EDA

Strategic-Tactical Leadership Index Survey **John Sample**

Feedback Report
1/19/2015

Services provided by
EDA

About this Review

This multi-rater survey is designed to assist you in your professional development. Every aspect of the process is customized to your organization and the core competencies believed to be important to your professional growth and development. When used effectively, the survey will:

- Encourage candid and honest communication between you and your colleagues
- Help you identify your professional strengths and developmental opportunities
- Establish a quantitative baseline that will allow you to assess your progress
- Give you the opportunity to improve your skills by being more aware of others' perceptions and observations of your performance
- Guide your conversations with your colleagues to ensure you remain informed of others' observations and suggestions
- Demonstrate your organization's commitment to your professional development

Rater Groups That Provided Feedback
The following groups of individuals provided feedback in this survey.

Rater Group	# of Respondents	# Invited to Participate
Indirect Reports	4	4
Direct Reports	4	4
Peers	4	4
Supervisor	2	2
Self	1	1

About The Rating Scale
This survey employed the following rating scale when asking Raters to provide feedback about their observations of the subject's behaviors.
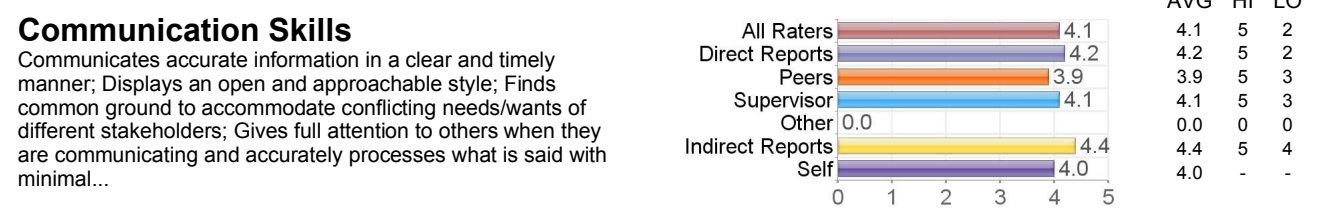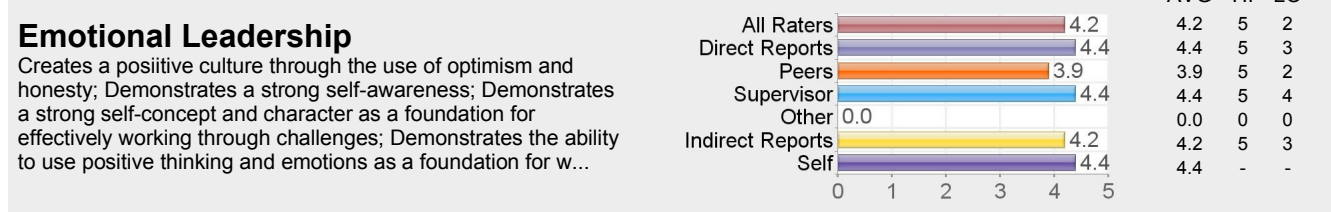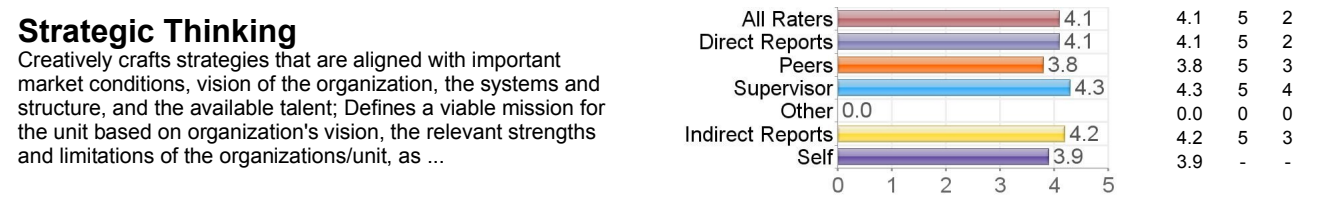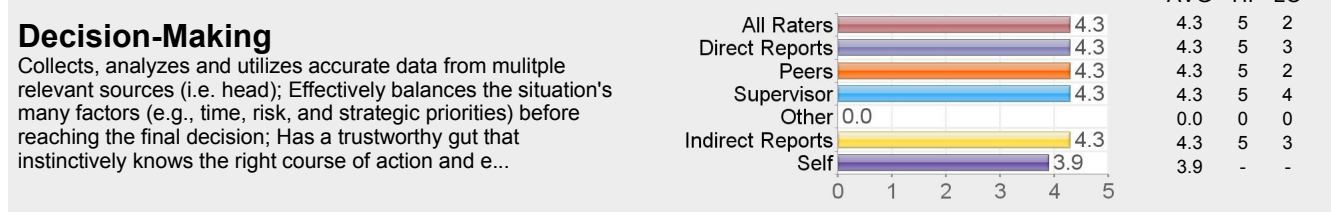
Scale Option	Assigned Value
Not Observed	---
Ineffective	1
Somewhat Effective	2
Effective	3
Very Effective	4
Most Effective	5

Statistical Measures Used in This Report
Common statistical information that is presented in the report includes: *n:* the number of respondents to an item; HI: the highest rated provided on an item; LO: the lowest rating provided on an item.

Competency Summary

This report shows average ratings for each competency in the review segmented by rater group. The HI and LO columns present the highest and lowest ratings submitted by each rater group for a given competency. The All Raters bar shows the average of competency scores from all rater groups together, excluding the self-rating.
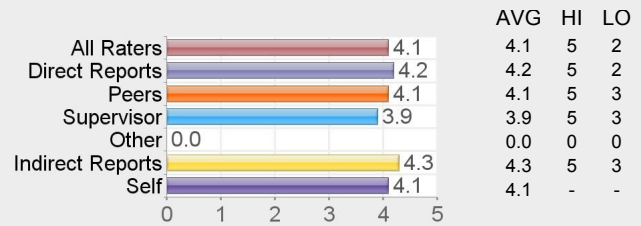
Overall Rating: 4.2 out of 5.0
Aggregate ratings for all competencies in the review.

	AVG	HI	LO
All Raters	4.2	5	2
Direct Reports	4.2	5	2
Peers	4.0	5	2
Supervisor	4.3	5	3
Other	0.0	0	0
Indirect Reports	4.3	5	3
Self	4.0	-	-

Critical Thinking
Ability to adjust his/her own position based on relevant information and data; Able to avoid over-generalizing to other situations based on available evidence; Able to bring diverse information together that logically follows from the available evidence; Analyzes information and positions advanced b...

	AVG	HI	LO
All Raters	4.2	5	3
Direct Reports	4.4	5	3
Peers	4.0	5	3
Supervisor	4.2	5	3
Other	0.0	0	0
Indirect Reports	4.2	5	3
Self	4.1	-	-

Decision-Making
Collects, analyzes and utilizes accurate data from mulitple relevant sources (i.e. head); Effectively balances the situation's many factors (e.g., time, risk, and strategic priorities) before reaching the final decision; Has a trustworthy gut that instinctively knows the right course of action and e...

	AVG	HI	LO
All Raters	4.3	5	2
Direct Reports	4.3	5	3
Peers	4.3	5	2
Supervisor	4.3	5	4
Other	0.0	0	0
Indirect Reports	4.3	5	3
Self	3.9	-	-

Strategic Thinking
Creatively crafts strategies that are aligned with important market conditions, vision of the organization, the systems and structure, and the available talent; Defines a viable mission for the unit based on organization's vision, the relevant strengths and limitations of the organizations/unit, as ...

	AVG	HI	LO
All Raters	4.1	5	2
Direct Reports	4.1	5	2
Peers	3.8	5	3
Supervisor	4.3	5	4
Other	0.0	0	0
Indirect Reports	4.2	5	3
Self	3.9	-	-

Emotional Leadership
Creates a posiitive culture through the use of optimism and honesty; Demonstrates a strong self-awareness; Demonstrates a strong self-concept and character as a foundation for effectively working through challenges; Demonstrates the ability to use positive thinking and emotions as a foundation for w...

	AVG	HI	LO
All Raters	4.2	5	2
Direct Reports	4.4	5	3
Peers	3.9	5	2
Supervisor	4.4	5	4
Other	0.0	0	0
Indirect Reports	4.2	5	3
Self	4.4	-	-

Communication Skills
Communicates accurate information in a clear and timely manner; Displays an open and approachable style; Finds common ground to accommodate conflicting needs/wants of different stakeholders; Gives full attention to others when they are communicating and accurately processes what is said with minimal...

	AVG	HI	LO
All Raters	4.1	5	2
Direct Reports	4.2	5	2
Peers	3.9	5	3
Supervisor	4.1	5	3
Other	0.0	0	0
Indirect Reports	4.4	5	4
Self	4.0	-	-

Rating Scale: 5 = Most Effective; 4 = Very Effective; 3 = Effective; 2 = Somewhat Effective; 1 = Ineffective; 0 = Not Observed

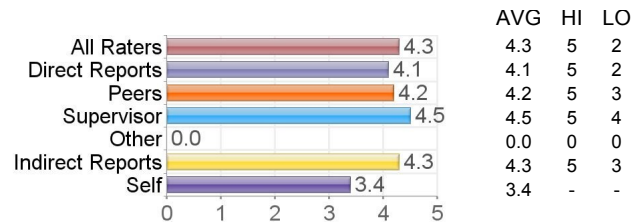# Competency Summary (continued)

Talent Leadership

Accurately and effectively identifies, the A, B and C players based on performance, potential and readiness; Connects quickly and consistently with individuals and the team to consider the work preferences, values, capabilities and their engagement levels in order to make necessary adjustments as ti...
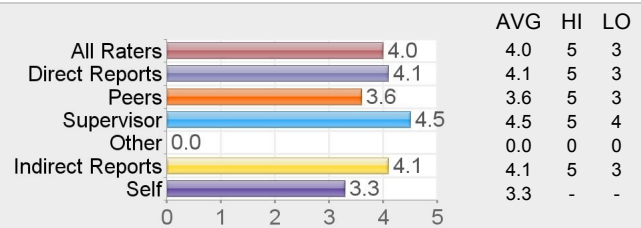
	Score	AVG	HI	LO
All Raters	4.1	4.1	5	2
Direct Reports	4.2	4.2	5	2
Peers	4.1	4.1	5	3
Supervisor	3.9	3.9	5	3
Other	0.0	0.0	0	0
Indirect Reports	4.3	4.3	5	3
Self	4.1	4.1	-	-

Team Leadership

Creates a culture in which the team can commit to decisions - putting aside their differences - and hold each other accountable for results; Creates by word and action - a culture in which people feel valued and team members support one another; Demonstrates versatility while at the same time provid...

