

Feedback Report

フィードバック

Обратная связь

피드백

HayGroup

Emotional and Social Competency Inventory

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Hay Group Accreditation Programs

03/27/07

משוב

Rétroaction

Introduction

What Is Emotional and Social Intelligence?

Emotional and Social Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions effectively in ourselves and in others. It describes the behaviors that sustain people in challenging roles, or as their careers become more demanding, and it captures the qualities that help people deal effectively with change.

The Emotional and Social Competency Inventory

Based on decades of research, across hundreds of roles and organizations, the Emotional and Social Competency Inventory (ESCI) model describes 12 competencies that differentiate outstanding from average performers. Although all of the ESCI competencies are important, you may not need to master all of them, in order to be successful. You may draw on different competencies, depending on your strengths, preferences, and the needs of the people and situations you work with.

The Four Clusters

The ESCI clusters highlight four distinct areas of ability:

- Self-Awareness: recognizing and understanding our own emotions
- Social Awareness: recognizing and understanding the emotions of others
- Self-Management: effectively managing our own emotions
- Relationship Management: applying emotional understanding in our dealings with others

Relationship Management is where emotional and social intelligence (or the lack thereof) becomes most visible to others. The competencies in this cluster impact on the motivation and performance of others, but they depend on strengths in the Social Awareness and Self-Management competencies. These clusters provide direction, energy, restraint, and skill to the way we use Relationship Management competencies.

Self-Awareness is at the heart of the model. It describes the ability to understand our emotions, our drives, our strengths and our weaknesses. It enables us to sustain our emotionally and socially intelligent behavior over time, despite setbacks.

Introduction

Your Feedback Report

Your feedback report is organized into seven major sections:

- **ESCI Model**—a list of the competencies measured in this survey, organized by cluster
- **Interpreting Your Feedback**—a guide to what you'll see in your ESCI feedback report
- **Data Validity**—a summary of the source and quality of the feedback data, and of the agreement within rater groups
- **ESCI Summary**—a summary of your strengths and areas for improvement across the four clusters of emotional competencies
- **ESCI Detail**— your detailed competency scores, by rater group, with competency definitions
- **Item Frequency Report**—a distribution of ratings, by rater group, for each item in the ESCI
- **Verbatim Comments**—written comments about your behavior and performance from those who provided you with feedback

Emotional and Social Competency Inventory



Self-Awareness

- Emotional Self-Awareness

Self-Management

- Achievement Orientation
- Adaptability
- Emotional Self-Control
- Positive Outlook

Social Awareness

- Empathy
- Organizational Awareness

Relationship Management

- Conflict Management
- Coach and Mentor
- Influence
- Inspirational Leadership
- Teamwork

Interpreting Your Feedback

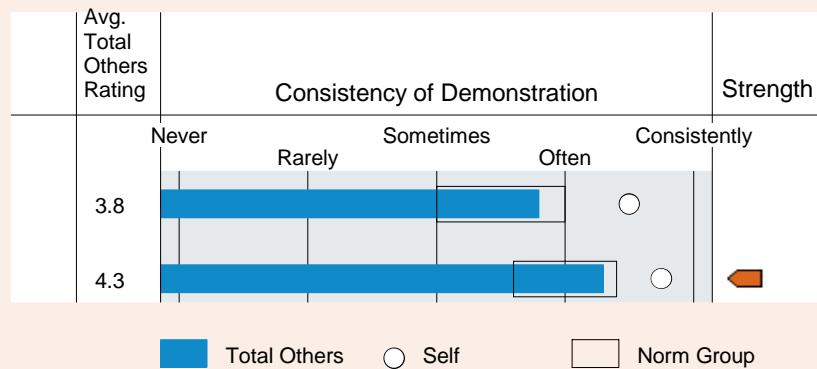
A guide to what you'll see in your ESCI feedback report

Interpreting the ESCI Summary

The ESCI Summary provides an overview of your strengths and areas for improvement. All the competencies measured in this report are listed and organized by cluster.

Competency Scores

To the right of each competency, you will see Avg. Total Others Rating. This is the mean score from everyone, excluding yourself, who provided you with feedback.



