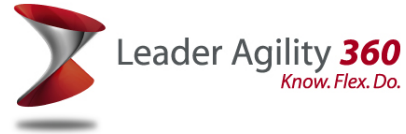


Comprehensive 360
Integrating Personality Type and
Leader Agility Dimensions



Confidential Multi-Rater Feedback Report for

Everyperson Sample

Scoring Date for Your Report: Thursday April 27, 2017

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Introduction

Knowing, flexing, and doing drive effectiveness. By knowing how your behavior affects others, you can flex as you need to. Knowing without doing will lead nowhere. The goal of this report is to provide you with insights about how your behaviors affect the world around you. This invites you to consider what you might flex in your behavior to become more effective.

This report combines two important frameworks: personality and leadership. From a personality perspective, the behaviors associated with personality type give both a handle on what you show the world and what aspects of your personality that you might enrich to become a more effective leader. The leader framework is built on eight dimensions ranging from Self-management to Managing Complexity and Change. Because these two frames on behavior are linked, this is called the Comprehensive 360 Report.

Your Comprehensive 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 and Personality Type. 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: Linking Leader Agility and Personality Type Behaviors
- Section 5: Blind spots — self rater higher than all others
- Section 6: Hidden strengths — self rated lower than all others
- 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: Big patterns and Trends
- Section 17: Your effectiveness plan

Agile individuals access and quickly demonstrate the eight dimensions to effectively produce results. Engendering the commitment of those around them, agile individuals use the eight dimensions to fulfill leader aspirations. Further, agile leaders are aware of their personality patterns and how those affect each aspect of their leader behavior. This report links your leadership and your personality behaviors.

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

With exception to you and your boss/superior 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 numerical form as 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, from the Leader Agility dimensions:

Leadership Agility Dimensions	Boss	Superior	Peers	Direct Reports	Other	Self
Learning from Experience	5	3.4	4.1	4.0	4.2	3

Or from the Personality Type lens:

Analytical and Reasoning Processes (Te)	Boss	Superior	Peers	Direct Reports	Other	Self
Actively critiques, identifies long-term outcomes	4	4.2	3.8	3.9	4.4	3.5

Note that in Peer, Direct Report, and Other categories individual item data are not reported if there are fewer than three in the group.

The same sixty-four behaviors that are rated in terms of frequency, effectiveness, and importance are sorted into the eight dimensions of Leader Agility and eight aspects of Personality Type.

Higher numbers are preferred; however, the pattern of the ratings is the most important aspect of the report. For example, if all of the rater groups provided a somewhat lower rating (even if their scores were 4.0), the fact that a behavior was seen as relatively lower across all groups is important.

Guidelines

Keep these guidelines in mind when analyzing the data. The relative application of these rules depends 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 and 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.
7. Use the norm group comparisons as a point of reference of how you would appear relative to other adults who are seen as leader agile. If higher or lower than the norm group, consider the implications in terms of how that behavior may or may not be working well in your context.

You are encouraged to use the planning guide in Sections 16 and 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.

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; only 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. It is likely that though the score may be lower, the relative lows and highs may reflect what is true with groups that see you more regularly.

Total Number of Respondents: 10

Rater Category	Number	Contact
Boss	1	4
Superior	2	4
Peers	3	2.33
Direct Reports	3	4.67
Others	1	2

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: Summary Across All Leader Agility Dimensions

The ratings are sorted into the two frameworks in this section. First, the Leader Agility dimensions are summarized and then the Personality Type aspects are summarized in the report.

The aggregate summaries average all of the ratings for each behavior. You are invited to consider how these behaviors affect your leadership effectiveness. You may find, for example, that the ratings of the items related to Communication inform you of a strength. Other ratings may indicate that Building Relationships is an area in need of attention.

Because we use some part of our personality talents in each of the Leader Agility dimensions, the aggregate of how our eight personality aspects are experienced by others is also provided in summary form.

You have a unique opportunity to identify how your behavior patterns are expressions of mental resources that you use across eight mission critical leader dimensions. This provides an opportunity to identify relative strengths and areas of growth. You are encouraged to see that you have access to the eight mental resources that make up personality type and you may use these in different ways depending on the leadership demands you face.

You may find that a key aspect of your personality mental resources (e.g. extraverted thinking) is used consistently across all eight leader agility dimensions. You may also find that some of your personality mental resources are used effectively in one area of leader agility and not so effectively in another. For example, raters may find that Extraverted Thinking related behaviors work quite well when communicating with others and not so effectively when building relationships. The following data allow you to identify the key areas of intersection between your personality mental resources and demonstrations of leader agility.

Keep in mind that patterns of scores are usually more informative than absolute numbers. The perspective of the raters is essential when considering their scores. Look at the patterns related to what is expressed (frequency), how it is experienced (effectiveness), and how important it is to your work.

As you look over your data summarizing your personality mental resources and your leader agility dimensions, consider the following questions:

- Are there similar higher and lower scores across the rater groups and across either personality or leader dimensions? If these are different, are the lower ratings from individuals who do not spend as much time with you?
- Regardless of the absolute number, what specific scales and items were scored higher or lower by each rater group (regardless of any similarity among the groups).
- What is the range of scores used by the different rater groups? Did the boss only use 3 and then an occasional 2 or 4, and the customers use the range 2 to 5 in their ratings? What might this say about the rater groups experience with you?

