

Feedback Report Prepared for Tate Sample

3 March 2020

In addition to your self-ratings, this report
includes your ratings from:

- 1 Boss
- 1 Superior
- 7 Peers
- 8 Direct Reports
- 4 Others

21 All Raters

Middle Manager Norm Group

Public Sector

The Center for Creative Leadership (CCL®) gratefully acknowledges the contribution of the following individuals whose work and dedication made Benchmarks® for Managers™ possible:

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Table of Contents

Introduction	3
Section 1: Leadership Competencies - Overview Charts	4
Importance for Success and Average Scores	4
Norm Group Comparisons: Self and All Raters	5
Norm Group Comparisons: By Rater Group	6
Section 1: Leadership Competencies - Comprehensive Data	7
Strategic perspective	9
Being a quick study	10
Decisiveness	11
Change management	12
Leading employees	13
Confronting problem employees	14
Participative management	15
Building collaborative relationships	16
Compassion and sensitivity	17
Putting people at ease	18
Respect for differences	19
Taking initiative	20
Composure	21
Balance between personal and work life	22
Self-awareness	23
Career management	24
Section 2: Problems That Can Stall A Career	25
Problems with interpersonal relationships	26
Difficulty building and leading a team	27
Difficulty changing or adapting	28
Failure to meet business objectives	29
Too narrow a functional orientation	30
Section 3: Written Comments	31
Section 4: Supplementary Data	35
Greatest Differences Between All Raters and Self Scores	35
Highest Rated Items in Leadership Competencies	36
Lowest Rated Items in Leadership Competencies	37
Highest Rated Items in Problems That Can Stall A Career	38

Introduction

What is Benchmarks® for Managers™?

Benchmarks for Managers is a statistically reliable, valid, and comprehensive 360-degree feedback instrument. In addition to providing feedback to help identify strengths and development needs, it does what its name suggests by providing the participant with a benchmark of how they are doing when compared to a meaningful norm group. Benchmarks for Managers is based on the Center for Creative Leadership's (CCL®) studies of how successful executives develop, and why they derail.

How was Benchmarks® for Managers™ Developed?

CCL developed Benchmarks for Managers from the results of research based on how successful managers learn, grow, and change, not from what they do or what qualities they should possess to do their jobs. Benchmarks for Managers differs from other instruments by focusing on what successful executives learned from the experiences that mattered the most in their careers.

“Key Events” Research

These seminal studies, first reported in 1988, examined how executives grow and develop over the course of their careers. The individuals who participated in the original studies described key experiences in their careers and identified the critical leadership lessons they learned from these experiences. These lessons are represented in the sixteen competencies assessed in Section 1 of Benchmarks for Managers. This research was replicated through the 1990s, based on larger, more global and more diverse sample groups, leading to revised survey content. Most recently a 2009 research project conducted by CCL examined the Benchmarks for Managers content across different languages and cultures. Items that lacked equivalent psychometric properties were either discarded or rewritten to eliminate cultural biases.

Executive Derailment Research

Beginning in the mid-1980s, these studies compared the careers of successful executives with executives whose careers had derailed in order to determine what specific behaviors cause executives to come off track. Further studies conducted in the late 1990s using larger and more diverse sample groups led to revised derailment factors. These five derailment factors provide the foundation for Section 2, Problems That Can Stall a Career.

Section 1: Leadership Competencies - Overview Charts

The next three charts provide you with an overview of your scores. Detailed information describing the charts is located at the bottom of each page.

At the beginning of each feedback report section is a Guide for Interpretation. Here you will find a series of questions to help you broadly think about the meaning of your results.

Guide for Interpretation

- Do you and your boss agree on which competencies are most important for success?
- What competencies were rated highest and lowest by others?
- Were there any differences between Self and All Raters scores? Pay particular attention to areas in which you rated yourself high and your observers rated you low.
- Where are the scores from the various rater groups similar and where do they diverge? What might be the reasons for this?

Section 1: Leadership Competencies - Overview Charts

Importance for Success and Average Scores

	Competency	Importance for Success			Average Scores	
		All Raters	Boss	Self	All Raters	Self
Leading the Organization	1. Strategic perspective	14	1	1	[4.48]	4.13
	2. Being a quick study	11			[4.65]	4.67
	3. Decisiveness	9			[4.43]	4.00
	4. Change management	13	1	1	3.98	3.56
Leading Others	5. Leading employees	15	1	1	4.22	3.92
	6. Confronting problem employees	7			3.94	3.50
	7. Participative management	16	1	1	4.05	3.56
	8. Building collaborative relationships	13	1	1	4.04	3.71
	9. Compassion and sensitivity	8		1	4.16	4.17
	10. Putting people at ease	5			4.05	3.67
	11. Respect for differences	6			[4.47]	3.75
Leading Yourself	12. Taking initiative	12	1	1	[4.31]	3.80
	13. Composure	11	1		[4.29]	4.25
	14. Balance between personal and work life	7			3.91	4.00
	15. Self-awareness	8		1	4.07	4.50
	16. Career management	13	1		4.00	3.57

The left column of this chart lists the competencies. The center gray column shows the Importance ratings. You and your raters were asked to choose 8 competencies *Most Important for Success* in your organization. The right column of the chart provides the average scores from All Raters and Self for each of the competencies. All Raters includes Boss, but not Self.

You and your raters used the following response scale to indicate the extent to which you display specific behaviors:

1 = To a very little extent

2 = To a little extent

3 = To some extent

4 = To a great extent

5 = To a very great extent

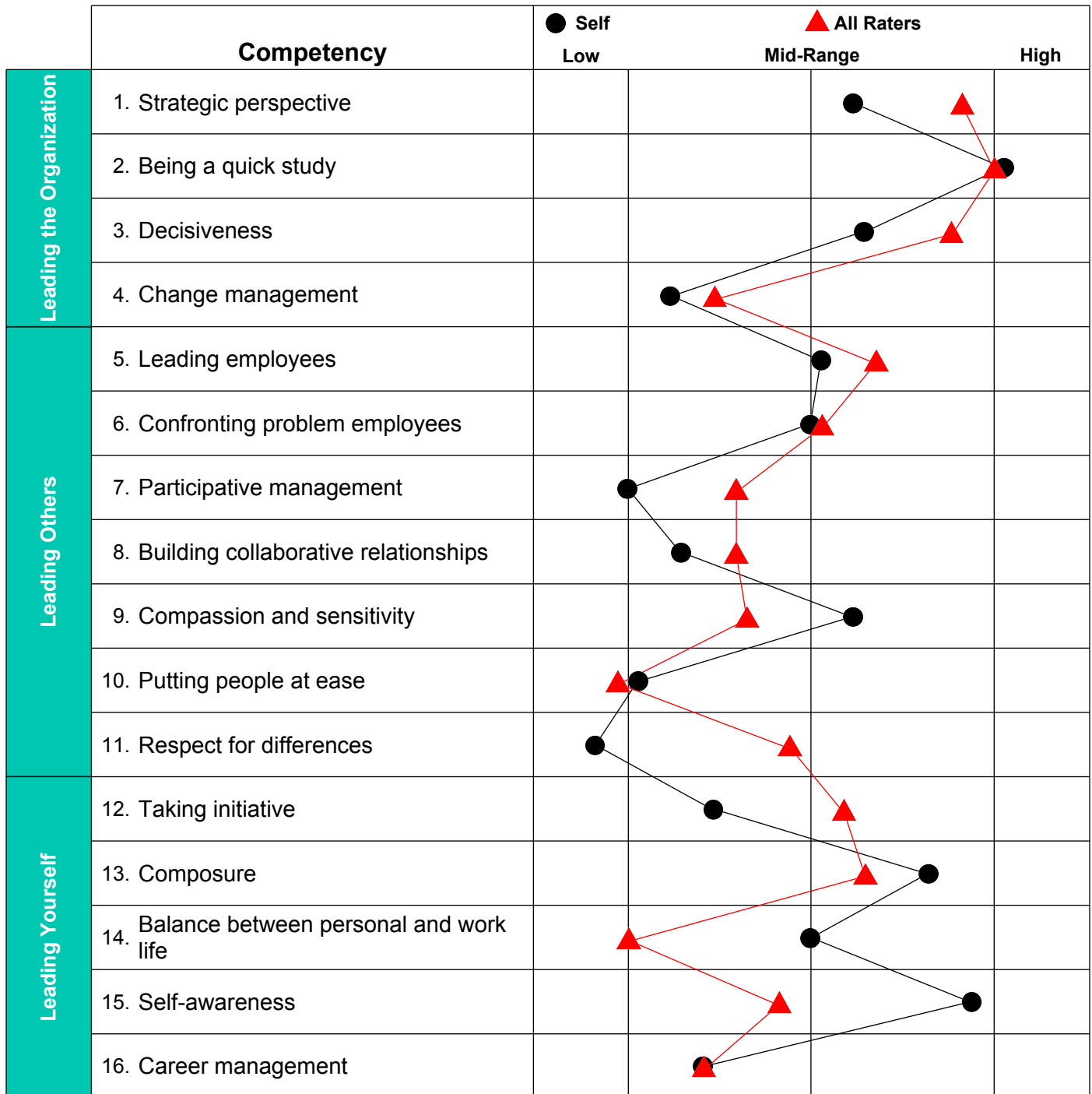
DK = Don't Know/Not Applicable

Key: [] 6 highest rated competencies by All Raters

[] 6 lowest rated competencies by All Raters

Section 1: Leadership Competencies - Overview Charts

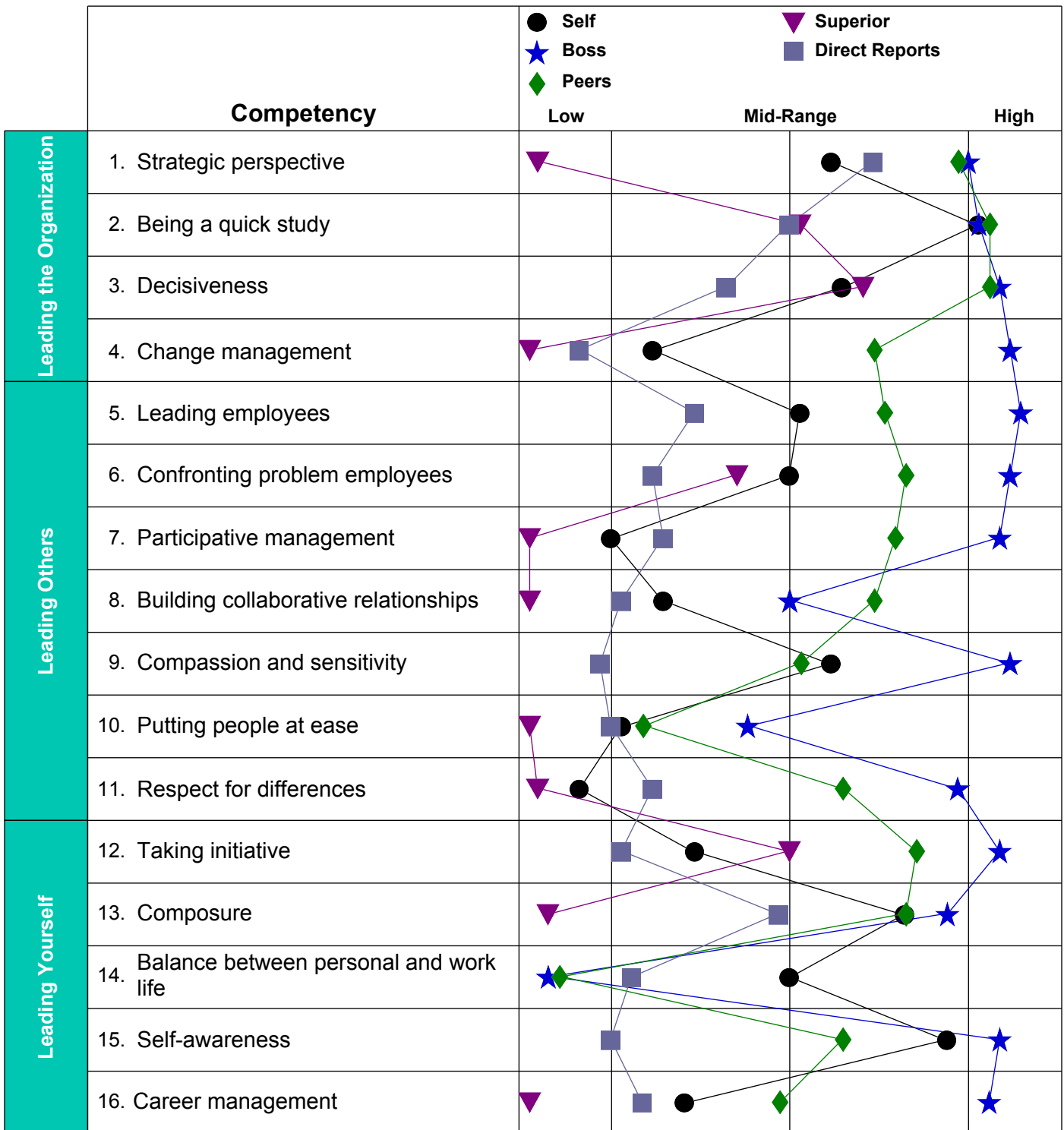
Norm Group Comparisons: Self and All Raters



This chart displays your Self and All Rater scores relative to the scores of other people who have used Benchmarks for Managers. On this chart you can see if your scores are low, mid-range, or high compared to the normative database CCL maintains for Benchmarks for Managers.

Section 1: Leadership Competencies - Overview Charts

Norm Group Comparisons: By Rater Group



This chart provides more detailed information by breaking the All Rater scores into the component rater groups: Boss, Superiors, Peers and Direct Reports. Self scores are also plotted on this chart.

Section 1: Leadership Competencies - Comprehensive Data

The comprehensive data section shows each of the competencies in more detail and includes:

Competency Name and Description

The name and description appear at the top of the page.

Competency Summary with Breakout by Rater Group

The Importance column shows how many respondents chose the competency as one of the eight *Most Important for Success* in your organization.