The bar represents your Total Others score.

The circle represents your rating, or how you saw yourself on that competency.

Norms: The transparent box represents the norm group. That is, the scores ranging from the 25th percentile to the 75th percentile of others who have taken this survey. The norm group shown represents 116 participants and 1,022 respondents who participated in the ESCI pilot.

- If your Total Others score (represented by the bar) is to the left of this box, it indicates your score is below average for this competency.
- If your Total Others score is to the right of the box, it indicates you are above average on this competency.

When the Total Others score matches or exceeds 85% of the scale, the competency is considered a strength. In this case, an arrow will appear for that competency under the strength column.

Continued

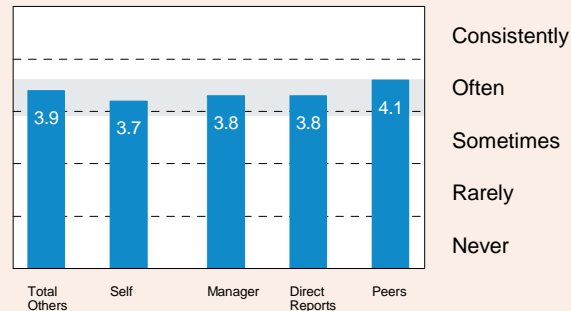
Interpreting Your Feedback

A guide to what you'll see in your ESCI feedback report

Interpreting the Competency Detail

The ESCI competency detail report provides scores by rater group for each of the emotional competencies measured in this report.

Competency Scales: To the right of the graph is the scale the competencies were assessed on. The bar graph represents the average competency score for each rater group.



Norms: The shaded area represents the norm group or average range of scores (i.e. 25th to 75th percentile) for this competency. When a bar is above the shaded area, your rating is considered above average for this competency. When a bar is below the shaded area, it is considered below average for this competency.

Data Validity

Summarizes the source and quality of the feedback data

This report is based on the responses of 6 individuals as shown below.

6 questionnaires were returned in time to be included in this feedback.

The responses were collected between 02/28/2007 and 03/29/2007.

	Questionnaires			Familiarity		Agreement	
	Distb.	Rcvd.	Prcsd.	Low	High	Low	High
Self	1	1	1				
Manager	1	1	1	██████████			
Direct Reports	2	2	2	██████████		██████████	
Peers	2	2	2	██████████		██████████	

Rater Familiarity

When making their ratings, raters indicated their familiarity with your job performance and their frequency of work-related contact with you.

