



INSIGHTMirror 360[®]

Here's Looking at You!

See yourself as others see you, and use the insights for your growth as a leader.

Great Leaders Do Not Fear Looking Into the Mirror – and that is what often makes them great!

**Personalized Report For:
Sample Report**

Introduction

Dear Sample,

We believe you will be very interested to learn that the most recent research* clearly shows that **outstanding leaders focus mostly on their strengths**. Many of us have been *hard-wired* by family, school, the work place, etc. to believe that each person's greatest room for improvement and career advancement is in overcoming areas of greatest weaknesses. The current research contradicts this latter belief.

* The Gallup Organization's twenty-year study with over 200,000 managers decisively concluded that "Each person's greatest room for improvement and career advancement is in the areas of their greatest strengths."

We at INSIGHTMirror 360^o find it interesting, even within ourselves, that people in general are not *wired* to ask the following seemingly obvious questions: How can I use my strengths in more areas of my work? How can I strengthen a strength? How can I more effectively help others, especially subordinates, identify and use their strengths? Instead of asking such questions, we become fixated with our weaknesses. Most of you will see this tendency in yourself as you look through your own 360^o feedback results in a few moments. But Wait A Minute, Please! We want you to know that there is now a preponderance of research showing that most working people spend far too much time trying to fix their weaknesses while not spending nearly enough time utilizing their personal strengths. We would like you to cherish and find more ways to use your strengths, simply because this is where the highest levels of personal productivity will be achieved, and career advancement will be found.

Of course people have to overcome certain areas of weaknesses, especially if a weakness has a high impact on their productivity. But here's the bottom line: it is within our strengths that lie the true opportunities for world-class performance. Fixing weaknesses usually helps us prevent failure yet doesn't bring us close to world-class performance. To make our case on focusing more on your strengths even stronger, we site a highly rigorous and comprehensive IRS Study** that recently concluded, "Building on strengths raises overall leadership effectiveness much more than correcting weaknesses."

** www.ourpublicservice.org/usr_doc/IRS360degreestudy.ppt

Three Key Points as You Read Your 360^o Feedback Report

- Many outstanding leaders are not *well rounded*, and this is sometimes reflected in their 360^o results. Using their strengths to their fullest potential is much more important than scoring high in all leadership categories according to researcher Marcus Buckingham.
- The information you receive in your Feedback Report is simply a compilation of people's perceptions. These perceptions may be objectively incorrect, but that's a moot point. Their perceptions are their reality, and it is important that you appreciate that in order to have a chance in changing these perceptions.
- Don't accept the feedback too easily or reject it too quickly.

INSIGHTMirror 360^o Action Guide

A review from the Government Training News: "The INSIGHTMirror 360^o Action Guide effortlessly breaks the mold of dull workbooks with very original and relevant ways of strengthening strengths and managing weaknesses." If you did not already receive our Action Guide, you can download it at: <http://www.insightmirror360.com/IMActionGuide.pdf>.

Eight Leadership Abilities

The Eight INSIGHTMirror 360 Leadership Abilities

Section 1: Communication Skills

Skill Areas:

- **Communicates Well:**
- **Deals Effectively With Conflict:**
- **Coping with Stress:**

The art of using words effectively to impart information or ideas in ways that resolve conflicts. Conducts constructive meetings. Expresses facts and ideas in an understandable and convincing manner. Listens well and considers other's opinions before coming to conclusions. Does not interrupt others. Master of self-awareness and self-management in coping with stressful situations. Mastery of self-awareness and self-management in coping with stressful situations.

Section 2: Decision Making

Skill Areas:

- **Implements Decisions Effectively:**
- **Makes Good Decisions:**

The process by which one makes a conscious selection of a course of action from among available alternatives that is based on the best information available. Such a selection or decision is done in a timely manner appropriate to the challenge at hand. Important characteristics of good decision-making include influencing others of a wise course of action, carrying through on the course of action identified, and sound logic.

Section 3: Promotes Innovation and Change

Skill Areas:

- **Promotes Innovation:**
- **Is A Change Agent: Helping people see change with an appreciative eye**

To create a work environment that encourages creative thinking and justifiable risk-taking. Being open to change and new information. Adapting behavior and work methods in response to new information, tolerating ambiguity, changing conditions, or unexpected obstacles. Identifying opportunities to develop new products and services.

Section 4: Working Relationships

Skill Areas:

- **Develops Effective Working Relationships:**
- **Demonstrates Respect for Others:**

Creates an environment that encourages input and feedback by attentive listening. Positive responses and openness to alternative concepts by valuing diversity of ideas and cultural differences. Fostering an environment in which people can work together cooperatively and effectively in achieving organizational goals. Establishing and maintaining good working relationships with subordinates, peers, supervisor, and outsiders, as well as internal organizational units.

Section 5: Leadership Skills

Skill Areas:

- **Establishes and Conveys a Sense of Purpose:**
- **Integrity:**
- **Ownership/Delegates Well:**

Creates a vision or goal for one's work unit and communicates it in a way that motivates others to implement it. Empowering people by sharing power, authority, and delegating responsibility. Actively builds staff's trust and commitment by mentoring, fostering good working relationships, and acting selflessly and with integrity.

Section 6: Coaching Skills

Skill Areas:

- **Teaching:**
- **Mentoring: Offers guidance about how to succeed in the context of what success means to the other party**

Seeks out the very best of "what is" in terms of another's values, beliefs, and behaviors to help ignite "what might be." Helps people clarify their career goals and actively develop skills needed to achieve those goals. Continually challenges people to improve performance, while providing frequent and helpful development discussions and feedback.

Section 7: Utilizes the Strengths of Others and Self

Skill Areas:

- **Brings out people's strengths/talents:**
- **Uses own strengths and talents to benefit organization:**

As discussed on page 2, leaders focus most of their time developing and using their strengths, and a smaller portion of time trying to overcome their shortfalls. Of course, you still have to work on strengthening your shortfalls, particularly those that have a significant impact on your productivity.

Section 8: Team Development

Skill Areas:

- **Is a Team-Builder within Own Team:**
- **Is a Team Player within the Organization:**

Has the ability to influence a group of diverse individuals, each with their own goals, needs, and perspectives, to work together effectively for the good of the team. Insures that team members understand their roles and responsibilities, while encouraging mutual accountability for successes and failures. Works cooperatively with other parts of the organization by building trust, creating synergy, and recognizing successes.

Survey Results

Below are your results from the survey questions included in the INSIGHTMirror 360 Assessment. They are divided into the eight major leadership abilities and subdivided into skill areas. The tables provide your scores, as well as the number of Raters and the average of each Rater category that had at least three responses. The *Difference* between your score and the average of your Rater scores appears in the last row (under *Your Scores*) for each question.

- A plus (+) Difference score indicates that in general your Raters see you as more effective as it relates to this question than you see yourself.
- A minus (-) Difference score indicates that you see yourself as more effective than the average of all of your Raters.

NORMS are similar to the mathematical term "Average." Norms allow you to compare the scores you the Ratee received against a scientific statistical standard of other INSIGHTMirror 360 Ratees. This allows you to compare your scores to the scores of others who have taken the INSIGHTMirror 360.

Section 1: Communication Skills

Communicates Well:

| Statement | Category | # of Raters | Your Scores | Norms |
|---|-------------------|-------------|-------------|--------------|
| 1. Responds to other's opinions in a constructive manner. | Self | 1 | 4.00 | 4.17 |
| | Subordinates | 5 | 4.60 | 4.38 |
| | Peers | 5 | 3.00 | 4.31 |
| | Upper Management | 3 | 3.67 | 4.42 |
| | Supervisor A | 1 | 2.00 | 4.39 |
| | Supervisor B | 1 | 4.00 | 4.36 |
| | Others | 6 | 4.67 | 4.48 |
| | Difference | | | -0.05 |
| 2. Disseminates information in a timely manner. | Self | 1 | 4.00 | 4.16 |
| | Subordinates | 5 | 5.00 | 4.28 |
| | Peers | 5 | 3.00 | 4.33 |
| | Upper Management | 3 | 4.00 | 4.42 |
| | Supervisor A | 1 | 3.00 | 4.40 |
| | Supervisor B | 1 | 4.00 | 4.41 |
| | Others | 6 | 5.00 | 4.44 |
| | Difference | | | 0.24 |
| 3. Makes clear oral presentations to groups. | Self | 1 | 4.00 | 3.99 |
| | Subordinates | 5 | 4.80 | 4.45 |
| | Peers | 5 | 3.40 | 4.30 |
| | Upper Management | N/A | N/A | 4.29 |
| | Supervisor A | 1 | 3.00 | 4.23 |
| | Supervisor B | 1 | 4.00 | 4.24 |
| | Others | 6 | 3.67 | 4.45 |
| | Difference | | | -0.11 |

N/A (Not Applicable) means there was less than the three required filled-out Rater assessments for any given professional category (except *supervisor*) pertaining to a particular question. The non-numerical answer *Don't Know* for a particular question may only give the Ratee only 2 required rater filled-in assessments. There are other scenarios where a Ratee will have only two Rater assessments filled-in. For reliability and confidentiality reasons, we need three or more numerical answers for a particular question, otherwise the Ratee receives a N/A for that particular question.

