Leadership Effectiveness 360

A 360° Profile for Leaders

Report For: **Stacy Sample**

Date: **11/2/2020**

INTRODUCTION

The **Leadership Effectiveness 360** is an assessment that will identify:

- Areas of strength and areas needing improvement associated with critical leadership competencies.
- Allow you to see yourself as others see you.
- Guide you in developing a personalized leadership development plan.
- Serve as a benchmark in your leadership development.

While everyone has innate qualities that make them natural leaders, leadership is a skill that can be learned, practiced, and improved. The insight from this assessment will unlock and augment the parts of leadership that are natural strengths and help you work on areas of weaknesses to make you a more well rounded, balanced, and adaptable leader.

The Leadership Effectiveness 360 Feedback Report consists of three components:

1. Overall Summary

The summary results chart provides a quick visual representation of your scores in the eight competencies that make up the Leadership Effectiveness 360 profile. The areas to concentrate on are those scores above 3.5 (strong) and below 2.75 (need further development). Please note that these competency scores are averages.

2. Category Descriptions

There are three sections for each of the eight competencies. The first of these three sections explains the competency, lists average scores, and then provides high and low score interpretation notes. The second section provides a graphical representation of individual question scores. The third section provides broadly-based improvement actions for those individuals wanting to develop their competencies.

3. 10/10 Report

The "10/10" Report page provides the average for the 10 highest scoring questions and the 10 lowest scoring questions. It also identifies the competency of each question.

Note on 360 Degree Feedback

If you received feedback from your supervisor, direct reports or peers using this assessment, please note the following: Ratings responses from all persons who completed the assessment are averaged to produce the results.

HOW TO USE THIS REPORT

Be careful of gravitating towards and focusing on your weaknesses. There is a preponderance of research showing that most people spend too much time trying to fix their weaknesses while not spending nearly enough time on their strengths. 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. Maximize your leadership effectiveness and potential by using the information in this report to:

- Strengthen your strengths to achieve excellence as a leader and optimize the performance of those you lead.
- Work on areas needing improvement to prevent failure and ultimately transform them into areas of strength.
- Enhance your interactions with others by eliminating blind spots. Blind spots are discrepancies between how you see yourself and the reality of how you are perceived by others.

This report defines critical leadership competencies and provides your results in each. Be sure you understand what each competency is, why you rated yourself as you did, how you were rated by others, and root causes of variations between how you rated yourself compared to how others rated you.

Develop and implement a plan to improve your leadership giving the most focus to utilizing your strengths. Consider retaking this assessment after your plan has been fully implemented and enough time has passed for others perception of you to change.

Note the information in this report is a compilation of your raters' perceptions. These perceptions may be objectively incorrect, but that's a moot point. Their perceptions are their reality and it's important that you appreciate that in order to have a chance in changing these perceptions.

EIGHT LEADERSHIP EFFECTIVENESS 360 COMPETENCIES

Communication Skills looks at the extent to which you communicate with economy and clarity and welcome feedback. It asks the question: "How well do you design and send your messages and then attentively listen to people's responses in order to adjust your delivery and message?"

Decision-making refers to an individual's ability to systematically examine options; identify limits, outcomes, and risks to be considered; assign weights to each possible alternative; and then select the option that best meets the desired goals and standards.

Delegation looks at the extent to which you give team members the freedom or space to determine how they will accomplish the work, tasks or projects delegated to them. It asks the question: "To what extent do you create a climate of trust in which people feel that they can take risks and make mistakes in order to learn and achieve things in a better or different way?"

Emotional Intelligence looks at your ability to recognize, understand, and harness your own feelings and the feelings of others. It asks the question: "How intelligently aware are you of your own emotional reactions and those of others, and how effective are you at putting that information to good use?"

Managing Change looks at how well you anticipate and plan for future change and then manage yourself and others to handle it well. It asks the question: "How effectively do you manage personal and widespread change in order to actively steer the process to positive and beneficial ends for you, your team and your organization?"

Setting Goals and Standards refers to an individual's ability to manage activities and projects using measurable goals and standards and working with others to set goals and standards to develop understanding and build commitment. This competency looks at one's ability to evaluate and prioritize goals, intentions, and action standards; eliminate barriers to the goal-setting process; evaluate goals against criteria and standards; and use goals to motivate.

Team Building looks at the extent to which you trust, coach, and guide your team and team members in order to influence and help them control their own destiny through their own efforts. It asks the question: "How well do you empower individuals and team members so that they believe that the consequences of their actions are their own?
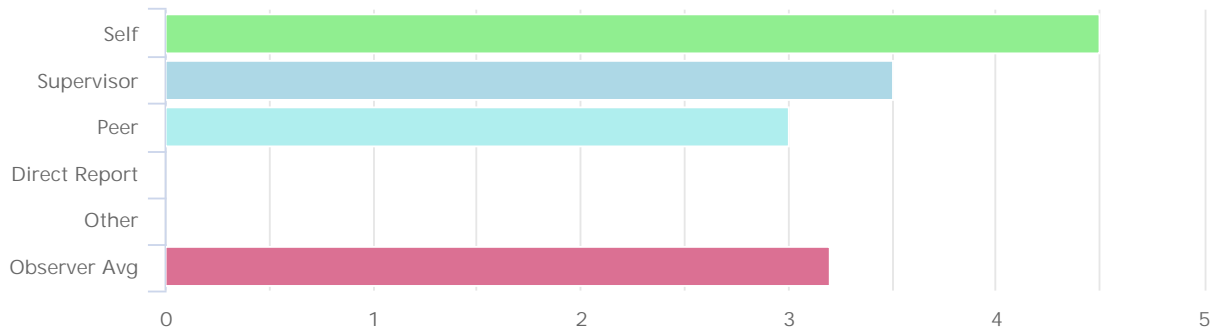
Visualizing the Future is the extent to which you spend time thinking about the medium-term and long-term future in order to identify a positive and compelling vision of what could be. It asks the question: "How well do you anticipate and find ways to creatively or inspirationally describe to team members what may happen in the future?"
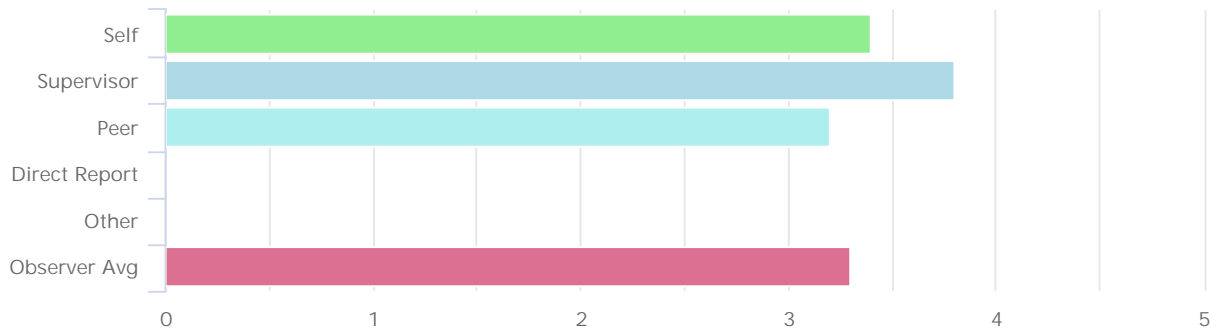
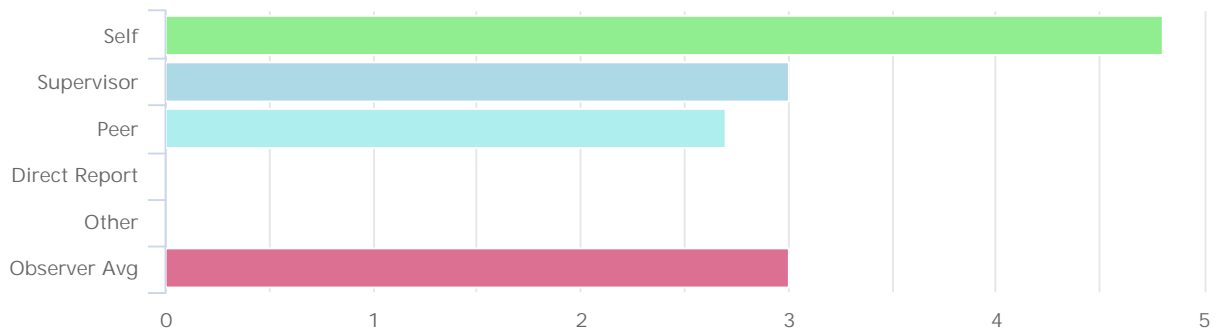# Overall Summary

Communication Skills
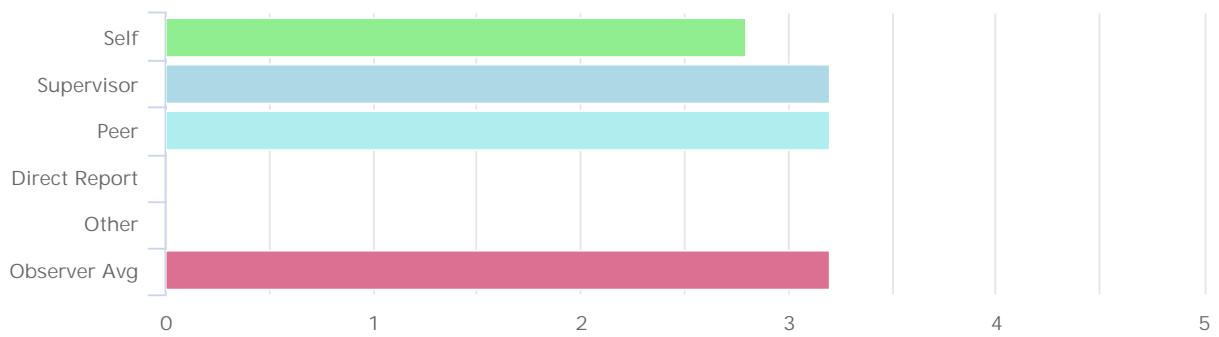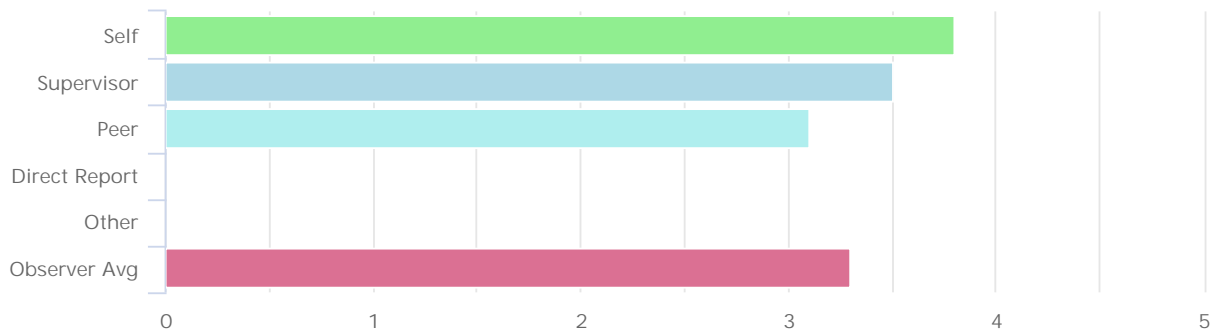

Decision Making

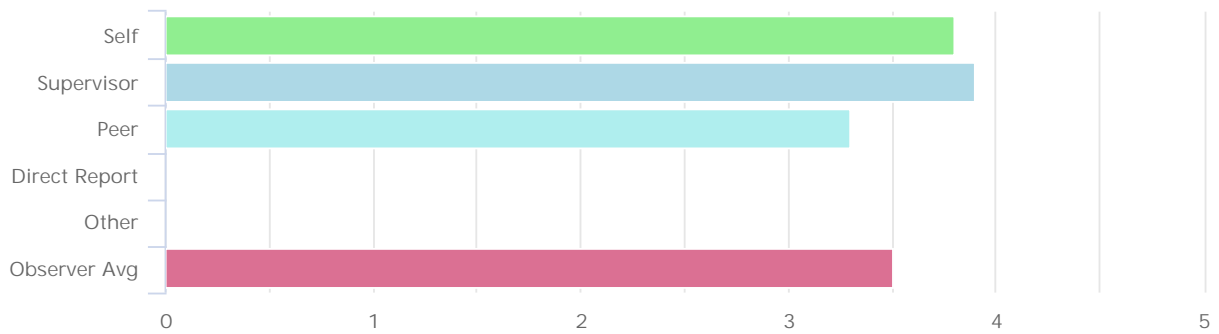### Delegation

Emotional Intelligence

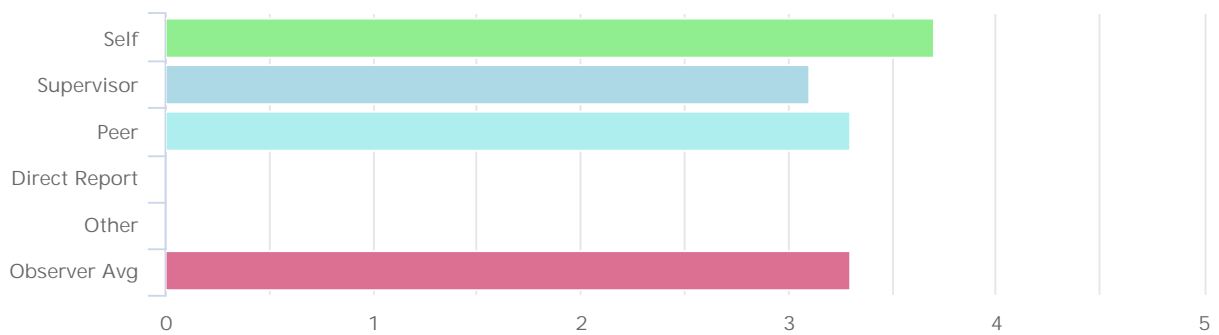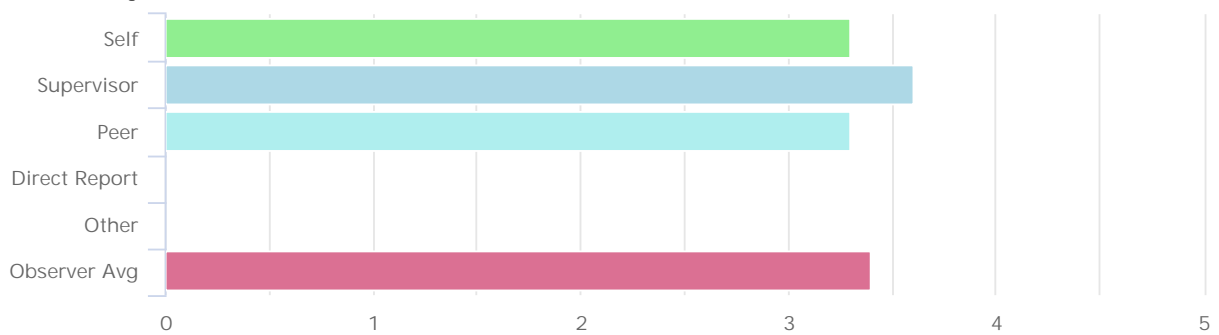# Overall Summary (cont)

Managing Change

### Setting Goals and Standards

Team Building

Visualizing the Future

Communication Skills

Communication Skills looks at the extent to which you communicate with economy and clarity and welcome feedback. It asks the question: "How well do you design and send your messages and then attentively listen to people's responses in order to adjust your delivery and message?"