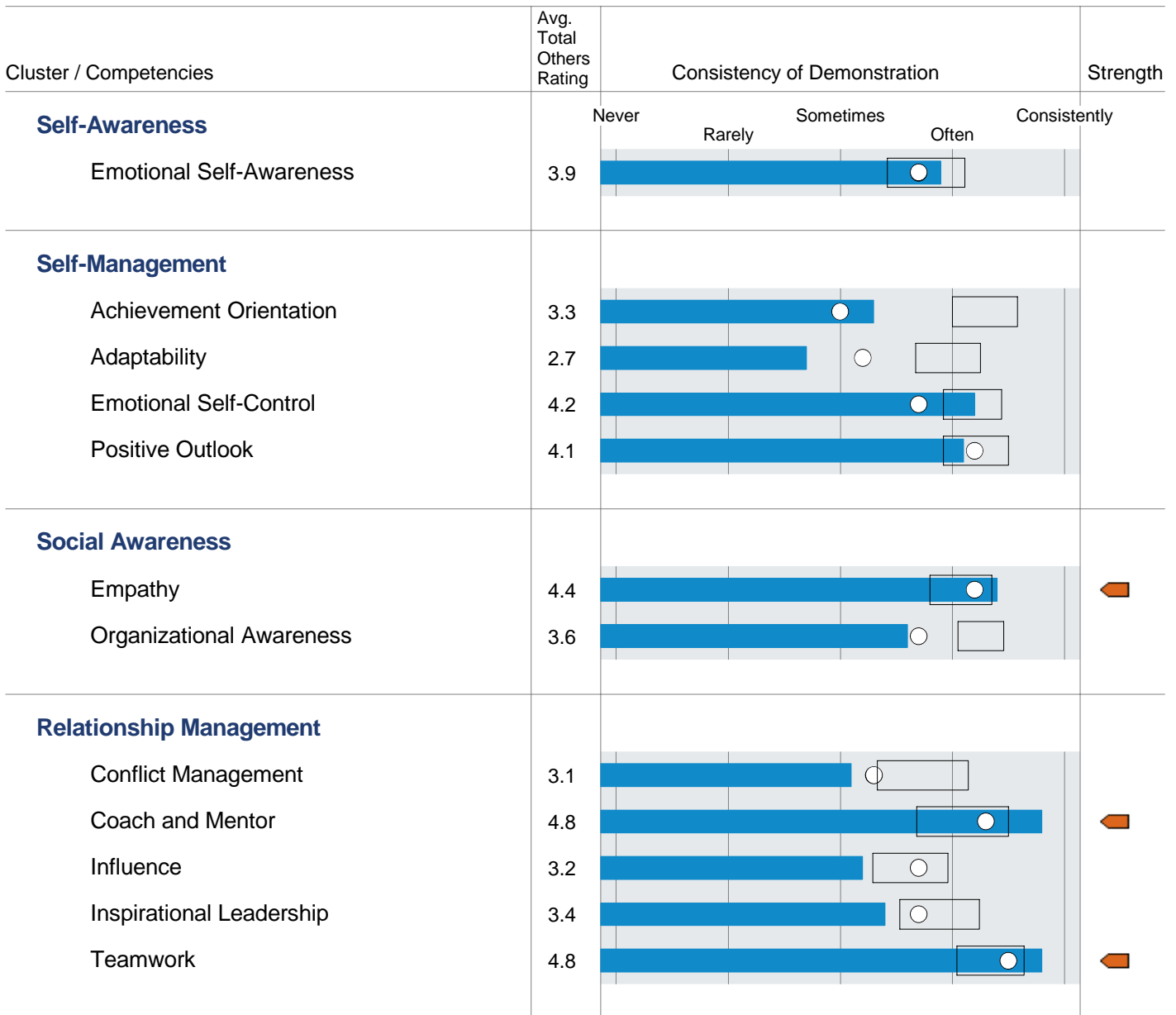
The higher the familiarity, the more attention you should pay to the ratings. Low familiarity can occur when raters report that they are relatively unfamiliar with your job performance, or have relatively infrequent work-related contact with you (or both). You should place less weight on feedback from perspectives with low to moderate familiarity.

Rater Agreement

The level of rater agreement for perspectives with two or more raters is reported above. The higher the agreement, the more consistent the ratings within the rater group's perspective.

Agreement can be low for a number of reasons. Low agreement may indicate that some raters are less familiar with your performance than others. Low agreement may also indicate that the raters interact with you in different situations and see different aspects of your behavior. If the agreement for a perspective is low or moderate you should take time to consider the likely cause of the inconsistency and to adjust your evaluation of the feedback appropriately.