The Scores column shows your actual, or raw, competency score. You and your raters used the following response scale to indicate the extent to which you display specific behaviors:

- 1 = To a very little extent
- 2 = To a little extent
- 3 = To some extent
- 4 = To a great extent
- 5 = To a very great extent
- DK = Don't Know/Not Applicable

Your norm group comparisons by rater group are reprinted in this chart. Your scores by rater group are plotted relative to scores of individuals in your norm or reference group.

In order to receive a competency-level score in any rater group:

- Each rater must complete at least 50% of the items in the competency, and
- A minimum number of raters in the group must submit a survey:

Boss - at least 1

Direct Reports - at least 2

Superior - at least 1

Others - at least 1

Peers - at least 2

All Raters - at least 4

Item-level Feedback

This part of your feedback report shows the greatest level of detail and indicates how your raters responded to the individual items (questions) in the survey. The questions were listed in random order in the survey and are organized by competency in this report.

In order to receive an item-level score, the following number of raters must respond:

Boss - at least 1

Superior - at least 1

Peers - at least 3, to ensure anonymity

Direct Reports - at least 3, to ensure anonymity

Others - at least 1

All Raters - at least 4, to ensure anonymity

Peers and Direct Reports are protected rater groups. If your report contains feedback from exactly two Peers and two Direct Reports, a combined score will be reported and labeled "Peers/Direct Reports".

Highest and Lowest Rated Items

The 5 highest rated items (including tied scores) for **each** rater group are bracketed and shaded in green. The 5 lowest rated items (including tied scores) are underlined and shaded in red.

Section 1: Leadership Competencies - Comprehensive Data

Rater Disagreement

An asterisk (*) by an item indicates a gap of three points or more in your ratings from at least two individuals in **that** rater group on **that** item.

Guide for Interpretation

- How do your responses compare to those of your raters?
- How do the scores from the various rater groups compare to each other?
- Are there areas where you consistently rate yourself lower or higher than others rate you?
- How do your scores compare to those of the norm group?

Section 1: Leadership Competencies - Comprehensive Data

1. **Strategic perspective** - Understands the viewpoint of higher management and effectively analyzes complex problems.

	Importance	Scores	Low	Mid-Range	High
Self	1	4.13		●	
All Raters	14	4.48			▲
Boss	1	4.75			★
Superior		3.14	▼		
Peers		4.57			◆
Direct Reports		4.48		■	
Others		4.62			

	Self	Boss	Superior	Peers	Direct Reports	Others
1. Does their homework before making a proposal to top management.	4.00	[5.00]	[4.00]	4.83	4.43	4.67
2. Works effectively with higher management (e.g., presents to them, persuades them, and stands up to them if necessary).	4.00	[5.00]	2.00	4.57	[4.71]	4.00
3. Links their responsibilities with the mission of the whole organization.	5.00	[5.00]	3.00	[4.86]	[4.50]	4.67
4. Once the more glaring problems in an assignment are solved, can see the underlying problems and patterns that were obscured before.	5.00	4.00	[4.00]	4.33	4.25	4.75
5. Understands higher management values, how higher management operates, and how they see things.	3.00	[5.00]	2.00	[5.00]	[4.86]	[5.00]
6. Analyzes a complex situation carefully, then reduces it to its simplest terms in searching for a solution.	4.00	[5.00]	[4.00]	4.57	4.25*	[5.00]
7. Learns from the mistakes of higher management (i.e., does not repeat them).	4.00	[5.00]	--	4.29	3.83*	4.50
8. Has solid working relationships with higher management.	4.00	4.00	3.00	4.14	[4.57]	4.33

Key:

- [] = 5 highest rated items (plus ties) for each rater group
- = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 1: Leadership Competencies - Comprehensive Data

2. Being a quick study - Quickly masters new technical and business knowledge.

	Importance	Scores	Low	Mid-Range	High
Self		4.67			●
All Raters	11	4.65			▲
Boss		5.00			★
Superior		4.33		▼	
Peers		4.81			◆
Direct Reports		4.33		■	
Others		4.92			

	Self	Boss	Superior	Peers	Direct Reports	Others
9. Quickly masters new technical knowledge necessary to do the job.	4.00	[5.00]	[4.00]	[4.86]	4.43	4.75
10. Quickly masters new vocabulary and operating rules needed to understand how the business works.	5.00	[5.00]	[5.00]	[4.86]	4.29	[5.00]
11. Learns a new skill quickly.	5.00	[5.00]	[4.00]	4.71	4.17	[5.00]

Key:

- [] = 5 highest rated items (plus ties) for each rater group
- = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 1: Leadership Competencies - Comprehensive Data

3. Decisiveness - Prefers quick and approximate actions in many management situations.

	Importance	Scores	Low	Mid-Range	High
Self		4.00			●
All Raters	9	4.43			▲
Boss		5.00			★
Superior		4.33			▼
Peers		4.67			◆
Direct Reports		4.04		■	
Others		4.67			

	Self	Boss	Superior	Peers	Direct Reports	Others
12. Does not hesitate when making decisions.	4.00	[5.00]	[4.00]	4.71	4.13*	4.50
13. Does not become overwhelmed when facing action.	4.00	[5.00]	[4.00]	4.71	4.13	4.75
14. Is action-oriented.	4.00	[5.00]	[5.00]	4.57	3.88*	4.75

Key:

- [] = 5 highest rated items (plus ties) for each rater group
- [] = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 1: Leadership Competencies - Comprehensive Data

4. Change management - Uses effective strategies to facilitate organizational change initiatives and overcome resistance to change.

	Importance	Scores	Low	Mid-Range	High
Self	1	3.56		●	
All Raters	13	3.98		▲	
Boss	1	4.89			★
Superior		2.71	▼		
Peers		4.24		◆	
Direct Reports		3.57	■		
Others		4.44			

	Self	Boss	Superior	Peers	Direct Reports	Others
15. Leads change by example.	3.00	[5.00]	--	4.50	3.86	4.25
16. Accepts change as positive.	4.00	[5.00]	[4.00]	4.00	3.88	4.50
17. Adapts plans as necessary.	4.00	[5.00]	3.00	4.43	3.75	4.50
18. Takes into account peoples' concerns during change.	4.00	<u>4.00</u>	<u>2.00</u>	<u>3.57*</u>	<u>3.25*</u>	4.75
19. Effectively involves key people in the design and implementation of change.	3.00	[5.00]	<u>2.00</u>	4.17	3.57*	<u>4.00</u>
20. Adjusts management style to changing situations.	3.00	[5.00]	<u>2.00</u>	4.17	<u>2.86</u>	<u>4.00</u>
21. Effectively manages others' resistance to organizational change.	3.00	[5.00]	3.00	4.33	3.29	4.50
22. Adapts to the changing external pressures facing the organization.	4.00	[5.00]	3.00	4.57	3.67	4.25
23. Is straightforward with individuals about consequences of an expected action or decision.	4.00	[5.00]	--	4.71	3.38*	4.67

Key:

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- = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 1: Leadership Competencies - Comprehensive Data

5. Leading employees - Attracts, motivates, and develops employees.

	Importance	Scores	Low	Mid-Range	High
Self	1	3.92		●	
All Raters	15	4.22		▲	
Boss	1	4.92			★
Superior		--			
Peers		4.27		◆	
Direct Reports		3.89		■	
Others		4.74			

