



# LD:360 Feedback Report

Prepared for:  
**Tom Sample**

Provided by:  
**Leading Dimensions  
Consulting, LLC**

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**LDC** *Leading  
Dimensions  
Consulting*

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# Table of Contents

|                            |           |
|----------------------------|-----------|
| <b>Introduction</b>        | <b>1</b>  |
| <b>Dimensions Summary</b>  | <b>2</b>  |
| <b>Key Findings</b>        | <b>3</b>  |
| <b>Dimension Details</b>   |           |
| Inclusion                  | 4         |
| Administrative Competence  | 6         |
| Decisiveness               | 8         |
| Adaptability               | 10        |
| Self-Development           | 12        |
| Vision                     | 14        |
| Stress Tolerance           | 16        |
| Performance Orientation    | 18        |
| Creativity                 | 20        |
| Integrity                  | 22        |
| <b>Overall Comments</b>    | <b>24</b> |
| <b>Contact Information</b> | <b>27</b> |

# Introduction

The LD:360 is a multi-rater feedback program, providing what is commonly referred to as 360-degree feedback. This program leverages a specific leadership competency framework in order to provide participants with a comprehensive and reliable review of their leadership effectiveness. While effectiveness can be evaluated using a number of assessment devices, multi-rater feedback has long been favored in private, public, and military environments for its multi-faceted characteristics. In other words, unlike traditional performance appraisal or self-evaluation which typically relies on a single rater, the LD:360 program offers a review of leadership effectiveness based on both multiple perspectives (provided by raters with varying relationships to the participant) and multiple facets (provided by ratings covering varying dimensions or aspects of leadership competency). Given the comprehensive nature of the program, the LD:360 provides participants with a well-rounded view of their overall leadership effectiveness, as well as detailed information regarding strengths and development opportunities.

The information provided in this report is displayed in both graphical and numerical information, according to the following order:

## Section 1: Dimensions Summary (page 2)

This section provides the Overall Score for the program, based on the average scores of all dimensions measured within the LD:360 feedback program. This score can be considered the “30,000-ft. view” of the participant’s leadership effectiveness.

This section also includes a graphical display of average scores for each dimension, along with a comparison of self and others’ scores. This data provides an intermediate level view of leadership effectiveness.

## Section 2: Key Findings (page 3)

This section provides a quick snapshot of four key findings:

- Greatest Strengths: the items/behaviors with the highest average scores.
- Development Opportunities: the items/behaviors with the lowest average scores.
- Hidden Strengths: the items/behaviors with the greatest gap between the lowest self scores and highest others scores.
- Blind Spots: the items/behaviors with the greatest gap between the highest self scores and the lowest others scores.

## Section 3: Dimension Details (pages 4-end)

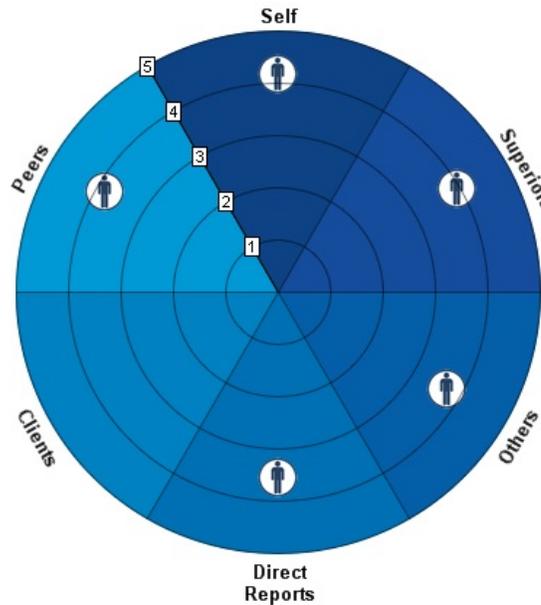
This section provides a detailed review of each dimension, including scores for the dimension as a whole as well as for each item/behavior that comprises the respective dimension. Both dimension and item scores are broken out by respondent type, providing participants with a point of comparison between how the participant perceives their behaviors and the extent to which others share the same perception.

Comments are also provided for each dimension, based on remarks provided by the respondents. Participants may use these comments in order to derive further clarity regarding the ratings provided. However, while comments support item and dimension ratings, they are of lesser value to the ratings themselves. It is most helpful if the participant avoids placing too much importance on the comments relative to the ratings provided at each level.

# Dimensions Summary

The LD:360 program provides feedback regarding leadership effectiveness at three distinct levels:

- Individual items, which describe specific behavioral elements of leadership. These items allow participants to evaluate a given dimension of leadership based on specific behaviors observed. There are typically 5-7 items (observations) per feedback dimension.
- Dimensions, which represent a category or collection of individual items (observations). These dimensions are reported as the average item scores within each respective category. There are typically between 5-10 dimensions per LD:360 feedback program. These dimensions are listed below, along with scores compared by self and others.
- An Overall Score, which provides the average of all dimensions measured within the LD:360 feedback program. The Overall Score, broken out by respondent group, is provided in the graph and table to the right.



| Respondent Score |     |
|------------------|-----|
| Self             | 4.2 |
| Superiors        | 4.0 |
| Direct Reports   | 3.6 |
| Peers            | 3.8 |
| Others           | 3.7 |

Where the Overall Score can be considered a high-level view of leadership effectiveness, the dimension and item scores also provide valuable insight at a more detailed or specific level. Considered together, these elements provide the participant with a comprehensive review of how their behavior and/or competencies promote or impede leadership effectiveness.

| Dimension                        | Overall Score | 0            | 1 | 2   | 3 | 4 | 5 | Highest | Lowest |
|----------------------------------|---------------|--------------|---|-----|---|---|---|---------|--------|
| <b>Inclusion</b>                 | 3.6           | Self Score   |   | 4   |   |   |   |         |        |
|                                  |               | Others Score |   | 3.5 |   |   |   |         |        |
| <b>Administrative Competence</b> | 3.7           | Self Score   |   | 3.4 |   |   |   | ↓       |        |
|                                  |               | Others Score |   | 3.8 |   |   |   |         |        |
| <b>Decisiveness</b>              | 3.8           | Self Score   |   | 5   |   |   |   | ↑       |        |
|                                  |               | Others Score |   | 3.7 |   |   |   |         |        |
| <b>Adaptability</b>              | 3.7           | Self Score   |   | 4   |   |   |   |         |        |
|                                  |               | Others Score |   | 3.6 |   |   |   |         |        |
| <b>Self-Development</b>          | 3.9           | Self Score   |   | 3.7 |   |   |   |         |        |
|                                  |               | Others Score |   | 4   |   |   |   |         |        |
| <b>Vision</b>                    | 3.4           | Self Score   |   | 4   |   |   |   |         |        |
|                                  |               | Others Score |   | 3.3 |   |   |   |         |        |
| <b>Stress Tolerance</b>          | 3.3           | Self Score   |   | 4.2 |   |   |   | ↓       |        |
|                                  |               | Others Score |   | 3.1 |   |   |   |         |        |
| <b>Performance Orientation</b>   | 3.8           | Self Score   |   | 4.3 |   |   |   |         |        |
|                                  |               | Others Score |   | 3.7 |   |   |   |         |        |
| <b>Creativity</b>                | 3.6           | Self Score   |   | 4.2 |   |   |   |         |        |
|                                  |               | Others Score |   | 3.5 |   |   |   |         |        |
| <b>Integrity</b>                 | 4.2           | Self Score   |   | 4.9 |   |   |   | ↑       |        |
|                                  |               | Others Score |   | 4.1 |   |   |   |         |        |

## Key Findings

### Greatest Strengths (Highest Scores)

The following behaviors include those for which the average scores were highest (both self and others) across all dimensions evaluated.