ESCI Summary

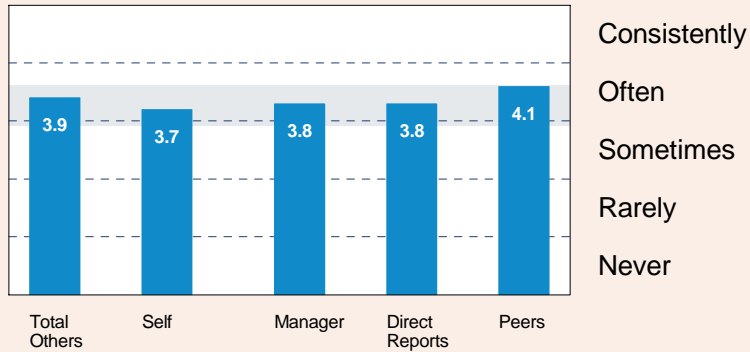


Total Others Self Norm Group

Self-Awareness

Emotional Self-Awareness

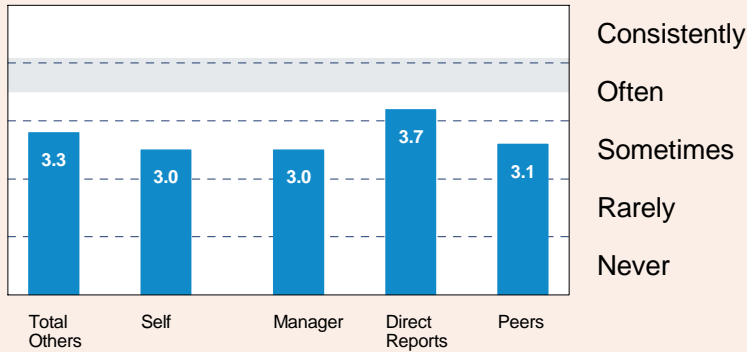
Recognizing how our emotions affect our performance. People who demonstrate this competency know the signals that tell them what they're feeling, and use them as an ongoing guide to how they are doing.



Self-Management

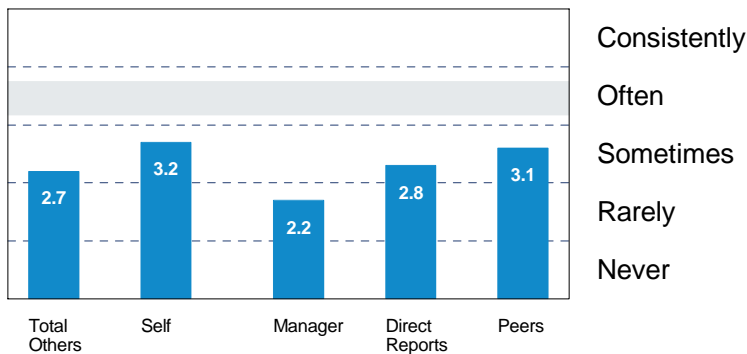
Achievement Orientation

Striving to meet or exceed a standard of excellence. People who demonstrate this competency look for ways to do things better, set challenging goals, and take calculated risks.



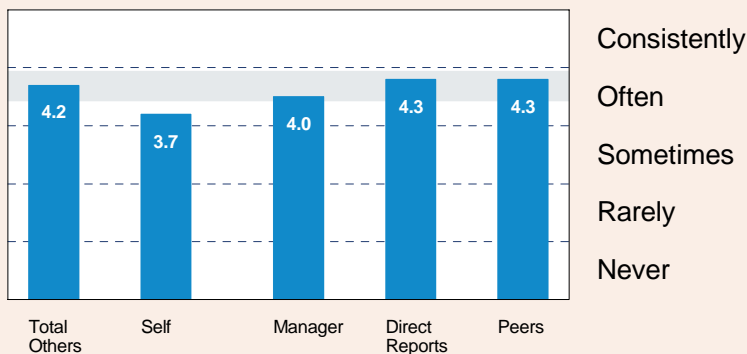
Adaptability

Flexibility in handling change. People who demonstrate this competency willingly change their own ideas or approaches based on new information or changing needs. They are able to juggle multiple demands.



Emotional Self-Control

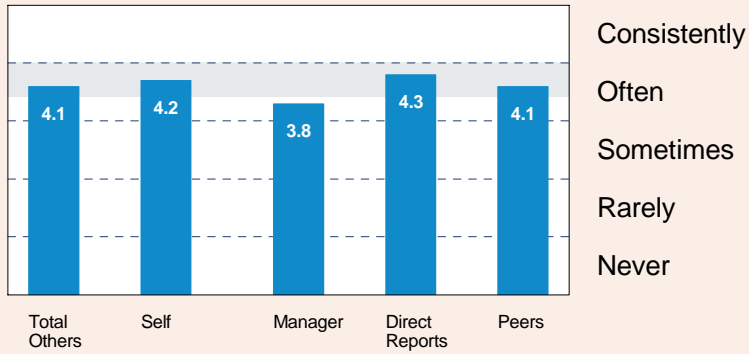
Keeping disruptive emotions and impulses in check. People who demonstrate this competency are able to maintain their effectiveness under stressful or hostile conditions.



