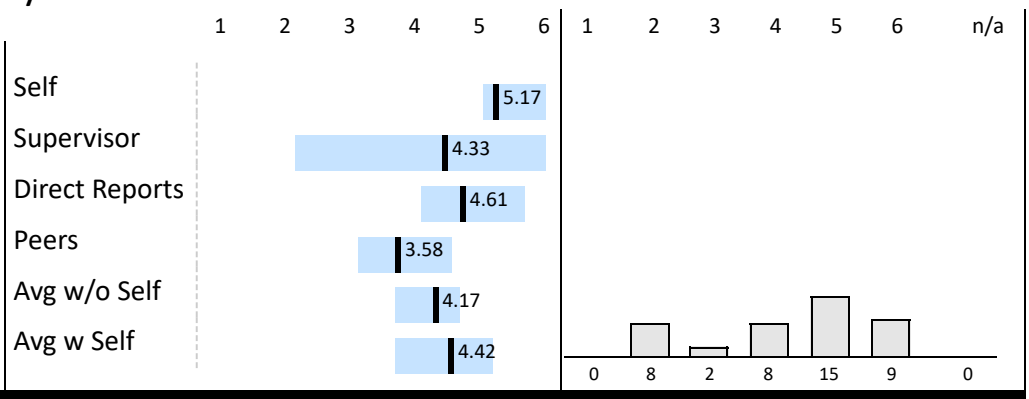
Initiates and supports new programs, ideas, and processes.



Adaptability & Innovation

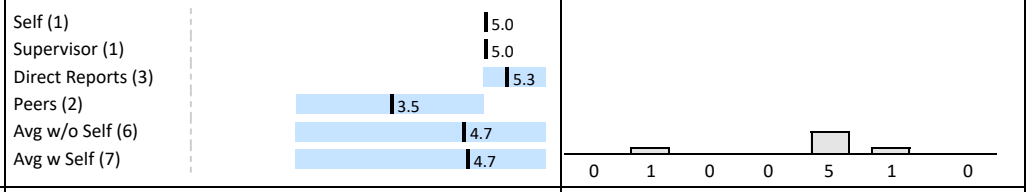


Building Trust & Integrity



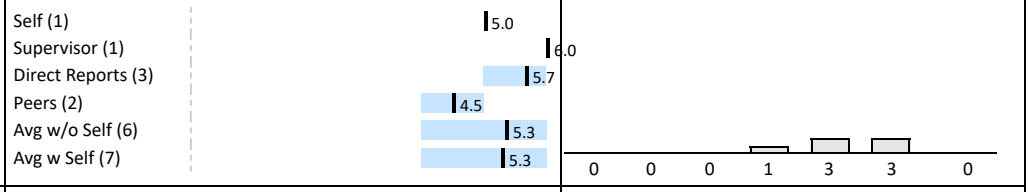
Item #33

Develops relationships with others throughout the organization based on mutual respect and trust.



Item #52

Sets high standards for self and others.

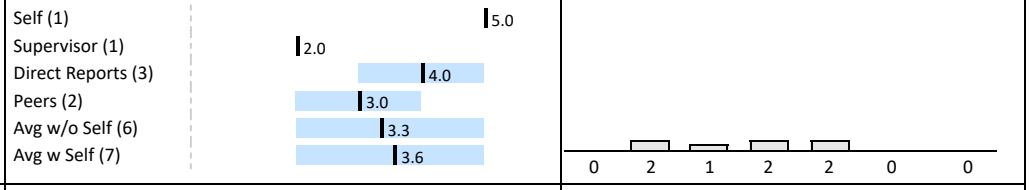


Item #56

Is open, honest, and non-political.

Item #81

Has personal integrity and can be trusted.

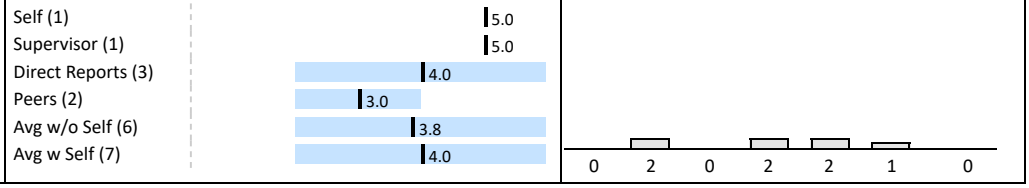


Item #95

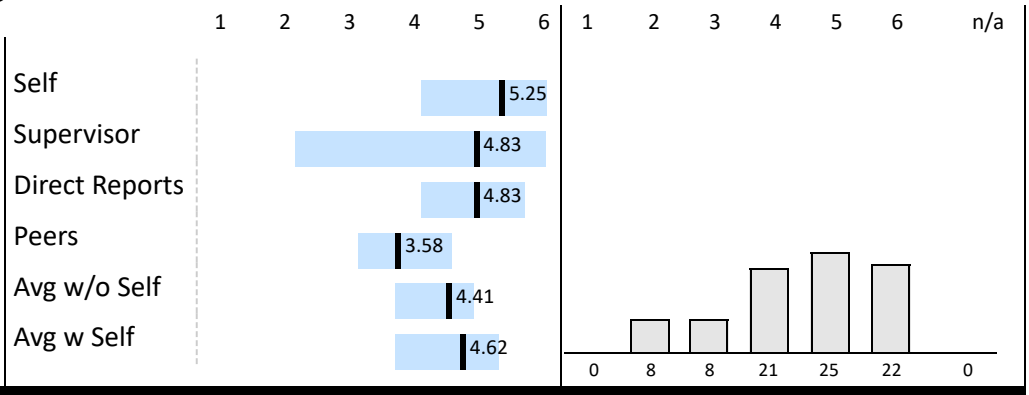
Is dedicated to meeting the expectations and requirements of internal and external customers.

Item #96

Works diligently and applies full effort on the job.



Coaching & Counseling

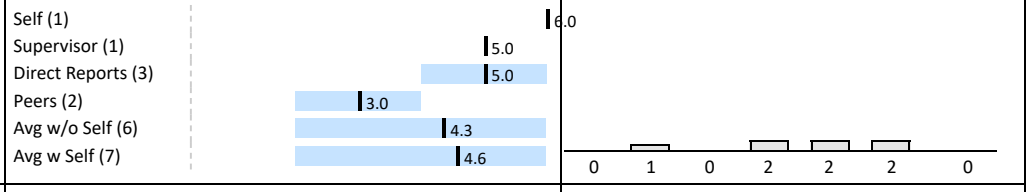


Item #13

Gives employees both positive and developmental feedback.

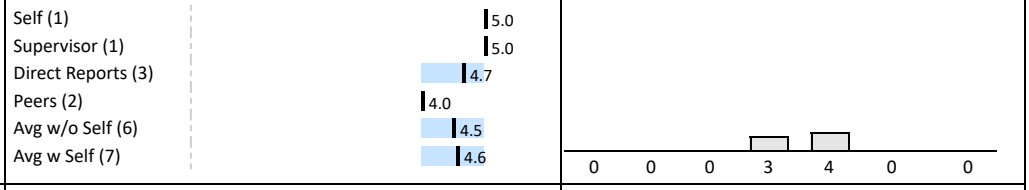
Item #28

When counseling employees, asks questions to help the employee determine what is causing a performance problem.



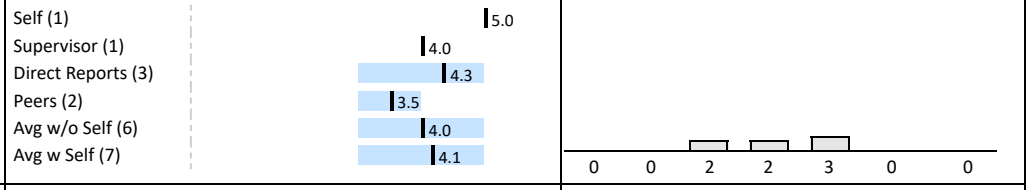
Item #31

Is willing to help others learn a new skill or process.



Item #48

Provides ongoing coaching for all employees.