Perceptions about your behavior give you with an opportunity for greater awareness and fewer blind spots. Such awareness is only useful if you clearly understand your data and if you act on a development goal that enhances your satisfaction and overall effectiveness.

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 that of 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 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	2.88	3.25	3.67 *	3.92 *	0	4
	Effectiveness	2.88	2.81 *	2.83	3.5	0	3.13
	Importance	3.5	2.94	3.08 *	3.67 *	0	3.63
Adaptability and Flexibility	Frequency	3.5	3.94	3.54	3.71 *	0	3.63
	Effectiveness	4	3.13	3.38	3.29	0	3.13
	Importance	2.75	3.31 *	3.21	3.58 *	0	3.63
Self-Management	Frequency	3.88	3.56	3.54	3.92 *	0	3.38
	Effectiveness	3.5	3	3.25 *	3.75	0	3
	Importance	2.38	3.25	3.12	3.54 *	0	3.88
Communication	Frequency	3.75	3.56	3.83	3.88	0	3.5
	Effectiveness	3.75	3.13	3.29	2.96 *	0	2.63
	Importance	3.5	3.25	3.29 *	3.59 *	0	3.5
Utilizing Expertise	Frequency	3.5	3.75	3.92	4.08 *	0	3.88
	Effectiveness	3.13	3.06	3.29	3.34 *	0	3.25
	Importance	3.63	3.13	3.33	3.71 *	0	3.25
Decisiveness	Frequency	3.75	3.81	3.63 *	3.96 *	0	3.63
	Effectiveness	3.13	2.94	3.38	3.38 *	0	2.75
	Importance	3.25	3.06	3.33	3.54 *	0	3.13
Relationship Building/Maintenance	Frequency	4	3.94	3.5	3.79	0	3.75
	Effectiveness	3.38	3.25 *	3.5	3.42 *	0	3.38
	Importance	3.63	3	3.13	3.63 *	0	3.13
Managing Complexity & Change	Frequency	3.75	4.19	3.54 *	4.17	0	3.75
	Effectiveness	3.75	3.56	3.33	3.46 *	0	3.38
	Importance	3.63	3.44	3.25	3.79	0	3.25

Note:

(*) indicates a three point spread within the rater group

(!) indicates some raters feel the behaviors may be overused.

Section 3: Aggregate Personality Type Processes and Resources

All behavior is initiated by how an individual perceives and judges experience. The perceptions and evaluations are sorted through a host of lenses — previous experiences, and situational pressures to name a few. All of these, however, are subject to the range of mental processes an individual uses to perceive and evaluate what is happening to him or her. Importantly, these are not static processes as these processes contribute to behavior in everything we do. These mental processes are personality resources.

The model of psychological type, originated by C.G. Jung, suggests four modes of perceiving and four modes of evaluating experience that work within each of us. These produce eight mental resources with which we develop patterns. A variety of personality assessments that are self report tools use a four letter code to indicate how an individual sees himself or herself. This code does not make the eight resources immediately apparent; nonetheless, these are embedded in the code. The type codes *most likely* associated with these qualities are listed below. **Everyone uses these to some degree.**

Four Ways of Deciding and Judging

Behavioral Expressions	Associated Process	Connects to Type Codes
Analyzing and Reasoning	Extraverted Thinking, Te	ISTJ, ESTJ, INTJ, ENTJ
Critiquing and Theorizing	Introverted Thinking, Ti	ISTP, INTP, ESTP, ENTP
Connecting with Others, Expressing Empathy	Extraverted Feeling, Fe	ISFJ, ESFJ, INFJ, ENFJ
Evaluating Merit, Values, and Ideals	Introverted Feeling, Fi	ISFP, INFP, ESFP, ENFP

Four Ways of Perceiving and Becoming Aware

Behavioral Expressions	Associated Process	Connects to Type Codes
Providing Pragmatic Action Oriented Focus	Extraverted Sensing, Se	ISTP, ISFP, ESTP, ESFP
Clarifying and Cataloging Information	Introverted Sensing, Si	ISTJ, ISFJ, ESTJ, ESFJ
Seeing Context, Associations, and Trends	Extraverted Intuiting, Ne	INTP, INFP, ENTP, ENFP
Visualizing Future Options, Scenarios	Introverted Intuiting, Ni	INTJ, INFJ, ENTJ, ENFJ

Section 3: Aggregate Summary of Personality Type Aspects

Average ratings are provided.