	Self	Boss	Superior	Peers	Direct Reports	Others
24. Is willing to delegate important tasks, not just things they don't want to do.	4.00	[5.00]	3.00	4.50	4.29	[5.00]
25. Provides prompt feedback, both positive and negative.	4.00	[5.00]	[4.00]	[4.86]	4.00*	4.75
26. Pushes decision making to the lowest appropriate level and develops employees' confidence in their ability to make those decisions.	4.00	[5.00]	--	3.83	3.50	[5.00]
27. Acts fairly and does not play favorites.	5.00	[5.00]	--	4.43	3.25*	4.50
28. Uses their knowledge base to broaden the range of problem-solving options for direct reports to take.	4.00	[5.00]	--	4.57	3.75*	4.67
29. In implementing a change, explains, answers questions, and patiently listens to concerns.	4.00	[5.00]	[4.00]	4.43	4.00	4.50
30. Interacts with staff in a way that results in the staff feeling motivated.	3.00	[5.00]	--	4.00	3.63*	4.50
31. Actively promotes their direct reports to senior management.	3.00	4.00	3.00	4.20	4.00	[5.00]
32. Develops employees by providing challenge and opportunity.	4.00	[5.00]	--	3.80	4.13*	[5.00]
33. Sets a challenging climate to encourage individual growth.	4.00	[5.00]	--	4.17	4.13	4.50
34. Rewards hard work and dedication to excellence.	4.00	[5.00]	--	4.29	4.13	4.75
35. Surrounds themselves with the best people.	4.00	[5.00]	3.00	3.86	4.14	4.50
36. Finds and attracts highly talented and productive people.	4.00	[5.00]	3.00	4.17	3.88*	4.75

Key:

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- = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 1: Leadership Competencies - Comprehensive Data

6. Confronting problem employees - Acts decisively and with fairness when dealing with problem employees.

	Importance	Scores	Low	Mid-Range	High
Self		3.50		●	
All Raters	7	3.94		▲	
Boss		4.83			★
Superior		3.67		▼	
Peers		4.20			◆
Direct Reports		3.54	■		
Others		4.47			

	Self	Boss	Superior	Peers	Direct Reports	Others
37. Can deal effectively with resistant employees.	3.00	[5.00]	3.00	4.00	3.50	4.50
38. Acts decisively when faced with a tough decision such as laying off workers, even though it hurts them personally.	4.00	[5.00]	[4.00]	4.17*	4.00*	4.50
39. Moves quickly in confronting a problem employee.	3.00	[5.00]	[4.00]	4.14	3.17	4.50
40. Is able to fire or deal firmly with loyal but incompetent people without procrastinating.	3.00	[5.00]	--	4.00	3.29*	4.33
41. Correctly identifies potential performance problems early.	3.00	4.00	--	4.33	3.29*	4.00
42. Appropriately documents employee performance problems.	5.00	[5.00]	--	4.50	3.80*	[5.00]

Key:

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- = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 1: Leadership Competencies - Comprehensive Data

7. Participative management - Involves others, listens, and builds commitment.

	Importance	Scores	Low	Mid-Range	High
Self	1	3.56	●		
All Raters	16	4.05		▲	
Boss	1	4.89			★
Superior		2.00	▼		
Peers		4.36		◆	
Direct Reports		3.84		■	
Others		4.43			

	Self	Boss	Superior	Peers	Direct Reports	Others
43. Uses effective listening skills to gain clarification from others.	5.00	[5.00]	<u>2.00</u>	4.57	4.38	4.50
44. Is open to the input of others.	4.00	[5.00]	<u>1.00</u>	4.57	3.88*	4.50
45. Encourages direct reports to share.	4.00	[5.00]	--	4.40	3.88	[5.00]
46. Involves others in the beginning stages of an initiative.	3.00	[5.00]	--	4.57	3.75*	4.50
47. Gains commitment of others before implementing changes.	3.00	<u>4.00</u>	3.00	4.00	3.71*	<u>4.00</u>
48. Listens to individuals at all levels in the organization.	4.00	[5.00]	<u>2.00</u>	4.29	4.00*	4.67
49. Keeps individuals informed of future changes that may impact them.	2.00	[5.00]	--	4.40	<u>3.25*</u>	4.50
50. Listens to employees both when things are going well and when they are not.	4.00	[5.00]	--	4.50	4.13	4.67
51. Involves others before developing plan of action.	3.00	[5.00]	<u>2.00</u>	3.83	3.57*	[5.00]

Key:

- [] = 5 highest rated items (plus ties) for each rater group
- = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 1: Leadership Competencies - Comprehensive Data

8. Building collaborative relationships - Builds productive working relationships with co-workers and external parties.

	Importance	Scores	Low	Mid-Range	High
Self	1	3.71		●	
All Raters	13	4.04		▲	
Boss	1	4.14		★	
Superior		2.83	▼		
Peers		4.33			◆
Direct Reports		3.71		■	
Others		4.38			

	Self	Boss	Superior	Peers	Direct Reports	Others
52. Gets things done without creating unnecessary adversarial relationships.	3.00	<u>4.00</u>	<u>2.00</u>	4.57	<u>3.00*</u>	4.25
53. Uses good timing and common sense in negotiating; makes their points when the time is ripe and does it diplomatically.	3.00	<u>4.00</u>	[4.00]	4.57	3.63*	4.25
54. When working with a group over whom they have no control, gets things done by finding common ground.	4.00	<u>4.00</u>	3.00	4.14	3.67	4.50
55. When working with peers from other functions or units, gains their cooperation and support.	4.00	<u>4.00</u>	<u>2.00</u>	4.29	4.14	4.50
56. Tries to understand what other people think before making judgments about them.	5.00	[5.00]	--	4.29	3.63*	4.25
57. Quickly gains trust and respect from their customers.	4.00	[5.00]	[4.00]	4.14	4.14	4.50
58. Can settle problems with external groups without alienating them.	3.00	<u>3.00</u>	<u>2.00</u>	4.33	3.83	4.67

Key:

- [] = 5 highest rated items (plus ties) for each rater group
- = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 1: Leadership Competencies - Comprehensive Data

9. Compassion and sensitivity - Shows genuine interest in others and sensitivity to employees' needs.

	Importance	Scores	Low	Mid-Range	High
Self	1	4.17		●	
All Raters	8	4.16		▲	
Boss		5.00			★
Superior		--			
Peers		4.22		◆	
Direct Reports		3.79	■		
Others		4.71			







	Self	Boss	Superior	Peers	Direct Reports	Others
59. Is sensitive to signs of overwork in others.	4.00	[5.00]	--	4.33	3.25*	4.00
60. Is willing to help an employee with personal problems.	5.00	[5.00]	--	4.25	4.00	[5.00]
61. Is calm and patient when other people have to miss work due to sick days.	4.00	[5.00]	--	4.20	4.00	[5.00]
62. Allows new people in a job sufficient time to learn.	4.00	[5.00]	--	4.20	4.00*	[5.00]
63. Helps people learn from their mistakes.	4.00	[5.00]	3.00	4.14	3.50*	4.75
64. Conveys compassion toward them when other people disclose a personal loss.	4.00	[5.00]	3.00	4.25	4.13	[5.00]

Key:

- [] = 5 highest rated items (plus ties) for each rater group
- = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 1: Leadership Competencies - Comprehensive Data