| Behavior  | Self Score | Others Score | Dimension        |
|---|------------|--------------|------------------|
| Exercises appropriate authority in their position.                                  | 4.0        | 4.4          | Self-Development |
| Makes an effort to evaluate their effectiveness in the position.                    | 5.0        | 4.3          | Self-Development |
| Approaches work in a manner consistent with organizational values and expectations. | 5.0        | 4.3          | Integrity        |
| Speaks and acts in a consistent manner.   | 4.0        | 4.3          | Integrity        |
| Honors confidentiality and preserves sensitive information                          | 5.0        | 4.3          | Integrity        |

### Development Opportunities (Lowest Scores)

While development opportunities may be evident in all behaviors, the following are those for which the lowest average scores (both self and others) were reported.

| Behavior  | Self Score | Others Score | Dimension                 |
|---|------------|--------------|---------------------------|
| Explains how others' efforts contribute to the success of the team or organization. | 4.0        | 2.7          | Vision                    |
| Is someone others lean on during high-stakes situations.                            | 4.0        | 2.9          | Stress Tolerance          |
| Responds appropriately to conflict.   | 3.0        | 2.9          | Stress Tolerance          |
| Exercises effective planning in preparing for the future.                           | 3.0        | 3.0          | Administrative Competence |
| Avoids flip-flopping on difficult decisions.  | 5.0        | 3.0          | Decisiveness              |

### Hidden Strengths

The following behaviors are those for which the others scores were significantly higher than the self scores, meaning that other raters view these behaviors as being more effective than was indicated by the self scores.

| Behavior   | Self Score | Others Score | Dimension                 |
|--|------------|--------------|---------------------------|
| Shows an appropriate command of relevant information in decision-making. | 2.0        | 4.1          | Administrative Competence |
| Makes adjustments when needed to overcome unexpected obstacles.          | 2.0        | 3.9          | Adaptability              |
| Is intensely focused on getting things done.                             | 3.0        | 4.0          | Performance Orientation   |
| Is willing to consider ideas offered by others.                          | 2.0        | 3.0          | Creativity                |
| Administers effective rewards and discipline for performance.            | 3.0        | 3.9          | Administrative Competence |

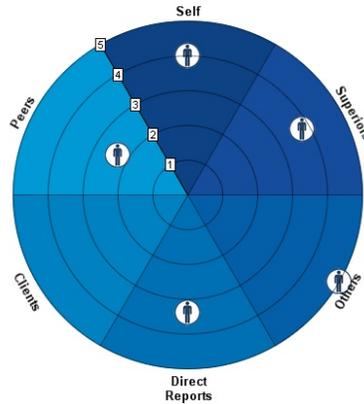
### Blind Spots

Blind spots include those behaviors for which the self scores were significantly higher than the others scores, meaning that other raters view these behaviors as being less effective than was indicated by the self scores.

| Behavior  | Self Score | Others Score | Dimension               |
|---|------------|--------------|-------------------------|
| Avoids flip-flopping on difficult decisions.                        | 5.0        | 3.0          | Decisiveness            |
| Handles intense pressure in an effective manner.                    | 5.0        | 3.0          | Stress Tolerance        |
| Contributes significantly to the success of the team/organization.  | 5.0        | 3.1          | Performance Orientation |
| Maintains an effective balance between flexibility and consistency. | 5.0        | 3.3          | Adaptability            |
| Expresses a high drive for achievement.                             | 5.0        | 3.3          | Performance Orientation |

# Dimension: Inclusion

**Inclusion Score: 3.6**



| Respondent     | Score | Gap  | Hi | Lo |
|----------------|-------|------|----|----|
| Self           | 4.0   |      | 5  | 3  |
| Superiors      | 3.8   | -0.2 | 5  | 3  |
| Direct Reports | 3.4   | -0.6 | 5  | 1  |
| Peers          | 2.3   | -1.7 | 3  | 2  |
| Others         | 5.0   | 1.0  | 5  | 5  |

Respondents were asked to evaluate the extent to which Tom Sample...

|   | 0              | 1   | 2 | 3 | 4 | 5 | Gap | Hi   | Lo |   |
|---|----------------|-----|---|---|---|---|-----|------|----|---|
| Encourages team-building activities   | Self Score     | 4   |   |   |   |   |     |      |    |   |
|   | Superiors      | 4   |   |   |   |   |     | 0.0  | 4  | 4 |
|   | Peers          | 4   |   |   |   |   |     | 0.0  | 5  | 2 |
|   | Direct Reports | 2   |   |   |   |   |     | -2.0 | 2  | 2 |
|   | Others         | 5   |   |   |   |   |     | 1.0  | 5  | 5 |
| Builds a sense of community among co-workers and subordinates.                  | Self Score     | 5   |   |   |   |   |     |      |    |   |
|   | Superiors      | 4   |   |   |   |   |     | -1.0 | 4  | 4 |
|   | Peers          | 3.5 |   |   |   |   |     | -1.5 | 5  | 2 |
|   | Direct Reports | 2   |   |   |   |   |     | -3.0 | 2  | 2 |
|   | Others         | 5   |   |   |   |   |     | 0.0  | 5  | 5 |
| Promotes diversity of ideas and perspectives in coming up with ideas and plans. | Self Score     | 4   |   |   |   |   |     |      |    |   |
|   | Superiors      | 5   |   |   |   |   |     | 1.0  | 5  | 5 |
|   | Peers          | 3.2 |   |   |   |   |     | -0.8 | 5  | 1 |
|   | Direct Reports | 3   |   |   |   |   |     | -1.0 | 3  | 3 |
|   | Others         | 5   |   |   |   |   |     | 1.0  | 5  | 5 |
| Works to maintain a cohesive and productive team/group.                         | Self Score     | 3   |   |   |   |   |     |      |    |   |
|   | Superiors      | 3   |   |   |   |   |     | 0.0  | 3  | 3 |
|   | Peers          | 2.8 |   |   |   |   |     | -0.3 | 5  | 2 |
|   | Direct Reports | 3   |   |   |   |   |     | 0.0  | 3  | 3 |
|   | Others         | 5   |   |   |   |   |     | 2.0  | 5  | 5 |
| Gains involvement from others in problem-solving.                               | Self Score     | 4   |   |   |   |   |     |      |    |   |
|   | Superiors      | 3   |   |   |   |   |     | -1.0 | 3  | 3 |
|   | Peers          | 3.5 |   |   |   |   |     | -0.5 | 4  | 3 |
|   | Direct Reports | 2   |   |   |   |   |     | -2.0 | 2  | 2 |
|   | Others         | 5   |   |   |   |   |     | 1.0  | 5  | 5 |
| Makes an effort to involve others in the life of the team/organization.         | Self Score     | 4   |   |   |   |   |     |      |    |   |
|   | Superiors      | 4   |   |   |   |   |     | 0.0  | 4  | 4 |
|   | Peers          | 3.5 |   |   |   |   |     | -0.5 | 4  | 3 |
|   | Direct Reports | 2   |   |   |   |   |     | -2.0 | 2  | 2 |
|   | Others         | 5   |   |   |   |   |     | 1.0  | 5  | 5 |

0=Unable To Rate 1=Never 2=Rarely 3=Sometimes 4=Often 5=Always

## Dimension: Inclusion Comments

**Respondents were asked to share any comments or observations related to the Inclusion dimension that would impact Tom Sample's effectiveness.**

### **Superior(s) Comments**

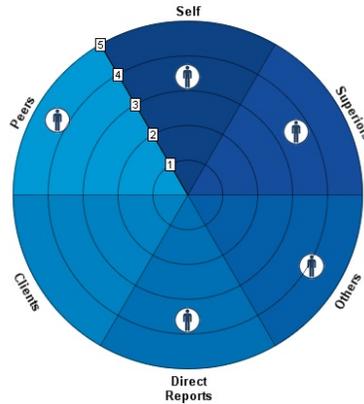
- Tom's team really gels well together, and we give much of the credit for that to Tom's efforts to include others.

### **All Others' Comments**

- Rarely attends company meetings and appears unwilling to contribute unless specifically asked.
- Tom, sometimes forgets to include others
- Tom always makes an effort to gather feedback from others.
- Tom could be more effective by asking for our team's input rather than simply handing out marching orders. This limits our input on various projects. We could be more effective if encouraged to provide our ideas.

