

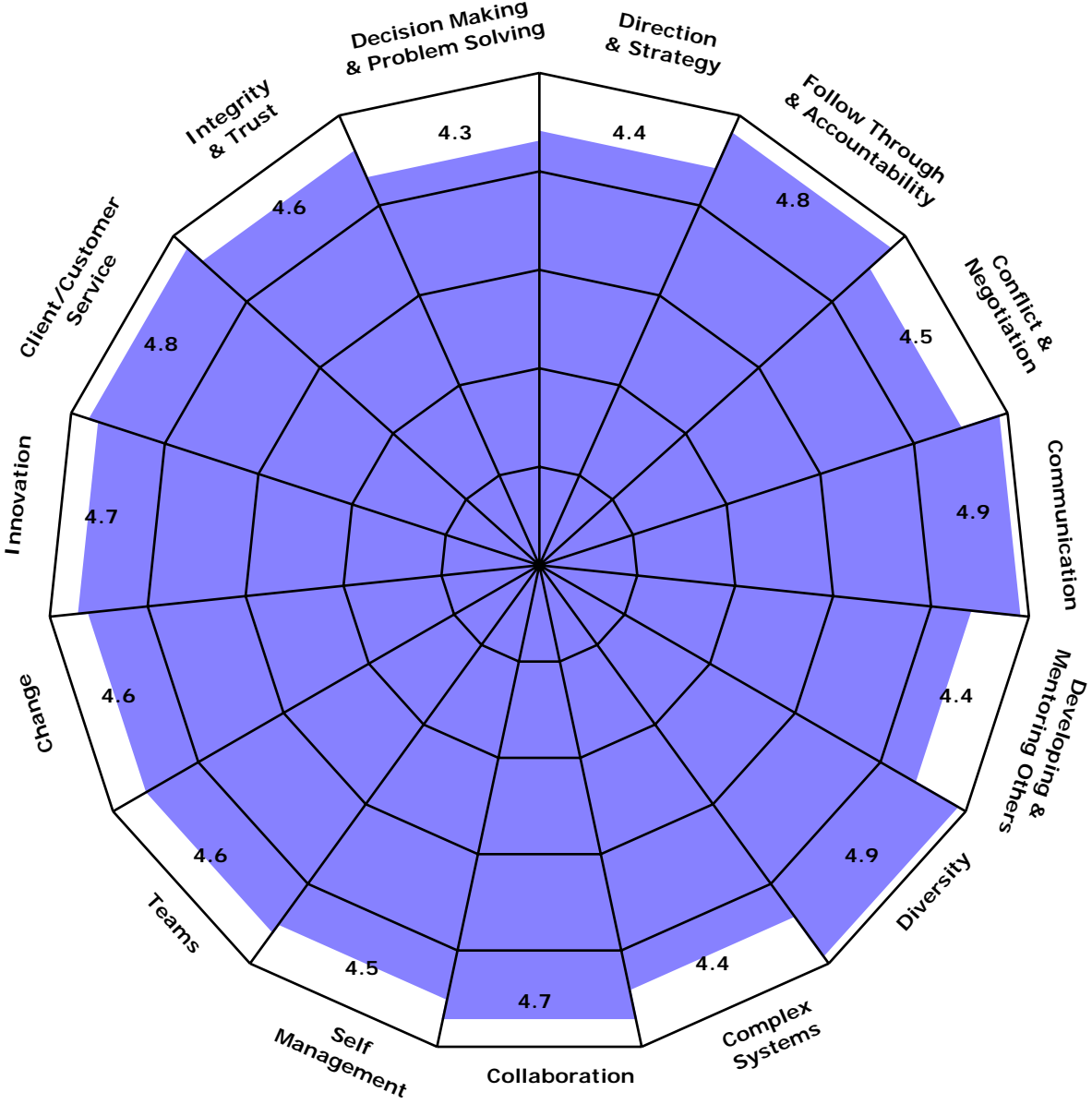


Assessment Scale

- 1 = Rarely
- 2 = Occasionally
- 3 = Often
- 4 = Very Often
- 5 = Always
- N/O = Not Observed

Feedback Breakdown

- 2 Boss(es)
- 4 Peers
- 4 Direct Reports
- 3 Others
- Total of 13 Raters

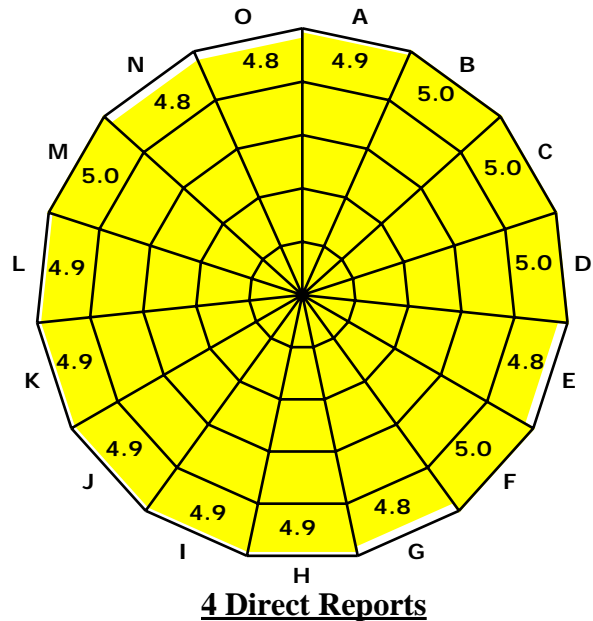
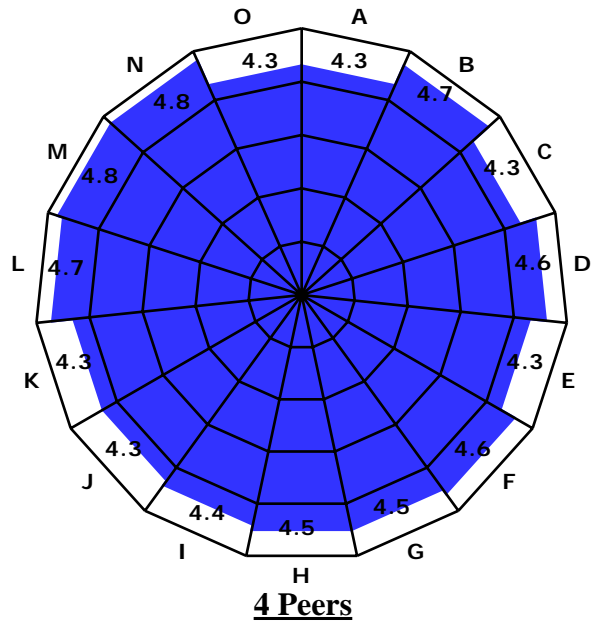
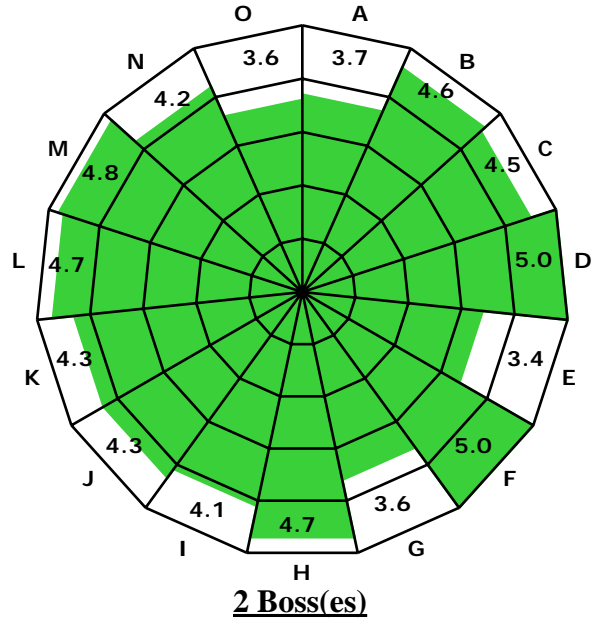
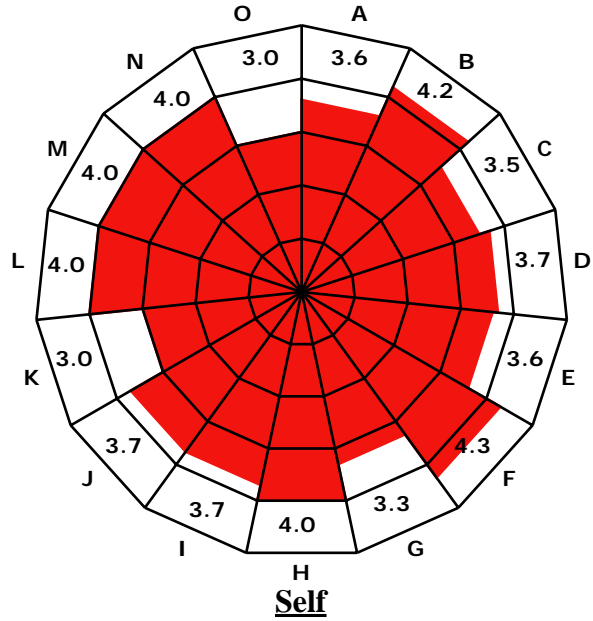


All Raters

Assessment Scale

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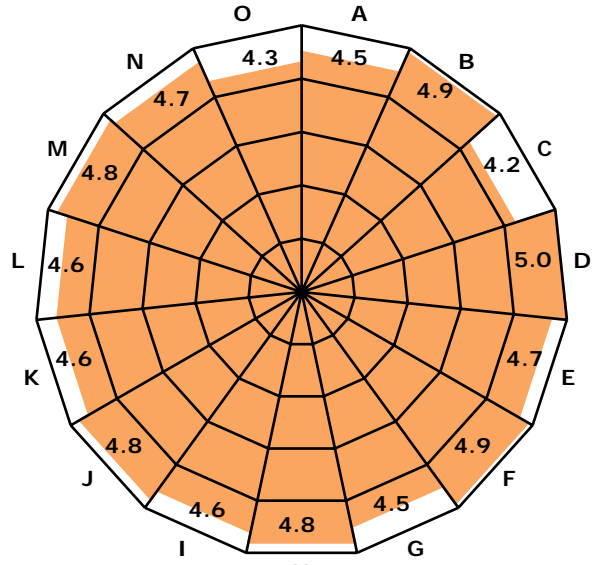
- A = Direction and Strategy
- B = Follow Through and Accountability
- C = Conflict and Negotiation
- D = Communication
- E = Developing and Mentoring Others
- F = Diversity
- G = Complex Systems
- H = Collaboration
- I = Self Management
- J = Teams
- K = Change
- L = Innovation
- M = Client/Customer Service
- N = Integrity and Trust
- O = Decision Making and Problem Solving



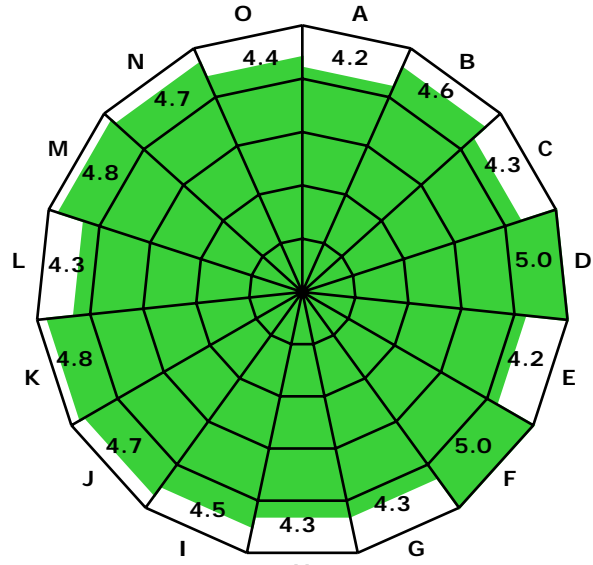
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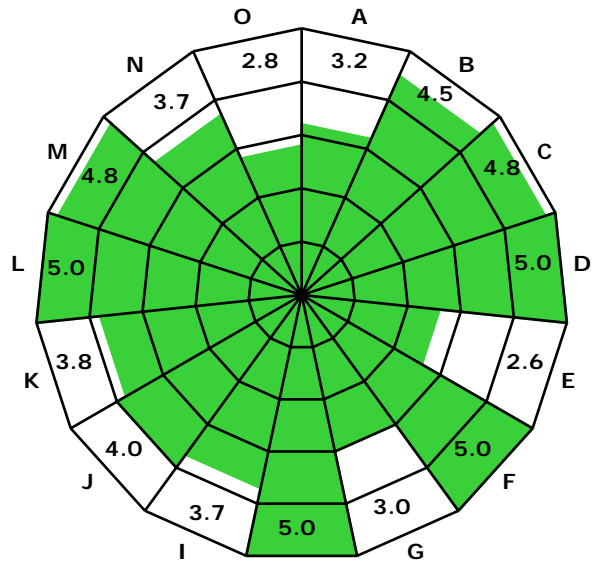
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- N = Integrity and Trust
- O = Decision Making and Problem Solving



3 Others



rater1@sample.com



rater2@sample.com

Assessment Scale 1 = Rarely 2 = Occasionally 3 = Often 4 = Very Often 5 = Always N/O = Not Observed	Self	Combined Raters	Boss (es)	Direct Reports	Peers	Others	Direct Report Range					Peer Range					Legend			
							1	2	3	4	5	1	2	3	4	5	Do More	Do Less		
<b>Direction and Strategy</b>	<b>3.6</b>	<b>4.4</b>	<b>3.7</b>	<b>4.9</b>	<b>4.3</b>	<b>4.5</b>														
1. Displays an understanding of the purpose and mission of the organization.	4.0	4.7	4.5	5.0	4.5	4.7				H				H			■	■		
2. Works to create a clear and motivating vision.	4.0	4.5	3.5	5.0	4.5	4.3				H				H			■	■	■	
3. Engages others in strategic, long-range planning. (-)	4.0	4.3	4.0	4.8	4.0	4.3				H				H			■	■	■	
4. Articulates clear goals and objectives.	3.0	4.5	3.5	5.0	4.3	5.0				H				H			■	■		
5. Deals with immediate demands without losing long-term focus. (-)	3.0	4.2	3.0	4.8	4.3	4.0				H				H			■	■	■	■
<b>Follow Through and Accountability</b>	<b>4.2</b>	<b>4.8</b>	<b>4.6</b>	<b>5.0</b>	<b>4.7</b>	<b>4.9</b>														
6. Follows through with tasks and assignments. (+)	5.0	4.8	5.0	4.8	4.7	5.0				H				H						
7. Jumps in and does his/her share of the work. (+)	5.0	5.0	5.0	5.0	5.0	5.0				H				H					■	
8. Ensures that people have the skills and resources to do their jobs. (+)	4.0	4.8	4.5	5.0	4.5	5.0				H				H						
9. Is good with the details of projects and tasks. (+)	4.0	4.8	4.5	5.0	4.7	5.0				H				H						
10. Understands and attends to front-line operations.	3.0	4.6	4.0	5.0	4.5	4.7				H				H			■	■		
<b>Conflict and Negotiation</b>	<b>3.5</b>	<b>4.5</b>	<b>4.5</b>	<b>5.0</b>	<b>4.3</b>	<b>4.2</b>														
11. Encourages people to ask questions and disagree. (-)	4.0	4.2	3.5	5.0	3.8	4.3				H				H						
12. Seeks to understand those with whom he/she disagrees.	3.0	4.5	4.5	5.0	4.3	4.0				H				H			■			
13. Is willing to challenge others regardless of their status.	3.0	4.4	5.0	5.0	4.5	3.3				H				H			■	■		
14. Works toward win/win outcomes. (+)	4.0	4.8	5.0	5.0	4.5	5.0				H				H						

(+) Ten highest scoring  
 (-) Ten lowest scoring

Assessment Scale 1 = Rarely 2 = Occasionally 3 = Often 4 = Very Often 5 = Always N/O = Not Observed	Self	Combined Raters	Boss (es)	Direct Reports	Peers	Others	Direct Report Range					Peer Range					Legend	
							1	2	3	4	5	1	2	3	4	5	Do More	Do Less
<b>Communication</b>	<b>3.7</b>	<b>4.9</b>	<b>5.0</b>	<b>5.0</b>	<b>4.6</b>	<b>5.0</b>												
15. States his/her opinions clearly and effectively. (+)	3.0	4.9	5.0	5.0	4.7	5.0				H				H				
16. Delivers clear and articulate presentations.	4.0	4.8	5.0	5.0	4.5	5.0				H				HH			■	
17. Composes well written reports and emails. (+)	4.0	4.9	5.0	5.0	4.8	5.0				H				H				
<b>Developing and Mentoring Others</b>	<b>3.6</b>	<b>4.4</b>	<b>3.4</b>	<b>4.8</b>	<b>4.3</b>	<b>4.7</b>												
18. Establishes clear expectations and performance standards.	3.0	4.5	4.5	5.0	4.0	4.7				H				HH			■ ■ ■	
19. Accurately assesses the strengths and developmental needs of others.	3.0	4.6	4.0	5.0	4.5	4.7				H				H			■	
20. Assigns challenging assignments and tasks to others. (-)	3.0	4.1	2.5	4.3	4.5	4.3				HH				H			■ ■ ■	
21. Encourages cross-functional training. (-)	4.0	4.1	2.0	4.8	4.0	4.7				HH				HH			■ ■ ■	
22. Exhibits sincere interest in the aspirations of others.	5.0	4.7	4.0	5.0	4.5	5.0				H				H			■ ■	
<b>Diversity</b>	<b>4.3</b>	<b>4.9</b>	<b>5.0</b>	<b>5.0</b>	<b>4.6</b>	<b>4.9</b>												
23. Contributes to a climate that values diversity. (+)	5.0	4.9	5.0	5.0	4.8	5.0				H				H				
24. Demonstrates openness to different ideas and perspectives.	4.0	4.8	5.0	5.0	4.5	5.0				H				H				
25. Respects others regardless of status or position.	4.0	4.8	5.0	5.0	4.8	4.7				H				H				
26. Actively seeks to interact with people who are different from him or her.	4.0	4.8	5.0	5.0	4.5	5.0				H				H				
<b>Complex Systems</b>	<b>3.3</b>	<b>4.4</b>	<b>3.6</b>	<b>4.8</b>	<b>4.5</b>	<b>4.5</b>												
27. Displays the ability to grasp the "big picture".	3.0	4.6	3.5	5.0	4.8	4.7				H				H			■	
28. Demonstrates tolerance for ambiguity and uncertainty.	4.0	4.5	4.0	5.0	4.3	4.7				H				HH			■ ■	
29. Balances the demands of multiple constituencies and stakeholders. (-)	3.0	4.1	3.0	4.3	4.3	4.3				HH				HH			■ ■	
30. Gets the parts of the system to work together.	3.0	4.5	4.0	4.7	4.8	4.3				HH				H			■ ■	

(+) Ten highest scoring  
 (-) Ten lowest scoring

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							1	2	3	4	5	1	2	3	4	5	Do More	Do Less
<b>Collaboration</b>	4.0	4.7	4.7	4.9	4.5	4.8												
31. Works collaboratively within the organization. (+)	4.0	4.9	5.0	5.0	4.8	5.0				H					H			
32. Considers the interest and needs of people outside of the organization.	4.0	4.6	4.5	4.8	4.5	4.7				H					H			
33. Works effectively with people not under his or her direct control.	4.0	4.6	4.5	5.0	4.3	4.7				H					H			
<b>Self Management</b>	3.7	4.5	4.1	4.9	4.4	4.6												
34. Balances priorities between private and professional life. (-)	2.0	4.2	3.0	4.8	4.3	4.0				H					H			
35. Shows the ability to vary his/her approach and style depending upon the situation.	4.0	4.6	4.5	5.0	4.5	4.3				H					H			
36. Accepts responsibility for his/her mistakes.	5.0	4.8	5.0	5.0	4.5	5.0				H					H			
37. Strives for self-awareness of his or her leadership effectiveness.	4.0	4.8	5.0	5.0	4.8	4.7				H					H			
38. Makes adjustments in behavior based on his or her mistakes.	4.0	4.5	3.5	4.8	4.5	5.0				H					H			
39. Maintains his/her composure under stress. (-)	3.0	4.2	3.5	4.8	3.8	4.3				H					H			
<b>Teams</b>	3.7	4.6	4.3	4.9	4.3	4.8												
40. Helps to define the team's purpose and mission.	4.0	4.6	4.5	5.0	4.3	4.7				H					H			
41. Promotes cooperation within the team.	4.0	4.8	5.0	5.0	4.5	5.0				H					H			
42. Runs effective team meetings.	3.0	4.3	3.5	4.7	4.3	4.7				H					H			





















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 (-) Ten lowest scoring

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							1	2	3	4	5	1	2	3	4	5	Do More	Do Less
<b>Change</b>	<b>3.0</b>	<b>4.6</b>	<b>4.3</b>	<b>4.9</b>	<b>4.3</b>	<b>4.6</b>												
43. Is willing to challenge the status quo.	4.0	4.5	5.0	4.8	4.5	4.0	H					H					■ ■	
44. Effectively makes the argument for change to those who are uncertain.	3.0	4.5	4.0	5.0	4.3	4.7	H					H H					■ ■ ■	
45. Does not offer unnecessary resistance to change.	2.0	4.7	5.0	5.0	4.3	4.7	H					H					■	
46. Builds effectively on things that are already working.	3.0	4.7	4.5	4.8	4.5	5.0	H					H						
47. Can modify plans due to changing conditions when appropriate.	3.0	4.4	3.5	5.0	4.0	4.7	H					H					■	
<b>Innovation</b>	<b>4.0</b>	<b>4.7</b>	<b>4.7</b>	<b>4.9</b>	<b>4.7</b>	<b>4.6</b>												
48. Generates useful new ideas.	4.0	4.8	4.5	5.0	5.0	4.3	H					H					■	
49. Shows openness to new ideas and better ways of doing things.	4.0	4.7	4.5	5.0	4.3	5.0	H					H						
50. Supports the consideration of ideas from outside of the organization.	4.0	4.8	5.0	4.8	4.8	4.7	H					H						
<b>Client/Customer Service</b>	<b>4.0</b>	<b>4.8</b>	<b>4.8</b>	<b>5.0</b>	<b>4.8</b>	<b>4.8</b>												
51. Treats clients/customers with respect. (+)	4.0	5.0	5.0	5.0	5.0	5.0	H					H						
52. Works effectively with internal clients/customers.	4.0	4.8	4.5	5.0	4.8	5.0	H					H						
53. Looks for ways to continuously improve service to clients/customers.	4.0	4.8	4.5	5.0	4.8	4.7	H					H					■	
54. Views clients/customers as a source of valuable information.	4.0	4.8	5.0	5.0	4.5	4.7	H					H						
<b>Integrity and Trust</b>	<b>4.0</b>	<b>4.6</b>	<b>4.2</b>	<b>4.8</b>	<b>4.8</b>	<b>4.7</b>												
55. Tells the truth even when it is unpopular.	4.0	4.8	4.5	5.0	4.8	4.7	H					H					■	
56. Honors his/her promises and commitments.	4.0	4.6	4.5	4.5	4.8	4.7	H					H					■	
57. Is willing to share power and responsibility with others.	4.0	4.5	3.5	4.8	4.8	4.7	H					H					■ ■	

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 (-) Ten lowest scoring

Assessment Scale 1 = Rarely 2 = Occasionally 3 = Often 4 = Very Often 5 = Always N/O = Not Observed	Self	Combined Raters	Boss (es)	Direct Reports	Peers	Others	Direct Report Range					Peer Range					Legend	
							1	2	3	4	5	1	2	3	4	5	Do More	Do Less
<b>Decision Making and Problem Solving</b>	<b>3.0</b>	<b>4.3</b>	<b>3.6</b>	<b>4.8</b>	<b>4.3</b>	<b>4.3</b>												
58. Involves the most appropriate people in decision making and problem solving.	3.0	4.4	3.5	5.0	4.3	4.7				H					H			■ Self ■ Boss ■ Peers ■ Direct Reports ■ Others
59. Distinguishes between critical and non-critical tasks. (-)	3.0	4.2	2.5	4.8	4.3	4.7				H					H			
60. Acts without unnecessary delay.	3.0	4.3	3.5	5.0	4.3	4.0				H					H			
61. Is willing to make decisions with limited information when necessary. (-)	3.0	4.1	4.0	4.3	4.3	3.7				H					H			
62. Weighs consequences of decisions before taking action.	3.0	4.7	4.5	5.0	4.5	4.7				H					H			

(+) Ten highest scoring  
 (-) Ten lowest scoring

Assessment Scale		Score				
1 = Rarely 2 = Occasionally 3 = Often 4 = Very Often 5 = Always N/O = Not Observed		1.0	2.0	3.0	4.0	5.0
<b>Ten Highest Scoring Items (All Raters)</b>						
7.	Jumps in and does his/her share of the work.					5.0
51.	Treats clients/customers with respect.					5.0
15.	States his/her opinions clearly and effectively.					4.9
17.	Composes well written reports and emails.					4.9
23.	Contributes to a climate that values diversity.					4.9
31.	Works collaboratively within the organization.					4.9
6.	Follows through with tasks and assignments.					4.8
8.	Ensures that people have the skills and resources to do their jobs.					4.8
9.	Is good with the details of projects and tasks.					4.8
14.	Works toward win/win outcomes.					4.8
<b>Ten Lowest Scoring Items (All Raters)</b>						
3.	Engages others in strategic, long-range planning.					4.3
5.	Deals with immediate demands without losing long-term focus.					4.2
11.	Encourages people to ask questions and disagree.					4.2
34.	Balances priorities between private and professional life.					4.2
39.	Maintains his/her composure under stress.					4.2
59.	Distinguishes between critical and non-critical tasks.					4.2
20.	Assigns challenging assignments and tasks to others.					4.1
21.	Encourages cross-functional training.					4.1
29.	Balances the demands of multiple constituencies and stakeholders.					4.1
61.	Is willing to make decisions with limited information when necessary.					4.1

**What should this person start doing to enhance his or her effectiveness.**

- 1 - He needs to step into the role of leader for his program, and set the vision and tone for the regional program for the future. His leadership is needed for strategic thinking, facilitation of partnerships, management of the complicated board structures, and development/fund-raising through grants, philanthropic donations and other venues in order to secure the sustainability of the program over time with or without governmental (state or federal) funding. He needs to be out in the field generating new relationships and let the center directors manage the local partnerships. He also needs to be involved at the state and national level in setting the agenda for benchmarking the success of the program.
- 2 - Try to be more diplomatic when challenging or disagreeing. Too often, people see your directness as unnecessary resistance or whining (when it really isn't) because of the delivery.
- 3 - Have a more positive attitude, focus on "big picture" and new opportunities that change brings.
- 4 - In the past i would have liked to have seen him take more control over the abd course and offer stronger leadership, but i understand that he was kind of thrust into that position and didn't have a lot of support from his superiors.
- 5 - Continue to increase the visibility of abd programs in the college of medicine, and explore avenues for external funding to support abd.
- 6 - Be more open-minded to new ideas and new ways of approaching programming.
- 7 - Adapt the value-added case for abd to better mesh with current institutional priorities.
- 8 - Be more assertive when debating issues with those who do not agree with him.
- 9 - Consider the larger view of the college in planning; develop a long-term vision and strategic plan for abd at cdl involving the different stakeholders; consider the impact you have on others with your words and non-verbals and find ways to become a more effective communicator.
- 10 - He needs to communicate more openly and more often with all key stakeholders regarding an immediate and long-term sustainability plan for abd. He needs to be more proactive with regard to what the program office can do for the medical college as well as the community it serves.
- 11 - Engage others in strategic, long range planning. Demonstrate openness to different ideas and perspectives. Work collaboratively with others. seek to understand those with whom he disagrees. Vary approach and style depending upon the situation. Show openness to new ideas and better ways of doing things.
- 12 - He could be an effective leader if a specific direction/mission for abd was given, either in the college or in cdl. He needs to embrace a vision

for abd and implement objectives for success. He also needs to be more positive and open-minded to new and innovative ideas.

13 - No suggestions. He attends appropriate conferences and work shops and encourages his staff to do the same. He finds it important for himself and his staff to seek new ideas or how to improve programs. I have always found him to be ahead of his game. He finds appropriate funding and ways to increase his staff. He always demands respect and recognition for his staff when deserved. In addition, he allows his staff to evaluate his performance so he can build on his weaknesses or highlight his strengths.

**What should this person stop doing to enhance his or her effectiveness?**

1 - He is often his own worst enemy by dwelling on how things have been in the past. If he is to become a more effective leader, he has to literally turn his vision forward rather than backward, and think about what is possible, not what didn't happen.

2 - See above

3 - Stop dwelling on the past and the mistakes that were made by others and the barriers that were put up; rather focus on building a strong program for the future.

4 - He should stop assuming that the phd faculty have more expertise in teaching. His knowledge of community health sciences is very strong and he's just as qualified, if not more, to be setting the direction for curriculum. He underestimates his own abilities.

5 - Stop revisiting old ideas and trying to defend the rationale of old traditions. Do not be so "held" to old policies and rules. One is often more restricted because of what they believe is a rule, rather than what is truly a rule.

6 - Stop referencing the inequities inflicted upon abd in the past by the institution.

7 - I can't think of anything here.

8 - Stop complaining about how poorly he/abd is treated to anyone who will listen; be open-minded to the ideas of others without falling back on the idea of how it has always been done by abd; lose the negative attitude

9 - Stop challenging every suggestion for improvement or growth of the program office by centers or the medical college

10 - Do not "bully" or "threaten" those not in agreement. Do not lose composure under stress.

11 - He should try to be less negative.

12 - No suggestions.

**What could this person do to build better relationships inside the organization?**

1 - He has good working relationships at the agency level, and with his center directors, and with board members. The issues raised in #2 above do impact his influence on the boards, in my opinion. He works well as a team member in the department, and has stepped up to do a lot of curriculum planning, management, implementation and leadership, even when it was uncomfortable for him. That makes him a valuable team member, and we have worked to minimize the degree to which he had been given inappropriate responsibility in the past. If he could take on the task of setting the vision for abd, and leading the organization to take it into the future, articulating that vision within abd and moving forward, he would be even more effective internally.

2 - Talk about solutions whenever you talk about problems.

3 - He has excellent relationships with outside organizations which is a great asset.

4 - It might help to offer stronger leadership with the support of the chair behind him. He hasn't always had this support in the past.

5 - Find ways to increase the number of people who are engaged in supporting or working with abd projects.

6 - Go through appropriate channels to get what you need. Understand who are your "friends" and advocates and work with them first.

7 - When speaking to persons within abd but outside cdl, focus more on how abd is helping or can help to achieve their priorities.

8 - He already has good internal relationships. I suppose he could get involved in more activities outside his department.

9 - Follow through on all commitments/joint projects to the best of his ability; display initiative in taking a larger role in projects, on committees and in college-wide functions; listen and seek to understand other ideas before deciding they aren't feasible

10 - Take more responsibility for his actions and not blame others within the organization for problems in his area

11 - Engage others in strategic, long range planning; work toward win/win outcomes. demonstrate openness to different ideas and perspectives; work collaboratively within the organization. Maintain composure under stress; seek to understand those with whom disagrees. Shows openness to new ideas.

12 - He needs to understand and relate to academia and its politics.

13 - He does an excellent job of building relationships inside the organization. He is well respected by his staff, management and other fellow

employees.

**What can this person do to build better relationships outside the organization?**

- 1 - He excels at his agency-based relationships, and with many board members. Some board members are, in my opinion, ready to see "where abd is going," and they are hoping he will take them there. It will be crucial for him to step into the full role of leader rather than as "line manager" in order to achieve this.
- 2 - I think you already have good relationships with partners!
- 3 - Not sure. From what i see, he has been very effective building relationships outside of abd.
- 4 - Continue to look for ways to involve others in bringing external dollars to abd.
- 5 - He already does pretty well here. I don't have anything to suggest.
- 6 - Try to further develop abd as a service organization that supplies needed expertise to outside organizations.
- 7 - He already has good external relationships. He could expand those relationships to include more under-served practice sites.
- 8 - Relationships outside the organization appear to be well handled and appropriate
- 9 - Be more accountable to those community stakeholders (boards) for complete disclosure of information that is pertinent to the success of the abd program, i.e. Budget allocations and center outcomes.
- 10 - Engage others in strategic, long range planning. Encourage people to ask questions and disagree. Work toward win/win outcomes. Demonstrate openness to different ideas and perspectives. Respect others regardless of the status of position. Engage multiple constituencies and stakeholders. Consider their interests and needs.
- 11 - He has a good relationship with his associates outside of the college.
- 12 - He is also well respected and seen as a leader in the community. His work and contributions extend beyond his place of employment. He was actively involved with professional organizations where he could network with others in his field, and took on leadership roles within those organizations.

**What do you want to tell me that was not covered in the assessment?**

- 1 - I've been frank in my assessment, and i want to say in support of him that he has been very forthright with me, and willing to look at what needs to be done. I understand that change does not come comfortably for him, and that many things he inherited in abd and many incidents in the past have left him feeling somewhat "hamstrung." i don't want to minimize the realities of the past with him, for his perceptions and the way things have been have, in fact created challenges for abd. However, i am most grateful for the trust he has placed in me, and intend to live up to that trust by challenging him to grow into the fullness of leadership at this point in his career. I believe he is capable of doing so, but it will require radical personal growth and will not always be comfortable. I believe he is up to the challenge.
- 2 - You are one of the most committed anti-racist allies (see tim wise's book, "white like me" for a definition) i have encountered at abd! We need more folks like you!
- 3 - You have wonderful teaching skills and a talent for connecting with students and others. Use this gift to build your program in a new and positive way.
- 4 - Nothing additional.
- 5 - He has a friendly personality and gets along well with peers and external partners. He has a good sense of humor in often being the only male among a sea of females. I think he could improve his leadership skills if he used the "politics" of the institution more effectively and kept an open mind about future opportunities rather than keep bringing up the past experiences. Foward-thinking and not being doubtful about ideas might make you sound more confident and inspiring as a leader.
- 6 - Nothing further to add.
- 7 - He has done a very good job with limited resources. I don't think the school considers abd a priority, but it should be.
- 8 - His biggest issues with leadership are his lack of long-term vision for his program and his staff, and his negative attitude that costs him and the program credibility with others.
- 9 - No additional information.