Why we use the term *Subordinate* instead of *Direct-Report*?

We began by using the term *Direct-Report* because many Raters found the term *Subordinate* demeaning. But when we made this change our Help Desk was inundated by people unfamiliar with the term *direct-report*. We regret if our pragmatic-decision to use *Subordinate* is objectionable to some.

Communicates Well: cont.

| | | | | |
|---|--|------|--------------|------|
| 4. Fosters an atmosphere of open communication. | Self | 1 | 5.00 | 4.34 |
| | Subordinates | 5 | 5.00 | 4.44 |
| | Peers | 5 | 3.20 | 4.34 |
| | Upper Management | 3 | 4.33 | 4.44 |
| | Supervisor A | 1 | 3.00 | 4.41 |
| | Supervisor B | 1 | 4.00 | 4.39 |
| | Others | 6 | 4.67 | 4.51 |
| | Difference | | -0.76 | |
| | 5. Expresses facts and ideas in writing in a clear and organized manner. | Self | 1 | 5.00 |
| Subordinates | | 5 | 4.80 | 4.37 |
| Peers | | 5 | 3.40 | 4.30 |
| Upper Management | | 3 | 4.33 | 4.22 |
| Supervisor A | | 1 | 3.00 | 4.22 |
| Supervisor B | | 1 | 4.00 | 4.15 |
| Others | | 6 | 4.50 | 4.42 |
| Difference | | | -0.81 | |

Deals Effectively With Conflict:

| | | | | |
|--|---|------|-------------|------|
| 6. When in conflict with others wants to understand their point of view. | Self | 1 | 3.00 | 4.09 |
| | Subordinates | 5 | 5.00 | 4.19 |
| | Peers | 5 | 2.60 | 4.10 |
| | Upper Management | 3 | 4.00 | 4.25 |
| | Supervisor A | 1 | 3.00 | 4.19 |
| | Supervisor B | 1 | 3.00 | 4.16 |
| | Others | 6 | 4.33 | 4.28 |
| | Difference | | 0.90 | |
| | 7. Resolves conflicts and disagreements in a constructive manner. | Self | 1 | 3.00 |
| Subordinates | | 5 | 4.60 | 4.18 |
| Peers | | 5 | 2.80 | 4.08 |
| Upper Management | | 3 | 4.33 | 4.21 |
| Supervisor A | | 1 | 3.00 | 4.15 |
| Supervisor B | | 1 | 3.00 | 4.18 |
| Others | | 6 | 4.67 | 4.26 |
| Difference | | | 1.00 | |
| 8. Is good at defending own point of view to resistant audience. | | Self | 1 | 3.00 |
| | Subordinates | 5 | 4.40 | 4.35 |
| | Peers | 5 | 2.80 | 4.20 |
| | Upper Management | 3 | 5.00 | 4.17 |
| | Supervisor A | 1 | 3.00 | 4.17 |
| | Supervisor B | 1 | 5.00 | 4.19 |
| | Others | 6 | 4.83 | 4.34 |
| | Difference | | 1.19 | |

Coping with Stress:

| | | | | |
|--|-------------------|---|-------------|------|
| 9. Handles criticism from others in the organization with poise. | Self | 1 | 4.00 | 3.86 |
| | Subordinates | 5 | 4.60 | 4.20 |
| | Peers | 5 | 3.00 | 4.14 |
| | Upper Management | 3 | 4.33 | 4.25 |
| | Supervisor A | 1 | 3.00 | 4.26 |
| | Supervisor B | 1 | 5.00 | 4.18 |
| | Others | 6 | 5.00 | 4.31 |
| | Difference | | 0.24 | |

| | | | | |
|--|-------------------|---|------|--------------|
| 10. Maintains level-headedness in the face of frustrating obstacles. | Self | 1 | 5.00 | 3.94 |
| | Subordinates | 5 | 5.00 | 4.30 |
| | Peers | 5 | 2.80 | 4.22 |
| | Upper Management | 3 | 4.67 | 4.31 |
| | Supervisor A | 1 | 2.00 | 4.27 |
| | Supervisor B | 1 | 5.00 | 4.24 |
| | Others | 6 | 4.50 | 4.39 |
| | Difference | | | -0.86 |
| 11. Has a "can do" attitude when faced with setbacks. | Self | 1 | 5.00 | 4.11 |
| | Subordinates | 5 | 5.00 | 4.45 |
| | Peers | 5 | 2.40 | 4.37 |
| | Upper Management | 3 | 4.67 | 4.48 |
| | Supervisor A | 1 | 2.00 | 4.46 |
| | Supervisor B | 1 | 5.00 | 4.43 |
| | Others | 6 | 4.67 | 4.51 |
| | Difference | | | -0.90 |

Section 2: Decision Making

Implements Decisions Effectively:

| | | | | |
|---|-------------------|---|------|--------------|
| 12. Follows through on decisions made. | Self | 1 | 4.00 | 4.29 |
| | Subordinates | 5 | 4.60 | 4.44 |
| | Peers | 5 | 2.60 | 4.45 |
| | Upper Management | 3 | 4.00 | 4.51 |
| | Supervisor A | 1 | 2.00 | 4.54 |
| | Supervisor B | 1 | 4.00 | 4.48 |
| | Others | 6 | 5.00 | 4.55 |
| | Difference | | | 0.00 |
| 13. Makes decisions in a timely manner. | Self | 1 | 4.00 | 4.06 |
| | Subordinates | 5 | 4.80 | 4.28 |
| | Peers | 5 | 3.00 | 4.29 |
| | Upper Management | 3 | 4.00 | 4.30 |
| | Supervisor A | 1 | 3.00 | 4.34 |
| | Supervisor B | 1 | 4.00 | 4.30 |
| | Others | 6 | 4.50 | 4.37 |
| | Difference | | | 0.05 |
| 14. Can make the tough decision when necessary. | Self | 1 | 4.00 | 4.07 |
| | Subordinates | 5 | 4.60 | 4.41 |
| | Peers | 5 | 3.20 | 4.25 |
| | Upper Management | 3 | 4.00 | 4.19 |
| | Supervisor A | 1 | 3.00 | 4.21 |
| | Supervisor B | 1 | 4.00 | 4.16 |
| | Others | 6 | 4.00 | 4.38 |
| | Difference | | | -0.10 |
| 15. Has an effective system of ensuring that actions decided at meetings are carried through. | Self | 1 | 4.00 | 3.98 |
| | Subordinates | 5 | 4.60 | 4.25 |
| | Peers | 5 | 3.20 | 4.27 |
| | Upper Management | 3 | 4.00 | 4.33 |
| | Supervisor A | 1 | 2.00 | 4.30 |
| | Supervisor B | 1 | 4.00 | 4.35 |
| | Others | 6 | 4.33 | 4.38 |
| | Difference | | | -0.05 |

Makes Good Decisions:

| | | | | |
|--|-------------------|---|------|-------------|
| 16. Gets to the heart of a problem by identifying the elements of the problem effectively. | Self | 1 | 4.00 | 4.08 |
| | Subordinates | 5 | 4.80 | 4.31 |
| | Peers | 5 | 3.20 | 4.26 |
| | Upper Management | 3 | 4.33 | 4.23 |
| | Supervisor A | 1 | 2.00 | 4.25 |
| | Supervisor B | 1 | 4.00 | 4.21 |
| | Others | 6 | 4.17 | 4.36 |
| | Difference | | | 0.00 |
| 17. Makes the best decisions possible under pressure of having incomplete information. | Self | 1 | 4.00 | 3.95 |
| | Subordinates | 5 | 4.80 | 4.28 |
| | Peers | 5 | 3.20 | 4.18 |
| | Upper Management | 3 | 3.67 | 4.12 |
| | Supervisor A | 1 | 3.00 | 4.14 |
| | Supervisor B | 1 | 5.00 | 4.11 |
| | Others | 6 | 4.33 | 4.29 |
| | Difference | | | 0.05 |
| 18. Structures meetings in ways that maximize the possibility for concrete results. | Self | 1 | 4.00 | 3.94 |
| | Subordinates | 5 | 4.60 | 4.21 |
| | Peers | 5 | 3.00 | 4.19 |
| | Upper Management | 3 | 4.33 | 4.23 |
| | Supervisor A | 1 | 2.00 | 4.17 |
| | Supervisor B | 1 | 5.00 | 4.21 |
| | Others | 6 | 5.00 | 4.31 |
| | Difference | | | 0.19 |