Self-Management

Positive Outlook

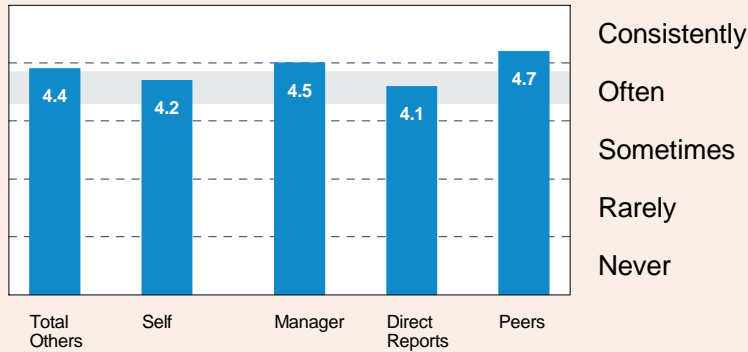
Persistence in pursuing goals despite obstacles and setbacks. People who demonstrate this competency see the positive in people, situations, and events more often than the negative.



Social Awareness

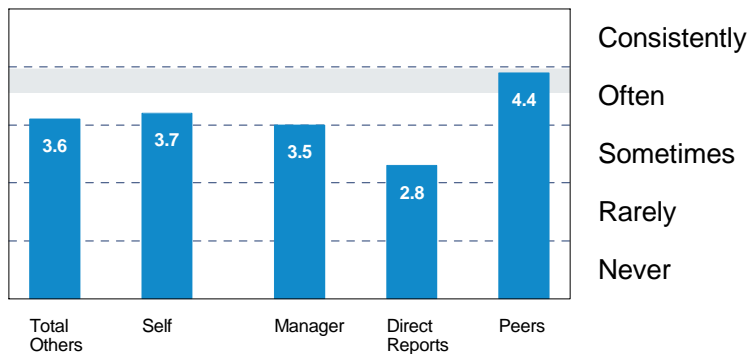
Empathy

Sensing others' feelings and perspectives, and taking an active interest in their concerns. People who demonstrate this competency are able to pick up cues, understanding what is being felt and thought.



Organizational Awareness

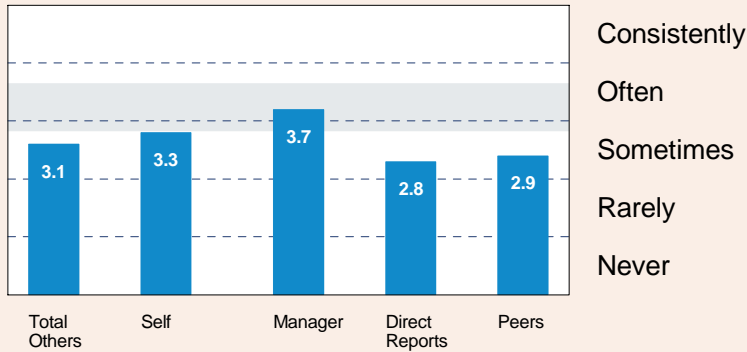
Reading a group's emotional currents and power relationships. People who demonstrate this competency think about power relationships. They can accurately identify influencers, networks and dynamics.



Relationship Management

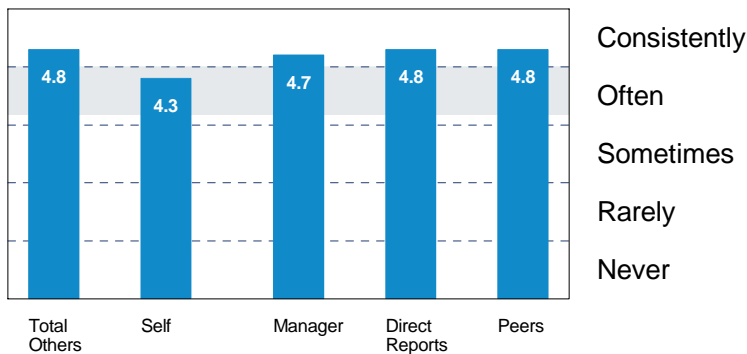
Conflict Management

Negotiating and resolving conflict. People who demonstrate this competency bring disagreements into the open, effectively communicate the different positions and find solutions all can endorse.