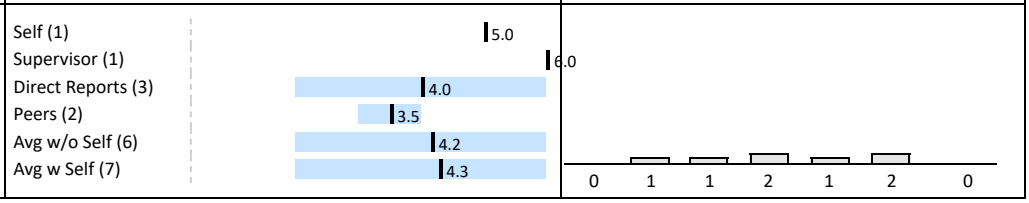


Item #51

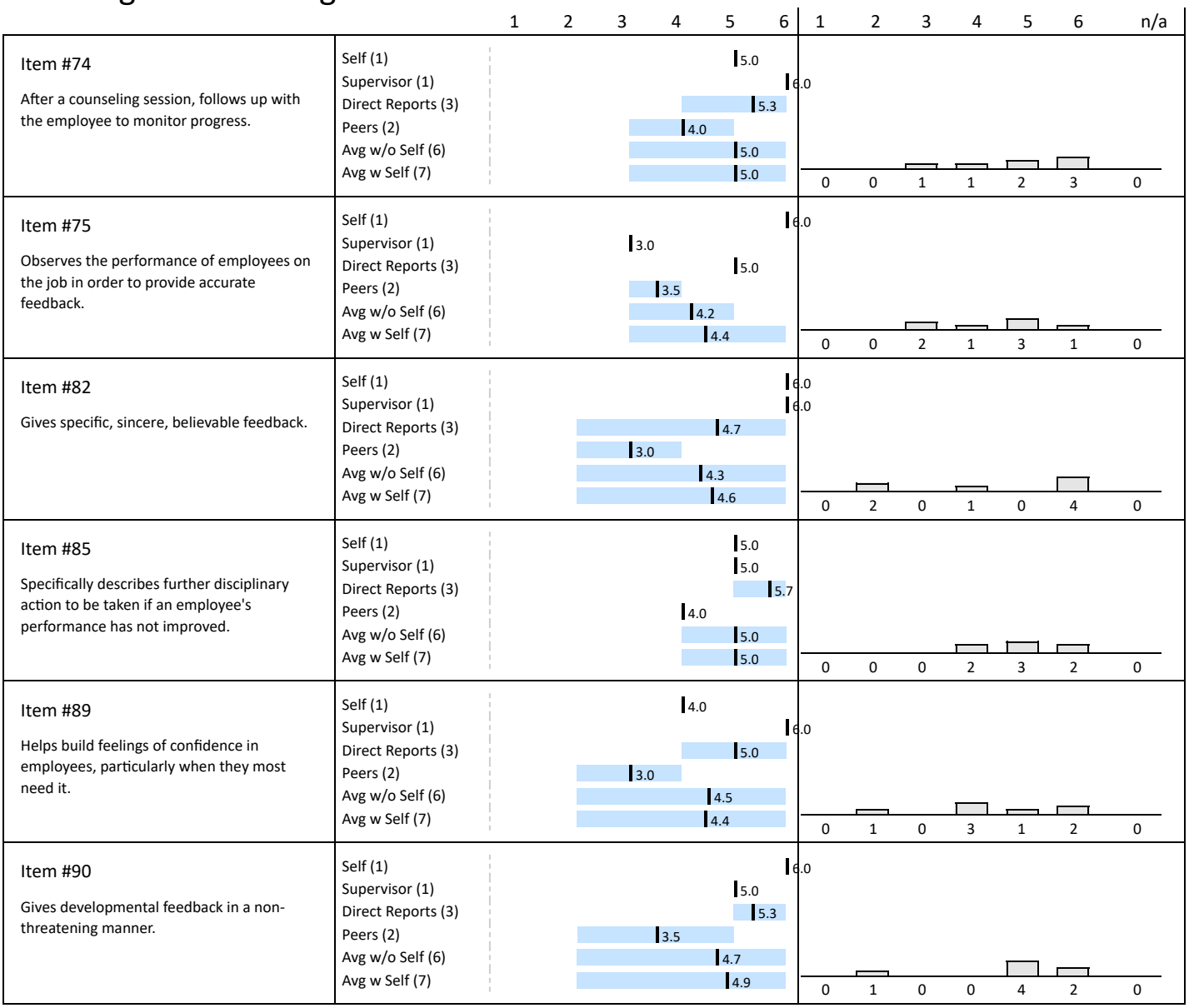
Actively looks for things an employee does well rather than just what an employee does poorly.

Item #59

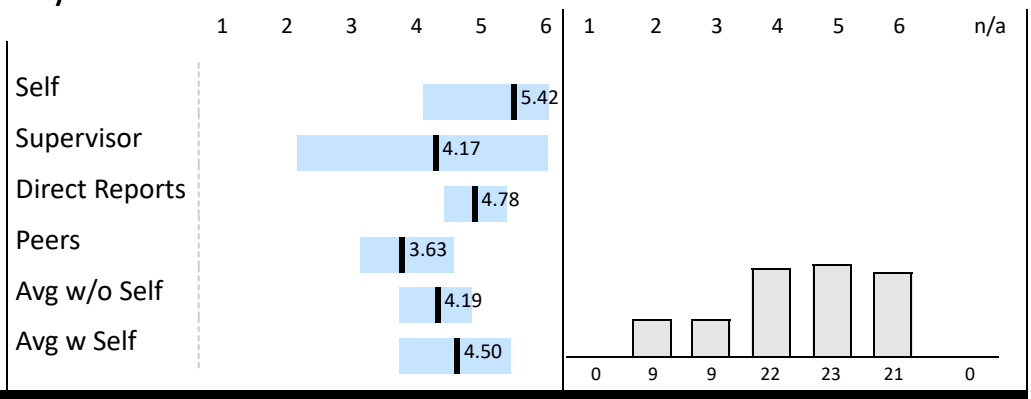
Uses disciplinary action to help modify employee behavior, not to punish.



Coaching & Counseling



Communicating Effectively



Item #2

Communicates clearly and effectively.

Item #9

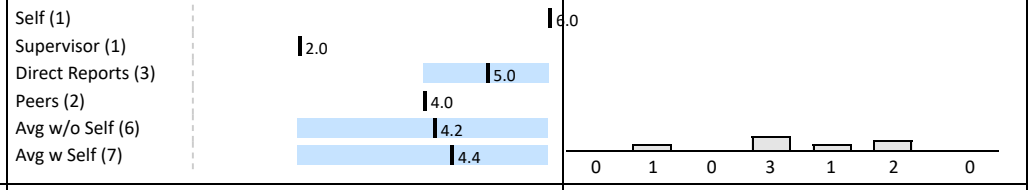
Checks for complete understanding when communicating with others.

Item #10

Begins and ends meetings on time.

Item #16

Allows others to respectfully express emotions even when they are upset or angry.

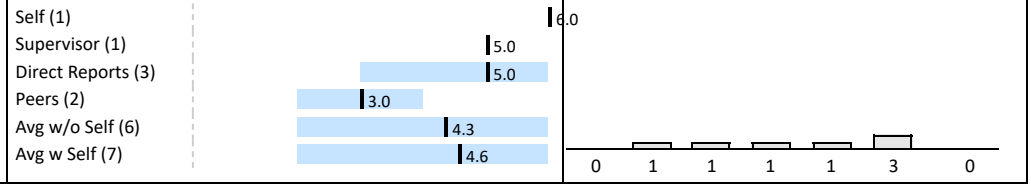


Item #19

Effectively uses visual aids, support materials, and handouts when making presentations.

Item #21

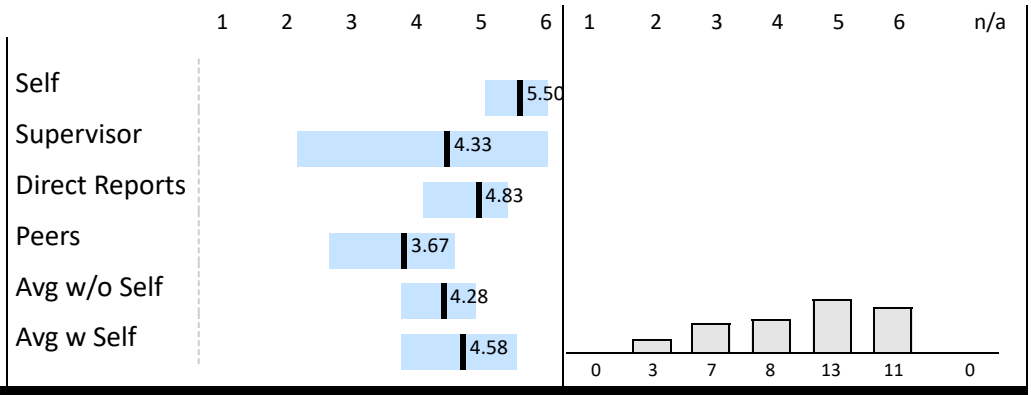
Prepares carefully for presentations.