	Score	AVG	HI	LO
All Raters	4.3	4.3	5	2
Direct Reports	4.1	4.1	5	2
Peers	4.2	4.2	5	3
Supervisor	4.5	4.5	5	4
Other	0.0	0.0	0	0
Indirect Reports	4.3	4.3	5	3
Self	3.4	3.4	-	-

Change Leadership

Clearly defines a vision and set of values that captures the essence of why change is required; Convinces others of the need for change due to critical organizational objectives; Effectively creates and implements a plan and process for achieving desired change; Effectively leads and manages change ...

	Score	AVG	HI	LO
All Raters	4.0	4.0	5	3
Direct Reports	4.1	4.1	5	3
Peers	3.6	3.6	5	3
Supervisor	4.5	4.5	5	4
Other	0.0	0.0	0	0
Indirect Reports	4.1	4.1	5	3
Self	3.3	3.3	-	-

Drive for Results

Is decisive in thought and action; Is disciplined when attacking tough issues; Is passionate about doing what is required to achieve breakthrough results; Maintains discipline when disruptions might detract attention from key objectives; Overcomes potential stumbling blocks to achieve an objective; ...

	Score	AVG	HI	LO
All Raters	4.3	4.3	5	3
Direct Reports	4.1	4.1	5	3
Peers	4.4	4.4	5	3
Supervisor	4.4	4.4	5	4
Other	0.0	0.0	0	0
Indirect Reports	4.2	4.2	5	3
Self	4.6	4.6	-	-
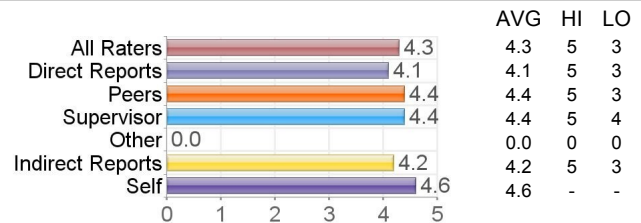
Competency Profile

The Competency Profile radar chart below shows scores for each rating group across all competencies. Radar charts are useful in easily spotting gaps between rater groups' perceptions and observations of an individual's behaviors. More favorable scores fall toward the outside of the chart.


Legend: Self | Direct Reports | Peers | Supervisor | Other | Indirect Reports
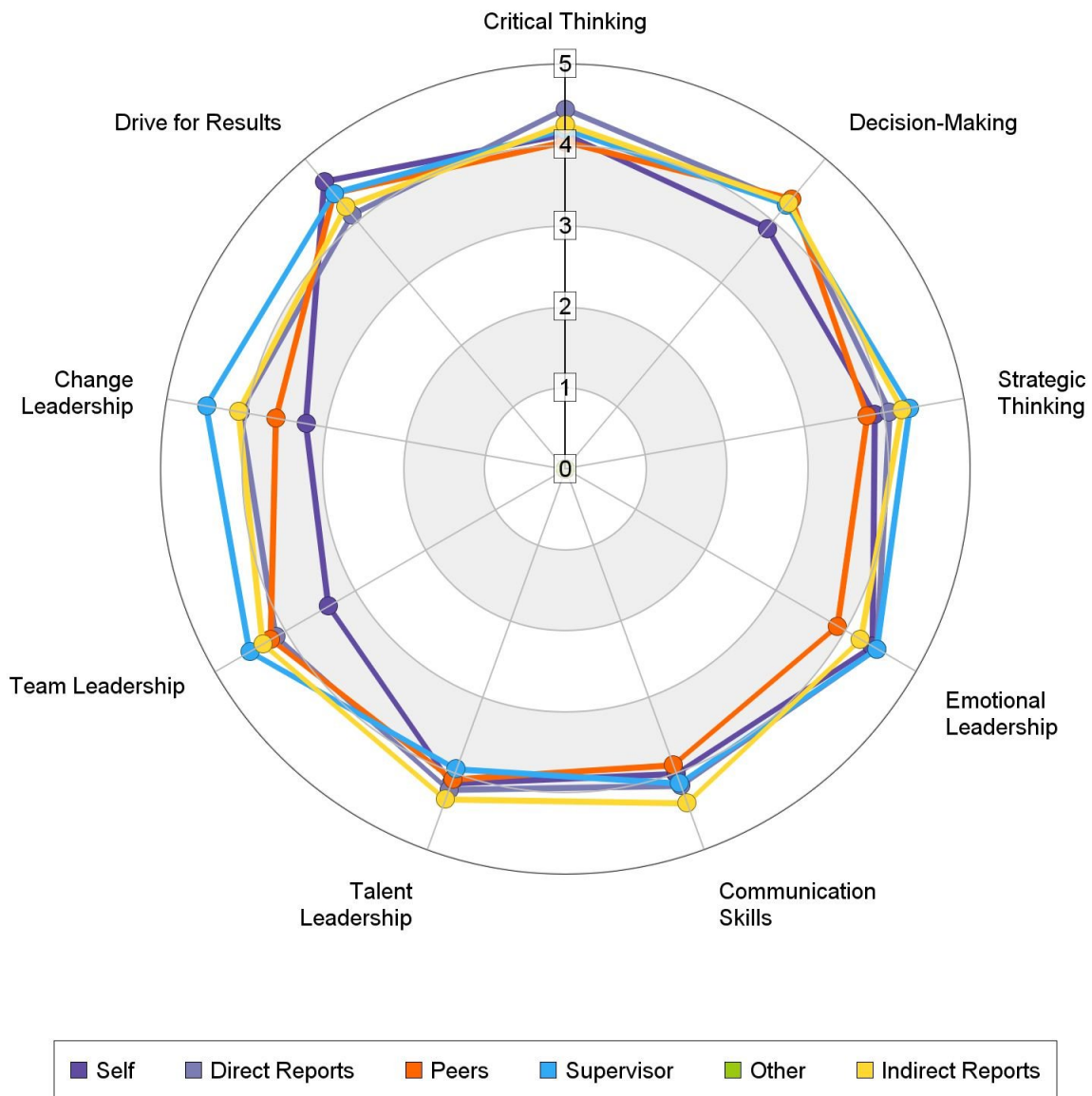
Summary of All Items

The chart below shows a summary of all responses sorted by Rater group.
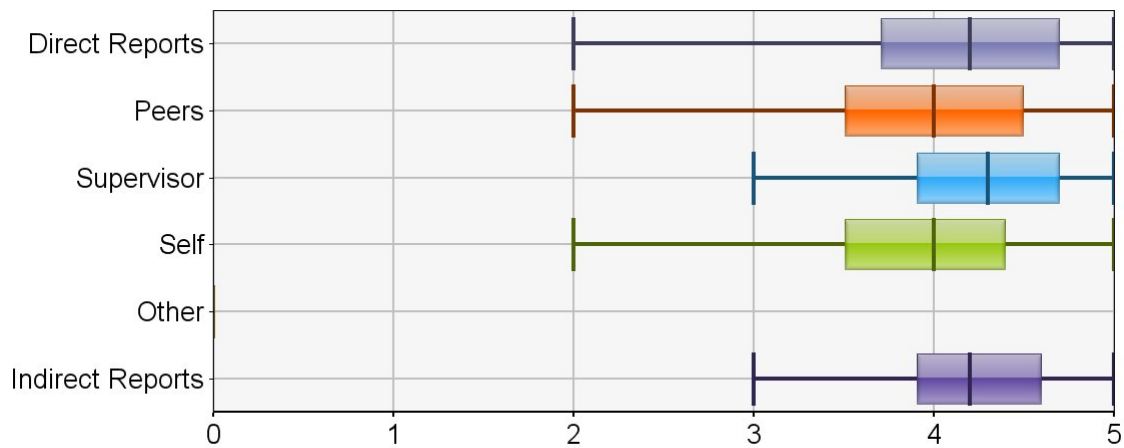
Reading the Box and Whisker Diagram.
The Box and Whisker chart above is useful in summarizing and interpreting a range of data. The example chart below shows the different components of the Box and Whisker diagram and how to interpret the data.
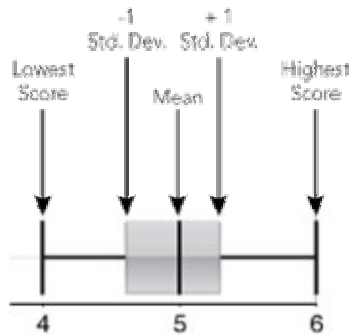
Lowest Score: This is the lowest score that the individual received from a particular Rater group.

Range Box: This box represents all values falling plus or minus 1 standard deviation from the mean. Approximately 68 percent of all scores fall within this range.