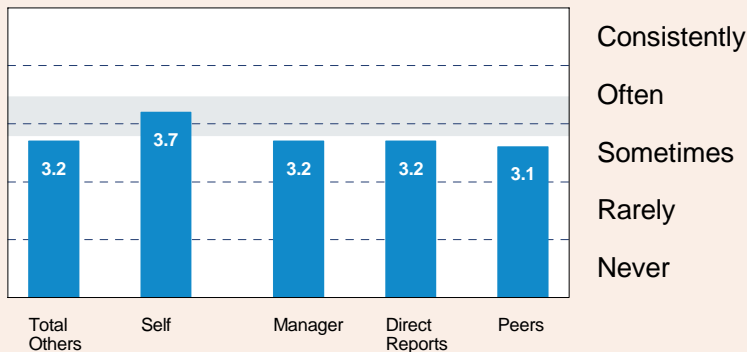
Coach and Mentor

Taking an active interest in others' development needs and bolstering their abilities. People who demonstrate this competency spend time helping people via feedback, support and assignments.



Influence

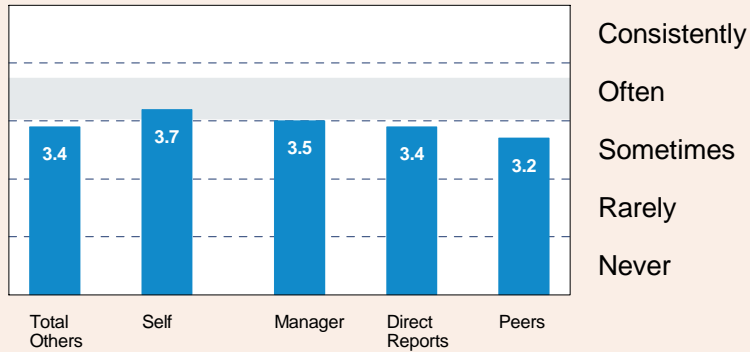
Having a positive impact on others. People who demonstrate this competency persuade or convince others to gain support for an agenda.



Relationship Management

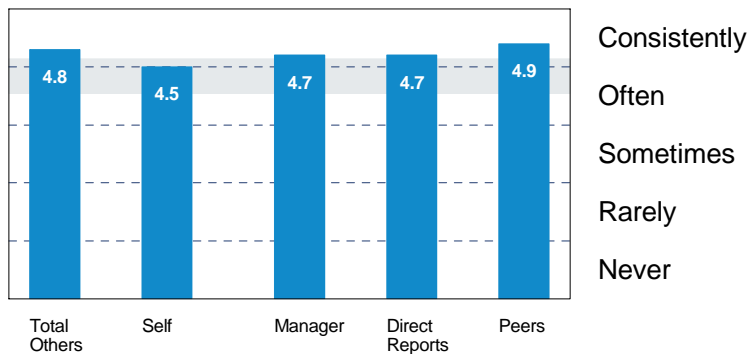
Inspirational Leadership

Inspiring and guiding individuals and groups. People who demonstrate this competency work to bring people together to get the job done. They bring out the best in people.



Teamwork

Working with others towards a shared goal. Creating group synergy in pursuing collective goals. Teamwork is an orientation to work with others interdependently, not separately or competitively.



Item Frequency Report Self-Awareness Cluster

Item #	Emotional Self-Awareness	Self		Manager		Direct Reports		Peers	
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
9	Shows awareness of own feelings	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1	○ ○ ○ ○ ○	2
17	Able to describe how own feelings affect own actions	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	2	○ ○ ○ ○ ○	2
29	Acknowledges own strengths and weaknesses	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1	○ ○ ○ ○ ○	1 1
42	Understands the connection between what is happening and own feelings	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1	○ ○ ○ ○ ○	1 1
55	Describes underlying reasons for own feelings	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1	○ ○ ○ ○ ○	1 1
58	Does not describe own feelings	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1	○ ○ ○ ○ ○	2

