Leader Agility *360*
Know. Flex. Do.

Confidential Multi-Rater Feedback Report for

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Introduction

Knowing, flexing, and doing drive effectiveness. You have to "know" your current behavior and the desired behavior before you can implement adjustments. Being able to "flex" your range of behaviors enhances your effectiveness when you "do" what is required to lead in your context. Leader Agility 360 provides you with data for "knowing", suggestions for flexing, and an action plan to implement the most important "to do" to increase your effectiveness.

Your Leader Agility 360 Report provides you with essential insights on the (a) frequency, (b) importance, and (c) effectiveness of behaviors that make up the eight dimensions of leader agility. Your report gives you action tips to increase your performance. The sections of this report are as follows:

- Section 1: What the numbers and graphs mean
- Section 2: The characteristics of your raters
- Section 3: Aggregate summary (The "BIG Picture")
- Section 4: Matrix of Effectiveness, Frequency, and Importance
- Section 5: Blind spots — self rater higher that all others average
- Section 6: Hidden strengths — self rated lower than all others average
- Section 7: Learning from Experience
- Section 8: Adaptability and Flexibility
- Section 9: Self-management
- Section 10: Communication
- Section 11: Decisiveness
- Section 12: Utilizing Expertise
- Section 13: Relationship Building and Development
- Section 14: Managing Complexity and Change
- Section 15: Written comments on each dimension
- Section 16: Action Tips
- Section 17: Your Effectiveness Plan

Agile leaders access and quickly demonstrate the eight dimensions to effectively produce results. Engendering the commitment of those around them, agile leaders use the eight dimensions to fulfill the vision of the organization, department, or unit they have the privilege to lead.

Section 1: What the Numbers Mean

You and your raters selected three scores on sixty- four behaviors. Using a 1 to 5 scale with 1 indicating infrequent, ineffective, or unimportant and 5 indicating frequent, effective, and mission critical, all raters evaluated the behavior as experienced by them.

The three rating scales are based on the ways to evaluate behavior:

Frequency of Demonstrated Behaviors - Raters are asked to base their ratings on the following criteria:

1	2	3	4	5
Not at all	Seldom or to a little extent	Sometimes or to some extent	Usually or to a great extent	Always or to a very great extent

Effectiveness - Finally, raters are asked the degree to which the demonstrated behavior is a **strength** or **barrier** to effectiveness. A strength is to be enjoyed and seen as an asset. A barrier to effectiveness is to be explored. The "neutral" score of 3 is used to indicate that it is neither a useful nor harmful behavior from the perspective of your raters.

1	2	3	4	5
A definite barrier; needs development	A barrier at times; consider development	Neutral	Usually effectively expressed	Definite strength and effectively used

Importance - Given the ratings of frequency of demonstrated behavior, how important is the behavior to your success:

1	2	3	4	5
Not important	Not critical to success but occasionally useful	Important	Very important to success	Essential...failure to demonstrate would create problems

Section 1: What the Numbers Mean

With exception to you and your boss' ratings, all other data are provided anonymously. Scores are averaged with each rater group for each item and each scale. Your data are presented in the following form:

Numerical: either an absolute number (e.g. 3, 4) in the case of self and boss ratings, or averages (e.g. 3.14, 3.69, 4.11, etc.) in the case of each of your rater groups-peers, direct reports, and others. This allows for a quick comparison across rater groups.

For example:

Leadership Agility Dimensions	Boss	Peers	Direct Reports	Other	Self
Learning from Experience	5	3.4	4.1	4.0	3

Guidelines

Keep these guidelines in mind when analyzing the data. The relative application of these rules depend on your situation and context. It is highly unlikely that each and every behavior will neatly fall into distinctive categories of importance, effectiveness, and frequency. Ultimately only you can judge just how important these perceptions are and how to flex your behavior in ways to increase effectiveness as the data trends would suggest.

1. An important behavior that is ineffective needs immediate attention, especially if frequently demonstrated.

2. An important behavior that is effective but infrequent needs a plan to increase its expression.

3. An important behavior that is effective and frequently displayed is a strength which may be overplayed needs a plan to monitor its impact.

4. An unimportant behavior that is ineffective and frequently displayed can create noise and prevent others from clearly seeing your strengths.

5. An unimportant behavior that is effective and infrequently demonstrated reflects a potential that needs to be appropriately employed.

6. An unimportant behavior that is ineffective and infrequent needs to be identified and monitored.

You are encouraged to use the planning guide in Section 17 to identify behaviors that need attention.

Special symbols on the summary page

An asterisk (*) beside a score means that there was a three point spread in that rater group, which is made up of combinations of 1,4; 1,5; 2,5. Notice if there is a pattern among your rater groups or kind of item which would suggest an important trend of perceived differences in demonstrated behavior.

If an exclamation point (!) is next to a score, you are being alerted to a potential overuse. Raters were asked to identify if the behavior may be overused. If two raters so indicated, the symbol is identified.

Agility Dimensions

Leader Agility Dimensions	Definitions
Learning from Experience	Individual uses various learning strategies to extract from experience best practices, guiding principles, or practical action plans. The desire to learn how his or her behavior affects others and systems is fundamental to a learning perspective. All experience is viewed as information from which learning can occur.
Adaptability and Flexibility	Being psychologically adaptable means that the individual has a range of behaviors from which to select when responding to a situation. A "flexible" individual does not become distressed with sudden change or surprises — in fact, he or she expects them. Being open and responsive to individuals and situations is basic to this quality.
Self Management	Regulating impulses and consciously directing energy into productive and creative activities are key to this quality. Understanding that emotional hijacking and flow are two sides of the same "coin" that are useful by the degree of self-regulation. Managing a range of responses rather than simply being reactive is critical to this competency.
Communication	Effective oral and written communication are central to this quality. Understanding others before seeking to be understood is a typical element of this perspective. Demonstrating a recognition that the meaning of the message resides in the receiver is central to this competency.
Utilizing Expertise	Using personal and team member expertise to solve problems is basic to this quality. While it is understood that most leaders gain only a fraction of expertise in a given industry, they know how to leverage their expertise and the expertise of those around them.
Decisiveness	Making and implementing decisions are basic dimensions of this competency. Individuals who are decisive analyze options, then select priorities in a context of goals and values, and select what is believed to be the best course of action. Decisive individuals know which decision strategy to use given the capabilities of those on whom implementation depends (eg: leader decision, leader-group decision, group decision).
Relationship Building/Maintenance	Understanding that relationships require different kinds of attention and varying strategies to strengthen is basic to this competency. The key to this competency is to build networks and maintain these over time. Fostering teamwork is essential.
Managing Complexity and Change	Leaders operate within multiple systems. Knowing that there are always unintended consequences is as important as dealing effectively with ambiguity. Working consciously within the paradoxes of organizational life and clarifying vision/purpose in the midst of uncertainty are hallmarks of this competency. Creatively leads change.