Mean Marker: The center line of the graph represents the average score received from a particular Rater group.

Highest Score: This value is the highest rating provided by a particular Rater group.

Individual Review Items

This report shows average ratings for each individual item in the review segmented by each rater group. The HI and LO columns present the highest and lowest ratings submitted by each rater group for a given review item. The N column shows the number of responses submitted in a given rater group for a particular item.

Critical Thinking

1. Recognizes the important assumptions which underlie his/her own position as well as the positions advanced by others.

	AVG	HI	LO	N
Direct Reports	4.8	5	4	4
Peers	4.0	4	4	4
Supervisor	4.0	4	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	4
Self	5.0	-	-	-

Critical Thinking

2. Analyzes information and positions advanced by others objectively and accurately.

	AVG	HI	LO	N
Direct Reports	4.5	5	4	4
Peers	4.0	5	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	4
Self	4.0	-	-	-

Critical Thinking

3. Questions the validity of supporting evidence and understands how emotion can influence the situation.

	AVG	HI	LO	N
Direct Reports	4.3	5	3	4
Peers	4.0	5	3	4
Supervisor	4.0	5	3	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	3	4
Self	4.0	-	-	-

Critical Thinking

4. Able to bring diverse information together that logically follows from the available evidence.

	AVG	HI	LO	N
Direct Reports	4.5	5	4	4
Peers	4.3	5	4	4
Supervisor	4.0	4	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	3
Self	4.0	-	-	-

Critical Thinking

5. Able to avoid over-generalizing to other situations based on available evidence

	AVG	HI	LO	N
Direct Reports	4.0	5	3	4
Peers	3.8	4	3	4
Supervisor	4.0	5	3	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	4
Self	3.0	-	-	-

Critical Thinking

6. Raises vital questions, formulating them clearly and precisely.

	AVG	HI	LO	N
Direct Reports	4.5	5	4	4
Peers	4.5	5	4	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.0	5	3	4
Self	4.0	-	-	-

Rating Scale: 5 = Most Effective; 4 = Very Effective; 3 = Effective; 2 = Somewhat Effective; 1 = Ineffective; 0 = Not Observed
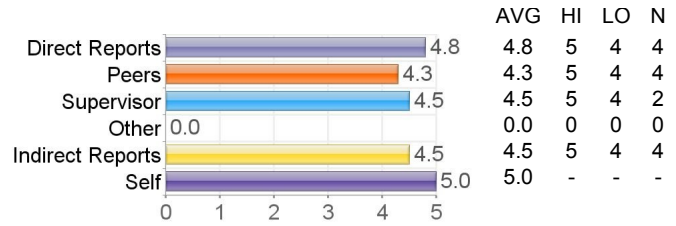
Individual Review Items (continued)

Critical Thinking
7. Comes to well-reasoned conclusions and solutions, testing them against relevant standards.

	AVG	HI	LO	N
Direct Reports	4.3	5	3	4
Peers	4.0	5	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	3
Self	5.0	-	-	-

Critical Thinking
8. Ability to adjust his/her own position based on relevant information and data.

	AVG	HI	LO	N
Direct Reports	4.8	5	4	4
Peers	3.8	4	3	4
Supervisor	4.0	4	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	3
Self	4.0	-	-	-

Decision-Making
9. Collects, analyzes and utilizes accurate data from mulitple relevant sources (i.e. head).

	AVG	HI	LO	N
Direct Reports	4.8	5	4	4
Peers	4.8	5	4	4
Supervisor	4.0	4	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	4
Self	4.0	-	-	-

Decision-Making
10. Objectively assesses the impact of alternative decision scenarios based on the accurate data collected.

	AVG	HI	LO	N
Direct Reports	4.0	5	3	4
Peers	4.5	5	4	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	3
Self	3.0	-	-	-

Decision-Making
11. Makes decisions that are accepted by a wide audience and are aligned with the core values of the organization (i.e., heart).

	AVG	HI	LO	N
Direct Reports	4.5	5	4	4
Peers	4.0	5	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.0	5	3	4
Self	5.0	-	-	-

Decision-Making
12. Has a trustworthy gut that instinctively knows the right course of action and effectively removes obstacles that might impede implementation.

	AVG	HI	LO	N
Direct Reports	4.0	5	3	4
Peers	4.3	5	3	4
Supervisor	4.0	4	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	3
Self	4.0	-	-	-

Decision-Making
13. Possesses clear access to head, heart, and gut so decisions stand the test of time and scrutiny.

	AVG	HI	LO	N
Direct Reports	4.0	5	3	4
Peers	4.5	5	4	4
Supervisor	4.0	4	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	3
Self	4.0	-	-	-

Rating Scale: 5 = Most Effective; 4 = Very Effective; 3 = Effective; 2 = Somewhat Effective; 1 = Ineffective; 0 = Not Observed

Decision-Making

14. Understands and respects the organization's expectations regarding how decisions are made and executed.

Source	Rating	AVG	HI	LO	N
Direct Reports	4.5	4.5	5	4	4
Peers	4.8	4.8	5	4	4
Supervisor	4.5	4.5	5	4	2
Other	0.0	0.0	0	0	0
Indirect Reports	4.5	4.5	5	4	4
Self	4.0	4.0	-	-	-

Decision-Making

15. Understands and utilizes the decision-making lines of authority as well as delegates decision-making when and where it is appropriate.

Source	Rating	AVG	HI	LO	N
Direct Reports	4.3	4.3	5	3	4
Peers	4.3	4.3	5	3	4
Supervisor	4.5	4.5	5	4	2
Other	0.0	0.0	0	0	0
Indirect Reports	4.3	4.3	5	3	4
Self	4.0	4.0	-	-	-

Decision-Making

16. Effectively balances the situation's many factors (e.g., time, risk, and strategic priorities) before reaching the final decision.

Source	Rating	AVG	HI	LO	N
Direct Reports	4.3	4.3	5	3	4
Peers	3.8	3.8	5	2	4
Supervisor	4.0	4.0	4	4	2
Other	0.0	0.0	0	0	0
Indirect Reports	4.3	4.3	5	4	3
Self	3.0	3.0	-	-	-

Strategic Thinking

17. Knows the business environment (e.g., industry trends, market conditions, competition, expectations and needs of customers, etc.)

Source	Rating	AVG	HI	LO	N
Direct Reports	4.5	4.5	5	4	4
Peers	3.8	3.8	5	3	4
Supervisor	4.0	4.0	4	4	2
Other	0.0	0.0	0	0	0
Indirect Reports	4.0	4.0	5	3	4
Self	4.0	4.0	-	-	-

Strategic Thinking

18. Knows the business organization (e.g., structure, systems, people, products, services, technologies, financial picture, strengths and weaknesses, etc.) as a foundation for creating and communicating a compelling future.

Source	Rating	AVG	HI	LO	N
Direct Reports	4.5	4.5	5	3	4
Peers	3.8	3.8	5	3	4
Supervisor	4.5	4.5	5	4	2
Other	0.0	0.0	0	0	0
Indirect Reports	4.3	4.3	5	3	4
Self	4.0	4.0	-	-	-

Strategic Thinking

19. Develops a values-based, inspiring, and realistic vision that engages others.

Source	Rating	AVG	HI	LO	N
Direct Reports	3.8	3.8	5	3	4
Peers	3.5	3.5	4	3	4
Supervisor	4.0	4.0	4	4	2
Other	0.0	0.0	0	0	0
Indirect Reports	4.0	4.0	5	3	4
Self	4.0	4.0	-	-	-

Strategic Thinking

20. Defines a viable mission for the unit based on organization's vision, the relevant strengths and limitations of the organizations/unit, as well as the current and future needs of the customer base.

Source	Rating	AVG	HI	LO	N
Direct Reports	4.0	4.0	5	3	4
Peers	3.8	3.8	4	3	4
Supervisor	4.5	4.5	5	4	2
Other	0.0	0.0	0	0	0
Indirect Reports	4.0	4.0	5	3	3
Self	4.0	4.0	-	-	-

Rating Scale: 5 = Most Effective; 4 = Very Effective; 3 = Effective; 2 = Somewhat Effective; 1 = Ineffective; 0 = Not Observed

Individual Review Items (continued)

Strategic Thinking
21. Is personally aligned and connected to the strategic mission of the organization.

	AVG	HI	LO	N
Direct Reports	4.5	5	4	4
Peers	4.5	5	4	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	3	4
Self	4.0	-	-	-

Strategic Thinking
22. Creatively crafts strategies that are aligned with important market conditions, vision of the organization, the systems and structure, and the available talent.

	AVG	HI	LO	N
Direct Reports	4.0	5	3	4
Peers	3.3	4	3	4
Supervisor	4.0	4	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	3	3
Self	3.0	-	-	-

Strategic Thinking
23. Effectively translates strategies into goals that are specific, measureable, achievable, realistic and time-limited.

	AVG	HI	LO	N
Direct Reports	3.8	5	3	4
Peers	3.8	5	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	3	4
Self	4.0	-	-	-

Strategic Thinking
24. Uses a measurement philosophy and approach to ensure goals are accomplished.

	AVG	HI	LO	N
Direct Reports	3.5	5	2	4
Peers	4.0	5	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.7	5	4	3
Self	4.0	-	-	-

Emotional Leadership
25. Demonstrates a strong self-awareness.

	AVG	HI	LO	N
Direct Reports	4.3	5	3	4
Peers	4.3	5	4	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.0	4	4	4
Self	5.0	-	-	-

Emotional Leadership
26. Demonstrates a strong self-concept and character as a foundation for effectively working through challenges.

