



Chris Sample

Transformational Leadership Questionnaire

13 Jun 2006

Strictly Confidential

This report contains feedback gathered from the following sources:

Participant	1
Manager	1
Direct Reports	3
Team Members	3
Peers	3
Total:	11

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General Points to Remember

Purpose Of 360° Feedback

- Feedback is essential to progress. It provides you with accurate information about the way you work with others.
- Feedback can act both as a stimulus to change your behavior, and as a catalyst to facilitate change.
- To accelerate your professional effectiveness, you need to be aware of the consequences of your behavior. If you are aware, you can decide whether or not the consequences match your intentions.

360° Feedback enables you to increase your knowledge about your job role and performance. For example: it can give you information about how people rate current performance, what they expect of you and how important certain behaviors are to your job.

Primary Objectives

- To develop an awareness of your relative influence and effectiveness with others.
- To develop a self-directed strategic plan for working more effectively with others.

By Enabling You To

- Analyze and process your feedback.
- Understand the consequences of your behavior.
- Identify what you could be doing differently to maximize your working relationships with others by creating self-directed action plans.
- Identify content areas for follow-up, skill-building, training and development.

The Competencies

Painting a Vision

Intellectual Stimulation

Treating People as Individuals

Goal Setting

Performance Monitoring and Control

Providing Feedback

Career and Skill Development

The Rating Scale

As a reminder, the scale that was used by respondents for the questionnaire is shown below:

Performance

- 5** Very effective
- 4** Effective
- 3** Moderately Effective
- 2** Ineffective
- 1** Very Ineffective
- U** Unable to Comment

Introduction to Competency Rater Overview

This report shows how you have been rated at the Competency level by each of the different respondent (or rater) types. The responses are represented by a set of bars on the left of the page (where the respondent type is shown within the bar in each case) and in numerical format in the columns on the right. The last bar on each graph shows the average over all the respondents, including yourself.

Avs is the average score and corresponds with the bar length.

N shows the number of respondents who answered the question.

Ags shows the degree to which people agreed about your performance.

- a number close to 0 means that there was little agreement between the different respondents' ratings.
- a number close to 1 shows a consensus of opinions from the different respondents.

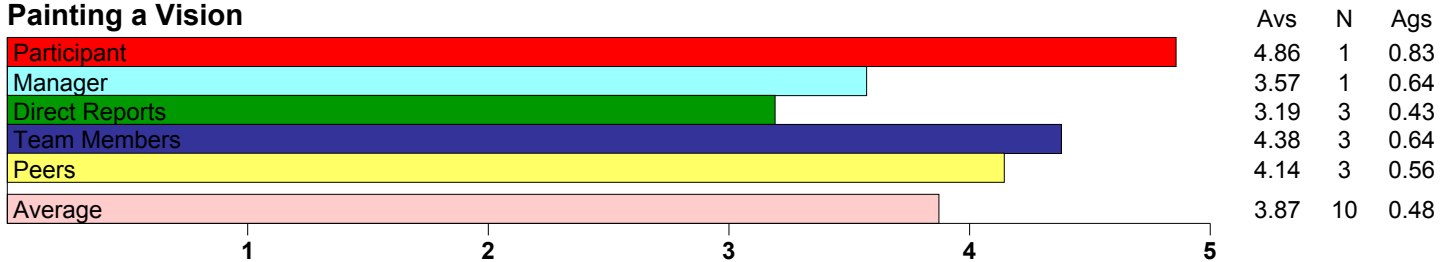
NR means no responses.

AP means anonymity protection i.e., if fewer than a specified minimum number of people from a particular group have responded, the score is not shown to protect anonymity.