Section 2: The Characteristics of Your Raters

As you review your report, keep in mind the perspective of your raters. Those who work with you on a daily basis are likely to see behaviors differently from those who only interact with you on an occasional basis. This does not mean the perceptions are less or more valuable; you are encouraged to recognize a likely difference in how they experience your behavior.

If you have a rater group which indicates infrequent contact, then expect their scores to be somewhat lower. This means teasing out the trends requires attention and study.

Total Number of Respondents: 9

Rater Category	Number	Contact
Boss	1	5
Superior	1	4
Peers	3	3.67
Direct Reports	3	4
Others	1	3

Note: Contact range is:

1 = interact rarely
2 = interact infrequently
3 = interact monthly
4 = interact weekly
5 = interact daily

Please be advised that there is only one rater in either the Peer, Direct Report and Others categories. To guarantee rater anonymity, we have excluded this score from the report.

Section 3: Aggregate Summary

Summary of Competency Importance

Raters were asked to rate the *relative importance* of each leadership competency that is essential to your work.

Average ratings are provided.

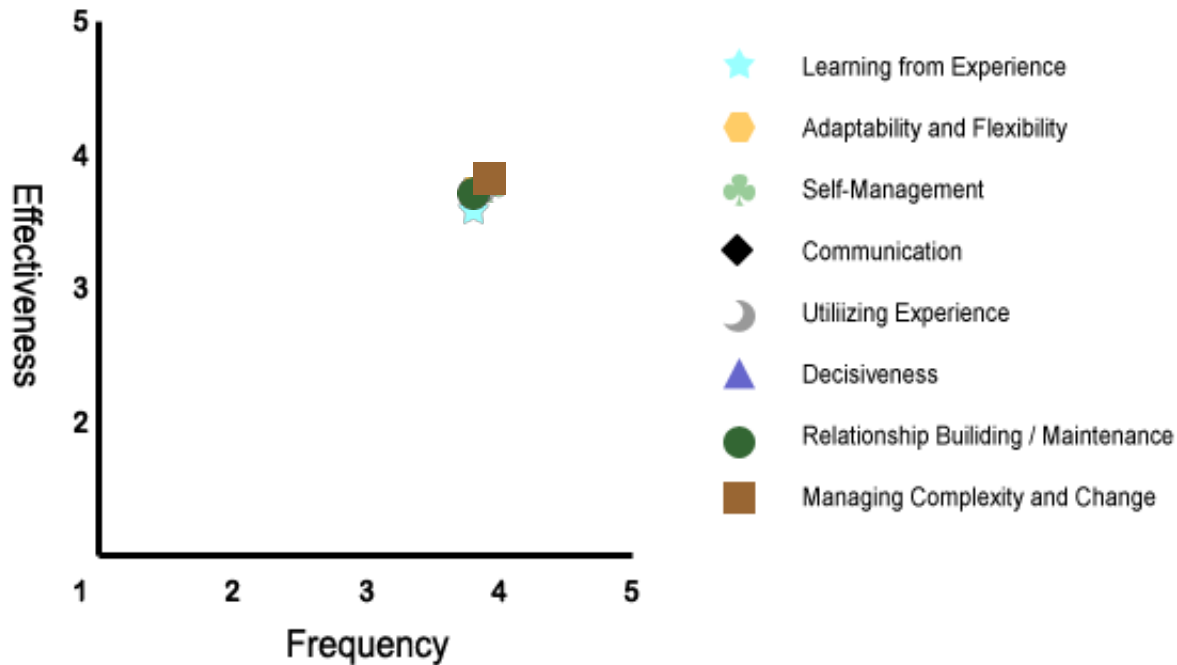| Leader Agility Dimensions		Boss	Superior	Peers	Direct Reports	Other	Self
Learning from Experience	Frequency	4.5	3.88	3.79 *	3.63 *	0	4.5
	Effectiveness	4.13	2.88	3.58 *	3.54 *	0	3.88
	Importance	4.38	3.38	3.54 *	3.5	0	3.88
Adaptability and Flexibility	Frequency	4.38 !	3.63	3.33 *	4.09 *	0	5
	Effectiveness	4.25 !	3.38	3.42	3.79	0	4.38
	Importance	4.38	3.38	3.29	3.79 *	0	4
Self-Management	Frequency	3.75	4 !	3.88 *	4 *	0	4.5
	Effectiveness	4.38	3.25 !	3.5 *	3.88	0	3.88
	Importance	4	3.63	3.5 *	3.92 *	0	3.75
Communication	Frequency	4.25	3.88	3.88 *	4 *	0	3.63
	Effectiveness	4.25	3.63	3.79	3.75	0	2.88
	Importance	4.38	3.75	3.75 *	3.88	0	3.13
Utilizing Expertise	Frequency	4 !	3.25	3.83	4 *	0	3.5
	Effectiveness	4 !	2.88	3.88	3.75	0	2.88
	Importance	4	3	3.5	3.58 *	0	3.38
Decisiveness	Frequency	3.63	3.38 !	3.83 *	4.21 *	0	3.63
	Effectiveness	3.75	3.38 !	3.71 *	4.04	0	3
	Importance	3.5	3.38	3.5 *	4 *	0	3
Relationship Building/Maintenance	Frequency	3.88	3.5 !	3.63 *	4.13 *	0	3.25
	Effectiveness	4.38	3.38 !	3.5 *	3.96 *	0	2.5
	Importance	4.13	3.38	3.46	4.08 *	0	2.75
Managing Complexity & Change	Frequency	3.25 !	4 !	3.79 *	4 *	0	3.63
	Effectiveness	3.63 !	3.13 !	3.84	3.92	0	3.38
	Importance	3.5	3.38	3.71 *	3.88 *	0	3.25

Note:
(*) indicates a three point spread within the rater group
(!) indicates some raters feel the behaviors may be overused.