# Dimension: Administrative Competence

**Administrative Competence Score: 3.7**



| Respondent     | Score | Gap | Hi | Lo |
|----------------|-------|-----|----|----|
| Self           | 3.4   |     | 4  | 2  |
| Superiors      | 3.6   | 0.1 | 5  | 2  |
| Direct Reports | 3.6   | 0.2 | 5  | 1  |
| Peers          | 4.3   | 0.9 | 5  | 4  |
| Others         | 4.1   | 0.7 | 5  | 4  |

Respondents were asked to evaluate the extent to which Tom Sample...

Shows an appropriate command of relevant information in decision-making.

|                | 0 | 1 | 2 | 3 | 4 | 5 | Gap | Hi | Lo |
|----------------|---|---|---|---|---|---|-----|----|----|
| Self Score     |   |   | 2 |   |   |   |     |    |    |
| Superiors      |   |   |   |   | 4 |   | 2.0 | 4  | 4  |
| Peers          |   |   |   |   | 4 |   | 2.0 | 5  | 3  |
| Direct Reports |   |   |   |   | 4 |   | 2.0 | 4  | 4  |
| Others         |   |   |   |   |   | 5 | 3.0 | 5  | 5  |

Administers effective rewards and discipline for performance.

|                |  |  |   |  |     |   |     |   |   |
|----------------|--|--|---|--|-----|---|-----|---|---|
| Self Score     |  |  | 3 |  |     |   |     |   |   |
| Superiors      |  |  |   |  |     | 5 | 2.0 | 5 | 5 |
| Peers          |  |  |   |  | 3.5 |   | 0.5 | 5 | 2 |
| Direct Reports |  |  |   |  | 4   |   | 1.0 | 4 | 4 |
| Others         |  |  |   |  | 4   |   | 1.0 | 4 | 4 |

Approaches their work in an organized manner.

|                |  |  |  |  |   |     |      |   |   |
|----------------|--|--|--|--|---|-----|------|---|---|
| Self Score     |  |  |  |  | 4 |     |      |   |   |
| Superiors      |  |  |  |  | 2 |     | -2.0 | 2 | 2 |
| Peers          |  |  |  |  |   | 4.2 | 0.3  | 5 | 3 |
| Direct Reports |  |  |  |  | 4 |     | 0.0  | 4 | 4 |
| Others         |  |  |  |  | 4 |     | 0.0  | 4 | 4 |

Exercises effective planning in preparing for the future.

|                |  |  |  |  |   |     |      |   |   |
|----------------|--|--|--|--|---|-----|------|---|---|
| Self Score     |  |  |  |  | 3 |     |      |   |   |
| Superiors      |  |  |  |  | 2 |     | -1.0 | 2 | 2 |
| Peers          |  |  |  |  |   | 2.8 | -0.3 | 4 | 1 |
| Direct Reports |  |  |  |  | 4 |     | 1.0  | 4 | 4 |
| Others         |  |  |  |  | 4 |     | 1.0  | 4 | 4 |

Demonstrates a clear grasp of what needs to be done.

|                |  |  |  |  |   |     |      |   |   |
|----------------|--|--|--|--|---|-----|------|---|---|
| Self Score     |  |  |  |  | 4 |     |      |   |   |
| Superiors      |  |  |  |  | 4 |     | 0.0  | 4 | 4 |
| Peers          |  |  |  |  |   | 3.8 | -0.3 | 5 | 2 |
| Direct Reports |  |  |  |  | 4 |     | 0.0  | 4 | 4 |
| Others         |  |  |  |  | 4 |     | 0.0  | 4 | 4 |

Coordinates work activities efficiently to achieve goals.

|                |  |  |  |  |   |     |      |   |   |
|----------------|--|--|--|--|---|-----|------|---|---|
| Self Score     |  |  |  |  | 4 |     |      |   |   |
| Superiors      |  |  |  |  | 4 |     | 0.0  | 4 | 4 |
| Peers          |  |  |  |  |   | 3.5 | -0.5 | 4 | 3 |
| Direct Reports |  |  |  |  |   | 5   | 1.0  | 5 | 5 |
| Others         |  |  |  |  | 4 |     | 0.0  | 4 | 4 |

Executes his/her specific job functions in a competent manner.

|                |  |  |  |  |   |     |      |   |   |
|----------------|--|--|--|--|---|-----|------|---|---|
| Self Score     |  |  |  |  | 4 |     |      |   |   |
| Superiors      |  |  |  |  | 4 |     | 0.0  | 4 | 4 |
| Peers          |  |  |  |  |   | 3.7 | -0.3 | 4 | 3 |
| Direct Reports |  |  |  |  |   | 5   | 1.0  | 5 | 5 |
| Others         |  |  |  |  | 4 |     | 0.0  | 4 | 4 |

0=Unable To Rate 1=Never 2=Rarely 3=Sometimes 4=Often 5=Always

## Dimension: Administrative Competence Comments

**Respondents were asked to share any comments or observations related to the Administrative Competence dimension that would impact Tom Sample's effectiveness.**

### **Superior(s) Comments**

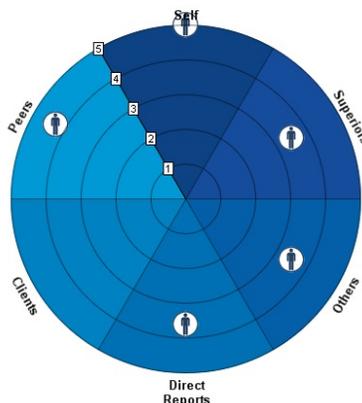
- Tom appears to struggle at times with being organized. He's under a great deal of pressure to meet deadlines, but his lack of organizational skills seems to make this worse.

### **All Others' Comments**

- Very focused on his duties and responsibilities.
- Quite often his paperwork is late and causes problems for others
- Tom is very effective when it comes to his responsibilities...he makes sure all project plans are in place before launching. It may be overkill, as the amount of detail he requires of us in the planning stages can sometimes be overwhelming.

# Dimension: Decisiveness

**Decisiveness  
Score:  
3.8**



| Respondent     | Score | Gap  | Hi | Lo |
|----------------|-------|------|----|----|
| Self           | 5.0   |      | 5  | 5  |
| Superiors      | 3.5   | -1.5 | 5  | 2  |
| Direct Reports | 3.6   | -1.4 | 5  | 2  |
| Peers          | 4.3   | -0.7 | 5  | 4  |
| Others         | 3.5   | -1.5 | 4  | 3  |

Respondents were asked to evaluate the extent to which Tom Sample...