10. Putting people at ease - Displays warmth and a good sense of humor.

	Importance	Scores	Low	Mid-Range	High
Self		3.67			
All Raters	5	4.05			
Boss		4.33			
Superior		2.00			
Peers		4.10			
Direct Reports		3.88			
Others		4.75			

	Self	Boss	Superior	Peers	Direct Reports	Others
65. Has a pleasant disposition.	4.00	[5.00]	<u>2.00</u>	4.43	4.00	4.50
66. Has a good sense of humor.	4.00	<u>4.00</u>	--	4.14	4.00	[5.00]
67. Has personal warmth.	3.00	<u>4.00</u>	<u>2.00</u>	<u>3.71</u>	3.63*	4.75

Key:

- [] = 5 highest rated items (plus ties) for each rater group
- = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 1: Leadership Competencies - Comprehensive Data

11. Respect for differences - Values people of different backgrounds, cultures, or demographics.

	Importance	Scores	Low	Mid-Range	High
Self		3.75	●		
All Raters	6	4.47		▲	
Boss		5.00			★
Superior		3.50	▼		
Peers		4.55		◆	
Direct Reports		4.23		■	
Others		4.94			

	Self	Boss	Superior	Peers	Direct Reports	Others
68. Understands and respects cultural, religious, gender, and racial differences.	3.00	[5.00]	--	4.71	4.38	[5.00]
69. Treats people of all backgrounds fairly.	4.00	[5.00]	--	4.83	4.13*	[5.00]
70. Values working with a diverse group of people.	4.00	[5.00]	[4.00]	4.20	4.33	4.75
71. Is comfortable managing people from different racial or cultural backgrounds.	4.00	[5.00]	3.00	4.43	4.14*	[5.00]

Key:

- [] = 5 highest rated items (plus ties) for each rater group
- = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 1: Leadership Competencies - Comprehensive Data

12. Taking initiative - Takes charge and capitalizes on opportunities.

	Importance	Scores	Low	Mid-Range	High
Self	1	3.80		●	
All Raters	12	4.31		▲	
Boss	1	5.00			★
Superior		4.20		▼	
Peers		4.48			◆
Direct Reports		3.86	■		
Others		4.80			

	Self	Boss	Superior	Peers	Direct Reports	Others
72. Is prepared to seize opportunities when they arise.	3.00	[5.00]	[5.00]	4.71	3.63*	4.75
73. Would respond to a boss who provided autonomy by working hard to develop their skills.	4.00	[5.00]	[4.00]	4.00	4.17	[5.00]
74. Takes charge when trouble comes.	4.00	[5.00]	[5.00]	4.67	4.25	4.50
75. Is creative or innovative.	3.00	[5.00]	3.00	4.29	3.50	4.75
76. Can effectively lead an operation from its inception through completion.	5.00	[5.00]	[4.00]	4.43	4.17	[5.00]

Key:

- [] = 5 highest rated items (plus ties) for each rater group
- = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 1: Leadership Competencies - Comprehensive Data

13. Composure - Demonstrates self-control in difficult situations.

	Importance	Scores	Low	Mid-Range	High
Self		4.25			●
All Raters	11	4.29			▲
Boss	1	4.75			★
Superior		3.25	▼		
Peers		4.43			◆
Direct Reports		4.18		■	
Others		4.44			

	Self	Boss	Superior	Peers	Direct Reports	Others
77. Does not become hostile or moody when things are not going their way.	3.00	<u>4.00</u>	<u>2.00</u>	<u>3.71*</u>	4.14	4.50
78. Does not blame others or situations for their own mistakes.	4.00	[5.00]	[4.00]	4.67	3.71	4.50
79. Contributes more to solving organizational problems than to complaining about them.	5.00	[5.00]	3.00	4.71	[4.50]	4.33
80. Remains calm when crises occur.	5.00	[5.00]	[4.00]	4.57	4.14	4.25

Key:

- [] = 5 highest rated items (plus ties) for each rater group
- = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 1: Leadership Competencies - Comprehensive Data

14. Balance between personal and work life - Balances work priorities with personal life.

	Importance	Scores	Low	Mid-Range	High
Self		4.00		●	
All Raters	7	3.91	▲		
Boss		3.33	★		
Superior		--			
Peers		3.53	◆		
Direct Reports		3.80		■	
Others		4.75			

	Self	Boss	Superior	Peers	Direct Reports	Others
81. Acts as if there is more to life than just having a career.	4.00	<u>4.00</u>	--	<u>3.67*</u>	3.67	[5.00]
82. Has activities and interests outside of career.	4.00	<u>3.00</u>	--	<u>3.60*</u>	3.80*	[5.00]
83. Does not take career so seriously that their personal life suffers.	4.00	<u>3.00</u>	--	4.00	3.80*	4.25

Key:

- [] = 5 highest rated items (plus ties) for each rater group
- = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 1: Leadership Competencies - Comprehensive Data

15. Self-awareness - Has an accurate picture of strengths and weaknesses and is willing to improve.

	Importance	Scores	Low	Mid-Range	High
Self	1	4.50			●
All Raters	8	4.07		▲	
Boss		5.00			★
Superior		--			
Peers		4.21		◆	
Direct Reports		3.62	■		
Others		4.44			

	Self	Boss	Superior	Peers	Direct Reports	Others
84. Admits personal mistakes, learns from them, and moves on to correct the situation.	5.00	[5.00]	3.00	4.29	3.43*	4.75
85. Does an honest self-assessment.	5.00	[5.00]	--	4.20	3.33	4.75
86. Seeks corrective feedback to improve themselves.	4.00	[5.00]	--	4.60	3.57*	<u>4.00</u>
87. Sorts out their strengths and weaknesses fairly accurately (i.e., knows themselves).	4.00	[5.00]	--	3.83	3.86	<u>4.00</u>

Key:

- [] = 5 highest rated items (plus ties) for each rater group
- = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 1: Leadership Competencies - Comprehensive Data

16. Career management - Uses effective career management tactics, including mentoring, professional relationships, and feedback channels.

	Importance	Scores	Low	Mid-Range	High
Self		3.57		●	
All Raters	13	4.00		▲	
Boss	1	4.86			★
Superior		2.75	▼		
Peers		4.12		◆	
Direct Reports		3.77		■	
Others		4.50			

	Self	Boss	Superior	Peers	Direct Reports	Others
88. Understands the value of a good mentoring relationship.	4.00	[5.00]	--	4.20	3.86*	[5.00]
89. Effectively builds and maintains feedback channels.	3.00	[5.00]	--	4.43	3.71	4.50
90. Responds to feedback from direct reports.	4.00	[5.00]	--	4.00	3.71	4.50
91. Actively cultivates a good relationship with superior.	4.00	[5.00]	<u>2.00</u>	4.20	[4.50]	[5.00]
92. Uses mentoring relationships effectively.	3.00	[5.00]	3.00	4.00	3.57*	4.50
93. Actively seeks opportunities to develop professional relationships with others.	4.00	<u>4.00</u>	[4.00]	4.33	3.71*	4.75
94. Responds effectively to constructive criticism from others.	3.00	[5.00]	<u>2.00</u>	4.00	3.40*	<u>4.00</u>

Key:

- [] = 5 highest rated items (plus ties) for each rater group
- ▬ = 5 lowest rated items (plus ties) for each rater group
- * = Gap of at least 3 points between raters from one rater group

Section 2: Problems That Can Stall A Career

Section 2 addresses specific behavioral issues known to increase one's risk for career derailment.

