Personal Feedback Report

Front-Line Leader Sample

June 2012

For Front-Line Leaders

enVision.360™
for front-line leaders
Insight | Reflection | Growth

CONFIDENTIAL

TABLE OF CONTENTS

INTRODUCTION

We are delighted to provide you with your personal enVision.360[TM] Feedback Report. This report is designed to provide you with information about your current behavior on the job, so that you can identify strengths and expand your repertoire of effective behaviors. The perspective it can offer on how colleagues view you and how your behavior impacts them can have a significant impact on your self-awareness – which is critical to behavior change[1] and highly correlated with leadership success[2].

Recently, you completed a "Self" questionnaire and asked a variety of others to provide feedback on your exhibition of a number of items. The diagram below shows the areas targeted by enVision.360[TM]. Note that they fall in two categories: competencies and "derailers."

Competencies:

The competency categories are shown in the outside band of the model. The specific competencies and their items in each of these categories will be outlined within the report.

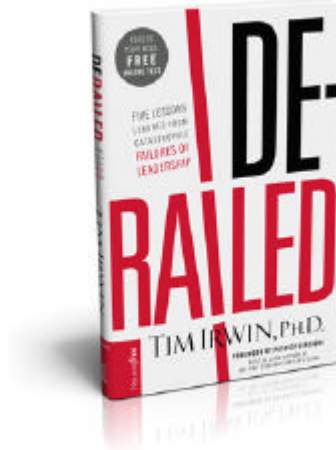For the competencies, raters were asked to make two determinations:

    a.   How important each competency is to the successful performance of your particular role (to assist you in prioritizing your feedback).

    b.   The extent to which you display each behavior that is associated with each competency.

The rating scales used will be shown inside the report.

Derailers:

enVision.360™ not only examines *positive* skills and behaviors that are critical to success in role; the instrument also assesses behaviors that, unchecked, could lead to performance issues. These "derailers" are shown in the center of the diagram on the previous page, and are character-based. The items in this instrument were crafted by enVision.360™'s designers, based upon the writings of Tim Irwin, Ph.D. [See his book *Derailed: Five Lessons Learned from Catastrophic Failures of Leadership* for more information about these derailers and their importance to performance. (2009. Nashville, TN: Thomas Nelson).]

Please note that these items are what are termed "reverse-scored" items. Here (unlike in the "competency" section that you just examined), lower scores are more desirable.

Raters were asked to evaluate the derailers on two dimensions:

a. The extent to which they agree that the statement is characteristic of your behaviors or tendencies, based upon their knowledge of you.

b. The extent to which your exhibition of the behavior has the potential to affect your overall job performance.

Rating scales used will be shown in the appropriate report section.

WHAT THIS REPORT PROVIDES

The purpose of this report is to provide you with specific, structured feedback that is based on others' perceptions of your behavior, and to offer you a benchmark for comparing your own perceptions of the same behaviors. By comparing your perceptions against those of others, you should have a clearer starting point for personal improvement and developmental Action Plans. You will also be able to identify those key skills to leverage as strengths, as well as those on which to focus for further development.

LOOK AT THE DETAIL

It is important to take notice of the individual ratings that build up the averages. A strong "positive" rating by one person may be cancelled out by a strong "negative" rating from someone else. The implications, of course, are quite different than if both people gave the same mid-range rating.

Instances of wide variations in different people's ratings are highlighted by the symbol ▶. Additional insights may also be gained from paying attention to where there are agreements or differences between your own ratings and those given by others.

You will gain more from discussing the ratings with others than from trying to interpret the ratings in isolation. Suggestions on doing this will be made by your facilitator.

MAKING THE MOST OF YOUR REPORT

INITIAL HANDLING OF THE FEEDBACK

Your feedback may contain confirmation of the best aspects of your performance, but may also contain data which you find harder to accept. An initial reaction to difficult feedback may be to explain it away by reasoning or by making excuses. The challenge, however, is to find ways of identifying why the particular feedback has been given, what caused this perception to be created, and what you can do to improve things. In other words, find ways to understand and act on the feedback, rather than reasons why it may be invalid.

Please plan to share your learnings with your coach/supervisor. Additionally, plan to prepare a written development plan to guide your growth and development. We suggest doing both quickly, while the motivation is strong and the data are top-of-mind for you.

We wish you much success in your developmental journey.

Notes:

[1] London, M. (2001). "The Great Debate: Should Multisource Feedback be Used for Administration or Development Only?"   In The Handbook of Multisource Feedback. San Francisco, CA: Jossey-Bass.

[2] Yammarino, F.J. & Atwater, L.E. (2001). "Understanding Agreement in Multisource Feedback."   In The Handbook of Multisource Feedback. San Francisco, CA: Jossey-Bass.

HOW MANY RATERS RESPONDED?

This table below shows you how many people from each rater group responded.

"Nominated" refers to those from whom you sought feedback.

"Completed" refers to those who provided the requested feedback.

Your raters' anonymity is protected. This is achieved in part by never presenting feedback data from any rater group other than the recipient's Leader/Manager unless three or more questionnaires were received from that rater group. Consequently, in the event that less than three Peers/Colleagues, Direct Reports or Others submitted feedback for you, you may see responses in a source category of "Merged" in the table below. This indicates that questionnaires from two or more rater groups have been combined (a) to protect anonymity and (b) to ensure that you can still receive the most feedback possible.

	Completed	Nominated
Self..	1	1
Ldr/Mgr..	1	1
Peers/Coll..	3	3
Direct Report...	3	3
Others..	0	0
Merged...	0	0
Total..	**8**	**8**

COMPETENCY REPORT

This section lists behaviors rated as relatively high* in terms of performance. The check marks (✓) indicate whether you and/or your rater groups rated the behavior as a relative strength. The text of some behaviors may have been truncated to maximize the information that can appear on the page.

STRENGTHS

Behaviors	Self	Ldr/Mgr	Peers/Coll	Direct Report	Competency
29. Successfully balances customer and organizational needs				✓	Focuses on Customers
47. Brings the future alive; communicates the mission, vision, and strategy for his/her				✓	Creates Focus and Direction
21. Works cooperatively with other people and groups across the organization			✓		Collaborates Productively
23. Fosters a collaborative team environment			✓		Collaborates Productively
41. Stays abreast of the moves of key competitors			✓		Understands the Business
42. Ensures that his/her team is structured for effective performance			✓		Understands the Business
43. Puts the needs of the organization before his/her own personal desires			✓		Exhibits Financial Acumen
58. Moves quickly to address employee performance issues			✓		Cultivates a Learning and Developmental Climate
64. Manages meetings so that they are engaging and productive	✓				Engages and Motivates Others
70. Involves others in planning and implementing changes that affect them	✓				Leads Change

*Note: A behavior is considered *relatively high* if the source rates it higher than the average of all the behaviors. Let's say that the rating source, across all items, provided an average rating of 4.0. Then any items that are rated substantially higher than 4.0 would be candidates for appearing in that rating source's column on this page. The 10 items shown here were – across all rater groups – the highest-rated items for your report.

Please note that there must be a significant difference between the overall average rating provided by each source and an item's rating for a check to appear in the column above. If, for example, your leader/manager provided all 4's as your item ratings, no checks would appear above, as there is no difference between the item ratings and the overall average.

RELATIVE DEVELOPMENT NEEDS

This section identifies behaviors which the report suggests may be areas of development for you. They are relatively lower* among your scores, and therefore may be productive areas of focus for you. The cross marks (x) indicate whether you and/or your rater groups rated the behavior as a relative development need. The text of some behaviors may have been truncated to maximize the information that can appear on the page.

DEVELOPMENT NEEDS

Behaviors	Self	Ldr/Mgr	Peers/Coll	Direct Report	Competency
4. Behaves in an ethical manner that is consistent with all organizational policies and	×	×	×		Earns Trust and Confidence
14. Communicates clearly and effectively in writing		×	×		Communicates Openly
29. Successfully balances customer and organizational needs		×	×		Focuses on Customers
73. Can serve as a resource for others due to his/her functional/technical expertise		×		×	Functional/Technical Competencies
1. Keeps promises and honors commitments	×	×			Earns Trust and Confidence
5. Is a role model; inspires people to higher levels of performance through the			×		Earns Trust and Confidence
45. Uses data / metrics effectively to guide action planning and make decisions				×	Exhibits Financial Acumen
61. Adapts his/her leadership style to the needs of both the people and the situation				×	Engages and Motivates Others
6. Is accountable -- does not avoid issues or evade responsibility		×			Earns Trust and Confidence
9. Makes sense of complex information; sees patterns, trends, and linkages		×			Makes Sound and Courageous Decisions

*Note: A behavior is considered *relatively low* if the source rates it lower than the average of all the behaviors. Let's say that the rating source, across all items, provided an average rating of 4.0. Then any items that are rated substantially <u>lower</u> than 4.0 would be candidates for appearing in that rating source's column on this page. The 10 items shown here were – across all rater groups – the lowest-rated items for your report.

Please note that there must be a significant difference between the overall average rating provided by each source and an item's rating for an "X" to appear in the column above. If, for example, your leader/manager provided all 4's as your item ratings, no "X's" would appear above, as there is no difference between the item ratings and the overall average.

COMPETENCY IMPORTANCE RATINGS

In this section the average importance ratings given by you and your feedback providers for each Competency are shown. This shows, by rater group, the raters' assessment of the extent to which exhibition of each competency is important to effective performance of your job.

Key

Self	
Ldr/Mgr	
Peers/Coll	
Direct Report	
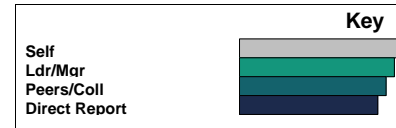
Competencies
Overall2

Low 1 —————————————————————————— High 4

Earns Trust and Confidence
- 3.0
- 3.0
- 2.3
- 2.3

Makes Sound and Courageous Decisions
- 2.0
- 4.0
- 2.0
- 2.7

Communicates Openly
- 3.0
- 3.0
- 2.3
- 2.3

Collaborates Productively
- 2.0
- 3.0
- 3.0
- 2.7

Focuses on Customers
- 2.0
- 2.0
- 3.0
- 3.0

Delivers Excellence
- 3.0
- 3.0
- 2.7
- 3.3

Understands the Business
- 3.0
- 2.0
- 2.3
- 2.7

Exhibits Financial Acumen
- 2.0
- 3.0
- 2.3
- 2.7

Creates Focus and Direction
- 3.0
- 3.0
- 2.7
- 2.3

Fosters Innovation
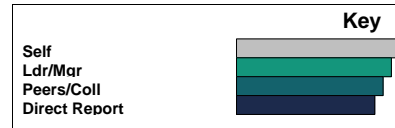- 2.0
- 4.0
- 3.3
- 2.3

COMPETENCY IMPORTANCE RATINGS

In this section the average importance ratings given by you and your feedback providers for each Competency are shown. This shows, by rater group, the raters' assessment of the extent to which exhibition of each competency is important to effective performance of your job.

Key

Self	
Ldr/Mgr	
Peers/Coll	
Direct Report	

Competencies
Overall2

Low 1 ——————————————————————— High 4

Cultivates a Learning and Developmental Climate
- 2.0
- 3.0
- 2.0
- 2.7

Engages and Motivates Others
- 3.0
- 3.0
- 2.7
- 2.7

Leads Change
- 2.0
- 2.0
- 3.0
- 2.7

Functional/Technical Competencies
- 2.0
- 3.0
- 3.0
- 3.0

Overall2
- 2.4
- 2.9
- 2.6
- 2.7

COMPETENCY PERFORMANCE RATINGS

This section shows the average ratings given by you and your rater categories for each competency. This shows, by rater group, the raters' assessment of your overall performance on each competency.