|   | 0              | 1 | 2 | 3   | 4   | 5 | Gap  | Hi | Lo |
|---|----------------|---|---|-----|-----|---|------|----|----|
| Stands firm in the face of opposition.                            | Self Score     |   |   |     |     | 5 |      |    |    |
|   | Superiors      |   | 2 |     |     |   | -3.0 | 2  | 2  |
|   | Peers          |   |   | 4   |     |   | -1.0 | 5  | 2  |
|   | Direct Reports |   |   |     |     | 5 | 0.0  | 5  | 5  |
|   | Others         |   |   |     | 4   |   | -1.0 | 4  | 4  |
| Follows through on commitments and/or promises made.              | Self Score     |   |   |     |     | 5 |      |    |    |
|   | Superiors      |   |   |     |     | 5 | 0.0  | 5  | 5  |
|   | Peers          |   |   | 3.5 |     |   | -1.5 | 4  | 3  |
|   | Direct Reports |   |   |     | 4   |   | -1.0 | 4  | 4  |
|   | Others         |   |   |     | 4   |   | -1.0 | 4  | 4  |
| Conveys confidence in sticking with their decisions.              | Self Score     |   |   |     |     | 5 |      |    |    |
|   | Superiors      |   | 2 |     |     |   | -3.0 | 2  | 2  |
|   | Peers          |   |   | 4   |     |   | -1.0 | 5  | 2  |
|   | Direct Reports |   |   |     | 4   |   | -1.0 | 4  | 4  |
|   | Others         |   |   |     | 3   |   | -2.0 | 3  | 3  |
| Speaks and acts with conviction.                                  | Self Score     |   |   |     |     | 5 |      |    |    |
|   | Superiors      |   |   | 4   |     |   | -1.0 | 4  | 4  |
|   | Peers          |   |   |     | 3.8 |   | -1.3 | 5  | 3  |
|   | Direct Reports |   |   |     |     | 5 | 0.0  | 5  | 5  |
|   | Others         |   |   |     | 3   |   | -2.0 | 3  | 3  |
| Can make tough decisions, in spite of pressure from stakeholders. | Self Score     |   |   |     |     | 5 |      |    |    |
|   | Superiors      |   |   |     |     | 5 | 0.0  | 5  | 5  |
|   | Peers          |   |   | 3.5 |     |   | -1.5 | 4  | 2  |
|   | Direct Reports |   |   |     | 4   |   | -1.0 | 4  | 4  |
|   | Others         |   |   |     | 4   |   | -1.0 | 4  | 4  |
| Avoids flip-flopping on difficult decisions.                      | Self Score     |   |   |     |     | 5 |      |    |    |
|   | Superiors      |   |   | 3   |     |   | -2.0 | 3  | 3  |
|   | Peers          |   |   |     | 2.8 |   | -2.3 | 4  | 2  |
|   | Direct Reports |   |   |     |     | 4 | -1.0 | 4  | 4  |
|   | Others         |   |   |     | 3   |   | -2.0 | 3  | 3  |

0=Unable To Rate 1=Never 2=Rarely 3=Sometimes 4=Often 5=Always

## Dimension: Decisiveness Comments

**Respondents were asked to share any comments or observations related to the Decisiveness dimension that would impact Tom Sample's effectiveness.**

### **Superior(s) Comments**

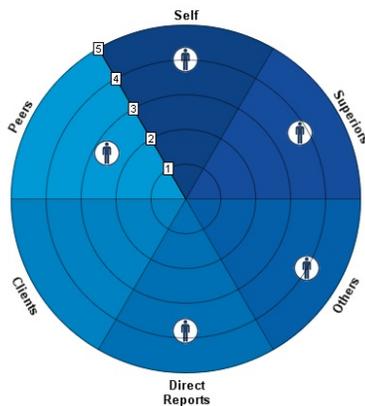
- Although Tom is quick to jump into a situation and recommend a course of action, he can also be too quick to reverse course when things don't go well. If he is confident in his decisions, Tom's actions do not always reflect this.

### **All Others' Comments**

- Tom understands what needs to be done to accomplish the task at hand and makes decisions appropriately
- Is decisive on most issues, however can be swayed by others especially superiors
- There are times when Tom back-tracks too easily when decisions are challenged.
- Tom has no problems when difficult decisions are required. I have confidence that he will not back down from a decision once it's been made, and will stand up for our team when appropriate.

# Dimension: Adaptability

**Adaptability Score: 3.7**



| Respondent     | Score | Gap  | Hi | Lo |
|----------------|-------|------|----|----|
| Self           | 4.0   |      | 5  | 2  |
| Superiors      | 3.8   | -0.2 | 5  | 3  |
| Direct Reports | 3.8   | -0.3 | 5  | 2  |
| Peers          | 2.6   | -1.4 | 3  | 2  |
| Others         | 4.0   | 0.0  | 4  | 4  |

Respondents were asked to evaluate the extent to which Tom Sample...

|  | 0              | 1   | 2 | 3 | 4 | 5 | Gap  | Hi | Lo |  |
|--|----------------|-----|---|---|---|---|------|----|----|--|
| Responds well to rapidly changing circumstances.                               | Self Score     | 5   |   |   |   |   |      |    |    |  |
|  | Superiors      | 5   |   |   |   |   | 0.0  | 5  | 5  |  |
|  | Peers          | 4   |   |   |   |   | -1.0 | 5  | 2  |  |
|  | Direct Reports | 3   |   |   |   |   | -2.0 | 3  | 3  |  |
|  | Others         | 4   |   |   |   |   | -1.0 | 4  | 4  |  |
| Adapts their approach effectively when plans change with little or no warning. | Self Score     | 5   |   |   |   |   |      |    |    |  |
|  | Superiors      | 3   |   |   |   |   | -2.0 | 3  | 3  |  |
|  | Peers          | 4   |   |   |   |   | -1.0 | 5  | 2  |  |
|  | Direct Reports | 2   |   |   |   |   | -3.0 | 2  | 2  |  |
|  | Others         | 4   |   |   |   |   | -1.0 | 4  | 4  |  |
| Maintains an effective balance between flexibility and consistency.            | Self Score     | 5   |   |   |   |   |      |    |    |  |
|  | Superiors      | 4   |   |   |   |   | -1.0 | 4  | 4  |  |
|  | Peers          | 3   |   |   |   |   | -2.0 | 4  | 2  |  |
|  | Direct Reports | 3   |   |   |   |   | -2.0 | 3  | 3  |  |
|  | Others         | 4   |   |   |   |   | -1.0 | 4  | 4  |  |
| Shows an ability to work effectively in a fluid environment.                   | Self Score     | 3   |   |   |   |   |      |    |    |  |
|  | Superiors      | 4   |   |   |   |   | 1.0  | 4  | 4  |  |
|  | Peers          | 3.5 |   |   |   |   | 0.5  | 5  | 2  |  |
|  | Direct Reports | 2   |   |   |   |   | -1.0 | 2  | 2  |  |
|  | Others         | 4   |   |   |   |   | 1.0  | 4  | 4  |  |
| Makes adjustments when needed to overcome unexpected obstacles.                | Self Score     | 2   |   |   |   |   |      |    |    |  |
|  | Superiors      | 3   |   |   |   |   | 1.0  | 3  | 3  |  |
|  | Peers          | 4.2 |   |   |   |   | 2.3  | 5  | 3  |  |
|  | Direct Reports | 3   |   |   |   |   | 1.0  | 3  | 3  |  |
|  | Others         | 4   |   |   |   |   | 2.0  | 4  | 4  |  |

0=Unable To Rate 1=Never 2=Rarely 3=Sometimes 4=Often 5=Always

## Dimension: Adaptability Comments

**Respondents were asked to share any comments or observations related to the Adaptability dimension that would impact Tom Sample's effectiveness.**

### **Superior(s) Comments**

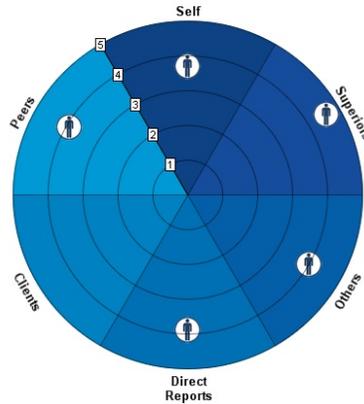
- Tom moves quickly, and adapts well to change. This is mostly a strength, although there are times when Tom adjusts with little rationale, other than the fact that someone has challenged his decision.

### **All Others' Comments**

- Tom gets very frustrated when circumstances change and occasionally takes his frustration out on others
- Very inflexible when it comes to his own role
- Tom adapts well to a fast-paced environment.
- Tom can be inflexible when a project shifts gears. One of his strengths is his planning, but one of his challenges is departing from the plan he created. He would be more effective if, when unexpected challenges pop up, he would take input from other team members, rather than "sticking to the script".