AGGREGATE SCORE (3.18)
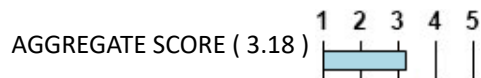
Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you miss opportunities to communicate when it would be helpful and fail to take enough time designing the message or thinking about how it might be optimally delivered and received. You are also likely to find little time to listen to feedback and adjust accordingly. A low scorer tends to communicate on the run or at the last minute, failing to shape the message carefully or think about who will receive the message and how it should be delivered. Low scorers are likely to be thought of as poor communicators and poor listeners. They find it difficult to get their messages across credibly or in a way that inspires or enthuses the team.
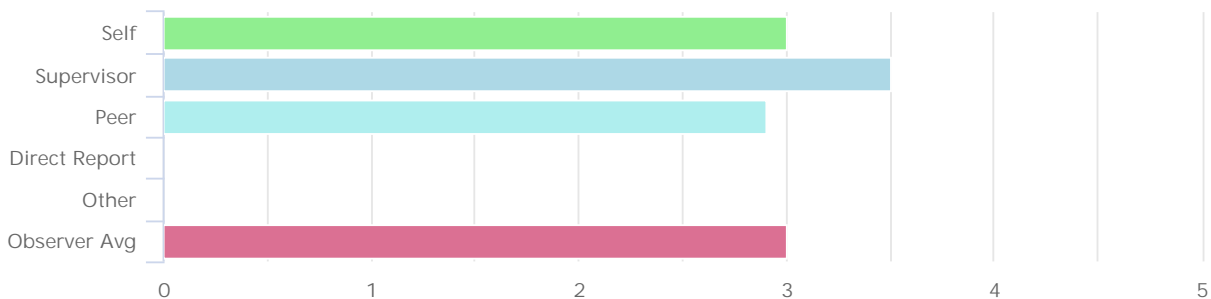
HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are highly conscious of the need to create an open and positive climate in which you can listen and gather feedback effectively and efficiently. You are likely to find ways to maintain clear and frequent communication and use a range of different "channels" and methods. A high scorer comes across as a highly approachable individual who uses a range of different communication methods and styles to make sure that information flows in both directions freely and sincerely and in varied and interesting ways. High scorers enjoy talking to and listening to people.

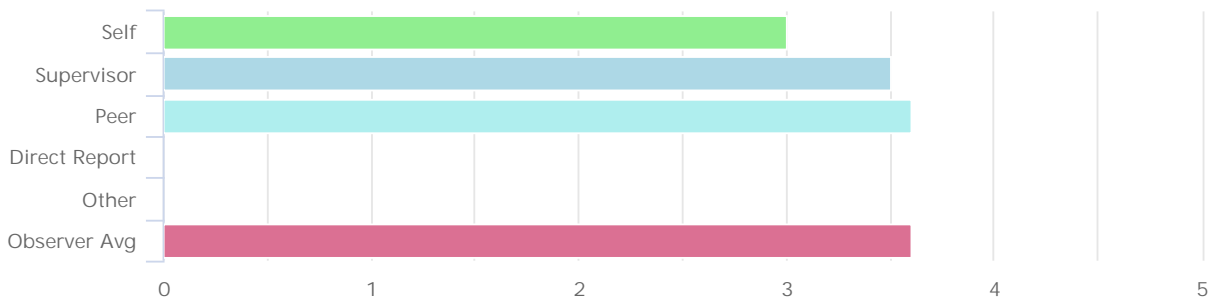### 1. I ask open questions that encourage others to explain their ideas.
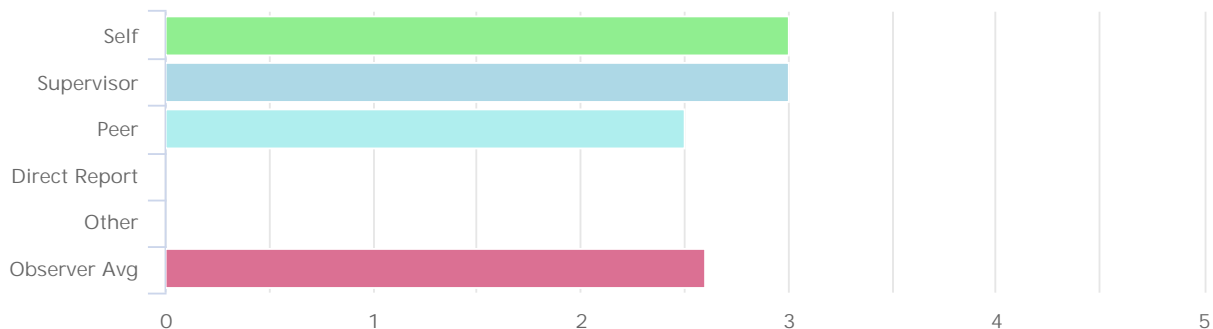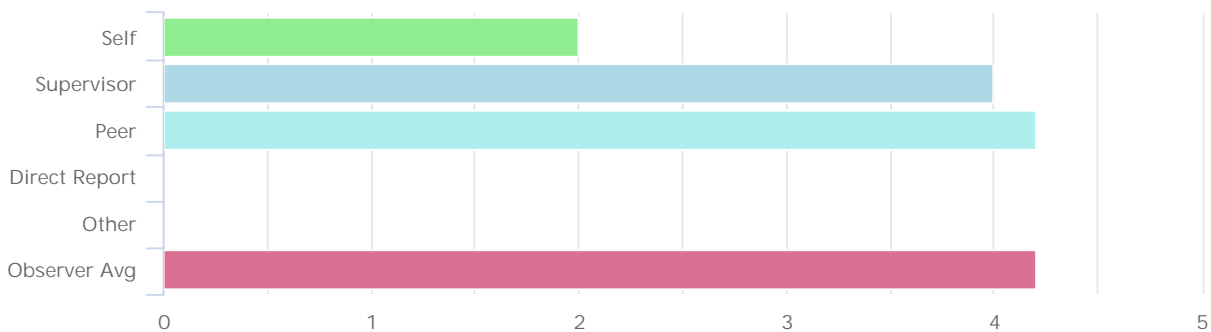
Communication Skills (cont)

2. I summarize and repeat what I have heard in discussions with others to ensure I have a clear understanding of their message.

Rater	Score
Self	3.0
Supervisor	3.5
Peer	2.9
Direct Report	
Other	
Observer Avg	3.0

3. I give others my complete attention when they are speaking, and concentrate on what they are saying.

Rater	Score
Self	3.0
Supervisor	3.5
Peer	3.6
Direct Report	
Other	
Observer Avg	3.6

4. I allow people to finish speaking without interruption.

Rater	Score
Self	2.0
Supervisor	4.0
Peer	4.2
Direct Report	
Other	
Observer Avg	4.2

5. I ask a lot of questions and encourage others to talk about themselves and what they do.

Rater	Score
Self	2.0
Supervisor	2.5
Peer	2.9
Direct Report	
Other	
Observer Avg	2.8
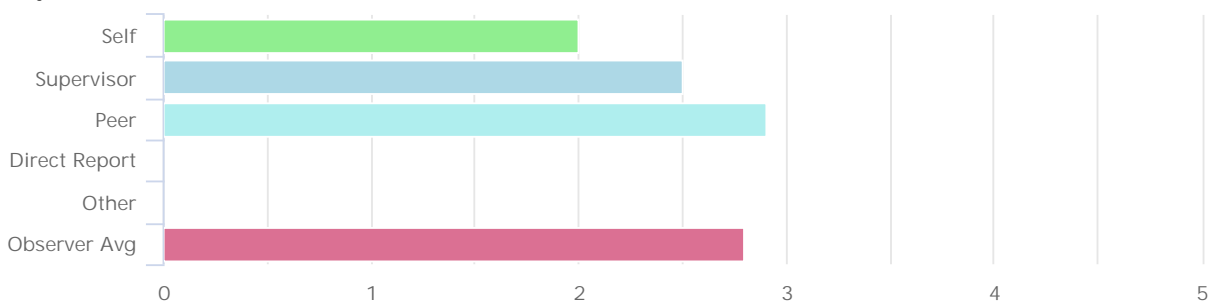
Communication Skills (cont)

6. I listen carefully to the concerns and issues of others to ensure my recommendations and responses best serve them.
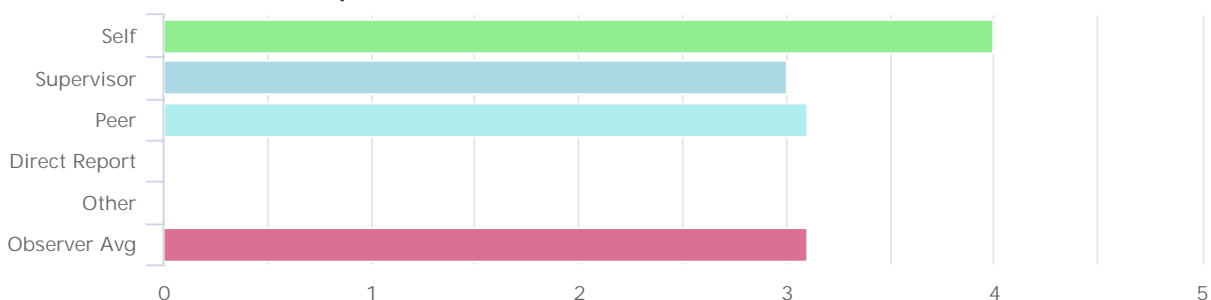
Communication Skills looks at the extent to which you communicate with economy and clarity and welcome feedback. It asks the question: "How well do you design and send your messages and then attentively listen to people's responses in order to adjust your delivery and message?"

## Recommendations for Overall Improvement

Low scorers need to engage in a rigorous self-assessment of their relative effectiveness as a listener and as a communicator. They should use what they learn about themselves to focus on improving areas of weakness or limitation. In addition, low scorers should study effective communicators and try to practice some of their techniques wherever and whenever the opportunities present themselves.

Ways to Strengthen or Improve Communication Skills

- Give people time to finish speaking before forming your own reply in your conversations.
- Listen, maintain your focus and concentrate as much as possible.
- Great communicators carefully plan what they say and how they want to say it, so that their message is always well received. Get into the habit of doing the same.
- Experiment with different communication methods or communication channels (face-to-face, phone, email, text, etc.) so you can appeal to a wider range of people.
- Keep a log or a diary to record performance feedback or comments. Make a point of speaking to individuals in as direct a way as possible on a one-to-one basis.
- Follow the main points or issues in all group meetings and develop a firm personal view. Put this view forward in a clear manner, explaining why you hold your particular position.

Decision-making

Decision-making refers to an individual's ability to systematically examine options; identify limits, outcomes, and risks to be considered; assign weights to each possible alternative; and then select the option that best meets the desired goals and standards.

AGGREGATE SCORE (3.25)
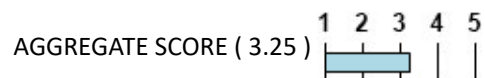
Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("almost never" and "occasionally") suggest that although you make dozens of small decisions with ease every day, you have difficulty with larger decisions that require the evaluation of many factors. A low scorer is likely to ignore consequential risk or impact or heavily underestimate any adverse consequences that might arise from a particular course of action. This person tends to start implementing a solution without adequate planning and will either make unnecessary mistakes or discover new and unforeseen problems that will not be easily resolved.

HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("very frequently" and "almost always") suggest that you automatically consider the potential risks that exist for a chosen course of action or significant decision. You generally evaluate consequential impact as well as the likelihood of occurrence before finally deciding. A high scorer tends to evaluate ideas and strategies in terms of their potential future impact, but will also find ways to raise awareness of possible risks for others. High scorers are also likely to effectively point out any difficulties or problems that need more focus or effort to overcome them.

