



INSIGHTMirror Senior Leader 360[®]

Here's Looking at You!

See yourself as others see you, and
use the insights for your growth as a leader.

**Great Leaders Do Not Fear Looking Into the
Mirror – and that is what often makes them great!**

**INSIGHTMirror Senior Leader 360[®] Report For:
Sample Report A+**

Introduction

Dear Sample,

We believe you will be very interested to learn that the most recent research* clearly shows that **outstanding leaders focus mostly on their strengths**. Many of us have been *hard-wired* by family, school, the work place, etc. to believe that each person's greatest room for improvement and career advancement is in overcoming areas of greatest weaknesses. The current research contradicts this latter belief.

* The Gallup Organization's twenty-year study with over 200,000 managers decisively concluded that "Each person's greatest room for improvement and career advancement is in the areas of their greatest strengths."

We at INSIGHTMirror 360° find it interesting, even within ourselves, that people in general are not *wired* to ask the following seemingly obvious questions: How can I use my strengths in more areas of my work? How can I strengthen a strength? How can I more effectively help others, especially direct reports, identify and use their strengths? Instead of asking such questions, we become fixated with our weaknesses. Most of you will see this tendency in yourself as you look through your own 360° feedback results in a few moments. But Wait A Minute, Please! We want you to know that there is now a preponderance of research showing that most working people spend far too much time trying to fix their weaknesses while not spending nearly enough time utilizing their personal strengths. We would like you to cherish and find more ways to use your strengths, simply because this is where the highest levels of personal productivity will be achieved, and career advancement will be found.

Of course people have to overcome certain areas of weaknesses, especially if a weakness has a high impact on their productivity. But here's the bottom line: it is within our strengths that lie the true opportunities for world-class performance. Fixing weaknesses usually helps us prevent failure yet doesn't bring us close to world-class performance. To make our case on focusing more on your strengths even stronger, we cite a highly rigorous and comprehensive IRS Study** that recently concluded, "emphasis on building strengths is as much as eight times more effective than correcting weaknesses and can improve business results as much as 80 percent." (Over a thousand managers participated in this 2003 landmark study.)

*<http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=Published/EmeraldFullTextArticle/Articles/0370360701.html>

Three Key Points as You Read Your 360° Feedback Report

- Many outstanding leaders are not *well rounded*, and this is sometimes reflected in their 360° results. Using their strengths to their fullest potential is much more important than scoring high in all leadership categories according to researcher Marcus Buckingham.
- The information you receive in your Feedback Report is simply a compilation of people's perceptions. These perceptions may be objectively incorrect, but that's a moot point. Their perceptions are their reality, and it is important that you appreciate that in order to have a chance in changing these perceptions.
- Don't accept the feedback too easily or reject it too quickly.

INSIGHTMirror 360° Action Guide

A review from the Government Training News: "The INSIGHTMirror 360° Action Guide effortlessly breaks the mold of dull workbooks with very original and relevant ways of strengthening strengths and managing weaknesses." If you did not already receive our Action Guide, you can download it at: <http://www.insightmirror360.com/IMActionGuide.pdf>.

18 INSIGHTMirror360 Competencies for Senior Leaders

Section 1: Strategic Leadership

Competencies:

1. **Competency 1: Strategic Thinking** - Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities
2. **Competency 2: Vision** - Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.
3. **Competency 3: External Awareness** - Identifies and keeps up to date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how best to be positioned to achieve a competitive business advantage in a global economy.

Section 2: Decision Making

Competencies:

4. **Competency 4: Implements Decisions Effectively** - Makes well-informed, effective, and timely decisions, even when data are limited. Perceives the impact and implications of decisions.
5. **Competency 5: Political Savvy** - Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action.

Section 3: Honor In a Changing Workplace

Competencies:

6. **Competency 6: Integrity/Honesty** - Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.
7. **Competency 7: Flexibility** - Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.

Section 4: Professional Expertise

Competencies:

8. **Competency 8: Continual Learning** - Grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.
9. **Competency 9: Technical Credibility** - Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and to address training and development needs. Understands linkages between administrative competencies and mission needs.

Section 5: Working Relationships

Competencies:

10. **Competency 10: Leveraging Diversity** - Recruits, develops, and retains a diverse high quality workforce in an equitable manner. Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results. Respects, understands, values and seeks out individual differences to achieve the vision and mission of the organization. Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity.
11. **Competency 11: Conflict Management** - Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.
12. **Competency 12: Interpersonal Skills** - Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.

Section 6: Achieving Results

Competencies:

13. **Competency 13: Coaching Skills** - Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.
14. **Competency 14: Delegation** - Makes appropriate and effective assignments to direct reports and develops their capability to take on increasingly complex work, thus freeing time to focus on more senior level responsibilities.

Section 7: Utilizes The Strengths of Others and Self

Competencies:

15. **Competency 15: Develops professional strengths within people** - Assists people in identifying and further developing their professional strengths. Designs each person's work roles based on strengths as each person's job description allows.
16. **Competency 16: Uses own strengths to benefit organization** - Designs methods for accomplishing own work around personal strengths. Uses own strengths to encourage others to focus on their strengths.

Section 8: Developing a High Performance Team

Competencies:

17. **Competency 17: Team Development** - Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.
18. **Competency 18: Influencing/Negotiation** - Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations.

Survey Results

Below are your results from the survey questions included in the INSIGHTMirror 360 Assessment. They are divided into the eighteen competencies. The tables provide your scores, as well as the number of Raters and the average of each Rater category that had at least three responses. **The *Difference* between your score and the average of all your Rater scores appears in the last row (under *Your Scores*) for each question.**

- A positive **Difference** score indicates that in general your Raters see you as more effective as it relates to this question than you see yourself.
- A negative **Difference** score indicates that you see yourself as more effective than the average of all of your Raters.

NORMS are similar to the mathematical term "Average." Norms allow you to compare the scores you the Ratee received against a scientific statistical standard of other INSIGHTMirror 360 Ratees. This allows you to compare your scores to the scores of others who have taken the INSIGHTMirror 360.

Strategic Leadership

Competency 1: Strategic Thinking

Statement	Category	# of Raters	Your Scores	Norms
1. Takes into account the global business environment when prioritizing goals and objectives that are consistent with the long-term interests of the organization.	Self	1	4.00	4.00
	Direct Reports	5	4.60	4.19
	Peers	6	2.83	4.05
	Upper Management	3	3.67	3.97
	Supervisor A	1	2.00	3.67
	Supervisor B	1	4.00	3.50
	Others	6	4.67	4.30
	Difference			-0.14
2. Foresees and prepares for potential opportunities and risks.	Self	1	4.00	3.66
	Direct Reports	5	5.00	3.96
	Peers	6	3.17	3.85
	Upper Management	3	4.00	3.85
	Supervisor A	1	3.00	3.52
	Supervisor B	1	4.00	3.83
	Others	6	5.00	4.15
	Difference			0.23
3. Examines policy issues and strategic planning with a long-term perspective.	Self	1	4.00	3.84
	Direct Reports	5	4.80	4.14
	Peers	6	3.17	4.02
	Upper Management	2	4.50	3.89
	Supervisor A	1	3.00	3.48
	Supervisor B	1	4.00	3.58
	Others	6	3.67	4.08
	Difference			-0.14

N/A (Not Applicable) means there was less than the three required filled-out Rater assessments for any given professional category (except *supervisor*) pertaining to a particular question. The non-numerical answer *Don't Know* for a particular question may only give the Ratee only 2 required rater filled-in assessments. There are other scenarios where a Ratee will have only two Rater assessments filled-in. For reliability and confidentiality reasons, we need three or more numerical answers for a particular question, otherwise the Ratee receives a N/A for that particular question.