	Key
Self	
Ldr/Mgr	
Peers/Coll	
Direct Report	
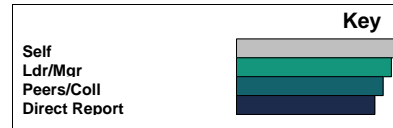
Competencies
Overall2

Low 1 ——————————————————————— High 6

Earns Trust and Confidence
- 3.8
- 3.7
- 3.5
- 4.4

Makes Sound and Courageous Decisions
- 3.4
- 4.0
- 3.8
- 4.4

Communicates Openly
- 4.0
- 3.6
- 3.9
- 4.6

Collaborates Productively
- 4.5
- 4.1
- 4.1
- 4.8

Focuses on Customers
- 4.5
- 3.8
- 3.9
- 4.6

Delivers Excellence
- 4.5
- 4.0
- 3.9
- 4.4

Understands the Business
- 4.0
- 4.3
- 4.2
- 4.5

Exhibits Financial Acumen
- 5.0
- 4.3
- 4.1
- 4.0

Creates Focus and Direction
- 4.0
- 4.5
- 4.2
- 5.0

Fosters Innovation
- 4.4
- 4.2
- 4.2
- 4.5
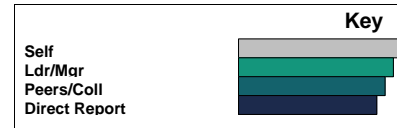
COMPETENCY PERFORMANCE RATINGS

This section shows the average ratings given by you and your rater categories for each competency. This shows, by rater group, the raters' assessment of your overall performance on each competency.

Key	
Self	
Ldr/Mgr	
Peers/Coll	
Direct Report	

Competencies Overall2	Low 1 ———————————————— High 6
Cultivates a Learning and Developmental Climate	4.3 4.3 3.9 4.7
Engages and Motivates Others	5.0 4.6 3.9 4.4
Leads Change	5.0 4.4 4.1 4.3
Functional/Technical Competencies	4.8 4.2 4.0 4.5
Overall2	4.4 4.1 4.0 4.5

The scattergrams presented in this section represent the average ratings by your feedback providers for each of the behaviors. Please note that there is one scattergram for each of your rater groups. The cross (made up of the horizontal and vertical bars) is individually positioned according to your feedback provider average ratings. The vertical bar represents the average of all performance ratings, and the horizontal bar the average of all importance ratings given by feedback providers. Behaviors which show as areas for further exploration (i.e. those with **High Importance and Low Performance** ratings) appear in the top left quadrant. It is important also to note the behaviors in the top right quadrant. These were rated **High Importance and High Performance** and should be regarded as potential strengths.

<u>Rating Scales:</u>

Performance

1 - Strongly disagree (SD)
2 - Disagree
3 - Tend to disagree
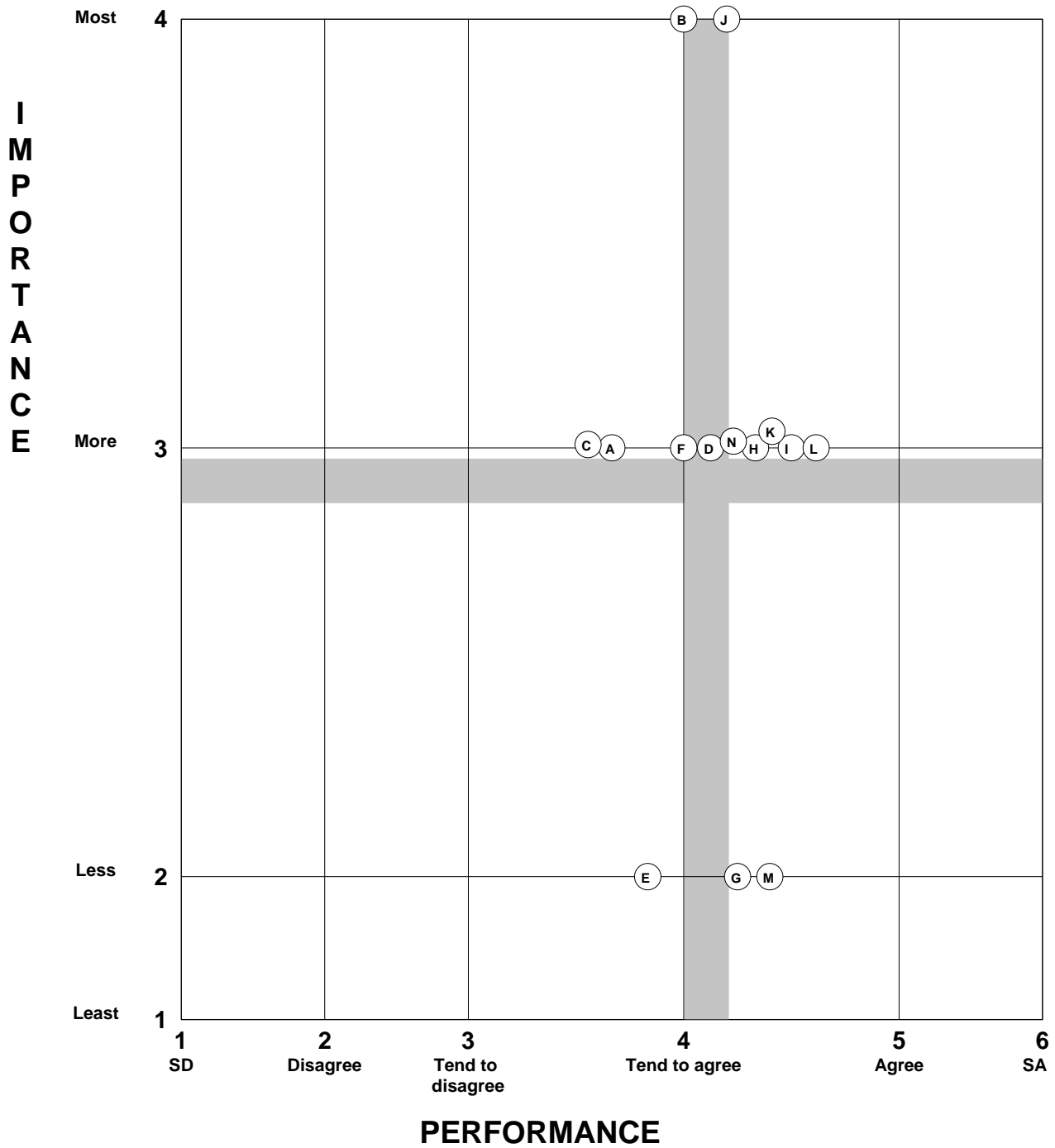4 - Tend to agree
5 - Agree
6 - Strongly agree (SA)
N - Not rated

Importance

1 - Least (least important for effective job performance)
2 - Less (less important for effective job performance)
3 - More (more important for effective for job performance)
4 - Most (most important for effective job performance)
N - Not rated

<u>Competency Key:</u>

A - Earns Trust and Confidence
B - Makes Sound and Courageous Decisions
C - Communicates Openly
D - Collaborates Productively
E - Focuses on Customers
F - Delivers Excellence
G - Understands the Business
H - Exhibits Financial Acumen
I - Creates Focus and Direction
J - Fosters Innovation
K - Cultivates a Learning and Developmental Climate
L - Engages and Motivates Others
M - Leads Change
N - Functional/Technical Competencies

MAP OF COMPETENCIES BY MANAGER(S)

*Potential strengths are in the upper right quadrant.
Potential development needs are in the upper left quadrant.

*Potential strengths are in the upper right quadrant.
Potential development needs are in the upper left quadrant.

*Potential strengths are in the upper right quadrant.
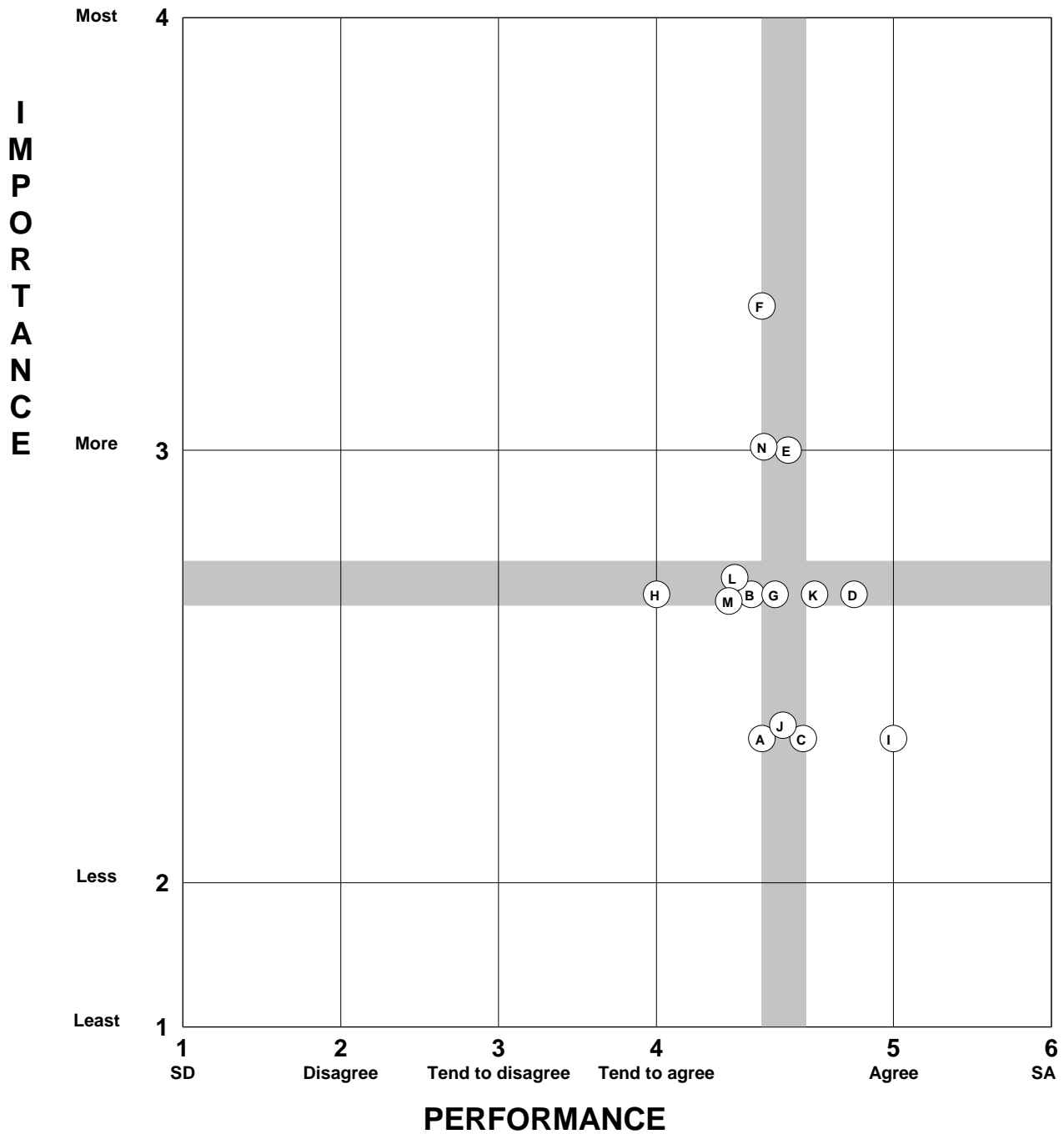Potential development needs are in the upper left quadrant.

In this section the average ratings given by you and all your "Non-self" feedback providers for each behavior are shown, along with a count of the number of ratings and an indication of the level of agreement among the feedback providers (0.5 or above indicates "good" agreement and above 0.75 indicates "excellent" agreement). The behaviors are sequenced in descending order based on the average "Non-self" rating.

Note: "N" stands for the group or "Non-self." This is all feedback providers other than self.