You and your raters used the following response scale to indicate the extent to which you display these behaviors.

1 = Strongly disagree

4 = Tend to agree

2 = Tend to disagree

5 = Strongly agree

3 = Hard to decide

DK = Don't Know/Not Applicable

In this section, lower ratings are preferred.

Underlined Scores

Scores of 2.5 or greater are shaded in red and underlined. We recommend that you pay attention to these potential problem areas.

Rater Disagreement

An asterisk (*) by an item indicates a gap of three points or more in your ratings from at least two individuals in **that** rater group on **that** item.

Lower Ratings Preferred							
	Self	All Raters	Boss	Superior	Peers	Direct Reports	Others
1. Problems with interpersonal relationships	1.75	1.64	1.00	<u>3.67</u>	1.19	1.96	1.38
2. Difficulty building and leading a team	1.57	1.61	1.00	--	1.23	2.10	1.14
3. Difficulty changing or adapting	1.40	1.47	1.00	<u>3.11</u>	1.28	1.56	1.26
4. Failure to meet business objectives	1.33	1.23	1.00	1.67	1.02	1.48	1.04
5. Too narrow a functional orientation	1.60	1.33	1.00	<u>2.80</u>	1.14	1.45	1.15

Guide for Interpretation

- How do your responses compare to those of your raters? What patterns do you see?
- How are these data related to feedback you received in the Comprehensive Data section?
- How are data consistent or inconsistent with feedback from other sources?
- Organizations differ in which problems might stall a career. Based on your knowledge of your organization, what might be a potential problem area?

Section 2: Problems That Can Stall A Career

1. Problems with interpersonal relationships

Difficulties in developing good working relationships with others.

	Self	All Raters	Boss	Superior	Peers	Direct Reports	Others
Average Scores	1.75	1.64	1.00	3.67	1.19	1.96	1.38

Lower Ratings Preferred

	Self	Boss	Superior	Peers	Direct Reports	Others
95. Is arrogant (e.g., devalues the contribution of others).	3.00	1.00	5.00	1.14	1.88*	1.00
96. Is dictatorial in their approach.	1.00	1.00	4.00	1.71*	2.38*	1.50
97. Makes direct reports or peers feel stupid or unintelligent.	1.00	1.00	--	1.17	1.50	1.00
98. Has left a trail of bruised people.	2.00	1.00	2.00	1.17	2.60*	1.33
99. Is emotionally volatile and unpredictable.	1.00	1.00	2.00	1.00	1.38	1.25
100. Is reluctant to share decision making with others.	4.00	1.00	5.00	1.00	1.88*	1.33
101. Adopts a bullying style under stress.	1.00	1.00	4.00	1.00	2.25*	1.33
102. Orders people around rather than working to get them on board.	1.00	1.00	--	1.17	2.00*	1.67

Key:

- = Score of 2.5 or greater
- * = Gap of at least 3 points between raters from one rater group

Section 2: Problems That Can Stall A Career

2. Difficulty building and leading a team

Difficulties in selecting and building a team.

	Self	All Raters	Boss	Superior	Peers	Direct Reports	Others
Average Scores	1.57	1.61	1.00	--	1.23	2.10	1.14

Lower Ratings Preferred

	Self	Boss	Superior	Peers	Direct Reports	Others
103. Does not resolve conflict among direct reports.	3.00	1.00	--	1.00	2.13*	1.00
104. Hires people with good technical skills but poor ability to work with others.	1.00	1.00	--	1.67	2.00	1.00
105. Does not motivate team members to do the best for the team.	2.00	1.00	3.00	1.50	1.88*	1.00
106. Selects people for a team who don't work well together.	1.00	1.00	--	1.00	2.33*	1.50
107. Is not good at building a team.	1.00	1.00	3.00	1.17	2.25*	1.50
108. Does not help individuals understand how their work fits into the goals of the organization.	2.00	1.00	--	1.00	2.38*	1.00
109. Fails to encourage and involve team members.	1.00	1.00	--	1.00	2.00	1.00

Key:

- 3.00 = Score of 2.5 or greater
- * = Gap of at least 3 points between raters from one rater group

Section 2: Problems That Can Stall A Career

3. Difficulty changing or adapting

Resistant to change, learning from mistakes, and developing.

	Self	All Raters	Boss	Superior	Peers	Direct Reports	Others
Average Scores	1.40	1.47	1.00	3.11	1.28	1.56	1.26

Lower Ratings Preferred

	Self	Boss	Superior	Peers	Direct Reports	Others
110. Cannot adapt to a new boss with a more participative management style.	1.00	1.00	--	1.57*	1.83	1.50
111. Has not adapted to the culture of the organization.	1.00	1.00	2.00	1.00	1.63	1.33
112. Is unprofessional about their disagreement with upper management.	2.00	1.00	4.00	1.14	1.14	1.00
113. Has an unresolved interpersonal conflict with boss.	1.00	1.00	2.00	1.60*	1.40	1.00
114. Is not adaptable to many different types of people.	2.00	1.00	3.00	1.43	2.00*	1.00
115. Resists learning from their mistakes.	2.00	1.00	4.00	1.43	2.14*	1.25
116. Does not use feedback to make necessary changes in their behaviors.	2.00	1.00	4.00	1.17	1.57	1.33
117. Does not handle pressure well.	1.00	1.00	1.00	1.00	1.63	1.25
118. Has not adapted to the management culture.	1.00	1.00	4.00	1.29	1.50	1.00
119. Can't make the mental transition from technical manager to general manager.	1.00	1.00	4.00	1.00	1.43	1.25

Key:

- = Score of 2.5 or greater
- * = Gap of at least 3 points between raters from one rater group

Section 2: Problems That Can Stall A Career

4. Failure to meet business objectives


Difficulties in following up on promises and completing a job.

	Self	All Raters	Boss	Superior	Peers	Direct Reports	Others
Average Scores	1.33	1.23	1.00	1.67	1.02	1.48	1.04

Lower Ratings Preferred

	Self	Boss	Superior	Peers	Direct Reports	Others
120. Neglects necessary work to concentrate on high-profile work.	2.00	1.00	2.00	1.00	1.57	1.00
121. Is overwhelmed by complex tasks.	1.00	1.00	1.00	1.00	1.25	1.00
122. May have exceeded their current level of competence.	1.00	1.00	2.00	1.00	1.43*	1.00
123. Over-estimates their own abilities.	2.00	1.00	2.00	1.17	1.71*	1.25
124. Has difficulty meeting the expectations of their current position.	1.00	1.00	2.00	1.00	1.50*	1.00
125. Is self-promoting without the results to support it.	1.00	1.00	1.00	1.00	1.71*	1.00

Key:

-  = Score of 2.5 or greater
- * = Gap of at least 3 points between raters from one rater group

Section 2: Problems That Can Stall A Career

5. Too narrow a functional orientation

Lacks depth to manage outside of one's current function.