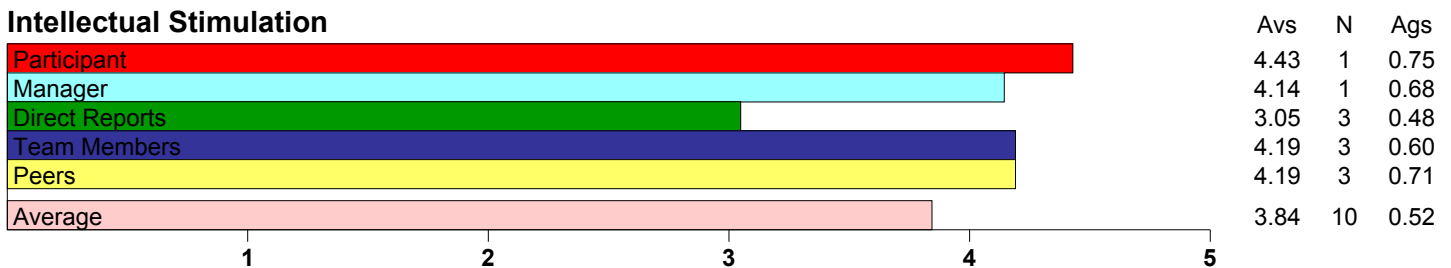
Competency Rater Overview

Chris Sample

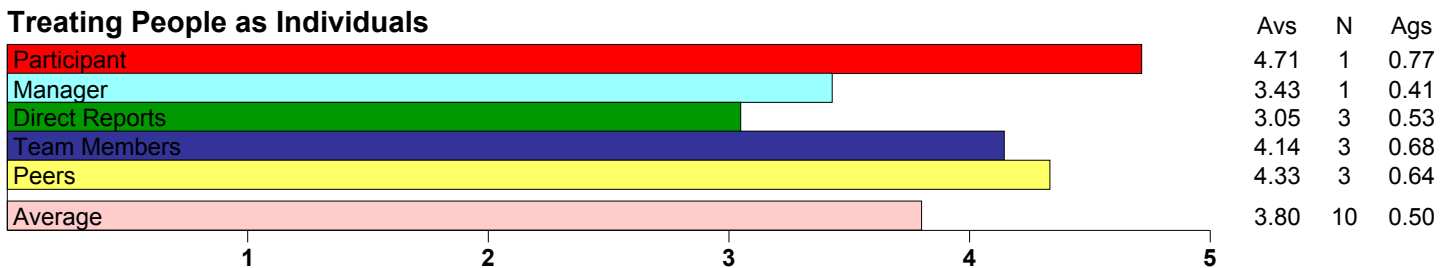
Painting a Vision



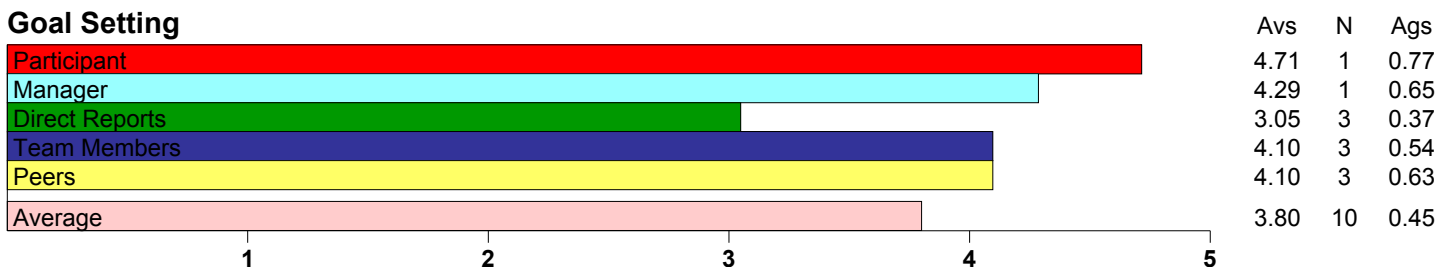
Intellectual Stimulation



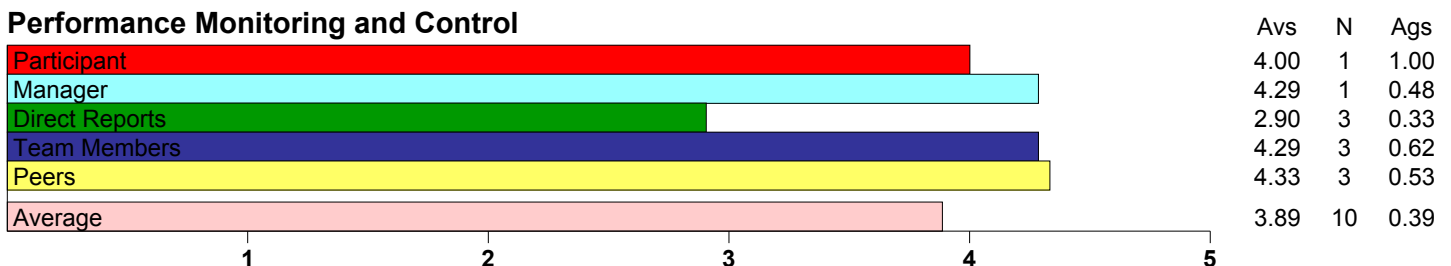
Treating People as Individuals



Goal Setting



Performance Monitoring and Control

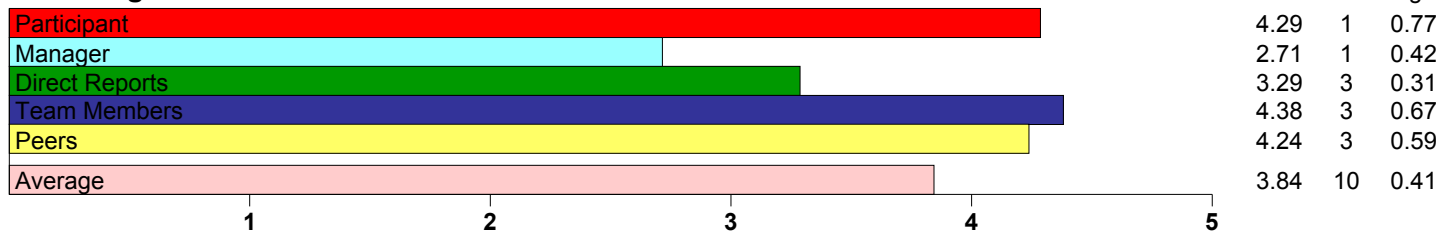


Avs - Average Score N - Number of Respondents Ags - Agreement Score NR - No Reponse
AP - Anonymity Protected

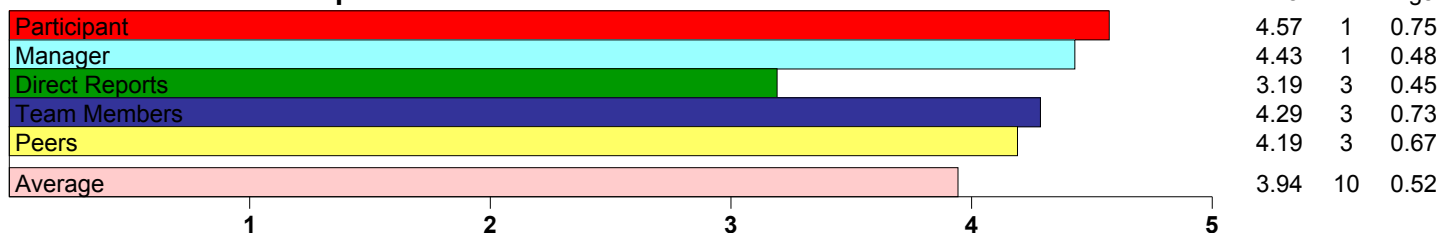
Competency Rater Overview

Chris Sample

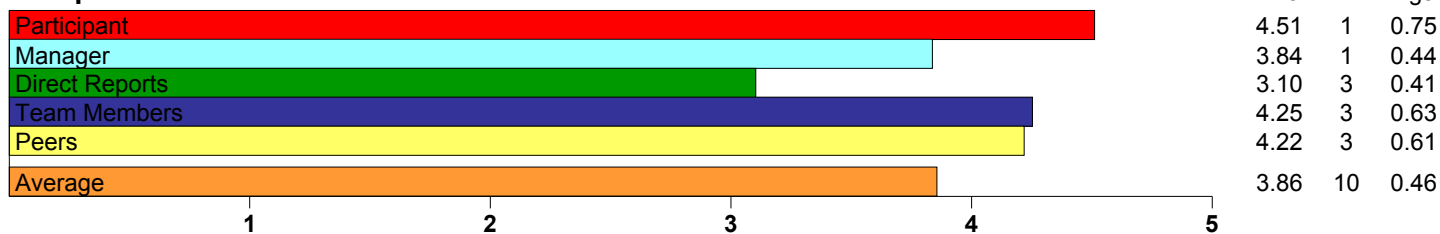
Providing Feedback



Career and Skill Development



Composite



Avs - Average Score N - Number of Respondents Ags - Agreement Score NR - No Reponse
AP - Anonymity Protected

Overall Item Summary

The average score for each competency and specific questions are summarized below for each rater category. If the symbol **AP** appears instead of a score it means anonymity protection (i.e., fewer than a specified minimum number of people from a particular rater group have responded, the score is not shown to protect anonymity). If the symbol **NR** appears instead of a score it means no people from a particular rater group have responded.

The number in parentheses next to the average score is an index or measure of rater agreement. The range of scores for this statistical measure of rater agreement is 0 to 1 where "1" represents total agreement by all raters. A score closer to "0" suggests that there exists a wider level of disagreement among raters in their perceptions of how frequently you demonstrate specific actions and behaviours. The higher the agreement score, the greater the consistency and agreement among raters. An agreement score less than .50 might suggest that you interpret the average score with caution, as it might not represent a consistent perception of how you are perceived by all raters.