Section 4: Matrix of Effectiveness, Frequency, and Importance

To identify areas of focus for your development, your scales have been plotted on the following grid. The average of all raters (without your scores) for each of the eight dimensions in terms of the frequency and the effectiveness are plotted below. Scales which also received an average score of 4.25 for importance are in **red**.

★	Learning from Experience
⬡	Adaptability and Flexibility
♣	Self-Management
◆	Communication
☽	Utiliizing Experience
▲	Decisiveness
●	Relationship Building / Maintenance
■	Managing Complexity and Change

Comments

The following comments are provided as suggestions. For a comment to be listed, your raters indicated that the Leader Agility dimension was important at a 4.25 or higher. Given your raters responses, the areas of consideration should be:

Your raters did not score the importance of any dimension at or above 4.25. Therefore, there are no suggested comments at this time.

Section 5: Blind Spots — Self Rater Higher

Blind spots are defined as rater scores that are at least .75 lower than your self-ratings. Listed below are the top ten items in order of greatest difference. In general, these blind sports merit getting additional feedback. No distinctions are made as to rated importance of the behavior.

(!) indicates that the behavior was identified as potential overuse.

Frequency of Behavior

Boss

1. Provides project details, clear direction
2. Identifies specific methods to reduce stress
3. Delays impulses for long-term gains
4. Is a student of how the organization works
5. Learns by "thinking things through"
6. Considers a range of logical choices before acting
7. Sees innovative solutions to challenging situations
8. Makes decisions based on analysis, expertise, and seasoned judgment
9. Identifies accountabilities & responsibilities
10. Seeks to create a consensual and exact, precise understanding of goals

Superior

1. Actions are congruent with values
2. Displays a value of openness and tolerance
3. Encourages tough questions, analysis
4. Anticipates multiple options, possibilities
5. Sees the importance of multiple methods of verifying information, perceptions
6. Fosters commitment to decisions made
7. Has a strategic view of decision outcomes
8. Anticipates needs for future expertise in a given task
9. Concrete, sequential learner
10. Utilizes expertise in a timely, focused way

Peers

1. Seeks multiple perspectives
2. Uses logical frameworks that accommodate new insights
3. Displays a value of openness and tolerance
4. Links experiences to see broader implications

Effectiveness of Behavior

Boss

1. Provides project details, clear direction
2. Demonstrates a belief in others' abilities to be resilient
3. Is a student of how the organization works
4. Analyzes historical patterns !
5. Fosters commitment to decisions made
6. Open to revising understanding
7. Seen as a "down to earth" individual
8. Anticipates needs for future expertise in a given task
9. Seeks multiple perspectives !

Superior

1. Seen as a "down to earth" individual
2. Encourages tough questions, analysis
3. Anticipates needs for future expertise in a given task
4. Concrete, sequential learner
5. Displays a value of openness and tolerance
6. Fosters commitment to decisions made
7. Learns effectively by talking, accessing, and working with others
8. Utilizes expertise in a timely, focused way
9. Shows effective listening skills
10. Critically questions decision criteria

Peers

1. Open to revising understanding
2. Seen as a "down to earth" individual
3. Uses logical frameworks that accommodate new insights
4. Critically questions decision criteria
5. Analyzes historical patterns
6. Delays impulses for long-term gains
7. Links experiences to see broader implications

for learning
5. Open to revising understanding
6. Identifies specific methods to reduce stress
7. Anticipates multiple options, possibilities
8. Demonstrates effective "debating" skills
9. Usually knows who, what, and when
10. Encourages tough questions, analysis

Direct Reports

1. Seeks personal mastery, compensates for weaknesses
2. Learns by doing
3. Encourages tough questions, analysis
4. Usually knows who, what, and when
5. Seeks multiple perspectives
6. Open to revising understanding
7. Sees the importance of multiple methods of verifying information, perceptions
8. Links experiences to see broader implications for learning
9. Concrete, sequential learner
10. To demonstrate understanding, paraphrases emotions and content of interchanges

for learning
8. Learns by doing
9. Displays a value of openness and tolerance
10. Concrete, sequential learner

Direct Reports

1. In tune with personal implications of learning
2. Considers a range of logical choices before acting
3. Open to revising understanding
4. Seen as a "down to earth" individual
5. Uses logical frameworks that accommodate new insights
6. Anticipates multiple options, possibilities
7. Learns by doing

Section 6: Hidden Strengths — Self Rated Lower

Hidden strengths are defined as rater scores that are at least .75 higher than your self-ratings. Listed below are the top ten items in order of greatest difference. In general, these hidden strengths are a potential source of influence. No distinctions are made are made in regards to rated importance.

(!) indicates that the behavior was identified as potential overuse.