Rating	Count	Agreement	Behavior
			1 2 3 4 5 6
			58. Moves quickly to address employee performance issues
S:5.0	1		
N:4.9	7	0.90	
			23. Fosters a collaborative team environment
S:5.0	1		
N:4.7	7	0.79	
			41. Stays abreast of the moves of key competitors
S:4.0	1		
N:4.7	7	0.86	
			47. Brings the future alive; communicates the mission, vision, and strategy for his/her area of accountability effectively and engagingly
S:3.0	1		
N:4.7	7	0.79	
			52. Is open to new ideas and tries to use them
S:4.0	1		
N:4.7	7	0.79	
			24. Supports and complies with team decisions; does not undermine them
S:5.0	1		
N:4.6	7	0.73	
			25. Handles conflicts quickly and gracefully, before they become too big to resolve
S:4.0	1		
N:4.6	7	0.78	
			48. Develops plans that effectively balance short-term needs with long-term objectives
S:5.0	1		
N:4.6	7	0.85	
			49. Creates a clear sense of focus and direction for his/her team
S:4.0	1		
N:4.6	7	0.78	

BEHAVIOR RANKINGS

In this section the average ratings given by you and all your "Non-self" feedback providers for each behavior are shown, along with a count of the number of ratings and an indication of the level of agreement among the feedback providers (0.5 or above indicates "good" agreement and above 0.75 indicates "excellent" agreement). The behaviors are sequenced in descending order based on the average "Non-self" rating.

Note: "N" stands for the group or "Non-self." This is all feedback providers other than self.

Rating	Count	Agreement	Behavior
			1 2 3 4 5 6
			53. Creates an environment where people want to share ideas
S:4.0	1		
N:4.6	7	0.78	
			65. Delegates effectively both to get the work done and to develop skills of others
S:5.0	1		
N:4.6	7	0.85	
			3. Handles confidential information with discretion
S:5.0	1		
N:4.4	7	0.65	
			13. Shares information with those who need it
S:4.0	1		
N:4.4	7	0.85	
			22. Involves others in decisions that affect them
S:4.0	1		
N:4.4	7	0.78	
			27. Actively studies the needs and wants of customers and prospective customers
S:4.0	1		
N:4.4	7	0.78	
			42. Ensures that his/her team is structured for effective performance
S:4.0	1		
N:4.4	7	0.85	
			43. Puts the needs of the organization before his/her own personal desires
S:5.0	1		
N:4.4	7	0.85	
			46. Ensures that his/her area of accountability is aligned and focused on delivering the organization's mission and vision
S:4.0	1		
N:4.4	7	0.78	

In this section the average ratings given by you and all your "Non-self" feedback providers for each behavior are shown, along with a count of the number of ratings and an indication of the level of agreement among the feedback providers (0.5 or above indicates "good" agreement and above 0.75 indicates "excellent" agreement). The behaviors are sequenced in descending order based on the average "Non-self" rating.

Note: "N" stands for the group or "Non-self." This is all feedback providers other than self.

Rating	Count	Agreement	Behavior
			1 2 3 4 5 6
			55. Actively transfers knowledge and skill; coaches individuals to help them perform and grow
S:4.0	1		
N:4.4	7	0.69	
			59. Provides timely feedback -- both positive and developmental
S:4.0	1		
N:4.4	7	0.69	
			68. Demands continuous improvement from others
S:5.0	1		
N:4.4	7	0.73	
			74. Stays up-to-date on changes in the profession that are important to his/her team
S:5.0	1		
N:4.4	7	0.85	
			75. Sets an example of continuous learning by participating in professional and personal development efforts
S:6.0	1		
N:4.4	7	0.78	
			11. Makes difficult decisions that are in the best interests of the organization
S:3.0	1		
N:4.3	7	0.86	
			12. Attentive; genuinely listens to others
S:4.0	1		
N:4.3	7	0.69	
			18. Inspires enthusiasm; gets people motivated
S:4.0	1		
N:4.3	7	0.74	

In this section the average ratings given by you and all your "Non-self" feedback providers for each behavior are shown, along with a count of the number of ratings and an indication of the level of agreement among the feedback providers (0.5 or above indicates "good" agreement and above 0.75 indicates "excellent" agreement). The behaviors are sequenced in descending order based on the average "Non-self" rating.

Note: "N" stands for the group or "Non-self." This is all feedback providers other than self.

Rating	Count	Agreement	Behavior
			20. Relates well with people of various educational levels, backgrounds and experiences
S:4.0	1		
N:4.3	7	0.69	
			21. Works cooperatively with other people and groups across the organization
S:5.0	1		
N:4.3	7	0.79	
			26. Coaches others (e.g., direct reports, colleagues) to collaborate more effectively
S:5.0	1		
N:4.3	7	0.74	
			30. Deals positively with customer questions or complaints
S:4.0	1		
N:4.3	7	0.86	
			33. Prioritizes effectively; focuses on the right things
S:5.0	1		
N:4.3	7	0.74	
			34. Obtains and allocates resources (e.g., time, people, money) effectively to deliver desired results
S:4.0	1		
N:4.3	7	0.79	
			39. Displays a good understanding of the organization's business and the industry in which we operate
S:4.0	1		
N:4.3	7	0.79	
			56. Clearly shares expectations
S:4.0	1		
N:4.3	7	0.74	

In this section the average ratings given by you and all your "Non-self" feedback providers for each behavior are shown, along with a count of the number of ratings and an indication of the level of agreement among the feedback providers (0.5 or above indicates "good" agreement and above 0.75 indicates "excellent" agreement). The behaviors are sequenced in descending order based on the average "Non-self" rating.

Note: "N" stands for the group or "Non-self." This is all feedback providers other than self.

Rating	Count	Agreement	Behavior
			1 2 3 4 5 6
			62. Acknowledges the contributions and efforts of others
S:4.0	1		
N:4.3	7	0.79	
			66. Drives change to improve the performance of his/her area of accountability
S:5.0	1		
N:4.3	7	0.79	
			71. Has the functional/technical knowledge and skill to be credible in his/her role
S:5.0	1		
N:4.3	7	0.79	
			6. Is accountable -- does not avoid issues or evade responsibility
S:4.0	1		
N:4.1	7	0.75	
			8. Gathers appropriate information before making decisions
S:3.0	1		
N:4.1	7	0.75	
			9. Makes sense of complex information; sees patterns, trends, and linkages
S:4.0	1		
N:4.1	7	0.75	
			15. Delivers effective presentations
S:4.0	1		
N:4.1	7	0.66	
			16. Communicates openly and honestly; is as candid as possible without revealing sensitive information
S:3.0	1		
N:4.1	7	0.81	
			17. Communicates even complex information in a way that others can understand
S:4.0	1		
N:4.1	7	0.70	

In this section the average ratings given by you and all your "Non-self" feedback providers for each behavior are shown, along with a count of the number of ratings and an indication of the level of agreement among the feedback providers (0.5 or above indicates "good" agreement and above 0.75 indicates "excellent" agreement). The behaviors are sequenced in descending order based on the average "Non-self" rating.

Note: "N" stands for the group or "Non-self." This is all feedback providers other than self.

Rating	Count	Agreement	Behavior
			1 2 3 4 5 6
			19. Treats others with dignity and respect, regardless of background or position
S:4.0	1		
N:4.1	7	0.81	
			28. Ensures that his/her team responds to customers and delivers according to their requirements
S:5.0	1		
N:4.1	7	0.81	
			29. Successfully balances customer and organizational needs
S:4.0	1		
N:4.1	7	0.56	
			32. Ensures that customer expectations are managed effectively
S:5.0	1		
N:4.1	7	0.81	
			36. Has a sense of urgency; acts promptly to address performance shortfalls
S:5.0	1		
N:4.1	7	0.70	
			37. Is persistent and tenacious; goes above and beyond to achieve objectives
S:5.0	1		
N:4.1	7	0.75	
			50. Challenges the status quo; aggressively resists "We've always done it this way"
S:4.0	1		
N:4.1	7	0.70	
			51. Generates fresh and innovative ideas
S:5.0	1		
N:4.1	7	0.90	
			54. Encourages others to take appropriate risks to achieve improvements
S:5.0	1		
N:4.1	7	0.75	

In this section the average ratings given by you and all your "Non-self" feedback providers for each behavior are shown, along with a count of the number of ratings and an indication of the level of agreement among the feedback providers (0.5 or above indicates "good" agreement and above 0.75 indicates "excellent" agreement). The behaviors are sequenced in descending order based on the average "Non-self" rating.

Note: "N" stands for the group or "Non-self." This is all feedback providers other than self.

Rating	Count	Agreement	Behavior
			1 2 3 4 5 6
			63. Recognizes and rewards excellent performance
S:5.0	1		
N:4.1	7	0.81	
			67. Challenges existing practices to seek better ways of doing things
S:4.0	1		
N:4.1	7	0.81	
			69. Helps others to embrace positive change
S:5.0	1		
N:4.1	7	0.75	
			70. Involves others in planning and implementing changes that affect them
S:6.0	1		
N:4.1	7	0.90	
			72. Exhibits mastery of the role's functional/technical requirements
S:4.0	1		
N:4.1	7	0.81	
			2. Accepts responsibility for mistakes and learns from them
S:4.0	1		
N:4.0	7	0.68	
			7. Gets necessary stakeholders involved when making decisions
S:4.0	1		
N:4.0	7	0.84	
			35. Knows what's happening; monitors performance against plans
S:4.0	1		
N:4.0	7	0.77	
			38. Ensures that his/her area of responsibility consistently achieves high-quality results
S:4.0	1		
N:4.0	7	0.77	

In this section the average ratings given by you and all your "Non-self" feedback providers for each behavior are shown, along with a count of the number of ratings and an indication of the level of agreement among the feedback providers (0.5 or above indicates "good" agreement and above 0.75 indicates "excellent" agreement). The behaviors are sequenced in descending order based on the average "Non-self" rating.

Note: "N" stands for the group or "Non-self." This is all feedback providers other than self.

Rating	Count	Agreement	Behavior
			1　2　3　4　5　6
			44. Financially aware; makes decisions and takes actions that clearly consider financial implications
S:5.0	1		
N:4.0	7	0.84	
			60. Supports appropriate professional development for his/her direct reports
S:4.0	1		
N:4.0	7	0.72	
			61. Adapts his/her leadership style to the needs of both the people and the situation
S:5.0	1		
N:4.0	7	0.77	
			64. Manages meetings so that they are engaging and productive
S:6.0	1		
N:4.0	7	0.68	
			10. Is decisive; makes quality, timely decisions when required, even with limited information
S:3.0	1		
N:3.9	7	0.70	
			31. Ensures that his/her team focuses positively and consistently on meeting/exceeding customer expectations
S:5.0	1		
N:3.9	7	0.66	
			40. Shows awareness of how external events, trends, and situations can affect the organization
S:4.0	1		
N:3.9	7	0.81	
			45. Uses data / metrics effectively to guide action planning and make decisions
S:5.0	1		
N:3.9	7	0.81	

In this section the average ratings given by you and all your "Non-self" feedback providers for each behavior are shown, along with a count of the number of ratings and an indication of the level of agreement among the feedback providers (0.5 or above indicates "good" agreement and above 0.75 indicates "excellent" agreement). The behaviors are sequenced in descending order based on the average "Non-self" rating.

Note: "N" stands for the group or "Non-self." This is all feedback providers other than self.

Rating	Count	Agreement	Behavior					
			1	2	3	4	5	6
			57. Is committed to his/her team members' success and growth					
S:5.0	1							
N:3.9	7	0.90						
			73. Can serve as a resource for others due to his/her functional/technical expertise					
S:4.0	1							
N:3.9	7	0.70						
			1. Keeps promises and honors commitments					
S:3.0	1							
N:3.7	7	0.74						
			5. Is a role model; inspires people to higher levels of performance through the example that s/he sets					
S:4.0	1							
N:3.7	7	0.65						
			14. Communicates clearly and effectively in writing					
S:5.0	1							
N:3.7	7	0.79						
			4. Behaves in an ethical manner that is consistent with all organizational policies and values					
S:3.0	1							
N:3.6	7	0.78						

GAPS IN PERCEPTION

Each table below highlights differences among your self-ratings and those given by the appropriate rater group. The bars represent the percentage of items on which your own ratings differed significantly from those provided by your raters. The longer the bars, the greater are the gaps in perception for your performance among you and your raters. The behaviors listed, if any, are those (up to five) that revealed the greatest difference in perception. Note that only those items for which there is a rating difference of greater than 1.0 will be shown.