# Dimension: Self-Development

**Self-Development  
Score:  
3.9**



| Respondent     | Score | Gap | Hi | Lo |
|----------------|-------|-----|----|----|
| Self           | 3.7   |     | 5  | 3  |
| Superiors      | 4.6   | 0.9 | 5  | 4  |
| Direct Reports | 3.9   | 0.1 | 5  | 2  |
| Peers          | 3.9   | 0.1 | 4  | 3  |
| Others         | 4.0   | 0.3 | 4  | 4  |

Respondents were asked to evaluate the extent to which Tom Sample...

|  | 0 | 1 | 2 | 3 | 4 | 5   | Gap  | Hi | Lo |
|--|---|---|---|---|---|-----|------|----|----|
| Makes an effort to evaluate their effectiveness in the position.       |   |   |   |   |   | 5   |      |    |    |
|  |   |   |   |   |   | 5   | 0.0  | 5  | 5  |
|  |   |   |   |   |   | 4.2 | -0.8 | 5  | 3  |
|  |   |   |   |   |   | 4   | -1.0 | 4  | 4  |
|  |   |   |   |   |   | 4   | -1.0 | 4  | 4  |
| Exercises appropriate authority in their position.                     |   |   |   |   |   | 4   |      |    |    |
|  |   |   |   |   |   | 4   | 0.0  | 4  | 4  |
|  |   |   |   |   |   | 4.8 | 0.8  | 5  | 4  |
|  |   |   |   |   |   | 4   | 0.0  | 4  | 4  |
|  |   |   |   |   |   | 4   | 0.0  | 4  | 4  |
| Invests in his/her personal growth and development.                    |   |   |   |   |   | 3   |      |    |    |
|  |   |   |   |   |   | 4   | 1.0  | 4  | 4  |
|  |   |   |   |   |   | 3.8 | 0.8  | 5  | 2  |
|  |   |   |   |   |   | 4   | 1.0  | 4  | 4  |
|  |   |   |   |   |   | 4   | 1.0  | 4  | 4  |
| Exhibits confidence in leading others.                                 |   |   |   |   |   | 4   |      |    |    |
|  |   |   |   |   |   | 5   | 1.0  | 5  | 5  |
|  |   |   |   |   |   | 3.5 | -0.5 | 4  | 3  |
|  |   |   |   |   |   | 4   | 0.0  | 4  | 4  |
|  |   |   |   |   |   | 4   | 0.0  | 4  | 4  |
| Takes action to become a more effective leader.                        |   |   |   |   |   | 3   |      |    |    |
|  |   |   |   |   |   | 5   | 2.0  | 5  | 5  |
|  |   |   |   |   |   | 3.5 | 0.5  | 5  | 2  |
|  |   |   |   |   |   | 4   | 1.0  | 4  | 4  |
|  |   |   |   |   |   | 4   | 1.0  | 4  | 4  |
| Can take criticism and learn from it constructively.                   |   |   |   |   |   | 4   |      |    |    |
|  |   |   |   |   |   | 5   | 1.0  | 5  | 5  |
|  |   |   |   |   |   | 3.5 | -0.5 | 5  | 2  |
|  |   |   |   |   |   | 3   | -1.0 | 3  | 3  |
|  |   |   |   |   |   | 4   | 0.0  | 4  | 4  |
| Seeks opportunities to learn new skills or to sharpen existing skills. |   |   |   |   |   | 3   |      |    |    |
|  |   |   |   |   |   | 4   | 1.0  | 4  | 4  |
|  |   |   |   |   |   | 3.8 | 0.8  | 5  | 3  |
|  |   |   |   |   |   | 4   | 1.0  | 4  | 4  |
|  |   |   |   |   |   | 4   | 1.0  | 4  | 4  |

0=Unable To Rate 1=Never 2=Rarely 3=Sometimes 4=Often 5=Always

## Dimension: Self-Development Comments

**Respondents were asked to share any comments or observations related to the Self-Development dimension that would impact Tom Sample's effectiveness.**

### **Superior(s) Comments**

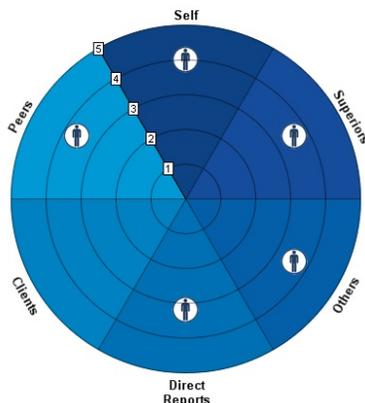
- Tom devotes considerable attention to his professional growth, and sets a positive example for others. When a concern is brought to his attention, Tom works diligently to make improvements. He strives to be an effective leader, and his efforts are noticed by senior management.

### **All Others' Comments**

- Tom appears to be happy just as he is, he makes little effort to be a more effective leader - he prefers his way or the highway
- No comments on this dimension
- Tom is continually sharpening the saw, so to speak. He will also provide team members with resources that will allow us to grow in our present skill sets. One example is enrolling all of us in Toastmasters, to help sharpen our public speaking skills.

# Dimension: Vision

**Vision Score: 3.4**



| Respondent     | Score | Gap  | Hi | Lo |
|----------------|-------|------|----|----|
| Self           | 4.0   |      | 5  | 3  |
| Superiors      | 3.6   | -0.4 | 4  | 3  |
| Direct Reports | 3.2   | -0.9 | 5  | 1  |
| Peers          | 3.6   | -0.4 | 4  | 3  |
| Others         | 3.6   | -0.4 | 5  | 3  |

Respondents were asked to evaluate the extent to which Tom Sample...

Includes others in pursuing the goals of the team or organization.

|                | 0 | 1 | 2   | 3 | 4 | 5 | Gap | Hi | Lo |
|----------------|---|---|-----|---|---|---|-----|----|----|
| Self Score     |   |   |     | 3 |   |   |     |    |    |
| Superiors      |   |   |     | 4 |   |   | 1.0 | 4  | 4  |
| Peers          |   |   | 3.2 |   |   |   | 0.3 | 5  | 2  |
| Direct Reports |   |   | 3   |   |   |   | 0.0 | 3  | 3  |
| Others         |   |   |     |   |   | 5 | 2.0 | 5  | 5  |

Encourages others to rally toward common goals.

|                |  |  |     |   |  |  |      |   |   |
|----------------|--|--|-----|---|--|--|------|---|---|
| Self Score     |  |  |     | 4 |  |  |      |   |   |
| Superiors      |  |  |     | 4 |  |  | 0.0  | 4 | 4 |
| Peers          |  |  | 3.2 |   |  |  | -0.8 | 5 | 2 |
| Direct Reports |  |  | 4   |   |  |  | 0.0  | 4 | 4 |
| Others         |  |  | 3   |   |  |  | -1.0 | 3 | 3 |

Explains how others' efforts contribute to the success of the team or organization.

|                |  |  |     |   |  |   |      |   |   |
|----------------|--|--|-----|---|--|---|------|---|---|
| Self Score     |  |  |     | 4 |  |   |      |   |   |
| Superiors      |  |  |     | 3 |  |   | -1.0 | 3 | 3 |
| Peers          |  |  | 2.2 |   |  |   | -1.8 | 5 | 1 |
| Direct Reports |  |  | 3   |   |  |   | -1.0 | 3 | 3 |
| Others         |  |  |     |   |  | 4 | 0.0  | 4 | 4 |

Shows a sense of purpose that others can buy into.

|                |  |  |     |   |  |   |      |   |   |
|----------------|--|--|-----|---|--|---|------|---|---|
| Self Score     |  |  |     |   |  | 5 |      |   |   |
| Superiors      |  |  |     | 4 |  |   | -1.0 | 4 | 4 |
| Peers          |  |  | 3.5 |   |  |   | -1.5 | 5 | 2 |
| Direct Reports |  |  | 4   |   |  |   | -1.0 | 4 | 4 |
| Others         |  |  | 3   |   |  |   | -2.0 | 3 | 3 |

Conveys clear expectations for the team or organization.

|                |  |  |     |   |  |  |      |   |   |
|----------------|--|--|-----|---|--|--|------|---|---|
| Self Score     |  |  |     | 4 |  |  |      |   |   |
| Superiors      |  |  |     | 3 |  |  | -1.0 | 3 | 3 |
| Peers          |  |  | 3.5 |   |  |  | -0.5 | 4 | 3 |
| Direct Reports |  |  | 4   |   |  |  | 0.0  | 4 | 4 |
| Others         |  |  | 3   |   |  |  | -1.0 | 3 | 3 |

0=Unable To Rate 1=Never 2=Rarely 3=Sometimes 4=Often 5=Always

## Dimension: Vision Comments

**Respondents were asked to share any comments or observations related to the Vision dimension that would impact Tom Sample's effectiveness.**

### **Superior(s) Comments**

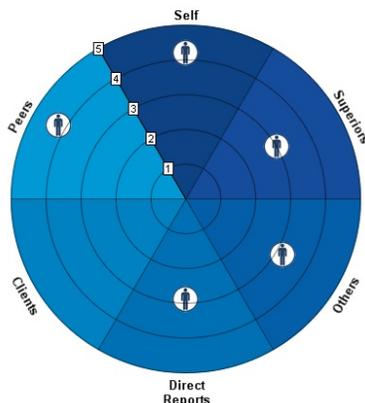
- Tom pushes his team to achieve the goals assigned and his actions support the vision of the organization.