	AVG	HI	LO	N
Direct Reports	4.5	5	4	4
Peers	4.0	5	3	4
Supervisor	4.0	4	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	3
Self	4.0	-	-	-

Emotional Leadership
27. Demonstrates the ability to use positive thinking and emotions as a foundation for working through challenges.

	AVG	HI	LO	N
Direct Reports	4.3	5	4	4
Peers	3.8	5	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	3
Self	4.0	-	-	-

Rating Scale: 5 = Most Effective; 4 = Very Effective; 3 = Effective; 2 = Somewhat Effective; 1 = Ineffective; 0 = Not Observed

Individual Review Items (continued)

Emotional Leadership

28. Creates a posiitive culture through the use of optimism and honesty.

	AVG	HI	LO	N
Direct Reports — 4.8	4.8	5	4	4
Peers — 4.3	4.3	5	4	4
Supervisor — 4.5	4.5	5	4	2
Other — 0.0	0.0	0	0	0
Indirect Reports — 4.5	4.5	5	4	4
Self — 5.0	5.0	-	-	-

Emotional Leadership

29. Is considerate of others' feelings when or before taking action.

	AVG	HI	LO	N
Direct Reports — 4.3	4.3	5	3	4
Peers — 3.3	3.3	4	2	4
Supervisor — 4.5	4.5	5	4	2
Other — 0.0	0.0	0	0	0
Indirect Reports — 3.7	3.7	5	3	3
Self — 4.0	4.0	-	-	-

Emotional Leadership

30. Practices the platinum rule - treats people the way they want to be treated.

	AVG	HI	LO	N
Direct Reports — 4.8	4.8	5	4	4
Peers — 4.3	4.3	5	3	4
Supervisor — 4.5	4.5	5	4	2
Other — 0.0	0.0	0	0	0
Indirect Reports — 4.3	4.3	5	4	4
Self — 5.0	5.0	-	-	-
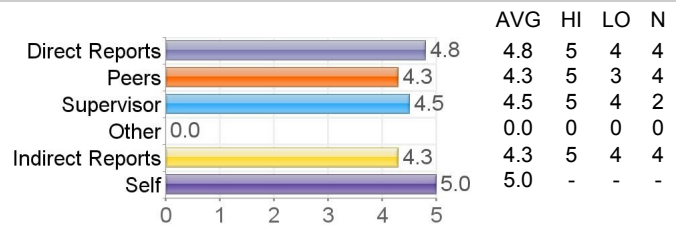
Emotional Leadership

31. Understands different people have different needs, values and aspirations.

	AVG	HI	LO	N
Direct Reports — 4.5	4.5	5	4	4
Peers — 3.5	3.5	5	2	4
Supervisor — 4.5	4.5	5	4	2
Other — 0.0	0.0	0	0	0
Indirect Reports — 4.3	4.3	5	4	4
Self — 4.0	4.0	-	-	-
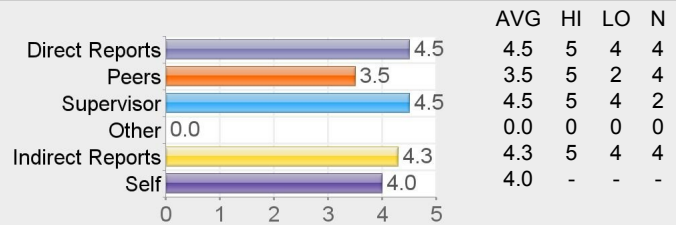
Emotional Leadership

32. Proactively considers the impact of own behavior and decisions on other people.

	AVG	HI	LO	N
Direct Reports — 4.3	4.3	5	3	4
Peers — 3.8	3.8	4	3	4
Supervisor — 4.5	4.5	5	4	2
Other — 0.0	0.0	0	0	0
Indirect Reports — 4.3	4.3	5	4	3
Self — 4.0	4.0	-	-	-
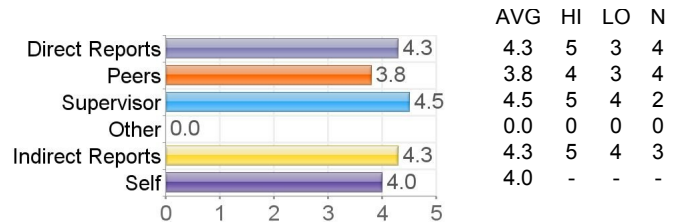
Communication Skills

33. Displays an open and approachable style.

	AVG	HI	LO	N
Direct Reports — 4.5	4.5	5	4	4
Peers — 4.3	4.3	5	4	4
Supervisor — 4.5	4.5	5	4	2
Other — 0.0	0.0	0	0	0
Indirect Reports — 4.3	4.3	5	4	4
Self — 4.0	4.0	-	-	-
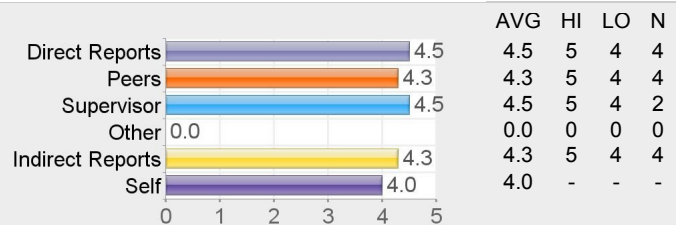
Communication Skills

34. Communicates accurate information in a clear and timely manner.
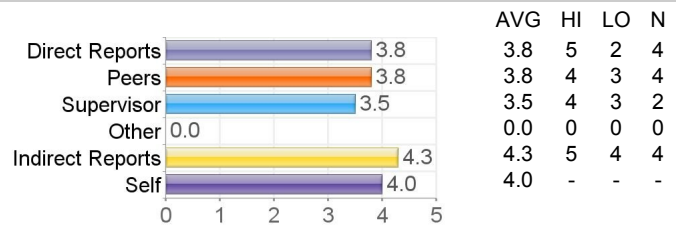
	AVG	HI	LO	N
Direct Reports — 3.8	3.8	5	2	4
Peers — 3.8	3.8	4	3	4
Supervisor — 3.5	3.5	4	3	2
Other — 0.0	0.0	0	0	0
Indirect Reports — 4.3	4.3	5	4	4
Self — 4.0	4.0	-	-	-

Rating Scale: 5 = Most Effective; 4 = Very Effective; 3 = Effective; 2 = Somewhat Effective; 1 = Ineffective; 0 = Not Observed

Communication Skills

35. Represents and articulates viewpoints in a way that positively influences communication.

	AVG	HI	LO	N
Direct Reports	3.8	5	3	4
Peers	3.5	4	3	4
Supervisor	4.0	5	3	2
Other	0.0	0	0	0
Indirect Reports	4.5	5	4	4
Self	4.0	-	-	-

Communication Skills

36. Presents opinions accurately and persuasively- both one-on-one and to a group.

	AVG	HI	LO	N
Direct Reports	4.3	5	4	4
Peers	3.8	4	3	4
Supervisor	3.5	4	3	2
Other	0.0	0	0	0
Indirect Reports	4.5	5	4	4
Self	3.0	-	-	-

Communication Skills

26. Finds common ground to accommodate conflicting needs/wants of different stakeholders.

	AVG	HI	LO	N
Direct Reports	4.0	5	3	4
Peers	3.5	4	3	4
Supervisor	4.0	5	3	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	3
Self	5.0	-	-	-

Communication Skills

38. Gives full attention to others when they are communicating and accurately processes what is said with minimal personal bias.

	AVG	HI	LO	N
Direct Reports	4.3	5	3	4
Peers	4.0	5	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	4
Self	4.0	-	-	-

Communication Skills

39. Provides honest, clear and respectful feedback to others and voluntarily solicits feedback from others.

	AVG	HI	LO	N
Direct Reports	4.5	5	4	4
Peers	4.3	5	4	3
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.5	5	4	4
Self	5.0	-	-	-

Communication Skills

40. Responds to conflict with a problem-solving, non-blaming approach that produces successful outcomes.

	AVG	HI	LO	N
Direct Reports	4.3	5	3	4
Peers	4.0	5	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.5	5	4	4
Self	3.0	-	-	-

Talent Leadership

41. Knows (and applies) the competencies that truly differentiate success for all key roles before making important human resource decisions.

	AVG	HI	LO	N
Direct Reports	4.0	5	3	4
Peers	4.3	5	3	4
Supervisor	4.0	5	3	2
Other	0.0	0	0	0
Indirect Reports	4.0	5	3	3
Self	4.0	-	-	-

Rating Scale: 5 = Most Effective; 4 = Very Effective; 3 = Effective; 2 = Somewhat Effective; 1 = Ineffective; 0 = Not Observed
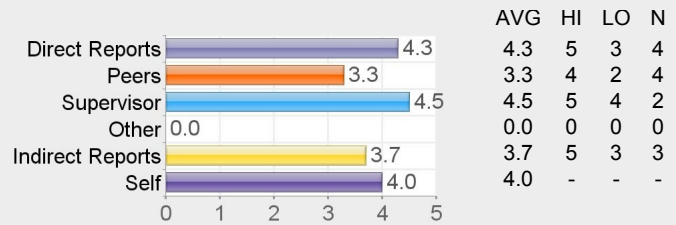
Individual Review Items (continued)

Talent Leadership
42. Recognizes the human capital asset as the most important asset in the organization.

	AVG	HI	LO	N
Direct Reports	4.3	5	3	4
Peers	5.0	5	5	4
Supervisor	4.0	5	3	2
Other	0.0	0	0	0
Indirect Reports	4.5	5	4	4
Self	5.0	-	-	-

Talent Leadership
43. Utilizes a variety of selection/promotion tools (i.e., assessments, interviews, etc.) to accurately determine an individual's capability for assuming a new role.