Personality Type Processes		Boss	Superior	Peers	Direct Reports	Other	Self
Analyzing and Reasoning (Te)	Frequency	3.63	3.88	3.83	3.75 *	0	3.63
	Effectiveness	3.88	3.13	3.13	3.21 *	0	2.75
	Importance	3.25	3.19	3.25	3.38 *	0	4
Critiquing and Theorizing (Ti)	Frequency	4	3.63	3.71	3.83	0	3.63
	Effectiveness	3.5	2.94	3.29	3.33 *	0	2.88
	Importance	3.63	2.94 *	3.29	3.67 *	0	3.13
Connecting with Others, Expressing Empathy (Fe)	Frequency	3.5	4.06	3.38 *	3.71 *	0	4
	Effectiveness	3.38	3.13	3.25	3.21	0	3
	Importance	2.63	3.25	3.12 *	3.25 *	0	3.5
Evaluating Merit, Values and Ideals (Fi)	Frequency	3.75	3.69	3.75 *	3.87 *	0	3.75
	Effectiveness	3.63	3.38	3.29	3.42 *	0	3.38
	Importance	3.5	3.44	3.33	3.54	0	3.13
Providing Pragmatic Action (Se)	Frequency	3.75	3.63	3.21 *	4.04 *	0	3
	Effectiveness	3.13	2.94 *	3.13	3.58 *	0	3.38
	Importance	2.75	3.25	3.13	3.71 *	0	3.13
Identifying and Cataloging Information Precisely (Si)	Frequency	3.25	3.56	3.67 *	3.83	0	3.38
	Effectiveness	3.25	2.88 *	3.54	3	0	3
	Importance	3.5	2.88	3.29	3.63	0	3
Seeing Context, Associations, Trends (Ne)	Frequency	3.63	3.81	3.71	4.04 *	0	4.13
	Effectiveness	3.38	3.38	3.42 *	3.75	0	3
	Importance	3.63	3.25	3.12 *	3.92	0	3.63
Visualizing Future Options, Scenarios (Ni)	Frequency	3.5	3.75	3.92 *	4.33	0	4
	Effectiveness	3.38	3.13	3.21	3.58 *	0	3.25
	Importance	3.38	3.19	3.21	3.96 *	0	3.88

Note:

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

Section 4: Linking Leader Agility and Personality Type Aspects

Your **top** three Leader Agility dimensions rated as Effective with the Personality Type aspects reflected in each dimension:

Leader Agility dimension	Top Extraverted personality aspect	Bottom Extraverted personality aspect
	Top Introverted personality aspect	Bottom Introverted personality aspect
Managing Complexity & Change	Sensing that is Extraverted (Se) Feeling that is Introverted (Fi)	Intuiting that is Extraverted (Ne) Sensing that is Introverted (Si)
Self-Management	Sensing that is Introverted (Si) Feeling that is Introverted (Fi)	Intuiting that is Extraverted (Ne) Intuiting that is Introverted (Ni)
Relationship Building/Maintenance	Feeling that is Extraverted (Fe) Thinking that is Introverted (Ti)	Intuiting that is Extraverted (Ne) Sensing that is Introverted (Si)

Your **bottom** three Leader Agility dimensions rated according to Effectiveness with the Personality Type aspects reflected in each dimension:

Leader Agility dimension	Top Extraverted personality aspect	Bottom Extraverted personality aspect
	Top Introverted personality aspect	Bottom Introverted personality aspect
Learning from Experience	Sensing that is Extraverted (Se) Thinking that is Introverted (Ti)	Thinking that is Extraverted (Te) Sensing that is Introverted (Si)
Communication	Intuiting that is Extraverted (Ne) Intuiting that is Introverted (Ni)	Feeling that is Extraverted (Fe) Feeling that is Introverted (Fi)
Utilizing Expertise	Intuiting that is Extraverted (Ne) Sensing that is Introverted (Si)	Sensing that is Extraverted (Se) Intuiting that is Introverted (Ni)

Make note of patterns of how your personality patterns contribute to your effectiveness and what may be areas in need of development. Consider if the personality type aspect on which you are strongest is the one most likely useful for your situation and context as related to a given dimension of Leader Agility.

Section 4: Linking Leader Agility and Personality Type Aspects

Perceived Use of Type Processes

Your raters identified different aspects of how the expression of your behavior is experienced. They rated the frequency, effectiveness, and most important processes for effectiveness. Keeping in mind that introverted processes produce a secondary expression of an inner dynamic, your raters have identified how these expressions affect them.

For the purposes of inviting you to be more mindful of using your talents and accessing abilities you may not utilize as often, please review the data highs and lows below:

Frequency Ratings

	Most Frequently Observed	Least Frequently Observed
Extraverted Process	Seeing Context, Associations, and Trends (Extraverted Intuiting, Ne)	Connecting with Others, Expressing Empathy (Extraverted Feeling, Fe)
Introverted Process	Visualizing Future Options, Scenarios (Introverted Intuiting, Ni)	Identifying and Cataloging Information Precisely (Introverted Sensing, Si)

Effective Ratings

	Most Effective Observed	Least Effective Observed
Extraverted Process	Seeing Context, Associations, and Trends (Extraverted Intuiting, Ne)	Connecting with Others, Expressing Empathy (Extraverted Feeling, Fe)
Introverted Process	Evaluating Merit, Values, and Ideals (Introverted Feeling, Fi)	Identifying and Cataloging Information Precisely (Introverted Sensing, Si)

Importance Ratings

	Most Important Observed	Least Important Observed
Extraverted Process	Seeing Context, Associations, and Trends (Extraverted Intuiting, Ne)	Connecting with Others, Expressing Empathy (Extraverted Feeling, Fe)
Introverted Process	Visualizing Future Options, Scenarios (Introverted Intuiting, Ni)	Identifying and Cataloging Information Precisely (Introverted Sensing, Si)