### **All Others' Comments**

- Tom understands where the company needs to go and expects that we will to.
- Has a good idea of where he wants the department and team to go, however gets side-tracked on occasions
- Tom keeps us very focused on reaching our annual team goals.
- Tom could be more effective in getting buy in from the team. His "my way or the highway" approach can be frustrating for those of us that would like our ideas to be heard. If he would listen and then provide feedback, rather than just cutting off the input, we would be much more engaged.

# Dimension: Stress Tolerance

**Stress Tolerance Score: 3.3**



| Respondent     | Score | Gap  | Hi | Lo |
|----------------|-------|------|----|----|
| Self           | 4.2   |      | 5  | 3  |
| Superiors      | 3.0   | -1.2 | 4  | 2  |
| Direct Reports | 2.9   | -1.3 | 5  | 2  |
| Peers          | 4.2   | 0.0  | 5  | 4  |
| Others         | 3.2   | -1.0 | 4  | 3  |

Respondents were asked to evaluate the extent to which Tom Sample...

|   | 0              | 1 | 2 | 3   | 4   | 5   | Gap  | Hi | Lo |
|---|----------------|---|---|-----|-----|-----|------|----|----|
| Handles intense pressure in an effective manner.                    | Self Score     |   |   |     |     | 5   |      |    |    |
|   | Superiors      |   | 2 |     |     |     | -3.0 | 2  | 2  |
|   | Peers          |   |   | 2.8 |     |     | -2.3 | 3  | 2  |
|   | Direct Reports |   |   |     |     |     | 0.0  | 5  | 5  |
|   | Others         |   |   |     | 3   |     | -2.0 | 3  | 3  |
| Offers a calming influence over others during times of uncertainty. | Self Score     |   |   |     |     | 5   |      |    |    |
|   | Superiors      |   |   |     | 4   |     | -1.0 | 4  | 4  |
|   | Peers          |   |   |     | 3.2 |     | -1.8 | 4  | 2  |
|   | Direct Reports |   |   |     |     | 4   | -1.0 | 4  | 4  |
|   | Others         |   |   |     | 3   |     | -2.0 | 3  | 3  |
| Maintains personal composure during times of stress.                | Self Score     |   |   |     | 4   |     |      |    |    |
|   | Superiors      |   |   |     | 4   |     | 0.0  | 4  | 4  |
|   | Peers          |   |   |     | 3.5 |     | -0.5 | 5  | 3  |
|   | Direct Reports |   |   |     |     | 4   | 0.0  | 4  | 4  |
|   | Others         |   |   |     | 3   |     | -1.0 | 3  | 3  |
| Is someone others lean on during high-stakes situations.            | Self Score     |   |   |     |     | 4   |      |    |    |
|   | Superiors      |   |   |     | 2   |     | -2.0 | 2  | 2  |
|   | Peers          |   |   |     | 2.5 |     | -1.5 | 3  | 2  |
|   | Direct Reports |   |   |     |     | 4   | 0.0  | 4  | 4  |
|   | Others         |   |   |     |     | 4   | 0.0  | 4  | 4  |
| Responds appropriately to conflict.                                 | Self Score     |   |   |     |     | 3   |      |    |    |
|   | Superiors      |   |   |     |     | 3   | 0.0  | 3  | 3  |
|   | Peers          |   |   |     |     | 2.5 | -0.5 | 4  | 2  |
|   | Direct Reports |   |   |     |     | 4   | 1.0  | 4  | 4  |
|   | Others         |   |   |     |     | 3   | 0.0  | 3  | 3  |

0=Unable To Rate 1=Never 2=Rarely 3=Sometimes 4=Often 5=Always

## Dimension: Stress Tolerance Comments

**Respondents were asked to share any comments or observations related to the Stress tolerance dimension that would impact Tom Sample's effectiveness.**

### **Superior(s) Comments**

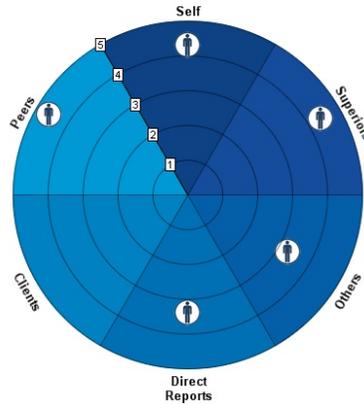
- While Tom does not appear "stressed out" very often, at times, he does avoid stressful situations when his help is needed most. We have had a number of instances this year when Tom reversed a previous decision too soon, when it appeared that others were challenging him. His efforts to avoid stress or pressure may impact his resilience as a leader.

### **All Others' Comments**

- Tom does not let many things bother him and does not understand when certain things may bother others
- Is good at managing his stress
- There are times when Tom's intensity level can lead to stress, for himself and for others.
- When the heat is on, Tom is at his best. Deadlines are very difficult to meet, yet during crunch time, Tom rarely breaks a sweat. He is the leader to have in charge of the most stressful projects.

# Dimension: Performance Orientation

**Performance Orientation Score: 3.8**



| Respondent     | Score | Gap  | Hi | Lo |
|----------------|-------|------|----|----|
| Self           | 4.3   |      | 5  | 3  |
| Superiors      | 4.4   | 0.1  | 5  | 4  |
| Direct Reports | 3.4   | -0.9 | 5  | 1  |
| Peers          | 4.6   | 0.3  | 5  | 4  |
| Others         | 3.3   | -1.0 | 4  | 3  |

Respondents were asked to evaluate the extent to which Tom Sample...