* Indicates that some of your assessors did not respond to this item

Item Frequency Report Self-Management Cluster

Item #	Achievement Orientation	Self		Manager		Direct Reports		Peers	
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
4	Initiates actions to improve own performance	1		1		1	1	1	1
15	Does not try to improve	1		1		2		1	1
18	Seeks to improve own self by setting measurable and challenging goals	1		1		1	1	1	1
19	Seeks ways to do things better	1		1		2		1	1
66	Strives to improve own performance	1		1			2	1	1
43	Does not strive to improve own performance	1		1		2		1	1

Item #	Adaptability	Self		Manager		Direct Reports		Peers	
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
14	Adapts to shifting priorities and rapid change	1		1		2		1	1
24	Adapts by applying standard procedures flexibly	1		1		1	1	1	1
53	Adapts overall strategy, goals, or projects to fit the situation	1		1		2		1	1
65	Adapts overall strategy, goals, or projects to cope with unexpected events	1		1		1	1	1	1
72	Adapts by smoothly juggling multiple demands		1		1	2		1	1
44	Has difficulty adapting to uncertain and changing conditions	1			1	1	1	1	1

* Indicates that some of your assessors did not respond to this item

Item Frequency Report Self-Management Cluster

Item #	Emotional Self-Control	Self		Manager		Direct Reports		Peers			
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently		
10	Remains calm in stressful situations	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	2	
26	Remains composed, even in trying moments	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	1
40	Controls impulses appropriately in situations	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	2		<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	1
41	Acts appropriately even in emotionally charged situations	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	1
64	Gets impatient or shows frustration inappropriately	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	2		<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	1	1
7	Loses composure when under stress	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	2		<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	1	1

Item #	Positive Outlook	Self		Manager		Direct Reports		Peers			
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently		
8	Sees possibilities more than problems	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	2		<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	1
21	Sees the positive in people, situations, and events more often than the negative	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	1
23	Views the future with hope	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	1
32	Sees opportunities more than threats	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	1
45	Believes the future will be better than the past	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	2		<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	2	
35	Sees the positive side of a difficult situation	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	1	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1	1

* Indicates that some of your assessors did not respond to this item

Item Frequency Report Social Awareness Cluster

Item #	Empathy	Self		Manager		Direct Reports		Peers			
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently		
12	Understands others from different backgrounds	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
25	Understands others' perspectives when they are different from own perspective	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
28	Understands others by listening attentively	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
50	Understands reasons for others' actions	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
70	Understands others by putting self into others' shoes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
49	Does not understand subtle feelings of others	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Item #	Organizational Awareness	Self		Manager		Direct Reports		Peers			
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently		
11	Understands the informal processes by which work gets done in the team or organization	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20	Understands the values and culture of the team or organization	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
27	Understands social networks	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
52	Understands the informal structure in the team or organization	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
69	Understands the team's or organization's unspoken rules	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
68	Does not understand how to work the system to get a job done	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

* Indicates that some of your assessors did not respond to this item

Item Frequency Report

Relationship Management Cluster

Item #	Conflict Management	Self		Manager		Direct Reports		Peers	
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
31	Tries to resolve conflict by finding a position everyone involved can endorse		1		1		2		2
46	Resolves conflict by bringing it into the open	1		1		1	1	1	1
48	Tries to resolve conflicts by finding a solution that addresses everyone's interests		1		1		2		2
54	When resolving conflict, de-escalates the emotions in the situation	1			1	1	1		1 1
59	Tries to resolve conflict by openly talking about disagreements with those involved	1			1	1	1		1 1
51	Allows conflict to fester	1		1		1	1		2

Item #	Coach and Mentor	Self		Manager		Direct Reports		Peers	
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
6	Coaches and mentors others		1		1		2		2
30	Does not spend time developing others	1		1		1	1	2	
34	Provides on-going mentoring or coaching		1		1		2		2
37	Personally invests time and effort in developing others		1		1		2		2
38	Cares about others and their development		1		1		2		1 1
62	Provides feedback others find helpful for their development		1		1		1 1		1 1