While it is natural for us to have patterns that reflect our type, it is also possible to develop other aspects of ourselves in more intentional ways. For good type development to occur, a couple of important considerations are:

- All types are equally effective but in different ways
- All types are equally effective but not at all times
- When our type pattern doesn't help us deal with challenges, we need to flex
- Learning to flex more intentionally gives us a greater range of behavior and greater opportunity at being effective at work and at home

Section 4: Linking Leader Agility and Personality Type Aspects

Four letter Type

From the perspective of your raters, there are patterns of use among the eight type processes. What they experience may not be your actual preferred type, it is useful to know how they experience your behavior. If the following type results are different from your self-reported type, get more feedback and read all of the associated chapters in *YOU: Being More Effective in Your MBTI® Type* to get a sense of all of the talents and capacities you are using.

Keep in mind there **may not be alignment** between what is frequent, effective, and important. As you think about making positive and healthy choices in managing your stress and the daily demands you face, give the following items some reflection:

- You need to consider if a frequent pattern is working for or against your goals.
- You need to consider if the most effective expression of your type pattern comes easily or requires a stretch; in which case, paying attention to your coping strategies for building resilience is important.
- You need to consider if the most important type pattern needed now is a short-term or long-term pressure and if it is a stretch that requires you to pay attention to your energy and to manage your behavior in different ways from your current strategies.

Frequent

Your raters identified the following type pattern as most frequent: INFJ

Effective

Your raters identified the following type pattern as most effective: ENTP

Important

Your raters identified the following type pattern as most important: ENFP

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 spots 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. Shows an awareness of multiple options and long term possibilities

Superior

1. Enjoys learning from unfamiliar and novel tasks
2. Shows an awareness of multiple options and long term possibilities
3. Creates a context for constructive discussions, especially during conflict
4. Provides project details and action oriented direction
5. Uses innovative solutions to challenging situations
6. Learns by aligning personal ideals with tasks and challenges (e.g. says openness is important and is willing to take risks to learn)
7. Learns by talking and working with others
8. Identifies "gaps" and deficiencies in expertise in self and others
9. Shares a personal perspective of a situation
10. Learns by following specific steps and procedures

Peers

1. Acknowledges others' emotions and paraphrases to facilitate rapport with others
2. Learns by talking and working with others
3. Sees and uses leverage points in the organization to facilitate effective change
4. Creates a context for constructive discussions, especially during conflict
5. Displays openness and tolerance of differences
6. Learns by taking risks through trial and error
7. Shows an awareness of multiple options and long term possibilities

Effectiveness of Behavior

Boss

1. Learns by taking risks through trial and error
2. Shows effective listening skills
3. Delegates appropriately based on established and proven expertise
4. Identifies "gaps" and deficiencies in expertise in self and others
5. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
6. Creates a context for constructive discussions, especially during conflict
7. Actions are congruent with stated values
8. Deploys expertise in a timely, focused way
9. Seen as a "down to earth" individual
10. Displays openness and tolerance of differences

Superior

1. Displays openness and tolerance of differences
2. Delegates appropriately based on established and proven expertise
3. Shows effective listening skills
4. Learns by taking risks through trial and error
5. Uses practical tactics to manage stress
6. Seeks to create an exact and precise understanding of goals when working with others
7. Is direct and straightforward when disagreeing with others
8. Critically questions decision criteria
9. Creates a context for constructive discussions, especially during conflict
10. Identifies sequential stages for taking action in situations

Peers

8. Uses innovative solutions to challenging situations

Direct Reports

1. Learns by talking and working with others
2. Shows an awareness of multiple options and long term possibilities
3. Seeks to create an exact and precise understanding of goals when working with others
4. Uses innovative solutions to challenging situations
5. Compassionate in managing discontent during change

1. Displays openness and tolerance of differences
2. Learns by taking risks through trial and error
3. Shows effective listening skills
4. Seeks multiple perspectives
5. Enjoys learning from unfamiliar and novel tasks
6. Identifies "gaps" and deficiencies in expertise in self and others
7. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
8. Deploys expertise in a timely, focused way
9. Seen as a "down to earth" individual
10. Learns by aligning personal ideals with tasks and challenges (e.g. says openness is important and is willing to take risks to learn)

Direct Reports

1. Shows effective listening skills
2. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
3. Analyzes complex situations, looking for multiple elements and interdependent factors to understand what is going on
4. Delegates appropriately based on established and proven expertise
5. Shows an awareness of multiple options and long term possibilities
6. Deploys expertise in a timely, focused way
7. Compassionate in managing discontent during change
8. Learns by aligning personal ideals with tasks and challenges (e.g. says openness is important and is willing to take risks to learn)
9. Displays openness and tolerance of differences
10. Uses practical tactics to manage stress

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 in regards to rated importance.