	AVG	HI	LO	N
Direct Reports	4.3	5	3	4
Peers	4.0	5	3	4
Supervisor	4.0	5	3	2
Other	0.0	0	0	0
Indirect Reports	4.5	5	4	2
Self	4.0	-	-	-

Talent Leadership
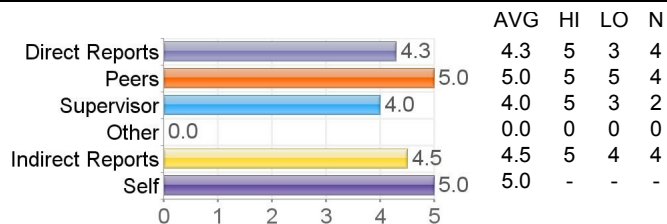44. Connects quickly and consistently with individuals and the team to consider the work preferences, values, capabilities and their engagement levels in order to make necessary adjustments as time goes on.

	AVG	HI	LO	N
Direct Reports	4.3	5	4	4
Peers	3.8	4	3	4
Supervisor	4.0	5	3	2
Other	0.0	0	0	0
Indirect Reports	3.7	4	3	3
Self	4.0	-	-	-
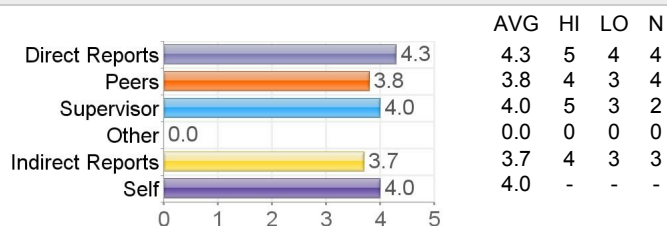
Talent Leadership
45. Accurately and effectively identifies, the A, B and C players based on performance, potential and readiness.

	AVG	HI	LO	N
Direct Reports	4.3	5	4	4
Peers	4.0	4	4	4
Supervisor	4.0	5	3	2
Other	0.0	0	0	0
Indirect Reports	4.5	5	4	2
Self	4.0	-	-	-
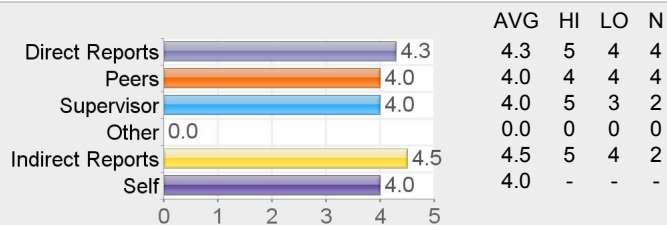
Talent Leadership
46. Provides appropriate rewards and opportunity (i.e., recognition, money, promotions, etc.) based on relative performance, potential and readiness to assume other roles.

	AVG	HI	LO	N
Direct Reports	4.7	5	4	3
Peers	3.8	4	3	4
Supervisor	4.0	5	3	2
Other	0.0	0	0	0
Indirect Reports	4.5	5	4	2
Self	4.0	-	-	-
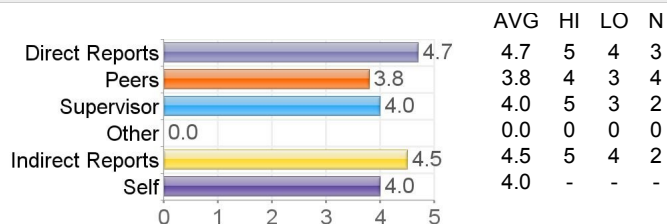
Talent Leadership
47. Creates individual development plans which target the strengths to be sustained as well as individual development needs.

	AVG	HI	LO	N
Direct Reports	4.0	5	2	4
Peers	3.5	4	3	2
Supervisor	3.5	4	3	2
Other	0.0	0	0	0
Indirect Reports	4.5	5	4	2
Self	5.0	-	-	-
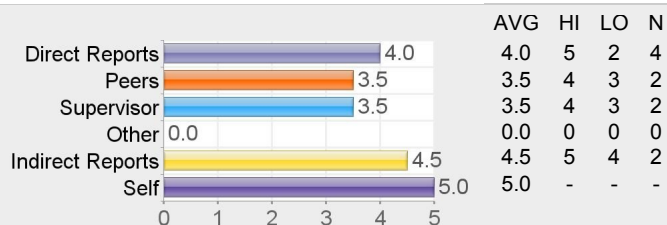
Talent Leadership
48. Provides targeted development (e.g., on-the-job experiences, coaching and training programs) enabling each individual to become the best they can be.

	AVG	HI	LO	N
Direct Reports	4.0	5	3	4
Peers	4.3	5	4	3
Supervisor	4.0	5	3	2
Other	0.0	0	0	0
Indirect Reports	4.5	5	4	2
Self	3.0	-	-	-
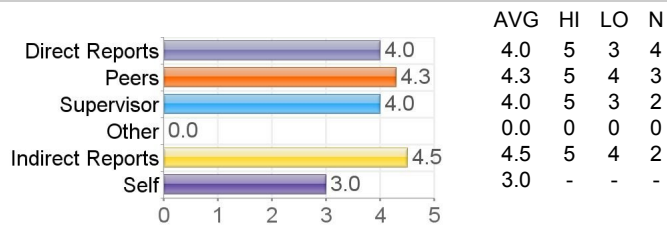
Rating Scale: 5 = Most Effective; 4 = Very Effective; 3 = Effective; 2 = Somewhat Effective; 1 = Ineffective; 0 = Not Observed
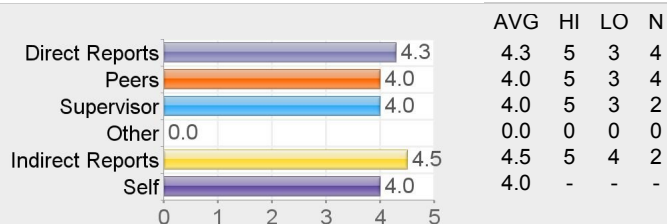
49. **Team Leadership**
Demonstrates versatility while at the same time providing a consistent sense of direction for the team.

	AVG	HI	LO	N
Direct Reports	4.3	5	3	4
Peers	4.3	5	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	4
Self	4.0	-	-	-

50. **Team Leadership**
Develops a collaborative and inspiring team vision that is aligned with the organization's mission, strategy, goals and tactics.

	AVG	HI	LO	N
Direct Reports	4.3	5	3	4
Peers	4.0	5	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.0	5	3	4
Self	3.0	-	-	-

51. **Team Leadership**
Effectively structures work to be accomplished - using structure and work flow - so employees can perform their best without confusion or unnecessary obstacles.

	AVG	HI	LO	N
Direct Reports	3.8	5	2	4
Peers	4.3	5	4	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	3	4
Self	4.0	-	-	-

52. **Team Leadership**
Creates by word and action - a culture in which people feel valued and team members support one another.

	AVG	HI	LO	N
Direct Reports	4.5	5	4	4
Peers	4.5	5	4	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	4
Self	3.0	-	-	-

53. **Team Leadership**
Ensures the customer is kept at the forefront - including establishing excellent relationships with vendors and suppliers.

	AVG	HI	LO	N
Direct Reports	4.3	5	4	4
Peers	4.3	5	4	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	4
Self	3.0	-	-	-

54. **Team Leadership**
Fosters a culture in which trust is the foundation for team success.

	AVG	HI	LO	N
Direct Reports	4.3	5	4	4
Peers	4.3	5	4	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.5	5	4	4
Self	4.0	-	-	-

55. **Team Leadership**
Fosters a culture in which team members can talk openly and honestly and conflict can emerge in an unfiltered way.

	AVG	HI	LO	N
Direct Reports	4.0	5	3	4
Peers	4.3	5	3	3
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.8	5	4	4
Self	3.0	-	-	-

Rating Scale: 5 = Most Effective; 4 = Very Effective; 3 = Effective; 2 = Somewhat Effective; 1 = Ineffective; 0 = Not Observed

Team Leadership

56. Creates a culture in which the team can commit to decisions - putting aside their differences - and hold each other accountable for results.

	AVG	HI	LO	N
Direct Reports	3.8	5	3	4
Peers	3.8	4	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	4
Self	3.0	-	-	-

Change Leadership

57. Convinces others of the need for change due to critical organizational objectives.

	AVG	HI	LO	N
Direct Reports	4.3	5	3	3
Peers	3.5	4	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.0	4	4	4
Self	3.0	-	-	-

Change Leadership

58. Provides an anchor for others, in times of change, by reaffirming key values and goals.

	AVG	HI	LO	N
Direct Reports	3.8	5	3	4
Peers	3.8	5	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.0	5	3	4
Self	2.0	-	-	-

Change Leadership

59. Perceives barriers to change and helps remedy those barriers.

	AVG	HI	LO	N
Direct Reports	4.0	5	3	3
Peers	3.5	4	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	3.8	4	3	4
Self	3.0	-	-	-

Change Leadership

60. Works with others to create a common vision for change or team effectiveness rather than doing it independently.

	AVG	HI	LO	N
Direct Reports	4.3	5	3	4
Peers	3.8	5	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	4
Self	4.0	-	-	-

Change Leadership

61. Solicits input from others in resolving issues that impede change/team progress.

	AVG	HI	LO	N
Direct Reports	4.3	5	3	4
Peers	4.0	5	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.0	5	3	4
Self	4.0	-	-	-

Change Leadership

62. Clearly defines a vision and set of values that captures the essence of why change is required.

	AVG	HI	LO	N
Direct Reports	4.0	5	3	4
Peers	3.3	4	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	4
Self	3.0	-	-	-