Frequency of Behavior

Boss

1. Identifies "gaps" and deficiencies in expertise in self and others
2. Encourages teaming as a way to synthesize expertise
3. Creates a context for constructive discussions, especially during conflict
4. Provides "hands on" support
5. Works to build a team made up of individuals with different talents
6. Uses a future-oriented approach when communicating
7. Analyzes historical patterns !
8. Shows effective listening skills
9. Works to clarify relationship roles and boundaries
10. Uses metaphors and analogies when communicating

Superior

1. Analyzes historical patterns
2. Shares concrete illustrations to make a point
3. To demonstrate understanding, paraphrases emotions and content of interchanges !
4. Actively solicits feedback from others to identify efficiencies !
5. When disagreeing, demonstrates respect
6. Generates ideas on leverage points in the "systems" in the organization
7. Is a student of how the organization works !
8. Critically questions decision criteria
9. Works to clarify relationship roles and boundaries
10. Makes decisions based on analysis, expertise, and seasoned judgment !

Peers

Effectiveness of Behavior

Boss

1. Evaluates options related to the "mission" of the organization or unit
2. Provides "hands on" support
3. Identifies accountabilities & responsibilities
4. Works to build a team made up of individuals with different talents
5. Actively solicits feedback from others to identify efficiencies
6. Identifies "stages" and sequences involved in issues
7. When disagreeing, demonstrates respect
8. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
9. Generates ideas on leverage points in the "systems" in the organization
10. Works to clarify relationship roles and boundaries

Superior

1. Uses a future-oriented approach when communicating
2. When disagreeing, demonstrates respect
3. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
4. Generates multiple options
5. Shares concrete illustrations to make a point
6. To demonstrate understanding, paraphrases emotions and content of interchanges !
7. Actively solicits feedback from others to identify efficiencies !
8. Provides "hands on" support
9. Demonstrates effective "debating" skills
10. Compassionate and tough in managing discontent during change

1. Identifies "gaps" and deficiencies in expertise in self and others
2. Evaluates options related to the "mission" of the organization or unit !
3. Compassionate and tough in managing discontent during change
4. Shows effective listening skills
5. Identifies accountabilities & responsibilities
6. Uses a future-oriented approach when communicating
7. Uses metaphors and analogies when communicating
8. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
9. Shares concrete illustrations to make a point

Direct Reports

1. Works to clarify relationship roles and boundaries
2. Works to build a team made up of individuals with different talents
3. Actively solicits feedback from others to identify efficiencies
4. Generates ideas on leverage points in the "systems" in the organization
5. Identifies "gaps" and deficiencies in expertise in self and others
6. Identifies accountabilities & responsibilities
7. When disagreeing, demonstrates respect
8. Shares concrete illustrations to make a point
9. Evaluates options related to the "mission" of the organization or unit
10. Uses precise language

Peers

1. Delegates appropriately based on established and proven expertise
2. Evaluates options related to the "mission" of the organization or unit !
3. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
4. Identifies "gaps" and deficiencies in expertise in self and others
5. Generates multiple options
6. Actively solicits feedback from others to identify efficiencies
7. Identifies accountabilities & responsibilities
8. Identifies "stages" and sequences involved in issues
9. Works to build a team made up of individuals with different talents
10. Uses a future-oriented approach when communicating

Direct Reports

1. Evaluates options related to the "mission" of the organization or unit
2. Identifies accountabilities & responsibilities
3. Provides "hands on" support
4. Uses a future-oriented approach when communicating
5. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
6. Works to clarify relationship roles and boundaries
7. Actively solicits feedback from others to identify efficiencies
8. When disagreeing, demonstrates respect
9. Generates multiple options
10. Identifies "stages" and sequences involved in issues

Section 7: Learning from Experience

Learning from Experience	Individual uses various learning strategies to extract from experience best practices, guiding principles, or practical action plans. The desire to learn how his or her behavior affects others and systems is fundamental to a learning perspective. All experience is viewed as information from which learning can occur.

Encourages tough questions, analysis	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.67 *	3.67		5
Effectiveness	4	2	3.33	3.33		4
Importance	4	3	3.67	3.33		4

Learns effectively by talking, accessing, and working with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4.33	4.33		4
Effectiveness	4	2	3.33	3.67		3
Importance	4	3	3.67	4		4

Learns by doing	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	5	3.67 *	3.33 *		5
Effectiveness	5	4	4	4		5
Importance	5	4	3.67	3.67		4

Links experiences to see broader implications for learning	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	5	3	3.67		5
Effectiveness	4	3	3	4		4
Importance	4	4	3	3.33		4

Concrete, sequential learner	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	2	3 *	2.67		4
Effectiveness	4	2	3	3.67		4
Importance	5	3	2.67	3.33		4

Enjoys learning from unfamiliar, novel tasks	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	3.67 *	3.67 *		4
Effectiveness	4	3	3.67 *	3.33		3
Importance	5	3	4 *	3		3

Learns by "thinking things through"	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	4.33	4.33		5
Effectiveness	4	4	4.33	4 *		4
Importance	4	3	4 *	4		4

In tune with personal implications of learning	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	5	4.67	3.33		4
Effectiveness	4	3	4	2.33		4
Importance	4	4	3.67	3.33		4

Section 8: Adaptability and Flexibility

Adaptability and Flexibility	Being psychologically adaptable means that the individual has a range of behaviors from which to select when responding to a situation. A "flexible" individual does not become distressed with sudden change or surprises — in fact, he or she expects them. Being open and responsive to individuals and situations is basic to this quality.