Questions	Participant	Manager	Direct Reports	Team Members	Peers	Average
Painting a Vision	4.86 (0.83)	3.57 (0.64)	3.19 (0.43)	4.38 (0.64)	4.14 (0.56)	3.87 (0.48)
Achieves buy-in to their vision	5.00 (1.00)	3.00 (1.00)	2.67 (0.76)	3.67 (0.76)	4.33 (0.76)	3.50 (0.60)
Creates a clear vision of the future	5.00 (1.00)	3.00 (1.00)	3.67 (0.38)	3.67 (0.53)	4.00 (0.59)	3.70 (0.50)
Demonstrates high personal standards	5.00 (1.00)	3.00 (1.00)	3.67 (0.53)	4.33 (0.76)	3.33 (0.38)	3.70 (0.50)
Inspires confidence in the value of his / her argument	5.00 (1.00)	3.00 (1.00)	2.67 (0.38)	5.00 (1.00)	5.00 (1.00)	4.10 (0.35)
Sets an enviable example for others to follow	5.00 (1.00)	4.00 (1.00)	2.67 (0.38)	4.67 (0.76)	3.33 (0.76)	3.60 (0.44)
Motivates their team	4.00 (1.00)	4.00 (1.00)	4.00 (0.59)	4.67 (0.76)	4.67 (0.76)	4.40 (0.67)
Inspires people to follow the vision	5.00 (1.00)	5.00 (1.00)	3.00 (0.59)	4.67 (0.76)	4.33 (0.76)	4.10 (0.53)
Intellectual Stimulation	4.43 (0.75)	4.14 (0.68)	3.05 (0.48)	4.19 (0.60)	4.19 (0.71)	3.84 (0.52)
Shows the ability to sell the benefits of new ideas	5.00 (1.00)	4.00 (1.00)	3.33 (0.76)	4.00 (1.00)	4.00 (1.00)	3.80 (0.80)
Asks questions to test other's thinking	4.00 (1.00)	5.00 (1.00)	3.00 (0.59)	4.00 (0.29)	4.00 (1.00)	3.80 (0.46)
Provides work or assignments that are stretching but achievable	4.00 (1.00)	3.00 (1.00)	3.00 (0.59)	3.67 (0.76)	4.33 (0.76)	3.60 (0.60)
Encourages others to challenge the status quo	5.00 (1.00)	4.00 (1.00)	3.33 (0.38)	5.00 (1.00)	4.33 (0.53)	4.20 (0.46)

Overall Item Summary Continued

Questions	Participant	Manager	Direct Reports	Team Members	Peers	Average
Intellectual Stimulation	4.43 (0.75)	4.14 (0.68)	3.05 (0.48)	4.19 (0.60)	4.19 (0.71)	3.84 (0.52)
Encourages others to re-think their ideas	4.00 (1.00)	5.00 (1.00)	2.33 (0.76)	4.00 (1.00)	3.67 (0.76)	3.50 (0.54)
Quickly gains insight into problems	5.00 (1.00)	4.00 (1.00)	3.33 (0.15)	4.33 (0.53)	4.67 (0.76)	4.10 (0.39)
Encourages others to work to their best potential	4.00 (1.00)	4.00 (1.00)	3.00 (0.59)	4.33 (0.76)	4.33 (0.76)	3.90 (0.58)
Treating People as Individuals	4.71 (0.77)	3.43 (0.41)	3.05 (0.53)	4.14 (0.68)	4.33 (0.64)	3.80 (0.50)
Treats people as unique individuals	5.00 (1.00)	3.00 (1.00)	3.33 (0.76)	3.33 (0.76)	5.00 (1.00)	3.80 (0.56)
Builds co-operative relationships with immediate colleagues	5.00 (1.00)	3.00 (1.00)	3.33 (0.53)	4.00 (1.00)	4.33 (0.53)	3.80 (0.56)
Tunes in to unspoken thoughts and feelings	4.00 (1.00)	4.00 (1.00)	3.67 (0.38)	4.33 (0.76)	3.67 (0.76)	3.90 (0.58)
Recognises the different capabilities of individuals	5.00 (1.00)	1.00 (1.00)	3.33 (0.76)	4.33 (0.53)	4.00 (1.00)	3.60 (0.44)
Tries to understand the other person's viewpoint	5.00 (1.00)	4.00 (1.00)	3.00 (0.59)	4.33 (0.76)	4.33 (0.76)	3.90 (0.58)
Changes their style and approach according to who they are dealing with	4.00 (1.00)	4.00 (1.00)	2.67 (0.76)	4.33 (0.76)	4.00 (0.59)	3.70 (0.55)
Listens to others	5.00 (1.00)	5.00 (1.00)	2.00 (0.59)	4.33 (0.76)	5.00 (1.00)	3.90 (0.31)
Goal Setting	4.71 (0.77)	4.29 (0.65)	3.05 (0.37)	4.10 (0.54)	4.10 (0.63)	3.80 (0.45)
Sets clear objectives	5.00 (1.00)	5.00 (1.00)	3.00 (0.29)	3.67 (0.76)	3.67 (0.53)	3.60 (0.44)
Achieves goals through realistic planning	4.00 (1.00)	4.00 (1.00)	2.67 (0.53)	3.33 (0.53)	3.33 (0.76)	3.20 (0.56)
Organise resources to achieve goals	5.00 (1.00)	4.00 (1.00)	3.00 (0.18)	4.00 (0.29)	4.33 (0.76)	3.80 (0.34)
Considers sufficient options before taking a decision	5.00 (1.00)	3.00 (1.00)	3.33 (0.38)	4.33 (0.53)	4.33 (0.76)	3.90 (0.48)
Is able to think beyond the immediate	5.00 (1.00)	4.00 (1.00)	2.67 (0.38)	4.00 (1.00)	4.00 (1.00)	3.60 (0.54)
Defines strategies for the team	4.00 (1.00)	5.00 (1.00)	4.00 (0.59)	5.00 (1.00)	5.00 (1.00)	4.70 (0.68)
Perseveres towards goals despite problems	5.00 (1.00)	5.00 (1.00)	2.67 (0.76)	4.33 (0.76)	4.00 (0.59)	3.80 (0.51)