|  | 0              | 1   | 2 | 3 | 4 | 5 | Gap  | Hi | Lo |  |
|--|----------------|-----|---|---|---|---|------|----|----|--|
| Contributes significantly to the success of the team/organization. | Self Score     | 5   |   |   |   |   |      |    |    |  |
|  | Superiors      | 5   |   |   |   |   | 0.0  | 5  | 5  |  |
|  | Peers          | 2.5 |   |   |   |   | -2.5 | 4  | 1  |  |
|  | Direct Reports | 4   |   |   |   |   | -1.0 | 4  | 4  |  |
|  | Others         | 3   |   |   |   |   | -2.0 | 3  | 3  |  |
| Expresses a high drive for achievement.                            | Self Score     | 5   |   |   |   |   |      |    |    |  |
|  | Superiors      | 4   |   |   |   |   | -1.0 | 4  | 4  |  |
|  | Peers          | 3   |   |   |   |   | -2.0 | 4  | 2  |  |
|  | Direct Reports | 4   |   |   |   |   | -1.0 | 4  | 4  |  |
|  | Others         | 3   |   |   |   |   | -2.0 | 3  | 3  |  |
| Holds themselves to high standards for effort.                     | Self Score     | 4   |   |   |   |   |      |    |    |  |
|  | Superiors      | 4   |   |   |   |   | 0.0  | 4  | 4  |  |
|  | Peers          | 3.3 |   |   |   |   | -0.7 | 5  | 2  |  |
|  | Direct Reports | 4   |   |   |   |   | 0.0  | 4  | 4  |  |
|  | Others         | 3   |   |   |   |   | -1.0 | 3  | 3  |  |
| Manages multiple priorities effectively.                           | Self Score     | 4   |   |   |   |   |      |    |    |  |
|  | Superiors      | 5   |   |   |   |   | 1.0  | 5  | 5  |  |
|  | Peers          | 3.5 |   |   |   |   | -0.5 | 5  | 3  |  |
|  | Direct Reports | 5   |   |   |   |   | 1.0  | 5  | 5  |  |
|  | Others         | 4   |   |   |   |   | 0.0  | 4  | 4  |  |
| Is intensely focused on getting things done.                       | Self Score     | 3   |   |   |   |   |      |    |    |  |
|  | Superiors      | 4   |   |   |   |   | 1.0  | 4  | 4  |  |
|  | Peers          | 4   |   |   |   |   | 1.0  | 5  | 3  |  |
|  | Direct Reports | 5   |   |   |   |   | 2.0  | 5  | 5  |  |
|  | Others         | 3   |   |   |   |   | 0.0  | 3  | 3  |  |
| Pursues measurable performance goals.                              | Self Score     | 4   |   |   |   |   |      |    |    |  |
|  | Superiors      | 4   |   |   |   |   | 0.0  | 4  | 4  |  |
|  | Peers          | 4   |   |   |   |   | 0.0  | 5  | 3  |  |
|  | Direct Reports | 5   |   |   |   |   | 1.0  | 5  | 5  |  |
|  | Others         | 3   |   |   |   |   | -1.0 | 3  | 3  |  |
| Has high expectations for themselves.                              | Self Score     | 5   |   |   |   |   |      |    |    |  |
|  | Superiors      | 5   |   |   |   |   | 0.0  | 5  | 5  |  |
|  | Peers          | 3.5 |   |   |   |   | -1.5 | 4  | 2  |  |
|  | Direct Reports | 5   |   |   |   |   | 0.0  | 5  | 5  |  |
|  | Others         | 4   |   |   |   |   | -1.0 | 4  | 4  |  |

0=Unable To Rate 1=Never 2=Rarely 3=Sometimes 4=Often 5=Always

## Dimension: Performance Orientation Comments

**Respondents were asked to share any comments or observations related to the Performance Orientation dimension that would impact Tom Sample's effectiveness.**

### **Superior(s) Comments**

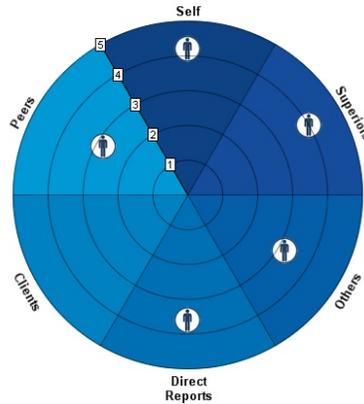
- Tom clearly pushes himself very hard, and he is very focused on leading the pack when it comes to performance expectations.

### **All Others' Comments**

- Tom has a great work ethic
- Not sure on this dimension.
- Tom holds himself to the same high standards that he holds the team to....he is a multi-tasker that can balance many priorities at once. Tom drives himself to excellence just as he drives the team, and the results are reflected in this drive.

# Dimension: Creativity

**Creativity Score: 3.6**



| Respondent     | Score | Gap  | Hi | Lo |
|----------------|-------|------|----|----|
| Self           | 4.2   |      | 5  | 2  |
| Superiors      | 4.0   | -0.2 | 5  | 3  |
| Direct Reports | 3.7   | -0.6 | 5  | 1  |
| Peers          | 2.8   | -1.4 | 4  | 2  |
| Others         | 3.2   | -1.0 | 4  | 3  |

Respondents were asked to evaluate the extent to which Tom Sample...

Comes up with innovative suggestions to counter challenges.

|                       | 0 | 1 | 2 | 3 | 4 | 5 | Gap  | Hi | Lo |
|-----------------------|---|---|---|---|---|---|------|----|----|
| <b>Self Score</b>     |   |   |   |   |   | 5 |      |    |    |
| <b>Superiors</b>      |   |   |   | 3 |   |   | -2.0 | 3  | 3  |
| <b>Peers</b>          |   |   |   |   | 4 |   | -1.0 | 5  | 2  |
| <b>Direct Reports</b> |   |   |   | 3 |   |   | -2.0 | 3  | 3  |
| <b>Others</b>         |   |   |   | 3 |   |   | -2.0 | 3  | 3  |

Offers new approaches to increase team/organizational effectiveness,

|                       |  |  |  |   |     |   |      |   |   |
|-----------------------|--|--|--|---|-----|---|------|---|---|
| <b>Self Score</b>     |  |  |  |   |     | 5 |      |   |   |
| <b>Superiors</b>      |  |  |  | 4 |     |   | -1.0 | 4 | 4 |
| <b>Peers</b>          |  |  |  |   | 3.8 |   | -1.3 | 5 | 1 |
| <b>Direct Reports</b> |  |  |  | 2 |     |   | -3.0 | 2 | 2 |
| <b>Others</b>         |  |  |  | 3 |     |   | -2.0 | 3 | 3 |

Encourages an environment of continual improvement and innovation.

|                       |  |  |  |   |     |   |      |   |   |
|-----------------------|--|--|--|---|-----|---|------|---|---|
| <b>Self Score</b>     |  |  |  |   |     | 5 |      |   |   |
| <b>Superiors</b>      |  |  |  | 4 |     |   | -1.0 | 4 | 4 |
| <b>Peers</b>          |  |  |  |   | 3.8 |   | -1.3 | 5 | 2 |
| <b>Direct Reports</b> |  |  |  | 4 |     |   | -1.0 | 4 | 4 |
| <b>Others</b>         |  |  |  | 3 |     |   | -2.0 | 3 | 3 |

Experiments appropriately with new or unproven techniques.

|                       |  |  |  |   |     |   |      |   |   |
|-----------------------|--|--|--|---|-----|---|------|---|---|
| <b>Self Score</b>     |  |  |  |   | 4   |   |      |   |   |
| <b>Superiors</b>      |  |  |  |   |     | 5 | 1.0  | 5 | 5 |
| <b>Peers</b>          |  |  |  |   | 3.8 |   | -0.3 | 5 | 2 |
| <b>Direct Reports</b> |  |  |  | 3 |     |   | -1.0 | 3 | 3 |
| <b>Others</b>         |  |  |  | 4 |     |   | 0.0  | 4 | 4 |

Is willing to consider ideas offered by others.

|                       |  |  |  |   |   |  |     |   |   |
|-----------------------|--|--|--|---|---|--|-----|---|---|
| <b>Self Score</b>     |  |  |  |   | 2 |  |     |   |   |
| <b>Superiors</b>      |  |  |  |   | 4 |  | 2.0 | 4 | 4 |
| <b>Peers</b>          |  |  |  |   | 3 |  | 1.0 | 4 | 2 |
| <b>Direct Reports</b> |  |  |  | 2 |   |  | 0.0 | 2 | 2 |
| <b>Others</b>         |  |  |  | 3 |   |  | 1.0 | 3 | 3 |

0=Unable To Rate 1=Never 2=Rarely 3=Sometimes 4=Often 5=Always

## Dimension: Creativity Comments

**Respondents were asked to share any comments or observations related to the Creativity dimension that would impact Tom Sample's effectiveness.**

### **Superior(s) Comments**

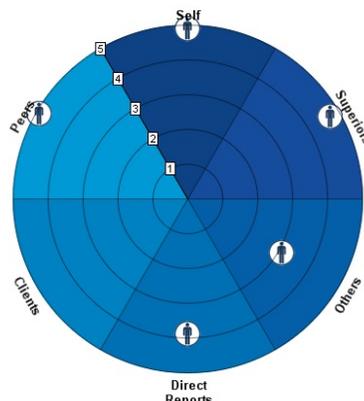
- Tom is well known, and highly regarded for his creativity.

### **All Others' Comments**

- Tom likes things just the way they are, not need to change
- Is really very creative in what approaches he takes around tasks that are difficult for the team
- We often rely on Tom for his innovative approach to problem-solving.
- One of the Toms biggest improvement opportunities would be flexibility. His approach is very rigid, and does not encourage us to think outside of the box. I would like to see him "ask" more than "tell"...it would help a lot with our team moral.