	Self	All Raters	Boss	Superior	Peers	Direct Reports	Others
Average Scores	1.60	1.33	1.00	2.80	1.14	1.45	1.15

Lower Ratings Preferred

	Self	Boss	Superior	Peers	Direct Reports	Others
126. A promotion would cause them to go beyond their current level of competence.	1.00	1.00	3.00	1.29	1.38	1.25
127. Is not ready for more responsibility.	1.00	1.00	4.00	1.00	1.38	1.00
128. Would not be able to manage in a different department.	1.00	1.00	3.00	1.00	1.38	1.33
129. Could not handle management outside of current function.	1.00	1.00	2.00	1.14	1.50	1.00
130. Doesn't understand how other departments function in the organization.	4.00	1.00	2.00	1.29	1.63*	1.50

Key:

- = Score of 2.5 or greater
- * = Gap of at least 3 points between raters from one rater group

Section 3: Written Comments

Responses to the open-ended questions are listed here exactly as they were typed by each respondent.

What are this person's most significant strengths? Please explain.

Self

- I am able to find the underlying order in chaotic situations, which allows me to find a way through when the path is not clear. I'm generally pretty intelligent. I can see important goals clearly. I am almost always calm, and can take the time to listen deeply to what others are saying. I find ways for my employees to see the best in themselves and others, using compassion, gentleness, and humor. I build great teams, and good relationships with colleagues and coordinating organizations.

Boss

- Results Driven - Tate leverages her firm grasp of our mission, priorities, and her organization's role to dramatically improve our overall performance.
Change Leadership - Tate has mastered this most difficult leadership challenge. Her organization leads both the process and cultural transformations necessary to deliver the world-class performance mandated by the NIH mission.
Business Acumen - Tate successfully developed and tracks the performance metrics and budget. Highest Integrity.

Superior

- Scientific approach. Dedication to mission.

Peers / Direct Reports

- Caring, Flexible, Detail Oriented, Mission Focused, People Focused. Tate is very detailed in her work performance. She communicates on a daily basis with her direct reports and counterparts. She stays abreast of what is going on within the organization and changes course when needed.
- Compassion
- Her strength is her leadership style in motivating each and everyone towards a common goal of the upper management.
- Tate has the ability to learn quickly. Helps develop people to meet management expectations and can adapt to any working situation. She has the ability to oversee budget issue and can reduce and correct problems before they occur within the organization.
- Tate has the ability to tactfully handle problems. She is excellent at analysis a situation and then effectively developing a plan to solve.

Tate has superior communication skills. She has to communicate with a variety of individuals on a daily basis. Tate is able to communicate with her peers and upper management and is diplomatic when doing so.

Tate is a decisive manager. She is one of the most competent managers I have witnessed in my

- professional career. She will do well at the next level. While Tate is also a good leader, she should aim to become as superb a leader as she is a manager. Vision, Strategic Thinking and Innovation are the skills that she should develop from their current state of good, to that of superb.

Guide for Interpretation

- How do your comments compare to those of others? What patterns do you see?
- How are the written comments related to feedback you received in the Comprehensive Data section of this report?
- How are the comments consistent or inconsistent with comments from other sources?

Section 3: Written Comments

What are this person's most significant strengths? Please explain.

- Tate is a good listener, ask for clarification and provides feedback during discussions. The discussions will need to be in the organizations goals and objectives and efforts should be part of over-all program goals. Tate supports staff that can work on on going initiatives and progressively move the organization forward.
- Tate will make the difficult decision. She will do her research and she will be very firm on what way she is going to go once the decision is made. I have seen her perform when give a large number of assignment and she master the task.
- Tate's strengths are:
 - her ability to be decisive, make a decision and move on it
 - being well versed in all things NIH and the powers that be
 - recognizing the many demands each person is working under, tempering expectations for deadlines
 - accessibility, no matter where she is physically, she will get back to you and in a timely manner
- Tate's most significant strength is her ability and determination to learn and understand complex systems and problems then work tirelessly until the task is complete, her work ethic is second to none. She can look at a system or problem she is unfamiliar with, research and study it then come back the next day and ask questions and come up with solutions that make an expert on the subject think. She is also straight forward and honest and you always know where you stand with her.
- She earns full trust from her employees, shows 100% confidence in them, constantly encourages their initiatives, appreciates all their efforts, and rewards the best performances.
- She holds monthly meetings. She takes notes to try to understand every situation.
- Tate's most significant strengths are: Management, She manage people with different culture, and backgrounds and the organization benefits.

Communication: She communicates well with staff, being sure each understands the mission. Also, has the ability to listen to staff concerns, and offering good sound advise.

- Very Smart, quick learner, open to others thoughts and ideas, works well with others at all grades, always open to learning, hard working, soft spoken but never ignored, gains respect from others quickly, respect others at all grades, understands the motives of upper and lower management, understands "why" others are not motivated but works to improve motivation of others.

Others

- good listener and ability to think out problems and quickly point to solutions.
- Tate has the ability to distill complex issues to core themes and from there to collaborate in creating solutions. She is an active and participative listener which allows her negotiate challenging situations diplomatically. Tate works well with people whose opinions and backgrounds differ from hers; she seeks commonality as well as learns from differences. Additionally, Tate sees the big picture and understands how multiple pieces create the whole.
- This person has developed her strengths from an early age. She is smart, bold, decisive, and she is able to lead others effectively and solve problems rapidly.
- Willing to take new assignments and preform at very high levels. Is a very compassionate and caring person.

Guide for Interpretation

- How do your comments compare to those of others? What patterns do you see?
- How are the written comments related to feedback you received in the Comprehensive Data section of this report?
- How are the comments consistent or inconsistent with comments from other sources?

Section 3: Written Comments

What are this person's most significant areas for development? Please explain.

Self

- Building on strengths, rather than weaknesses, I can always learn to be more compassionate, and to better understand people. I can also use my intellect better to understand the goals of upper management and influence them to understand the everyday world of work. I can care more deeply about my colleagues. I can build even better working relationships than I have, and especially lose the gruff edge I often have at the beginning of a relationship.

Boss

- Building Coalitions - Tate has developed good working relations to enable our mission. However, internal processes and joint external processes could dramatically improve with Tate's analytical capabilities and leadership.
Technical Acumen - for facilities O&M is a necessary skill set that Tate has already recognized and is aggressively addressing through BOMI classes and participation in our numerous technical emergencies and issues.

Superior

- Openness to ideas of others. Willingness to respect different opinions.

Peers / Direct Reports

- Areas for improvement for Tate would be:
 - keeping staff informed of events and changes within the team
 - offering more career coaching, mentoring
- Change and Innovation are critical to the Federal Government and it is not easy. As Tate progresses from her current role to that of an executive, she needs to continually strive to figure a way to innovate and change the organization she will most assuredly lead.
- Don't know of any at this time.
- I think Tate is a good person that sometimes the decision she make with her staff come off at them to be mean but she is going to hold you accountable and will take discipline action fast.
- If you want to get to know Tate you have to put forth the initial effort, she will not jump up out her chair and introduce herself to you. You could set thru an entire meeting and you would not know who she is or what she does but once you establish the relationship you could not have a better allie or working partner.
- Tate is "hungry" for learning not only to improve what she does but is hungry to learn from others outside her area of expertise. I would suggest any programs that would improve her understanding of management, organizational operations, and technical advancement in health care and R&D. The more Tate is exposed to outside thoughts more she is able to translate new thoughts to beneficial use at NIH. I find Tate is able to easily relate and communicate up and down the NIH organization.
- Tate, is an asset to NIH and I don't see where she needs to significant development.
- None
- Not that much in my point of view. Certainly when she pursues a higher management position, comprehensive leadership skills and overall management techniques are essential for success.