Section 3: Promotes Innovation and Change**Promotes Innovation:**

| | | | | |
|--|-------------------|---|------|--------------|
| 19. Encourages creative thinking and innovation. | Self | 1 | 5.00 | 4.07 |
| | Subordinates | 5 | 5.00 | 4.36 |
| | Peers | 5 | 3.00 | 4.18 |
| | Upper Management | 3 | 3.67 | 4.18 |
| | Supervisor A | 1 | 3.00 | 4.16 |
| | Supervisor B | 1 | 4.00 | 4.19 |
| | Others | 6 | 4.17 | 4.34 |
| | Difference | | | -1.05 |
| 20. Very supportive to people with new initiatives that s/he is in agreement with. | Self | 1 | 5.00 | 4.03 |
| | Subordinates | 5 | 4.80 | 4.32 |
| | Peers | 5 | 2.80 | 4.22 |
| | Upper Management | 3 | 3.33 | 4.24 |
| | Supervisor A | 1 | 3.00 | 4.17 |
| | Supervisor B | 1 | 4.00 | 4.18 |
| | Others | 6 | 4.83 | 4.31 |
| | Difference | | | -1.00 |

Promotes Innovation: cont.

| | | | | |
|--|-------------------|---|------|--------------|
| 21. Encourages direct reports to ask tough questions that may challenge the status quo. | Self | 1 | 5.00 | 3.83 |
| | Subordinates | 5 | 4.80 | 4.11 |
| | Peers | 5 | 3.00 | 4.03 |
| | Upper Management | 3 | 4.67 | 4.08 |
| | Supervisor A | 1 | 3.00 | 4.01 |
| | Supervisor B | 1 | 4.00 | 4.04 |
| | Others | 6 | 4.17 | 4.17 |
| | Difference | | | -0.95 |
| 22. Creates climate where others can offer new ideas and take risks without fear of criticism or punishment. | Self | 1 | 5.00 | 4.18 |
| | Subordinates | 5 | 4.80 | 4.30 |
| | Peers | 5 | 3.80 | 4.24 |
| | Upper Management | 3 | 4.67 | 4.34 |
| | Supervisor A | 1 | 2.00 | 4.31 |
| | Supervisor B | 1 | 4.00 | 4.29 |
| | Others | 6 | 4.17 | 4.37 |
| | Difference | | | -0.81 |

Is A Change Agent: Helping people see change with an appreciative eye

| | | | | |
|--|-------------------|---|------|--------------|
| 23. Introduces change, even though there is a very likely chance that this change may antagonize an important voice, or voices, within the organization. | Self | 1 | 5.00 | 3.60 |
| | Subordinates | 5 | 5.00 | 3.97 |
| | Peers | 5 | 3.60 | 3.91 |
| | Upper Management | 3 | 5.00 | 3.85 |
| | Supervisor A | 1 | 2.00 | 3.80 |
| | Supervisor B | 1 | 4.00 | 3.83 |
| | Others | 6 | 4.00 | 3.97 |
| | Difference | | | -0.81 |
| 24. Helps others see what changes need to be made. | Self | 1 | 5.00 | 3.89 |
| | Subordinates | 5 | 4.80 | 4.20 |
| | Peers | 5 | 3.60 | 4.15 |
| | Upper Management | 3 | 4.67 | 4.17 |
| | Supervisor A | 1 | 2.00 | 4.15 |
| | Supervisor B | 1 | 4.00 | 4.14 |
| | Others | 6 | 4.33 | 4.27 |
| | Difference | | | -0.81 |
| 25. Modifies plans suitably in response to changing conditions. | Self | 1 | 5.00 | 4.06 |
| | Subordinates | 5 | 4.80 | 4.26 |
| | Peers | 5 | 3.40 | 4.21 |
| | Upper Management | 3 | 4.33 | 4.25 |
| | Supervisor A | 1 | 2.00 | 4.28 |
| | Supervisor B | 1 | 4.00 | 4.20 |
| | Others | 6 | 3.17 | 4.30 |
| | Difference | | | -1.24 |
| 26. Creates buy-in and enthusiasm for change. | Self | 1 | 5.00 | 3.78 |
| | Subordinates | 5 | 4.80 | 4.08 |
| | Peers | 5 | 3.40 | 3.99 |
| | Upper Management | 3 | 3.67 | 4.05 |
| | Supervisor A | 1 | 2.00 | 3.99 |
| | Supervisor B | 1 | 4.00 | 4.03 |
| | Others | 6 | 4.00 | 4.15 |
| | Difference | | | -1.10 |

Section 4: Working Relationships

Develops Effective Working Relationships:

| | | | | |
|--|-------------------|---|------|--------------|
| 27. Develops effective working relationships with direct reports. ('Direct reports' are synonymous with 'subordinates.') | Self | 1 | 5.00 | 4.29 |
| | Subordinates | 5 | 5.00 | 4.39 |
| | Peers | 5 | 2.80 | 4.32 |
| | Upper Management | 3 | 3.67 | 4.41 |
| | Supervisor A | 1 | 3.00 | 4.46 |
| | Supervisor B | 1 | 4.00 | 4.43 |
| | Others | 6 | 4.83 | 4.45 |
| | Difference | | | -0.90 |
| 28. Develops effective working relationships with peers. | Self | 1 | 5.00 | 4.31 |
| | Subordinates | 5 | 4.60 | 4.42 |
| | Peers | 5 | 2.80 | 4.39 |
| | Upper Management | 3 | 4.33 | 4.45 |
| | Supervisor A | 1 | 3.00 | 4.43 |
| | Supervisor B | 1 | 4.00 | 4.41 |
| | Others | 6 | 4.83 | 4.52 |
| | Difference | | | -0.90 |
| 29. Develops an effective working relationship with supervisor. | Self | 1 | 5.00 | 4.34 |
| | Subordinates | 5 | 4.80 | 4.53 |
| | Peers | 5 | 2.40 | 4.45 |
| | Upper Management | 3 | 4.33 | 4.56 |
| | Supervisor A | 1 | 2.00 | 4.58 |
| | Supervisor B | 1 | 4.00 | 4.53 |
| | Others | 6 | 4.83 | 4.56 |
| | Difference | | | -1.00 |
| 30. Develops effective working relationships with upper management. | Self | 1 | 5.00 | 4.19 |
| | Subordinates | 5 | 4.80 | 4.54 |
| | Peers | 5 | 2.40 | 4.43 |
| | Upper Management | 3 | 4.67 | 4.45 |
| | Supervisor A | 1 | 3.00 | 4.42 |
| | Supervisor B | 1 | 4.00 | 4.41 |
| | Others | 6 | 4.67 | 4.53 |
| | Difference | | | -0.95 |

Demonstrates Respect for Others:

| | | | | |
|--|-------------------|---|------|--------------|
| 31. Is sensitive to cultural differences/makes appropriate accommodations. | Self | 1 | 5.00 | 4.36 |
| | Subordinates | 5 | 4.80 | 4.51 |
| | Peers | 5 | 2.60 | 4.50 |
| | Upper Management | 3 | 4.33 | 4.59 |
| | Supervisor A | 1 | 3.00 | 4.57 |
| | Supervisor B | 1 | 4.00 | 4.57 |
| | Others | 6 | 4.50 | 4.65 |
| | Difference | | | -1.00 |
| 32. Makes time for others who seek ideas or help. | Self | 1 | 5.00 | 4.43 |
| | Subordinates | 5 | 4.80 | 4.52 |
| | Peers | 5 | 2.60 | 4.51 |
| | Upper Management | 3 | 4.33 | 4.57 |
| | Supervisor A | 1 | 3.00 | 4.60 |
| | Supervisor B | 1 | 4.00 | 4.57 |
| | Others | 6 | 4.33 | 4.62 |
| | Difference | | | -1.05 |

| | | | | |
|---|-------------------|---|------|--------------|
| 33. Gives others recognition for good work. | Self | 1 | 4.00 | 4.36 |
| | Subordinates | 5 | 4.80 | 4.43 |
| | Peers | 5 | 2.80 | 4.44 |
| | Upper Management | 3 | 4.33 | 4.50 |
| | Supervisor A | 1 | 3.00 | 4.52 |
| | Supervisor B | 1 | 4.00 | 4.53 |
| | Others | 6 | 3.50 | 4.56 |
| | Difference | | | -0.24 |
| 34. Is a good listener. | Self | 1 | 3.00 | 4.12 |
| | Subordinates | 5 | 4.40 | 4.37 |
| | Peers | 5 | 2.80 | 4.36 |
| | Upper Management | 3 | 4.00 | 4.44 |
| | Supervisor A | 1 | 2.00 | 4.40 |
| | Supervisor B | 1 | 4.00 | 4.40 |
| | Others | 6 | 4.67 | 4.52 |
| | Difference | | | 0.90 |