4. Analyzes the office's likely future weaknesses and develops corresponding contingency plans well in advance.	Self	1	5.00	3.75
	Direct Reports	5	5.00	3.74
	Peers	6	3.00	3.78
	Upper Management	3	4.33	3.66
	Supervisor A	1	3.00	3.52
	Supervisor B	1	4.00	3.58
	Others	6	4.67	3.77
	Difference			-0.86
5. When determining goals and objectives, is very conscious of the importance of setting priorities.	Self	1	5.00	3.93
	Direct Reports	5	4.80	3.96
	Peers	6	3.67	3.90
	Upper Management	3	4.33	3.80
	Supervisor A	1	3.00	3.60
	Supervisor B	1	4.00	3.67
	Others	6	4.50	4.08
	Difference			-0.77

Competency 2: Vision

6. Acts as a catalyst for organizational change only after analyzing the multiple long-term effects of the change.	Self	1	3.00	3.82
	Direct Reports	5	5.00	3.93
	Peers	6	2.50	3.70
	Upper Management	3	4.00	3.67
	Supervisor A	1	3.00	3.64
	Supervisor B	1	3.00	3.82
	Others	6	4.33	3.89
	Difference			0.82
7. Acts as a catalyst for positive organizational change.	Self	1	3.00	3.93
	Direct Reports	5	4.60	3.92
	Peers	6	2.67	3.90
	Upper Management	3	4.33	3.89
	Supervisor A	1	3.00	3.68
	Supervisor B	1	3.00	3.58
	Others	6	4.67	3.95
	Difference			0.91
8. Influences others to translate vision into action.	Self	1	3.00	3.70
	Direct Reports	5	4.40	3.99
	Peers	6	3.00	3.68
	Upper Management	3	5.00	3.85
	Supervisor A	1	3.00	3.68
	Supervisor B	1	5.00	3.67
	Others	6	4.83	3.94
	Difference			1.18

Competency 3: External Awareness

9. Keeps current on local, national, and international policies as well as current social trends that may affect the organization.	Self	1	4.00	3.61
	Direct Reports	5	4.60	4.28
	Peers	6	3.33	4.12
	Upper Management	3	4.33	4.18
	Supervisor A	1	3.00	3.76
	Supervisor B	1	5.00	4.33
	Others	6	5.00	4.15
	Difference			0.27

10. Keeps abreast of the organization's near-term and longrange plans.	Self	1	5.00	3.91
	Direct Reports	5	5.00	4.33
	Peers	6	2.67	4.05
	Upper Management	3	4.67	4.19
	Supervisor A	1	2.00	3.80
	Supervisor B	1	5.00	4.08
	Others	6	4.50	4.31
	Difference			-0.95
11. Positions him/herself to achieve a competitive advantage in a global economy.	Self	1	5.00	3.86
	Direct Reports	5	5.00	3.96
	Peers	6	2.33	3.89
	Upper Management	3	4.67	3.82
	Supervisor A	1	2.00	3.56
	Supervisor B	1	5.00	4.00
	Others	6	4.67	4.13
	Difference			-1.00

Decision Making

Competency 4: Implements Decisions Effectively

12. Follows through on decisions made.	Self	1	4.00	3.80
	Direct Reports	5	4.60	3.79
	Peers	6	2.67	3.58
	Upper Management	3	4.00	3.82
	Supervisor A	1	2.00	3.52
	Supervisor B	1	4.00	3.25
	Others	6	5.00	3.88
	Difference			-0.05
13. Makes decisions in a timely manner.	Self	1	4.00	3.84
	Direct Reports	5	4.80	3.75
	Peers	6	3.33	3.74
	Upper Management	3	4.00	3.87
	Supervisor A	1	3.00	3.72
	Supervisor B	1	4.00	3.75
	Others	6	4.50	3.86
	Difference			0.09
14. Gets to the heart of a problem by effectively identifying the key elements of the problem.	Self	1	4.00	4.05
	Direct Reports	5	4.60	3.89
	Peers	6	3.00	3.86
	Upper Management	3	4.00	3.94
	Supervisor A	1	3.00	3.88
	Supervisor B	1	4.00	3.75
	Others	6	4.00	4.00
	Difference			-0.18
15. Has an effective system of ensuring that actions decided at meetings are carried through.	Self	1	4.00	3.61
	Direct Reports	5	4.60	3.75
	Peers	6	3.50	3.50
	Upper Management	3	4.00	3.63
	Supervisor A	1	2.00	3.60
	Supervisor B	1	4.00	3.83
	Others	6	4.33	3.68
	Difference			0.00

Competency 5: Political Savvy

16. Approaches each decision with a clear perception of the organization's political reality.	Self	1	4.00	3.86
	Direct Reports	5	4.80	4.07
	Peers	6	3.00	3.88
	Upper Management	3	4.33	3.86
	Supervisor A	1	2.00	3.67
	Supervisor B	1	4.00	3.50
	Others	6	4.17	3.86
	Difference			-0.09
17. Effectively navigates the organization's political realities when approaching each problem situation.	Self	1	4.00	3.68
	Direct Reports	5	4.80	4.04
	Peers	6	3.50	3.67
	Upper Management	3	3.67	3.87
	Supervisor A	1	3.00	3.63
	Supervisor B	1	5.00	3.50
	Others	6	4.33	3.77
	Difference			0.09
18. Identifies the impact that various courses of action will likely have on the varied agendas within the organization.	Self	1	4.00	3.73
	Direct Reports	5	4.60	4.00
	Peers	6	3.17	3.67
	Upper Management	3	4.33	3.81
	Supervisor A	1	2.00	3.50
	Supervisor B	1	5.00	3.75
	Others	6	5.00	3.94
	Difference			0.18

Honor In a Changing Workplace**Competency 6: Integrity/Honesty**

19. Instills mutual trust and confidence by openly admitting mistakes and then rectifying his/her own mistakes.	Self	1	5.00	4.05
	Direct Reports	5	5.00	3.88
	Peers	6	3.17	3.76
	Upper Management	3	3.67	4.08
	Supervisor A	1	3.00	3.84
	Supervisor B	1	4.00	4.25
	Others	6	4.17	3.87
	Difference			-1.05
20. Tells the truth.	Self	1	5.00	4.25
	Direct Reports	5	4.80	4.31
	Peers	6	3.17	4.34
	Upper Management	3	3.33	4.45
	Supervisor A	1	3.00	4.44
	Supervisor B	1	4.00	4.42
	Others	6	4.83	4.23
	Difference			-0.95
21. Behaves in a fair and ethical manner toward others.	Self	1	5.00	4.19
	Direct Reports	5	4.80	4.07
	Peers	6	2.83	4.08
	Upper Management	3	4.67	4.33
	Supervisor A	1	3.00	4.32
	Supervisor B	1	4.00	4.58
	Others	6	4.17	4.13
	Difference			-1.05

22. Demonstrates a sense of corporate responsibility and commitment to public service.	Self	1	5.00	4.14
	Direct Reports	5	4.80	4.33
	Peers	6	4.00	4.35
	Upper Management	3	4.67	4.23
	Supervisor A	1	2.00	4.40
	Supervisor B	1	4.00	4.25
	Others	6	4.17	4.25
	Difference			-0.77