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

Frequency of Behavior

Boss

1. Builds processes and procedures with an action-oriented mindset
2. Usually knows who, what, and when on projects or in situations
3. Uses precise language when sharing ideas or analyzing situations
4. Actively solicits feedback from others to strengthen mutual understanding
5. Evaluates options related to the "mission" of the organization or unit
6. Considers a range of logical choices before acting
7. Actions are congruent with stated values
8. Actively uses multiple methods to verify information
9. Demonstrates an achievement and results-oriented approach
10. Sees and uses leverage points in the organization to facilitate effective change

Superior

1. Actively uses multiple methods to verify information !
2. Builds processes and procedures with an action-oriented mindset
3. Delays impulses for long-term gains
4. Usually knows who, what, and when on projects or in situations
5. Considers a range of logical choices before acting !
6. Provides hands-on and pragmatic support to strengthen relationships
7. Uses logical frameworks that accommodate new information
8. Actively solicits feedback from others to strengthen mutual understanding

Effectiveness of Behavior

Boss

1. Uses logical frameworks that accommodate new information
2. Usually knows who, what, and when on projects or in situations
3. Uses metaphors and analogies when communicating
4. Acknowledges others' emotions and paraphrases to facilitate rapport with others
5. Works to clarify relationship roles and boundaries
6. Actively solicits feedback from others to strengthen mutual understanding
7. Encourages teaming as a way to use expertise
8. Evaluates options related to the "mission" of the organization or unit
9. Shares a personal perspective of a situation
10. Develops personal mastery of essential skills, while compensating for weaknesses

Superior

1. Uses logical frameworks that accommodate new information
2. Demonstrates effective "debating" skills
3. Has a strategic view of decision outcomes
4. Evaluates options related to the "mission" of the organization or unit
5. Acknowledges others' emotions and paraphrases to facilitate rapport with others
6. Provides hands-on and pragmatic support to strengthen relationships
7. Generates multiple options
8. Shares a personal perspective of a situation
9. Usually knows who, what, and when on projects or in situations
10. Uses innovative solutions to challenging

9. Identifies sequential stages for taking action in situations

situations

10. Encourages teaming as a way to use expertise

Peers

Peers

1. Usually knows who, what, and when on projects or in situations
2. Delays impulses for long-term gains
3. Actively uses multiple methods to verify information
4. Evaluates options related to the "mission" of the organization or unit
5. Demonstrates an achievement and results-oriented approach
6. Makes associations between experiences to enhance understanding

1. Uses logical frameworks that accommodate new information
2. Makes associations between experiences to enhance understanding
3. Open to revising understanding about people and situations
4. Uses metaphors and analogies when communicating
5. Evaluates options related to the "mission" of the organization or unit
6. Acknowledges others' emotions and paraphrases to facilitate rapport with others
7. Uses innovative solutions to challenging situations
8. Actively uses multiple methods to verify information
9. Provides hands-on and pragmatic support to strengthen relationships
10. Learns by thinking things through before taking action

Direct Reports

1. Delays impulses for long-term gains
2. Builds processes and procedures with an action-oriented mindset
3. Actively uses multiple methods to verify information
4. Learns by taking risks through trial and error
5. Is direct and straightforward when disagreeing with others
6. Identifies sequential stages for taking action in situations
7. Critically questions decision criteria
8. Shifts gears easily, seems comfortable with uncertainty and ambiguity
9. Usually knows who, what, and when on projects or in situations
10. Uses logical frameworks that accommodate new information

Direct Reports

1. Delays impulses for long-term gains
2. Uses logical frameworks that accommodate new information
3. Demonstrates effective "debating" skills
4. Makes associations between experiences to enhance understanding
5. Uses innovative solutions to challenging situations
6. Learns by thinking things through before taking action
7. Evaluates options related to the "mission" of the organization or unit
8. Provides hands-on and pragmatic support to strengthen relationships
9. Has a strategic view of decision outcomes
10. Encourages teaming as a way to use expertise

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.
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Asks tough questions when analyzing situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.33	3.67		4
Effectiveness	4	2.5	2.33	3.67		3
Importance	4	4	3	3.67		5

Learns by talking and working with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	3.33		5
Effectiveness	3	2.5	2.33	3		3
Importance	3	3	2.33	3		4

Learns by taking risks through trial and error	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3.5	2	4.67		3
Effectiveness	2	2.5 *	2	3.67		4
Importance	2	3	2.67	4.67		4

Makes associations between experiences to enhance understanding	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	1	3	4	3 *		3
Effectiveness	1	3	4	4		2
Importance	2	3	3.33 *	3.33		3

Learns by following specific steps and procedures	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3	4.33	4		4
Effectiveness	2	3	3	3		3
Importance	4	2.5	3.33	4.33		2

Enjoys learning from unfamiliar and novel tasks	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	4.33	4.33		5
Effectiveness	3	3	2.33	4		4
Importance	5	3	2.67	3.67		5

Learns by thinking things through before taking action	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	4	4.33		4
Effectiveness	4	2.5	3.67	3.67		2
Importance	5	2	3.33	3.67 *		3

Learns by aligning personal ideals with tasks and challenges (e.g. says openness is important and is willing to take risks to learn)	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.67 *	4		4
Effectiveness	4	3.5	3	3		4
Importance	3	3	4	3		3