You and your leaders/managers

% Items which you rated lower	% Items which you rated higher
1%	7%

Items which you rated lower

8. Gathers appropriate information before making decisions

Items which you rated higher

14. Communicates clearly and effectively in writing
31. Ensures that his/her team focuses positively and consistently on meeting/exceeding customer expectations
37. Is persistent and tenacious; goes above and beyond to achieve objectives
64. Manages meetings so that they are engaging and productive
70. Involves others in planning and implementing changes that affect them

You and your peers/colleagues

% Items which you rated lower	% Items which you rated higher
3%	13%

Items which you rated lower

16. Communicates openly and honestly; is as candid as possible without revealing sensitive information
47. Brings the future alive; communicates the mission, vision, and strategy for his/her area of accountability effectively and engagingly

Items which you rated higher

64. Manages meetings so that they are engaging and productive
75. Sets an example of continuous learning by participating in professional and personal development efforts
70. Involves others in planning and implementing changes that affect them
14. Communicates clearly and effectively in writing
26. Coaches others (e.g., direct reports, colleagues) to collaborate more effectively

GAPS IN PERCEPTION

Each table below highlights differences among your self-ratings and those given by the appropriate rater group. The bars represent the percentage of items on which your own ratings differed significantly from those provided by your raters. The longer the bars, the greater are the gaps in perception for your performance among you and your raters. The behaviors listed, if any, are those (up to five) that revealed the greatest difference in perception. Note that only those items for which there is a rating difference of greater than 1.0 will be shown.

You and your direct reports

% Items which you rated lower	% Items which you rated higher
5%	5%

Items which you rated lower

47. **Brings the future alive; communicates the mission, vision, and strategy for his/her area of accountability effectively and engagingly**
11. **Makes difficult decisions that are in the best interests of the organization**
29. **Successfully balances customer and organizational needs**
8. **Gathers appropriate information before making decisions**

Items which you rated higher

64. **Manages meetings so that they are engaging and productive**
70. **Involves others in planning and implementing changes that affect them**
45. **Uses data / metrics effectively to guide action planning and make decisions**
61. **Adapts his/her leadership style to the needs of both the people and the situation**

DERAILER REPORT

This section graphically shows the ratings provided by each rater group for the "derailers."

As explained in the introduction to the report, the derailers measured by enVision.360™ are character-based behaviors that, unchecked, have the potential to lead to performance issues. [See the book _Derailed: Five Lessons Learned from Catastrophic Failures of Leadership_ for more information about these derailers and their importance to performance. (Irwin, T. 2009. Nashville, TN: Thomas Nelson.)]

Please note that these items are what are termed "reverse-scored" items. Here (unlike in the "competency" section that you just examined), lower scores are more desirable.

Raters were asked to evaluate the derailers on two dimensions:

a. The extent to which they agree that the statement is characteristic of your behaviors or tendencies, based upon their knowledge of you. The rating scale used for this question was:

- 1 – Strongly disagree
- 2 – Disagree
- 3 – Tend to disagree
- 4 – Tend to agree
- 5 – Agree
- 6 – Strongly agree
- N – Not rated

b. The extent to which your exhibition of the behavior has the potential to affect your overall job performance. The rating scale used for this question was:

- 1 – Not at all
- 2 – To a little extent
- 3 – To a moderate extent
- 4 – To a great extent
- N – Not rated
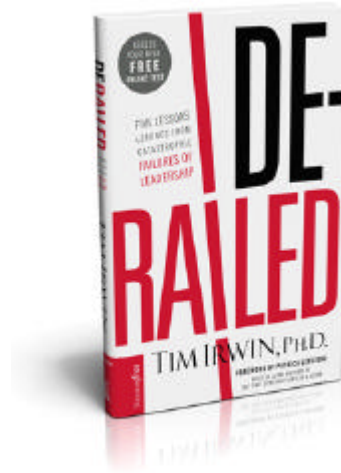
The scattergrams presented represent the average ratings by your feedback raters for each of the behaviors. Here, too, each rater group is shown in its own scattergram. Because of the reverse scoring of the items, in these scattergrams the areas for further exploration show up in the upper right quadrant (highly characteristic of you, and with a high potential to affect overall job performance). Areas of least concern as far as potential derailment issues are shown in the lower left quadrant (less characteristic of you, and low potential to affect overall job performance).

Results will be presented graphically in this section, and detailed ratings may be found in the appendix.

The derailer items shown on each scattergram are as follow:

Lack of Authenticity

76. Does not accept feedback graciously; is defensive
77. Does not admit when s/he has made a mistake
78. Is not able to laugh at him/herself
79. Operates with hidden agendas; is not straightforward about his/her true intentions or motivations
80. Would lie
81. Says one thing and does another

Lack of Self-Management

82. Does not control his/her emotions (i.e., anger, frustration) effectively under stress
83. Does not remain focused and productive under pressure
84. Becomes pessimistic in the face of obstacles or setbacks
85. Becomes frustrated with interruptions or disappointments
86. Becomes paralyzed under uncertain or ambiguous situations
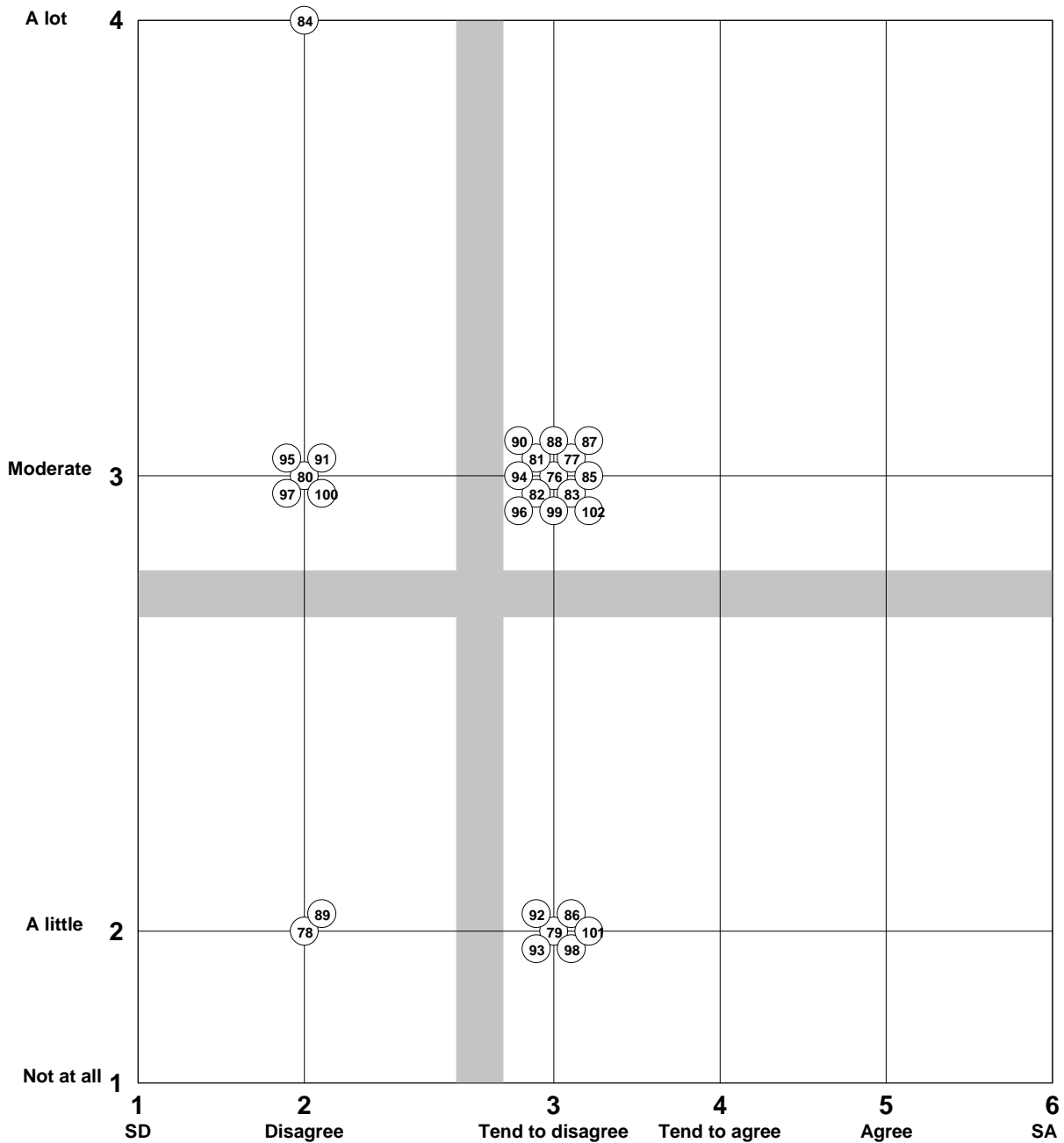87. Makes decisions impulsively; fails to gather sufficient information or input

Lack of Humility

88. Has to be right
89. Is overly demanding
90. Is patronizing or condescending
91. Doesn't listen
92. Is disrespectful to others
93. Self-centered; is only interested in what's in it for him/her
94. Has to have the last word
95. Takes credit for the ideas or contributions of others

Lack of Courage

96. Avoids necessary confrontation or conflict
97. Avoids taking reasonable risks to achieve goals
98. Would not speak up if s/he saw an ethical violation
99. Does not allow people the freedom to make meaningful decisions
100. Would not speak up if s/he disagreed with the boss
101. Needs approval from others in order to move ahead – even on relatively minor issues
102. Micromanages