Overall Item Summary Continued

Questions	Participant	Manager	Direct Reports	Team Members	Peers	Average
Performance Monitoring and Control	4.00 (1.00)	4.29 (0.48)	2.90 (0.33)	4.29 (0.62)	4.33 (0.53)	3.89 (0.39)
Checks to ensure plans are on course	4.00 (1.00)	5.00 (1.00)	3.33 (0.53)	4.67 (0.76)	4.00 (0.59)	4.10 (0.53)
Identifies problems in their early stages	4.00 (1.00)	4.00 (1.00)	3.33 (0.15)	3.33 (0.53)	3.67 (0.06)	3.50 (0.25)
Uses other people's time effectively	4.00 (1.00)	5.00 (1.00)	3.00 (0.29)	4.33 (0.76)	4.33 (0.76)	4.00 (0.45)
Keeps their finger on the pulse	4.00 (1.00)	5.00 (1.00)	3.00 (0.59)	4.00 (0.59)	4.67 (0.76)	4.00 (0.50)
Understand people's strengths and weaknesses	4.00 (1.00)	5.00 (1.00)	3.33 (0.76)	4.33 (0.76)	4.33 (0.76)	4.10 (0.65)
Controls without interfering	4.00 (1.00)	4.00 (1.00)	2.67 (0.15)	4.67 (0.76)	4.67 (0.76)	4.00 (0.33)
Reviews individual performance	4.00 (1.00)	2.00 (1.00)	1.67 (0.53)	4.67 (0.76)	4.67 (0.76)	3.50 (0.22)
Providing Feedback	4.29 (0.77)	2.71 (0.42)	3.29 (0.31)	4.38 (0.67)	4.24 (0.59)	3.84 (0.41)
Asks questions to clarify what people are saying	4.00 (1.00)	1.00 (1.00)	4.33 (0.53)	4.67 (0.76)	4.67 (0.76)	4.20 (0.38)
Provides performance feedback that people can accept	4.00 (1.00)	4.00 (1.00)	3.00 (0.29)	4.33 (0.76)	4.67 (0.76)	4.00 (0.45)
Is able to influence people outside their direct control	4.00 (1.00)	4.00 (1.00)	3.33 (0.15)	4.33 (0.76)	4.33 (0.53)	4.00 (0.41)
Provides performance feedback that people can understand	4.00 (1.00)	3.00 (1.00)	3.33 (0.76)	4.33 (0.53)	4.67 (0.76)	4.00 (0.55)
Answers questions specifically and to the point	4.00 (1.00)	3.00 (1.00)	2.00 (0.29)	5.00 (1.00)	3.67 (0.38)	3.50 (0.22)
Keeps people up-to-date on the progress of work and assignments	5.00 (1.00)	1.00 (1.00)	4.33 (0.76)	4.33 (0.76)	4.00 (1.00)	3.90 (0.48)
Provides timely performance feedback	5.00 (1.00)	3.00 (1.00)	2.67 (0.53)	3.67 (0.76)	3.67 (0.76)	3.30 (0.61)
Career and Skill Development	4.57 (0.75)	4.43 (0.48)	3.19 (0.45)	4.29 (0.73)	4.19 (0.67)	3.94 (0.52)
Coaches their people	5.00 (1.00)	5.00 (1.00)	3.33 (0.38)	4.67 (0.76)	4.00 (0.59)	4.10 (0.48)
Uses delegation as a development opportunity	5.00 (1.00)	5.00 (1.00)	3.33 (0.76)	4.00 (0.59)	4.33 (0.76)	4.00 (0.61)
Seeks to build effective teamworking	4.00 (1.00)	5.00 (1.00)	3.00 (0.59)	4.00 (1.00)	5.00 (1.00)	4.10 (0.53)

