

Follows through on decisions made.

Statement 13	1	2	3	4	5	Don't Know
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Makes decisions in a timely manner.

Statement 14	1	2	3	4	5	Don't Know
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Can make the tough decision when necessary.

Statement 15	1	2	3	4	5	Don't Know
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Has an effective system of ensuring that actions decided at meetings are carried through.

Makes Good Decisions

Statement 16	1	2	3	4	5	Don't Know
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Gets to the heart of a problem by identifying the elements of the problem effectively.

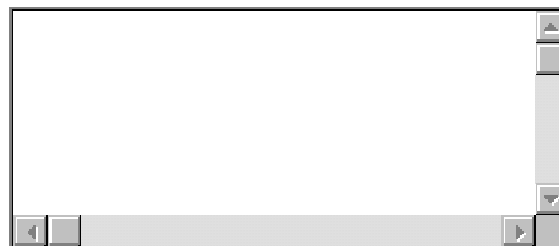
Statement 17	1	2	3	4	5	Don't Know
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Makes the best decisions possible under pressure of having incomplete information.

Statement 18	1	2	3	4	5	Don't Know
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Structures meetings in ways that maximize the possibility for concrete results.

Comments for Items 12-18:



You are limited to 250 characters (approximately 33 words)

1 = Not at all / 2 = To a little extent / 3 = To an average extent / 4 = To a large extent / 5 = To a very large extent

Section 3: Promotes Innovation and Change

Promotes Innovation:

Statement 19	1	2	3	4	5	Don't Know
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Encourages creative thinking and innovation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Statement 20	1	2	3	4	5	Don't Know
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Very supportive to people with new initiatives that s/he is in agreement with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Statement 21	1	2	3	4	5	Don't Know
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Encourages direct reports to ask tough questions that may challenge the status quo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Statement 22	1	2	3	4	5	Don't Know
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Creates climate where others can offer new ideas and take risks without fear of criticism or punishment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Is a Change Agent - Helping people see change with an appreciative eye:

Statement 23	1	2	3	4	5	Don't Know
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Introduces change, even though there is a very likely chance that this change may antagonize an important voice, or voices, within the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Statement 24	1	2	3	4	5	Don't Know
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Helps others see what changes need to be made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Statement 25	1	2	3	4	5	Don't Know
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Modifies plans suitably in response to changing conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Statement 26	1	2	3	4	5	Don't Know
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Creates buy-in and enthusiasm for change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments for Items 19-26:



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Section 4: Working Relationships

Develops Effective Working Relationships:

Statement 27	1	2	3	4	5	Don't Know
Develops effective working relationships with direct reports. ('Direct reports' are synonymous with 'subordinates.')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statement 28	1	2	3	4	5	Don't Know
Develops effective working relationships with peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statement 29	1	2	3	4	5	Don't Know
Develops an effective working relationship with supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statement 30	1	2	3	4	5	Don't Know
Develops effective working relationships with upper management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Demonstrates Respect For Others:

Statement 31	1	2	3	4	5	Don't Know
Is sensitive to cultural differences/makes appropriate accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statement 32	1	2	3	4	5	Don't Know
Makes time for others who seek ideas or help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statement 33	1	2	3	4	5	Don't

						Know
Gives others recognition for good work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statement 34	1	2	3	4	5	Don't Know
Is a good listener.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments for Items 27-34:

You are limited to 250 characters (approximately 33 words)

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Section 5: Leadership Skills

Establishes And Conveys A Sense Of Purpose:

Statement 35	1	2	3	4	5	Don't Know
Is outstanding in his or her professional specialty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statement 36	1	2	3	4	5	Don't Know
Communicates the vision of desired results in ways that builds commitment among team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statement 37	1	2	3	4	5	Don't Know
Gives subordinates the sense of being an integral part of something important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Integrity:

Statement 38	1	2	3	4	5	Don't Know
Accepts responsibility for own mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statement 39	1	2	3	4	5	Don't Know
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Does not try to cover up mistakes.

Statement 40	1	2	3	4	5	Don't Know
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Tells the truth.

Ownership/Delegates Well:

Statement 41	1	2	3	4	5	Don't Know
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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.

Statement 42	1	2	3	4	5	Don't Know
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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.

Statement 43	1	2	3	4	5	Don't Know
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When delegating, teaches others to think ahead about potential problems.

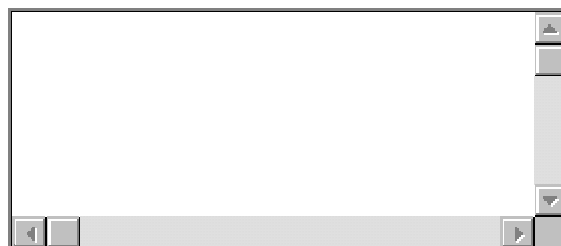
Statement 44	1	2	3	4	5	Don't Know
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Has successfully separated self from prior position within the organization, and therefore is at ease delegating those tasks he/she used to perform.

Statement 45	1	2	3	4	5	Don't Know
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When delegating a new task to an employee, sees to it that employee is given extra attention in successfully performing new task.

Comments for Items 35-45:



Statement 58	1	2	3	4	5	Don't Know
Sees focusing on people's strengths as equally (if not more) important than assisting people in their areas of weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments for Items 53-58:

You are limited to 250 characters (approximately 33 words)

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Section 8: Team Development

Is A Team Builder Within Own Team:

Statement 59	1	2	3	4	5	Don't Know
Motivates people to want to accomplish results as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statement 60	1	2	3	4	5	Don't Know
Sets a climate where a group of people working as a team accept mutual responsibility for their final product.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statement 61	1	2	3	4	5	Don't Know
Celebrates team accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is A Team Player Within The Organization:

Statement 62	1	2	3	4	5	Don't Know
Consistently develops and sustains cooperative working relationships throughout the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statement 63	1	2	3	4	5	Don't Know
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Collaborates across boundaries and finds common ground with stakeholders.

Statement 64	1	2	3	4	5	Don't Know
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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.

Comments for Items 59-64:

You are limited to 250 characters (approximately 33 words)

About Written Comments:

As we asked earlier in the assessment, please make your comments very specific. For example, let's say a comment reads, "Talks too much." This comment does not give the "Ratee" a context to fully understand what (you) the rater is specifically trying to convey. It would be helpful if the rater was more specific and wrote: "Takes up too much of people's time talking in other's offices about non-work issues without picking up on indicators that the other party is becoming annoyed." Your written comments are still optional and contribute considerably to the Ratee understanding of himself/herself.

What is the individual's most outstanding asset?

You are limited to 300 characters (approximately 50 words)

What should be the individual's number one priority for development?

You are limited to 300 characters (approximately 50 words)

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

Here is an example: Gary is a very good coaching people he has known for a long time. I think Gary can use his coaching strength more with our younger staff. His old colleagues are not afraid to ask for Gary's help. The newer people are slightly intimidated by his position, so Gary needs to go out to them and ask, "What would be the best way for me to offer more assistance in this area?" For more examples, [click here](#).

You are limited to 400 characters (approximately 65 words)

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

You are limited to 400 characters (approximately 65 words)

Of the following eight leadership abilities, please mark the three that in your opinion are most important to one's current job.

- | | |
|--|--|
| <input type="checkbox"/> Section 1: Communication Skills | <input type="checkbox"/> Section 5: Leadership Skills |
| <input type="checkbox"/> Section 2: Decision Making | <input type="checkbox"/> Section 6: Coaching Skills |
| <input type="checkbox"/> Section 3: Promotes Innovation and Change | <input type="checkbox"/> Section 7: Utilizes The Strengths of Others and Self. |
| <input type="checkbox"/> Section 4: Working Relationships | <input type="checkbox"/> Section 8: Team Development |