Competency 7: Flexibility

23. Is open to change and new information.	Self	1	5.00	3.89
	Direct Reports	5	5.00	4.07
	Peers	6	3.33	3.96
	Upper Management	3	5.00	4.05
	Supervisor A	1	2.00	3.88
	Supervisor B	1	4.00	4.25
	Others	6	4.00	4.01
	Difference			-0.91
24. Adapts behavior and approach in response to new information and/or unexpected obstacles.	Self	1	5.00	3.77
	Direct Reports	5	4.80	3.92
	Peers	6	3.67	3.80
	Upper Management	3	4.67	3.97
	Supervisor A	1	2.00	3.60
	Supervisor B	1	4.00	3.92
	Others	6	4.33	3.96
	Difference			-0.82
25. Accepts change with a positive attitude even when s/he disagrees with the change being made by upper management.	Self	1	5.00	3.70
	Direct Reports	5	4.80	3.77
	Peers	6	3.33	3.76
	Upper Management	3	4.33	3.79
	Supervisor A	1	2.00	3.76
	Supervisor B	1	4.00	4.17
	Others	6	3.17	3.82
	Difference			-1.27
26. Adept in rapidly responding to new situations that warrant attention and resolution.	Self	1	5.00	3.98
	Direct Reports	5	4.80	3.94
	Peers	6	3.67	3.87
	Upper Management	3	3.67	3.81
	Supervisor A	1	2.00	3.92
	Supervisor B	1	4.00	3.83
	Others	6	4.00	3.89
	Difference			-1.05

Professional Expertise

Competency 8: Continual Learning

27. Understands the key ways in which new information can affect different segments of the organization.	Self	1	5.00	3.77
	Direct Reports	5	5.00	4.20
	Peers	6	2.83	3.90
	Upper Management	3	3.67	4.05
	Supervisor A	1	3.00	3.68
	Supervisor B	1	4.00	4.00
	Others	6	4.83	4.15
	Difference			-0.95
28. Seeks information from others to master new technical and business knowledge that is useful to the organization.	Self	1	5.00	3.89
	Direct Reports	5	4.60	4.21
	Peers	6	3.17	3.93
	Upper Management	3	4.33	3.98
	Supervisor A	1	3.00	3.60
	Supervisor B	1	4.00	3.92
	Others	6	4.83	4.20
	Difference			-0.86
29. Pursues opportunities to master new knowledge within a broad spectrum of his/her area of expertise.	Self	1	5.00	3.86
	Direct Reports	5	4.80	4.24
	Peers	6	2.33	3.96
	Upper Management	3	4.33	4.07
	Supervisor A	1	2.00	3.48
	Supervisor B	1	4.00	4.08
	Others	6	4.83	4.21
	Difference			-1.09
30. Seeks and applies feedback from others regarding his/her personal strengths and shortcomings.	Self	1	5.00	3.50
	Direct Reports	5	4.80	3.55
	Peers	6	2.67	3.40
	Upper Management	3	4.67	3.72
	Supervisor A	1	3.00	2.88
	Supervisor B	1	4.00	3.42
	Others	6	4.67	3.75
	Difference			-0.95

Competency 9: Technical Credibility

31. Makes sound hiring decisions.	Self	1	5.00	3.86
	Direct Reports	5	4.80	4.03
	Peers	6	2.67	3.64
	Upper Management	3	4.33	3.91
	Supervisor A	1	3.00	3.65
	Supervisor B	1	4.00	3.50
	Others	6	4.50	3.80
	Difference			-1.05
32. Applies excellent judgment in using, managing, and developing his/her specialized expertise.	Self	1	5.00	3.89
	Direct Reports	5	4.80	4.09
	Peers	6	2.83	4.03
	Upper Management	3	4.33	4.08
	Supervisor A	1	3.00	3.67
	Supervisor B	1	4.00	3.75
	Others	6	4.33	3.94
	Difference			-1.05

33. Has a reputation for making sound decisions regarding staff development and training so that the organization's technical needs are met.	Self	1	4.00	3.79
	Direct Reports	5	4.80	3.69
	Peers	6	3.00	3.65
	Upper Management	3	4.33	3.88
	Supervisor A	1	3.00	3.63
	Supervisor B	1	4.00	3.45
	Others	6	3.50	3.74
	Difference			-0.23
34. Understands the ways in which administrative competencies are essential to meeting organization's mission.	Self	1	3.00	3.86
	Direct Reports	5	4.40	3.99
	Peers	6	3.00	3.89
	Upper Management	3	4.00	3.81
	Supervisor A	1	2.00	3.88
	Supervisor B	1	4.00	3.92
	Others	6	4.67	4.03
	Difference			0.91

Working Relationships

Competency 10: Leveraging Diversity

35. Uses fair strategies to recruit and develop a diverse, high quality workforce.	Self	1	3.00	3.70
	Direct Reports	5	5.00	3.99
	Peers	6	3.17	3.81
	Upper Management	3	4.00	3.82
	Supervisor A	1	2.00	3.52
	Supervisor B	1	4.00	3.91
	Others	6	4.50	3.88
	Difference			1.05
36. Models behaviors where people from diverse groups believe they are all on a level playing field in terms of inclusion and professional advancement.	Self	1	4.00	3.89
	Direct Reports	5	4.80	3.90
	Peers	6	3.67	3.88
	Upper Management	3	4.00	3.96
	Supervisor A	1	2.00	3.96
	Supervisor B	1	4.00	3.73
	Others	6	4.33	3.85
	Difference			0.09
37. Holds self and others accountable for valuing diversity by using appropriate measurements and rewards.	Self	1	5.00	3.64
	Direct Reports	5	4.80	3.97
	Peers	6	3.17	3.84
	Upper Management	3	4.33	4.07
	Supervisor A	1	2.00	3.75
	Supervisor B	1	4.00	4.08
	Others	6	4.33	3.83
	Difference			-1.00

Competency 11: Conflict Management

38. Seeks common ground when in conflict with others by trying to understand alternative points of view.	Self	1	5.00	3.70
	Direct Reports	5	4.80	3.72
	Peers	6	3.17	3.69
	Upper Management	3	4.67	3.95
	Supervisor A	1	2.00	3.52
	Supervisor B	1	5.00	3.82
	Others	6	4.17	3.79
	Difference			-0.95

39. Acts promptly to manage and resolve conflicts in a positive and constructive manner.	Self	1	5.00	3.61
	Direct Reports	5	4.80	3.66
	Peers	6	3.50	3.53
	Upper Management	3	3.33	3.73
	Supervisor A	1	2.00	3.26
	Supervisor B	1	5.00	3.55
	Others	6	4.33	3.70
	Difference			-1.00
40. Prevents unnecessary conflicts that could disrupt staff cohesiveness by identifying and defusing potential confrontations.	Self	1	4.00	3.59
	Direct Reports	5	4.80	3.66
	Peers	6	2.83	3.37
	Upper Management	3	4.00	3.80
	Supervisor A	1	2.00	3.67
	Supervisor B	1	4.00	3.64
	Others	6	4.50	3.65
	Difference			-0.09

Competency 12: Interpersonal Skills

41. Recognizes outstanding work in a caring way that is attuned to individual recognition needs.	Self	1	4.00	3.63
	Direct Reports	5	4.60	3.98
	Peers	6	2.83	3.96
	Upper Management	3	4.00	4.04
	Supervisor A	1	3.00	4.00
	Supervisor B	1	4.00	4.17
	Others	6	4.17	3.83
	Difference			-0.18
42. Listens in a manner that leaves people feeling fully respected.	Self	1	4.00	3.68
	Direct Reports	5	4.60	3.87
	Peers	6	3.33	3.91
	Upper Management	3	4.00	4.08
	Supervisor A	1	3.00	4.00
	Supervisor B	1	4.00	4.00
	Others	6	3.83	3.94
	Difference			-0.14
43. Develops effective working relationships with direct reports.	Self	1	4.00	3.75
	Direct Reports	5	4.60	3.93
	Peers	6	2.83	3.74
	Upper Management	3	4.33	3.96
	Supervisor A	1	3.00	3.84
	Supervisor B	1	5.00	3.73
	Others	6	4.33	3.87
	Difference			-0.05
44. Develops effective working relationships with peers.	Self	1	4.00	3.73
	Direct Reports	5	5.00	3.97
	Peers	6	3.00	4.02
	Upper Management	3	4.33	4.14
	Supervisor A	1	3.00	3.64
	Supervisor B	1	4.00	3.83
	Others	6	4.67	4.00
	Difference			0.14