Guide for Interpretation

- How do your comments compare to those of others? What patterns do you see?
- How are the written comments related to feedback you received in the Comprehensive Data section of this report?
- How are the comments consistent or inconsistent with comments from other sources?

Section 3: Written Comments

What are this person's most significant areas for development? Please explain.

- Some of the most significant areas for development.
Micro-manage: Allow staff time to accomplish assignment with out micro management.

Delegate with out taken back.
- Use some leading questions to allow employees to answer questions for themselves, empowering employees to make a difference.
Tate keeps the development of the organization first and puts effort in persons that can assist the greater good.

Others

- Her patience is developing, but she does not tolerate incompetence or lack of cooperation or unkindness.
- Learning how to work effectively in the organizations management system
- None as far as I know.
- When under pressure Tate sometimes doubts her own abilities and strengths. In those moments when she forgets her own value she can appear rigid.

Guide for Interpretation

- How do your comments compare to those of others? What patterns do you see?
- How are the written comments related to feedback you received in the Comprehensive Data section of this report?
- How are the comments consistent or inconsistent with comments from other sources?

Section 4: Supplementary Data

Greatest Differences Between All Raters and Self Scores

Listed below are the 15 items in Section 1 representing the greatest difference between your Self scores and All Raters scores.

Item	Competency	All Raters	Self
49. Keeps individuals informed of future changes that may impact them.	Participative management	3.88	2.00
5. Understands higher management values, how higher management operates, and how they see things.	Strategic perspective	4.78	3.00
68. Understands and respects cultural, religious, gender, and racial differences.	Respect for differences	4.65	3.00
72. Is prepared to seize opportunities when they arise.	Taking initiative	4.33	3.00
15. Leads change by example.	Change management	4.22	3.00
46. Involves others in the beginning stages of an initiative.	Participative management	4.22	3.00
89. Effectively builds and maintains feedback channels.	Career management	4.18	3.00
53. Uses good timing and common sense in negotiating; makes their points when the time is ripe and does it diplomatically.	Building collaborative relationships	4.10	3.00
31. Actively promotes their direct reports to senior management.	Leading employees	4.07	3.00
75. Is creative or innovative.	Taking initiative	4.05	3.00
27. Acts fairly and does not play favorites.	Leading employees	4.00	5.00
58. Can settle problems with external groups without alienating them.	Building collaborative relationships	4.00	3.00
39. Moves quickly in confronting a problem employee.	Confronting problem employees	3.95	3.00
56. Tries to understand what other people think before making judgments about them.	Building collaborative relationships	4.05	5.00
77. Does not become hostile or moody when things are not going their way.	Composure	3.95	3.00

Additional item(s) had Self - All Raters differences that are tied with the last item listed.

Section 4: Supplementary Data

Highest Rated Items in Leadership Competencies

Listed below are the 15 **highest** rated items in Section 1 from All Raters.

Item	Competency	All Raters	Self
5. Understands higher management values, how higher management operates, and how they see things.	Strategic perspective	4.78	3.00
10. Quickly masters new vocabulary and operating rules needed to understand how the business works.	Being a quick study	4.70	5.00
9. Quickly masters new technical knowledge necessary to do the job.	Being a quick study	4.65	4.00
68. Understands and respects cultural, religious, gender, and racial differences.	Respect for differences	4.65	3.00
1. Does their homework before making a proposal to top management.	Strategic perspective	4.61	4.00
3. Links their responsibilities with the mission of the whole organization.	Strategic perspective	4.60	5.00
11. Learns a new skill quickly.	Being a quick study	4.58	5.00
69. Treats people of all backgrounds fairly.	Respect for differences	4.58	4.00
6. Analyzes a complex situation carefully, then reduces it to its simplest terms in searching for a solution.	Strategic perspective	4.52	4.00
74. Takes charge when trouble comes.	Taking initiative	4.50	4.00
79. Contributes more to solving organizational problems than to complaining about them.	Composure	4.50	5.00
13. Does not become overwhelmed when facing action.	Decisiveness	4.48	4.00
25. Provides prompt feedback, both positive and negative.	Leading employees	4.48	4.00
76. Can effectively lead an operation from its inception through completion.	Taking initiative	4.47	5.00
2. Works effectively with higher management (e.g., presents to them, persuades them, and stands up to them if necessary).	Strategic perspective	4.44	4.00

Additional item(s) had All Raters scores that were tied with the score of last item listed.

Section 4: Supplementary Data

Lowest Rated Items in Leadership Competencies

Listed below are the 15 **lowest** rated items in Section 1 from All Raters.

Item	Competency	All Raters	Self
20. Adjusts management style to changing situations.	Change management	3.53	3.00
18. Takes into account peoples' concerns during change.	Change management	3.62	4.00
51. Involves others before developing plan of action.	Participative management	3.75	3.00
52. Gets things done without creating unnecessary adversarial relationships.	Building collaborative relationships	3.76	3.00
94. Responds effectively to constructive criticism from others.	Career management	3.76	3.00
41. Correctly identifies potential performance problems early.	Confronting problem employees	3.80	3.00
67. Has personal warmth.	Putting people at ease	3.81	3.00
19. Effectively involves key people in the design and implementation of change.	Change management	3.82	3.00
40. Is able to fire or deal firmly with loyal but incompetent people without procrastinating.	Confronting problem employees	3.82	3.00
47. Gains commitment of others before implementing changes.	Participative management	3.82	3.00
37. Can deal effectively with resistant employees.	Confronting problem employees	3.83	3.00
59. Is sensitive to signs of overwork in others.	Compassion and sensitivity	3.83	4.00
92. Uses mentoring relationships effectively.	Career management	3.87	3.00
21. Effectively manages others' resistance to organizational change.	Change management	3.88	3.00
26. Pushes decision making to the lowest appropriate level and develops employees' confidence in their ability to make those decisions.	Leading employees	3.88	4.00

Additional item(s) had All Raters scores that were tied with the score of last item listed.

Section 4: Supplementary Data

Highest Rated Items in Problems That Can Stall A Career

Listed below are the 5 **highest** rated items in Section 2 from All Raters compared to your Boss and Self scores. Please recall that lower ratings are preferred in this section. Scores of 2.5 or greater indicate potential problem areas.

Item	Potential Problem Area	All Raters	Boss	Self
96. Is dictatorial in their approach.	Problems with interpersonal relationships	2.00	1.00	1.00
107. Is not good at building a team.	Difficulty building and leading a team	1.78	1.00	1.00
115. Resists learning from their mistakes.	Difficulty changing or adapting	1.75	1.00	2.00
101. Adopts a bullying style under stress.	Problems with interpersonal relationships	1.74	1.00	1.00
98. Has left a trail of bruised people.	Problems with interpersonal relationships	1.69	1.00	2.00

Additional item(s) had All Raters scores that were tied with the score of last item listed.