Considers a range of logical choices before acting	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	4.33	4.33		5
Effectiveness	5	4	4.33	3.67		5
Importance	4	4	3.67	3.67		4

Able to connect with a range of individuals regardless of status, position	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4.67	4		5
Effectiveness	4	3	3.33	4		4
Importance	4	4	4.33	3.33		4

Sees the importance of multiple methods of verifying information, perceptions	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.67	3.67 *		5
Effectiveness	4	3	3.33	3.67		4
Importance	5	3	3.33	3.33		4

Seeks multiple perspectives	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5 !	4	2.33	3.67		5
Effectiveness	3 !	3	3.67	3.33		4
Importance	4 !	3	3	3.33		4

Open to revising understanding	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	3	3.67		5
Effectiveness	4	4	3	3.67		5
Importance	4	4	2.67	3.67		4

Anticipates multiple options, possibilities	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5 !	3	3.33 *	4 *		5
Effectiveness	5 !	3	3.33	3		4
Importance	5 !	3	4	3.67 *		4

Uses logical frameworks that accommodate new insights	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	5	2.67	4.67		5
Effectiveness	5	5	3.33	4		5
Importance	4	4	3	4.33		4

Displays a value of openness and tolerance	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	2	2.67	4.67		5
Effectiveness	4	2	3	5		4
Importance	5	2	2.33	5		4

Section 9: Self-Management

Self-management	Regulating impulses and consciously directing energy into productive and creative activities are key to this quality. Understanding that emotional hijacking and flow are two sides of the same "coin" that are useful by the degree of self-regulation. Managing a range of responses rather than simply being reactive is critical to this competency.

Achievement and results-oriented	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4 !	3.67	4 *		4
Effectiveness	4	3 !	3.67	4		4
Importance	5	4 !	3 *	4		4

Takes cues from others regarding their needs and reactions	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	5	2.67	4		4
Effectiveness	5	4	3	3.67		3
Importance	4	4	2.67	3.67 *		3

Seen as a "down to earth" individual	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.67 *	4		4
Effectiveness	4	2	3.33 *	4		5
Importance	5	2	3.33	3.33		4

Sees innovative solutions to challenging situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	4.33	4.33		5
Effectiveness	4	3	3.67	3.33		4
Importance	3	3	3.67 *	4		4

Identifies specific methods to reduce stress	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	5 !	3.33	4.67		5
Effectiveness	5	3 !	4	3.67		3
Importance	3	4 !	3.67	4.67		3

Delays impulses for long-term gains	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	4	4	3.67		4
Effectiveness	4	4	3	3.67		4
Importance	3	4	3.67	3.67		4

Seeks personal mastery, compensates for weaknesses	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	5	4.67	3.33 *		5
Effectiveness	4	4	3.67	4		4
Importance	4	5	4	3.67		4

Actions are congruent with values	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	2	4.67	4		5
Effectiveness	5	3	3.67	4.67		4
Importance	5	3	4	4.33		4

Section 10: Communication

Communication	Effective oral and written communication are central to this quality. Understanding others before seeking to be understood is a typical element of this perspective. Demonstrating a recognition that the meaning of the message resides in the receiver is central to this competency.

Demonstrates effective "debating" skills	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.67	4.67		5
Effectiveness	4	4	4	4		3
Importance	5	4	4.33	4.67		4

Shows effective listening skills	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	2	4.67	3.67		3
Effectiveness	4	2	4	3		3
Importance	4	2	4.67	3.33		2

Shares concrete illustrations to make a point	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	5	4	4.33		3
Effectiveness	5	4	4	4		3
Importance	4	5	4	4		3

Uses metaphors and analogies when communicating	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	4 *	3.67 *		3
Effectiveness	5	3	4.33	4		3
Importance	5	3	3.67 *	3.33		3

Usually knows who, what, and when	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	5	3.67 *	3.67		5
Effectiveness	4	4	3.33	3.67		3
Importance	4	4	3	3		4

Uses a future-oriented approach when communicating	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	4.33	4		3
Effectiveness	4	5	3.67	4		2
Importance	5	4	3.33	4.67		3

Uses precise language	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.33	4.33		3
Effectiveness	4	3	4	4		3
Importance	4	3	4	4.67		3

Shares personal evaluation of a situation	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	5	3.33	3.67		4
Effectiveness	4	4	3	3.33		3
Importance	4	5	3	3.33		3

Section 11: Utilizing Expertise

Utilizing Expertise	Using personal and team member expertise to solve problems is basic to this quality. While it is understood that most leaders gain only a fraction of expertise in a given industry, they know how to leverage their expertise and that of around them.

Applies well-defined criteria to work competencies	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	4	4.33		4
Effectiveness	4	4	3.67	3.67		3
Importance	4	4	3	3.67		4

Encourages teaming as a way to synthesize expertise	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	2	2.67	4		3
Effectiveness	4	3	3.33	4.33		3
Importance	5	2	2.67	4		3

Utilizes expertise in a timely, focused way	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	3.67	4 *		4
Effectiveness	4	3	3.67	3.67		4
Importance	4	3	3	3.33		4

Identifies innovative ways to use talents of others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5 !	4	4	3		4
Effectiveness	4 !	4	4	3.33		3
Importance	3 !	4	3.67	3.33		3

Delegates appropriately based on established and proven expertise	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	5	4.67	4.33		4
Effectiveness	4	3	4.67	3.67		2
Importance	4	4	4.67	3.67 *		2

Anticipates needs for future expertise in a given task	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	2	4.33	3.67		4
Effectiveness	3	2	4	4		4
Importance	3	2	4	3.67		5

Identifies "gaps" and deficiencies in expertise in self and others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	4.33	3.67		2
Effectiveness	4	2	4	3.67		2
Importance	4	2	4	3.67		3

Works to build a team made up of individuals with different talents	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	3	5		3
Effectiveness	5	2	3.67	3.67		2
Importance	5	3	3	3.33		3

Section 12: Decisiveness

Decisiveness	Making and implementing decisions are basic dimensions of this competency. Individuals who are decisive analyze options, then select priorities in a context of goals and values, and select what is believed to be the best course of action. Decisive individuals know which decision strategy to use given the capabilities of those on whom implementation depends (eg: leader decision, leader-group decision, group decision).