Overall Item Summary Continued

Questions	Participant	Manager	Direct Reports	Team Members	Peers	Average
Career and Skill Development	4.57 (0.75)	4.43 (0.48)	3.19 (0.45)	4.29 (0.73)	4.19 (0.67)	3.94 (0.52)
Supports training initiatives	5.00 (1.00)	4.00 (1.00)	2.67 (0.53)	4.00 (1.00)	3.67 (0.76)	3.50 (0.60)
Encourages self development planning	4.00 (1.00)	5.00 (1.00)	2.67 (0.15)	4.00 (1.00)	4.67 (0.76)	3.90 (0.35)
Treats mistakes as an opportunity for learning	5.00 (1.00)	5.00 (1.00)	4.00 (0.59)	4.33 (0.76)	3.67 (0.76)	4.10 (0.65)
Discusses people's career aspirations with them	4.00 (1.00)	2.00 (1.00)	3.33 (0.76)	5.00 (1.00)	4.00 (1.00)	3.90 (0.53)

Highest Rated Behaviors - Participant

You identified the following 10 behaviors as your highest rated. They are rank ordered so that the first item is your highest rated behavior. As such, you should consider ways to continue leveraging these behaviors as strengths.

Score	Behavior	Element
5.00	Keeps people up-to-date on the progress of work and assignments	Providing Feedback
5.00	Provides timely performance feedback	Providing Feedback
5.00	Shows the ability to sell the benefits of new ideas	Intellectual Stimulation
5.00	Encourages others to challenge the status quo	Intellectual Stimulation
5.00	Quickly gains insight into problems	Intellectual Stimulation
5.00	Tries to understand the other person's viewpoint	Treating People as Individuals
5.00	Builds co-operative relationships with immediate colleagues	Treating People as Individuals
5.00	Treats people as unique individuals	Treating People as Individuals
5.00	Listens to others	Treating People as Individuals
5.00	Recognises the different capabilities of individuals	Treating People as Individuals

Highest Rated Behaviors - Manager

The following 10 behaviors were identified as your highest rated. They are rank ordered so that the first item is perceived to be your highest rated behavior. As such, you should consider ways to continue leveraging these behaviors as strengths.

Score	Behavior	Element
5.00	Listens to others	Treating People as Individuals
5.00	Uses delegation as a development opportunity	Career and Skill Development
5.00	Encourages self development planning	Career and Skill Development
5.00	Coaches their people	Career and Skill Development
5.00	Treats mistakes as an opportunity for learning	Career and Skill Development
5.00	Seeks to build effective teamworking	Career and Skill Development
5.00	Inspires people to follow the vision	Painting a Vision
5.00	Asks questions to test other's thinking	Intellectual Stimulation
5.00	Encourages others to re-think their ideas	Intellectual Stimulation
5.00	Perseveres towards goals despite problems	Goal Setting

Highest Rated Behaviors - Direct Reports

The following 10 behaviors were identified as your highest rated. They are rank ordered so that the first item is perceived to be your highest rated behavior. As such, you should consider ways to continue leveraging these behaviors as strengths.

Score	Behavior	Element
4.33	Keeps people up-to-date on the progress of work and assignments	Providing Feedback
4.33	Asks questions to clarify what people are saying	Providing Feedback
4.00	Motivates their team	Painting a Vision
4.00	Treats mistakes as an opportunity for learning	Career and Skill Development
4.00	Defines strategies for the team	Goal Setting
3.67	Tunes in to unspoken thoughts and feelings	Treating People as Individuals
3.67	Demonstrates high personal standards	Painting a Vision
3.67	Creates a clear vision of the future	Painting a Vision
3.33	Is able to influence people outside their direct control	Providing Feedback
3.33	Provides performance feedback that people can understand	Providing Feedback

Highest Rated Behaviors - Team Members

The following 10 behaviors were identified as your highest rated. They are rank ordered so that the first item is perceived to be your highest rated behavior. As such, you should consider ways to continue leveraging these behaviors as strengths.

Score	Behavior	Element
5.00	Discusses people's career aspirations with them	Career and Skill Development
5.00	Inspires confidence in the value of his / her argument	Painting a Vision
5.00	Answers questions specifically and to the point	Providing Feedback
5.00	Encourages others to challenge the status quo	Intellectual Stimulation
5.00	Defines strategies for the team	Goal Setting
4.67	Sets an enviable example for others to follow	Painting a Vision
4.67	Motivates their team	Painting a Vision
4.67	Inspires people to follow the vision	Painting a Vision
4.67	Coaches their people	Career and Skill Development
4.67	Reviews individual performance	Performance Monitoring and Control

Highest Rated Behaviors - Peers

The following 10 behaviors were identified as your highest rated. They are rank ordered so that the first item is perceived to be your highest rated behavior. As such, you should consider ways to continue leveraging these behaviors as strengths.