Rating Scale: 5 = Most Effective; 4 = Very Effective; 3 = Effective; 2 = Somewhat Effective; 1 = Ineffective; 0 = Not Observed

Change Leadership

63. Effectively creates and implements a plan and process for achieving desired change.

	AVG	HI	LO	N
Direct Reports 3.8	3.8	5	3	4
Peers 3.5	3.5	4	3	4
Supervisor 4.5	4.5	5	4	2
Other 0.0	0.0	0	0	0
Indirect Reports 4.3	4.3	5	4	4
Self 4.0	4.0	-	-	-

Change Leadership

64. Effectively leads and manages change while at the same time manages the day-to-day business/operations.

	AVG	HI	LO	N
Direct Reports 4.3	4.3	5	4	4
Peers 3.8	3.8	4	3	4
Supervisor 4.5	4.5	5	4	2
Other 0.0	0.0	0	0	0
Indirect Reports 4.3	4.3	5	4	4
Self 3.0	3.0	-	-	-

Drive for Results

65. Is decisive in thought and action.

	AVG	HI	LO	N
Direct Reports 4.5	4.5	5	4	4
Peers 4.3	4.3	5	4	4
Supervisor 4.0	4.0	4	4	2
Other 0.0	0.0	0	0	0
Indirect Reports 4.3	4.3	5	4	4
Self 4.0	4.0	-	-	-

Drive for Results

66. Strives to set and achieve ambitious goals rather than settling.

	AVG	HI	LO	N
Direct Reports 4.0	4.0	5	3	4
Peers 4.5	4.5	5	4	4
Supervisor 4.5	4.5	5	4	2
Other 0.0	0.0	0	0	0
Indirect Reports 4.3	4.3	5	4	4
Self 5.0	5.0	-	-	-

Drive for Results

67. Overcomes potential stumbling blocks to achieve an objective.

	AVG	HI	LO	N
Direct Reports 3.8	3.8	5	3	4
Peers 4.3	4.3	5	3	4
Supervisor 4.5	4.5	5	4	2
Other 0.0	0.0	0	0	0
Indirect Reports 4.3	4.3	5	4	4
Self 4.0	4.0	-	-	-

Drive for Results

68. Is passionate about doing what is required to achieve breakthrough results.

	AVG	HI	LO	N
Direct Reports 4.0	4.0	5	3	4
Peers 4.8	4.8	5	4	4
Supervisor 4.5	4.5	5	4	2
Other 0.0	0.0	0	0	0
Indirect Reports 4.3	4.3	5	4	4
Self 5.0	5.0	-	-	-

Drive for Results

69. Shows energy and perseverance over the long-term - is a marathoner.

	AVG	HI	LO	N
Direct Reports 4.3	4.3	5	3	4
Peers 4.8	4.8	5	4	4
Supervisor 4.5	4.5	5	4	2
Other 0.0	0.0	0	0	0
Indirect Reports 4.3	4.3	5	4	4
Self 5.0	5.0	-	-	-

Rating Scale: 5 = Most Effective; 4 = Very Effective; 3 = Effective; 2 = Somewhat Effective; 1 = Ineffective; 0 = Not Observed

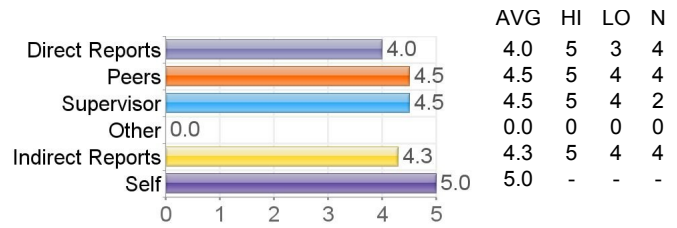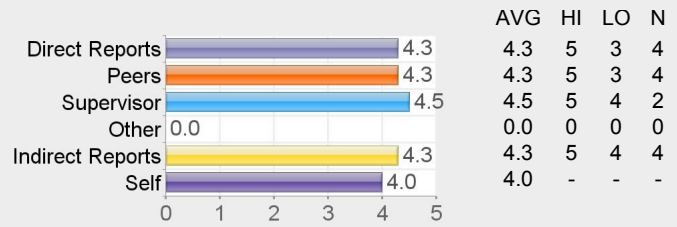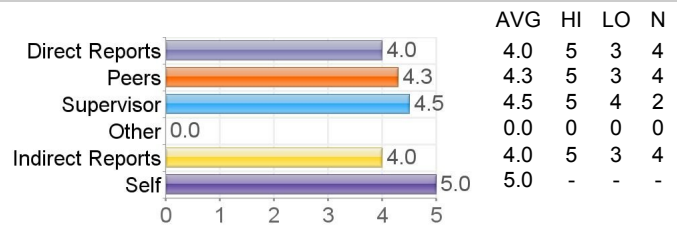# Individual Review Items (continued)

Drive for Results

70. Maintains discipline when disruptions might detract attention from key objectives.

	AVG	HI	LO	N
Direct Reports	4.0	5	3	4
Peers	4.5	5	4	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	4
Self	5.0	-	-	-

Drive for Results

71. When faced with limited resources, is able to focus on key objectives.

	AVG	HI	LO	N
Direct Reports	4.3	5	3	4
Peers	4.3	5	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.3	5	4	4
Self	4.0	-	-	-

Drive for Results

72. Is disciplined when attacking tough issues.

	AVG	HI	LO	N
Direct Reports	4.0	5	3	4
Peers	4.3	5	3	4
Supervisor	4.5	5	4	2
Other	0.0	0	0	0
Indirect Reports	4.0	5	3	4
Self	5.0	-	-	-

Open-ended Comments

1. Decision-Making: With respect to this competency, here are this person's significant strengths:

2. Strategic Thinking: With respect to this competency, here are this person's significant strengths:

3. Emotional Leadership: With respect to this competency, here are this person's significant strengths:

4. Communication Skills: With respect to this competency, here are this person's significant strengths:

5. Talent Leadership: With respect to this competency, here are this person's significant strengths:

6. Team Leadership: With respect to this competency, here are this person's significant strengths:

7. Change Leadership: With respect to this competency, here are this person's significant strengths:

8. Drive for Results: With respect to this competency, here are this person's significant strengths:

9. Additional Comments: Comments:.

10. Drive for Results: With respect to this competency, here are this person's significant development needs:

11. Change Leadership: With respect to this competency, here are this person's significant development needs

12. Team Leadership: With respect to this competency, here are this person's significant development needs:

13. Talent Leadership: With respect to this competency, here are this person's significant development needs:

14. Communication Skills: With respect to this competency, here are this person's significant development needs:

15. Emotional Leadership: With respect to this competency, here are this person's significant development needs:

16. Strategic Thinking: With respect to this competency, here are this person's significant development needs:

17. Decision-Making: With respect to this competency, here are this person's significant development needs:

18. Critical Thinking: With respect to this competency, here are this person's significant development needs:

19. Critical Thinking: With Respect to this competency, here are this person's significant strengths:

10 Highest Rated Items

This report shows average ratings for each of the top 10 rated items in the review across all non-self rater groups. Average ratings for individual rater groups are also shown for easy reference.

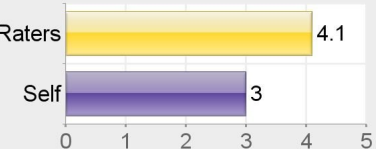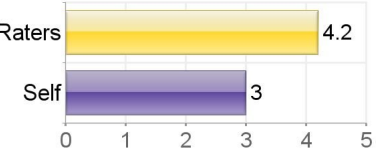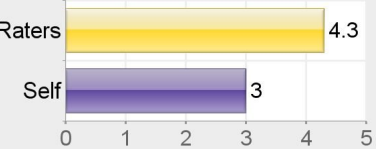|	Top 10 Items	Self	All Raters	Direct Reports	Peers	Supervisor	Other	Indirect Reports
1.	**Decision-Making** Understands and respects the organization's expectations regarding how decisions are made and executed.	**4.0**	**4.6**	4.5	4.8	4.5	0.0	4.5
2.	**Decision-Making** Collects, analyzes and utilizes accurate data from mulitple relevant sources (i.e. head).	**4.0**	**4.5**	4.8	4.8	4.0	0.0	4.3
3.	**Emotional Leadership** Creates a posiitive culture through the use of optimism and honesty.	**5.0**	**4.5**	4.8	4.3	4.5	0.0	4.5
4.	**Talent Leadership** Recognizes the human capital asset as the most important asset in the organization.	**5.0**	**4.5**	4.3	5.0	4.0	0.0	4.5
5.	**Communication Skills** Provides honest, clear and respectful feedback to others and voluntarily solicits feedback from others.	**5.0**	**4.5**	4.5	4.3	4.5	0.0	4.5
6.	**Strategic Thinking** Is personally aligned and connected to the strategic mission of the organization.	**4.0**	**4.4**	4.5	4.5	4.5	0.0	4.3
7.	**Emotional Leadership** Practices the platinum rule - treats people the way they want to be treated.	**5.0**	**4.4**	4.8	4.3	4.5	0.0	4.3
8.	**Team Leadership** Creates by word and action - a culture in which people feel valued and team members support one another.	**3.0**	**4.4**	4.5	4.5	4.5	0.0	4.3
9.	**Drive for Results** Shows energy and perseverance over the long-term - is a marathoner.	**5.0**	**4.4**	4.3	4.8	4.5	0.0	4.3
10.	**Team Leadership** Fosters a culture in which team members can talk openly and honestly and conflict can emerge in an unfiltered way.	**3.0**	**4.4**	4.0	4.3	4.5	0.0	4.8

10 Lowest Rated Items
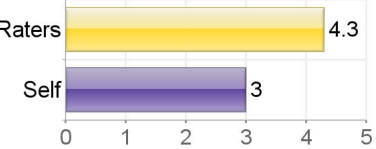
This report shows average ratings for each of the bottom 10 rated items in the review across all non-self rater groups. Average ratings for individual rater groups are also shown for easy reference.