Communicating Effectively

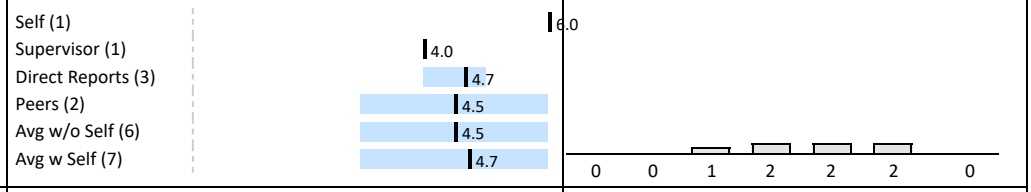
	1 2 3 4 5 6	1 2 3 4 5 6 n/a
Item #25 Focuses attention on the person speaking.	Self (1) 5.0 Supervisor (1) 2.0 Direct Reports (3) 4.7 Peers (2) 4.5 Avg w/o Self (6) 4.2 Avg w Self (7) 4.3	0 1 0 2 4 0 0
Item #26 Provides meeting attendees with an agenda prior to a meeting.	Self (1) 6.0 Supervisor (1) 3.0 Direct Reports (3) 5.3 Peers (2) 3.5 Avg w/o Self (6) 4.3 Avg w Self (7) 4.6	0 0 2 2 0 3 0
Item #27 Asks for clarification when things are unclear in a discussion.	Self (1) 6.0 Supervisor (1) 6.0 Direct Reports (3) 4.7 Peers (2) 3.5 Avg w/o Self (6) 4.5 Avg w Self (7) 4.7	0 1 1 0 2 3 0
Item #46 Asks open-ended questions to gather more information.	Self (1) 5.0 Supervisor (1) 6.0 Direct Reports (3) 5.0 Peers (2) 3.0 Avg w/o Self (6) 4.5 Avg w Self (7) 4.6	0 1 0 2 2 2 0
Item #72 Doesn't allow distractions to hinder communications.	Self (1) 5.0 Supervisor (1) 2.0 Direct Reports (3) 4.7 Peers (2) 4.5 Avg w/o Self (6) 4.2 Avg w Self (7) 4.3	0 1 1 1 3 1 0
Item #77 Listens well to others.	Self (1) 4.0 Supervisor (1) 5.0 Direct Reports (3) 4.3 Peers (2) 3.0 Avg w/o Self (6) 4.0 Avg w Self (7) 4.0	0 1 0 4 2 0 0

Influence & Negotiation



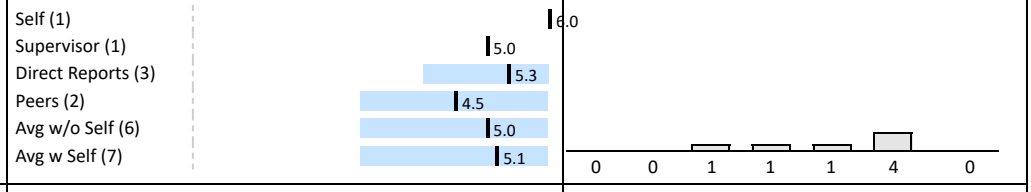
Item #8

When negotiating, helps to jointly develop ideas that will satisfy both parties' needs and desires.



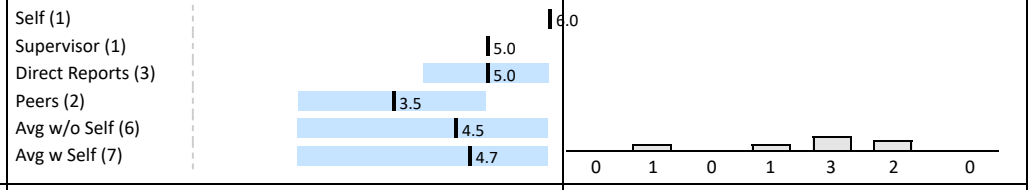
Item #32

When negotiating, clearly identifies areas of agreement as well as areas of disagreement.



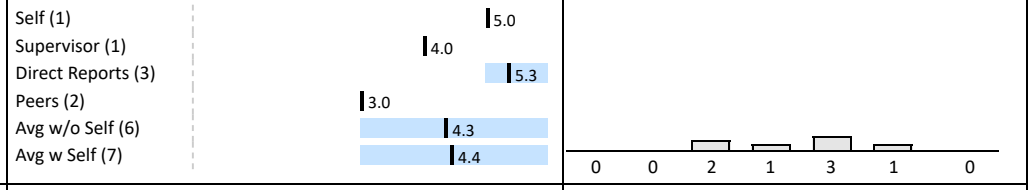
Item #47

Presents ideas in a clear, convincing, and logical manner.



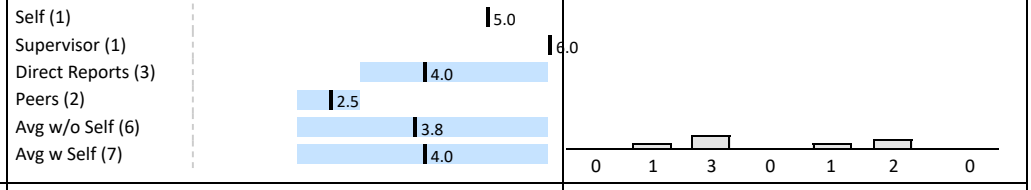
Item #61

Before negotiating, identifies objectives which have room for compromise, and those which don't.



Item #63

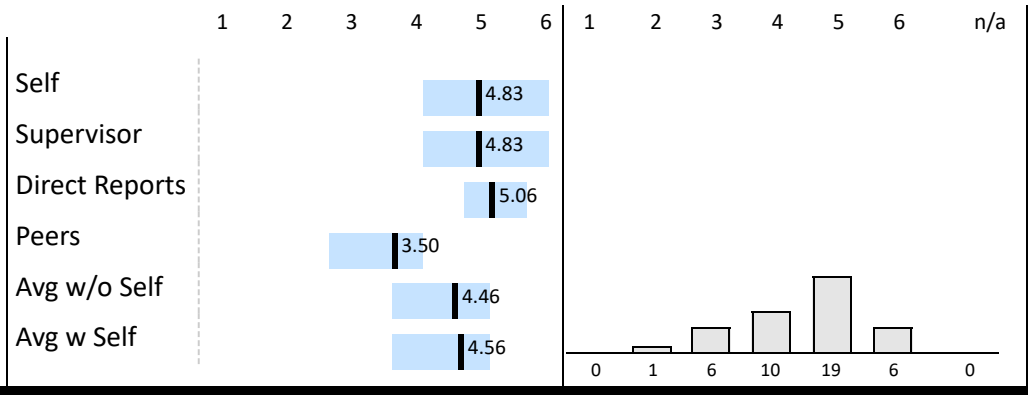
Strives to reach agreements which are mutually beneficial or 'win-win.'



Item #71

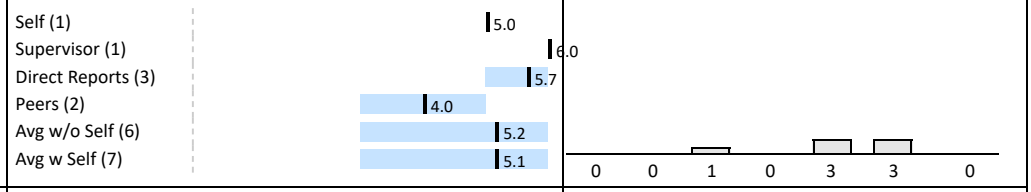
Persuades and influences others with information rather than by exerting formal authority.

Managing Change



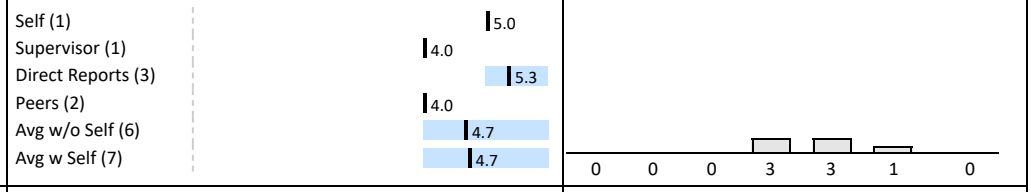
Item #37

Listens and responds appropriately to employees' feelings and opinions about a change being introduced or implemented.