45. Develops effective working relationship with supervisor(s).	Self	1	5.00	3.88
	Direct Reports	5	5.00	4.39
	Peers	6	3.33	4.28
	Upper Management	3	4.00	4.04
	Supervisor A	1	3.00	3.79
	Supervisor B	1	5.00	3.64
	Others	6	4.33	4.06
	Difference			-0.86

Achieving Results

Competency 13: Coaching Skills

46. Adapts to the learning style and experience level of each employee.	Self	1	5.00	3.57
	Direct Reports	5	5.00	3.78
	Peers	5	3.80	3.68
	Upper Management	3	3.33	3.82
	Supervisor A	1	3.00	3.72
	Supervisor B	1	5.00	4.00
	Others	6	4.83	3.88
	Difference			-0.67
47. Is patient and encouraging when helping team members develop new skills.	Self	1	5.00	3.80
	Direct Reports	5	5.00	3.87
	Peers	5	4.00	3.94
	Upper Management	3	3.67	3.94
	Supervisor A	1	3.00	3.76
	Supervisor B	1	4.00	3.82
	Others	6	4.83	3.85
	Difference			-0.62
48. Gives constructive feedback in a timely manner.	Self	1	5.00	3.48
	Direct Reports	5	4.80	3.64
	Peers	5	4.20	3.70
	Upper Management	3	3.00	3.80
	Supervisor A	1	2.00	3.65
	Supervisor B	1	4.00	3.56
	Others	6	5.00	3.90
	Difference			-0.71
49. Collaboratively develops measurable, specific, and achievable objectives with each direct report.	Self	1	5.00	3.37
	Direct Reports	5	5.00	3.75
	Peers	5	3.40	3.69
	Upper Management	3	3.67	3.82
	Supervisor A	1	2.00	3.61
	Supervisor B	1	5.00	4.00
	Others	6	5.00	3.93
	Difference			-0.71

Competency 14: Delegation

50. Delegates decision making to the lowest appropriate employee level in order to give the employee a true sense of empowerment.	Self	1	5.00	3.59
	Direct Reports	5	4.80	3.69
	Peers	5	3.80	3.52
	Upper Management	3	5.00	3.96
	Supervisor A	1	3.00	3.70
	Supervisor B	1	5.00	3.80
	Others	6	4.17	3.80
	Difference			-0.67

51. Defines clearly with employee what the final outcome of the delegated task will look like.	Self	1	4.00	3.48
	Direct Reports	5	4.80	3.67
	Peers	5	3.60	3.60
	Upper Management	3	5.00	4.00
	Supervisor A	1	5.00	3.83
	Supervisor B	1	4.00	3.89
	Others	6	4.00	3.75
	Difference			0.29
52. Appropriately delegates tasks to others in the office, thus freeing up time to focus on more senior level responsibilities.	Self	1	4.00	3.57
	Direct Reports	5	4.80	3.66
	Peers	5	4.20	3.52
	Upper Management	3	5.00	3.89
	Supervisor A	1	3.00	3.70
	Supervisor B	1	4.00	3.64
	Others	6	4.17	3.94
	Difference			0.38

Utilizes The Strengths of Others and Self

Competency 15: Develops professional strengths within people

53. Designs each job based on the person's strengths as far as the job description allows.	Self	1	4.00	3.66
	Direct Reports	5	4.00	3.99
	Peers	6	3.33	3.87
	Upper Management	3	3.33	3.68
	Supervisor A	1	2.00	3.79
	Supervisor B	1	5.00	4.08
	Others	6	4.50	3.80
	Difference			-0.18
54. Helps people identify their own professional strengths so that they can spend more time using these strengths at work.	Self	1	4.00	3.48
	Direct Reports	5	4.00	3.78
	Peers	6	3.00	3.64
	Upper Management	3	3.33	3.76
	Supervisor A	1	2.00	3.74
	Supervisor B	1	4.00	3.91
	Others	6	4.50	3.66
	Difference			-0.32
55. Encourages people to further develop an existing strength.	Self	1	5.00	3.75
	Direct Reports	5	4.00	3.86
	Peers	6	2.67	3.74
	Upper Management	3	3.33	3.89
	Supervisor A	1	2.00	3.79
	Supervisor B	1	4.00	3.83
	Others	6	4.00	3.85
	Difference			-1.55

Competency 16: Uses own strengths to benefit organization

56. Uses own strengths to assist others to utilize their strengths.	Self	1	5.00	3.95
	Direct Reports	5	3.40	3.99
	Peers	6	2.67	3.89
	Upper Management	3	2.67	3.98
	Supervisor A	1	2.00	4.08
	Supervisor B	1	3.00	3.75
	Others	6	4.50	4.05
	Difference			-1.68
57. Designs own professional work around personal strengths.	Self	1	5.00	3.82
	Direct Reports	5	3.80	4.26
	Peers	6	3.17	4.21
	Upper Management	3	2.67	4.04
	Supervisor A	1	2.00	3.92
	Supervisor B	1	3.00	3.83
	Others	6	4.33	4.27
	Difference			-1.50
58. Sees focusing on people's strengths at least as equally important as assisting people in their areas of weaknesses.	Self	1	4.00	3.50
	Direct Reports	5	4.60	3.92
	Peers	6	3.17	3.70
	Upper Management	3	3.33	3.92
	Supervisor A	1	2.00	3.83
	Supervisor B	1	4.00	3.55
	Others	6	4.00	3.83
	Difference			-0.27

Developing a High Performance Team**Competency 17: Team Development**

59. Motivates people to want to accomplish goals as a team, both within the organization and with customer groups.	Self	1	4.00	3.77
	Direct Reports	5	5.00	3.94
	Peers	6	4.17	3.77
	Upper Management	3	3.67	4.03
	Supervisor A	1	3.00	3.88
	Supervisor B	1	4.00	3.92
	Others	6	5.00	3.97
	Difference			0.45
60. Sets a collaborative work climate in which colleagues work as a team, fully trust each other, and accept mutual responsibility for the final product.	Self	1	4.00	3.80
	Direct Reports	5	4.80	3.89
	Peers	6	3.67	3.75
	Upper Management	3	4.33	3.81
	Supervisor A	1	3.00	3.80
	Supervisor B	1	5.00	4.08
	Others	6	5.00	3.87
	Difference			0.41
61. Develops and sustains cooperative working relationships through the excellent use of at least two of the following skills: coaching, mentoring, rewarding, and/or teaching leadership development.	Self	1	5.00	3.64
	Direct Reports	5	4.80	3.57
	Peers	6	4.00	3.63
	Upper Management	3	4.00	3.81
	Supervisor A	1	3.00	3.92
	Supervisor B	1	5.00	3.75
	Others	6	5.00	3.78
	Difference			-0.55

Competency 18: Influencing/Negotiation

62. In order to accomplish goals, gains cooperation from others to obtain information and/or establishes consensus when possible.	Self	1	5.00	3.77
	Direct Reports	5	4.40	4.04
	Peers	6	2.17	3.81
	Upper Management	3	4.67	3.97
	Supervisor A	1	3.00	3.76
	Supervisor B	1	5.00	4.08
	Others	6	3.50	3.91
	Difference			-1.45
63. Effectively persuades others but does not do so at their expense.	Self	1	3.00	3.61
	Direct Reports	5	4.00	3.91
	Peers	6	2.67	3.81
	Upper Management	3	4.33	3.97
	Supervisor A	1	3.00	3.76
	Supervisor B	1	5.00	4.00
	Others	6	3.50	3.76
	Difference			0.55
64. Facilitates "win-win" situations when such an option is attainable.	Self	1	2.00	3.93
	Direct Reports	5	4.60	4.07
	Peers	6	2.17	3.92
	Upper Management	3	4.00	3.97
	Supervisor A	1	3.00	4.08
	Supervisor B	1	5.00	3.92
	Others	6	3.83	3.95
	Difference			1.59

YOUR STRENGTH AREAS

The strength areas give you a snapshot of what areas your Raters feel are your greatest strengths. Below are listed the seven questions with the highest combined average scores of **only** your Raters. These are listed with the highest ranking area first.