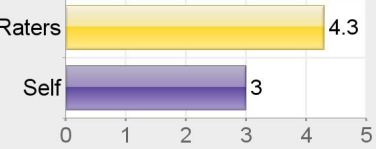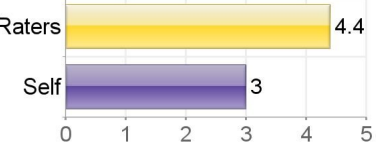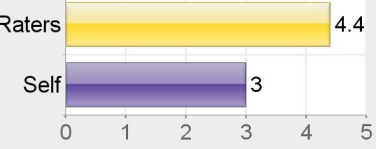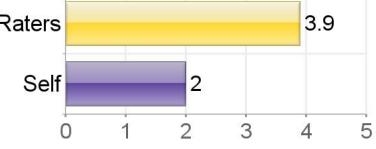| Bottom 10 Items	Self	All Raters	Direct Reports	Peers	Supervisor	Other	Indirect Reports
1. **Strategic Thinking** Develops a values-based, inspiring, and realistic vision that engages others.	4.0	3.8	3.8	3.5	4.0	0.0	4.0
2. **Strategic Thinking** Creatively crafts strategies that are aligned with important market conditions, vision of the organization, the systems and structure, and the available talent.	3.0	3.9	4.0	3.3	4.0	0.0	4.3
3. **Emotional Leadership** Is considerate of others' feelings when or before taking action.	4.0	3.9	4.3	3.3	4.5	0.0	3.7
4. **Change Leadership** Perceives barriers to change and helps remedy those barriers.	3.0	3.9	4.0	3.5	4.5	0.0	3.8
5. **Communication Skills** Communicates accurate information in a clear and timely manner.	4.0	3.9	3.8	3.8	3.5	0.0	4.3
6. **Talent Leadership** Creates individual development plans which target the strengths to be sustained as well as individual development needs.	5.0	3.9	4.0	3.5	3.5	0.0	4.5
7. **Communication Skills** Finds common ground to accommodate conflicting needs/wants of different stakeholders.	5.0	3.9	4.0	3.5	4.0	0.0	4.3
8. **Talent Leadership** Connects quickly and consistently with individuals and the team to consider the work preferences, values, capabilities and their engagement levels in order to make necessary adjustments as time goes on.	4.0	3.9	4.3	3.8	4.0	0.0	3.7
9. **Communication Skills** Represents and articulates viewpoints in a way that positively influences communication.	4.0	3.9	3.8	3.5	4.0	0.0	4.5
10. **Change Leadership** Provides an anchor for others, in times of change, by reaffirming key values and goals.	2.0	3.9	3.8	3.8	4.5	0.0	4.0

Blind Spots and Hidden Strengths

The items below varied by +/- 1 rating point between your self-review and all other Rater Groups. Items that have a higher self-score are commonly considered "blind spots" or behaviors you believe you are exhibiting more frequently than those around you perceive. "Hidden Strengths" are the opposite: behaviors that are more frequently observed by others than by you, and therefore may constitute a strength you are unaware of.

	Type	Scores	Gap
1. Talent Leadership Creates individual development plans which target the strengths to be sustained as well as individual development needs.	**Blind Spot**	All Raters 3.9 Self 5	**1.1**
2. Communication Skills Finds common ground to accommodate conflicting needs/wants of different stakeholders.	**Blind Spot**	All Raters 3.9 Self 5	**1.1**
3. Change Leadership Convinces others of the need for change due to critical organizational objectives.	**Hidden Strength**	All Raters 4 Self 3	**-1.0**
4. Team Leadership Creates a culture in which the team can commit to decisions - putting aside their differences - and hold each other accountable for results.	**Hidden Strength**	All Raters 4 Self 3	**-1.0**
5. Critical Thinking Able to avoid over-generalizing to other situations based on available evidence	**Hidden Strength**	All Raters 4 Self 3	**-1.0**
6. Communication Skills Presents opinions accurately and persuasively-both one-on-one and to a group.	**Hidden Strength**	All Raters 4.1 Self 3	**-1.1**
7. Decision-Making Effectively balances the situation's many factors (e.g., time, risk, and strategic priorities) before reaching the final decision.	**Hidden Strength**	All Raters 4.1 Self 3	**-1.1**
8. Change Leadership Effectively leads and manages change while at the same time manages the day-to-day business/operations.	**Hidden Strength**	All Raters 4.1 Self 3	**-1.1**

9. Team Leadership Develops a collaborative and inspiring team vision that is aligned with the organization's mission, strategy, goals and tactics.	**Hidden Strength**	All Raters 4.1 Self 3	**-1.1**
10. Talent Leadership Provides targeted development (e.g., on-the-job experiences, coaching and training programs) enabling each individual to become the best they can be.	**Hidden Strength**	All Raters 4.2 Self 3	**-1.2**
11. Team Leadership Ensures the customer is kept at the forefront - including establishing excellent relationships with vendors and suppliers.	**Hidden Strength**	All Raters 4.3 Self 3	**-1.3**
12. Communication Skills Responds to conflict with a problem-solving, non-blaming approach that produces successful outcomes.	**Hidden Strength**	All Raters 4.3 Self 3	**-1.3**
13. Decision-Making Objectively assesses the impact of alternative decision scenarios based on the accurate data collected.	**Hidden Strength**	All Raters 4.3 Self 3	**-1.3**
14. Team Leadership Fosters a culture in which team members can talk openly and honestly and conflict can emerge in an unfiltered way.	**Hidden Strength**	All Raters 4.4 Self 3	**-1.4**
15. Team Leadership Creates by word and action - a culture in which people feel valued and team members support one another.	**Hidden Strength**	All Raters 4.4 Self 3	**-1.4**
16. Change Leadership Provides an anchor for others, in times of change, by reaffirming key values and goals.	**Hidden Strength**	All Raters 3.9 Self 2	**-1.9**

Developmental Resources

Based on the results of your feedback review, you may want to consider the following developmental resources from the Harvard Business Review. You can retrieve or purchase an article by clicking on or copying and pasting its associated URL into your web browser.

Managing Change to Reduce Resistance: The Results-Driven Manager Series

Harvard Business School Press

Driving change is a difficult but necessary requirement for competing in todays marketplace. This guide shows how to get employees to embrace the need for change and work together to take advantage of new business realities by combating cynicism and gaining support, generating short-term wins, and overcoming major obstacles to change. Managers are under increasing pressure to deliver better results faster than the competition. Meeting todays tough challenges requires complete mastery of a full array of management skills, from communicating and coaching to public speaking and managing people. The Results-Driven Manager series helps time-pressed managers hone and polish the skills they need most. Concise, action-oriented, and packed with invaluable strategies and tools, these timely guides help managers improve their job performance today and give them the edge they need to become the leaders of tomorrow.

http://cb.hbsp.harvard.edu/cb/web/search_results.seam?Ntt=Managing%20Change%20to%20Reduce%20Resistance:%20The%20Results-Driven%20Manager%20Series

Leading in Times of Change

Kerry A. Bunker, Michael Wakefield

During change, leaders must perform a delicate balancing act: They have to make tough decisions without losing sight of the emotions and concerns of employees. To do this, the authors argue, requires managing the tension between seemingly opposing tasks and capabilities, for instance: Show a sense of urgency and Demonstrate realistic patience. The article guides you in striking the right balance to drive successful change. Includes the graphic The Transition Leadership Wheel.

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Why Should Anyone Be Led by You? What It Takes to Be an Authentic Leader

Rob Goffee, Gareth Jones

Too many companies are managed not by leaders, but by mere role players and faceless bureaucrats. What does it take to be a real leaderone who is confident in who she is and what she stands for and who truly inspires people to achieve extraordinary results? Rob Goffee and Gareth Jones argue that leaders dont become great by aspiring to a list of universal character traits. Rather, effective leaders are authentic: They deploy individual strengths to engage followers hearts, minds, and souls. They are skillful at consistently being themselves, even as they alter their behaviors to respond effectively in changing contexts. In this lively and practical book, Goffee and Jones draw from extensive research to reveal how to hone and deploy ones unique leadership assets while managing the inherent tensions at the heart of successful leadership: showing emotion and withholding it, getting close to followers while keeping distance, and maintaining individuality while conforming enough. Underscoring the social nature of leadership, the book also explores how leaders can remain attuned to the needs and expectations of followers. Why Should Anyone Be Led by You? changes forever how we view, develop, and practice the art of leadership, wherever we live and work.

http://cb.hbsp.harvard.edu/cb/web/search_results.seam?Ntt=Why%20Should%20Anyone%20Be%20Led%20by%20You?%20What%20It%20Takes%20to%20Be%20an%20Authentic%20Leader

Managing Authenticity

by Rob Goffee and Gareth Jones

Leaders and followers both associate authenticity with sincerity, honesty, and integrity. It's the real thing—the attribute that uniquely defines great managers. But while the expression of a genuine self is necessary for great leadership, the concept of authenticity is often misunderstood, not least by leaders themselves. They often assume that authenticity is an innate quality—that a person is either genuine or not. In fact, the authors say, authenticity is largely defined by what other people see in you and, as such, can to a great extent be controlled by you.