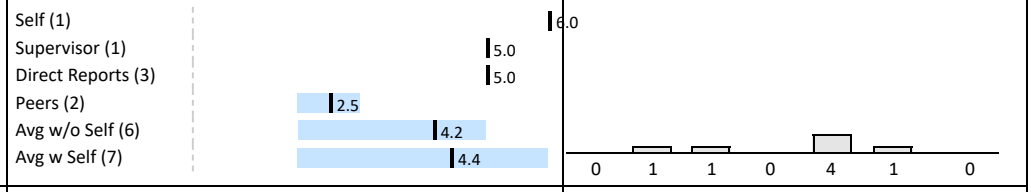
Item #50

When introducing or implementing a change, describes the details of that change to employees.



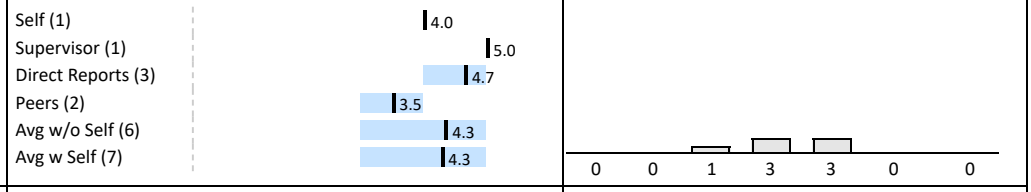
Item #67

When introducing a change, specifically describes what will change as well as what will not change.



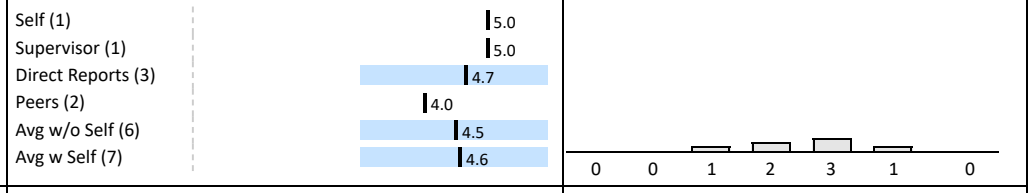
Item #69

Explains how a change being introduced will affect the employees, the department, and the organization.



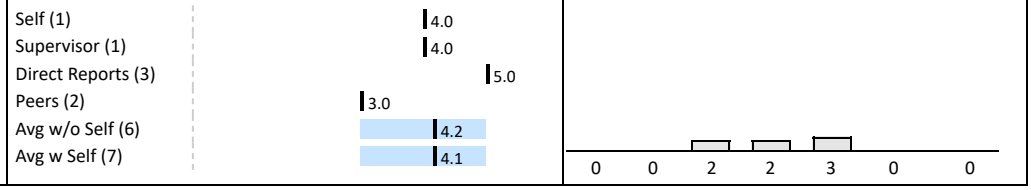
Item #91

When introducing a change, solicits ideas from employees for implementing the change and enlists employee commitment and support for the change.

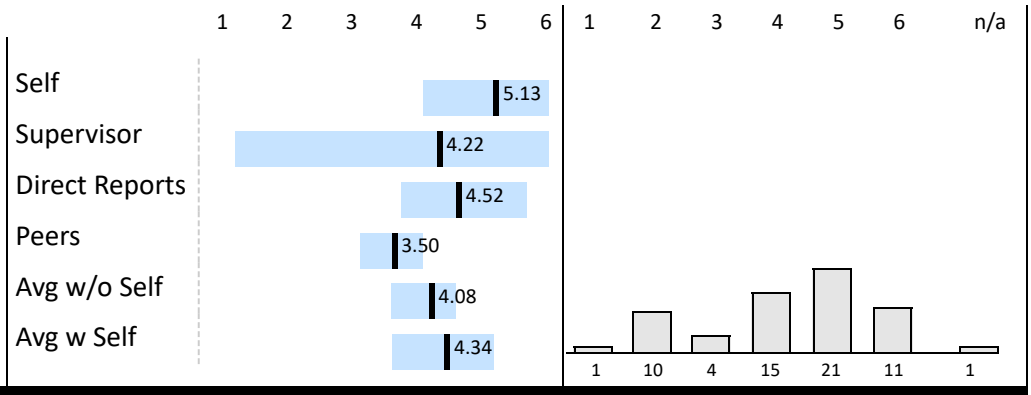


Item #97

Is an effective change agent.

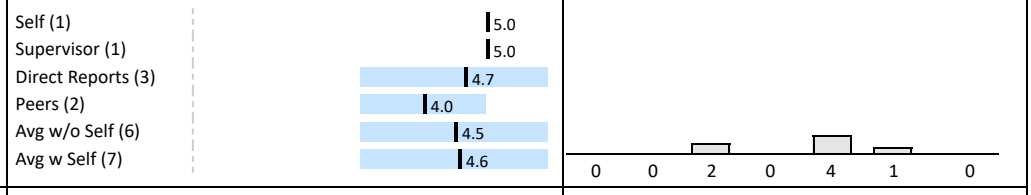


Managing Conflict



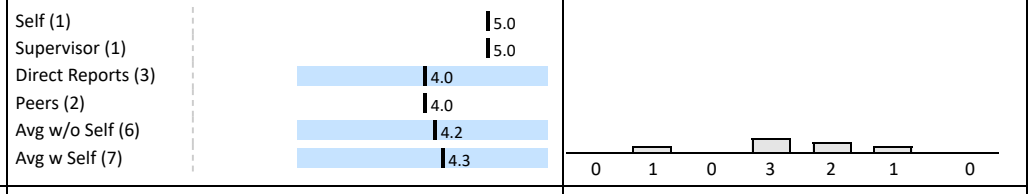
Item #5

Is consistent in enforcing rules and policies.



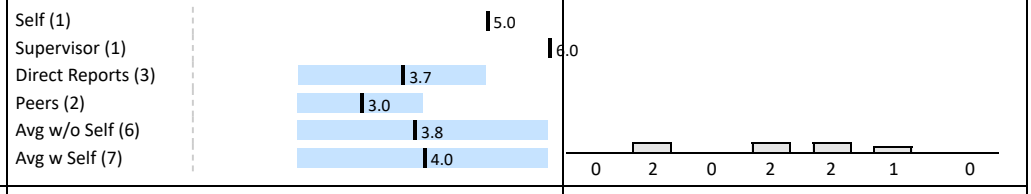
Item #7

Encourages employees to bring workplace concerns or problems to his or her attention.



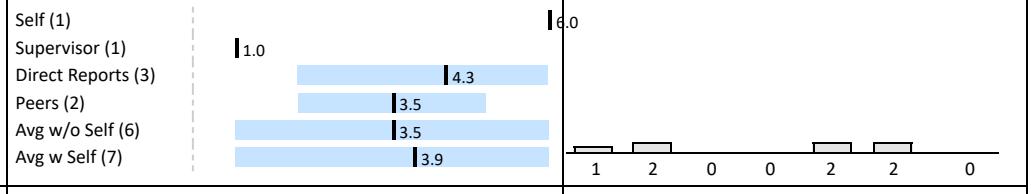
Item #34

Responds to and addresses employee conflicts when appropriate.



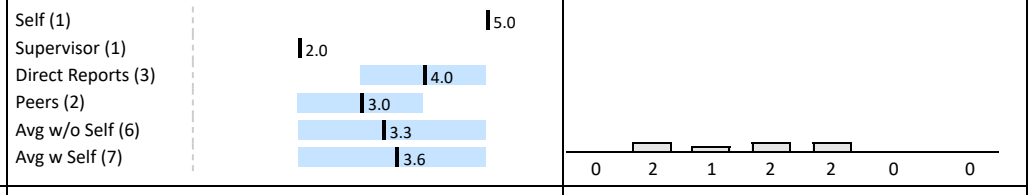
Item #43

Resolves conflict by clarifying and discussing issues positively and patiently.