7. I am an effective decision-maker.
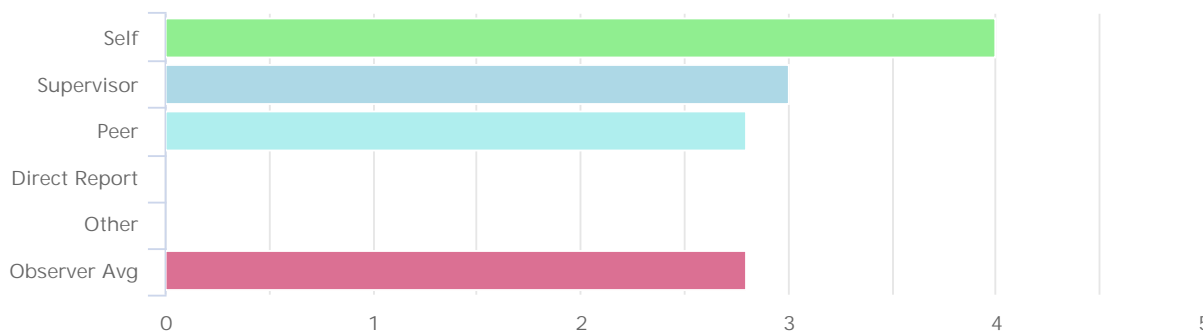
Decision-making (cont)

8. I test suggested solutions to see if they will work.
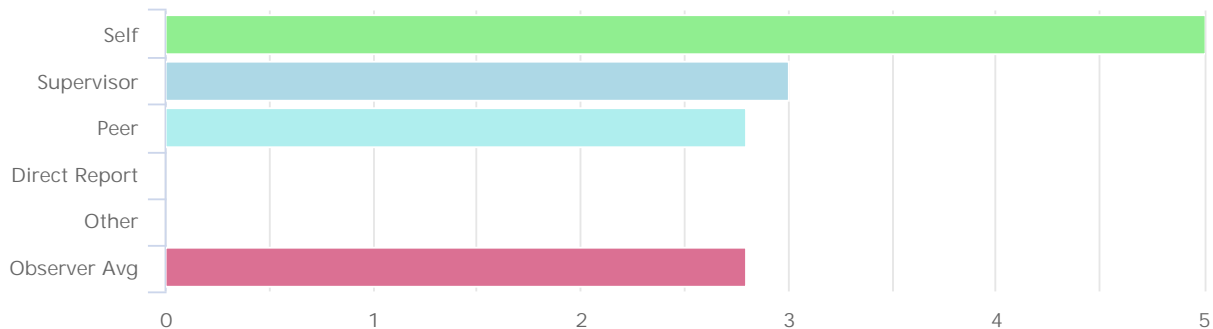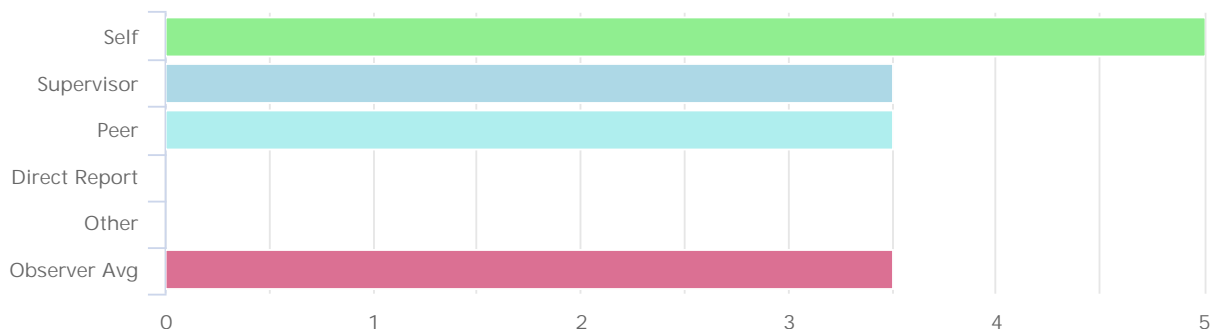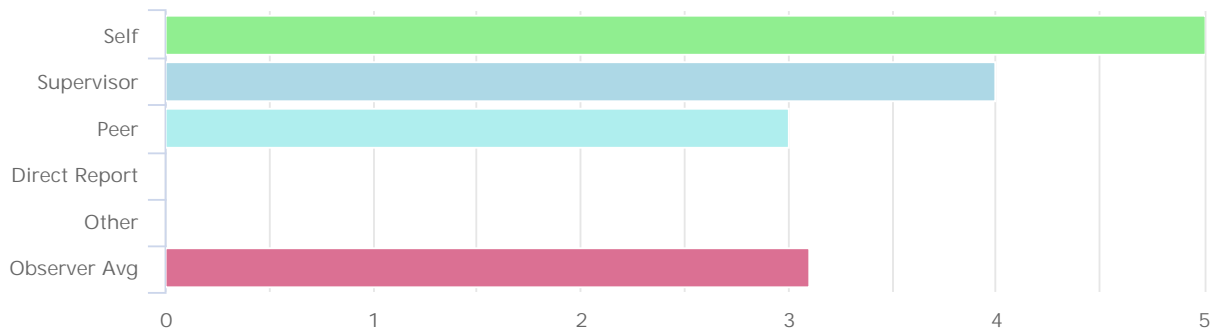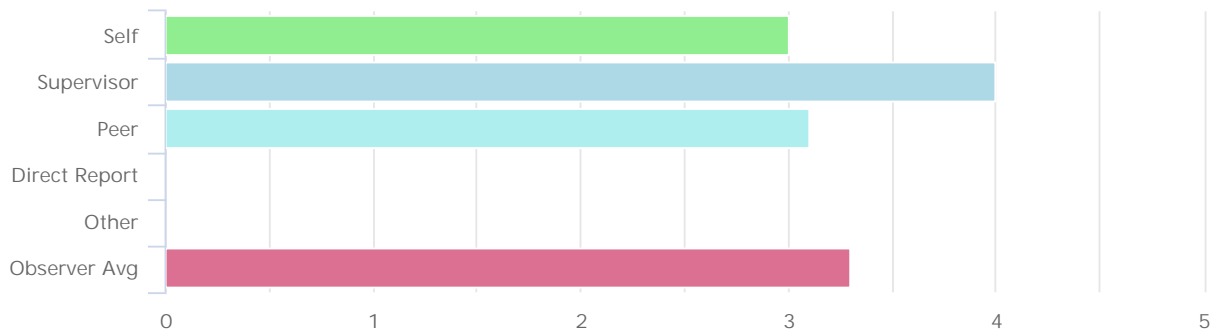

9. I prioritize the importance or urgency of one option versus another.

10. I have a back-up or contingency plan whenever specific solutions carry a high risk.
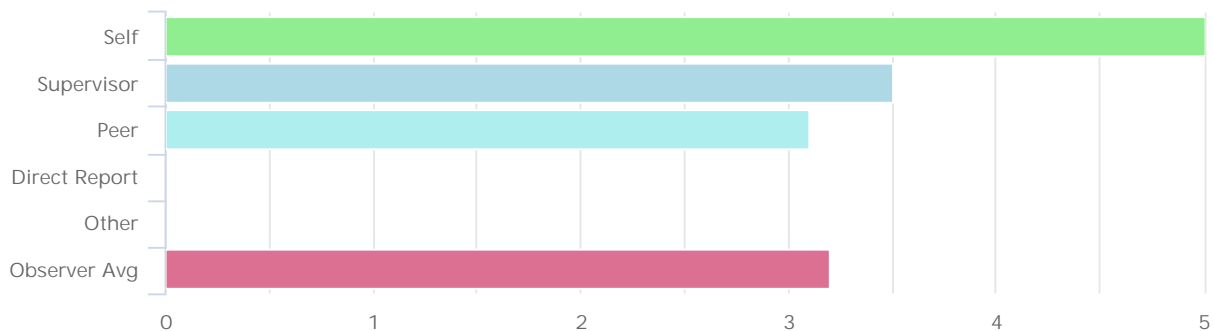

11. I ask penetrating questions in order to evaluate possible courses of actions.

Decision-making (cont)

12. I review the accuracy of information before I make decisions.

Decision-making refers to an individual's ability to systematically examine options; identify limits, outcomes, and risks to be considered; assign weights to each possible alternative; and then select the option that best meets the desired goals and standards.

Recommendations for Overall Improvement

Low scorers need to understand that all strategies carry at least some degree of risk. They should take more time trying to measure or calculate risk in practical terms. Where the risk is not obvious, low scorers should question the likely impact of decisions and what contingency plans have been put in place should something go wrong.

Ways to Strengthen or Improve Decision-making

- Think about the subject of risk from two perspectives: The likelihood that there will be a problem (and how frequently it might occur), and possible consequences and their severity. First think in terms of high, medium, or low risk, but develop this into a more discerning calculation system in due course.
- Design the criteria by which you are going to evaluate different options. Then write down all the alternative ideas or possible courses of action on paper, side-by-side.
- Learn how to use techniques such as a decision matrix, how to assign weights to these factors, and how to score each option (alternative) on each factor. This will help you greatly improve your performance.
- Review all of the comparisons to ensure that you make a sound decision as often as possible.
- Listen carefully and patiently until all the information being presented is complete. Then decide.
- Make sure that in all of your evaluations, you are comparing apples with apples, so that comparisons are fair and equitable.
- Before reaching a decision, evaluate the factual data and argue in your own mind the pros and cons of multiple courses of action. That will help you confidently reach a decision, present or propose it, and stick with it.
- To avoid "group think," require team members to research and argue alternative viewpoints and play devil's advocate. It will bring about more understanding of the broader consequences.

Delegation

Delegation looks at the extent to which you give team members the freedom or space to determine how they will accomplish the work, tasks or projects delegated to them. It asks the question: "To what extent do you create a climate of trust in which people feel that they can take risks and make mistakes in order to learn and achieve things in a better or different way?"

AGGREGATE SCORE (3.30)
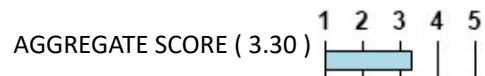
Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you seldom give people enough "space" or authority to take on tasks or projects that are at the limits of their capability. You tend to over-specify how things are to be done and might even intervene personally when you feel that an individual has made a mistake or is going to fail. An individual who scores low in this area tends to take on too much by themselves or only offer low-level or "safe" tasks to others (that can be supervised) or delegate tasks that come with consequences if things go wrong. You tend to give your opinions too regularly and even take tasks and projects back from people who are not performing to your exacting standards.

HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you enjoy seeing people take on new, challenging tasks and personally grow by being given the "space" to take reasonable risks and different approaches. You delegate a lot of responsibility to people whom you believe are capable and you encourage people to take on personal challenges and goals. A high scorer is likely to actively look for ways to empower individuals to take on responsibility and move the limits of their "comfort zone" when performing new or different tasks. You will rarely feel uncomfortable about delegating your authority to others, and you give people as much support as they need, even when mistakes or less-than-optimal paths are chosen.

13. I follow up with people to see how well they are progressing.
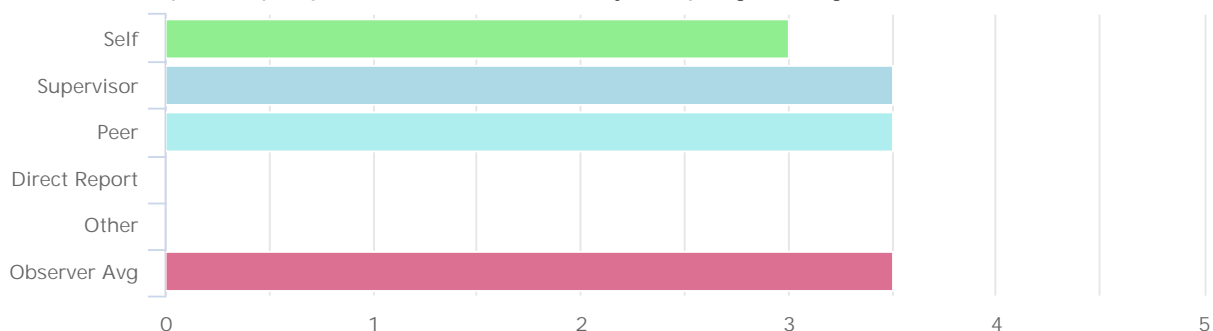
Delegation (cont)

14. I place importance on providing clear, easy-to-understand instructions and directions for others.
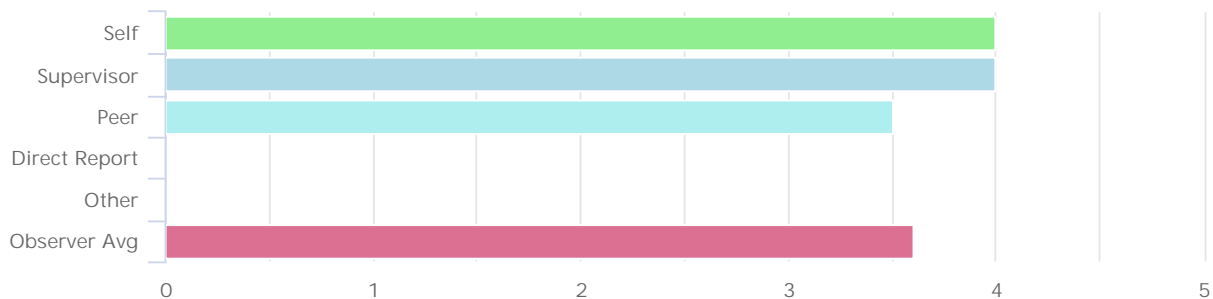
15. I actively demonstrate how things can be done in alternate ways.