# Dimension: Integrity

**Integrity Score: 4.2**



| Respondent     | Score | Gap  | Hi | Lo |
|----------------|-------|------|----|----|
| Self           | 4.9   |      | 5  | 4  |
| Superiors      | 4.7   | -0.1 | 5  | 4  |
| Direct Reports | 3.9   | -0.9 | 5  | 2  |
| Peers          | 4.9   | 0.0  | 5  | 4  |
| Others         | 3.1   | -1.7 | 4  | 3  |

Respondents were asked to evaluate the extent to which Tom Sample...

|   | 0              | 1 | 2 | 3 | 4   | 5 | Gap  | Hi | Lo |
|---|----------------|---|---|---|-----|---|------|----|----|
| Shows fairness in dealing with others.  | Self Score     |   |   |   |     | 5 |      |    |    |
|   | Superiors      |   |   |   | 4   |   | -1.0 | 4  | 4  |
|   | Peers          |   |   |   | 4.2 |   | -0.8 | 5  | 3  |
|   | Direct Reports |   |   |   |     |   | 0.0  | 5  | 5  |
|   | Others         |   |   |   | 3   |   | -2.0 | 3  | 3  |
| Approaches work in a manner consistent with organizational values and expectations. | Self Score     |   |   |   |     | 5 |      |    |    |
|   | Superiors      |   |   |   |     | 5 | 0.0  | 5  | 5  |
|   | Peers          |   |   |   | 4.2 |   | -0.8 | 5  | 3  |
|   | Direct Reports |   |   |   |     | 5 | 0.0  | 5  | 5  |
|   | Others         |   |   |   | 3   |   | -2.0 | 3  | 3  |
| Treats others equally, regardless of position or personal relationships.            | Self Score     |   |   |   |     | 5 |      |    |    |
|   | Superiors      |   |   |   |     | 5 | 0.0  | 5  | 5  |
|   | Peers          |   |   |   | 3.5 |   | -1.5 | 4  | 2  |
|   | Direct Reports |   |   |   |     | 5 | 0.0  | 5  | 5  |
|   | Others         |   |   |   | 3   |   | -2.0 | 3  | 3  |
| Speaks and acts in a consistent manner.   | Self Score     |   |   |   | 4   |   |      |    |    |
|   | Superiors      |   |   |   |     | 5 | 1.0  | 5  | 5  |
|   | Peers          |   |   |   | 4.2 |   | 0.3  | 5  | 4  |
|   | Direct Reports |   |   |   |     | 5 | 1.0  | 5  | 5  |
|   | Others         |   |   |   | 3   |   | -1.0 | 3  | 3  |
| Demonstrates a clear sense of right and wrong.                                      | Self Score     |   |   |   |     | 5 |      |    |    |
|   | Superiors      |   |   |   | 4   |   | -1.0 | 4  | 4  |
|   | Peers          |   |   |   | 4   |   | -1.0 | 5  | 3  |
|   | Direct Reports |   |   |   |     | 5 | 0.0  | 5  | 5  |
|   | Others         |   |   |   | 3   |   | -2.0 | 3  | 3  |
| Is reliable and consistent in decision-making.                                      | Self Score     |   |   |   |     | 5 |      |    |    |
|   | Superiors      |   |   |   |     | 5 | 0.0  | 5  | 5  |
|   | Peers          |   |   |   | 3.2 |   | -1.8 | 4  | 3  |
|   | Direct Reports |   |   |   | 4   |   | -1.0 | 4  | 4  |
|   | Others         |   |   |   | 3   |   | -2.0 | 3  | 3  |
| Honors confidentiality and preserves sensitive information                          | Self Score     |   |   |   |     | 5 |      |    |    |
|   | Superiors      |   |   |   |     | 5 | 0.0  | 5  | 5  |
|   | Peers          |   |   |   | 4   |   | -1.0 | 5  | 3  |
|   | Direct Reports |   |   |   |     | 5 | 0.0  | 5  | 5  |
|   | Others         |   |   |   | 4   |   | -1.0 | 4  | 4  |

0=Unable To Rate 1=Never 2=Rarely 3=Sometimes 4=Often 5=Always

## Dimension: Integrity Comments

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**Respondents were asked to share any comments or observations related to the Integrity dimension that would impact Tom Sample's effectiveness.**

### **Superior(s) Comments**

- Tom provides an outstanding model of integrity and honesty for all those with whom he works.

### **All Others' Comments**

- Sometimes it seems that Tom has his favorites
- Seems to have favorites in the team. Not good for some of us. He needs to change this.
- Tom's integrity is beyond reproach. He never speaks out of both sides of his mouth, and has a non-biased approach in dealing with his team members.

## Overall Comments

**In what way does Tom Sample contribute to his/her own effectiveness (based on their behavior, skills, style, and so on)? In other words, what should Tom Sample CONTINUE doing?**

### Superior(s) Comments

- Tom is dedicated to his personal and professional growth, and his actions serve as a great model for his team members. His enthusiasm provides a positive impact on others, and his concern for building the future of the organization is something for which he is well known. He is compassionate and caring, and his direct reports really respect him as a leader.

### Others' Comments

- He is a hard worker and dedicated to the company
- Continue with the current focus he has on results
- Tom is very passionate about his work, and his enthusiasm is contagious.
- Tom is a master planner and organizer. His meticulous attention to detail ensures an on time launch and that deadlines are made. Tom is also very effective when it comes to buffering the team from challenges that are out of our hands. Additionally, his encouragement for us to learn new skills or sharpen our existing skills is greatly appreciated.

## Overall Comments

**In what way does Tom Sample detract from his/her own effectiveness (based on their behavior, skills, style, and so on)? In other words, what should Tom Sample STOP doing in order to be more effective?**

### Superior(s) Comments

- Tom needs to hold his ground when making difficult decisions. He clearly researches options and arrives at his decisions carefully, so he should not be so quick to back-track when one person challenges him. This is something that could impact his growth into senior management roles in the future.

### Others' Comments

- He should stop playing favorites with certain people
- Stop giving his favorites all the easy tasks that need to be achieved within the team.
- Tom might benefit from taking more time to contemplate the impact of decisions before taking action. It seems that Tom can be too quick to tackle issues at times, which can lead to mistakes or stress.
- Tom should stop micro managing the team on every task and duty. This micro-management contributes to stress levels when dealing with so many ongoing projects. When a task is delegated, Tom needs to have the confidence in the team to complete the task correctly.

## Overall Comments

**In what way might Tom Sample more positively impact the effectiveness of others (either individuals or the team/organization)? In other words, what should Tom Sample START doing in order to increase his/her contribution to the team/organization?**

### Superior(s) Comments

- Tom should have as much confidence in himself as we have in him. He needs to stand up for his position, and rather than caving in to pressure, he should explain how and why he reached the decision he did. We already know he includes input from others (a good thing), so if some put up resistance later, he should be more decisive and they will be more likely to follow his leadership rather than question him.

### Others' Comments

- He should start including the rest of us in decision making
- Paying attention to the feedback his team are giving him.
- Tom could take project management courses or receive some training on prioritization in order to be more effective.
- Tom needs to start encouraging input from the team. By getting our ideas and allowing those ideas to be discussed, he will get better buy-in from the team, rather than the "My way or the highway" approach. Even if the ideas are not used, allowing us to participate in the brainstorming sessions will boost moral.

## Contact Information

For more information regarding the LD:360 Feedback Feedback Program, or other products and services available to develop and coach high performers, please contact an LDC Affiliate:



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## Important Note

This report does not represent a comprehensive measure of psychological traits, nor does it claim to represent a prediction of behavior. No part of this report is intended to convey a psychological, medical, or psychiatric evaluation. This report is intended to provide personal insight that is useful in coaching, teambuilding, and other aspects of professional development. No employment decision should be made based, in whole or in part, on the results contained herein.