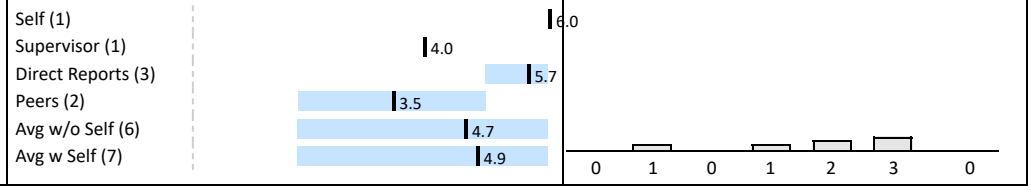
Item #44

Asks appropriate questions to get to the root cause of an employee's complaint.

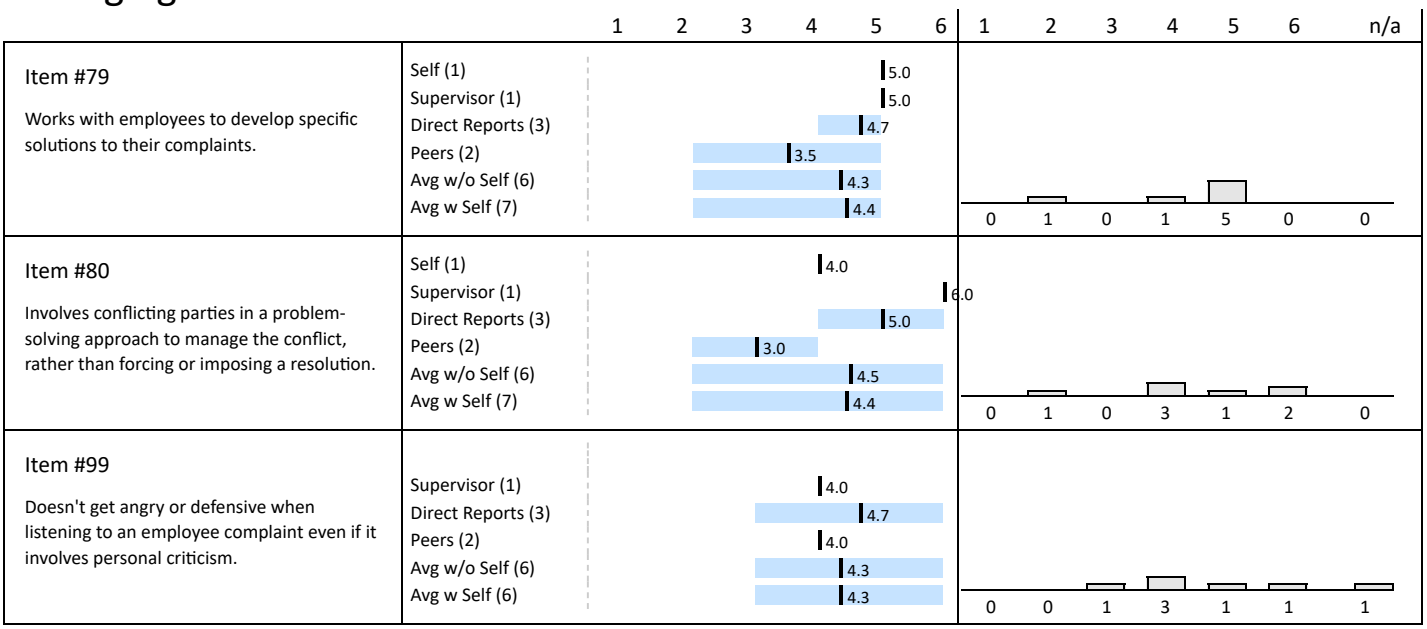


Item #78

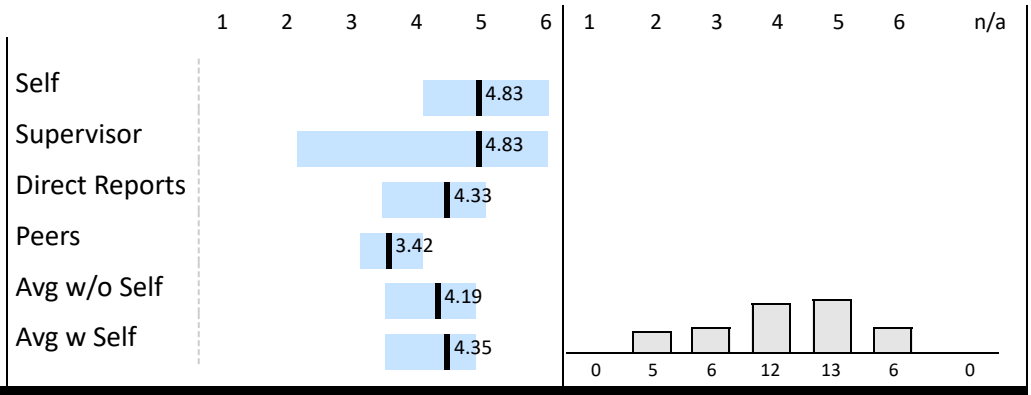
Keeps parties to a conflict focused on finding solutions instead of making accusations or placing blame.



Managing Conflict

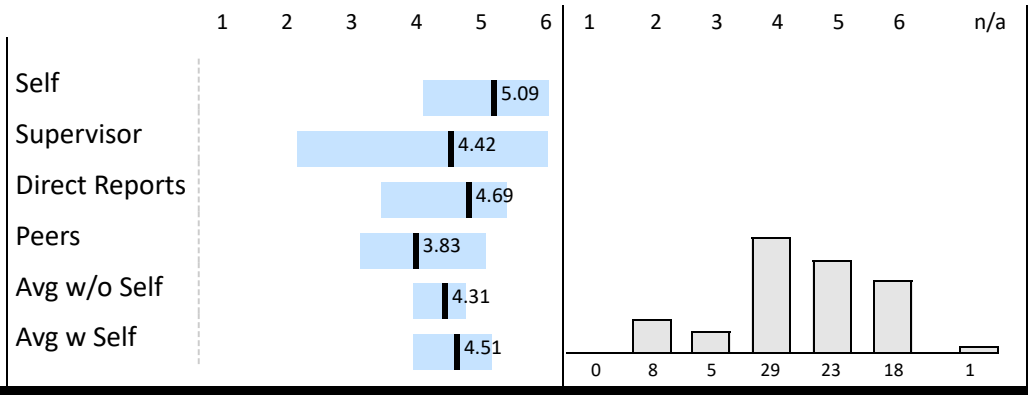


Managing Diversity



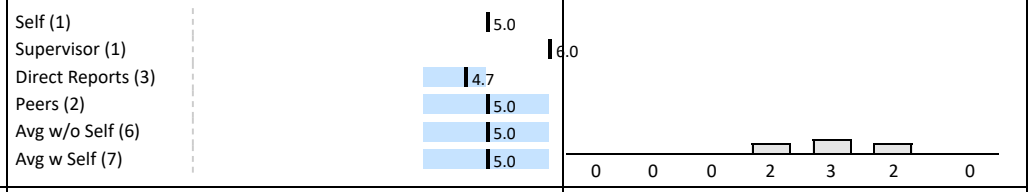
Item #3 Encourages others to provide diverse perspectives on an issue.	Self (1) 4.0 Supervisor (1) 6.0 Direct Reports (3) 5.0 Peers (2) 3.5 Avg w/o Self (6) 4.7 Avg w Self (7) 4.6	0 0 1 2 3 1 0
Item #6 Effectively works with people of diverse backgrounds.	Self (1) 5.0 Supervisor (1) 6.0 Direct Reports (3) 4.0 Peers (2) 3.5 Avg w/o Self (6) 4.2 Avg w Self (7) 4.3	0 1 1 1 3 1 0
Item #55 Appreciates individual differences and diversity among others.	Self (1) 6.0 Supervisor (1) 2.0 Direct Reports (3) 5.0 Peers (2) 4.0 Avg w/o Self (6) 4.2 Avg w Self (7) 4.4	0 1 0 3 1 2 0
Item #62 Respects others' opinions and feelings.	Self (1) 4.0 Supervisor (1) 5.0 Direct Reports (3) 3.3 Peers (2) 3.5 Avg w/o Self (6) 3.7 Avg w Self (7) 3.7	0 1 2 2 2 0 0
Item #73 Understands the value of working in a diversity-rich environment.	Self (1) 4.0 Supervisor (1) 5.0 Direct Reports (3) 4.7 Peers (2) 3.0 Avg w/o Self (6) 4.2 Avg w Self (7) 4.1	0 0 2 2 3 0 0
Item #98 Is able to capitalize on and learn from others' different talents.	Self (1) 6.0 Supervisor (1) 5.0 Direct Reports (3) 4.0 Peers (2) 3.0 Avg w/o Self (6) 3.8 Avg w Self (7) 4.1	0 2 0 2 1 2 0

Performance Management



Item #14

Carefully prepares for performance appraisals with employees.