Makes decisions based on analysis, expertise, and seasoned judgment	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	5 !	4 *	4.33		4
Effectiveness	4	3 !	3.67	4		3
Importance	3	4 !	3.33	3.67 *		3

Fosters commitment to decisions made	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	2	4.33	4.67		4
Effectiveness	3	3	4	4.33		4
Importance	4	2	3.67	4.67		3

Provides project details, clear direction	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3	4	4.33		4
Effectiveness	2	4	4	4		4
Importance	3	3	3.67	4.33		4

Generates multiple options	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.33 *	4		3
Effectiveness	3	4	3.67	3.67		2
Importance	3	5	4	3.67		2

Identifies "stages" and sequences involved in issues	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.67 *	4 *		3
Effectiveness	4	3	3.67	3.67		2
Importance	4	3	3.33 *	3.67 *		2

Has a strategic view of decision outcomes	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	2	3.33 *	4.33		4
Effectiveness	4	4	3.67 *	4.33		3
Importance	4	3	3.33	4.33		4

Critically questions decision criteria	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	5	3 *	3.67		4
Effectiveness	5	3	3	3.67		4
Importance	3	4	2.67	3.33		4

Evaluates options related to the "mission" of the organization or unit	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	5 !	4.33		3
Effectiveness	5	3	4 * !	4.67		2
Importance	4	3	4 !	4.33		2

Section 13: Relationship Building/Maintenance

Relationship Building/Maintenance	Understanding that relationships require different kinds of attention and varying strategies to strengthen is basic to this competency. The key to this competency is to build networks and maintain these over time. Fostering teamwork is essential.

Actively solicits feedback from others to identify efficiencies	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4 !	3.67	4.67		3
Effectiveness	4	3 !	3.67 *	3.67 *		2
Importance	4	4 !	3	3.67 *		3

To demonstrate understanding, paraphrases emotions and content of interchanges	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	5 !	3.33 *	3		4
Effectiveness	4	4 !	3.33	4		3
Importance	3	4 !	3	3		3

When disagreeing, demonstrates respect	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.33 *	4.33		3
Effectiveness	4	4	3.33	3.67		2
Importance	4	4	3.67	3.67		2

Creates a context for constructive discussions, especially during conflict	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	2	3.67	4		3
Effectiveness	4	3	3	4		3
Importance	4	3	3	4.33		2

Provides "hands on" support	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	3.67	4		3
Effectiveness	5	3	3.33	4		2
Importance	5	2	3.67	4.33		3

Works consistently to remove barriers to potential relationships and to enhance long-term relationships.	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	5	4 *		4
Effectiveness	4	4	4	4		2
Importance	5	3	4.33	4		3

Seeks to create a consensual and exact, precise understanding of goals	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	4	4.33		4
Effectiveness	5	4	4	3.67		3
Importance	4	4	3.67	4.67		3

Works to clarify relationship roles and boundaries	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	2.33	4.67		2
Effectiveness	5	2	3.33	4.67		3
Importance	4	3	3.33	5		3

Section 14: Managing Complexity and Change

Managing Complexity	Leaders operate within multiple systems. Knowing that there are always unintended consequences is as important as dealing effectively with ambiguity. Working consciously within the paradoxes of organizational life and clarifying vision/purpose in the midst of uncertainty are hallmarks of this competency. Creatively leads change.

Identifies accountabilities & responsibilities	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3	4.33	4.33		3
Effectiveness	5	2	3.67	4.33		2
Importance	3	3	4	4.33		2

Demonstrates a belief in others' abilities to be resilient	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.33	3.67		4
Effectiveness	3	4	3.67	3.67		4
Importance	3	5	4	3.67		4

Builds processes and procedures with an action-oriented mindset	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	5	4 *	4 *		5
Effectiveness	4	3	4.67	4.33		4
Importance	4	2	3.33	3.67 *		4

Generates ideas on leverage points in the "systems" in the organization	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.33	4.67		3
Effectiveness	5	3	3.67	3.33		3
Importance	5	3	3.33	4		3

Analyzes historical patterns	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5 !	5	3.33 *	3.33		3
Effectiveness	3 !	3	3	3.67		4
Importance	4 !	4	3	3.33		4

Shifts gears easily, comfortable with uncertainty and ambiguity	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	4	3.67		4
Effectiveness	3	3	3.67	4		3
Importance	4	3	3.67 *	3.67		3

Is a student of how the organization works	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	5 !	3.33 *	4.33		4
Effectiveness	3	3 !	4	4		4
Importance	3	4 !	4	4		3

Compassionate and tough in managing discontent during change	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	4.67	4		3
Effectiveness	3	4	4.33	4		3
Importance	2	3	4.33	4.33		3

Section 15: Written Comments on Each Dimension

Please note that each bullet represents a different statement from all of your rater groups. No editing of comments has occurred.

Learning from experience

- Makes for learning easy for himself and others needs to take more time for reflection and "testing" ideas before implementing
- Seeks out new learning opportunities May miss some keybdetails
- Doesn't listen as well as I would like which prevents fast learning
- Quick to take a lesson from evets
- Takes in ideas quickly
- Continues to be a rapid learner
- Used a new strategy when a team initiative wasn't initially successful
- Seems to maximize experience
- Seems to catch on quickly on most issues
- tries alot of things to make it work

Adaptability and Flexibility

- Open to making chanes when the rationale is provided
- Open to trying new ideas Brainstorming comes naturally
- Will adapt
- Asks open questions
- Open to new ways of doing things
- Adapts quickly to changing conditions
- Open to new ideas
- Open to doing things differently
- Too flexible...willing to change his mind too quickly
- Easy to work with

Self Management

- has a good sense of timing...knows when to laugh and to focus
- Very calm even under stressful situations
- Is patient even under pressure
- Patient and responsive
- Thoughtful
- Patient
- Seems to take the time necessary to deal with issues
- Patient and thoughtful
- hot head from time to time
- Clearly takes control of his emotions

Communication

- Great, concise memos....
- Good about sharing key information

- Takes care to formulate a message and deliver it with sensitivity
- Careful to craft a message that works for everyone
- Gives useful information
- Isn't always as clear and succinct as I would like
- Writes well
- Clear and responsive
- Needs to sa less, be more conicse
- Gives concise messages