A lot **4**

84

Moderate **3**

95 91
80
97 100

90 88 87
81 77
94 76 85
82 83
96 99 102

A little **2**

89
78

92 86
79 101
93 98

Not at all **1**

1	2	3	4	5	6
SD	Disagree	Tend to disagree	Tend to agree	Agree	SA

*The vertical scale (1 - 4) presents the potential for the derailer to affect your job performance. The scale used is:
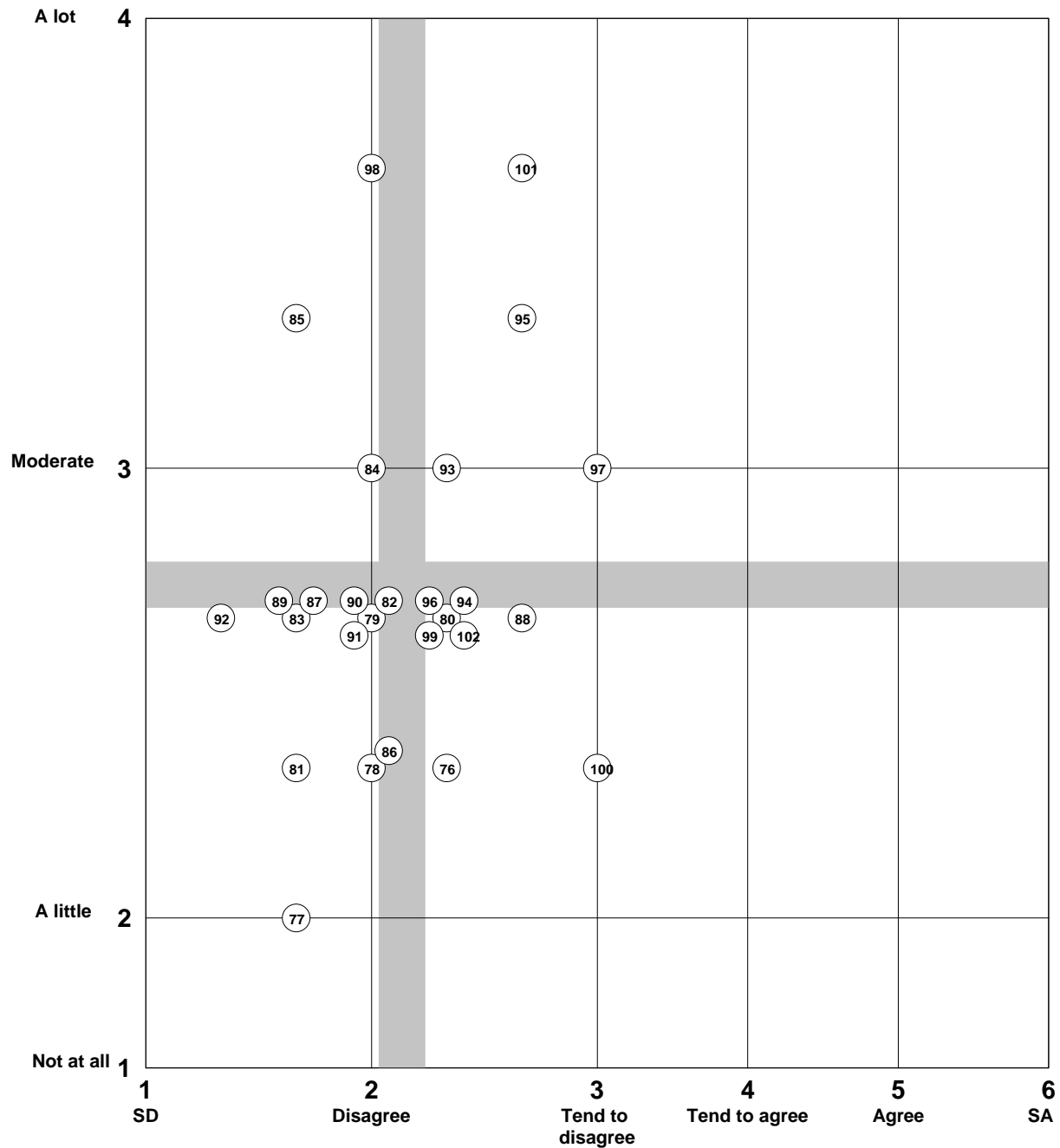   *(1 – Not at all; 2 – To a little extent; 3 – To a moderate extent; 4 – To a great extent)*
*The horizontal scale (1 - 6) presents the perceptions of how characteristic the derailer is of your day-to-day behavior. The scale used here is:
   (1 – Strongly disagree; 2 – Disagree; 3 – Tend to disagree; 4 – Tend to agree; 5 – Agree; 6 – Strongly agree)
Items in the upper right quadrant represent potential development needs. Areas of least concern as potential derailment issues are shown in the lower left quadrant.

*The vertical scale (1 - 4) presents the potential for the derailer to affect your job performance. The scale used is:
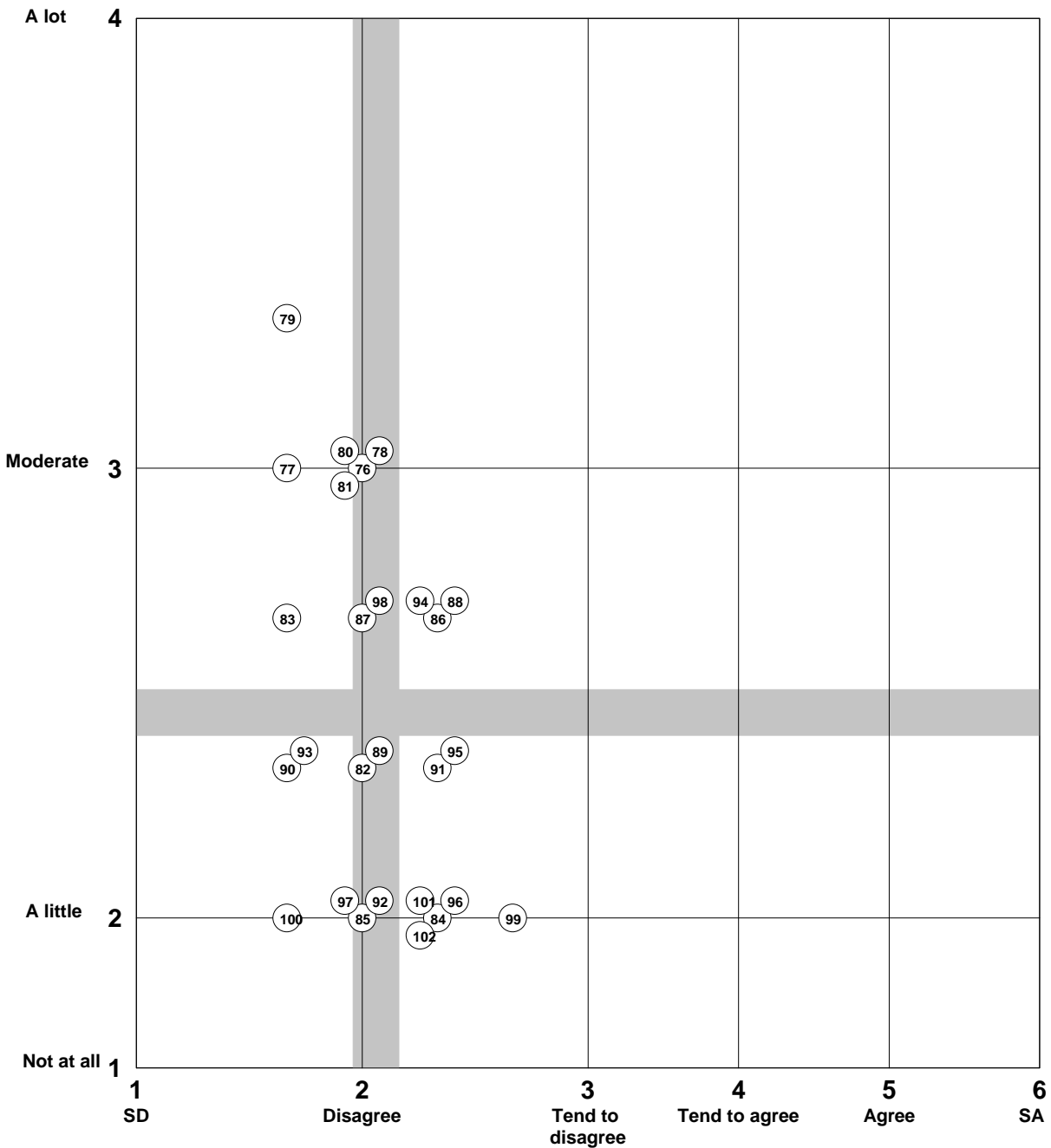   *(1 – Not at all; 2 – To a little extent; 3 – To a moderate extent; 4 – To a great extent)*
*The horizontal scale (1 - 6) presents the perceptions of how characteristic the derailer is of your day-to-day behavior. The scale used here is:
   (1 – Strongly disagree; 2 – Disagree; 3 – Tend to disagree; 4 – Tend to agree; 5 – Agree; 6 – Strongly agree)
Items in the upper right quadrant represent potential development needs. Areas of least concern as potential derailment issues are shown in the lower left quadrant.

*The vertical scale (1 - 4) presents the potential for the derailer to affect your job performance. The scale used is:

(1 – Not at all; 2 – To a little extent; 3 – To a moderate extent; 4 – To a great extent)

*The horizontal scale (1 - 6) presents the perceptions of how characteristic the derailer is of your day-to-day behavior. The scale used here is:

(1 – Strongly disagree; 2 – Disagree; 3 – Tend to disagree; 4 – Tend to agree; 5 – Agree; 6 – Strongly agree)

Items in the upper right quadrant represent potential development needs. Areas of least concern as potential derailment issues are shown in the lower left quadrant.

COMMENTS

Working with comments

On the following page(s) you will find a transcription of any additional input (narrative comments) added by feedback providers. It is important, therefore, that you set the comments in the right context, for example:

1. Do not overreact to any one comment (positive or negative).

    The comment may have been triggered by a specific situation or incident.

    Ask yourself, "Why might someone have said that about me? What do I do?"

2. Don't read too much into what is written.

    The author may have used short, punchy, even abrupt, wording in her/his haste to finish the questionnaire.

    Ask yourself, "How else might someone have meant me to interpret this comment?"

3. Look for patterns – while the actual words used by people may be different, are there any apparent underlying themes?

    Ask yourself "What is the key message people appear to be giving me?"

4. Do the comments match the ratings? Look to see if the comments help to explain the ratings. If not, have you understood correctly what has been written?

    Ask yourself, "Why would people who have rated me this way, have written these comments?"

5. Use the comments to find ideas for improvement.

    What suggestions do they include that you could take action on?

6. Don't reject ideas out of hand.

    Even if you don't like or agree with a suggestion, still ask yourself "How could I make use of this idea, possibly in a different form?"

COMMENTS

Your colleagues were asked to provide comments about your performance and to support their ratings. These comments appear as they were given. Each comment is marked to indicate the rater group which provided it, using the following key:

- (M) Ldr/Mgr
- (P) Peers/Coll
- (R) Direct Report
- (O) Others
- (X) "Merged" (if sources have been merged to protect data)
- (S) Self (if applicable)

What one or two behaviors does this leader need to START displaying or IMPROVE in order to improve his/her overall job performance?

(P) Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

What one or two behaviors does this leader need to STOP doing or DO LESS OF in order to improve his/her overall job performance?

(P) Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

What one or two behaviors should this leader CONTINUE to display in order to maintain his/her overall job performance?

(P) Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Is this leader a positive role model for you? Why or why not?

(P) Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

NOW WHAT?

NEXT STEPS

Now that you have examined your enVision.360^{TM} feedback report, you can move towards the real payoff: actually maximizing your strengths and tackling your development needs.

FIRST IMPRESSIONS

Clearly you will want to review your report in detail and let it all sink in, but what are your first impressions now that you have seen your report?

What, if anything, were you surprised by?

What emerged as your strengths?

What about your improvement areas?

ISSUES TO EXPLORE WITH YOUR COLLEAGUES

There might be issues that you would like to explore further with your colleagues. Use this page to identify what they are.

Issues to discuss with your Manager:

Issues to discuss with your Direct Reports:

Issues to discuss with Peers/Colleagues:

Issues to discuss with Others:

How will you obtain their input?

DEVELOPMENT PLAN

Once you have reviewed your report in detail and obtained the clarification that you need from others on particular issues, you are ready to prioritize what you want to work on.

STRENGTHS

Your strengths are particularly important in identifying development strategies and often get overlooked. By leveraging your strengths, e.g., coaching others, continuing to develop your expertise etc., you can increase your career growth potential as well as your value to your organization.

Strengths are likely to be among those items that were rated *high* by feedback providers, as well as behaviors in the "continue section" of the "Comments." To identify critical strengths, consider the following questions:

- What additional feedback have you received in these areas, e.g., through performance reviews, comments from clients, previous 360 data, etc.?
- What strengths are the most feasible to apply in your current job *and* most likely to be supported by your manager?
- What strengths do you find particularly satisfying? (These are the ones in which you are likely to invest the most energy.)

Note your priority strengths here: (maximum of 3)

DEVELOPMENT PLAN

Once you have reviewed your report in detail and obtained the clarification that you need from others on particular issues, you are ready to prioritize what you want to work on.