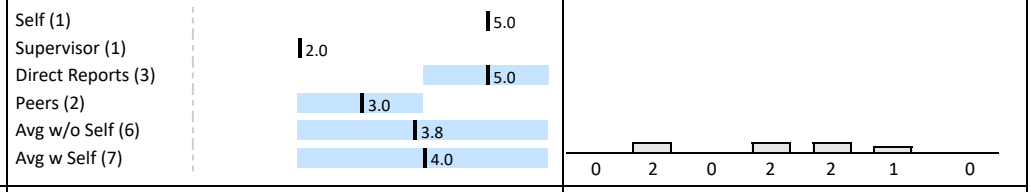


Item #29

Asks questions to make sure employees understand new work assignments given to them.

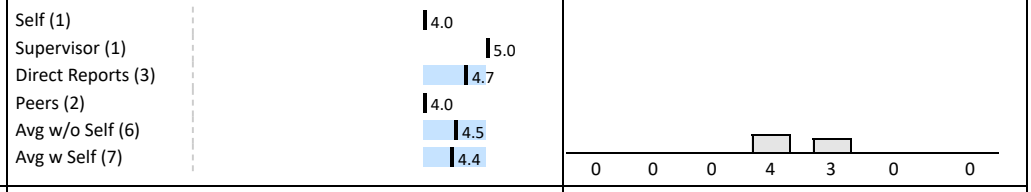
Item #36

Provides employees appropriate resources, authority, and support necessary to complete a delegated task.



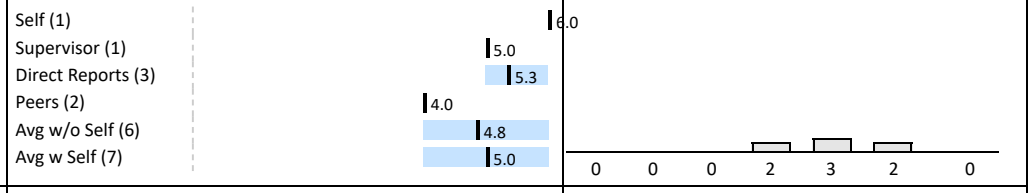
Item #38

Uses delegation effectively.



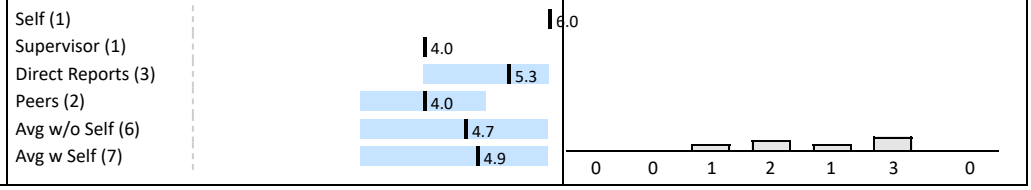
Item #40

Completes work on a timely basis.

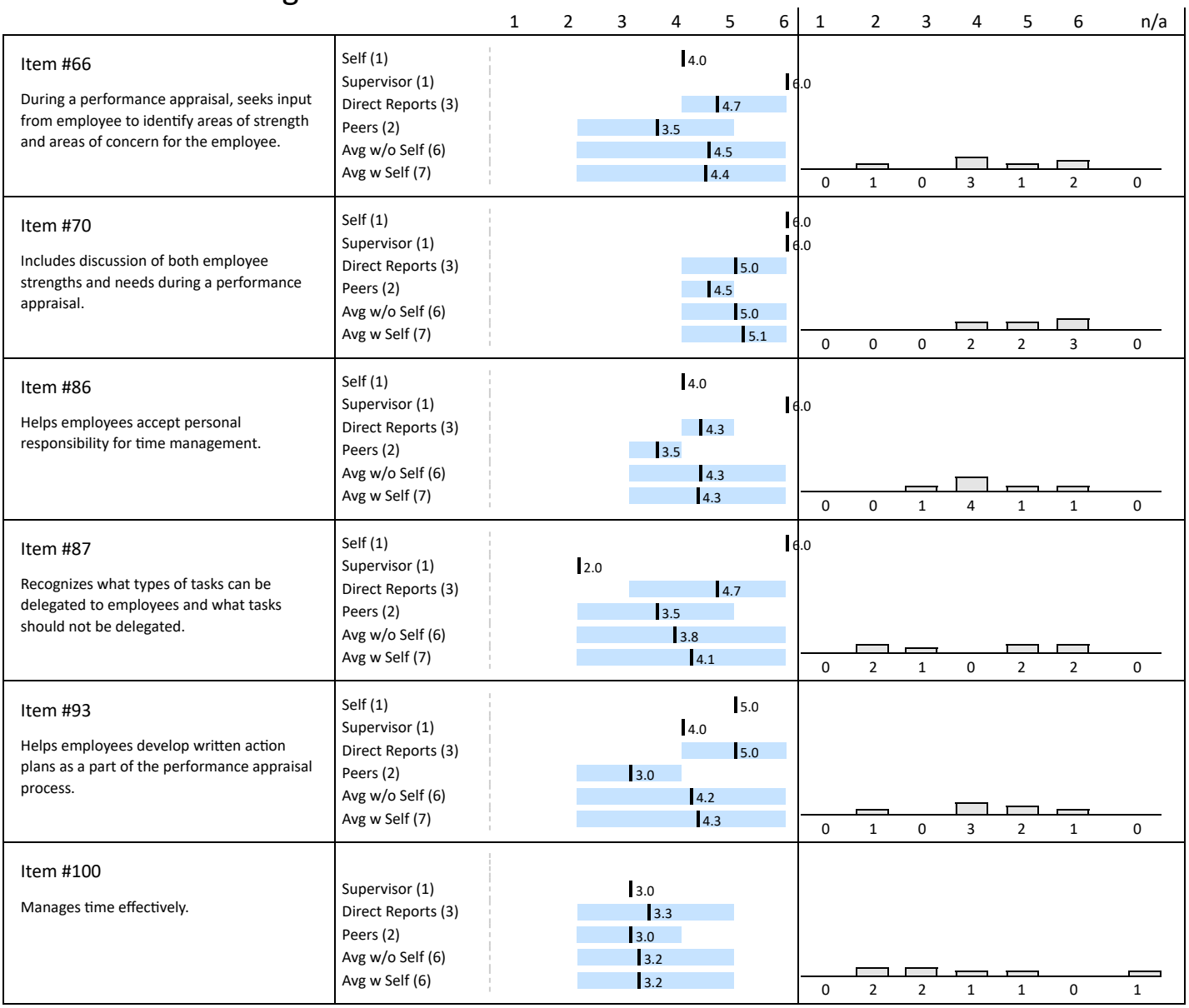


Item #49

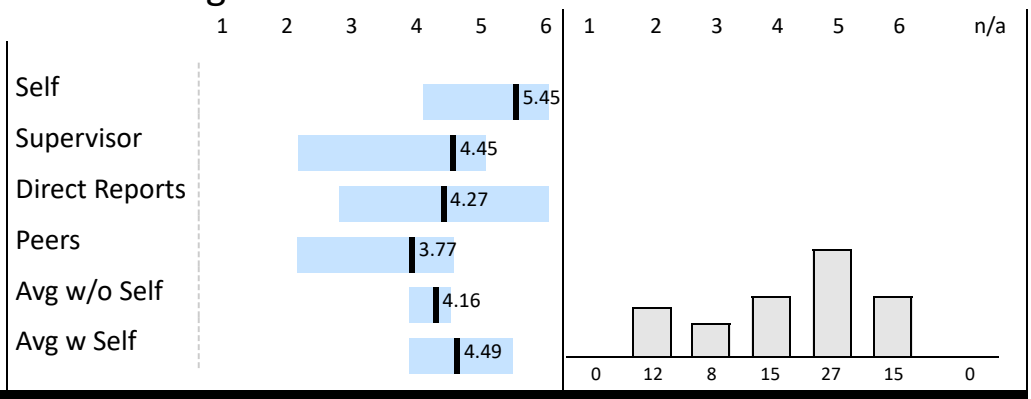
Lets employees know how the tasks they are assigned fit into the bigger organizational picture.