Section 5: Leadership Skills

Establishes and Conveys a Sense of Purpose:

| | | | | |
|--|-------------------|---|------|-------------|
| 35. Is outstanding in his or her professional specialty. | Self | 1 | 3.00 | 3.93 |
| | Subordinates | 5 | 5.00 | 4.46 |
| | Peers | 5 | 3.40 | 4.36 |
| | Upper Management | 3 | 4.00 | 4.30 |
| | Supervisor A | 1 | 2.00 | 4.31 |
| | Supervisor B | 1 | 4.00 | 4.28 |
| | Others | 6 | 4.50 | 4.47 |
| | Difference | | | 1.14 |

Establishes and Conveys a Sense of Purpose: cont.

| | | | | |
|---|-------------------|---|------|--------------|
| 36. Communicates the vision of desired results in ways that builds commitment among team members. | Self | 1 | 4.00 | 3.81 |
| | Subordinates | 5 | 4.80 | 4.19 |
| | Peers | 5 | 3.40 | 4.12 |
| | Upper Management | 3 | 4.00 | 4.08 |
| | Supervisor A | 1 | 2.00 | 4.06 |
| | Supervisor B | 1 | 4.00 | 4.09 |
| | Others | 6 | 4.33 | 4.26 |
| | Difference | | | 0.05 |
| 37. Gives subordinates the sense of being an integral part of something important. | Self | 1 | 5.00 | 4.06 |
| | Subordinates | 5 | 4.80 | 4.29 |
| | Peers | 5 | 3.40 | 4.20 |
| | Upper Management | 3 | 4.33 | 4.26 |
| | Supervisor A | 1 | 2.00 | 4.28 |
| | Supervisor B | 1 | 4.00 | 4.30 |
| | Others | 6 | 4.33 | 4.35 |
| | Difference | | | -0.90 |

Integrity:

| | | | | |
|--|-------------------|---|------|--------------|
| 38. Accepts responsibility for own mistakes. | Self | 1 | 5.00 | 4.53 |
| | Subordinates | 5 | 4.80 | 4.50 |
| | Peers | 5 | 3.20 | 4.47 |
| | Upper Management | 3 | 4.67 | 4.55 |
| | Supervisor A | 1 | 2.00 | 4.59 |
| | Supervisor B | 1 | 5.00 | 4.56 |
| | Others | 6 | 4.17 | 4.60 |
| | Difference | | | -0.90 |

| | | | | |
|--|-------------------|---|------|--------------|
| 39. Does not try to cover up mistakes. | Self | 1 | 5.00 | 4.39 |
| | Subordinates | 5 | 4.80 | 4.54 |
| | Peers | 5 | 3.20 | 4.55 |
| | Upper Management | 3 | 3.33 | 4.63 |
| | Supervisor A | 1 | 2.00 | 4.68 |
| | Supervisor B | 1 | 5.00 | 4.65 |
| | Others | 6 | 4.33 | 4.64 |
| | Difference | | | -1.05 |
| 40. Tells the truth. | Self | 1 | 4.00 | 4.67 |
| | Subordinates | 5 | 4.80 | 4.68 |
| | Peers | 5 | 3.00 | 4.71 |
| | Upper Management | 3 | 4.00 | 4.80 |
| | Supervisor A | 1 | 2.00 | 4.81 |
| | Supervisor B | 1 | 4.00 | 4.79 |
| | Others | 6 | 4.50 | 4.79 |
| | Difference | | | 0.00 |

Ownership/Delegates Well:

| | | | | |
|--|-------------------|---|------|--------------|
| 41. Delegates decision making to the lowest proper employee level in order to give that employee a true sense of empowerment and/or a chance for professional development. | Self | 1 | 4.00 | 3.78 |
| | Subordinates | 5 | 4.60 | 4.14 |
| | Peers | 5 | 2.60 | 4.02 |
| | Upper Management | 3 | 4.00 | 4.08 |
| | Supervisor A | 1 | 3.00 | 4.06 |
| | Supervisor B | 1 | 4.00 | 4.04 |
| | Others | 6 | 4.17 | 4.16 |
| | Difference | | | -0.19 |
| 42. Delegates tasks, not to just to get rid of these tasks for him/her self, but to help a subordinate's professional growth and/or increase office efficiency. | Self | 1 | 4.00 | 3.91 |
| | Subordinates | 5 | 4.60 | 4.22 |
| | Peers | 5 | 3.00 | 4.08 |
| | Upper Management | 3 | 4.00 | 4.14 |
| | Supervisor A | 1 | 3.00 | 4.15 |
| | Supervisor B | 1 | 4.00 | 4.12 |
| | Others | 6 | 3.83 | 4.23 |
| | Difference | | | -0.19 |
| 43. When delegating, teaches others to think ahead about potential problems. | Self | 1 | 4.00 | 3.82 |
| | Subordinates | 5 | 4.60 | 4.12 |
| | Peers | 5 | 3.00 | 4.05 |
| | Upper Management | 3 | 4.33 | 4.09 |
| | Supervisor A | 1 | 3.00 | 4.01 |
| | Supervisor B | 1 | 5.00 | 4.01 |
| | Others | 6 | 4.33 | 4.20 |
| | Difference | | | 0.05 |
| 44. Has successfully separated self from prior position within the organization, and therefore is at ease delegating those tasks he/she used to perform. | Self | 1 | 4.00 | 3.77 |
| | Subordinates | 5 | 5.00 | 4.26 |
| | Peers | 5 | 3.00 | 4.16 |
| | Upper Management | 3 | 4.33 | 4.14 |
| | Supervisor A | 1 | 3.00 | 4.14 |
| | Supervisor B | 1 | 4.00 | 4.13 |
| | Others | 6 | 4.67 | 4.30 |
| | Difference | | | 0.19 |

| | | | | |
|---|-------------------|---|------|--------------|
| 45. When delegating a new task to an employee, sees to it that employee is given extra attention in successfully performing new task. | Self | 1 | 5.00 | 3.87 |
| | Subordinates | 5 | 5.00 | 4.05 |
| | Peers | 5 | 3.00 | 4.14 |
| | Upper Management | 3 | 4.00 | 4.19 |
| | Supervisor A | 1 | 3.00 | 4.21 |
| | Supervisor B | 1 | 5.00 | 4.22 |
| | Others | 6 | 4.33 | 4.25 |
| | Difference | | | -0.90 |

Section 6: Coaching Skills

Teaching:

| | | | | |
|--|-------------------|---|------|--------------|
| 46. Adapts to the learning style and experience level of each employee. | Self | 1 | 5.00 | 3.90 |
| | Subordinates | 5 | 5.00 | 4.11 |
| | Peers | 4 | 4.00 | 4.12 |
| | Upper Management | 3 | 3.33 | 4.18 |
| | Supervisor A | 1 | 3.00 | 4.11 |
| | Supervisor B | 1 | 5.00 | 4.13 |
| | Others | 6 | 4.83 | 4.24 |
| | Difference | | | -0.60 |
| 47. Is patient and encouraging when helping team members develop new abilities. | Self | 1 | 5.00 | 4.05 |
| | Subordinates | 5 | 5.00 | 4.28 |
| | Peers | 4 | 4.00 | 4.26 |
| | Upper Management | 3 | 3.67 | 4.33 |
| | Supervisor A | 1 | 3.00 | 4.31 |
| | Supervisor B | 1 | 4.00 | 4.33 |
| | Others | 6 | 4.83 | 4.40 |
| | Difference | | | -0.60 |
| 48. Gives constructive feedback in a timely manner. | Self | 1 | 5.00 | 3.87 |
| | Subordinates | 5 | 4.80 | 4.16 |
| | Peers | 4 | 4.00 | 4.21 |
| | Upper Management | 3 | 3.00 | 4.20 |
| | Supervisor A | 1 | 2.00 | 4.17 |
| | Supervisor B | 1 | 4.00 | 4.19 |
| | Others | 6 | 5.00 | 4.33 |
| | Difference | | | -0.75 |
| 49. Collaboratively develops measurable, specific and achievable objectives with each subordinate. | Self | 1 | 5.00 | 3.67 |
| | Subordinates | 5 | 5.00 | 4.07 |
| | Peers | 4 | 3.75 | 4.14 |
| | Upper Management | 3 | 3.67 | 4.16 |
| | Supervisor A | 1 | 2.00 | 4.14 |
| | Supervisor B | 1 | 5.00 | 4.13 |
| | Others | 6 | 5.00 | 4.27 |
| | Difference | | | -0.60 |