Questions Relating to Strengths	Rater Average
59. Motivates people to want to accomplish goals as a team, both within the organization and with customer groups.	4.45
61. Develops and sustains cooperative working relationships through the excellent use of at least two of the following skills: coaching, mentoring, rewarding, and/or teaching leadership development.	4.45
60. Sets a collaborative work climate in which colleagues work as a team, fully trust each other, and accept mutual responsibility for the final product.	4.41
47. Is patient and encouraging when helping team members develop new skills.	4.38
52. Appropriately delegates tasks to others in the office, thus freeing up time to focus on more senior level responsibilities.	4.38
46. Adapts to the learning style and experience level of each employee.	4.33
50. Delegates decision making to the lowest appropriate employee level in order to give the employee a true sense of empowerment.	4.33

AREAS NEEDING IMPROVEMENT

The areas needing improvement give you a snapshot of what areas your Raters feel you may need some improvement. Below are listed the seven questions with the lowest combined average scores of **only** your Raters. These are listed with the lowest ranking area first.

Questions Relating to Areas of Improvement	Rater Average
56. Uses own strengths to assist others to utilize their strengths.	3.32
55. Encourages people to further develop an existing strength.	3.45
57. Designs own professional work around personal strengths.	3.50
62. In order to accomplish goals, gains cooperation from others to obtain information and/or establishes consensus when possible.	3.55
63. Effectively persuades others but does not do so at their expense.	3.55
64. Facilitates "win-win" situations when such an option is attainable.	3.59
54. Helps people identify their own professional strengths so that they can spend more time using these strengths at work.	3.68

BLIND SPOTS

Below are listed the seven questions with the greatest discrepancy between how you rated yourself and how your Raters rated you. All sixty-four questions were considered. This is an area we call a blind spot. These are listed with the highest discrepancy ranking first.

A plus (+) sign can be interpreted as “good.” It means you scored yourself lower than the sum of your Raters.

On the other hand, a minus (-) sign means you scored yourself higher than the sum of your Raters.

Questions Relating to Blind Spots	Discrepancy Score
56. Uses own strengths to assist others to utilize their strengths.	-1.68
64. Facilitates "win-win" situations when such an option is attainable.	+1.59
55. Encourages people to further develop an existing strength.	-1.55
57. Designs own professional work around personal strengths.	-1.50
62. In order to accomplish goals, gains cooperation from others to obtain information and/or establishes consensus when possible.	-1.45
25. Accepts change with a positive attitude even when s/he disagrees with the change being made by upper management.	-1.27
8. Influences others to translate vision into action.	+1.18

Consider the following when examining the matrix above:

We recommend that you basically *let-it-be*... If you have a “negative” blind spot if it does not have a negative impact on your job performance or quality of life. If it does have an impact, then you should take action. The best way to be sure about its impact is by asking people you trust for their opinions and suggestions regarding the blind spot in question.

We also recommend you take the time to thoroughly enjoy a “blind spot” that indicates a positive score of at least 0.5 or more, with one significant qualification if you were purposely giving yourself low scores to guard yourself against disappointment in the belief that raters were going to be marking you low also, then we ask you to consider how this dynamic may be a pattern in your life? Does it affect your effectiveness in areas such as risk-taking an unpopular stand you believe is correct, hypersensitivity to negative feedback, etcetera?

COMMENTS

The comment section from the Rater responses is optional. If the Raters have inserted comments, they will appear below. Here is what others have said about you:

Section 1: Strategic Leadership

He stutters when under too much pressure. It would be wise if Gary listened to his body signs warnings, and then just take a walk around the building.

Can communicate very well, but it depends on his agenda. He seems consumed with turf, and carefully lets upper management only see his groups point of view.

Gary can dominate a meeting where there is not cross-fertilization of ideas. I often feel I can't get a word in edge-wise.

He sometimes seems overwhelmed by things that are not so overwhelming.

Gary treats his subordinates like kings and queens. But he discourages them talk to his own peers.

Deals very effectively with conflict, but does not intervene soon enough.

He shares information with us in a timely manner

Gary is a model communicator in general, and especially in regard to serving our customers.

Structure meetings in a way that you feel the team has made headway and those things will be followed through upon.

I get the feeling that that under stress, he does not really want to hear anyone else's view other than his own.

Section 2: Decision Making

Gary is very good at making one feel he is listening to what you say and truly understands your problem.

He is a good decision-maker. Gets to the heart of the matter.

I like the way he get to the heart of a problem.

Takes his time to make good decisions. Won't be pressured to make a premature decision by upper-management or peers.

I learn so much by just watching you Gary make decisions in terms of implementation and having the team feel ownership regarding a decision made through consensus.

He seems make decisions based almost solely on what's good for his group.

I like his consensus decision-making style. He makes the decision, but goes out of his way to get everyone's input. Also goes out of his way to explain why he made a particular decision.

He keeps his peers at arms length when making decisions. He trusts his subordinates, but doesn't seem to trust his peers.

Section 3: Honor In a Changing Workplace

You do a great job of creating a positive and innovative work environment.

He's both an innovator and someone who enjoys setting the climate where team members can take risks in trying our new ideas.

Never really sure if Gary's innovative ideas are really from him, or from his subordinates.

Gary sees part of his job to call a meeting on the spot to get to take advantage of some change in the organization that we just learned about.

I like the way you give everyone a chance at an innovate assignment.

He likes the status quo within the organization, although he probably would not admit it. The status quo favors his department and that's the way he likes it.

Gary take no personal credit for solutions. He always credits the team.

Gary clearly has his favorites who can take risks. If they fail he backs them up. But if you're not in Gary's inner circle -- watch your back.

Section 4: Professional Expertise

Gary loses out by ignoring many of his peers. He has left himself out an important network of people.

Gary has a good give and take with senior management, but if he sees the wind is blowing against him, he'll quietly start blowing with the wind.

Has the ability to keep his integrity and get along with everybody. People get the sense that Gary makes his decisions on the issues, and keeps personalities totally out of it.

I like the way he quietly listens without seeming to make quick judgments about the person or situation.

I wish Gary would show his peers the same warmth he shows his subordinates and upper management.

Gary puts on an act of having a good open discussions with upper management but often goes around their (our) backs to try to get things done his way.

Section 5: Working Relationships

Comes from the highest personal and professional integrity.

Not sure if I totally trust him. Too many times there are discrepancies on how we remember what the original agreement was.

Has very successfully separated himself from his prior organization.

Takes more time with new people without getting resented by us old-timers who also need his time.

I think your leadership stems not by your position in the organization, but that your rather consistently come up with, or choose, the best ideas.

A good leader for his own team. But that is how far his leadership goes.

Very good at delegating tasks. He really gives you the big picture of what he wants, and checks in just enough to see if you are on the same page an he is.

Gary has integrity, and does not out-right lie. I do see him covering up mistakes by suggesting certain obstacles got in the way -- when in fact those obstacles never existed.

Section 6: Achieving Results

Excellent teacher. Well-informed on latest technology and trends.

Gary is very good in mentoring -- that is helping his people get ahead by teaching them political savvy. But he doesn't seem to have the time to coach -- help people with new skills they must learn.

Gary put on a great facade of helping people on his team move up. But when they do move up, he puts quite a guilt trip on them in order for them to give him information he shouldn't have.

Is always helping his people get ahead by introducing them to the right upper management.

Helps people move up the organization.

I enjoy being coached by you, and also by watching as you coach others on your team. You set a climate where they come up with the solutions. You position your team-members for career advancement.