Performance Management

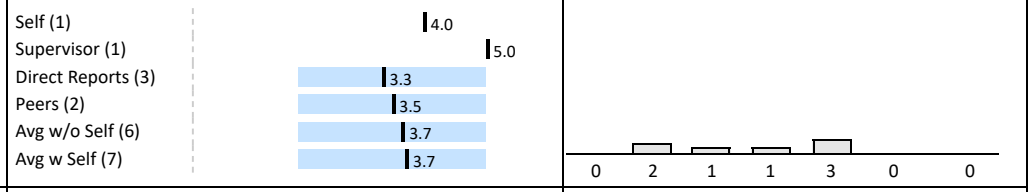


Problem Solving & Decision Making



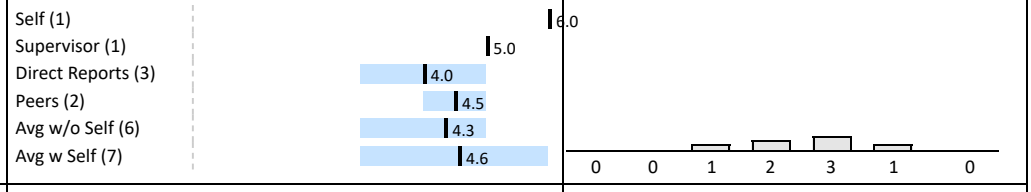
Item #12

Exhibits a positive outlook and a can-do attitude in accomplishing goals even when overcoming obstacles.



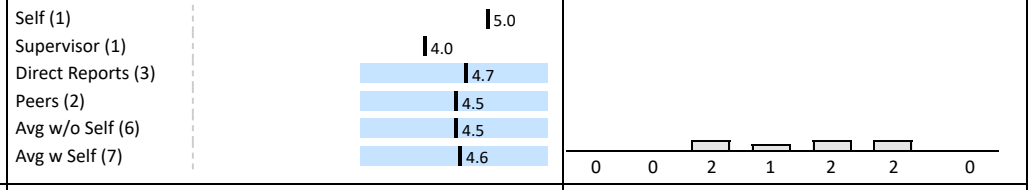
Item #15

When problems arise, immediately tackles and alerts others who would be impacted.



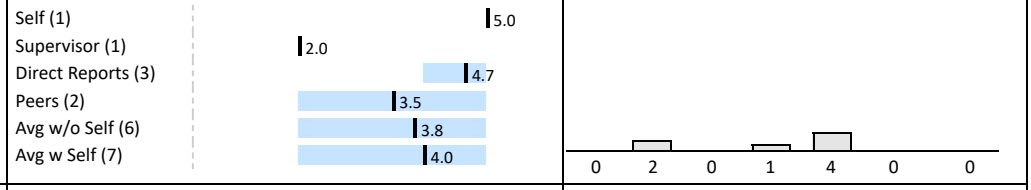
Item #17

Effectively determines the root cause of a problem.



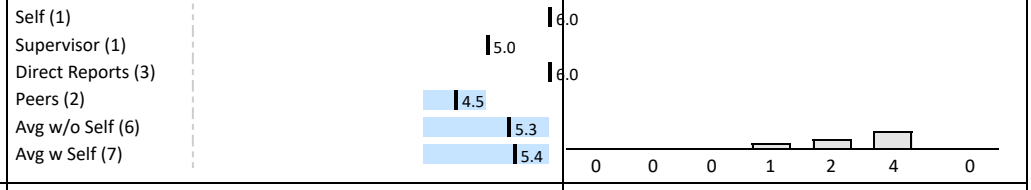
Item #20

Gathers information necessary for making a decision.



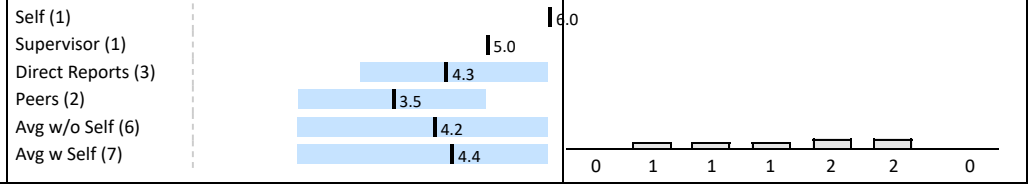
Item #30

Brainstorms possible alternatives in making a decision.



Item #35

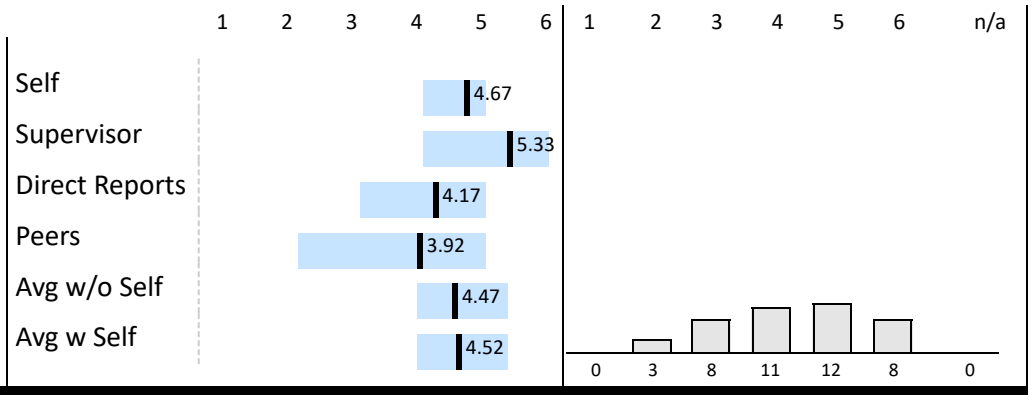
Does not attempt to solve problems without first analyzing the cause of the problem.



Problem Solving & Decision Making

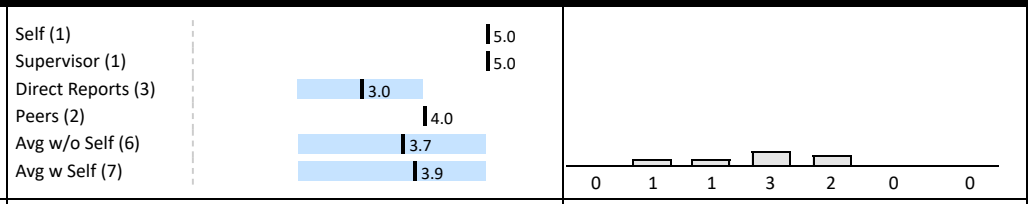
		1 2 3 4 5 6	1 2 3 4 5 6 n/a
Item #39 Recognizes and analyzes any underlying risks of a decision.	Self (1) Supervisor (1) Direct Reports (3) Peers (2) Avg w/o Self (6) Avg w Self (7)	5.0 4.0 4.7 4.5 4.5 4.6	0 0 0 4 2 1 0
Item #60 Uses a logical process for solving problems.	Self (1) Supervisor (1) Direct Reports (3) Peers (2) Avg w/o Self (6) Avg w Self (7)	6.0 5.0 4.0 4.0 4.2 4.4	0 0 2 1 3 1 0
Item #64 Exercises creativity and initiative in solving complex problems.	Self (1) Supervisor (1) Direct Reports (3) Peers (2) Avg w/o Self (6) Avg w Self (7)	6.0 5.0 2.7 3.5 3.3 3.7	0 3 0 1 2 1 0
Item #84 Keeps the end objective in mind when making a decision.	Self (1) Supervisor (1) Direct Reports (3) Peers (2) Avg w/o Self (6) Avg w Self (7)	6.0 4.0 4.3 3.5 4.0 4.3	0 1 1 2 1 2 0
Item #88 Is able to sift through large amounts of data for meaningful information.	Self (1) Supervisor (1) Direct Reports (3) Peers (2) Avg w/o Self (6) Avg w Self (7)	5.0 5.0 4.3 2.0 3.7 3.9	0 3 0 0 3 1 0

Setting Goals & Standards



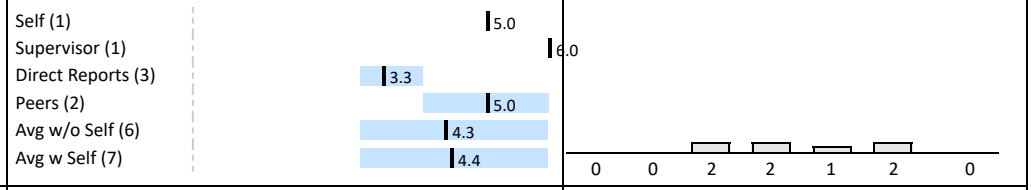
Item #4

Develops measurable, specific, and achievable written objectives.