Mentoring: Offers guidance about how to succeed in the context of what success means to the other party

| | | | | |
|---|-------------------|---|------|--------------|
| 50. Is very comfortable discussing strategies with employees that would enhance their career goals. | Self | 1 | 5.00 | 4.17 |
| | Subordinates | 5 | 4.80 | 4.25 |
| | Peers | 4 | 3.50 | 4.32 |
| | Upper Management | 3 | 5.00 | 4.29 |
| | Supervisor A | 1 | 3.00 | 4.21 |
| | Supervisor B | 1 | 5.00 | 4.17 |
| | Others | 6 | 4.17 | 4.37 |
| | Difference | | | -0.70 |

| | | | | |
|---|-------------------|---|------|-------------|
| 51. Actively looks for assignments for subordinates that will provide avenues for career enhancement. | Self | 1 | 4.00 | 3.87 |
| | Subordinates | 5 | 4.80 | 4.02 |
| | Peers | 4 | 4.00 | 4.14 |
| | Upper Management | 3 | 5.00 | 4.12 |
| | Supervisor A | 1 | 5.00 | 4.06 |
| | Supervisor B | 1 | 4.00 | 4.04 |
| | Others | 6 | 4.00 | 4.18 |
| | Difference | | | 0.40 |

Mentoring: Offers guidance about how to succeed in the context of what success means to the other party cont.

| | | | | |
|---|-------------------|---|------|-------------|
| 52. Models and teaches political savvy by identifying the internal and external factors that impact the work of the organization. | Self | 1 | 4.00 | 3.80 |
| | Subordinates | 5 | 4.80 | 4.10 |
| | Peers | 4 | 4.00 | 4.14 |
| | Upper Management | 3 | 5.00 | 4.07 |
| | Supervisor A | 1 | 3.00 | 3.97 |
| | Supervisor B | 1 | 4.00 | 3.95 |
| | Others | 6 | 4.17 | 4.22 |
| | Difference | | | 0.35 |

Section 7: Utilizes the Strengths of Others and Self

Brings out people's strengths/talents:

| | | | | |
|---|-------------------|---|------|--------------|
| 53. Designs each person's role based on his/her strengths as that person's job description allows. | Self | 1 | 4.00 | 3.83 |
| | Subordinates | 5 | 4.00 | 4.14 |
| | Peers | 5 | 3.00 | 4.15 |
| | Upper Management | 3 | 3.33 | 4.16 |
| | Supervisor A | 1 | 2.00 | 4.13 |
| | Supervisor B | 1 | 5.00 | 4.14 |
| | Others | 6 | 4.50 | 4.24 |
| | Difference | | | -0.24 |
| 54. Helps people identify their own professional strengths so that they could spend more time using these strengths in their work environment. | Self | 1 | 4.00 | 3.71 |
| | Subordinates | 5 | 4.00 | 4.02 |
| | Peers | 5 | 2.80 | 4.12 |
| | Upper Management | 3 | 3.33 | 4.16 |
| | Supervisor A | 1 | 2.00 | 4.12 |
| | Supervisor B | 1 | 4.00 | 4.06 |
| | Others | 6 | 4.50 | 4.21 |
| | Difference | | | -0.33 |
| 55. Encourages people to strengthen an existing strength. For example, if a person is outstanding at public speaking, sees to it that they are invited to see other outstanding speakers with a unique or different delivery style. | Self | 1 | 5.00 | 3.76 |
| | Subordinates | 5 | 4.00 | 4.07 |
| | Peers | 5 | 2.60 | 4.18 |
| | Upper Management | 3 | 3.33 | 4.19 |
| | Supervisor A | 1 | 2.00 | 4.12 |
| | Supervisor B | 1 | 4.00 | 4.08 |
| | Others | 6 | 4.00 | 4.25 |
| | Difference | | | -1.52 |

Uses own strengths and talents to benefit organization:

| | | | | |
|--|-------------------|---|------|--------------|
| 56. Encourages others to focus on their strengths. | Self | 1 | 5.00 | 3.99 |
| | Subordinates | 5 | 3.40 | 4.22 |
| | Peers | 5 | 2.60 | 4.27 |
| | Upper Management | 3 | 2.67 | 4.28 |
| | Supervisor A | 1 | 2.00 | 4.27 |
| | Supervisor B | 1 | 3.00 | 4.22 |
| | Others | 6 | 4.50 | 4.40 |
| | Difference | | | -1.67 |
| 57. Designs own professional work around personal strengths. | Self | 1 | 5.00 | 4.00 |
| | Subordinates | 5 | 3.80 | 4.35 |
| | Peers | 5 | 2.80 | 4.35 |
| | Upper Management | 3 | 2.67 | 4.38 |
| | Supervisor A | 1 | 2.00 | 4.33 |
| | Supervisor B | 1 | 3.00 | 4.32 |
| | Others | 6 | 4.33 | 4.44 |
| | Difference | | | -1.57 |
| 58. Sees focusing on people's strengths as equally (if not more) important than assisting people in their areas of weaknesses. | Self | 1 | 4.00 | 3.92 |
| | Subordinates | 5 | 4.60 | 4.18 |
| | Peers | 5 | 3.40 | 4.22 |
| | Upper Management | 3 | 3.33 | 4.26 |
| | Supervisor A | 1 | 2.00 | 4.19 |
| | Supervisor B | 1 | 4.00 | 4.20 |
| | Others | 6 | 4.00 | 4.32 |
| | Difference | | | -0.19 |

Section 8: Team Development**Is a Team-Builder within Own Team:**

| | | | | |
|--|-------------------|---|------|--------------|
| 59. Motivates people to want to accomplish results as a team. | Self | 1 | 4.00 | 4.02 |
| | Subordinates | 5 | 5.00 | 4.26 |
| | Peers | 5 | 4.00 | 4.24 |
| | Upper Management | 3 | 3.67 | 4.32 |
| | Supervisor A | 1 | 3.00 | 4.29 |
| | Supervisor B | 1 | 4.00 | 4.33 |
| | Others | 6 | 5.00 | 4.38 |
| | Difference | | | 0.43 |
| 60. Sets a climate where a group of people working as a team accept mutual responsibility for their final product. | Self | 1 | 4.00 | 4.09 |
| | Subordinates | 5 | 4.80 | 4.30 |
| | Peers | 5 | 4.00 | 4.30 |
| | Upper Management | 3 | 4.33 | 4.38 |
| | Supervisor A | 1 | 3.00 | 4.35 |
| | Supervisor B | 1 | 5.00 | 4.34 |
| | Others | 6 | 5.00 | 4.44 |
| | Difference | | | 0.52 |
| 61. Celebrates team accomplishments. | Self | 1 | 5.00 | 4.12 |
| | Subordinates | 5 | 4.80 | 4.29 |
| | Peers | 5 | 4.00 | 4.35 |
| | Upper Management | 3 | 4.00 | 4.44 |
| | Supervisor A | 1 | 3.00 | 4.43 |
| | Supervisor B | 1 | 5.00 | 4.44 |
| | Others | 6 | 5.00 | 4.48 |
| | Difference | | | -0.52 |

Is a Team Player within the Organization:

| | | | | |
|---|-------------------|---|------|--------------|
| 62. Consistently develops and sustains cooperative working relationships throughout the organization. | Self | 1 | 5.00 | 4.19 |
| | Subordinates | 5 | 4.40 | 4.37 |
| | Peers | 5 | 2.20 | 4.34 |
| | Upper Management | 3 | 4.67 | 4.44 |
| | Supervisor A | 1 | 3.00 | 4.41 |
| | Supervisor B | 1 | 5.00 | 4.42 |
| | Others | 6 | 3.50 | 4.47 |
| | Difference | | | -1.38 |
| 63. Collaborates across boundaries and finds common ground with stakeholders. | Self | 1 | 3.00 | 4.10 |
| | Subordinates | 5 | 4.00 | 4.34 |
| | Peers | 5 | 2.20 | 4.31 |
| | Upper Management | 3 | 4.33 | 4.42 |
| | Supervisor A | 1 | 3.00 | 4.38 |
| | Supervisor B | 1 | 5.00 | 4.39 |
| | Others | 6 | 3.50 | 4.46 |
| | Difference | | | 0.48 |
| 64. Possesses the skills to influence the group dynamics so consensus can be more easily achieved even when s/he has little or no "positional" power. | Self | 1 | 2.00 | 3.79 |
| | Subordinates | 5 | 4.60 | 4.20 |
| | Peers | 5 | 2.20 | 4.11 |
| | Upper Management | 3 | 4.00 | 4.17 |
| | Supervisor A | 1 | 3.00 | 4.09 |
| | Supervisor B | 1 | 5.00 | 4.10 |
| | Others | 6 | 3.83 | 4.26 |
| | Difference | | | 1.67 |