IMPROVEMENT AREAS

While an improvement area may be broader than a specific item, it will be useful to identify those items that were rated *lower* than others, as well as behaviors in the "start" and "stop" sections of the "Comments" section. Although your 360 assessments by others are key criteria in determining your development needs, you should weigh other factors as well. Consider the following questions before making your final list:

- How did you rate yourself?
- What additional feedback have you received about your development priorities, e.g., through performance reviews, comments from clients, previous 360 data, etc.?
- Which areas will have the greatest impact on your effectiveness?
- What areas are the most feasible to develop? (How realistic will it be for you to implement a strategy to develop this area and make progress in it?)
- What development priorities will receive the greatest support from your manager and the organization? (If in doubt, consult your manager for advice, since a supportive environment plays an important role in development planning.)

Note your priority improvement areas here: (maximum of 3)

DEVELOPMENT PLANNING

Now, what will you do about them? List your actions on the table below. You may need to prioritize your actions, as you should aim to work on no more than 3 development strategies at a time. If you are working on a particularly challenging area, it may be wise to limit your plan to a single strategy. As you formulate your strategy, consider how you will measure whether it's accomplishing what you hoped it would.
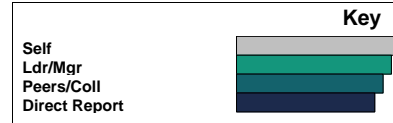
DEVELOPMENT PLAN				
STRENGTH OR IMPROVEMENT AREA	**DEVELOPMENT STRATEGY**	**MEASURE OF SUCCESS**	**DEADLINE(S)**	**COMPLETED (✓)**

APPENDICES

This section provides item-level detail. It shows the average performance ratings given by you and by each rater group for each item. For each item, the actual ratings given are also shown. The symbol ▸ indicates that your raters expressed a wide range of views. A dash (-) in the "Actual Scores" column indicates that a respondent either did not respond to the item or selected "NA."

Key

Self	▬
Ldr/Mgr	▬
Peers/Coll	▬
Direct Report	▬

| Behaviors for: Earns Trust and Confidence	Low 1 ———— High 6	Actual Scores
1. Keeps promises and honors commitments	3.0 / 3.0 / ▸3.7 / 4.0	3 / 3 / 3 5 3 / 3 5 4
2. Accepts responsibility for mistakes and learns from them	4.0 / 4.0 / ▸3.3 / ▸4.7	4 / 4 / 4 2 4 / 6 4 4
3. Handles confidential information with discretion	5.0 / 5.0 / ▸3.7 / 5.0	5 / 5 / 2 5 4 / 6 4 5
4. Behaves in an ethical manner that is consistent with all organizational policies and values	3.0 / 3.0 / 3.3 / 4.0	3 / 3 / 4 3 3 / 3 5 4
5. Is a role model; inspires people to higher levels of performance through the example that s/he sets	4.0 / 4.0 / 3.0 / ▸4.3	4 / 4 / 3 2 4 / 6 3 4
6. Is accountable -- does not avoid issues or evade responsibility	4.0 / 3.0 / 4.0 / 4.7	4 / 3 / 3 4 5 / 5 4 5
Earns Trust and Confidence	3.8 / 3.7 / 3.5 / 4.4	

COMPETENCIES: RATINGS BY RATER GROUP

This section provides item-level detail. It shows the average performance ratings given by you and by each rater group for each item. For each item, the actual ratings given are also shown. The symbol ▸ indicates that your raters expressed a wide range of views. A dash (-) in the "Actual Scores" column indicates that a respondent either did not respond to the item or selected "NA."

Key
Self
Ldr/Mgr
Peers/Coll
Direct Report
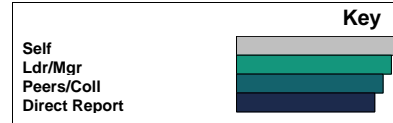
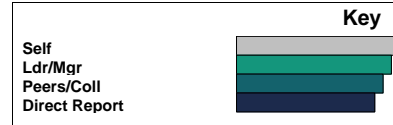| Behaviors for: Makes Sound and Courageous Decisions	Low 1 — High 6	Actual Scores
7. Gets necessary stakeholders involved when making decisions	4.0 / 4.0 / 3.7 / 4.3	4 / 4 / 4 3 4 / 5 4 4
8. Gathers appropriate information before making decisions	3.0 / 5.0 / 3.7 / ▸4.3	3 / 5 / 4 3 4 / 5 3 5
9. Makes sense of complex information; sees patterns, trends, and linkages	4.0 / 3.0 / 4.0 / 4.7	4 / 3 / 5 3 4 / 5 4 5
10. Is decisive; makes quality, timely decisions when required, even with limited information	3.0 / 4.0 / ▸3.7 / 4.0	3 / 4 / 5 2 4 / 4 3 5
11. Makes difficult decisions that are in the best interests of the organization	3.0 / 4.0 / 4.0 / 4.7	3 / 4 / 4 4 4 / 4 5 5
Makes Sound and Courageous Decisions	3.4 / 4.0 / 3.8 / 4.4	

This section provides item-level detail. It shows the average performance ratings given by you and by each rater group for each item. For each item, the actual ratings given are also shown. The symbol ▸ indicates that your raters expressed a wide range of views. A dash (-) in the "Actual Scores" column indicates that a respondent either did not respond to the item or selected "NA."

Key

Self	
Ldr/Mgr	
Peers/Coll	
Direct Report	

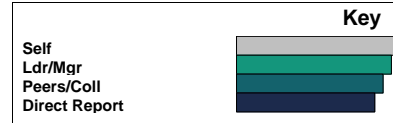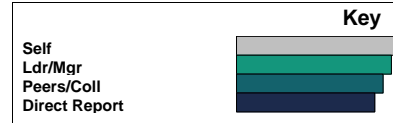| Behaviors for: Communicates Openly	Low 1 ——— High 6	Actual Scores
12. Attentive; genuinely listens to others	4.0 / 3.0 / 4.0 / 5.0	4 / 3 / 5 3 4 / 4 5 6
13. Shares information with those who need it	4.0 / 4.0 / 4.3 / 4.7	4 / 4 / 4 5 4 / 5 4 5
14. Communicates clearly and effectively in writing	5.0 / 3.0 / 3.3 / 4.3	5 / 3 / 3 3 4 / 4 5 4
15. Delivers effective presentations	4.0 / 4.0 / ▸ 3.7 / ▸ 4.7	4 / 4 / 5 4 2 / 6 4 4
16. Communicates openly and honestly; is as candid as possible without revealing sensitive information	3.0 / 4.0 / 4.3 / 4.0	3 / 4 / 4 5 4 / 5 3 4
17. Communicates even complex information in a way that others can understand	4.0 / 3.0 / 4.0 / ▸ 4.7	4 / 3 / 3 5 4 / 4 6 4
18. Inspires enthusiasm; gets people motivated	4.0 / 4.0 / 3.7 / 5.0	4 / 4 / 4 3 4 / 5 4 6
Communicates Openly	4.0 / 3.6 / 3.9 / 4.6	

This section provides item-level detail. It shows the average performance ratings given by you and by each rater group for each item. For each item, the actual ratings given are also shown. The symbol ▸ indicates that your raters expressed a wide range of views. A dash (-) in the "Actual Scores" column indicates that a respondent either did not respond to the item or selected "NA."

Key

Self	
Ldr/Mgr	
Peers/Coll	
Direct Report	

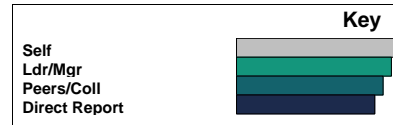| Behaviors for: Collaborates Productively	Low 1 —————————— High 6	Actual Scores
19. Treats others with dignity and respect, regardless of background or position	4.0 4.0 3.7 4.7	4 4 4 4 3 5 4 5
20. Relates well with people of various educational levels, backgrounds and experiences	4.0 3.0 4.0 5.0	4 3 5 4 3 4 5 6
21. Works cooperatively with other people and groups across the organization	5.0 4.0 4.7 4.0	5 4 4 5 5 4 5 3
22. Involves others in decisions that affect them	4.0 5.0 3.7 5.0	4 5 4 4 3 5 5 5
23. Fosters a collaborative team environment	5.0 4.0 4.7 5.0	5 4 5 4 5 5 6 4
24. Supports and complies with team decisions; does not undermine them	5.0 4.0 ▸ 4.3 5.0	5 4 5 5 3 6 5 4
25. Handles conflicts quickly and gracefully, before they become too big to resolve	4.0 5.0 4.0 5.0	4 5 4 4 4 4 5 6
26. Coaches others (e.g., direct reports, colleagues) to collaborate more effectively	5.0 4.0 3.7 5.0	5 4 3 4 4 6 5 4
Collaborates Productively	4.5 4.1 4.1 4.8	

This section provides item-level detail. It shows the average performance ratings given by you and by each rater group for each item. For each item, the actual ratings given are also shown. The symbol ▸ indicates that your raters expressed a wide range of views. A dash (-) in the "Actual Scores" column indicates that a respondent either did not respond to the item or selected "NA."

Key

Self	
Ldr/Mgr	
Peers/Coll	
Direct Report	

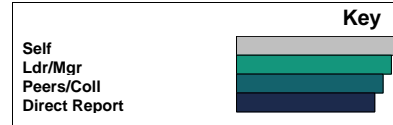| Behaviors for: **Focuses on Customers**	Low 1 ——————— High 6	Actual Scores
27. Actively studies the needs and wants of customers and prospective customers	4.0 5.0 4.0 4.7	4 5 3 5 4 5 5 4
28. Ensures that his/her team responds to customers and delivers according to their requirements	5.0 4.0 4.3 4.0	5 4 4 4 5 3 4 5
29. Successfully balances customer and organizational needs	4.0 3.0 3.0 5.7	4 3 3 2 4 5 6 6
30. Deals positively with customer questions or complaints	4.0 4.0 4.3 4.3	4 4 4 5 4 5 4 4
31. Ensures that his/her team focuses positively and consistently on meeting/exceeding customer expectations	5.0 3.0 4.0 ▸4.0	5 3 5 3 4 3 6 3
32. Ensures that customer expectations are managed effectively	5.0 4.0 3.7 4.7	5 4 4 3 4 5 4 5
Focuses on Customers	4.5 3.8 3.9 4.6	

This section provides item-level detail. It shows the average performance ratings given by you and by each rater group for each item. For each item, the actual ratings given are also shown. The symbol ▶ indicates that your raters expressed a wide range of views. A dash (-) in the "Actual Scores" column indicates that a respondent either did not respond to the item or selected "NA."

Key

Self	
Ldr/Mgr	
Peers/Coll	
Direct Report	

Behaviors for: Delivers Excellence	Low 1 ——— High 6	Actual Scores
33. Prioritizes effectively; focuses on the right things	5.0 / 4.0 / 4.0 / ▶ 4.7	5 / 4 / 4 5 3 / 4 4 6
34. Obtains and allocates resources (e.g., time, people, money) effectively to deliver desired results	4.0 / 5.0 / 4.0 / ▶ 4.3	4 / 5 / 4 4 4 / 5 3 5
35. Knows what's happening; monitors performance against plans	4.0 / 4.0 / 4.0 / 4.0	4 / 4 / 3 5 4 / 4 5 3
36. Has a sense of urgency; acts promptly to address performance shortfalls	5.0 / 4.0 / 3.7 / ▶ 4.7	5 / 4 / 4 3 4 / 3 5 6
37. Is persistent and tenacious; goes above and beyond to achieve objectives	5.0 / 3.0 / 4.0 / 4.7	5 / 3 / 4 3 5 / 4 5 5
38. Ensures that his/her area of responsibility consistently achieves high-quality results	4.0 / 4.0 / ▶ 3.7 / 4.3	4 / 4 / 5 3 3 / 4 4 5
Delivers Excellence	4.5 / 4.0 / 3.9 / 4.4	

This section provides item-level detail. It shows the average performance ratings given by you and by each rater group for each item. For each item, the actual ratings given are also shown. The symbol ▸ indicates that your raters expressed a wide range of views. A dash (-) in the "Actual Scores" column indicates that a respondent either did not respond to the item or selected "NA."