You do give good feedback, but may need to be specific about providing measurable goals.

Seems to be doing a pretty good job of coaching his subordinates.

Helps people move up the organization.

Section 7: Utilizes The Strengths of Others and Self

The whole philosophy of going with people's strengths seems to slightly go against Gary's grain. It seems like he's from the old school where, "You got to pay your dues, and do time with tasks he knows certain people will never really get.

Gary thinks of his own strengths first, and places himself in a situation where he alone gets to use these strengths.

Gary designs people's roles solely by what he perceives is necessity, and not by the strengths people bring to his team.

Gary has not taken the time to ask the five new people we got three months ago those questions that would help him learn about their strengths. Hence, new people's strengths are often wasted.

Gary often puts people in areas of their greatest weakness with the intention of making them stronger in this skill area because this will give them more practice. I'm surprised Gary hasn't noticed that this strategy isn't working.

Gary will sometimes assign someone to coach a person who does not have a natural strength in a particular area. This is a good idea, but I think these coaches need some guidance on how to be a good coach.

Section 8: Developing a High Performance Team

Might be a good leader for his team, but Gary has to view "team" in a much broader sense.

At times, when Gary is under a lot of stress, I'm surprised to see him try to bully a group to his way of thinking, as opposed to using his well polished communications skills.

Won't be able to be a leader for the organization since he is so focused on his own groups success.

Is totally trusted by his own team, but this trust is not the case with those groups his team members interacts with. Unfortunately, Gary sets a poor example in this area of trusting other work groups.

You fight for us and we admire the courage it takes to take-on people that ultimately control your own advancement. Keep it up.

He doesn't get what it means to be a team player.

Plays a good game of, there's no letter "i" in the word team. But he's out for himself, and he's very cagey.

Not a good team-builder. Always seems to be looking out for his group.

Gary can make one feel they are an important part of a project and their contribution vital to its success.

Section 9: What is your most outstanding asset?

Seems very committed to the advancement of members of people in his group.

Helps us see the wisdom in the decisions he makes.

He's very honest, doesn't let the organization get too content and thus conservative with its recent success.

Show people true respect just for who they are.

Has a kind word for everybody. Always sees the best in people.

His ability to see the big picture, and let people help him see the big picture even clearer.

Helps us see the wisdom in the decisions he makes.

Although he watches out almost exclusively for his team, he still is basically good for the organization. His peers put him in his place when he ignores their needs.

Cares for the well-being and continued development of his subordinates.

Soft spoken but authoritative. Good listener, always finds time to talk to you even if he's swamped.

He models outstanding work habits: honesty, consensus decision-making, standing up for what he thinks is right, taking the blame (buck stops here) and never publicly points fingers at people.

His knack of pulling the wool over just about everyone's eyes.

Makes you feel comfortable and very bright when talking with him.

Gary's focus on people, results and outcomes, in that order.

Section 10: What should be your number one priority for development?

Gary is very comfortable in small groups or one-on-one discussions. Some of that comfort level is lost when addressing larger groups.

Building relationships with his peers.

Not to get so uptight. It's no good for his health or the impression on how sound his judgment is when he is under pressure.

I think he can be less hard on himself, and relax more.

Too calm down. Poor role model as leader to see Gary not pick himself right-up, after a real or perceived failure.

When Gary's stress level shows, it diminishes his ability to be persuasive, and persuasion is one of Gary's top strengths.

To see that his group does not drive the organization.

Has to get over the WE / THEM mentality in order to make this a stronger organization.

To see the word "team" beyond his own navel.

Section 11: How can this individual use one current strength even more effectively?

Gary is excellent at getting to the heart of the matter. I think he can teach/coach his staff to stay on point when giving presentations.

Gary has a great talent to express his opinions in a way that invites debate and discussion but hardly ever dissention. I would like to see Gary use this talent even more.

One of Gary's biggest strengths is working well with our key customers. I would like him to pass this strength on by having his subordinates come along with him to meetings with these customers.

Gary has shown outstanding leadership skills in his former position. He provides his team with a direction and purpose. Now that he has moved up in position, he seems a little gun shy in using these leadership talents.

He has a good way with collaboration within our team. I would like to see Gary put himself in situations where there are cross-unit teams trying to work together.

One of Gary's strengths is emotional maturity. When he's angry he almost never reacts too quickly. I would like to see Gary coach the rather volatile members of his team on the negative impact of their anger, and how to turn that anger into just another problem to be solved.

Gary can strengthen his creative strength by sometimes -- turning it off. He is tremendous at seeing the big picture, but never seem to have enough time to prepare for a briefing that encapsulates all of his thoughts. He spends too much time preparing creative presentations, with interesting metaphors and graphics, but not have enough time to put it all in a sequential order.

Showcase speaking poise and analytical strength by providing "brown bag" presentations on current projects.

Section 12: What small or giant ideas might make this person's group, team, organization more effective?

Your group is doing a very good job, except one area. You need to work more on prioritizing the work within the East Coast/West Coast time difference. Unless you have your priorities straight we cannot meet the deliverable timetables we have promised the client. It's only in the last three months that we have this problem. Have you changed something within those three months that might be causing the delays?

Good News -- your paperwork does not need to be so perfect - this is wasting us both time and money.

It seems to us on the second floor that your monthly business performance with KO team and Bottler team is now working, and the bickering is taking up too much time that you could be using to develop improved systems, etc. The ultimate outcome of who is doing a better job should be a moot point.

Learning from our senior people who travel to Hong Kong and see the client's face to face, could do us folks who do all our selling through Skypes live video could really help us understand our Hong Kong client's customs, and their personalities. Let us know their hot points and what turns them off.

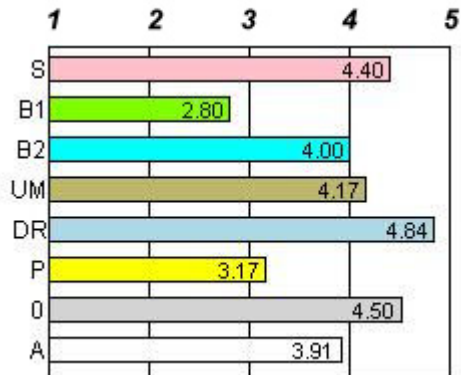
I believe your group should have an open discussion about whether your current model of consensus is working. I strongly urge you get a lot of input from your customers. From what I see from Marketing is your group is coming up with outstanding decisions and very creative models for the future, but as a customer I have to wait too long to get an answer. I'm sure you can find a way to accommodate your client's timetable needs within your consensus decision-making framework.

Leadership Summary

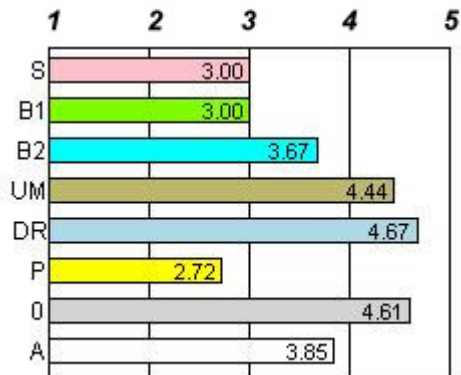
Below are your results for each of the eighteen major leadership competencies included in the INSIGHTMirror 360 Assessment. The graph provides your scores, as well as the averages of each Rater category that had the minimum required responses to appear on the graph.