Utilizing Others' Expertise

- identifies talent around him well; puts people in the right jobs
- Helps others clarify how to use their talents
- May delegate too much
- Good at delegating
- Identifies special abilities
- Uses his and others skills effectively
- Uses his talents effectively
- Makes good use of the talents of othiers
- Masterful in using others talents
- Helps others see their strengths

Decisiveness

- implements with efficiency
- Acts decisively
- Waits too long at times
- Makes decisions quickly
- Takes in the information needed to decide
- Uses logical reasoning
- Needs to collect more information before deciding
- Is careful and thoughtful in decisions
- Too quick sometimes; needs to take in more information
- makes decisions after thoughtful deliberation

Relationship Building/Maintenance

- Almost too willing to invest time in people
- Follows up with people to share celebrations and to keep in touch
- Warm and thoughtful but not necessarily enthusiastic
- Builds relationships well
- Seeks out others
- Warm and thoughtful
- Reachesbout to work well with others
- Reaches across groups to build relationships
- Too selective, group around him is too small
- builds relationships and neworks throughout the organization

Managing Complexity

- Sees the big picture quick
- Masterful with seeing systems
- Sees the big picture
- Articulates vision and goals
- Sees the big picture and has a future oriented approach
- Sees new strategies for dealing with complex changes
- Makes the difference in managing vision and purpose
- Sees a ten year horizon
- Sees more than I do....unbelieveable range of perceptions about systems and how they work
- clearly undersatnds the systems in a situation

Section 16: Development Action Tips

Dimension — Learning from Experience

Definition — Has the ability, interest, and focus to learn from experience.

Importance — A "master competency" in that it controls the range of learning and overall effectiveness of an individual to adapt and respond to life and work challenges.

Actions: To further develop, do the following:

Identify a specific challenge or area for development and

Analyze	Find component parts and identify relationships. What are the pro/cons of available options?
Network	Find people who already engage in the behavior effectively. Find out what and how they do it.
Focus	Study every aspect of the challenge. How is this similar to previous, parallel behaviors?
Change contexts	Do you engage in the behavior in different contexts? Why?
Find contrary models	All frameworks have an opposite-test the assumptions of your mental models.
Contrast with differences	Find people who are very different from you and are either very good or terrible at the behavior you are learning. What do they do you should replicate or avoid?
Compare	Research behavior and find the similar aspects you already do.
Imagine	Journal a description of what it would be like to fully and effectively engage in the behavior. What would be different from today?

FYI: For Your Improvement — See the following chapters: (Essential) 2, 32, 45 (Important) 30, 33, 40 (Nice to Have) 1, 41

Section 16: Development Action Tips

Dimension — Adaptability and Flexibility

Definition — Psychologically adjusting to change and selecting a response from a range of behaviors.

Importance — Even if you learn a range of competencies, you have to know when and how to use them for effectiveness. Being adaptable and flexible are essential competencies for using what you know.

Actions:

Being adaptable and flexible requires three conditions:

1. **Confidence.** Do you have support networks that encourage you and confirm your competence? Do you have the confidence to try out new behaviors and learn from the effort?
2. **Capability range.** Do you have a range of behaviors from which you can "call" to aid you in responding to any given situation? Developing a full range of behaviors increases your capability of responding flexibly and appropriately adapting to the challenge facing you.
3. **Means.** Do you constantly assess the demands of the situation? Are you clear on the desirable outcomes of an interaction?

The largest barrier to flexibility is a lack of awareness of how you could do things differently. In part, you have been "had" by past experience and by learned responses which you may need to address.

FYI: For Your Improvement — See the following chapters: (Essential) 2, 41, 46 (Important) 14, 58, 64 (Nice to Have) 52

Section 16: Development Action Tips

Dimension — Self Management

Definition — Regulates impulses such as anger; being proactive in responses rather than reactive.

Importance — Controlling impulses, patience, and emotional reactions, and being able to select an appropriate response is a critical capacity as a leader.

Actions:

A keystone of self management is understanding your impulses and turning those into sources of information rather than reactions. For example, if you have the impulse to critique situations and this has become a typical response, you may be unaware of the impact on others. Your impulse is to critique to make things better.

A self-managed leader realizes that being critical is one side of a continuum; the other side is being supportive. The self managed leader uses the impulse to be critical to remind himself or herself to ask "What is the best response right now?" If I am trying to get the individual in front of me to think things through, then I may need to ask some open ended questions to explore the assumptions and data the individual is using. It may be that being open to discussion about possible solutions is the best way to help someone improve their analytical skills — much more effective than telling them what is wrong and what to do about the situation.

To enrich self-management, you need to:

- Inventory your impulses and patterns.
- Understand the intended and unintended outcomes from your behavior.
- Learn key questions to ask to facilitate a different response.

FYI: For Your Improvement — See the following chapters: (Essential) 12, 33, 41, 55 (Important) 11, 43, 46 (Nice to Have) 6, 54

Section 16: Development Action Tips

Dimension — Communication

Definition — Using oral and written communication effectively; understands that the meaning of the message is in the receiver and acts accordingly.

Importance — Easily identified as a crucial competency, it is not fully understood and therefore not developed as thoroughly as possible. This competency is about creating shared meaning.

Actions:

The "bottom line" in communication is that the meaning of the message is in the receiver of the message. This means that you have to constantly check out the meaning being made when working with others. At a minimum you should:

- Ask what others understand as related to the point you are trying to make. Rather than ask, "Do you understand?," ask, "How does this work for you?" or "What are your assumptions about this situation?" or "What do you hear me saying?"
- Paraphrase what you hear, see, and feel with others. "What I hear you saying..." or "You seem to feel that ... are phrases to alert the other person you are going to share your understanding.
- Summarize points at several junctures of the conversation. Make sure you restate key ideas and actions that have emerged during the discussion.
- Have several individuals read your memos, speeches, and written communication to make sure that you've covered the bases.