YOUR STRENGTH AREAS

The strength areas give you a snapshot of what areas your Raters feel are your greatest strengths. Below are listed the seven questions with the highest combined average scores of **only** your Raters. These are listed with the highest ranking area first.

| Questions Relating to Strengths | Rater Average |
|--|---------------|
| 60. Sets a climate where a group of people working as a team accept mutual responsibility for their final product. | 4.52 |
| 61. Celebrates team accomplishments. | 4.48 |
| 59. Motivates people to want to accomplish results as a team. | 4.43 |
| 46. Adapts to the learning style and experience level of each employee. | 4.40 |
| 47. Is patient and encouraging when helping team members develop new abilities. | 4.40 |
| 49. Collaboratively develops measurable, specific and achievable objectives with each subordinate. | 4.40 |
| 51. Actively looks for assignments for subordinates that will provide avenues for career enhancement. | 4.40 |

AREAS NEEDING IMPROVEMENT

The areas needing improvement give you a snapshot of what areas your Raters feel you may need some improvement. Below are listed the seven questions with the lowest combined average scores of **only** your Raters. These are listed with the lowest ranking area first.

| Questions Relating to Areas of Improvement | Rater Average |
|---|---------------|
| 56. Encourages others to focus on their strengths. | 3.33 |
| 57. Designs own professional work around personal strengths. | 3.43 |
| 55. Encourages people to strengthen an existing strength. For example, if a person is outstanding at public speaking, sees to it that they are invited to see other outstanding speakers with a unique or different delivery style. | 3.48 |
| 63. Collaborates across boundaries and finds common ground with stakeholders. | 3.48 |
| 62. Consistently develops and sustains cooperative working relationships throughout the organization. | 3.62 |
| 54. Helps people identify their own professional strengths so that they could spend more time using these strengths in their work environment. | 3.67 |
| 64. Possesses the skills to influence the group dynamics so consensus can be more easily achieved even when s/he has little or no "positional" power. | 3.67 |

BLIND SPOTS

Below are listed the seven questions with the greatest discrepancy between how you rated yourself and how your Raters rated you. All sixty-four questions were considered. This is an area we call a blind spot. These are listed with the highest discrepancy ranking first.

A plus (+) sign can be interpreted as “good.” It means you scored yourself lower than the sum of your Raters.

On the other hand, a minus (-) sign means you scored yourself higher than the sum of your Raters.

| Questions Relating to Blind Spots | Discrepancy Score |
|---|-------------------|
| 56. Encourages others to focus on their strengths. | -1.67 |
| 64. Possesses the skills to influence the group dynamics so consensus can be more easily achieved even when s/he has little or no "positional" power. | +1.67 |
| 57. Designs own professional work around personal strengths. | -1.57 |
| 55. Encourages people to strengthen an existing strength. For example, if a person is outstanding at public speaking, sees to it that they are invited to see other outstanding speakers with a unique or different delivery style. | -1.52 |
| 62. Consistently develops and sustains cooperative working relationships throughout the organization. | -1.38 |
| 25. Modifies plans suitably in response to changing conditions. | -1.24 |
| 8. Is good at defending own point of view to resistant audience. | +1.19 |

Consider the following when examining the matrix above:

We recommend that you basically *let-it-be*... If you have a “negative” blind spot if it does not have a negative impact on your job performance or quality of life. If it does have an impact, then you should take action. The best way to be sure about its impact is by asking people you trust for their opinions and suggestions regarding the blind spot in question.

We also recommend you take the time to thoroughly enjoy a “blind spot” that indicates a positive score of at least 0.5 or more, with one significant qualification if you were purposely giving yourself low scores to guard yourself against disappointment in the belief that raters were going to be marking you low also, then we ask you to consider how this dynamic may be a pattern in your life? Does it affect your effectiveness in areas such as risk-taking an unpopular stand you believe is correct, hypersensitivity to negative feedback, etcetera?

COMMENTS

The comment section from the Rater responses is optional. If the Raters have inserted comments, they will appear below. Here is what others have said about you:

Section 1: Communication Skills

He stutters when under too much pressure. It would be wise if Gary listened to his body signs warnings, and then just take a walk around the building.

Gary treats his subordinates like kings and queens. But he discourages them talk to his own peers.

Gary can dominate a meeting where there is not cross-fertilization of ideas. I often feel I can't get a word in edge-wise.

Deals very effectively with conflict, but does not intervene soon enough.

Gary is a model communicator in general, and especially in regard to serving our customers.

He shares information with us in a timely manner

I get the feeling that that under stress, he does not really want to hear anyone else's view other than his own.

He sometimes seems overwhelmed by things that are not so overwhelming.

Can communicate very well, but it depends on his agenda. He seems consumed with turf, and carefully lets upper management only see his groups point of view.

Structure meetings in a way that you feel the team has made headway and those things will be followed through upon.

Section 2: Decision-Making

Gary is very good at making one feel he is listening to what you say and truly understands your problem.

I like the way he get to the heart of a problem.

Takes his time to make good decisions. Won't be pressured to make a premature decision by upper-management or peers.

He seems make decisions based almost solely on what's good for his group.

I learn so much by just watching you Gary make decisions in terms of implementation and having the team feel ownership regarding a decision made through consensus.

He keeps his peers at arms length when making decisions. He trusts his subordinates, but doesn't seem to trust his peers.

He is a good decision-maker. Gets to the heart of the matter.

I like his consensus decision-making style. He makes the decision, but goes out of his way to get everyone's input. Also goes out of his way to explain why he made a particular decision.

Section 3: Promotes Innovation and Change

You do a great job of creating a positive and innovative work environment.

Never really sure if Gary's innovative ideas are really from him, or from his subordinates.

Gary sees part of his job to call a meeting on the spot to get to take advantage of some change in the organization that we just learned about.

He likes the status quo within the organization, although he probably would not admit it. The status quo favors his department and that's the way he likes it.

I like the way you give everyone a chance at an innovate assignment.

Gary clearly has his favorites who can take risks. If they fail he backs them up. But if you're not in Gary's inner circle -- watch your back.

He's both an innovator and someone who enjoys setting the climate where team members can take risks in trying our new ideas.

Gary take no personal credit for solutions. He always credits the team.

Section 4: Working Relationships

Gary has a good give and take with senior management, but if he sees the wind is blowing against him, he'll quietly start blowing with the wind.

Has the ability to keep his integrity and get along with everybody. People get the sense that Gary makes his decisions on the issues, and keeps personalities totally out of it.

I wish Gary would show his peers the same warmth he shows his subordinates and upper management.

I like the way he quietly listens without seeming to make quick judgments about the person or situation.

Gary loses out by ignoring many of his peers. He has left himself out an important network of people.

Gary puts on an act of having a good open discussions with upper management but often goes around their (our) backs to try to get things done his way.

Section 5: Leadership

Comes from the highest personal and professional integrity.

Has very successfully separated himself from his prior organization.

Takes more time with new people without getting resented by us old-timers who also need his time.

A good leader for his own team. But that is how far his leadership goes.

I think your leadership stems not by your position in the organization, but that your rather consistently come up with, or choose, the best ideas.

Gary has integrity, and does not out-right lie. I do see him covering up mistakes by suggesting certain obstacles got in the way -- when in fact those obstacles never existed.

Not sure if I totally trust him. Too many times there are discrepancies on how we

remember what the original agreement was.

Very good at delegating tasks. He really gives you the big picture of what he wants, and checks in just enough to see if you are on the same page as he is.

Section 6: Coach

Excellent teacher. Well-informed on latest technology and trends.

Gary put on a great facade of helping people on his team move up. But when they do move up, he puts quite a guilt trip on them in order for them to give him information he shouldn't have.

Is always helping his people get ahead by introducing them to the right upper management.

Helps people move up the organization.

Seems to be doing a pretty good job of coaching his subordinates.

I enjoy being coached by you, and also by watching as you coach others on your team. You set a climate where they come up with the solutions. You position your team-members for career advancement.

Gary is very good in mentoring -- that is helping his people get ahead by teaching them political savvy. But he doesn't seem to have the time to coach -- help people with new skills they must learn.

You do give good feedback, but may need to be specific about providing measurable goals.

Helps people move up the organization.

Section 7: Copes Well With Job Pressure

The whole philosophy of going with people's strengths seems to slightly go against Gary's grain. It seems like he's from the old school where, "You got to pay your dues, and do time with tasks he knows certain people will never really get."

Gary thinks of his own strengths first, and places himself in a situation where he alone gets to use these strengths.

Gary will sometimes assign someone to coach a person who does not have a natural strength in a particular area. This is a good idea, but I think these "coaches" need some guidance on how to be a good coach.