1 = Not at all / 2 = To a little extent / 3 = To an average extent / 4 = To a large extent / 5 = To a very large extent
S=Self B=Supervisor UM=Upper Management DR=Direct reports P=Peers O=Others A=All Raters

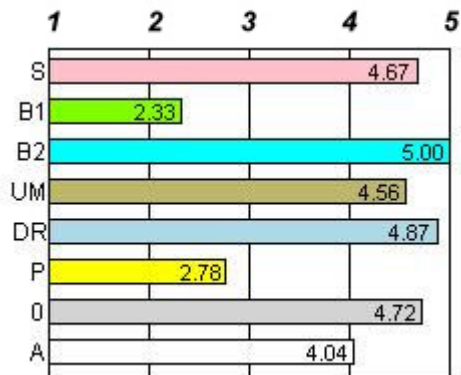
Competency 1: Strategic Thinking



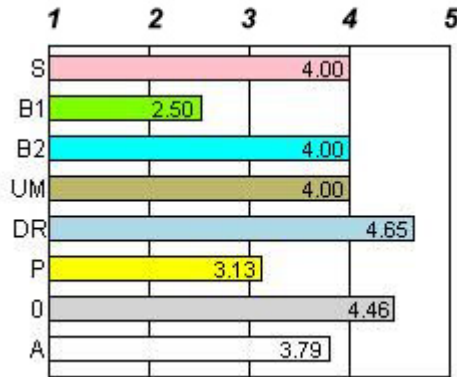
Competency 2: Vision



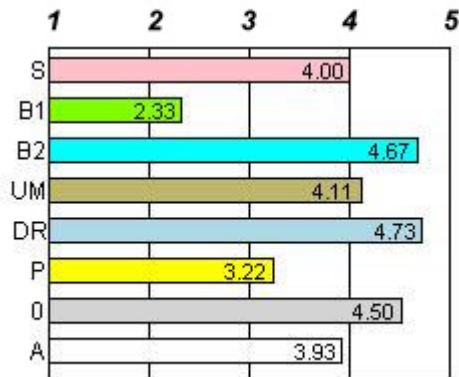
Competency 3: External Awareness



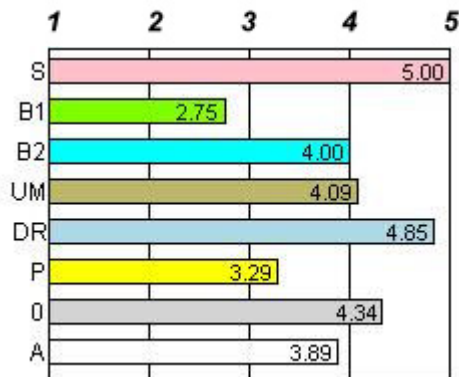
Competency 4: Implements Decisions Effectively