* Indicates that some of your assessors did not respond to this item

Item Frequency Report

Relationship Management Cluster

Item #	Influence	Self		Manager		Direct Reports		Peers	
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
1	Anticipates how others will respond when trying to convince them	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○
3	Convinces others by developing behind-the-scenes support	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○
13	Convinces others by getting support from key people	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○
16	Convinces others by engaging them in discussion	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○
22	Convinces others by appealing to their self-interest	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○
71	Uses multiple strategies when trying to convince others	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○

Item #	Inspirational Leadership	Self		Manager		Direct Reports		Peers	
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
36	Leads others by creating a positive emotional tone	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○
47	Leads by inspiring people	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○
57	Leads by articulating a compelling vision	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○
60	Does not inspire loyalty from followers	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○
63	Leads by building pride in the group	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○
67	Leads by bringing out the best in people	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○

* Indicates that some of your assessors did not respond to this item

Item Frequency Report

Relationship Management Cluster

Item #	Teamwork	Self		Manager		Direct Reports		Peers	
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
5	Does not cooperate with others	1		1		2		2	
33	Works well in teams by being supportive		1		1		2		2
39	Works well in teams by soliciting others' input		1		1		1 1		1 1
56	Works well in teams by encouraging participation of everyone present		1		1		1 1		2
61	Works well in teams by being respectful of others		1		1		2		2
2	Works well in teams by encouraging cooperation		1		1		2		2

* Indicates that some of your assessors did not respond to this item

Verbatim Comments

Please list this person's key strengths.

Self

I take the time to understand and address employee concerns. I also look for opportunities to celebrate events and accomplishments. I am sincerely interested in the development of my people. I am always willing to help them in any way I can. Morale is really good in my department, and turnover very low.

Manager

Sandy is a real people person. She has created a pleasant work environment and gets on well with her team. She treats reports and peers with respect, and always keeps her self control - even in difficult situations. Her reports feel comfortable approaching her with problems, and team issues are dealt with quickly. She is good at developing her team, and guiding them through any issues they have. She works well in difficult situations, and is very quick to spot potential issues with her team. She is effective at day to day management, and manages well with a large number of reports.

Direct Reports

great mentor & coach a very understanding/compassionate leader

Peers

Sandy is a very caring and understanding manager with a great capacity to get on with people. Sandy goes to great lengths to keep everyone in the team happy and will often put others first.

Sandy has transformed HR's recruitment activities. 10 years ago the department had no regard for the needs of line manager - it just ran it's processes as prescribed and any specific needs were viewed as an inconvenience. Sandy has worked hard to create a climate in which her staff automatically think of line managers as their customers. They ask us what we need, they listen to our ideas, they're prepared to try something different. Sandy has created a sense of stability within her team, and a positive team spirit that we all benefit from.

Continued

Verbatim Comments

Please list specific areas where this person needs to improve, and what would be the payoffs if this person made these improvements?

Self

I sometimes get caught up in the people side of things, and miss out on opportunities to articulate/communicate/enforce standards. I need to be better about that.

Manager

Sandy needs to focus more time on delivery. She allows personal relationships to get in the way of productivity. One or two of her team seem to take advantage of her good relationship with them, and do not deliver as they should. She needs to work on dealing with poor performance. Also Sandy doesn't always 'think outside the box'. She needs to review processes and see if there is a more efficient way to do things. She needs to focus more on the organization needs. Sandy would also benefit from developing her relationships across the business with key people, not just her team relationships. Her profile is not high enough across the company.

Direct Reports

would be nice to be provided with more clarity and structure

Peers

Sandy sometimes lets team members get away with things such as lateness and poor performance for fear of confronting them and losing popularity. This is frustrating for the rest of the team and in the end does not benefit anyone. If Sandy were to get tough, I think people would be more respectful and in turn more productive.

Because Sandy has proved herself so well over the years, she's surely ready to and capable of raising the bar. The business has reached that point where we need something more from her and her team. What's changed is the growth rate of our business - we need more good people, faster. And we can't afford to hire people who aren't right for us. So what we need from Sandy is for her to step up from being 'in' the business and start working 'on' the business. We need her to take a helicopter view of her department and its operations: to find out about - and try - new approaches, the set higher standards for her team. Sandy's worked so hard to build a good team. It's time now for her to

Continued

Verbatim Comments

Peers

...trust - and expect - them to deliver more.