Score	Behavior	Element
5.00	Inspires confidence in the value of his / her argument	Painting a Vision
5.00	Defines strategies for the team	Goal Setting
5.00	Treats people as unique individuals	Treating People as Individuals
5.00	Listens to others	Treating People as Individuals
5.00	Seeks to build effective teamworking	Career and Skill Development
4.67	Reviews individual performance	Performance Monitoring and Control
4.67	Keeps their finger on the pulse	Performance Monitoring and Control
4.67	Controls without interfering	Performance Monitoring and Control
4.67	Encourages self development planning	Career and Skill Development
4.67	Quickly gains insight into problems	Intellectual Stimulation

Highest Rated Behaviors - All Raters

The following 10 behaviors were identified as your highest rated. They are rank ordered so that the first item is perceived to be your highest rated behavior. As such, you should consider ways to continue leveraging these behaviors as strengths. These scores are the average over all the respondents excluding yourself.

Score	Behavior	Element
4.70	Defines strategies for the team	Goal Setting
4.40	Motivates their team	Painting a Vision
4.20	Encourages others to challenge the status quo	Intellectual Stimulation
4.20	Asks questions to clarify what people are saying	Providing Feedback
4.10	Seeks to build effective teamworking	Career and Skill Development
4.10	Treats mistakes as an opportunity for learning	Career and Skill Development
4.10	Coaches their people	Career and Skill Development
4.10	Quickly gains insight into problems	Intellectual Stimulation
4.10	Understand people's strengths and weaknesses	Performance Monitoring and Control
4.10	Checks to ensure plans are on course	Performance Monitoring and Control

Lowest Rated Behaviors - Participant

You identified the following 10 behaviors as your lowest rated. They are rank ordered so that the first item is your lowest rated behavior. As such, you should consider practicing these behaviors more frequently and helping others understand and value when you do demonstrate these behaviors.

Score	Behavior	Element
4.00	Asks questions to clarify what people are saying	Providing Feedback
4.00	Provides performance feedback that people can accept	Providing Feedback
4.00	Is able to influence people outside their direct control	Providing Feedback
4.00	Provides performance feedback that people can understand	Providing Feedback
4.00	Answers questions specifically and to the point	Providing Feedback
4.00	Provides work or assignments that are stretching but achievable	Intellectual Stimulation
4.00	Encourages others to re-think their ideas	Intellectual Stimulation
4.00	Asks questions to test other's thinking	Intellectual Stimulation
4.00	Encourages others to work to their best potential	Intellectual Stimulation
4.00	Identifies problems in their early stages	Performance Monitoring and Control

Lowest Rated Behaviors - Manager

The following 10 behaviors were identified as your lowest rated. They are rank ordered so that the first item is perceived to be your lowest rated behavior. As such, you should consider practicing these behaviors more frequently and helping others understand and value when you do demonstrate these behaviors.

Score	Behavior	Element
1.00	Asks questions to clarify what people are saying	Providing Feedback
1.00	Keeps people up-to-date on the progress of work and assignments	Providing Feedback
1.00	Recognises the different capabilities of individuals	Treating People as Individuals
2.00	Reviews individual performance	Performance Monitoring and Control
2.00	Discusses people's career aspirations with them	Career and Skill Development
3.00	Builds co-operative relationships with immediate colleagues	Treating People as Individuals
3.00	Treats people as unique individuals	Treating People as Individuals
3.00	Provides work or assignments that are stretching but achievable	Intellectual Stimulation
3.00	Considers sufficient options before taking a decision	Goal Setting
3.00	Creates a clear vision of the future	Painting a Vision

Lowest Rated Behaviors - Direct Reports

The following 10 behaviors were identified as your lowest rated. They are rank ordered so that the first item is perceived to be your lowest rated behavior. As such, you should consider practicing these behaviors more frequently and helping others understand and value when you do demonstrate these behaviors.

Score	Behavior	Element
1.67	Reviews individual performance	Performance Monitoring and Control
2.00	Answers questions specifically and to the point	Providing Feedback
2.00	Listens to others	Treating People as Individuals
2.33	Encourages others to re-think their ideas	Intellectual Stimulation
2.67	Achieves goals through realistic planning	Goal Setting
2.67	Is able to think beyond the immediate	Goal Setting
2.67	Perseveres towards goals despite problems	Goal Setting
2.67	Inspires confidence in the value of his / her argument	Painting a Vision
2.67	Sets an enviable example for others to follow	Painting a Vision
2.67	Achieves buy-in to their vision	Painting a Vision

Lowest Rated Behaviors - Team Members

The following 10 behaviors were identified as your lowest rated. They are rank ordered so that the first item is perceived to be your lowest rated behavior. As such, you should consider practicing these behaviors more frequently and helping others understand and value when you do demonstrate these behaviors.