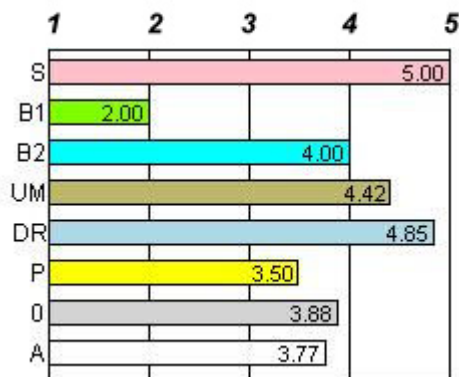
Competency 5: Political Savvy



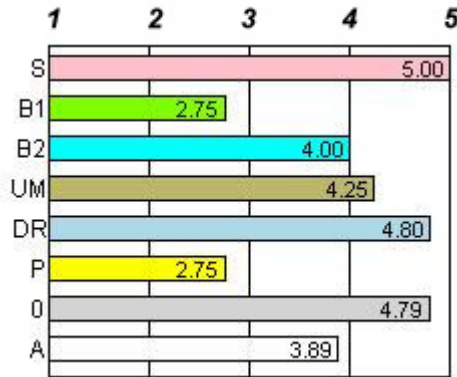
Competency 6: Integrity/Honesty



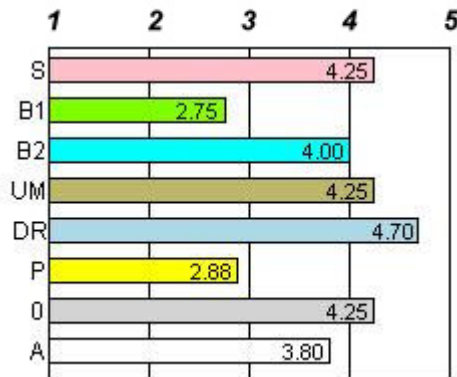
Competency 7: Flexibility



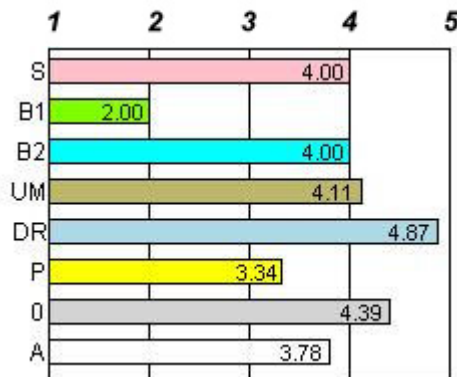
Competency 8: Continual Learning



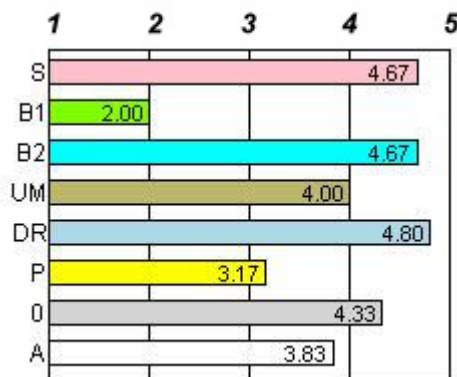
Competency 9: Technical Credibility



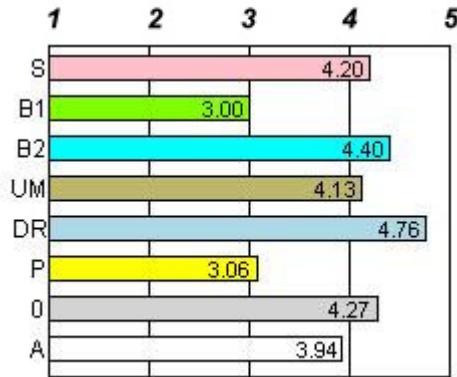
Competency 10: Leveraging Diversity



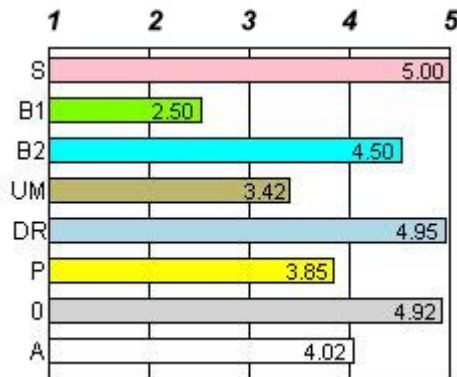
Competency 11: Conflict Management



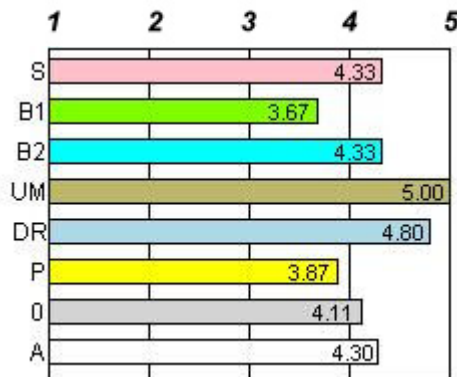
Competency 12: Interpersonal Skills



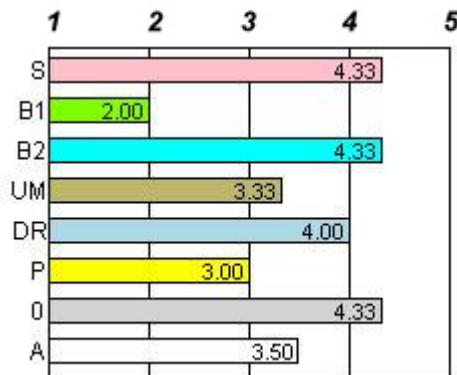
Competency 13: Coaching Skills



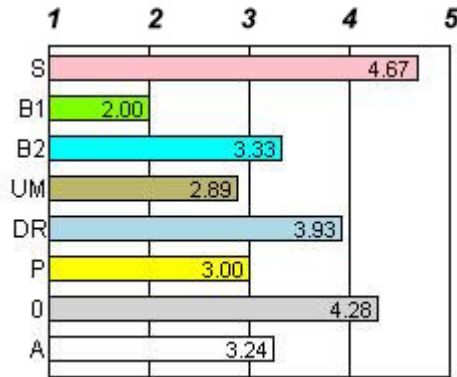
Competency 14: Delegation



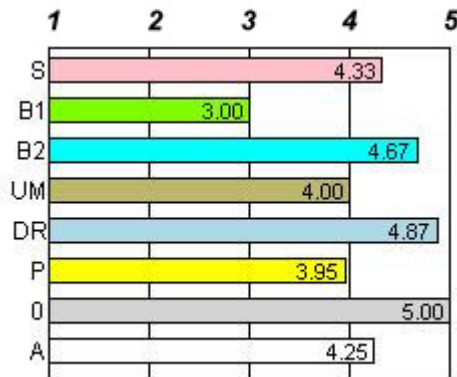
Competency 15: Develops professional strengths within people



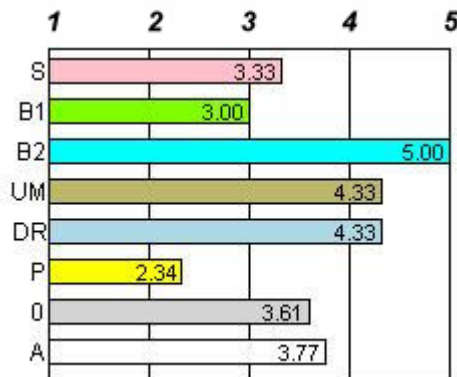
Competency 16: Uses own strengths to benefit organization



Competency 17: Team Development



Competency 18: Influencing/Negotiation



TOP LEADERSHIP ABILITIES FOR YOU TO SUCCEED

Here are the top three leadership abilities your Raters feel are most important for you to succeed. They are prioritized in order of those most frequently selected.

Self
None checked
None checked
None checked

Supervisor(s)
Communication Skills
Stress Coping Skills
Working Relationships

Upper Management
Decision Making
Leadership Skills
Communication Skills

Direct reports
Leadership Skills
Communication Skills
Promotes Innovation and Change

Peers
Communication Skills
Working Relationships
Stress Coping Skills

Others
Promotes Innovation and Change
Coaching Skills
Communication Skills

Bridging Conversation with Direct reports™

Our clients have indicated that this is one of the most powerful exercises in this Action Guide. So please, don't avoid reading this next page just because it "looks" complicated. It's not.

Sometimes it's hard to obtain straightforward feedback from your direct reports. We have developed a process called *The Bridging Conversation™* that will help you bridge the gap between where you are with a particular leadership skill and where your Raters feel you need to be in exercising that skill. Feel comfortable modifying this process in any way that best meets your needs.

- From the INSIGHTMirror 360° Feedback Report, first select one or two skills as to which you would like suggestions for possible improvement from your direct reports. (For large groups of eight or more, you may prefer to select two skills.) The example used here applies to a group of direct reports of any size.

Skill A: _____

Skill B: _____

- Next, prepare two charts as noted in the diagram below. You will need four pieces of flipchart paper. Tape two together for each skill to be discussed. For both charts, write at the top a question regarding a skill that you would like to improve. Label the left-side column under the heading "What advice** can you give me so I do better?" List numbers 1-5 indicating that you would like at least five responses for this skill. Label the right-side column "What am I doing that's working?" List a number 1 indicating that you would like at least one response to this column. Tape these charts to a wall (or display them by any other suitable method) for use during *The Bridging Conversation™* session.

** We have found that in this exercise "Raters" are much more comfortable and productive when their "supervisor" uses the word "advice" rather than "feedback." (For example, I am looking forward to your advice. vs. I would like to have your feedback)

When delegating, <u>what advice can you give me on how can I teach others to think ahead about potential problems?</u>		<u>I am very much looking forward to any advice you can give me on how can I be more effective in telling people they should be doing better.</u>	
What advice can you give me to help me be more effective?	What am I doing that's working?	What advice can you give me to help me be more effective?	What am I doing that's working?
1. Ask us what potential problems we see in a way that lets us know that you are really interested in our opinions.	1. You don't hog the interesting tasks for yourself. You spread them around equally.	1. Ask us how we perceive the problem - get our perspective.	1. Your sense of humor helps when you do get around to giving us constructive feedback.
2. Give us more frequent updates.	2. You build in time for possible schedule delays.	2. Provides immediate feedback.	
3. Brainstorm with us.	3. You help us learn project management.	3. Listen before making judgments.	

3. Invite your direct reports (ideally, ALL of them), including those who did not participate in the INSIGHTMirror 360° process, to come to a 60-90 minute meeting that will focus on helping you enhance your leadership skills.

4. Explain to the meeting attendees that you will leave the room for 30-45 minutes and would like the charts completed **in your absence**. Ask them to suggest at least five things you can do better and at least one thing you are doing that is working.

Meeting Facilitation Suggestions:

- a) You may wish to divide a large group into two separate groups, each with its own group-appointed facilitator and separate skill to address. Employees can be grouped randomly, by department, or by the topic about which they feel most strongly.
 - b) To protect anonymity, each group will appoint a “scribe” to record the comments on the charts. .
 - c) Each group facilitator should ensure that all ideas are heard and all comments are included on the charts.
 - d) After the charts are completed, each facilitator will take a vote. Each group member will get two votes for what he feels are the most important suggestions for you to consider. Each facilitator will tally each group’s votes and then circle the highest scoring suggestions.
5. When you return to the room after 30-45 minutes, read what is written on the charts. If you don’t understand a suggestion, ask for clarification and discuss the item. **Never dispute the feedback**. Remember, your people are doing you a favor by giving you their ideas and trust. You don’t have to agree with the comments, but you must promise participants that you will reflect on what they have communicated. Thank participants for their candor and let them know you will get back to them shortly.

 6. Set up another meeting within one week to report to the participants what actions, if any, you plan to take, or actions you wish to further discuss as a result of this insightful bridging session. If you cannot buy into some of their suggestions, let them know why, but promise that you will continue to review the issues they have raised.

Choctaw Indian proverb:

When a stunning cloud hovers over the mountain, the people know it is a good time to talk with their leader without fear.

Feedback Conversation with Your Supervisor™

In the format we designed below, it is **un**-necessary for your supervisor to see any information in your 360° feedback report.***

*** Format works just as well if your supervisor is required to see your feedback report.

Feel free in changing the questions and, or, structure of the template below to meet your needs.

I. Two strengths relevant to work I perform contained in my INSIGHTMirror 360 report:

II. One or two areas needing improvement that affect my performance:

III. Pro-active actions I plan to take regarding strengthening-a-strength, or improving upon an area of weakness:

IV. Request ways your supervisor can help you meet team objectives.

For Example: Jean, I feel it undermines my authority when a direct-report bypasses me and goes directly to you with a request or complaint. I would like for you to ask the direct-report if they talked to me 1st in regard to this matter? If direct-report says something that sounds like "no," please kindly redirect them to speak first to me.

V. Ideas from your supervisor:

For Example: Jean, I respect your insights. What are some ideas, constructive feedback, wisdom you can offer me?

VI. Anything else you would like to share with your supervisor?

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