16. I find that sensible delegation is the most effective way to get as much done as possible.

17. I believe that people need to be given new and different challenges in order to grow and learn.

Delegation (cont)

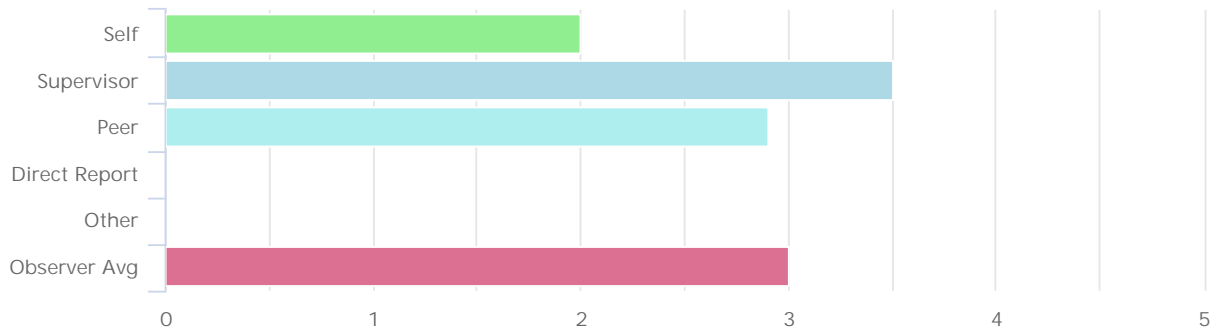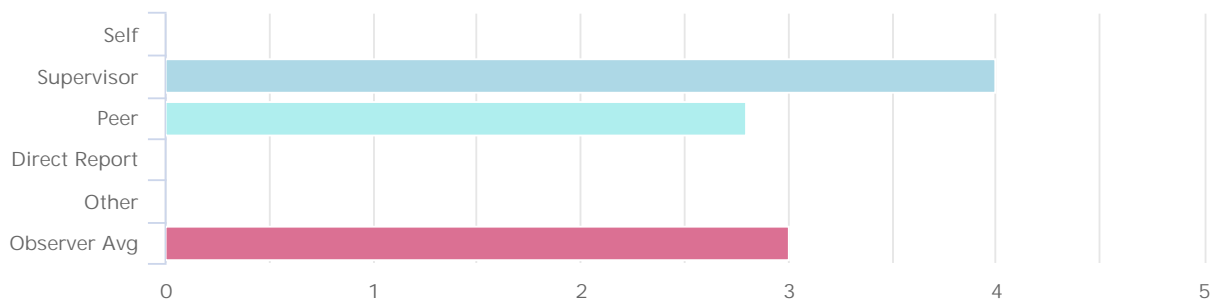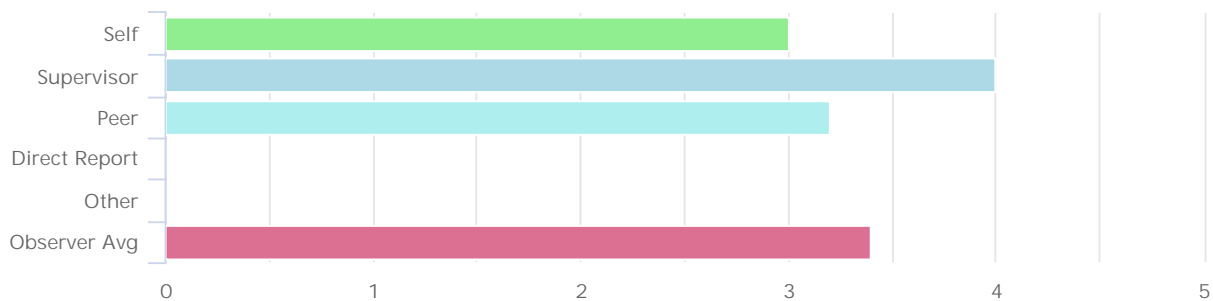18. When delegating to others, I consider their capability and desire to perform the task
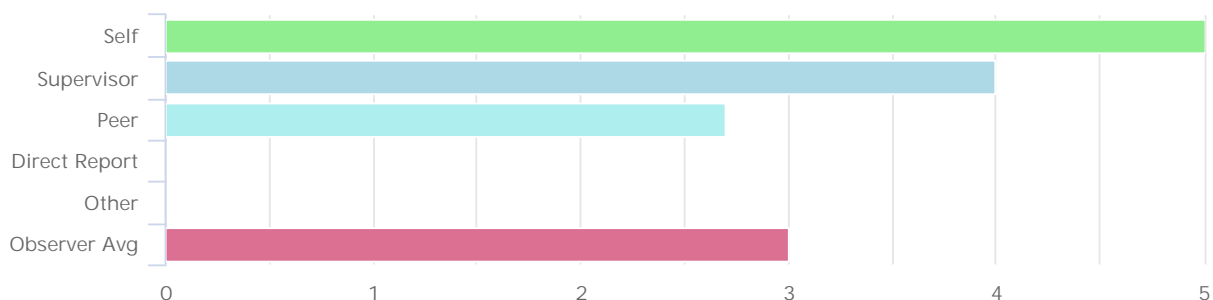
Delegation looks at the extent to which you give team members the freedom or space to determine how they will accomplish the work, tasks or projects delegated to them. It asks the question: "To what extent do you create a climate of trust in which people feel that they can take risks and make mistakes in order to learn and achieve things in a better or different way?"

Recommendations for Overall Improvement

Low scorers need to become less prescriptive or structured and more trusting of those around them if they want people to achieve results at least as good as the standards they could achieve themselves. As such, they should offer only broad directional guidance when delegating or assigning a task and should avoid intervening unless it is absolutely critical or the individual asks for help.

Ways to Strengthen or Improve Delegation

- Look for a variety of new learning opportunities for people around you and make the new learning opportunities easily available.
- Describe possible courses of action, but do not specify the exact approach and outcomes that you expect the individual to take or achieve. Let them discover their own path.
- Support people when they make minor or understandable mistakes and encourage them to assess what they can do differently.
- Avoid jumping in too quickly, even when people make mistakes.
- Reward hard work, innovation, and efforts to stretch personal boundaries.

Emotional Intelligence

Emotional Intelligence looks at your ability to recognize, understand, and harness your own feelings and the feelings of others. It asks the question: "How intelligently aware are you of your own emotional reactions and those of others, and how effective are you at putting that information to good use?"

AGGREGATE SCORE (3.02)
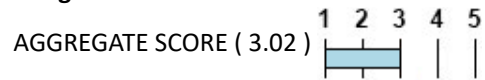
Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you will almost entirely seek to separate feelings and emotions from the "task" of leadership. People with relatively low levels of emotional intelligence are likely to avoid taking on a leadership role at all. However, if they do, they prefer to manage systems or resources in preference to managing people directly. A low score indicates that you lead others by "the book" rather than by relying on your own judgment or intuition. When you find yourself in a leadership position, you will often try to lead from the front or adopt a "command and control" style without the support of others.

HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are someone who reflects regularly and deeply on what good leadership might be in terms of your own perception of yourself, as well as your perceptions of others. You are also likely to think about how you can continue to make helpful interventions by using a strong set of personal values and beliefs. A high score indicates that you listen to people carefully and calmly before seeking a particular leadership role (if it is deemed to be appropriate at all). You tend to try to create a trusting and sincere climate in which good decisions can come from anyone with the best ideas.

19. I clearly understand my personal strengths and weaknesses.
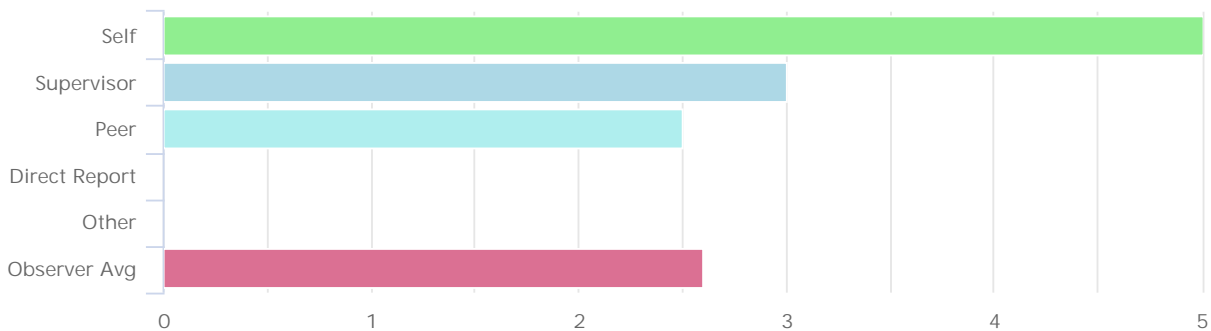
Emotional Intelligence (cont)

20. I notice how others are feeling and respond appropriately.
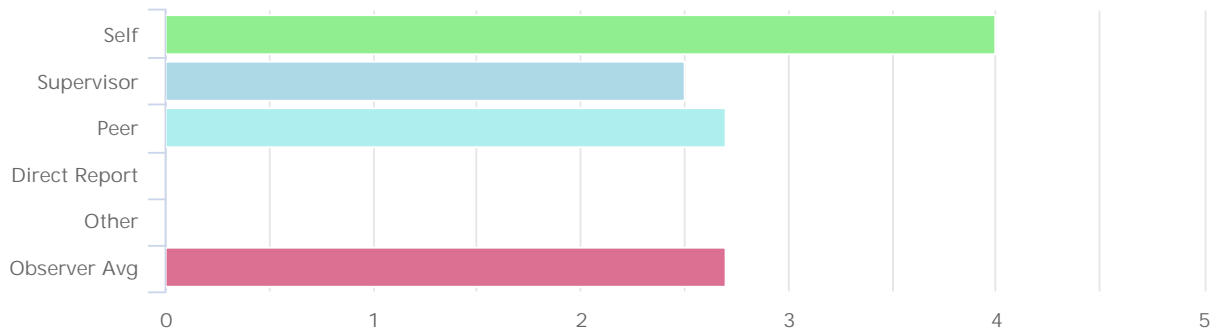
21. I like to build trust by being reliable and sincere.
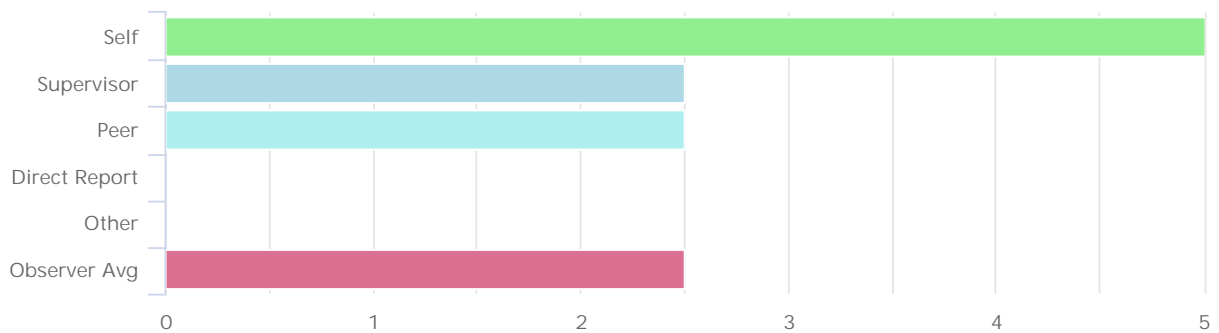
22. I avoid making sarcastic or critical comments about individual performance.
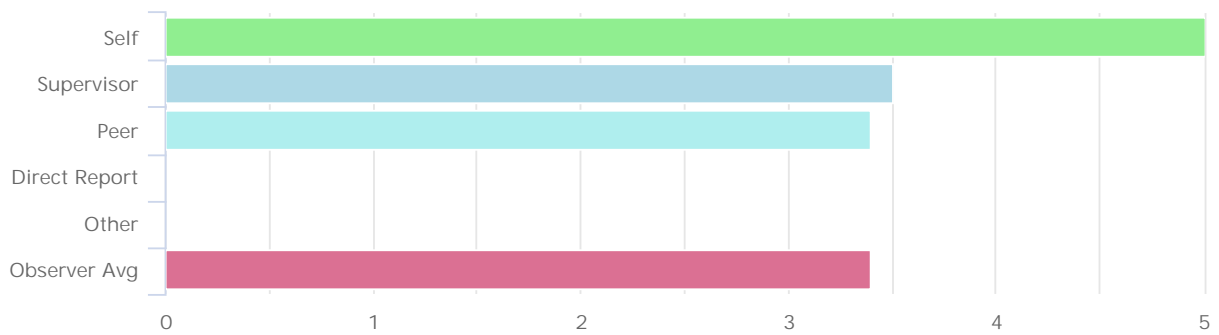
23. I regularly take time for reflection and intentionally seek self and social awareness.
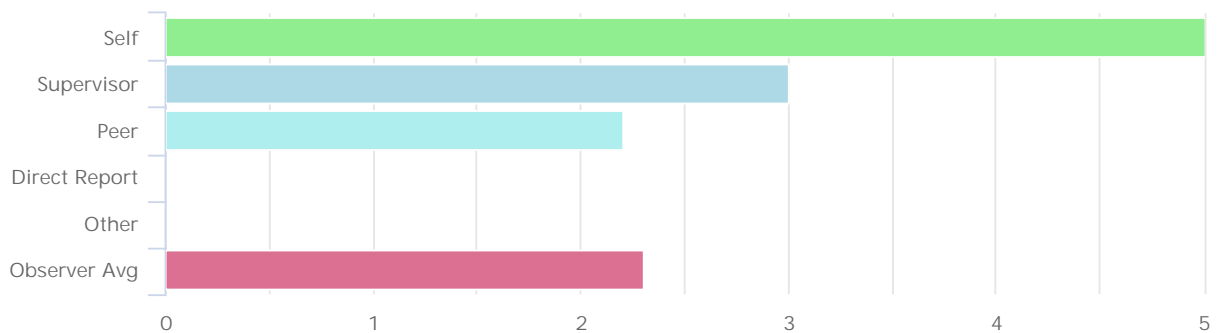
Emotional Intelligence (cont)

24. I accept full responsibility and accountability for my actions.
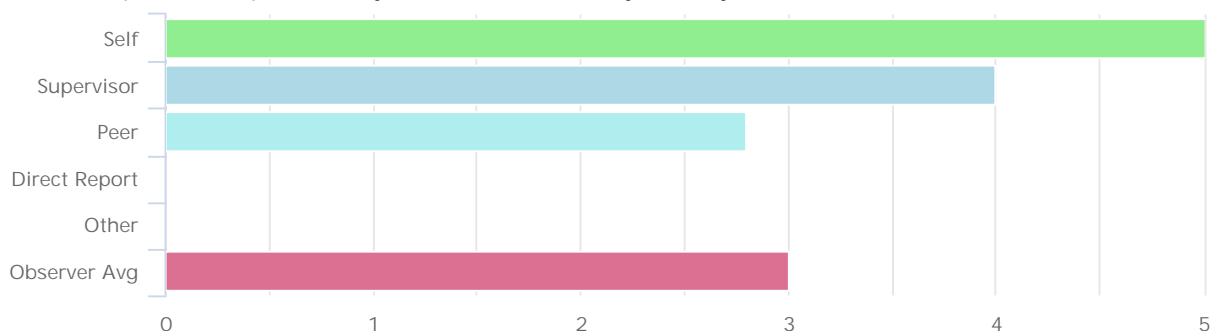
Emotional Intelligence looks at your ability to recognize, understand, and harness your own feelings and the feelings of others. It asks the question: "How intelligently aware are you of your own emotional reactions and those of others, and how effective are you at putting that information to good use?"