Score	Behavior	Element
3.33	Treats people as unique individuals	Treating People as Individuals
3.33	Achieves goals through realistic planning	Goal Setting
3.33	Identifies problems in their early stages	Performance Monitoring and Control
3.67	Achieves buy-in to their vision	Painting a Vision
3.67	Creates a clear vision of the future	Painting a Vision
3.67	Sets clear objectives	Goal Setting
3.67	Provides work or assignments that are stretching but achievable	Intellectual Stimulation
3.67	Provides timely performance feedback	Providing Feedback
4.00	Uses delegation as a development opportunity	Career and Skill Development
4.00	Seeks to build effective teamworking	Career and Skill Development

Lowest Rated Behaviors - Peers

The following 10 behaviors were identified as your lowest rated. They are rank ordered so that the first item is perceived to be your lowest rated behavior. As such, you should consider practicing these behaviors more frequently and helping others understand and value when you do demonstrate these behaviors.

Score	Behavior	Element
3.33	Achieves goals through realistic planning	Goal Setting
3.33	Demonstrates high personal standards	Painting a Vision
3.33	Sets an enviable example for others to follow	Painting a Vision
3.67	Tunes in to unspoken thoughts and feelings	Treating People as Individuals
3.67	Identifies problems in their early stages	Performance Monitoring and Control
3.67	Supports training initiatives	Career and Skill Development
3.67	Treats mistakes as an opportunity for learning	Career and Skill Development
3.67	Answers questions specifically and to the point	Providing Feedback
3.67	Provides timely performance feedback	Providing Feedback
3.67	Encourages others to re-think their ideas	Intellectual Stimulation

Lowest Rated Behaviors - All Raters

The following 10 behaviors were identified as your lowest rated. They are rank ordered so that the first item is perceived to be your lowest rated behavior. As such, you should consider practicing these behaviors more frequently and helping others understand and value when you do demonstrate these behaviors. These scores are the average over all the respondents excluding yourself.

Score	Behavior	Element
3.20	Achieves goals through realistic planning	Goal Setting
3.30	Provides timely performance feedback	Providing Feedback
3.50	Achieves buy-in to their vision	Painting a Vision
3.50	Identifies problems in their early stages	Performance Monitoring and Control
3.50	Reviews individual performance	Performance Monitoring and Control
3.50	Encourages others to re-think their ideas	Intellectual Stimulation
3.50	Answers questions specifically and to the point	Providing Feedback
3.50	Supports training initiatives	Career and Skill Development
3.60	Sets clear objectives	Goal Setting
3.60	Is able to think beyond the immediate	Goal Setting

Introduction to Open Ended Comments Summary

You and your respondents also had the opportunity to write comments on your performance.

These comments have been quoted verbatim.

Open Ended Comments Summary

What do I admire most about this person's work?

Participant:

I am very dedicated to my position and the company as a whole. I believe I produce quality work consistently and I'm dependable.

Manager:

Dedicated, team player. Reliable and trustworthy. A true asset to the team.

Direct Reports:

Dedicated and always available. Hard worker / over-achiever.

Reliable and always available. Understanding, generous and thorough.

Manages the team as a whole very well.

Team Members:

Extremely dedicated to the job and support of her peers. The "go to" person when you really need help and direction.

I really admire the work ethics of this individual. Willing to go above and beyond the call of duty to produce great results.

Understands the business and how to please the customer. Willing to share resources so that we all benefit and grow as a team.

Peers:

Great! A pleasure to work with!

Very professional, reliable and dependable.

Smart and savvy.

Great team leader and co-worker.

Open Ended Comments Summary

What aspects of this person's performance would you most like to change?

Participant:

I would benefit from being more skilled at delegating projects that I don't have time to do.

Manager:

Identify and reward those on the team for a job well done.

Encourage the team to produce desirable results on a consistent basis.

Direct Reports:

Take time to discuss my goals for advancement. I'd like to be given projects that create a challenge and develops a new skill set for me.

Can be bias sometimes. Should be willing to accept others' views and suggestions.

Individual development needs work. Would like more one-on-one time to discuss how I can take on my projects to prove ability to advance.

Team Members:

Might want to focus some time developing and promoting staff.

Peers:

Delegate projects to subordinates. Identify those who have the potential to elevate.

Personal Development Plan

Overview

In which competencies am I strongest?

In which competencies am I least effective?

Personal Development Plan Cont.

Detailed Competency Ratings

What feedback did you expect? Make a note of anything that surprised you in the feedback you received.

Are there any areas where your own view is particularly different from your respondents? If so, what are they?

Is there one group of respondents which consistently rates you higher or lower than other groups? Why do you think this is the case?

Open Ended Questions

How do the comments reinforce the ratings you have received?

Personal Development Plan Cont.

Development Plan Information
Development Item:
Area for development:
How will this be addressed:
What support will be required?(materials, people, budget etc):
Target completion date:
Target review date: