

Learning, Leading, Changing

LAMM 360 Feedback

Report For [Subject Name]

April 15, 2015

This report is designed to help you better understand your strengths and need areas for development of your own leadership skills, based on the 5 key leadership domains of the NCWWI Leadership Competency Model: *Leading Change, Leading in Context, Leading People, Leading for Results and Fundamental*. This report represents a summary of those data and will only be shared with you and your coach. Your coach will review the report with you and help you develop a plan for building on strengths and addressing any concerns that may emerge.

This report summarizes information from your self-assessment and 9 of your colleagues. It begins with an overview and analysis of the responses submitted followed by various charts and graphs displaying score comparisons. This section begins with a scoring overview by domain. Next, the gap assessment compares your scores to your reporters' average scores. The highest/lowest table highlights the three highest and lowest scoring items from you and others. Finally, this report includes item-level score comparison tables separated out by domain.

Survey Rating Scale

Please note that all items were rated on the following scale: (1) Almost never, (2) Sometimes, (3) About half the time, (4) Usually, and (5) Almost always

Summary of feedback for [Subject Name]

[Subject Name] received feedback from nine reporters and completed the leadership self-assessment. While reporters rated her highly across all five NCWWI leadership domains, [Subject Name] rated herself more highly in the *Leadership Fundamentals* and *Leading for Results* domains. [Subject Name]'s average ratings across domains ranged widely from 2.0 to 4.5, while reporters' average ratings only ranged from 4.0 to 4.6. The difference in ratings indicated that reporters felt that [Subject Name] engaged in leadership behaviors across all domains more frequently than she perceived herself.

[Subject Name]'s self-report indicated that she is confident in the area of *Leadership Fundamentals*, rating herself highly on items related to behaving in an ethical manner, treating others with respect, and staying calm under stress. Both reporter ratings and open-ended comments also strongly supported this perception. Almost every reporter spoke highly of [Subject Name]'s style of personal interaction, describing her as a *"nurturing leader," "an encourager who manages based on an employee's strengths," "extremely caring,"* and *"able to connect with others in a respectful and sensitive manner."* Another specifically noted that she *"has a calming personality. When situations are stressful she doesn't overreact; she remains solution-focused and optimistic. [Subject Name] cares about the people around her, taking special care to know their strengths."* Because [Subject Name] is able to make these personal connections with colleagues and employees, reporters also gave her very high ratings in the *Leading People* domain, especially on items around fostering an inclusive environment and encouraging people to work collaboratively. One reporter noted that [Subject Name] *"has the ability to help see all sides of the problem and include everyone in the problem solving."* Another described her as a leader who *"values the thoughts and creativity of others and understands that good ideas come from all levels of the organization."*

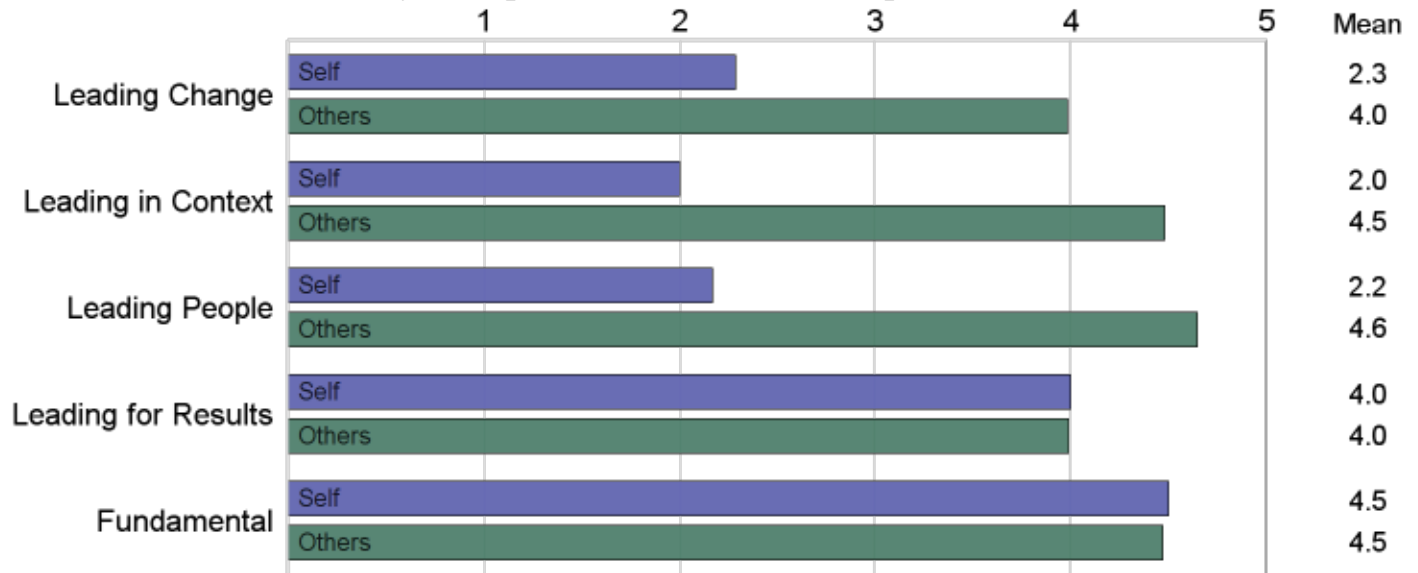
[Subject Name] gave herself lower average ratings in the domains of *Leading Change*, *Leading in Context*, and *Leading People*, indicating that many of these items are skills she would like to build on, such as encouraging innovation and resolving conflicts in a constructive manner. The lowest rating from reporters was also related to designing new and cutting edge programs, so this may be an area of focus for [Subject Name]. [Subject Name] noted that she would like to *"be energized and excited about my job so that my staff are energized and excited about their job,"* and two reporters mirrored this thought by encouraging her to *"embrace change and bring a positive energy to planning and implementation and change initiatives"* and to *"bring forward new and innovative ideas so we can all learn from her experience and knowledge."* One reporter noted that more of [Subject Name]'s energy could be given towards *"direct supervisory support and ... more time in the field interacting with frontline staff."* Two others noted that she can be quiet and hesitant to speak up even though her experience and opinions are respected by her colleagues.

Finally, results of a gap assessment (where ratings are analyzed to observe instances in which [Subject Name] rated herself lower than her reporters and vice versa) found much larger "positive gaps" than "negative gaps," indicating that [Subject Name] was much less likely to report frequent engagement in leadership behaviors than her reporters. [Subject Name]'s largest gaps (+2.6 or higher) were in the *Leading People* domain. As stated above, her reporters felt these items represented some of [Subject Name]'s clearest leadership strengths. Her largest negative gap (-0.8) was on the item related to taking calculated risks to accomplish organizational objectives, also related to her desire to encourage innovation at the organization.

[Subject Name]'s reporter ratings indicate that she is a well-respected leader within the organization, and her reporters encouraged her to build further upon these strengths, using her knowledge and experience to move the agency forward.

Scoring Overview For [Subject Name]

In the following table, we present a comparison of your self-assessment to the average score from your reporters for each leadership domain.



Gap Assessment Table

The Positive Gaps Table shows the domains or items on which others rated you more highly (on average) than you rated yourself. The Negative Gaps Table indicates domains or items on which you rated yourself more highly than others (on average) rated you.

Positive Gaps				
Domain	Item	Others	Self	Gap
Leading People	Fosters an inclusive environment that values all types of diversity and opinion	4.9	2.0	2.9
Leading People	Encourages people to work collaboratively to achieve goals	4.8	2.0	2.8
Leading in Context	Develops trust among various parties involved in a negotiation process	4.6	2.0	2.6
Leading People	Manages and resolves conflicts and disagreements in a constructive manner	4.6	2.0	2.6
Leading People	Provides opportunities for career development including staff mentoring, coaching, and training	4.6	2.0	2.6
Negative Gaps				
Domain	Item	Others	Self	Gap
Leading for Results	Takes calculated risks to accomplish organizational objectives	3.2	4.0	-0.8
Fundamental	Stays calm and clear-headed under high stress or during a crisis	4.4	5.0	-0.6
Fundamental	Participates in continual professional development	4.7	5.0	-0.3
Leading for Results	Sets priorities and determines resources requirements	3.8	4.0	-0.2
Leading for Results	Holds staff accountable for high quality, timely, and cost effective results	3.8	4.0	-0.2

Highest / Lowest Table

The Highest Scores Tables indicate areas of greatest strength on the self-assessment then as rated by others. The Lowest Scores Tables indicate areas of greatest need.

Self-Assessment

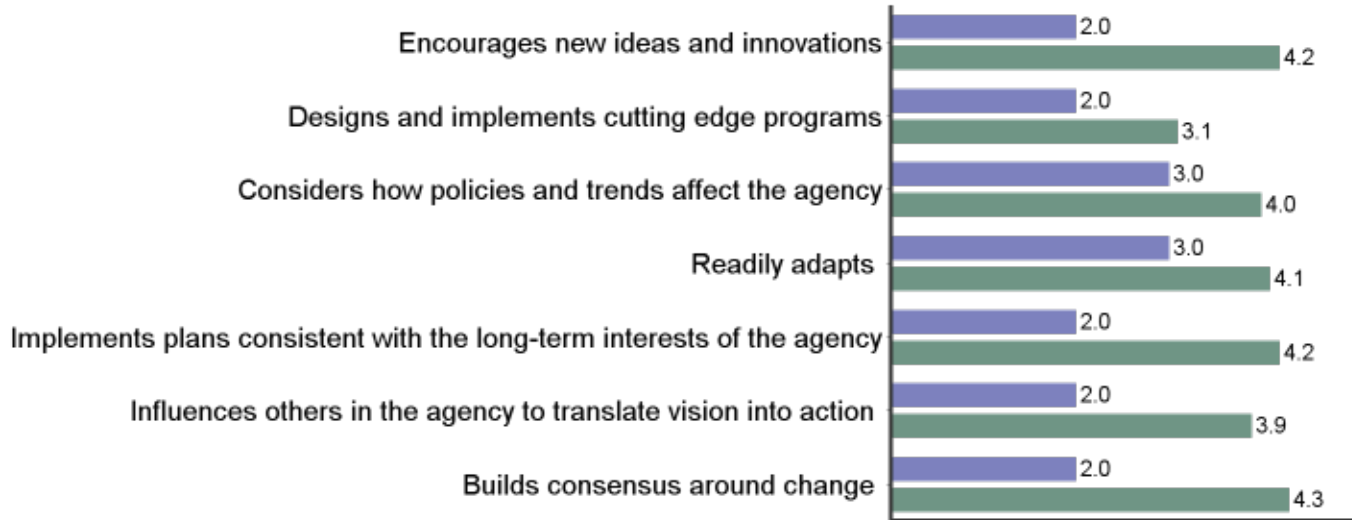
Highest Scores - Self-Assessment			
Rank	Domain	Item	Score
1	Fundamental	Behaves in an honest, fair, and ethical manner	5.0
2	Fundamental	Treats others with courtesy, sensitivity, and respect	5.0
3	Fundamental	Stays calm and clear-headed under high stress or during a crisis	5.0
Lowest Scores - Self-Assessment			
Rank	Domain	Item	Score
1	Leading in Context	Builds consensus with partners by considering input from various parties	2.0
2	Leading People	Manages and resolves conflicts and disagreements in a constructive manner	2.0
3	Leading Change	Encourages new ideas and innovations	2.0

Reporter Assessment

Highest Scores - Reporter Assessment			
Rank	Domain	Item	Average
1	Leading People	Fosters an inclusive environment that values all types of diversity and opinion	4.9
2	Leading People	Encourages people to work collaboratively to achieve goals	4.8
3	Fundamental	Behaves in an honest, fair, and ethical manner	4.8
Lowest Scores - Reporter Assessment			
Rank	Domain	Item	Average
1	Leading Change	Designs and implements new and cutting edge programs and/or processes	3.1
2	Leading for Results	Takes calculated risks to accomplish organizational objectives	3.2
3	Leading for Results	Sets priorities and determines resources requirements	3.8

Leading Change

■ Self ■ Others



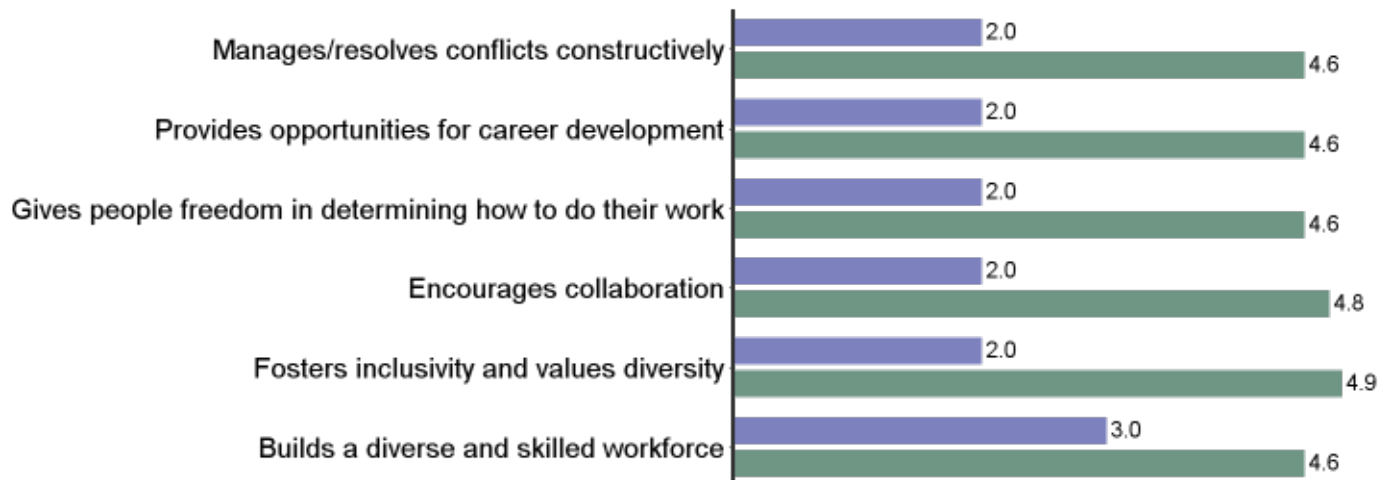
Leading in Context

■ Self ■ Others



Leading People

■ Self ■ Others



Leading for Results

Self Others



Fundamental

Self Others