Suggestions for Overall Improvement

The low scorer needs to think much more deeply about their own personal style and way of operating, and recognize that it can always be improved or adjusted to suit the styles or responses of people who are very different. Being self-critical and recognizing your own shortfalls is no easy task; it will require a sustained effort and lots of support and constructive feedback from others.

Ways to Strengthen or Improve Emotional Intelligence

- Think deeply about your own personal values and share them with your colleagues.
- Gather the opinions or views of people around you (your supervisor, peers, and team members).
- Take time to quietly reflect on how you are perceived and how you personally feel about the feedback.
- Use the feedback to plan how you might modify your behavior (building on the positives and lessening or eliminating the negatives).
- Think about what you might be able to do to work with your fellow colleagues and team members more effectively.

Managing Change

Managing Change looks at how well you anticipate and plan for future change and then manage yourself and others to handle it well. It asks the question: "How effectively do you manage personal and widespread change in order to actively steer the process to positive and beneficial ends for you, your team and your organization?"

AGGREGATE SCORE (3.25)
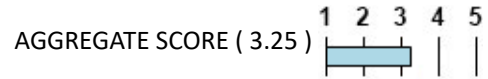
Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you tend to become caught up in change situations, yet find it difficult to control them. You are also likely to find that such change has a range of unexpected twists and turns, to which there never seems to be any easy answers. A low scorer tends to find anything other than minor changes frustrating and commanding of much more of their time and energy that they might like. As a result, this kind of person is likely to suffer higher levels of stress than others.

HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are comfortable with personal change and comfortable helping others to cope with changes forced upon them. To do this, you are likely to quickly find ways to plan how to tackle what is ahead and then try to strongly work the plan you have created. A high scorer tends to anticipate change as much as possible and takes early proactive steps to be as prepared as possible. In addition, the high scorer is likely to maintain a flexible attitude and disposition and does what is necessary to deal with the pressure and help others do the same.

25. I encourage people to think differently and be open to the benefits of new approaches.
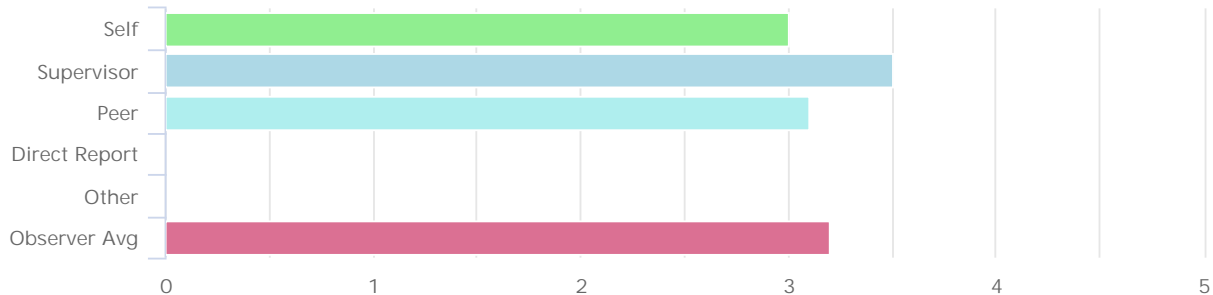
Managing Change (cont)

26. I reduce unpleasant surprises by planning ahead.
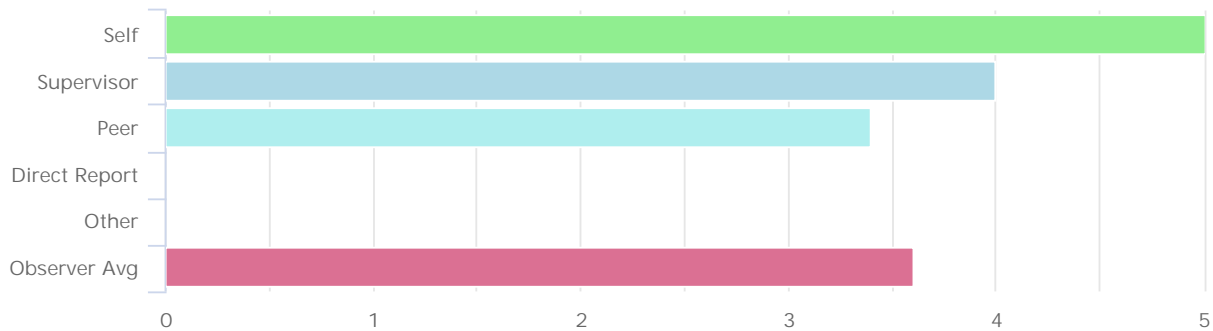
27. I look for opportunities to recognize and celebrate successful change.
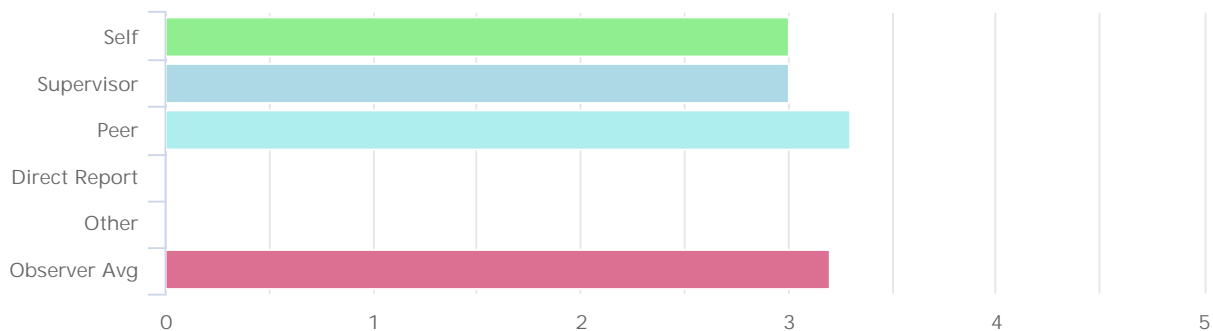
28. I listen carefully when team members voice their concerns and fears about change.
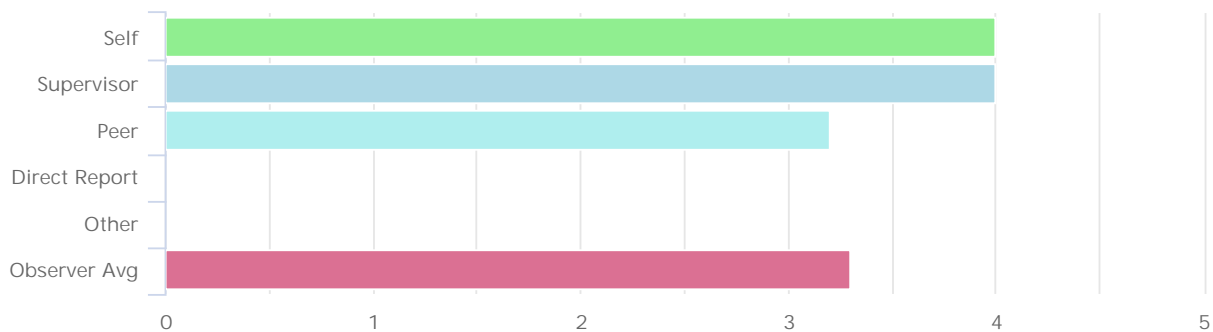
29. I act as a role model for new and different ways of doing things.
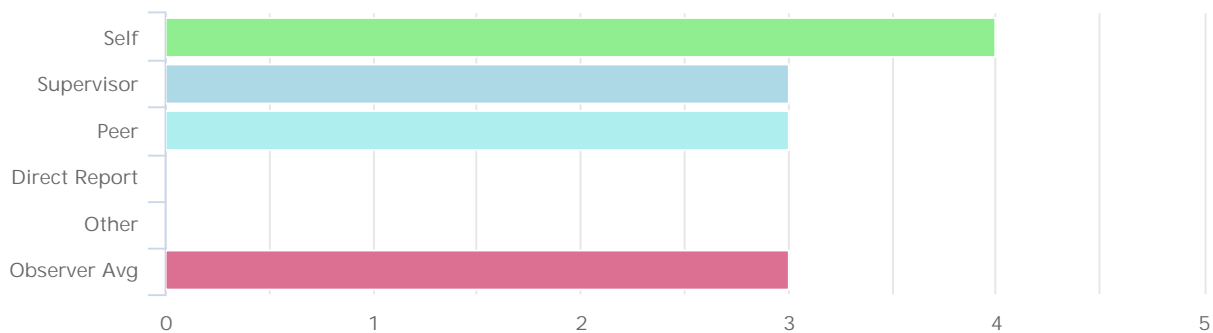
Managing Change (cont)

30. I prepare my team well to handle the unexpected.
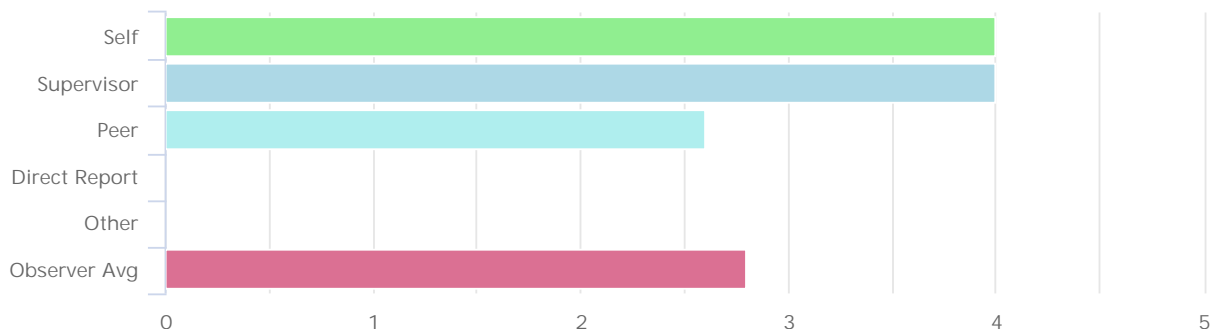
Managing Change looks at how well you anticipate and plan for future change and then manage yourself and others to handle it well. It asks the question: "How effectively do you manage personal and widespread change in order to actively steer the process to positive and beneficial ends for you, your team and your organization?"

Recommendations for Overall Improvement

Low scorers should try to become less "consumed" by daily activities and priorities and spend more time anticipating what might be around the corner. Low scorers should seek out and talk to effective agents or managers of personal and organizational change in order to learn coping strategies for different situations and circumstances.

Ways to Strengthen or Improve Managing Change

- Design regular time into your day or week to think about the medium-term or long-term future (not just your day-to-day or most pressing issues or problems).
- Imagine a range of possible outcomes or results that could come about as a result of specific personal or organizational changes that might affect you, your team or your organization in the future.
- Carefully consider what you might need to do right now to accommodate any and all these scenarios.
- Actively look for opportunities to introduce "step-by-step change" initiatives and improvements, whenever the benefits are clear to see.
- Help others come to terms with change, and challenge any resistance firmly but fairly.

Setting Goals and Standards

Setting Goals and Standards refers to an individual's ability to manage activities and projects using measurable goals and standards and working with others to set goals and standards to develop understanding and build commitment. This competency looks at one's ability to evaluate and prioritize goals, intentions, and action standards; eliminate barriers to the goal-setting process; evaluate goals against criteria and standards; and use goals to motivate.

AGGREGATE SCORE (3.48)

Interpretation

LOW (less than 2.75)
Response ratings predominantly in the ones and twos ("almost never" and "occasionally") suggest that you may have trouble identifying and prioritizing intentions, goals and standards. Those with whom you work need to know which specific goals and standards you expect of them. You tend to focus more on activities than goals and are likely to give assignments without first collaborating with others to determine the goals and standards to be met. Low scorers are likely to find it difficult to translate idle thoughts or dreams about the future into specific directional steps that they and others can take in the short term. Low scorers tend to come across as indecisive, deliberately vague and "aimless," and are prone to cause confusion in others because they identify more than one possible direction to take.

HIGH (greater than 3.5)
Response ratings predominantly in the fours and fives ("very frequently" and "almost always") suggest that you are adept at converting broad, vague, or general intentions into goals; setting standards by which these should be achieved; and identifying the path to achieve them. A high scorer is likely to enjoy developing concrete and practical standards of performance and action plans that can be quickly and easily followed. High scorers can remain focused on one overall direction or course and will see that people are not distracted or side-tracked unless absolutely necessary, in which case they will adjust the course and keep everybody informed.

31. I set standards and targets that are specific, action-oriented, and realistic.
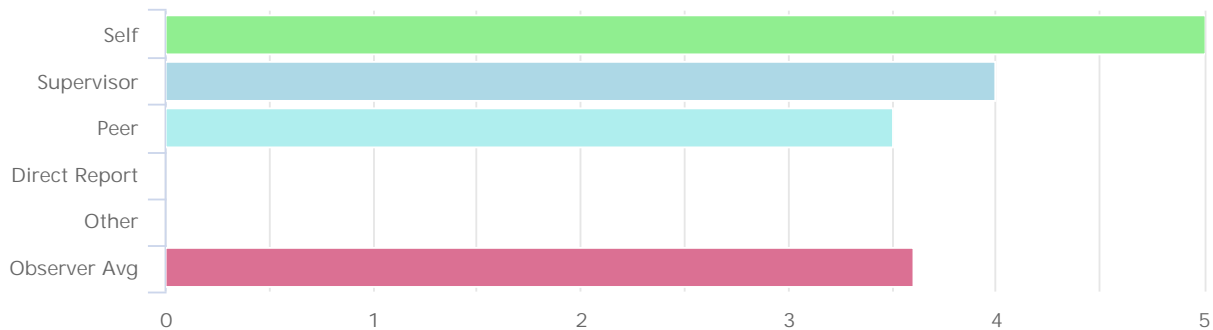
Setting Goals and Standards (cont)

32. I do not allow vague and aimless aspirations to prevail.
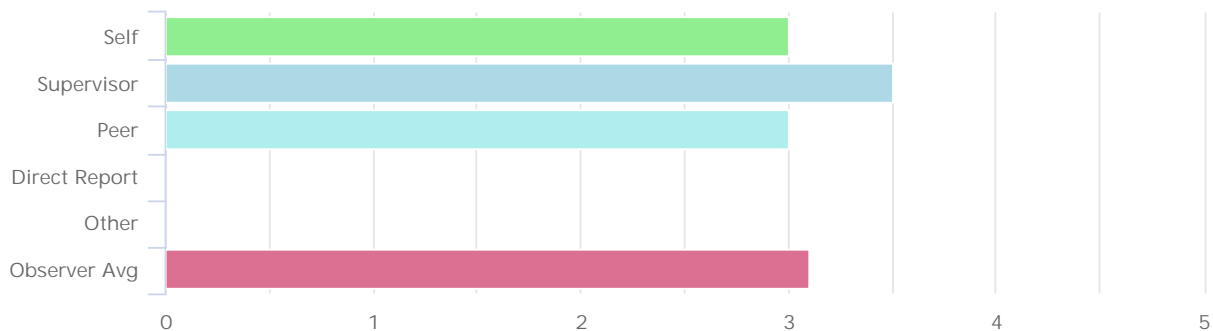
33. I clearly define how to get from point A to point B.
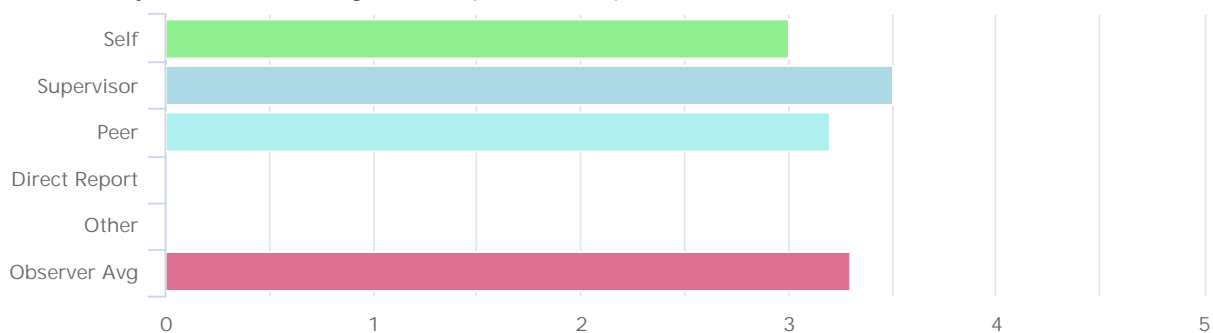
34. I challenge short-term actions that appear inconsistent with long-term goals.
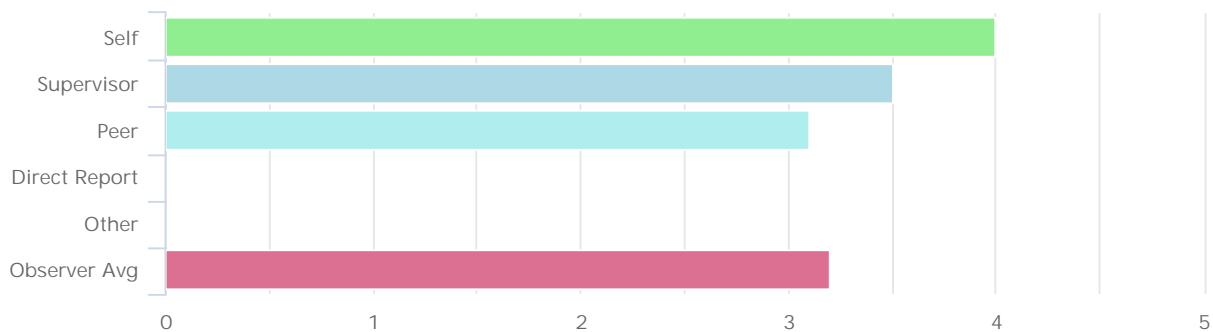
35. When I commit to do something, it will get done.
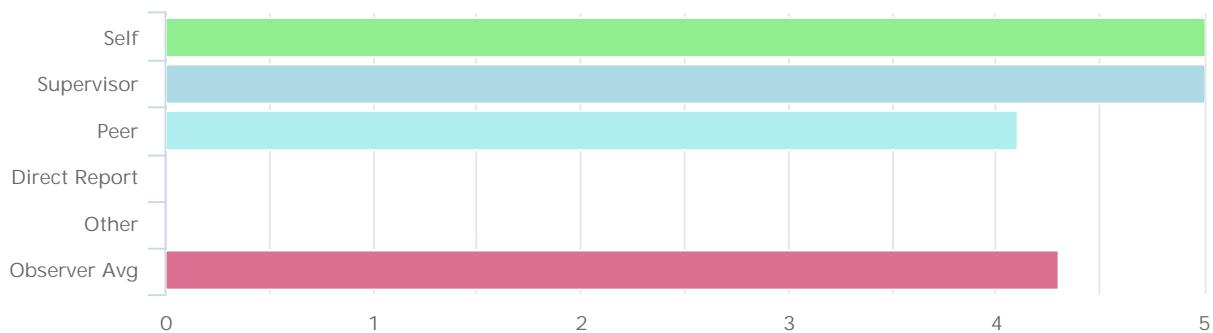
Setting Goals and Standards (cont)

36. I clearly communicate the consequences for not meeting standards.
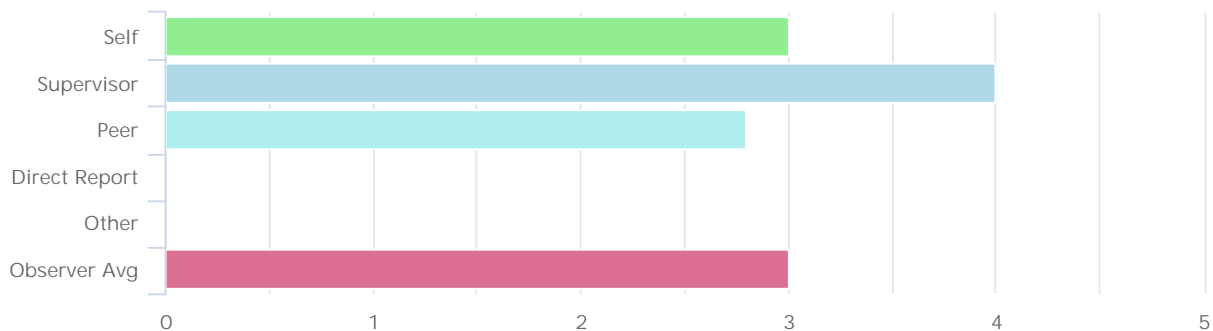
Setting Goals and Standards refers to an individual's ability to manage activities and projects using measurable goals and standards and working with others to set goals and standards to develop understanding and build commitment. This competency looks at one's ability to evaluate and prioritize goals, intentions, and action standards; eliminate barriers to the goal-setting process; evaluate goals against criteria and standards; and use goals to motivate.

## Recommendations for Overall Improvement

Low scorers need to weigh alternative courses of action to achieve a particular result more effectively, as well as decide on the general direction and communicate it clearly, spelling out appropriate standards to achieve the result. Low scorers should try to get one or two other people to help them stay on track and consistently remind everyone of the goals and targets they are working toward.

Ways to Strengthen or Improve Setting Goals and Standards

- Start setting clear goals for yourself and use the experience to set broader targets that are concise and action-oriented.
- Make sure that others find targets clear and easy to follow.
- Keep reviewing your written goals to ensure that they remain realistic and that you stay on track.
- Use a structured process to evaluate the different courses of action that are open to you to achieve a particular goal or target.
- Ask your team members for feedback on how you use power, authority, and influence and use the information you gather to make adjustments.
  - Are you fair?
  - Do you back down too quickly?
  - Do you avoid conflict?
  - Do you come across too strongly?
- Before presenting options or solutions, look for diverse opinions and share information in advance, so that those who need to "buy in" are not surprised.
- Hold regular progress review meetings so that everyone working on large-scale goals will develop better overall team spirit.

Team Building

Team Building looks at the extent to which you trust, coach, and guide your team and team members in order to influence and help them control their own destiny through their own efforts. It asks the question: "How well do you empower individuals and team members so that they believe that the consequences of their actions are their own?

AGGREGATE SCORE (3.30)
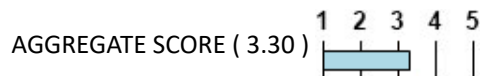
Interpretation

LOW (less than 2.75)

Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you are oblivious or unconcerned about people's individual needs, preferring to focus more on goals and/or tasks. As such, you will rely on systems and procedures to provide the necessary leadership framework rather than have to spend time building one-to-one relationships yourself. A low scorer comes across as individualistic and unable to trust the skills and abilities of other people to achieve goals and targets without strong "command and control." Such an individual tends to spend little or no time sharing knowledge or coaching others and does not make time to help and support the team when the team needs it.

HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you use your leadership skills to help and guide people in ways that lead them to become more self-sufficient, and that you encourage them to find their own solutions and commit to their own decisions. You are also likely to try to understand people at a "deeper" level and offer the kind of leadership that they value the most. A high scorer tends to build high levels of trust and empathy with individual team members and the team as a whole. They create an open and warm climate in which other individuals feel that they can take reasonable risks in their work in order to meet goals and feel appreciated for their efforts and results.

37. I seek to empower team members to make decisions based on a clear framework for action.
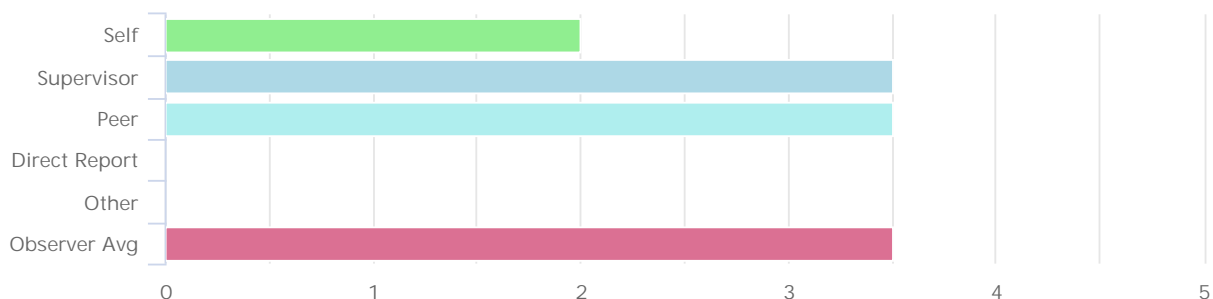
Team Building (cont)

38. I recognize the strengths and challenges of the team members and seek to help them build mutually beneficial relationships.
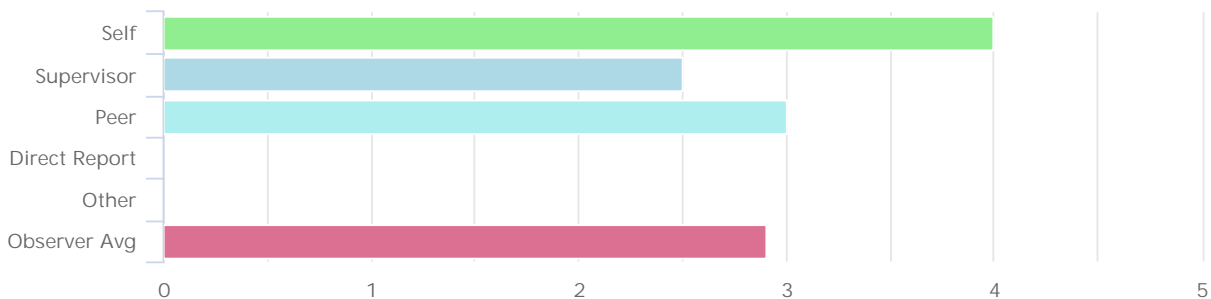
39. I give team members the authority and tools necessary to achieve desired outcomes.
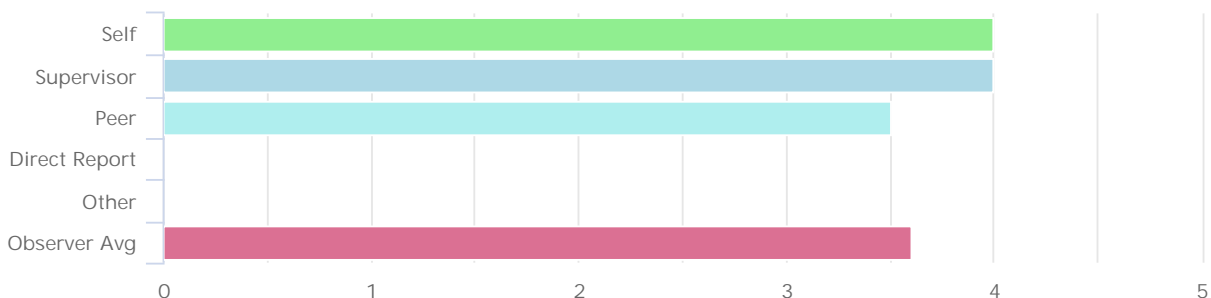
40. I understand the responsibilities of every team member.
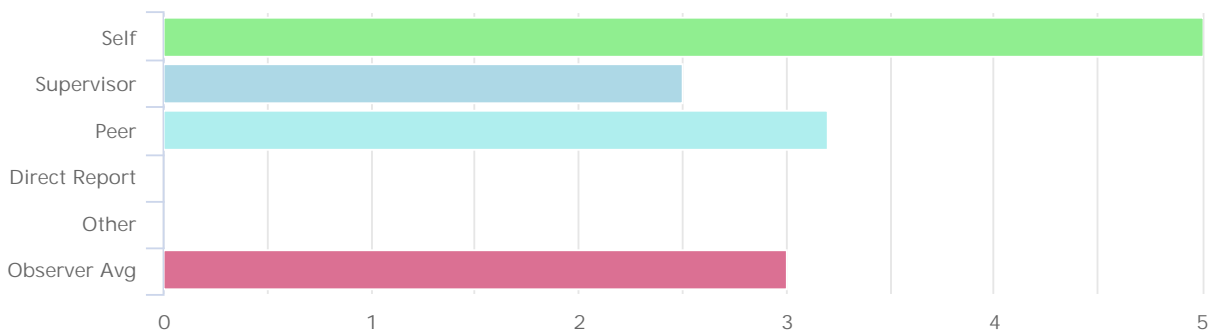
41. I encourage discussion about how team decisions should be made and communicated.
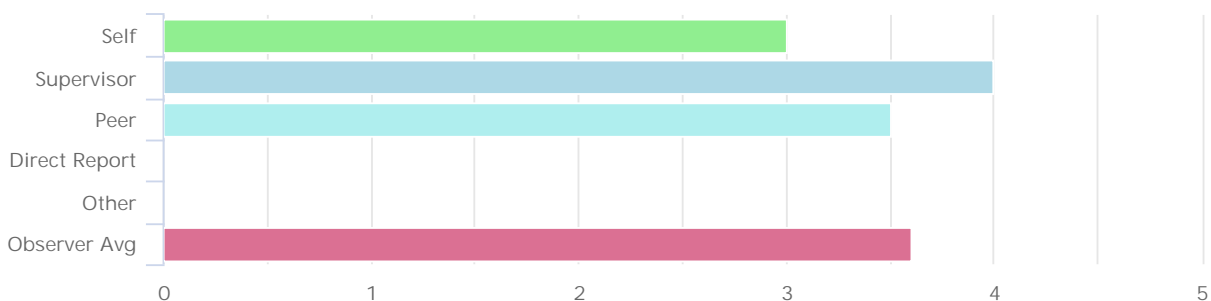
Team Building (cont)

42. I generate several possible future scenarios and invite people's comments.
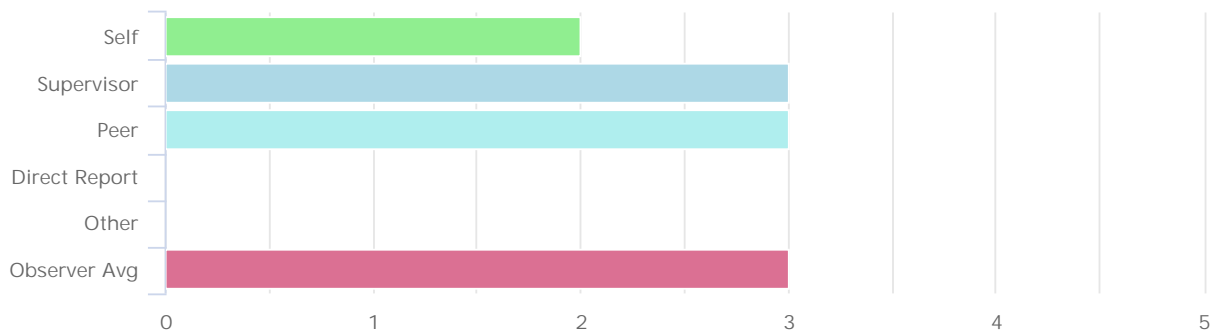
Team Building looks at the extent to which you trust, coach, and guide your team and team members in order to influence and help them control their own destiny through their own efforts. It asks the question: "How well do you empower individuals and team members so that they believe that the consequences of their actions are their own?

Recommendations for Overall Improvement

Low scorers need to give people much more room or authority to act, without letting them feel that any of their mistakes will be punished or held against them. Low scorers can also schedule regular time to identify and recognize people's efforts, and to make themselves more available to offer general coaching and support to the team (even if it is for only a short time each day or week initially).

Ways to Strengthen or Improve Team Building

- Take an active interest in finding out more about what fellow team members and colleagues in the same broad work area are responsible for doing and achieving and identify areas where they have strong general skills or competence.
- Create specific opportunities to empower team members. Give them full responsibility for tasks and projects that you would normally handle yourself, depending on their skills or interest. This will stretch them.
- Engage in frequent "walk the talk" and one-to-one coaching, and listen to what they are saying.
- Engage colleagues in debate about your own responsibilities, skills, and preferences, and look for opportunities to work together more collaboratively to get a better overall result for your team and organization.
- Plan regular opportunities for different people to work together as a team, and help them achieve success. Be sure they get direct credit and recognition.

Visualizing the Future

Visualizing the Future is the extent to which you spend time thinking about the medium-term and long-term future in order to identify a positive and compelling vision of what could be. It asks the question: "How well do you anticipate and find ways to creatively or inspirationally describe to team members what may happen in the future?"

AGGREGATE SCORE (3.37)
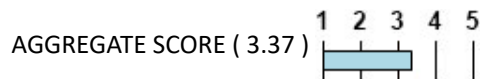
Interpretation

LOW (less than 2.75)

Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you live mainly in the present and spend little time thinking about how the future might be better or worse as changes arise. You may also feel that your capacity to shape the future is limited or constrained and therefore spend little or no time discussing or describing what it could look like to others. A low scorer will likely focus on today most of the time and avoid thinking about tomorrow or the long-term consequences of what they see changing around them. They will, therefore, generally adopt a very short-term perspective and mainly only extrapolate from existing realities or what they see to be concrete or practical experience.

HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you have an inherent ability to picture or generate a range of different futures and try to describe them to team members in a way that influences their actions today in order to help shape tomorrow. A high scorer will likely engage team members in conversation about the future and possible changes that could occur and even generate creative scenarios that could come about if current actions or practices were changed (or team members adopted different strategies today).

43. I am very good at assessing people's skills and assigning tasks to them that will allow them to shine.
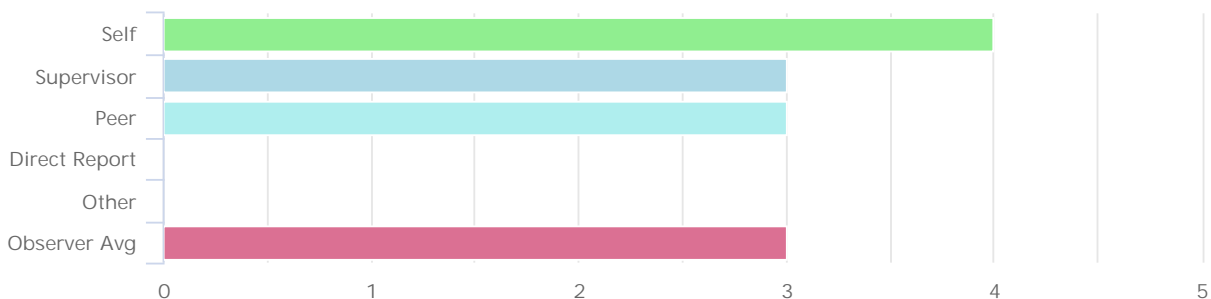
Visualizing the Future (cont)

44. I like to generate excitement and enthusiasm about what the future could be.
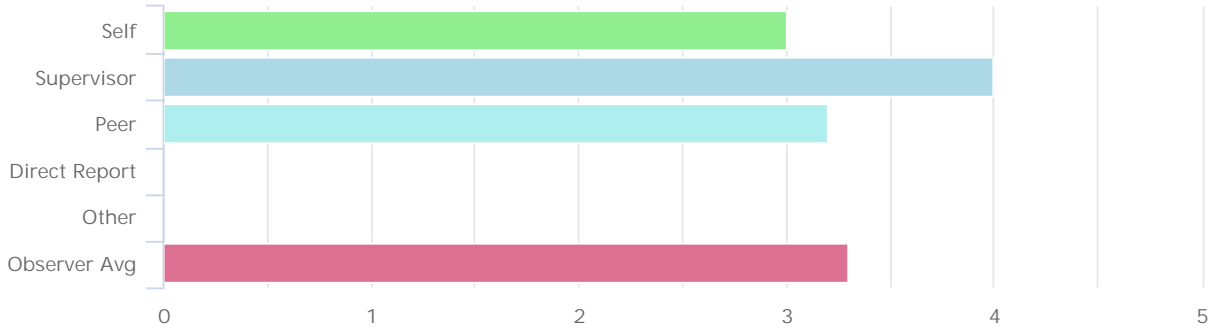
45. I have clearly outlined the vision and mission for our team.
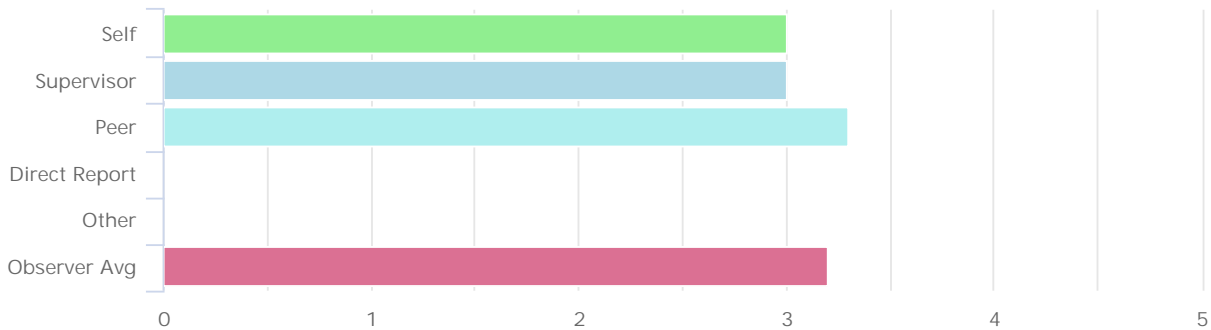
46. I challenge the entire team to think about the future.
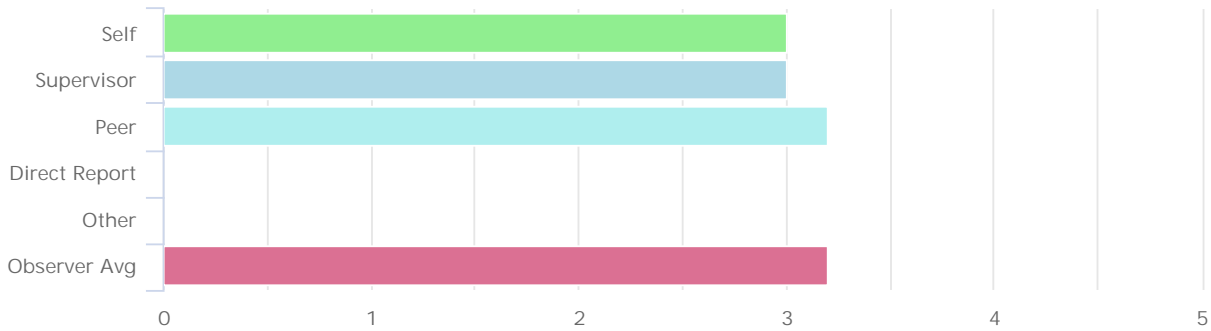
47. I focus on the best possible future outcomes and then work backwards to see what needs to be done now to achieve those outcomes.
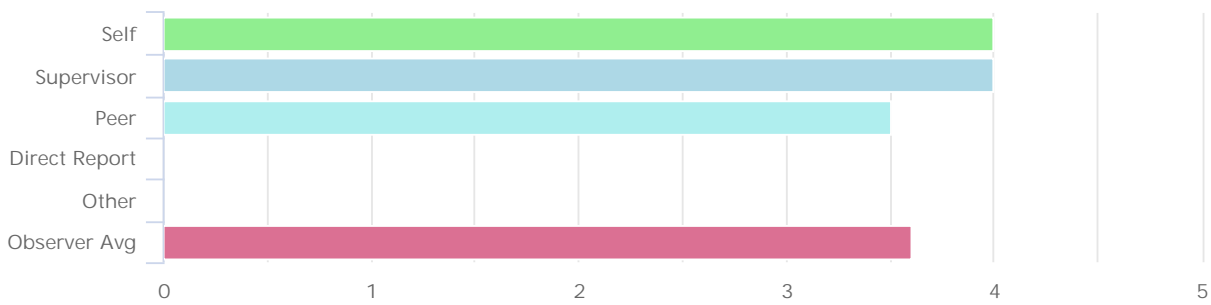
Visualizing the Future (cont)

48. I believe that team choices today can shape what happens tomorrow.
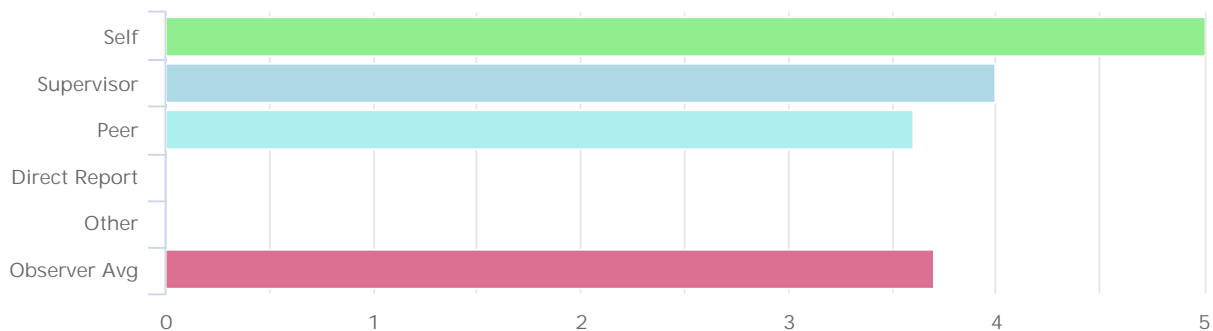
Visualizing the Future is the extent to which you spend time thinking about the medium-term and long-term future in order to identify a positive and compelling vision of what could be. It asks the question: "How well do you anticipate and find ways to creatively or inspirationally describe to team members what may happen in the future?"

Recommendations for Overall Improvement

The low scorer needs to shift the balance of their focus from the present to spending more time reflecting on the future. Until it becomes comfortable or natural, this can be done by engaging in structured discussions or brainstorming sessions about change and the future in general. Individually, low scorers can also reflect more often on what could be, as opposed to what they believe will inevitably come about.

Ways to Strengthen or Improve Visualizing the Future

- Act enthusiastic about the future and highlight the opportunities to do things in new, better, and more interesting ways.
- Sketch or draw your vision of the future on regular occasions and find time to close your eyes and think about what tomorrow could be like.
- Having done this, work backwards to list all the things that would have to be initiated now or in the short-term to help this future vision become a reality.
- Develop a list of future steps, in sequence, that would need to be taken to achieve your ultimate goals.
- Use analogies and metaphors to describe what you think the future could look like to capture team members' imagination in different and interesting ways.

The 10/10 Report

Top 10 Strengths

Setting Goals and Standards

35. When I commit to do something, it will get done.	4.30

Communication Skills

4. I allow people to finish speaking without interruption.	4.20

Visualizing the Future

48. I believe that team choices today can shape what happens tomorrow.	3.67
47. I focus on the best possible future outcomes and then work backwards to see what needs to be done now to achieve those outcomes.	3.63

Communication Skills

3. I give others my complete attention when they are speaking, and concentrate on what they are saying.	3.60

Delegation

14. I place importance on providing clear, easy-to-understand instructions and directions for others.	3.60

Setting Goals and Standards

31. I set standards and targets that are specific, action-oriented, and realistic.	3.60

Team Building

39. I give team members the authority and tools necessary to achieve desired outcomes.	3.60
41. I encourage discussion about how team decisions should be made and communicated.	3.60

Managing Change

26. I reduce unpleasant surprises by planning ahead.	3.56

Top 10 Development Needs

Emotional Intelligence

23. I regularly take time for reflection and intentionally seek self and social awareness.	2.33
21. I like to build trust by being reliable and sincere.	2.50

Communication Skills

1. I ask open questions that encourage others to explain their ideas.	2.60

Emotional Intelligence

19. I clearly understand my personal strengths and weaknesses.	2.60
20. I notice how others are feeling and respond appropriately.	2.67

Managing Change

30. I prepare my team well to handle the unexpected.	2.75

Communication Skills

5. I ask a lot of questions and encourage others to talk about themselves and what they do.	2.80

Decision Making

7. I am an effective decision-maker.	2.80
8. I test suggested solutions to see if they will work.	2.80

Team Building

38. I recognize the strengths and challenges of the team members and seek to help them build mutually beneficial relationships.	2.88

Individual Question Breakdown

Below are the results broken down by question. They are divided into the eight major leadership abilities and subdivided into skill areas. The tables provide the scores, as well as the number of observers and the average of each observer category. The difference between the self score and the average of the observers scores, appears in the last row (variance) for each question.

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

Questions	Category	# of responses	Average within category
Communication Skills			
1. I ask open questions that encourage others to explain their ideas.	Self	1	3.00
	Supervisor	2	3.00
	Peer	8	2.50
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-0.40
2. I summarize and repeat what I have heard in discussions with others to ensure I have a clear understanding of their message.	Self	1	3.00
	Supervisor	2	3.50
	Peer	8	2.88
	Direct Report	0	N/A
	Other	0	N/A
	Variance		0.00
3. I give others my complete attention when they are speaking, and concentrate on what they are saying.	Self	1	3.00
	Supervisor	2	3.50
	Peer	8	3.63
	Direct Report	0	N/A
	Other	0	N/A
	Variance		0.60
4. I allow people to finish speaking without interruption.	Self	1	2.00
	Supervisor	2	4.00
	Peer	8	4.25
	Direct Report	0	N/A
	Other	0	N/A
	Variance		2.20
5. I ask a lot of questions and encourage others to talk about themselves and what they do.	Self	1	2.00
	Supervisor	2	2.50
	Peer	8	2.88
	Direct Report	0	N/A
	Other	0	N/A
	Variance		0.80
6. I listen carefully to the concerns and issues of others to ensure my recommendations and responses best serve them.	Self	1	4.00
	Supervisor	2	3.00
	Peer	8	3.13
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-0.90

Questions	Category	# of responses	Average within category
Decision Making			
7. I am an effective decision-maker.	Self	1	4.00
	Supervisor	2	3.00
	Peer	8	2.75
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-1.20
8. I test suggested solutions to see if they will work.	Self	1	5.00
	Supervisor	2	3.00
	Peer	8	2.75
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-2.20
9. I prioritize the importance or urgency of one option versus another.	Self	1	5.00
	Supervisor	2	3.50
	Peer	8	3.50
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-1.50
10. I have a back-up or contingency plan whenever specific solutions carry a high risk.	Self	1	5.00
	Supervisor	2	4.00
	Peer	8	3.00
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-1.89
11. I ask penetrating questions in order to evaluate possible courses of actions.	Self	1	3.00
	Supervisor	2	4.00
	Peer	8	3.13
	Direct Report	0	N/A
	Other	0	N/A
	Variance		0.30
12. I review the accuracy of information before I make decisions.	Self	1	5.00
	Supervisor	2	3.50
	Peer	8	3.13
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-1.80

Questions	Category	# of responses	Average within category
Delegation			
13. I follow up with people to see how well they are progressing.	Self	1	3.00
	Supervisor	2	3.50
	Peer	8	3.50
	Direct Report	0	N/A
	Other	0	N/A
	Variance		0.50
14. I place importance on providing clear, easy-to-understand instructions and directions for others.	Self	1	4.00
	Supervisor	2	4.00
	Peer	8	3.50
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-0.40
15. I actively demonstrate how things can be done in alternate ways.	Self	1	2.00
	Supervisor	2	3.50
	Peer	8	2.88
	Direct Report	0	N/A
	Other	0	N/A
	Variance		1.00
16. I find that sensible delegation is the most effective way to get as much done as possible.	Self	1	0.00
	Supervisor	2	4.00
	Peer	8	2.80
	Direct Report	0	N/A
	Other	0	N/A
	Variance		3.00
17. I believe that people need to be given new and different challenges in order to grow and learn.	Self	1	3.00
	Supervisor	2	4.00
	Peer	8	3.25
	Direct Report	0	N/A
	Other	0	N/A
	Variance		0.40
18. When delegating to others, I consider their capability and desire to perform the task	Self	1	5.00
	Supervisor	2	4.00
	Peer	8	2.67
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-2.00

Questions	Category	# of responses	Average within category
Emotional Intelligence			
19. I clearly understand my personal strengths and weaknesses.	Self	1	5.00
	Supervisor	2	3.00
	Peer	8	2.50
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-2.40
20. I notice how others are feeling and respond appropriately.	Self	1	4.00
	Supervisor	2	2.50
	Peer	8	2.71
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-1.33
21. I like to build trust by being reliable and sincere.	Self	1	5.00
	Supervisor	2	2.50
	Peer	8	2.50
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-2.50
22. I avoid making sarcastic or critical comments about individual performance.	Self	1	5.00
	Supervisor	2	3.50
	Peer	8	3.38
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-1.60
23. I regularly take time for reflection and intentionally seek self and social awareness.	Self	1	5.00
	Supervisor	2	3.00
	Peer	8	2.20
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-2.67
24. I accept full responsibility and accountability for my actions.	Self	1	5.00
	Supervisor	2	4.00
	Peer	8	2.83
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-2.00

Questions	Category	# of responses	Average within category
Managing Change			
25. I encourage people to think differently and be open to the benefits of new approaches.	Self	1	3.00
	Supervisor	2	3.50
	Peer	8	3.14
	Direct Report	0	N/A
	Other	0	N/A
	Variance		0.22
26. I reduce unpleasant surprises by planning ahead.	Self	1	5.00
	Supervisor	2	4.00
	Peer	8	3.43
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-1.44
27. I look for opportunities to recognize and celebrate successful change.	Self	1	3.00
	Supervisor	2	3.00
	Peer	8	3.29
	Direct Report	0	N/A
	Other	0	N/A
	Variance		0.22
28. I listen carefully when team members voice their concerns and fears about change.	Self	1	4.00
	Supervisor	2	4.00
	Peer	8	3.20
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-0.67
29. I act as a role model for new and different ways of doing things.	Self	1	4.00
	Supervisor	2	3.00
	Peer	8	3.00
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-1.00
30. I prepare my team well to handle the unexpected.	Self	1	4.00
	Supervisor	2	4.00
	Peer	8	2.57
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-1.25

Questions	Category	# of responses	Average within category
Setting Goals and Standards			
31. I set standards and targets that are specific, action-oriented, and realistic.	Self	1	5.00
	Supervisor	2	4.00
	Peer	8	3.50
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-1.40
32. I do not allow vague and aimless aspirations to prevail.	Self	1	3.00
	Supervisor	2	3.50
	Peer	8	3.00
	Direct Report	0	N/A
	Other	0	N/A
	Variance		0.11
33. I clearly define how to get from point A to point B.	Self	1	3.00
	Supervisor	2	3.50
	Peer	8	3.25
	Direct Report	0	N/A
	Other	0	N/A
	Variance		0.30
34. I challenge short-term actions that appear inconsistent with long-term goals.	Self	1	4.00
	Supervisor	2	3.50
	Peer	8	3.14
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-0.78
35. When I commit to do something, it will get done.	Self	1	5.00
	Supervisor	2	5.00
	Peer	8	4.13
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-0.70
36. I clearly communicate the consequences for not meeting standards.	Self	1	3.00
	Supervisor	2	4.00
	Peer	8	2.83
	Direct Report	0	N/A
	Other	0	N/A
	Variance		0.00

Team Building

Questions	Category	# of responses	Average within category
37. I seek to empower team members to make decisions based on a clear framework for action.	Self	1	2.00
	Supervisor	2	3.50
	Peer	8	3.50
	Direct Report	0	N/A
	Other	0	N/A
	Variance		1.50
38. I recognize the strengths and challenges of the team members and seek to help them build mutually beneficial relationships.	Self	1	4.00
	Supervisor	2	2.50
	Peer	8	3.00
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-1.13
39. I give team members the authority and tools necessary to achieve desired outcomes.	Self	1	4.00
	Supervisor	2	4.00
	Peer	8	3.50
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-0.40
40. I understand the responsibilities of every team member.	Self	1	5.00
	Supervisor	2	2.50
	Peer	8	3.17
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-2.00
41. I encourage discussion about how team decisions should be made and communicated.	Self	1	3.00
	Supervisor	2	4.00
	Peer	8	3.50
	Direct Report	0	N/A
	Other	0	N/A
	Variance		0.60
42. I am very good at assessing people's skills and assigning tasks to them that will allow them to shine.	Self	1	4.00
	Supervisor	2	3.00
	Peer	8	3.00
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-1.00

Questions	Category	# of responses	Average within category
Visualizing the Future			
43. I generate several possible future scenarios and invite people's comments.	Self	1	2.00
	Supervisor	2	3.00
	Peer	8	3.00
	Direct Report	0	N/A
	Other	0	N/A
	Variance		1.00
44. I like to generate excitement and enthusiasm about what the future could be.	Self	1	3.00
	Supervisor	2	4.00
	Peer	8	3.17
	Direct Report	0	N/A
	Other	0	N/A
	Variance		0.29
45. I have clearly outlined the vision and mission for our team.	Self	1	3.00
	Supervisor	2	3.00
	Peer	8	3.33
	Direct Report	0	N/A
	Other	0	N/A
	Variance		0.25
46. I challenge the entire team to think about the future.	Self	1	3.00
	Supervisor	2	3.00
	Peer	8	3.25
	Direct Report	0	N/A
	Other	0	N/A
	Variance		0.20
47. I focus on the best possible future outcomes and then work backwards to see what needs to be done now to achieve those outcomes.	Self	1	4.00
	Supervisor	2	4.00
	Peer	8	3.50
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-0.38
48. I believe that team choices today can shape what happens tomorrow.	Self	1	5.00
	Supervisor	2	4.00
	Peer	8	3.57
	Direct Report	0	N/A
	Other	0	N/A
	Variance		-1.33

Observer Comments

- Stacy does a great job managing tasks for the CEO's office but oftentimes overstep her authority as the Exec. Asst. She should be more of a support role to EVP's and passing down of information or directives from the CEO not giving the directives.

- Stacy is good at being task oriented, streamlining processes and assisting in finding solutions. Areas of growth would be respecting boundaries and realizing when she's overstepped. Stacy is often viewed as assuming the CEO's power whether warranted or not. I believe she desires the best for Inlivian and Fulton. It is how she goes about doing so that is concerning. Clarification: Sometimes it is unclear if the leadership team reports to Fulton or Stacy via the emails and phone calls received from Stacy. I respect Stacy and her position. She is a quick learner and seems to be working very well with Fulton. It is the communication with the leadership staff that needs improvement.

- Stacy is very professional in all her meetings and presentations. In communications with staff I would encourage Stacy to continue to let staff know the "why" of a request or meeting so staff can understand the desired outcome, she continues to improve on this and it is appreciated.

- I did not find this assessment to be particularly applicable to Stacy's role. At times the questions that Stacy asks are confusing or seemingly not related to the matter at hand, perhaps because she is trying to gather information. I worry as a result that I am not fully answering her. The manner of executing on certian tasks at times seems unproductive or inefficient but the outcome is usually good.

- Stacy produces a high volume of work and has been a good support system for our CEO and the BOC. It is apparent that she is enjoying her EA role to the CEO and the level of authority he empowers her with. At times, she takes her authority too far and makes commentary that isn't appropriate given that she is not in a supervisory role. Our CEO seems less accessible since she has been in her position and, because of this, it concerns me that she can use her access to the CEO to influence his perspective on problem issues in a negative way. As she becomes more comfortable in being critical of others, trust is eroding. If she could tackle that challenge in her relationship building with the team, her potential would be boundless. She really shines when she is managing events or leading volunteer efforts. I hope that she can continue to build on these strengths through her work in the CEO's office.

- I find Stacy to be very proactive and always willing to lend a helping hand--she is a team player. You can depend on Stacy to follow-through on what she has committed to do.