Key

Self	
Ldr/Mgr	
Peers/Coll	
Direct Report	

| Behaviors for: Understands the Business	Low 1 — High 6	Actual Scores
39. Displays a good understanding of the organization's business and the industry in which we operate	4.0 5.0 4.0 ▸ 4.3	4 5 4 4 4 5 3 5
40. Shows awareness of how external events, trends, and situations can affect the organization	4.0 4.0 3.3 4.3	4 4 4 3 3 5 4 4
41. Stays abreast of the moves of key competitors	4.0 4.0 4.7 5.0	4 4 5 4 5 5 5 5
42. Ensures that his/her team is structured for effective performance	4.0 4.0 4.7 4.3	4 4 5 5 4 4 4 5
Understands the Business	4.0 4.3 4.2 4.5	

This section provides item-level detail. It shows the average performance ratings given by you and by each rater group for each item. For each item, the actual ratings given are also shown. The symbol ▶ indicates that your raters expressed a wide range of views. A dash (-) in the "Actual Scores" column indicates that a respondent either did not respond to the item or selected "NA."

Key

Self
Ldr/Mgr
Peers/Coll
Direct Report
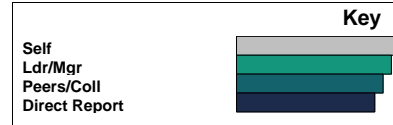
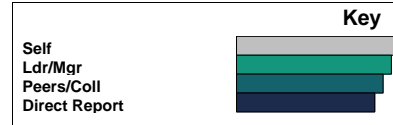| Behaviors for: Exhibits Financial Acumen	Low 1 ———— High 6	Actual Scores
43. Puts the needs of the organization before his/her own personal desires	5.0 4.0 4.7 4.3	5 4 5 4 5 4 4 5
44. Financially aware; makes decisions and takes actions that clearly consider financial implications	5.0 4.0 4.0 4.0	5 4 3 5 4 4 4 4
45. Uses data / metrics effectively to guide action planning and make decisions	5.0 5.0 3.7 3.7	5 5 4 4 3 4 4 3
Exhibits Financial Acumen	5.0 4.3 4.1 4.0	

This section provides item-level detail. It shows the average performance ratings given by you and by each rater group for each item. For each item, the actual ratings given are also shown. The symbol ▸ indicates that your raters expressed a wide range of views. A dash (-) in the "Actual Scores" column indicates that a respondent either did not respond to the item or selected "NA."

Key

Self	
Ldr/Mgr	
Peers/Coll	
Direct Report	

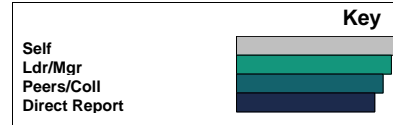| Behaviors for: Creates Focus and Direction	Low 1 — High 6	Actual Scores
46. Ensures that his/her area of accountability is aligned and focused on delivering the organization's mission and vision	4.0 / 5.0 / 4.0 / 4.7	4 / 5 / 5 4 3 / 4 5 5
47. Brings the future alive; communicates the mission, vision, and strategy for his/her area of accountability effectively and engagingly	3.0 / 4.0 / 4.3 / 5.3	3 / 4 / 5 4 4 / 5 6 5
48. Develops plans that effectively balance short-term needs with long-term objectives	5.0 / 4.0 / 4.3 / 5.0	5 / 4 / 5 4 4 / 5 5 5
49. Creates a clear sense of focus and direction for his/her team	4.0 / 5.0 / 4.0 / 5.0	4 / 5 / 4 5 3 / 5 5 5
Creates Focus and Direction	4.0 / 4.5 / 4.2 / 5.0	

This section provides item-level detail. It shows the average performance ratings given by you and by each rater group for each item. For each item, the actual ratings given are also shown. The symbol ▸ indicates that your raters expressed a wide range of views. A dash (-) in the "Actual Scores" column indicates that a respondent either did not respond to the item or selected "NA."

Key

Self	
Ldr/Mgr	
Peers/Coll	
Direct Report	

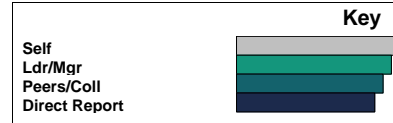| Behaviors for: Fosters Innovation	Low 1 ——— High 6	Actual Scores
50. Challenges the status quo; aggressively resists "We've always done it this way"	4.0 4.0 4.0 ▸ 4.3	4 4 4 5 3 4 6 3
51. Generates fresh and innovative ideas	5.0 4.0 4.0 4.3	5 4 4 4 4 5 4 4
52. Is open to new ideas and tries to use them	4.0 5.0 ▸ 4.3 5.0	4 5 5 5 3 5 5 5
53. Creates an environment where people want to share ideas	4.0 4.0 4.3 5.0	4 4 4 4 5 5 4 6
54. Encourages others to take appropriate risks to achieve improvements	5.0 4.0 ▸ 4.3 4.0	5 4 5 3 5 4 5 3
Fosters Innovation	4.4 4.2 4.2 4.5	

This section provides item-level detail. It shows the average performance ratings given by you and by each rater group for each item. For each item, the actual ratings given are also shown. The symbol ▸ indicates that your raters expressed a wide range of views. A dash (-) in the "Actual Scores" column indicates that a respondent either did not respond to the item or selected "NA."

Key

Self	
Ldr/Mgr	
Peers/Coll	
Direct Report	

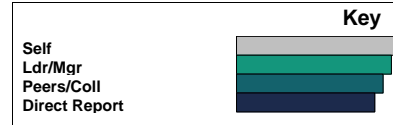| Behaviors for: Cultivates a Learning and Developmental Climate	Low 1 ——— High 6	Actual Scores
55. Actively transfers knowledge and skill; coaches individuals to help them perform and grow	4.0 5.0 ▸ 4.0 4.7	4 5 5 5 2 4 5 5
56. Clearly shares expectations	4.0 4.0 3.7 5.0	4 4 4 3 4 4 6 5
57. Is committed to his/her team members' success and growth	5.0 4.0 3.7 4.0	5 4 3 4 4 4 4 4
58. Moves quickly to address employee performance issues	5.0 5.0 4.7 5.0	5 5 5 4 5 5 5 5
59. Provides timely feedback -- both positive and developmental	4.0 4.0 ▸ 4.3 ▸ 4.7	4 4 5 5 3 3 6 5
60. Supports appropriate professional development for his/her direct reports	4.0 4.0 ▸ 3.3 4.7	4 4 4 2 4 4 5 5
Cultivates a Learning and Developmental Climate	4.3 4.3 3.9 4.7	

This section provides item-level detail. It shows the average performance ratings given by you and by each rater group for each item. For each item, the actual ratings given are also shown. The symbol ▸ indicates that your raters expressed a wide range of views. A dash (-) in the "Actual Scores" column indicates that a respondent either did not respond to the item or selected "NA."

Key

Self	
Ldr/Mgr	
Peers/Coll	
Direct Report	

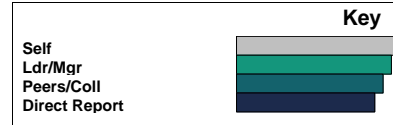| Behaviors for: Engages and Motivates Others	Low 1 — High 6	Actual Scores
61. Adapts his/her leadership style to the needs of both the people and the situation	5.0 5.0 4.0 3.7	5 5 3 5 4 4 3 4
62. Acknowledges the contributions and efforts of others	4.0 4.0 3.7 5.0	4 4 4 3 4 5 5 5
63. Recognizes and rewards excellent performance	5.0 5.0 4.0 4.0	5 5 5 4 3 4 4 4
64. Manages meetings so that they are engaging and productive	6.0 4.0 ▸ 3.7 ▸ 4.3	6 4 2 4 5 5 3 5
65. Delegates effectively both to get the work done and to develop skills of others	5.0 5.0 4.0 5.0	5 5 4 4 4 5 5 5
Engages and Motivates Others	5.0 4.6 3.9 4.4	

This section provides item-level detail. It shows the average performance ratings given by you and by each rater group for each item. For each item, the actual ratings given are also shown. The symbol ▸ indicates that your raters expressed a wide range of views. A dash (-) in the "Actual Scores" column indicates that a respondent either did not respond to the item or selected "NA."

Key

Self	
Ldr/Mgr	
Peers/Coll	
Direct Report	

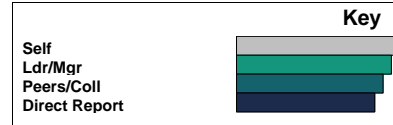| Behaviors for: Leads Change	Low 1 ——————— High 6	Actual Scores
66. Drives change to improve the performance of his/her area of accountability	5.0 5.0 4.0 4.3	5 5 5 4 3 4 4 5
67. Challenges existing practices to seek better ways of doing things	4.0 4.0 4.3 4.0	4 4 5 4 4 5 3 4
68. Demands continuous improvement from others	5.0 5.0 4.0 ▸ 4.7	5 5 3 5 4 6 4 4
69. Helps others to embrace positive change	5.0 4.0 4.0 ▸ 4.3	5 4 4 4 4 4 3 6
70. Involves others in planning and implementing changes that affect them	6.0 4.0 4.0 4.3	6 4 4 4 4 4 4 5
Leads Change	5.0 4.4 4.1 4.3	

This section provides item-level detail. It shows the average performance ratings given by you and by each rater group for each item. For each item, the actual ratings given are also shown. The symbol ➤ indicates that your raters expressed a wide range of views. A dash (-) in the "Actual Scores" column indicates that a respondent either did not respond to the item or selected "NA."

Key

Self	
Ldr/Mgr	
Peers/Coll	
Direct Report	

Behaviors for: Functional/Technical Competencies	Low 1 ———————— High 6	Actual Scores
71. Has the functional/technical knowledge and skill to be credible in his/her role	5.0 5.0 4.0 4.3	5 5 3 5 4 4 5 4
72. Exhibits mastery of the role's functional/technical requirements	4.0 4.0 3.7 4.7	4 4 4 4 3 4 5 5
73. Can serve as a resource for others due to his/her functional/technical expertise	4.0 3.0 ➤ 4.3 ➤ 3.7	4 3 5 5 3 5 3 3
74. Stays up-to-date on changes in the profession that are important to his/her team	5.0 4.0 4.3 4.7	5 4 4 4 5 5 4 5
75. Sets an example of continuous learning by participating in professional and personal development efforts	6.0 5.0 3.7 5.0	6 5 4 4 3 5 5 5
Functional/Technical Competencies	4.8 4.2 4.0 4.5	

The tables below highlight the spread of importance and performance ratings provided by you and your feedback providers for each derailer item. Each individual rating is shown. A dash (-) indicates that no rating was provided on this behavior. The text of some behaviors may have been truncated to fit the space available. The full text of each behavior appears in the Questionnaire section of the report.