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.
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Considers a range of logical choices before acting	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4.5 !	3.33	3		3
Effectiveness	4	4 !	2.67	3		3
Importance	2	3 !	3.33	3		5

Connects with individuals regardless of status or position	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	3.33	3.33		4
Effectiveness	4	3	3.33	2.67		3
Importance	1	3	3	2.67		5

Actively uses multiple methods to verify information	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4.5 !	3.33	4 *		2
Effectiveness	4	2.5 !	3.67	3.33		2
Importance	2	3.5 !	3	4 *		3

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

Open to revising understanding about people and situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3.5	4	4		4
Effectiveness	4	2.5	4	3		2
Importance	3	2.5	3.33	3.67		3

Shows an awareness of multiple options and long term possibilities	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3	4	3.33		5
Effectiveness	4	3	3.33	2.67		4
Importance	3	3	3.33	3.33 *		3

Uses logical frameworks that accommodate new information	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	4		3
Effectiveness	5	3.5	3.67	3.67		1
Importance	4	3.5 *	3	4.33		2

Displays openness and tolerance of differences	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3	4.33		4
Effectiveness	3	2.5	3	4		5
Importance	4	4	3.67	4		3

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.
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Demonstrates an achievement and results-oriented approach	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4	3.67 *		3
Effectiveness	4	3	3.67	3		3
Importance	3	3	3	3.33 *		4

Acts on cues from others regarding their needs and reactions	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4.5	3.33	4		4
Effectiveness	3	4	3	4		3
Importance	2	4	3.33	3.67		4

Seen as a "down to earth" individual	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	3.67	4		3
Effectiveness	2	3	2.67	4.33		4
Importance	1	4	2.67	3.67		3

Uses innovative solutions to challenging situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	4	3.67 *		5
Effectiveness	4	3	3.67 *	4		2
Importance	2	3	3.33	4		4

Uses practical tactics to manage stress	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	2	3	4		3
Effectiveness	5	2.5	3.33	3		4
Importance	2	3	3.33	3		4

Delays impulses for long-term gains	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	4	3.67	4.67		2
Effectiveness	4	2.5	3.33	5		2
Importance	3	3	3.33	4.67		5

Develops personal mastery of essential skills, while compensating for weaknesses	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.67	4		4
Effectiveness	4	3	3.33	3.33		2
Importance	3	3	3.33	3		3

Actions are congruent with stated values	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	3	3.33		3
Effectiveness	2	3	3	3.33		4
Importance	3	3	2.67	3		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.
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Demonstrates effective "debating" skills	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	4	4.67		4
Effectiveness	2	3.5	2.33	3.33		1
Importance	3	3	3.33	3		3

Shows effective listening skills	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	4	3.33	3.67		4
Effectiveness	3	3	3.33	2.33		5
Importance	2	3	3 *	2.67		5

Shares concrete illustrations to make a point	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3.5	3.33	3		3
Effectiveness	4	3	3.67	4		3
Importance	3	3.5	3.67	3.33 *		2

Uses metaphors and analogies when communicating	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4 !	4	4.33		4
Effectiveness	5	2.5 !	3.67	3		2
Importance	4	3 !	4 *	3.67		4

Usually knows who, what, and when on projects or in situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4	3		2
Effectiveness	5	3.5	2.33	1.67		2
Importance	5	3	3.33	2.67		3

Expresses a future-oriented or scenario based approach when communicating with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	4	4.33		4
Effectiveness	4	3	4	3.33 *		3
Importance	4	3.5	3.33	4.67		5

Uses precise language when sharing ideas or analyzing situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	3.67	4		3
Effectiveness	3	3	3.67	3 *		3
Importance	4	3.5	2.67	4.67		3

Shares a personal perspective of a situation	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	4.33	4		4
Effectiveness	4	3.5	3.33	3		2
Importance	3	3.5	3	4		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.
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Applies well-defined criteria for evaluating mission critical competencies	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3.5	4.33	3.67		4
Effectiveness	4	2.5	3.33	3.67 *		3
Importance	3	2.5	3.67	3.67 *		5

Encourages teaming as a way to use expertise	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	4 *		3
Effectiveness	4	3	3	3.33		2
Importance	3	3	3.33	3.33		2

Deploys expertise in a timely, focused way	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4.33	4		4
Effectiveness	2	3.5	2.67	2.67		4
Importance	4	3.5	3.67	3		3

Identifies innovative ways to use talents of others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3.5	3.67	4.33		4
Effectiveness	3	4	3.33	3.67		3
Importance	5	3.5	2.67	4.33		3

Delegates appropriately based on established and proven expertise	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3.5	3.67	3.33		4
Effectiveness	2	2	4.33	2.67		4
Importance	5	2.5	3.33	3		3

Anticipates need for future expertise on a project	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	3.67	4.67		4
Effectiveness	4	2.5	3.33	2.67		3
Importance	3	3	3.33	3.33		3

Identifies "gaps" and deficiencies in expertise in self and others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.67	4.33		4
Effectiveness	2	3	2.67	4.33		4
Importance	3	3	3.33	4.33		4