In this article, the authors explore the qualities of authentic leadership. To illustrate their points, they recount the experiences of some of the authentic leaders they have known and studied, including the BBC's Greg Dyke, Nestlé's Peter Brabeck-Letmathe, and Marks & Spencer's Jean Tomlin.

Establishing your authenticity as a leader is a two-part challenge. You have to consistently match your words and deeds; otherwise, followers will never accept you as authentic. But it is not enough just to practice what you preach. To get people to follow you, you also have to get them to relate to you. This means presenting different faces to different audiences—a requirement that many people find hard to square with authenticity. But authenticity is not the product of manipulation. It accurately reflects aspects of the leader's inner self, so it can't be an act.

Authentic leaders seem to know which personality traits they should reveal to whom, and when. Highly attuned to their environments, authentic leaders rely on an intuition born of formative, sometimes harsh experiences to understand the expectations and concerns of the people they seek to influence. They retain their distinctiveness as individuals, yet they know how to win acceptance in strong corporate and social cultures and how to use elements of those cultures as a basis for radical change.

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Managing Yourself

Peter F. Drucker

Throughout history, people had little need to manage their careersthey were born into their stations in life or, in the recent past, relied on their companies to chart their career paths. But times have drastically changed. Today we must all learn to manage ourselves. What does that mean? As Peter Drucker tells us in this seminal article first published in 1999, it means we have to learn to develop ourselves. We have to place ourselves where we can make the greatest contribution to our organizations and communities. And we have to stay mentally alert and engaged during a 50-year working life, which means knowing how and when to change the work we do. It may seem obvious that people achieve results by doing what they are good at and by working in ways that fit their abilities. But, Drucker says, very few people actually knowlet alone take advantage oftheir fundamental strengths. He challenges each of us to ask ourselves: What are my strengths? How do I perform? What are my values? Where do I belong? What should my contribution be? Dont try to change yourself, Drucker cautions. Instead, concentrate on improving the skills you have and accepting assignments that are tailored to your individual way of working. If you do that, you can transform yourself from an ordinary worker into an outstanding performer. Todays successful careers are not planned out in advance. They develop when people are prepared for opportunities because they have asked themselves those questions and rigorously assessed their unique characteristics. This article challenges readers to take responsibility for managing their futures, both in and out of the office.

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The Wild West of Executive Coaching

Stratford Sherman, Alyssa Freas

Annual spending on executive coaching in the United States is estimated at $1 billion. Yet, information about coachings effectiveness is scarce and unreliable. No one has yet demonstrated conclusively what qualifies an executive coach or what makes one approach to executive coaching better than another. Barriers to entry are nonexistentmany executive coaches know little about business, and some know little about coaching. The coaching certifications offered by various self-appointed bodies are difficult to assess, and methods of measuring return on investment are questionable. But strategic coaching can provide critical help both to individuals and to organizations. In this article, Stratford Sherman, a senior vice-president of Executive Coaching Network, and Alyssa Freas, the founder and CEO, explore the popularity of executive coaching and investigate ways to make the most of the experience. They argue that coaching is inevitably a triangular relationship between the client, the coachee, and the coach. Its purpose is to produce behavioral change and growth in the coachee for the economic benefit of the client. The best way to maximize the likelihood of good results is to qualify all the people involved. Even so, many triangular relationships continue to generate conflict among all three parties. At the most basic level, coaches serve as suppliers of candor, providing leaders with the objective feedback they need to nourish their growth. Coaching gets executives to slow down, gain awareness, and notice the effects of their words and actions. On a larger scale, the best coaching fosters cultural change for the benefit of the entire organization. It provides a disciplined way for businesses to deepen relationships with their most valued employees while also increasing their effectiveness.

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The Decision to Trust

Robert F. Hurley

Surveys reveal that 80% of Americans dont trust corporate executives andworsethat roughly half of all managers dont trust their own leaders. Mergers, downsizing, and globalization have accelerated the pace of

change in organizations, creating a crisis of trust that didnt exist a generation ago. Leaders who understand how trust is built can actively influence its development, resulting in a more supportive and productive work environment and, not incidentally, a competitive advantage in the war for talent. Building on research in social psychology, and on his 15 years of experience consulting on trust, the author has developed a model for predicting whether trust or distrust will be chosen in a given situation. The model helps managers analyze 10 factors at play in the decision-making process. Hundreds of top executives have used it to diagnose and address the root causes of distrust in their work relationships. Some of the factors in the model relate to the decision maker: How tolerant of risk, how well-adjusted, and how relatively powerful is he or she? Others relate to the specific situation: How closely aligned are the interests of the parties concerned? Does the person who is asking to be trusted demonstrate competence? Predictability and integrity? Frequent and honest communication? Sue, a relatively new VP of sales, used the trust model to manage her relationship with Joe, an employee nearing retirement who was not performing well in a new sales role. Fearing for his job, Joe wasnt initially inclined to trust her. Sue took concrete steps to communicate openly with Joe, explore other options for him, and show concern for his well-being. When Joe was transferred, he let his former colleagues know how pleased he was with Sues handling of the situation. As a result, the level of trust increased in Sues department, even through a major change.

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Letting Go

Timothy W. Firnstahl

Innumerable business experts urge executives of growing companies to help themselves and their organizations by delegating responsibility. However well meaning, the dispensers of such advice usually underestimate the difficulty entrepreneurs have in giving up their cherished roles. Entrepreneurs pride themselves on their skills and talents and thrive on being in all places at once. But as their organizations expand, they can better spend their time coaching and planning rather than doing. Otherwise, their staffs can never mature, and they themselves wont have time to chart the companys future.

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The Making of a Corporate Athlete

Jim Loehr, Tony Schwartz

Management theorists have long sought to identify precisely what makes some people flourish under pressure and others fold. But they have come up with only partial answers: rich material rewards, the right culture, management by objectives. The problem with most approaches is that they deal with people only from the neck up, connecting high performance primarily with cognitive capacity. Authors Loehr and Schwartz argue that a successful approach to sustained high performance must consider the person as a whole. Executives are, in effect, corporate athletes. If they are to perform at high levels over the long haul, they must train in the systematic, multilevel way that athletes do. Rooted in two decades of work with world-class athletes, the integrated theory of performance management addresses the body, the emotions, the mind, and the spirit through a model the authors call the performance pyramid. At its foundation is physical well-being. Above that rest emotional health, then mental acuity, and, finally, a spiritual purpose. Each level profoundly influences the others, and all must be addressed together to avoid compromising performance. Rigorous exercise, for instance, can produce a sense of emotional well-being, clearing the way for peak mental performance. Rituals that promote oscillationthe rhythmic expenditure and recovery of energylink the levels of the pyramid and lead to the ideal performance state. The authors offer case studies of executives who have used the model to increase professional performance and improve the quality of their lives.

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Your Companys Secret Change Agents

Richard Tanner Pascale, Jerry Sternin

Organizational change has traditionally come about through top-down initiatives such as hiring experts or importing best-of-breed practices. Such methods usually result in companywide rollouts of templates that do little to get people excited. But within every organization, there are a few individuals who find unique ways to look at problems that seem impossible to solve. Although these change agents start out with the same tools and access to resources as their peers, they are able to see solutions where others do not. These positive deviants are the key, the authors believe, to a better way of creating organizational change. Your company can make the most of their methods by following six steps: Make the group the guruthe members of the community are engaged in the process of their own evolution. Reframe through facts, which entails restating the problem in a way that opens minds to new possibilities. Make it safe to learn, creating an environment that supports innovative ideas. Make the problem concrete; the community combats abstraction by stating uncomfortable truths. Leverage social proof; here the community looks to the larger society for examples of solutions that have worked in parallel situations. Finally, confound the immune defense response; solutions

are introduced organically from within the group in a way that promotes acceptance. Throughout the steps, the leader must adopt a facilitatory role. The positive-deviance approach has unearthed solutions to such complicated and diverse problems as malnutrition in Mali and human trafficking in East Java. This methodology can help solve even the most extreme dilemmas.

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Stop Making Plans; Start Making Decisions

Michael C. Mankins, Richard Steele

Many executives have grown skeptical of strategic planning. Is it any wonder? Despite all the time and energy that go into it, strategic planning most often acts as a barrier to good decision making and does little to influence strategy. Strategic planning fails because of two factors: It typically occurs annually, and it focuses on individual business units. As such, the process is completely at odds with the way executives actually make important strategy decisions, which are neither constrained by the calendar nor defined by unit boundaries. Thus, according to a survey of 156 large companies, senior executives often make strategic decisions outside the planning process, in an ad hoc fashion and without rigorous analysis or productive debate. But companies can fix the process if they attack its root problems. A few forward-looking firms have thrown out their calendar-driven, business-unit-focused planning procedures and replaced them with continuous, issues-focused decision making. In doing so, they rely on several basic principles: They separate, but integrate, decision making and plan making. They focus on a few key themes. And they structure strategy reviews to produce real decisions. When companies change the timing and focus of strategic planning, they also change the nature of senior managements discussions about strategyfrom review and approve to debate and decide, in which top executives actively think through every major decision and its implications for the companys performance and value. The authors have found that these companies make more than twice as many important strategic decisions per year as companies that follow the traditional planning model.

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Managers with Impact: Versatile and Inconsistent

C. Wickham Skinner, W. Earl Sasser Jr.

An analysis of the activities of key managers in 31 case studies suggests that managers who consistently accomplish a lot are notably inconsistent in their manner of attacking problems. These high achievers persist, however, in careful situational analysis and self-discipline, which permits them to be inconsistent in personal and managerial style. They consider operating skills and strategies flexible and adjust these to changing circumstances. They recognize classical patterns of problems and solutions and are able to choose discriminatingly among the wide variety of action-techniques available.

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