FYI: For Your Improvement — See the following chapters: (Essential) 11, 27, 31, 53 (Important) 9, 29, 36 (Nice to Have) 44, 49, 67

Section 16: Development Action Tips

Dimension — Decisiveness

Definition — Implements decisions. Appropriately analyzes choices and selects a decision making strategy (e.g. manager decides, manager with group decides, etc.).

Importance — The best made plans are not useful unless implemented in a timely way. Leaders get into trouble by being decisive too quickly or waiting too long to make a decision.

Actions:

Decision making involves effective problem solving and analysis. When working with a group, the issues are often quality, speed, and "buy in."

Most leaders know the decision they want to make in any given situation but may also know that imposing a decision will create problems of implementation.

You need to determine (a) how much buy in is essential to the implementation, (b) how fast does the decision need to be made, and (c) is quality at risk if the decision is delegated?

Often the perception that you lack decision making skills is the absence of follow up. You make the decision but people find out far too late. Do you need to share your decision making strategy and outcomes more with others?

Some leaders are not decisive by virtue of their problem solving and group facilitation skills. In general, groups make better decisions, though it takes longer to get the synergistic solution. Do you know how to create the conditions for synergy? Can you facilitate decision making?

FYI: For Your Improvement — See the following chapters: (Essential) 1, 17, 53 (Important) 9, 16, 34 (Nice to Have) 57, 62

Section 16: Development Action Tips

Dimension — Utilizing Expertise

Definition — Identifies and aligns expertise with the appropriate challenges; leads those whose expertise is different from one's own.

Importance — Leaders need to appropriately deploy the talent in their organizations. Knowing and placing the expertise around you is essential to building a high performing organization.

Actions:

Many leaders received their first management job due to their excellent performance in a front line position. The engineer who does a great job gets promoted to supervisor.

The supervisor does "more of what he did" by closely managing other engineers and gets promoted to general manager. Now he is managing engineers whose expertise is in totally foreign areas.

He quickly learns that what made him successful in his previous roles will not work in the new position. Suddenly influence, relationships, and alignment of talent with challenges become the dimensions of success.

This becomes magnified when promoted to an executive role when you have to lead more than just the engineers. You have to manage various departments whose work is essential to your success.

Learn how to:

- Assess talent and expertise
- Plan ways to align talent with business challenges
- Delegate to those over whom you have no direct control
- Evaluate your challenges and skill gaps

FYI: For Your Improvement — See the following chapters: (Essential) 7, 18, 20, 56 (Important) 9, 21, 25 (Nice to Have) 52, 63

Section 16: Development Action Tips

Dimension — Building and Maintaining Relationships

Definition — Build and strengthen relationships, especially across departments; Builds networks across the company

Importance — Up (boss), across (peers), and down (direct reports) are the directions of your relationships as a leader. You must build and maintain relationships in all directions to influence and motivate others toward the desired goals.

Actions:

Identify ways you intentionally communicate to others who work with and for you that they are (a) significant, (b) competent, and (c) worthwhile. Also, find out how others experience these messages from you. How congruent is what you say you do with what people experience?

Positive relationships are built on common ground and feelings of mutual regard. Regardless of your personal feelings about others, there are many individuals on whom you depend to make the organization work (and productive actions to be taken). Strong relationships will enhance the network and overall performance.

Relationships are the "social capital" of organizations. Leaders work to enhance this capital at all levels.

Do you know what each individual needs from you to feel informed, connected, and appropriately included?

Do you actively "take a constructive perspective" with others, especially during conflict?

Do you share responsibility, rewards, and attention with all those essential to your success?

FYI: For Your Improvement — See the following chapters: (Essential) 3, 31, 11, 27, 33 (Important) 10, 23, 26, 41 (Nice to Have) 19, 60, 64

Section 16: Development Action Tips

Dimension — Managing Complexity and Change

Definition — Recognize and manage systems; work within paradoxes of change and organizational shifts. Seeks creative solutions to complex problems. Manages ambiguity.

Importance — Leaders who do not have the ability to manage complexity will not develop the necessary strategic agility to respond effectively to change. For those seeking the highest level of responsibility in any organization, they must master this competency for overall satisfaction and effectiveness.

Actions:

At a minimum you should:

- Understand systems thinking.
- Identify multiple causes and sources related to organizational problems and successes.
- Be a student of how the organization works.
- Develop case studies/lessons learned from organizational events. Create a timeline of key company events and identify how those events affect decisions/actions today.
- Explore the role of external environmental pressures and events on current organizational challenges.
- Identify market trends and project probable outcomes.
- Develop scenario/what if planning activities.

FYI: For Your Improvement — See the following chapters: (Essential) 1, 2, 40, 58, 65 (Important) 28, 38, 47 (Nice to Have) 52

Section 17: Your Effectiveness Plan

Knowing, flexing, and doing are the three elements of effectiveness. Your 360 data help clarify knowledge about how others experience your behavior. Developing a plan to flex with the range of behaviors you employ and to implement active learning strategies to integrate adjustments to or develop new behaviors is essential to enhance results.

Step 1: Review your report and complete the following grid:

Rating trend	Important Behaviors	Less Important at this time
Frequent	Plan to monitor to prevent overuse of these behaviors:	Identifying useful but not critical behaviors:
Infrequent	Development needed:	Identify how to monitor these behaviors so that when used, they are productive:
Effective	Plan to monitor ongoing effectiveness of these behaviors:	Identify how these behaviors might be used to support increasing frequency or effectiveness of important behaviors:
Ineffective	Create a plan to elevate these toward effective expression:	Identify how to monitor so that these do not create leadership behavior "noise" when used:

Step 2: Identify the key opportunity for the next 90 days. Complete this Goal Planning Worksheet

Goal Identify specific behavior			
Benefits of achieving the goal			
Obstacles to achieving the goal			
Resources to use in achieving this goal			

Specific Action Steps	**Step**	**Action**	**Due Date**
	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
	7.		

Benchmarks (How will you know you are making progress?)	
Goal Accountability Partner (Individual who will contact you regularly about your goal)	