Works to build a team made up of individuals with different talents	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4.5	4.33	4.33		4
Effectiveness	4	4	3.67	3.67 *		3
Importance	3	4	3.33	4.67		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).
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Makes decisions based on analysis, expertise, and seasoned judgment	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	4	3.67	4		4
Effectiveness	4	3	3.67	3		3
Importance	3	3	3.33	3.67		4

Fosters commitment to decisions made	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	3.33 *		4
Effectiveness	3	2.5	3.67	3.33		3
Importance	3	3	3.33	3.33		2

Provides project details and action oriented direction	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	2.5	3.33 *	3.67		4
Effectiveness	4	2.5	3.67	4		3
Importance	3	2.5	3.67	3.67 *		5

Generates multiple options	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4.5	3.33	4.33		4
Effectiveness	4	4.5	3.33	2.67		3
Importance	5	3.5	3	3.33		3

Identifies sequential stages for taking action in situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.33	4.33		3
Effectiveness	2	2	4	3.67		3
Importance	3	3.5	3	3.67		3

Has a strategic view of decision outcomes	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67 *	4.67		4
Effectiveness	1	3.5	2.67	3.67		2
Importance	2	3	3	4.33		3

Critically questions decision criteria	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	3.67	4		3
Effectiveness	3	2	2.33	3		3
Importance	3	2.5	3.67	3		2

Evaluates options related to the "mission" of the organization or unit	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4.33	3.33 *		3
Effectiveness	4	3.5	3.67	3.67 *		2
Importance	4	3.5	3.67	3.33		3

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.
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Actively solicits feedback from others to strengthen mutual understanding	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	3.67	2.67		3
Effectiveness	5	3	3.67	2.67		3
Importance	5	3	3	2.33		2

Acknowledges others' emotions and paraphrases to facilitate rapport with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	2.67	3.67		4
Effectiveness	4	3.5	3.67	3		2
Importance	4	3.5	3	3.33 *		3

Is direct and straightforward when disagreeing with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3.5	3	4.33		3
Effectiveness	3	3	3.67	3.33 *		4
Importance	3	2.5	2.67	3.67		3

Creates a context for constructive discussions, especially during conflict	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	4	5		5
Effectiveness	2	3	3	4.67		4
Importance	3	2.5	3.33	4.67		4

Provides hands-on and pragmatic support to strengthen relationships	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.67	3.67		3
Effectiveness	2	3.5 *	3.67	3.67		2
Importance	3	2.5	3	4.33		2

Works consistently to remove barriers to potential relationships and to enhance long-term relationships.	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4.5	4	3.67		4
Effectiveness	3	4	3.67	3		5
Importance	4	3.5	3.33	3.33		4

Seeks to create an exact and precise understanding of goals when working with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.33	2.67		4
Effectiveness	3	2.5	3.67	3.33		4
Importance	3	3	3.67	3.67		4

Works to clarify relationship roles and boundaries	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	4.67		4
Effectiveness	5	3.5	3	3.67		3
Importance	4	3.5	3	3.67		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.
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Identifies accountabilities & responsibilities	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	4.5	4.33	4.67		4
Effectiveness	4	3.5	3.33	3.33		3
Importance	3	4	3.33	4.33		4

Demonstrates optimism and a belief in others' abilities to be resilient during change	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.33 *	4.33		4
Effectiveness	3	3.5	3.67	4		3
Importance	3	3.5	3.67	4		3

Builds processes and procedures with an action-oriented mindset	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	2.67	4.67		2
Effectiveness	4	3.5	3	3.33		3
Importance	4	3.5	3	3.67		2

Sees and uses leverage points in the organization to facilitate effective change	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4.5	3	4		4
Effectiveness	4	3	3	4		3
Importance	5	3.5	2.33	4.33		3

Analyzes historical patterns for understanding root causes in situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4.5	3.33 *	4.33		4
Effectiveness	4	4	3.67	3.33		4
Importance	3	3.5	3.67	4.33		4

Shifts gears easily, seems comfortable with uncertainty and ambiguity	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	4	5		4
Effectiveness	4	3.5	3	4.33		3
Importance	3	3.5	3.33	4.33		3

Analyzes complex situations, looking for multiple elements and interdependent factors to understand what is going on	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	4	3.33		4
Effectiveness	4	4	3.33	2.33		4
Importance	4	3	3.33	2.67		4

Compassionate in managing discontent during change	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	3		4
Effectiveness	3	3.5	3.67	3 *		4
Importance	4	3	3.33	2.67		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

- Mr. Sample is an active learner. He keeps up with industry trends and tries out new ideas all the time.
- Prefers the tried and true learning' doesn't seem to learn from others' mistakes
- Seems to look for new ways of doing things
- Is open to learning from others
- Learning from others is a challenge; learning through analysis is a strength.
- Doesn't show much interest in learning from others
- Seems to look for opportunities to gain a lesson or two from experiences.
- Everyperson is a bit too rigid to learn from trial and error, and this is a problem.
- Everyperson works actively to be an agile learner.
- Everyperson needs to take more risks and be willing to fail to learn in really challenging situations.
- Everyperson seeks to learn quickly.