Gary often puts people in areas of their greatest weakness with the intention of making them stronger in this skill area because this will give them more practice. I'm surprised Gary hasn't noticed that this strategy isn't working.

Gary designs people's roles solely by what he perceives is necessary, and not by the strengths people bring to his team.

Gary has not taken the time to ask the five new people we got three months ago those questions that would help him learn about their strengths. Hence, new people's strengths are often wasted.

Section 8: Team Development

At times, when Gary is under a lot of stress, I'm surprised to see him try to bully a group to his way of thinking, as opposed to using his well polished communications skills.

Is totally trusted by his own team, but this trust is not the case with those groups his team members interacts with. Unfortunately, Gary sets a poor example in this area of trusting other work groups.

He doesn't get what it means to be a team player.

Gary can make one feel they are an important part of a project and their contribution vital to its success.

Not a good team-builder. Always seems to be looking out for his group.

Won't be able to be a leader for the organization since he is so focused on his own groups success.

Might be a good leader for his team, but Gary has to view "team" in a much broader sense.

You fight for us and we admire the courage it takes to take-on people that ultimately control your own advancement. Keep it up.

Plays a good game of, there's no letter "i" in the word team. But he's out for himself, and he's very cagey.

Section 9: What is your most outstanding asset?

Seems very committed to the advancement of members of people in his group.

Has a kind word for everybody. Always sees the best in people.

He's very honest, doesn't let the organization get too content and thus conservative with its recent success.

His ability to see the big picture, and let people help him see the big picture even clearer.

He models outstanding work habits: honesty, consensus decision-making, standing up for what he thinks is right, taking the blame (buck stops here) and never publicly points fingers at people.

Gary's focus on people, results and outcomes, in that order.

Cares for the well-being and continued development of his subordinates.

Makes you feel comfortable and very bright when talking with him.

Show people true respect just for who they are.

Helps us see the wisdom in the decisions he makes.

Although he watches out almost exclusively for his team, he still is basically good for the organization. His peers put him in his place when he ignores their needs.

Helps us see the wisdom in the decisions he makes.

Soft spoken but authoritative. Good listener, always finds time to talk to you even if he's swamped.

His knack of pulling the wool over just about everyone's eyes.

Section 10: What should be your number one priority for development?

Gary is very comfortable in small groups or one-on-one discussions. Some of that comfort level is lost when addressing larger groups.

Too calm down. Poor role model as leader to see Gary not pick himself right-up, after a real or perceived failure.

Not to get so uptight. It's no good for his health or the impression on how sound his judgment is when he is under pressure.

When Gary's stress level shows, it diminishes his ability to be persuasive, and persuasion is one of Gary's top strengths.

To see that his group does not drive the organization.

To see the word "team" beyond his own navel.

I think he can be less hard on himself, and relax more.

Building relationships with his peers.

Has to get over the WE / THEM mentality in order to make this a stronger organization.

Section 11: How can this individual use one current strength even more effectively?

Gary has shown outstanding leadership skills in his former position. He provides his team with a direction and purpose. Now that he has moved up in position, he seems a little gun shy in using these leadership talents.

Gary has a great talent to express his opinions in a way that invites debate and discussion but hardly ever dissent. I would like to see Gary use this talent even more.

One of Gary's strengths is emotional maturity. When he's angry he almost never reacts too quickly. I would like to see Gary coach the rather volatile members of his team on the negative impact of their anger, and how to turn that anger into just another problem to be solved.

Showcase speaking poise and analytical strength by providing "brown bag" presentations on current projects.

One of Gary's biggest strengths is working well with our key customers. I would like him to pass this strength on by having his subordinates come along with him to meetings with these customers.

He has a good way with collaboration within our team. I would like to see Gary put himself in situations where there are cross-unit teams trying to work together.

Gary is excellent at getting to the heart of the matter. I think he can teach/coach his staff to stay on point when giving presentations.

Gary can strengthen his creative strength by sometimes -- turning it off. He is tremendous at seeing the big picture, but never seem to have enough time to prepare for a briefing that encapsulates all of his thoughts. He spends too much time preparing creative presentations, with interesting metaphors and graphics, but not have enough time to put it all in a sequential order.

Section 12: What small or giant ideas might make this person's group, team, organization more effective?

Good News -- your paperwork does not need to be so perfect - this is wasting us both time and money.

It seems to us on the second floor that your monthly business performance with KO team and Bottler team is now working, and the bickering is taking up too much time that you could be using to develop improved systems, etc. The ultimate outcome of who is doing a better job should be a moot point.

I believe your group should have an open discussion about whether your current model of consensus is working. I strongly urge you get a lot of input from your customers. From what I see from Marketing is your group is coming up with outstanding decisions and very creative models for the future, but as a customer I have to wait too long to get an answer. I'm sure you can find a way to accommodate your client's timetable needs within your consensus decision-making framework.

Your group is doing a very good job, except one area. You need to work more on prioritizing the work within the East Coast/West Coast time difference. Unless you have your priorities straight we cannot meet the deliverable timetables we have promised the client. It's only in the last three months that we have this problem. Have you changed something within those three months that might be causing the delays?

Learning from our senior people who travel to Hong Kong and see the client's face to face, could do us folks who do all our selling through Skypes live video could really help us understand our Hong Kong client's customs, and their personalities. Let us know their hot points and what turns them off.

Leadership Ability Summary

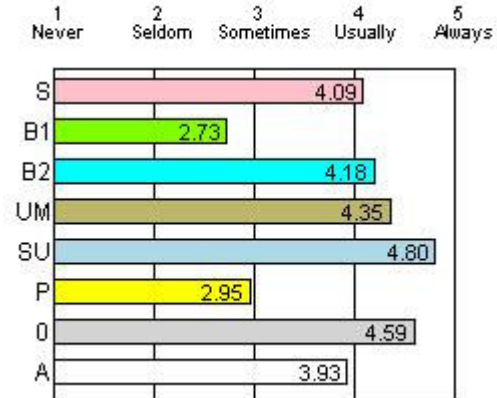
Below are your results for the eight major leadership abilities included in the INSIGHTMirror 360 Assessment. The skill areas for each ability are also listed. The graph provides your scores, as well as the averages of each Rater category that had the minimum required responses to appear on the graph.

S=Self B=Supervisor UM=Upper Management SU=Subordinates P=Peers O=Others A=All Raters

Section 1: Communication Skills

Skill areas:

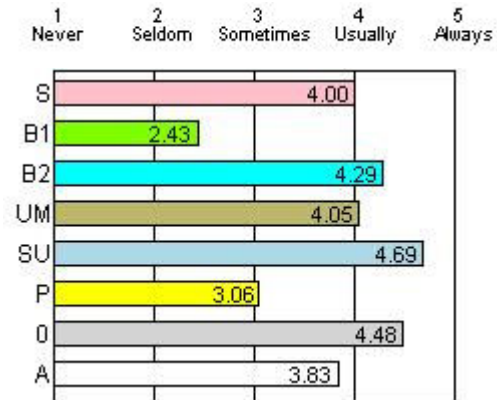
- Communicates Well:
- Deals Effectively With Conflict:
- Coping with Stress:



Section 2: Decision Making

Skill areas:

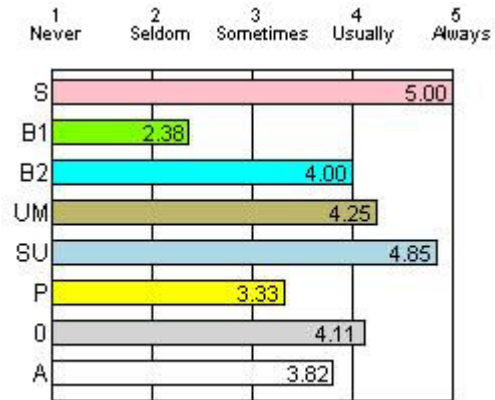
- Implements Decisions Effectively:
- Makes Good Decisions:



Section 3: Promotes Innovation and Change

Skill areas:

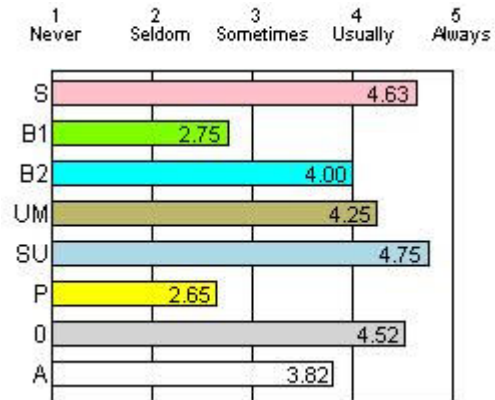
- Promotes Innovation:
- Is A Change Agent: Helping people see change with an appreciative eye



Section 4: Working Relationships

Skill areas:

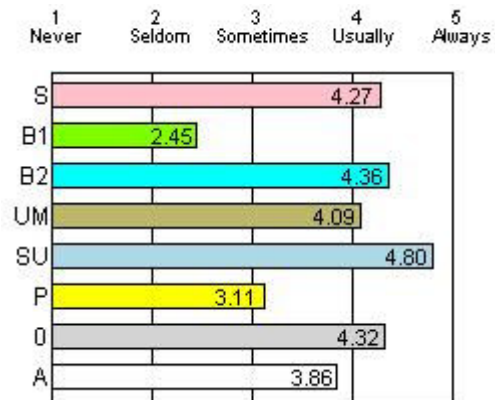
- Develops Effective Working Relationships:
- Demonstrates Respect for Others:



Section 5: Leadership Skills

Skill areas:

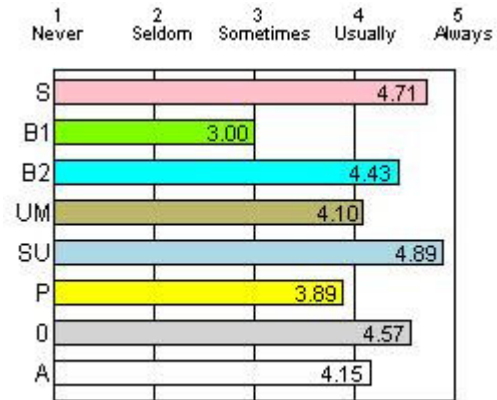
- Establishes and Conveys a Sense of Purpose:
- Integrity:
- Ownership/Delegates Well:



Section 6: Coaching Skills

Skill areas:

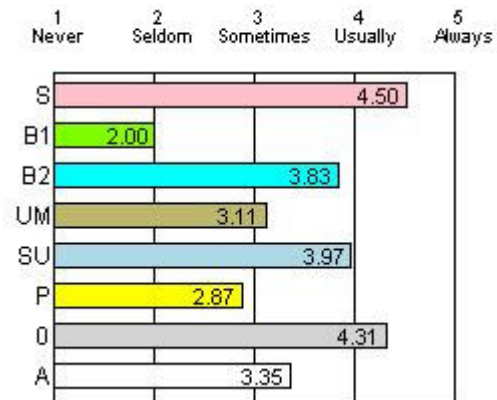
- Teaching:
- Mentoring: Offers guidance about how to succeed in the context of what success means to the other party



Section 7: Utilizes the Strengths of Others and Self

Skill areas:

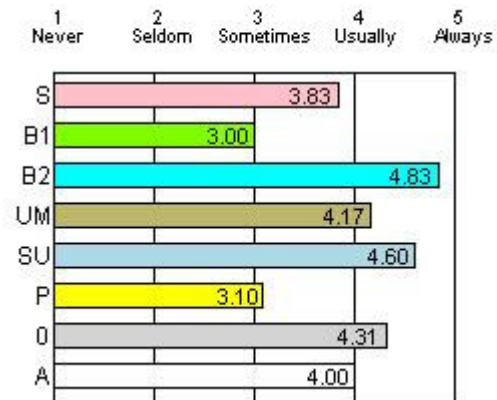
- Brings out people's strengths/talents:
- Uses own strengths and talents to benefit organization:



Section 8: Team Development

Skill areas:

- Is a Team-Builder within Own Team:
- Is a Team Player within the Organization:



TOP LEADERSHIP ABILITIES FOR YOUR ROLE

Here are the top three leadership abilities your Raters feel are most important for you to have in your position. They are prioritized in order of those most frequently selected.

| Supervisor |
|-----------------------|
| Communication Skills |
| Stress Coping Skills |
| Working Relationships |

| Upper Management |
|-------------------------|
| Decision Making |
| Leadership Skills |
| Communication Skills |

| Subordinates |
|--------------------------------|
| Leadership Skills |
| Communication Skills |
| Promotes Innovation and Change |

| Peers |
|-----------------------|
| Communication Skills |
| Working Relationships |
| Stress Coping Skills |

| Others |
|--------------------------------|
| Promotes Innovation and Change |
| Coaching Skills |
| Communication Skills |

Bridging Conversation with Subordinates™

Our clients have indicated that this is one of the most powerful exercises in this Action Guide. So please, don't avoid reading this next page just because it "looks" complicated. It's not.

Sometimes it's hard to obtain straightforward feedback from your direct reports. We have developed a process called *The Bridging Conversation™* that will help you bridge the gap between where you are with a particular leadership skill and where your Raters feel you need to be in exercising that skill. Feel comfortable modifying this process in any way that best meets your needs.

1. From the INSIGHTMirror 360^o Feedback Report, first select one or two skills as to which you would like suggestions for possible improvement from your subordinates. (For large groups of eight or more, you may prefer to select two skills.) The example used here applies to a group of subordinates of any size.

Skill A: _____

Skill B: _____

2. Next, prepare two charts as noted in the diagram below. You will need four pieces of flipchart paper. Tape two together for each skill to be discussed. For both charts, write at the top a question regarding a skill that you would like to improve. Label the left-side column under the heading "What advice** can you give me so I do better?" List numbers 1-5 indicating that you would like at least five responses for this skill. Label the right-side column "What am I doing that's working?" List a number 1 indicating that you would like at least one response to this column. Tape these charts to a wall (or display them by any other suitable method) for use during *The Bridging Conversation™* session.

** We have found that in this exercise "Raters" are much more comfortable and productive when their "supervisor" uses the word "advice" rather than "feedback." (For example, I am looking forward to your advice. vs. I would like to have your feedback)

| When delegating, <u>what advice can you give me on how can I teach others to think ahead about potential problems?</u> | | <u>I am very much looking forward to any advice you can give me on how can I be more effective in telling people they should be doing better.</u> | |
|---|--|--|---|
| What advice can you give me to help me be more effective? | What am I doing that's working? | What advice can you give me to help me be more effective? | What am I doing that's working? |
| 1. Ask us what potential problems we see in a way that lets us know that you are really interested in our opinions. | 1. You don't hog the interesting tasks for yourself. You spread them around equally. | 1. Ask us how we perceive the problem - get our perspective. | 1. Your sense of humor helps when you do get around to giving us constructive feedback. |
| 2. Give us more frequent updates. | 2. You build in time for possible schedule delays. | 2. Provides immediate feedback. | |
| 3. Brainstorm with us. | 3. You help us learn project management. | 3. Listen before making judgments. | |

3. Invite your direct reports (ideally, ALL of them), including those who did not participate in the INSIGHTMirror 360^o process, to come to a 60-90 minute meeting that will focus on helping you enhance your leadership skills.

4. Explain to the meeting attendees that you will leave the room for 30-45 minutes and would like the charts completed **in your absence**. Ask them to suggest at least five things you can do better and at least one thing you are doing that is working.

Meeting Facilitation Suggestions:

- a) You may wish to divide a large group into two separate groups, each with its own group-appointed facilitator and separate skill to address. Employees can be grouped randomly, by department, or by the topic about which they feel most strongly.
 - b) To protect anonymity, each group will appoint a “scribe” to record the comments on the charts. .
 - c) Each group facilitator should ensure that all ideas are heard and all comments are included on the charts.
 - d) After the charts are completed, each facilitator will take a vote. Each group member will get two votes for what he feels are the most important suggestions for you to consider. Each facilitator will tally each group’s votes and then circle the highest scoring suggestions.
5. When you return to the room after 30-45 minutes, read what is written on the charts. If you don’t understand a suggestion, ask for clarification and discuss the item. **Never dispute the feedback**. Remember, your people are doing you a favor by giving you their ideas and trust. You don’t have to agree with the comments, but you must promise participants that you will reflect on what they have communicated. Thank participants for their candor and let them know you will get back to them shortly.

 6. Set up another meeting within one week to report to the participants what actions, if any, you plan to take, or actions you wish to further discuss as a result of this insightful bridging session. If you cannot buy into some of their suggestions, let them know why, but promise that you will continue to review the issues they have raised.

Choctaw Indian proverb:

When a stunning cloud hovers over the mountain, the people know it is a good time to talk with their leader without fear.

Supervisor Bridging Conversation™ Worksheet

Here are some ideas for processing the results of your report with your supervisor. We suggest you use this action sheet as a stimulus for your own approach, and not necessarily as a formal action worksheet.

I. Three strengths I feel proud of that appeared in my INSIGHTMirror 360 report:

1.

2.

3.

II. One or two areas needing improvement that affect my performance:

1.

2.

III. Corrective actions I plan to take:

IV. Requests – Ways your supervisor can help:

V. Ideas from your supervisor:

VI. Requests/Insights you would like to share with your supervisor regarding information you received through the INSIGHTMirror 360 initiative:

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