Behaviors for:	Affects Performance?						Displays Characteristic?					
	Self	Ldr/Mgr	Peers/Coll		Direct Report		Self	Ldr/Mgr	Peers/Coll		Direct Report	
76. Does not accept feedback graciously; is defensive	2	3	3 2 2	2.3	3 3 3	3.0	3	3	3 2 2	2.3	3 2 1	2.0
77. Does not admit when s/he has made a mistake	1	3	1 3 2	2.0	3 3 3	3.0	2	3	2 2 1	1.7	2 1 2	1.7
78. Is not able to laugh at him/herself	2	2	2 1 4	2.3	3 3 3	3.0	1	2	3 1 2	2.0	2 3 1	2.0
79. Operates with hidden agendas; is not	1	2	2 3 3	2.7	4 3 3	3.3	2	3	2 2 2	2.0	1 2 2	1.7
80. Would lie	2	3	2 2 4	2.7	3 3 3	3.0	3	2	1 3 3	2.3	1 3 2	2.0
81. Says one thing and does another	2	3	2 2 3	2.3	3 3 3	3.0	2	3	2 1 2	1.7	2 1 3	2.0
Lack of Authenticity	1.7	2.7		2.4		3.1	2.2	2.7		2.0		1.9
82. Does not control his/her emotions (i.e., anger,	2	3	3 2 3	2.7	2 3 2	2.3	1	3	2 2 2	2.0	2 2 2	2.0
83. Does not remain focused and productive under pressure	1	3	1 3 4	2.7	2 3 3	2.7	2	3	3 1 1	1.7	1 2 2	1.7
84. Becomes pessimistic in the face of obstacles or setbacks	2	4	3 2 4	3.0	1 3 2	2.0	3	2	2 2 2	2.0	2 3 2	2.3
85. Becomes frustrated with interruptions or	1	3	4 2 4	3.3	1 2 3	2.0	2	3	1 2 2	1.7	2 2 2	2.0
86. Becomes paralyzed under uncertain or ambiguous	1	2	3 3 1	2.3	3 3 2	2.7	1	3	3 1 2	2.0	2 3 2	2.3
87. Makes decisions impulsively; fails to gather sufficient	2	3	3 2 3	2.7	3 2 3	2.7	2	3	2 1 2	1.7	2 2 2	2.0
Lack of Self-Management	1.5	3.0		2.8		2.4	1.8	2.8		1.8		2.1
88. Has to be right	2	3	2 3 3	2.7	3 2 3	2.7	2	3	2 3 3	2.7	2 3 2	2.3
89. Is overly demanding	3	2	3 3 2	2.7	3 2 2	2.3	2	2	2 1 2	1.7	2 2 2	2.0
90. Is patronizing or condescending	2	3	3 2 3	2.7	3 2 2	2.3	2	3	2 2 2	2.0	1 2 2	1.7
91. Doesn't listen	3	3	4 1 3	2.7	2 3 2	2.3	2	2	2 3 1	2.0	3 2 2	2.3
92. Is disrespectful to others	2	2	2 4 2	2.7	2 2 2	2.0	2	3	1 1 2	1.3	2 2 2	2.0
93. Self-centered; is only interested in what's in it for	3	2	3 3 3	3.0	3 2 2	2.3	2	3	2 2 3	2.3	2 1 2	1.7
94. Has to have the last word	2	3	2 4 2	2.7	2 3 3	2.7	2	3	2 2 3	2.3	2 3 2	2.3
95. Takes credit for the ideas or contributions of others	2	3	4 4 2	3.3	2 2 3	2.3	2	2	3 2 3	2.7	3 2 2	2.3
Lack of Humility	2.4	2.6		2.8		2.4	2.0	2.6		2.1		2.1

The tables below highlight the spread of importance and performance ratings provided by you and your feedback providers for each derailer item. Each individual rating is shown. A dash (-) indicates that no rating was provided on this behavior. The text of some behaviors may have been truncated to fit the space available. The full text of each behavior appears in the Questionnaire section of the report.

Behaviors for:	Affects Performance?						Displays Characteristic?					
	Self	Ldr/Mgr	Peers/Coll		Direct Report		Self	Ldr/Mgr	Peers/Coll		Direct Report	
96. Avoids necessary confrontation or conflict	2	3	3 3 2	2.7	2 2 2	2.0	2	3	2 2 3	2.3	2 2 3	2.3
97. Avoids taking reasonable risks to achieve goals	2	3	2 3 4	3.0	1 2 3	2.0	3	2	2 3 4	3.0	2 2 2	2.0
98. Would not speak up if s/he saw an ethical violation	1	2	4 4 3	3.7	3 3 2	2.7	1	3	3 2 1	2.0	1 3 2	2.0
99. Does not allow people the freedom to make meaningful	1	3	3 2 3	2.7	2 2 2	2.0	2	3	3 2 2	2.3	3 3 2	2.7
100 Would not speak up if s/he disagreed with the boss	2	3	3 3 1	2.3	1 3 2	2.0	3	2	3 3 3	3.0	2 1 2	1.7
101 Needs approval from others in order to move ahead -- even	2	2	4 4 3	3.7	1 2 3	2.0	1	3	2 2 4	2.7	2 2 3	2.3
102 Micromanages	1	3	3 2 3	2.7	2 3 1	2.0	2	3	3 2 2	2.3	2 2 3	2.3
Lack of Courage	1.6	2.7		3.0		2.1	2.0	2.7		2.5		2.2

PERSONAL COMPETENCIES

Earns Trust and Confidence: *Earns respect and trust through ethical, responsible behavior. Models expected behaviors.*

1. Keeps promises and honors commitments
2. Accepts responsibility for mistakes and learns from them
3. Handles confidential information with discretion
4. Behaves in an ethical manner that is consistent with all organizational policies and values
5. Is a role model; inspires people to higher levels of performance through the example that s/he sets
6. Is accountable -- does not avoid issues or evade responsibility

Makes Sound and Courageous Decisions: *Gathers and synthesizes information to make quality and timely decisions. Takes calculated risks and makes difficult decisions in the best interests of the organization.*

7. Gets necessary stakeholders involved when making decisions
8. Gathers appropriate information before making decisions
9. Makes sense of complex information; sees patterns, trends, and linkages
10. Is decisive; makes quality, timely decisions when required, even with limited information
11. Makes difficult decisions that are in the best interests of the organization

Communicates Openly: *Listens effectively. Conveys information clearly, concisely, thoughtfully, and transparently.*

12. Attentive; genuinely listens to others
13. Shares information with those who need it
14. Communicates clearly and effectively in writing
15. Delivers effective presentations
16. Communicates openly and honestly; is as candid as possible without revealing sensitive information
17. Communicates even complex information in a way that others can understand
18. Inspires enthusiasm; gets people motivated

INTERPERSONAL COMPETENCIES

Collaborates Productively: *Builds productive relationships inside and outside of the organization.*

19. Treats others with dignity and respect, regardless of background or position
20. Relates well with people of various educational levels, backgrounds and experiences
21. Works cooperatively with other people and groups across the organization
22. Involves others in decisions that affect them
23. Fosters a collaborative team environment
24. Supports and complies with team decisions; does not undermine them
25. Handles conflicts quickly and gracefully, before they become too big to resolve
26. Coaches others (e.g., direct reports, colleagues) to collaborate more effectively

BUSINESS COMPETENCIES

Focuses on Customers: *Is dedicated to understanding and meeting the needs/expectations/wants of internal and/or external customers.*

27. Actively studies the needs and wants of customers and prospective customers
28. Ensures that his/her team responds to customers and delivers according to their requirements
29. Successfully balances customer and organizational needs
30. Deals positively with customer questions or complaints
31. Ensures that his/her team focuses positively and consistently on meeting/exceeding customer expectations
32. Ensures that customer expectations are managed effectively

Delivers Excellence: *Sets the bar high; holds self and others accountable for honoring commitments and achieving results.*

33. Prioritizes effectively; focuses on the right things
34. Obtains and allocates resources (e.g., time, people, money) effectively to deliver desired results
35. Knows what's happening; monitors performance against plans
36. Has a sense of urgency; acts promptly to address performance shortfalls
37. Is persistent and tenacious; goes above and beyond to achieve objectives
38. Ensures that his/her area of responsibility consistently achieves high-quality results

Understands the Business: *Stays abreast of marketplace trends, competition, technology, and other issues that affect the organization's current and future performance.*

39. Displays a good understanding of the organization's business and the industry in which we operate
40. Shows awareness of how external events, trends, and situations can affect the organization
41. Stays abreast of the moves of key competitors
42. Ensures that his/her team is structured for effective performance

Exhibits Financial Acumen: *Understands and interprets financial statements. Uses financial and other organizational data effectively in action planning and decision-making.*

43. Puts the needs of the organization before his/her own personal desires
44. Financially aware; makes decisions and takes actions that clearly consider financial implications
45. Uses data / metrics effectively to guide action planning and make decisions

LEADERSHIP COMPETENCIES

Creates Focus and Direction: *Is a forward-looking strategic thinker; formulates strategies and articulates plans to achieve them.*

46. Ensures that his/her area of accountability is aligned and focused on delivering the organization's mission and vision
47. Brings the future alive; communicates the mission, vision, and strategy for his/her area of accountability effectively and engagingly
48. Develops plans that effectively balance short-term needs with long-term objectives
49. Creates a clear sense of focus and direction for his/her team

Fosters Innovation: *Effectively sparks creativity in others and harnesses that creativity in productive/marketable ways.*

50. Challenges the status quo; aggressively resists "We've always done it this way"
51. Generates fresh and innovative ideas
52. Is open to new ideas and tries to use them
53. Creates an environment where people want to share ideas
54. Encourages others to take appropriate risks to achieve improvements

Cultivates a Learning and Developmental Climate: *Creates an environment in which the talents of others are recognized, utilized, and developed.*

55. Actively transfers knowledge and skill; coaches individuals to help them perform and grow
56. Clearly shares expectations
57. Is committed to his/her team members' success and growth
58. Moves quickly to address employee performance issues
59. Provides timely feedback -- both positive and developmental
60. Supports appropriate professional development for his/her direct reports

Engages and Motivates Others: *Inspires, guides, and leads others in a course of action.*

61. Adapts his/her leadership style to the needs of both the people and the situation
62. Acknowledges the contributions and efforts of others
63. Recognizes and rewards excellent performance
64. Manages meetings so that they are engaging and productive
65. Delegates effectively both to get the work done and to develop skills of others

Leads Change: *Fosters continuous improvement by involving others in seeking innovative ways to deliver against the organization's mission, vision, and strategies.*

66. Drives change to improve the performance of his/her area of accountability
67. Challenges existing practices to seek better ways of doing things
68. Demands continuous improvement from others
69. Helps others to embrace positive change
70. Involves others in planning and implementing changes that affect them

FUNCTIONAL/TECHNICAL COMPETENCIES

Functional/Technical Competencies: *Maintains and applies the knowledge and skills necessary to be proficient in his/her role.*

71. Has the functional/technical knowledge and skill to be credible in his/her role
72. Exhibits mastery of the role's functional/technical requirements
73. Can serve as a resource for others due to his/her functional/technical expertise
74. Stays up-to-date on changes in the profession that are important to his/her team
75. Sets an example of continuous learning by participating in professional and personal development efforts

DERAILMENT FACTORS

Lack of Authenticity: *Is not genuine; fails to engage with others in an honest or meaningful way.*

76. Does not accept feedback graciously; is defensive
77. Does not admit when s/he has made a mistake
78. Is not able to laugh at him/herself
79. Operates with hidden agendas; is not straightforward about his/her true intentions or motivations
80. Would lie
81. Says one thing and does another

Lack of Self-Management: *Lacks interpersonal skill, insight, sensitivity, impulse control, optimism, or persistence, as applied in the particular environment in which s/he works.*

82. Does not control his/her emotions (i.e., anger, frustration) effectively under stress
83. Does not remain focused and productive under pressure
84. Becomes pessimistic in the face of obstacles or setbacks
85. Becomes frustrated with interruptions or disappointments
86. Becomes paralyzed under uncertain or ambiguous situations
87. Makes decisions impulsively; fails to gather sufficient information or input

Lack of Humility: *Displays arrogance, self-centeredness, or a sense of entitlement.*

88. Has to be right
89. Is overly demanding
90. Is patronizing or condescending
91. Doesn't listen
92. Is disrespectful to others
93. Self-centered; is only interested in what's in it for him/her
94. Has to have the last word
95. Takes credit for the ideas or contributions of others

Lack of Courage: *Fails to do the right thing; doesn't act within the scope of his/her responsibility, speak up in difficult situations or take reasonable risks.*

96. Avoids necessary confrontation or conflict
97. Avoids taking reasonable risks to achieve goals
98. Would not speak up if s/he saw an ethical violation
99. Does not allow people the freedom to make meaningful decisions
100. Would not speak up if s/he disagreed with the boss
101. Needs approval from others in order to move ahead -- even on relatively minor issues
102. Micromanages