Adaptability and Flexibility

- Mr. Sample makes changes quickly. Sometimes he forgets to keep us all totally informed.
- Will adjust behavior and strategies as needed
- Willing to flex as needed
- Is willing to make adjustments as needed, after a thorough "case" is made for a new tactic
- Depends on the situation.
- Often digs in on an issue and rarely adapts to others' concerns
- Often able to change or flex as needed, depending on circumstances
- Everyperson is willing to shift, though rarely does.
- Everyperson is open and willing to flex, depending on the factors.
- Everyperson is open and able to adjust.
- Everyperson is often able to adjust but sometimes personal reactions get in the way.

Self Management

- Mr. Sample can get hot under the collar from time to time.
- Stays calm.
- Keeps calm, especially in tense situations
- Controls reactions effectively; stays calm
- Seems to be discerning
- Doesn't show much, one way or the other on hot issues
- Keeps cool and calm, even in stressful situations
- Everyperson doesn't show emotions.
- Everyperson shows a great deal of self-discipline.
- Everyperson seems to be able to manage emotions and direct energies to productive outcomes, especially when things are tense.
- Everyperson seems to have clear priorities and acts accordingly.

Communication

- Mr. Sample uses several strategies for communicating key ideas.
- Shares information on a regular basis
- Shares information though not always comprehensive
- Eager to share information as needed
- Could be more attentive to big picture issues
- Shares just what Everyperson thinks you need to know. Needs to be more thorough and forthcoming.
- Thorough and often over-the-top with details
- Everyperson gives too many details when sharing information and too little big picture.
- Everyperson communicates information effectively, though sharing more of the mission and vision would be a good thing.
- Everyperson shares just enough detail; it would be useful to share contextual information more frequently.
- Everyperson shares information readily with others.

Utilizing Others' Expertise

- Mr. Sample has a great sense of team member talent and capabilities.
- Makes every effort to align talents with tasks
- Has a great team' uses talents of others well
- Has a talented team with team members working with their strengths
- Has a solid team; selects strong candidates.
- Seems to rely on a few people.
- Seems to know where team talents are best applied
- Everyperson seems to pay favorites, giving special tasks to a select few.
- Everyperson actively aligns talents with tasks.
- Everyperson seems to use team members well.
- Everyperson has built a strong team.

Decisiveness

- Mr. Sample is quick decision maker and he works hard to make sure we are all included in discussions.
- Makes Decisions in a timely way
- Makes quick decisions---sometimes makes decisions before having all the data
- Makes decision in a timely way
- Makes decisions on evidence.
- Waits too long to pull the trigger. Needs to be more timely.
- Could make decisions more quickly
- Everyperson waits too long on key decisions.
- Everyperson makes thorough decisions.
- Everyperson sometimes suffers from paralysis by analysis.
- Everyperson could use more attention to using various decisions strategies.

Relationship Building/Maintenance

- Mr. Sample has great relationships with his direct reports; his peers don't seem to appreciate his perspective.
- Needs to build relationships with key individuals in other departments
- Works hard to strengthen relationships
- Takes the time and invests the effort to help strengthen relationships
- Seems to give up when a few tries don't produce results
- Doesn't show much interest in working with others outside of department.
- Active at building relationships with others, especially in different departments

- Everyperson seems to want to strengthen relationships but rarely does. Spends time with friends and those who are in the "in" circle.
- Everyperson is eager to have productive relationship. I really appreciate the straightforward way conflict is managed.
- Everyperson is warm and thoughtful.
- Everyperson works hard at working well with others.

Managing Complexity

- Mr. Sample does whatever it takes to make change happen.
- Does a great job of nursing us through change. Needs to pay more attention to how we feel during change issues
- Keeps us informed during changes
- Has been a good guide through a number of key changes in our work life this year
- Could benefit from looking at analysis and transitions
- Treats everything as if it is the same. Hardly accommodating to others during change.
- Often able to see how to deal with the big picture
- Everyperson is often off track when it comes to dealing with complex changes.
- Everyperson nurtures change and transitions effectively.
- Everyperson seems to focus on details during change situations when focusing on long term outcomes would be better.
- Everyperson can get overly concerns with details when dealing with strategy.

Section 16: Big patterns for Enrichment and Effectiveness

From working through the data, which Leader Agility dimensions need the most attention to enhance your leader effectiveness? Identify the dimension and the main behaviors needing focus.

Dimension	Behavior

From working through the data, which Personality Type aspects need the most attention to enhance your use of all of your resources? Identify the aspects (e.g. Thinking that is Extraverted (Te)) and the main behaviors needing focus.

Dimension	Behavior

Section 17: Your Effectiveness Plan — Focusing on Behaviors

Knowing, flexing, and doing are the three elements of effectiveness. Your Comprehensive 360 data help clarify 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	<table border="1"> <thead> <tr> <th style="background-color: #cccccc;">Step</th> <th style="background-color: #cccccc;">Action</th> <th style="background-color: #cccccc;">Due Date</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> <tr><td>4.</td><td></td><td></td></tr> <tr><td>5.</td><td></td><td></td></tr> <tr><td>6.</td><td></td><td></td></tr> <tr><td>7.</td><td></td><td></td></tr> </tbody> </table>			Step	Action	Due Date	1.			2.			3.			4.			5.			6.			7.		
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)																											