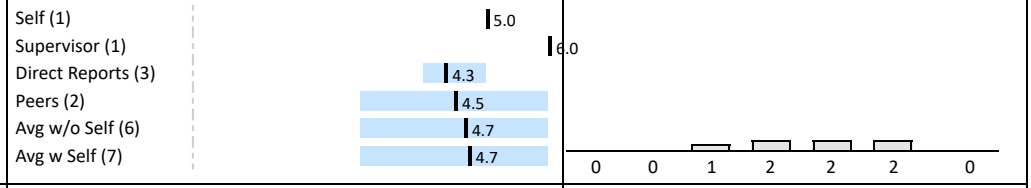
Item #11

Assumes responsibility for the outcome(s) of goals for self and employees.



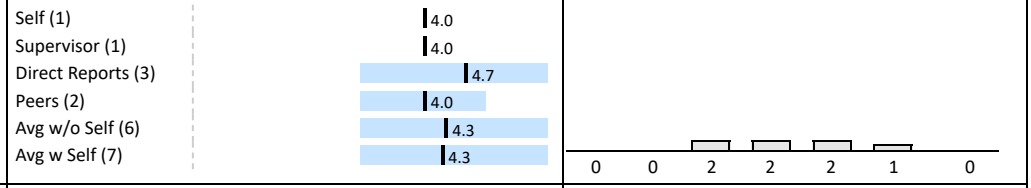
Item #22

Identifies potential problems with a plan and how those problems might be prevented or contingency plans developed to achieve a goal.



Item #23

Establishes job performance standards which are specific and measurable.



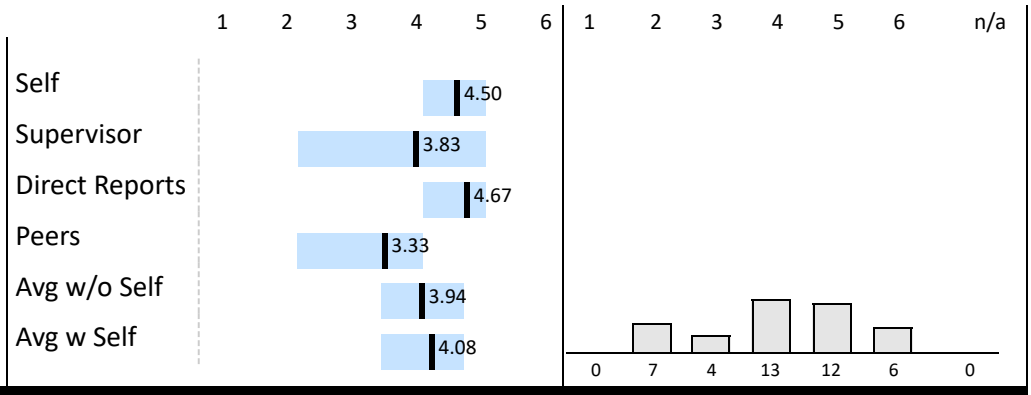
Item #76

Makes sure employees understand job performance standards.

Item #83

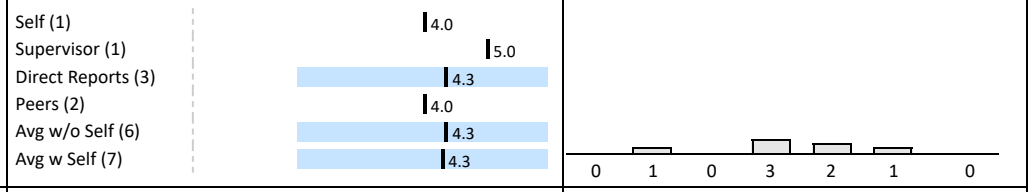
Understands how their role impacts the organization's bottom line results.

Team Building



Item #24

Creates an environment that enables people to achieve their highest potential.

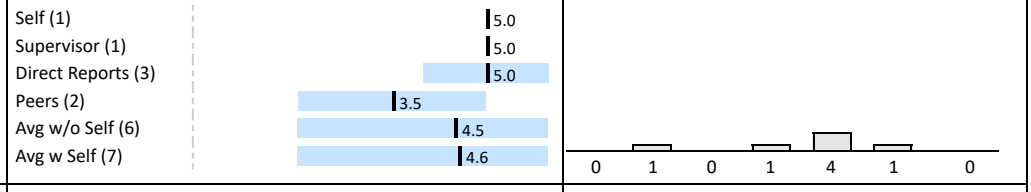


Item #42

Ensures meaningful participation, collaboration, and work toward shared goals in all team projects.

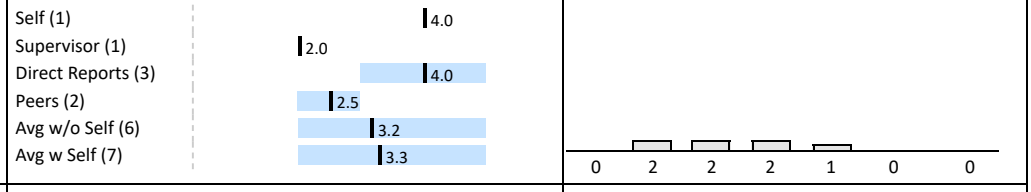
Item #54

Motivates and inspires teams to achieve their highest potential.



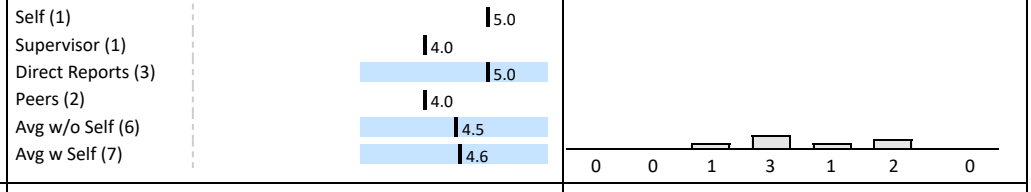
Item #58

Recognizes the importance of teamwork.



Item #68

Creates an environment that fosters and rewards collaboration, mutual support, and achievement of a common goal.



Item #94

Empowers team members and employees when appropriate.

Written Comments

Written Comments

These written comments have been provided by your assessors to provide further feedback, observations, and suggestions for your continued development. These comments are presented as they have been received, without editing or alterations made.

Written Comments

Things the person does that should be continued:

- Checking on how things are going with your employees.
- Does things in a timely fashion.
- Good Communication.
- Personable, friendly.
- Team building, time management, creativity & inovation

What could this person do to be more effective?

- Delegating.
- Focus more on all aspects of your job, not just one aspect.
- Focus more on helping out your employees.
- Help develop your employees on new areas of the business.
- Needs to delegate more.

What does this person do that should be stopped?

- Expecting the same person to do all the work.
- Making decisions without all the facts.
- Quit delegating all of your work.

Action Plan

Action Plan

Use the following pages to create your own personalized action plan for further development. This action plan should include steps to build on the strengths you have identified, and to further develop areas of need.

1. Select no more than three strengths and three needs to start with and list those on the following pages.
2. State your objective *(what do you want to do?)* regarding this particular strength or need.
3. Plan appropriate actions, learning experiences, and exercises to further develop this area.
4. Identify other people and resources that you can turn to for assistance in developing this area.
5. Finally, set specific target dates or milestones for completion of these development activities.

You might want to turn to your supervisor, peers, or others to help develop your action plan. Discuss this plan with others, get additional ideas and feedback, involve others in helping you achieve your objectives.

As you reach your objectives and complete these plans, turn to a new strength or need and continue to develop your skills and abilities as an effective leader.

Strengths On Which To Build

Strength:	Objective:	
Actions:	Resources / People:	Milestone / Target Dates:

Strength:	Objective:	
Actions:	Resources / People:	Milestone / Target Dates:

Strength:	Objective:	
Actions:	Resources / People:	Milestone / Target Dates:

Notes:

Needs To Address

Need:	Objective:	
Actions:	Resources / People:	Milestone / Target Dates:

Need:	Objective:	
Actions:	Resources / People:	Milestone / Target Dates:

Need:	Objective:	
Actions:	Resources / People:	Milestone / Target Dates:

Notes: