

STAR Interpersonal Success Inventory 360 - Executive

Stanley Sample

5/10/19



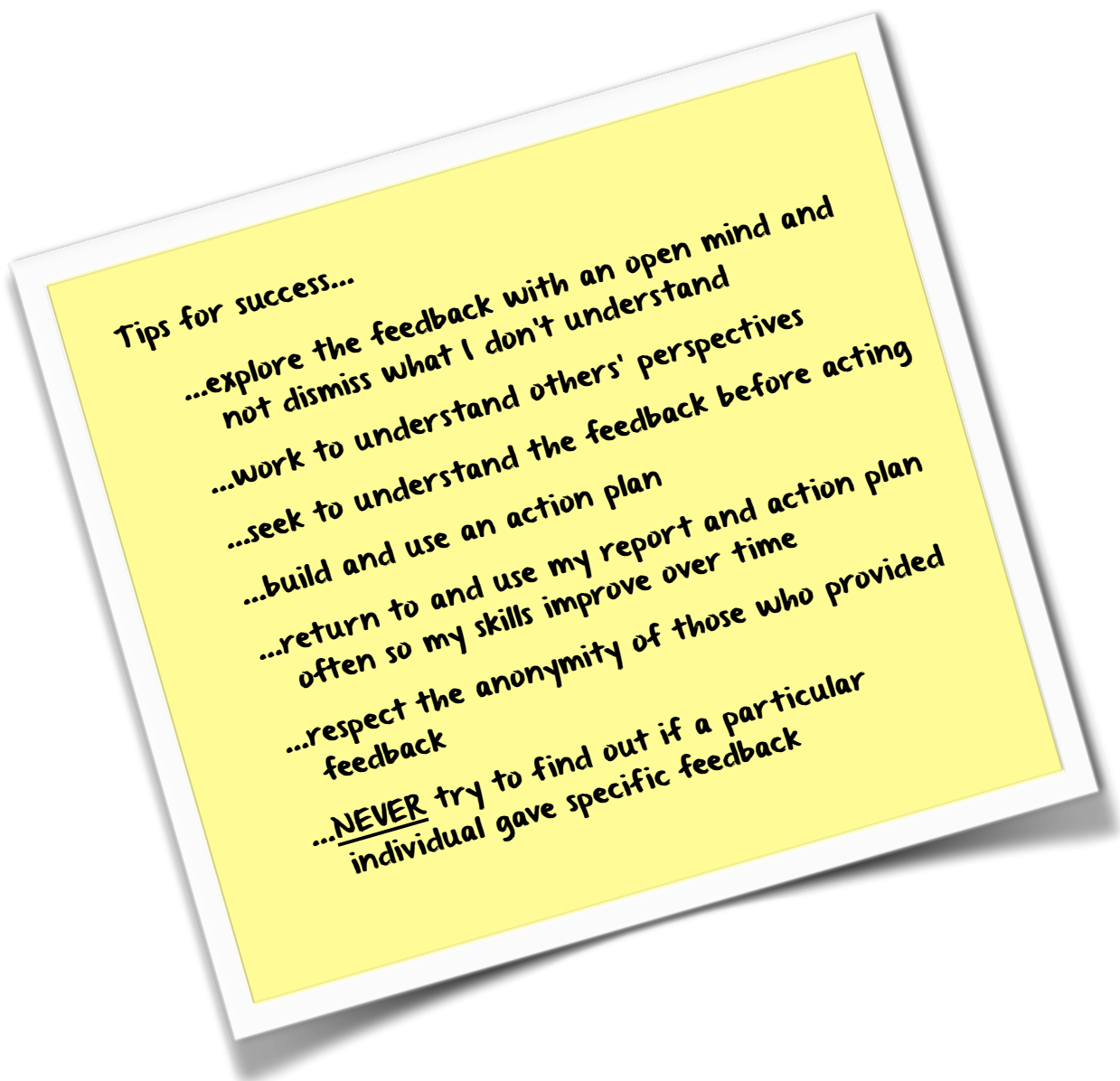
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This report contains feedback to help you improve your leadership skills. The fact that your raters have taken their time to share their opinions for your benefit is a sign of their commitment to your success and the success of your organization.

Individual feedback is averaged with feedback from others in the same rater category to identify trends AND to protect the anonymity of each person providing feedback. If that anonymity is compromised, it may damage your ability to use the feedback for improvement and inhibit the willingness of people to provide feedback in the future. Your self scores and your manager's scores are the only scores that are not anonymous.

This report will help you identify trends and teach you how to hold conversations to better understand the feedback without compromising the anonymity of those who provided feedback. If you follow the process outlined, this report will be a powerful leadership development tool for you.

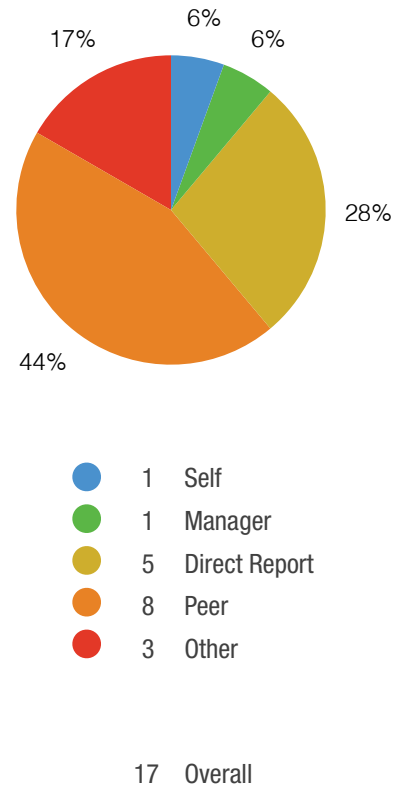
Before turning to the next page and exploring your results, please commit to the following:



What's In This Report

	<u>Page</u>
SECTION I. IDENTIFY	
What You Are Being Asked To Do	2
How To Understand The Results	3
What To Improve WORKSHEET	4
SECTION II. CLARIFY	
Specific Next Steps (who to talk to and why)	5
What To Say	6
Who To Talk To WORKSHEET	7
Notes WORKSHEET	8
Readiness Check WORKSHEET	9
SECTION III. Improve	
Improvement Plan WORKSHEET	10
SECTION IV. IMPROVE & REPEAT	
Duplicate Worksheet	11
SECTION V. FEEDBACK DETAILS	
Section Description	12
Competency Comparisons	13
Overall Score Comparisons	14
Overall / Self Gap Comparison	16
Skill Text and Scores	18
COMMENTS	

Survey Respondents



DEFINITIONS

SKILL: the item raters were asked to evaluate

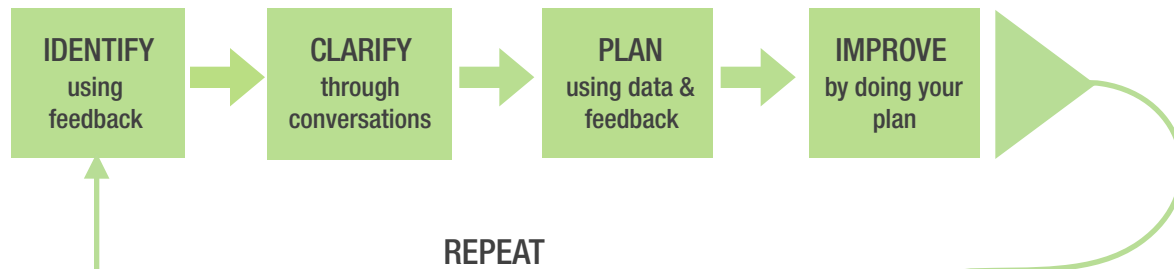
SCORE: the average of all answers given by a rater group

OVERALL SCORE: the average of all answers given by all raters except self

GAP: the difference between a rater group score and the self score

What You Are Being Asked To Do

Success drives success. You are being asked to improve, one skill at a time:



Identify

Your report will help you use the survey feedback to identify *one* skill to improve. (Working on many skills at once may cause you to lose focus or become discouraged.)

Clarify

The people you work with are your best source for clarifying exactly what you need to do to improve. Your report guides you through how to hold conversations to get that information.

Plan

The Improvement Plan worksheet helps you create a simple, actionable improvement plan.

Improve

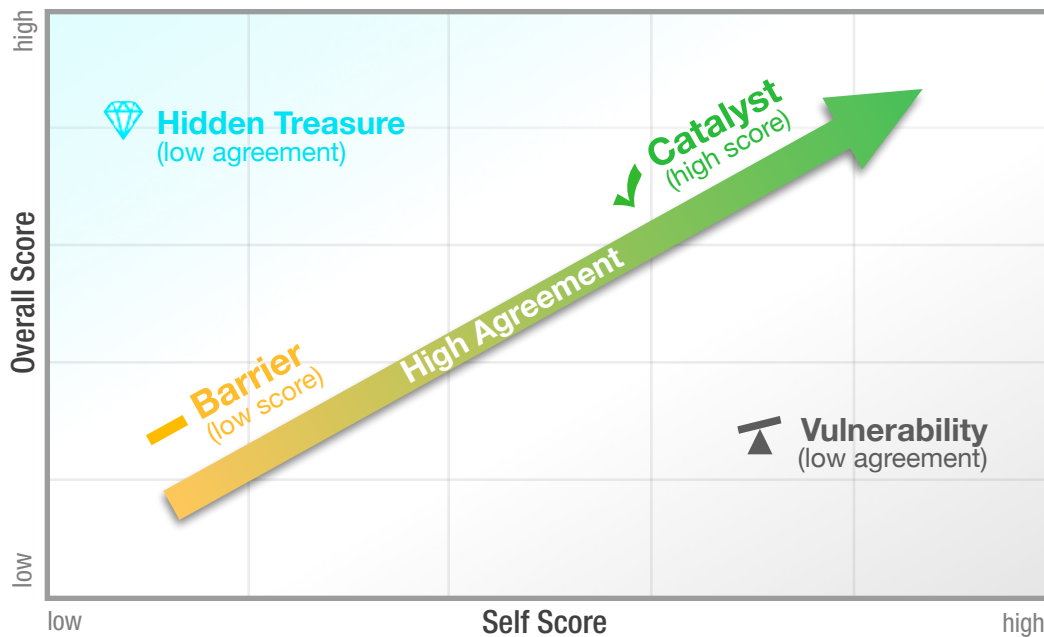
Turning a new behavior into a habit requires that you do what you plan to do.

Repeat

Through your focused efforts, once your new behavior has become a habit, return to the report, select the next skill to improve, and repeat the process.


I. IDENTIFY - How To Understand The Results


Based on the scores and agreement between scores, each skill falls somewhere on the chart below. Agreement is a measure of self-awareness. Focus your improvement efforts on items with the most significant results in each category below. The 5 most significant results for each category are listed on the next page.



High Agreement - between you and other raters about your skill indicates high self-awareness. The agreement enables you to focus on how to develop the skill. It is indicated by the **OVERALL SCORE**.


Areas of high agreement provide the opportunity for you to work on identifying specific actions to improve or build upon a skill.


 **Career Catalyst** - behaviors where there is agreement that your skill level is strong. These behaviors can accelerate your success.

 **Career Barrier** - behaviors where there is agreement that your skill level is low. These behaviors can block your success.

Low Agreement - between you and other raters about your skill indicates potential low self-awareness, suggesting that you focus on understanding the difference in perception before working on developing the skill. It is indicated by the **GAP**.


Areas of low agreement necessitate that the you get more information before identifying actions to take.

 **Hidden Treasure** - skills with untapped potential. Others rated you much higher than you did, indicating you may have strengths you may not understand/be aware of.


 **Vulnerability** - weak skills that may indicate a blind spot. Others rated you significantly lower than you did. You may be unaware that the skill may be blocking your success.

I. IDENTIFY - What To Improve WORKSHEET

Below are the top 5 items in each category, based on your actual survey results. Review the results in each category and answer the questions at the bottom of the page.

 **Career Catalyst** Overall Score:


30. Cross-boundary Learning	4.6
35. Transfers Learning	4.5
31. New Ideas	4.5
28. Trust	4.5
26. Gives Credit	4.5

 **Hidden Treasure** Gap:

11. Solicits Information	1.0
35. Transfers Learning	0.5
28. Trust	0.5

 **Career Barrier** Overall Score:

20. Involves Employees	3.8
10. Considers Impact	3.9
11. Solicits Information	4.0
16. Shared Vision	4.1
19. Honors Differences	4.1

 **Vulnerability** Gap:

10. Considers Impact	-1.1
14. Respect	-0.9
21. Interested in People	-0.9
38. Follows Through	-0.8
37. Ethical	-0.8

(Catalysts = 5 highest Overall scores. Barriers = 5 lowest Overall scores.)

(Gaps must be greater than .5 to appear in list.)

Using the above list of top 5 Career Catalysts, select a Career Catalyst that you can leverage to help you to improve other skills:



Select the survey item that represents the first skill you would like to improve:

Skill #: _____

Skill Text:

What type of skill have you selected:    

You can make your selection from the top 5 above or study the feedback detail in Section V.

II. CLARIFY - Specific Next Steps (who to talk to and why)

Your manager, peers and direct reports can be the best sources to help you understand exactly how to improve. Initiating conversations and asking questions is the best way to get information. This section of the report will give you the essential talking points.

Your goal is to listen and understand others' perspectives. After you understand, you can choose whether or not to include their suggestions in your personal improvement plan. Here are recommendations of who to talk to and why:

High Agreement: Identify Next Steps



**Talk To
People You
Interact With
Frequently**

Your manager, peers and direct reports have the best insights on why the skill is a strength AND where you can use the skill more effectively.

Goal:

Identify how to build upon your strength and **maximize** this skill



**Talk To
People Who Know
of Resources For
Improvement**

Your manager, leaders, trainers, or others who do the skill well can help you find books, classes, strategies and other resources you need to overcome the barrier.

Goal:

Identify how your skill is a barrier to your career and how to **remove** it

Low Agreement: Get More Information



**Talk To People You
Trust and Will
Coach You**

People you work with who are genuinely interested in your success can give you honest feedback and coaching and help you understand and maximize the skill.

Goal:

Understand your ability in this skill and how to **utilize** it more often



**Talk To
People You Trust &
Who Influence
Your Career**

Career decision makers and people who influence their decisions can describe the impact of your skill on your career and how to overcome the vulnerability.

Goal:

Understand why this is a vulnerability and how to **overcome** it

These conversations will help you understand others' perspectives, so you are better equipped to develop an action plan.

- Listen respectfully - there are no right or wrong answers.
- There is no need to defend or argue - you are only trying to understand perspectives.
- Thank people for sharing - they have taken time to help you in your career.

II. CLARIFY - What To Say

Knowing what to ask and how to ask it can be difficult. Here's specific wording to help you get started.

What To Ask			
	Introduction	Ask For An Example	Follow Up
High Agreement: Identify Next Steps	 ...sharing your perspective of what I do well in the area of (goal) and how I can best maximize that skill?	...where or when I could have used the skill from my goal but did not?	What other opportunities are there for me to utilize this skill?
	 ...helping me learn how to improve in the area of (goal)?	...what you think I need to do to improve in that area?	What would you recommend to someone trying to improve this skill?
Low Agreement: Get More Information	 ...sharing your perspective of what I do well in the area of (goal) and how others respond to that skill?	...specifically what I do well in that area?	What can I do to enhance and maximize this skill?
	 ...helping me understand the impact (goal) has on my success?	...how my performance in (goal) has impacted my success?	What do you think I need to do to better address this skill area?

Now you know what to ask, enjoy the conversations. Your understanding of how others perceive your skills will help you develop an action plan that will help you succeed.

The worksheet on the next two pages will help you plan and initiate conversations.

II. CLARIFY - Who To Talk To WORKSHEET

Select people you want to talk to about the skill you are going to improve. The best source for information varies according to skill category. Use the following guide to help you select the appropriate people.

Select People...



You Interact With
Frequently



Who Can Identify
Resources



You Trust & Will
Coach You



You Trust & Influence
Your Career

Identify three or more people you will talk with, then make appointments.

Person

Appointment

1 _____ Date: _____ Time: _____

2 _____ Date: _____ Time: _____

3 _____ Date: _____ Time: _____

4 _____ Date: _____ Time: _____

5 _____ Date: _____ Time: _____

II. CLARIFY - Notes WORKSHEET

Now you've clarified who to talk to, what you want to learn and what questions to ask, initiate the conversations and answer the following questions.

How does my behavior/skill impact others?

How can I adjust my behavior/skill to use the skill more effectively?

What resources are available to help me improve this skill?

II. CLARIFY - Readiness Check WORKSHEET

Your conversations with others may have given you insight into what to change, how to change and why it's important. Before you make a plan to change, take a moment and make sure you have everything to succeed by reviewing this change-readiness checklist.

Depending on the type of skill you have chosen to change, your plans should:



MAXIMIZE
this skill



REMOVE
this barrier



UTILIZE
this skill



OVERCOME this
vulnerability

Before you proceed creating your plan, do a quick check and make sure you are prepared to plan:

___ I understand how others perceive the behavior I need to improve/change

___ I understand what to do to change/improve the behavior

___ I have discussed my selection and ideas for change with my manager

___ I have identified the resources I need to be successful

___ I have a way to track my progress

___ On a scale of 1 - 5, with 1 being "None" and 5 being "Excited to do this",
my motivation to change is a 3 or above

___ I have someone who will encourage me as I work to change/improve

If you cannot check all of the boxes, discuss the issue with your manager and gather more data before preparing your plan. If you can check all the boxes, proceed to the next page and prepare your plan.

III. IMPROVE - Improvement Plan WORKSHEET

The skill I am going to improve is:

Which is a:    

To improve this skill, I am going to do the following on a regular basis:

Tasks:	Deadline:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I will know I have made progress when:

I will discuss my progress with my manager on: _____

As you implement your plan and get feedback from others, you may adjust your plan. Please note the adjustments below:

Signed (participant)

Signed (manager)

IV. IMPROVE & REPEAT

Once you have accomplished your development goal, return to the report, select a new skill and repeat the process. This is an additional Plan Worksheet for you to copy and use each time.

The skill I am going to improve is:

Which is a:    

To improve this skill, I am going to do the following on a regular basis:

Tasks:

Deadline:

I know I will have made progress when:

I will discuss my progress with my manager on: _____

As you implement your plan and get feedback from others, you may adjust your plan. Please note the adjustments below:

Signed (participant)

Signed (manager)

V. FEEDBACK DETAILS

The following sections of the report display the details of your feedback. Some people like tables, others like charts. We've provided both.

Do not feel like you have to look at all the pages. Find the charts and tables that are most useful for you and don't worry about the rest. Here's what's in each section:

Competency Comparisons: A competency is a collection of related skills. These competency sections display the average scores for each rater group, for all skills in each competency.

Overall Score Comparisons: This page displays the scores for each skill, organized high to low. Your greatest strengths are at the top of the graph. Your most significant weaknesses are at the bottom of the graph. The table to the right displays the Self and Manager score.

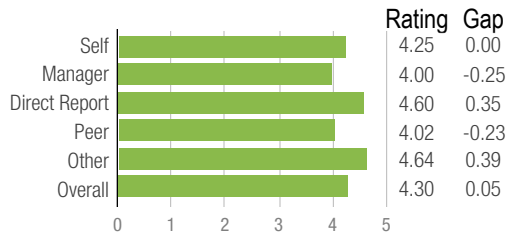
Overall / Self Gap Comparison: This page displays the gap between the overall score and your score for each skill. The skills are organized with the highest positive gap at the top - these are potential Hidden Treasures - and the greatest negative gaps at the bottom - these are potential Vulnerabilities.

Skill Text and Graphs for Each Skill: These pages display each skill and related scores in numerical order. It includes the complete skill text and the short summary text. The skill results are displayed in a graphical format.

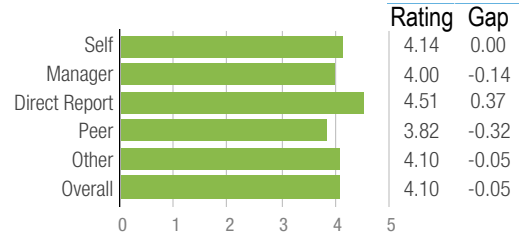
V. FEEDBACK - Competency Comparisons

This section displays the average rater group score for each competency.

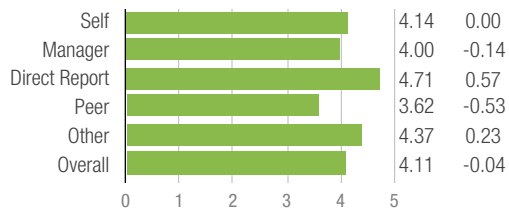
1 COMMUNICATION



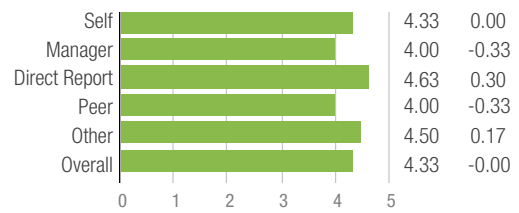
2 DECISION MAKING



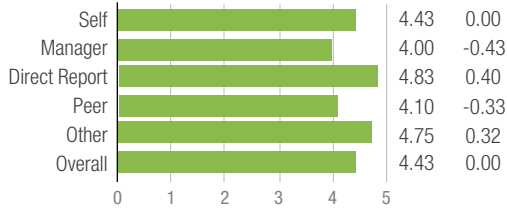
3 LEADERSHIP



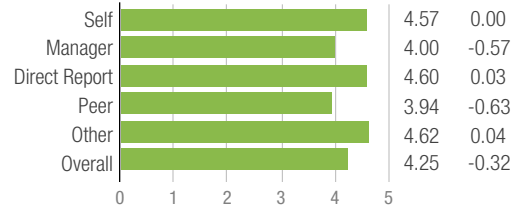
4 PERFORMANCE MANAGEMENT



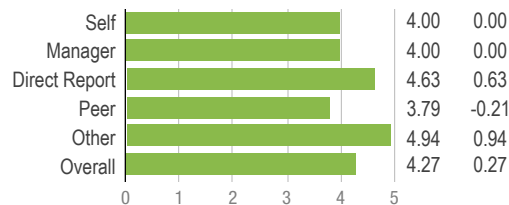
5 INNOVATION



6 SELF DEVELOPMENT



7 SYSTEMS THINKING



1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Always

V. FEEDBACK - Overall Score Comparisons

The questions below are listed by Overall score. The highest Overall score is at the top of the list and the lowest Overall score is at the bottom. The Overall score is the average of all responses except Self.

Competency	Question	Overall Score	Self Score	Manager Score
INNOVATION	30. Cross-boundary Learning	4.63	5.00	4.00
INNOVATION	35. Transfers Learning	4.54	4.00	4.00
INNOVATION	31. New Ideas	4.50	5.00	4.00
PERFORMANCE MANAGEMENT	28. Trust	4.50	4.00	4.00
PERFORMANCE MANAGEMENT	26. Gives Credit	4.47	5.00	4.00
PERFORMANCE MANAGEMENT	24. Develops Others	4.46	4.00	4.00
COMMUNICATION	2. Courage	4.44	5.00	4.00
INNOVATION	32. Solutions-focused	4.44	5.00	4.00
COMMUNICATION	8. Defuses Emotions	4.42	5.00	4.00
COMMUNICATION	5. Shares Knowledge	4.38	4.00	4.00
INNOVATION	34. Open to Change	4.38	4.00	4.00
SELF DEVELOPMENT	36. Open to Input	4.36	5.00	4.00
SELF DEVELOPMENT	40. Contributes	4.36	4.00	4.00
SYSTEMS THINKING	44. Big Picture	4.35	4.00	4.00
LEADERSHIP	22. Results-focused	4.33	4.00	4.00
SYSTEMS THINKING	43. Pragmatic	4.33	4.00	4.00
DECISION MAKING	13. Encourages Problem-Solving	4.33	4.00	5.00
INNOVATION	33. Learning Environment	4.31	4.00	4.00
COMMUNICATION	6. Calm/Clear Expression	4.29	4.00	4.00
COMMUNICATION	1. Clarity	4.29	4.00	4.00
SYSTEMS THINKING	46. Sees Patterns	4.29	4.00	4.00
PERFORMANCE MANAGEMENT	25. Empowers Others	4.29	5.00	4.00
SELF DEVELOPMENT	42. Deadlines	4.29	5.00	4.00
PERFORMANCE MANAGEMENT	27. Performance Feedback	4.27	4.00	4.00
COMMUNICATION	4. Collaborates	4.25	4.00	4.00

V. FEEDBACK - Overall Score Comparisons

The questions below are listed by Overall score. The highest Overall score is at the top of the list and the lowest Overall score is at the bottom. The Overall score is the average of all responses except Self.

Competency	Question	Overall Score	Self Score	Manager Score
SYSTEMS THINKING	45. Diagnostic Ability	4.25	4.00	4.00
LEADERSHIP	18. Team Purpose	4.25	4.00	4.00
SELF DEVELOPMENT	37. Ethical	4.25	5.00	4.00
COMMUNICATION	7. Considerate	4.24	4.00	4.00
SYSTEMS THINKING	48. People-oriented	4.24	4.00	4.00
INNOVATION	29. Encourages Discovery	4.24	4.00	4.00
DECISION MAKING	9. Asks Questions	4.24	4.00	4.00
SELF DEVELOPMENT	41. Even Temperament	4.21	4.00	4.00
SYSTEMS THINKING	47. Multiple Viewpoints	4.18	4.00	4.00
COMMUNICATION	3. Listens	4.18	4.00	4.00
SELF DEVELOPMENT	38. Follows Through	4.18	5.00	4.00
SELF DEVELOPMENT	39. Self Aware	4.13	4.00	4.00
DECISION MAKING	12. Timely Action	4.13	4.00	4.00
LEADERSHIP	17. Builds Morale	4.13	4.00	4.00
LEADERSHIP	21. Interested in People	4.12	5.00	4.00
DECISION MAKING	14. Respect	4.06	5.00	4.00
PERFORMANCE MANAGEMENT	23. Sets Expectations	4.06	4.00	4.00
DECISION MAKING	15. Fairness	4.06	4.00	4.00
LEADERSHIP	19. Honors Differences	4.06	4.00	4.00
LEADERSHIP	16. Shared Vision	4.06	4.00	4.00
DECISION MAKING	11. Solicits Information	4.00	3.00	3.00
DECISION MAKING	10. Considers Impact	3.88	5.00	4.00
LEADERSHIP	20. Involves Employees	3.80	4.00	4.00

V. FEEDBACK - Overall / Self Gap Comparison

This graph displays the gap score showing the difference between the Overall score and the Self score for each question. Bars to the right of (0) are potential Hidden Treasures. Bars to the left of (0) are potential Vulnerabilities.



V. FEEDBACK - Overall / Self Gap Comparison

This graph displays the gap score showing the difference between the Overall score and the Self score for each question. Bars to the right of (0) are potential Hidden Treasures. Bars to the left of (0) are potential Vulnerabilities.

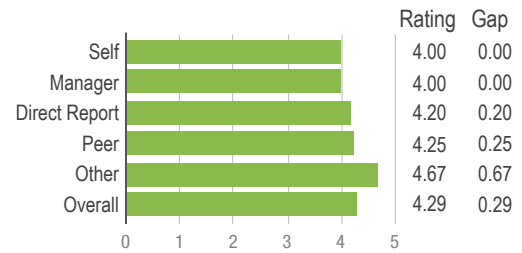


V. FEEDBACK - Skill Text and Scores

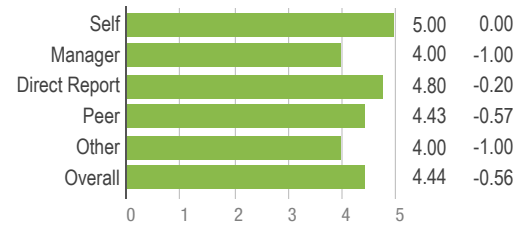
COMMUNICATION

This section lists skills in the sequence they appeared on the survey. The graphs represent the average rater group score for each skill.

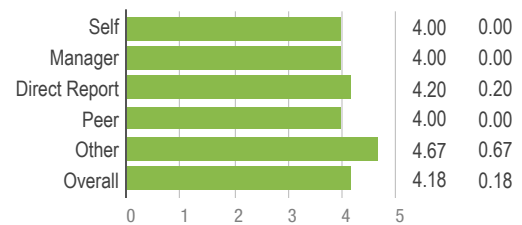
1. Clarity Expresses thoughts and ideas so that others can readily understand the meaning.



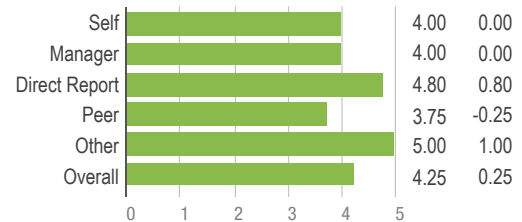
2. Courage Demonstrates the courage to voice sensitive issues that need to be addressed.



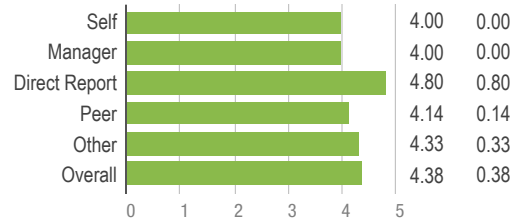
3. Listens Listens and observes attentively, allowing an exchange of information.



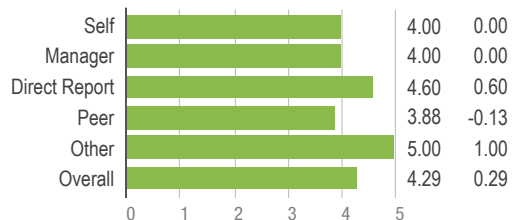
4. Collaborates Collaborates with others outside the formal line of authority to accomplish organizational goals and to resolve problems.



5. Shares Knowledge Shares knowledge, information and experience to help others achieve their goals.



6. Calm/Clear Expression Expresses himself/herself clearly, without aggression towards others.



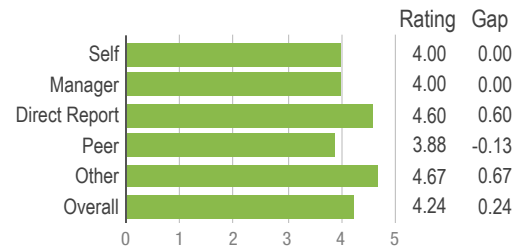
1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Always

V. FEEDBACK - Skill Text and Scores

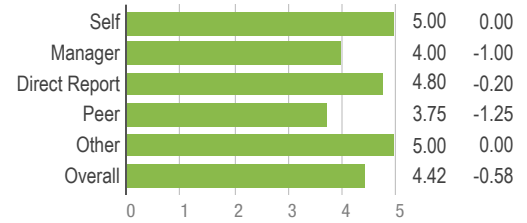
COMMUNICATION

This section lists skills in the sequence they appeared on the survey. The graphs represent the average rater group score for each skill.

7. Considerate Uses tact and consideration with others.



8. Defuses Emotions Defuses emotionally charged situations where strong disagreements exist.

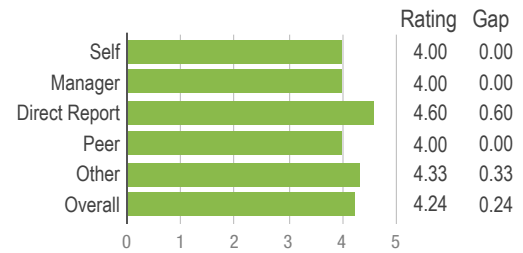


V. FEEDBACK - Skill Text and Scores

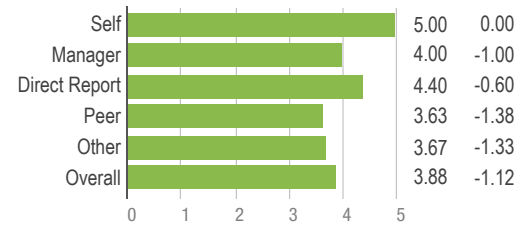
DECISION MAKING

This section lists skills in the sequence they appeared on the survey. The graphs represent the average rater group score for each skill.

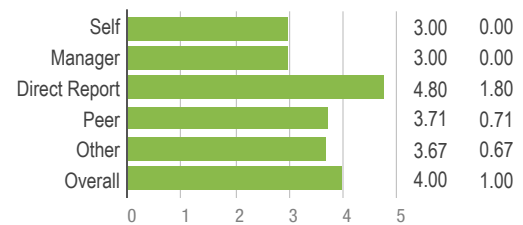
9. Asks Questions	Asks appropriate open-ended questions.
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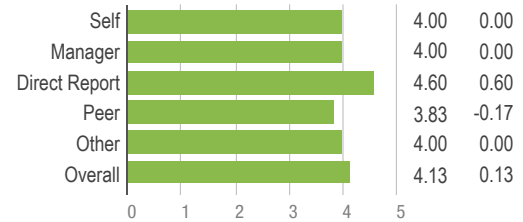
10. Considers Impact	Considers potential impact on people in decision making process.
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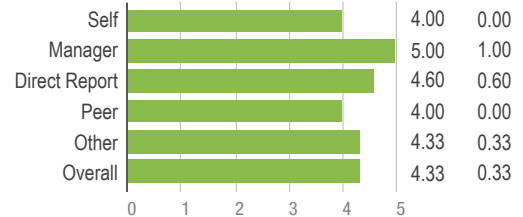
11. Solicits Information	Solicits information from all relevant parties.
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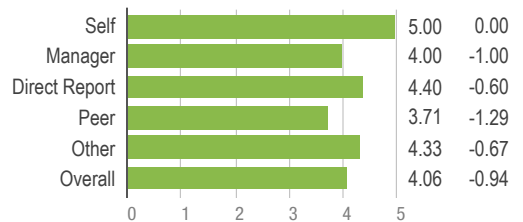
12. Timely Action	Takes timely corrective action to resolve work issues.
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13. Encourages Problem-Solving	Encourages creative problem solving.
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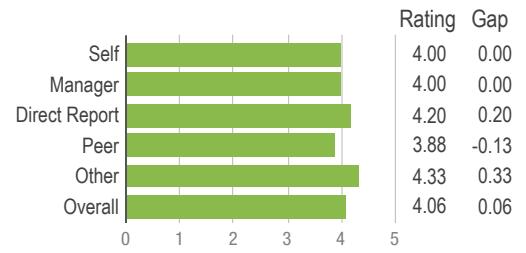
14. Respect	Ensures everyone in decision making process is treated with respect.
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1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Always

This section lists skills in the sequence they appeared on the survey. The graphs represent the average rater group score for each skill.

15. Fairness	Models fairness.
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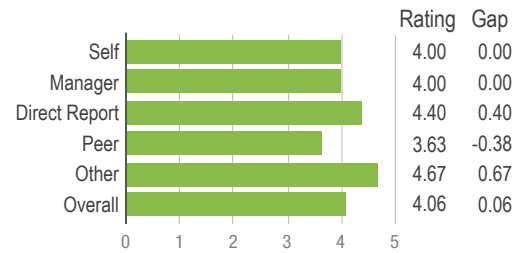


V. FEEDBACK - Skill Text and Scores

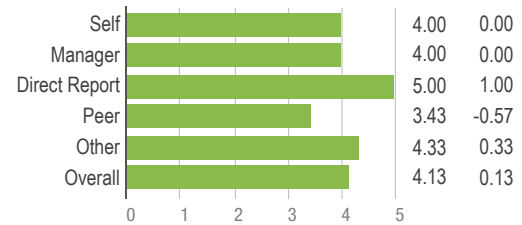
LEADERSHIP

This section lists skills in the sequence they appeared on the survey. The graphs represent the average rater group score for each skill.

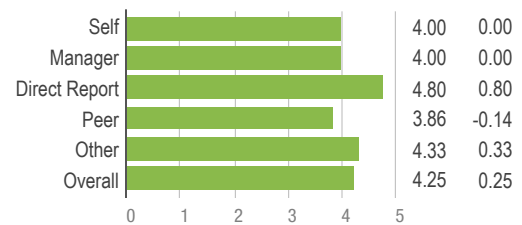
16. Shared Vision Works with others to create a shared vision and to cooperate in shared values.



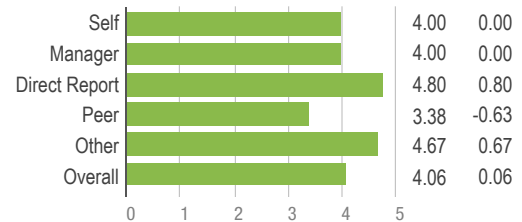
17. Builds Morale Gains commitment in ways that build team morale.



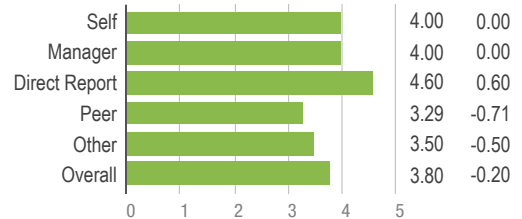
18. Team Purpose Builds a strong sense of team's purpose and group identity.



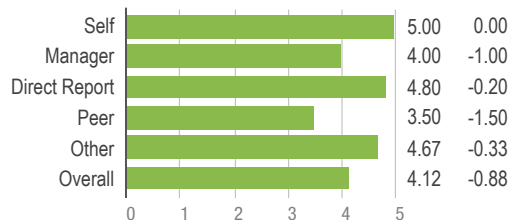
19. Honors Differences Treats all others as honored equals, modeling tolerance and acceptance of differences.



20. Involves Employees Appropriately involves employees, peers and others in planning, goal setting, decision making and other functions.



21. Interested in People Shows a sincere interest in people as individuals.



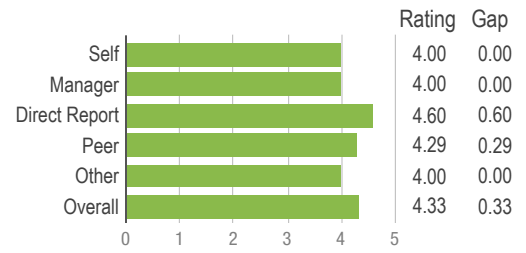
1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Always

V. FEEDBACK - Skill Text and Scores

LEADERSHIP

This section lists skills in the sequence they appeared on the survey. The graphs represent the average rater group score for each skill.

22. Results-focused Establishes measurable and achievable results expectations.

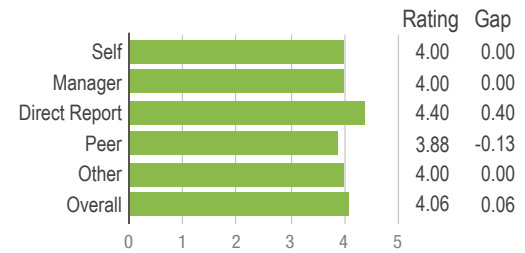


V. FEEDBACK - Skill Text and Scores

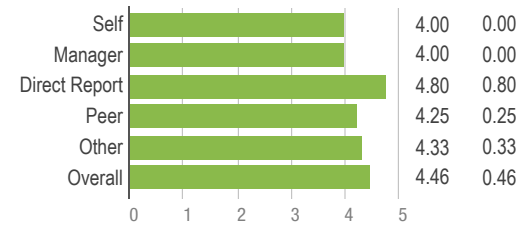
PERFORMANCE MANAGEMENT

This section lists skills in the sequence they appeared on the survey. The graphs represent the average rater group score for each skill.

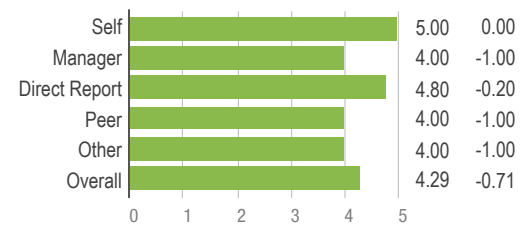
23. Sets Expectations Communicates clear expectations.



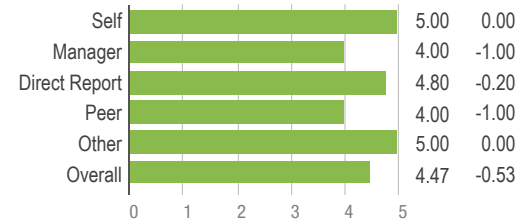
24. Develops Others Develops in others the ability to think through problems to understand the implications of all decisions.



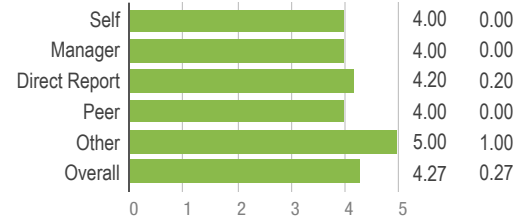
25. Empowers Others Empowers others through effective delegation with appropriate authority and accountability.



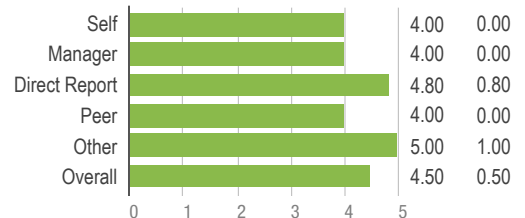
26. Gives Credit Gives credit where credit is due.



27. Performance Feedback Provides performance feedback to employees in a manner that enhances their self-esteem even when tough messages on non-performance are delivered.



28. Trust Builds high performing teams based on trust and collaboration.



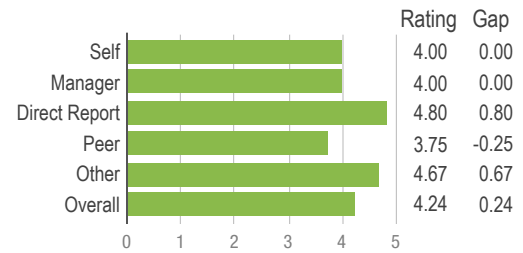
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V. FEEDBACK - Skill Text and Scores

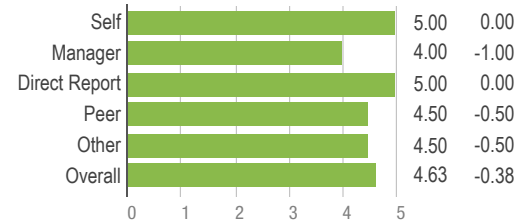
INNOVATION

This section lists skills in the sequence they appeared on the survey. The graphs represent the average rater group score for each skill.

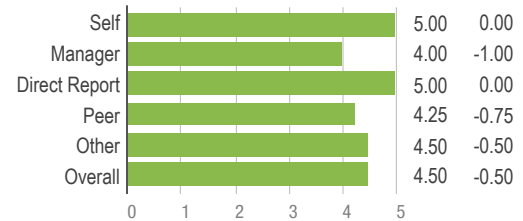
29. Encourages Discovery	Encourages discovery and improvement for dealing with existing problems and processes.
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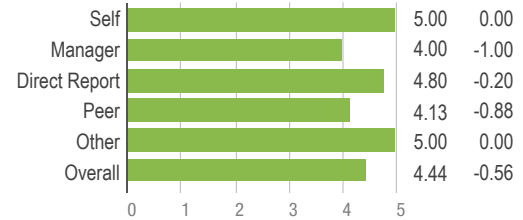
30. Cross-boundary Learning	Routinely observes other organizations, industries, and disciplines to find new ideas for improving the business.
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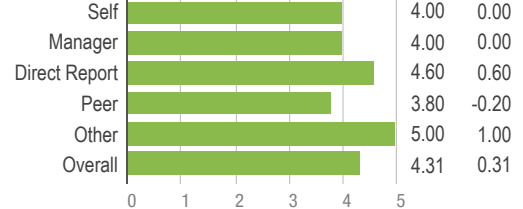
31. New Ideas	Is always on the lookout for new ideas about how to solve problems or do the job better.
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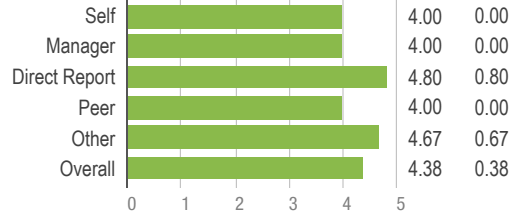
32. Solutions-focused	Actively searches for new solutions through discussion and experimentation.
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33. Learning Environment	Creates a learning environment where people feel safe to try out new ideas.
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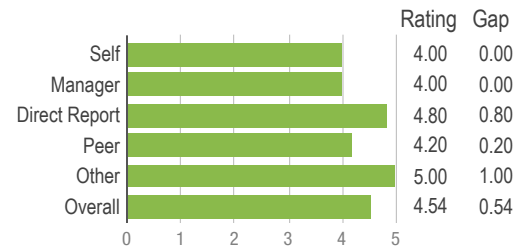
34. Open to Change	Models openness to change and innovation.
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This section lists skills in the sequence they appeared on the survey. The graphs represent the average rater group score for each skill.

35. Transfers Learning Transfers learning from one situation to another.

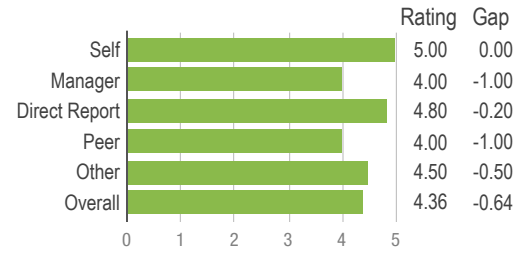


V. FEEDBACK - Skill Text and Scores

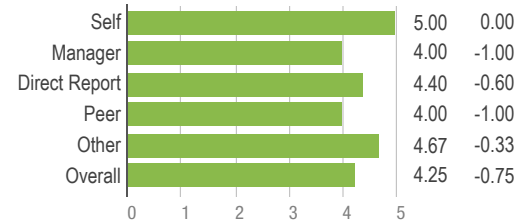
SELF DEVELOPMENT

This section lists skills in the sequence they appeared on the survey. The graphs represent the average rater group score for each skill.

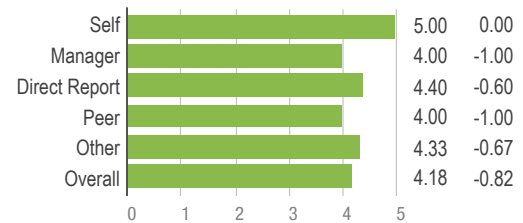
36. Open to Input Is open to criticism. Constructively receives suggestions from others.



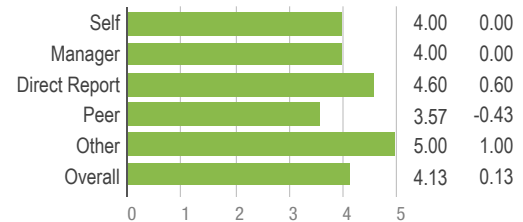
37. Ethical Acts ethically and morally in all practices and relationships.



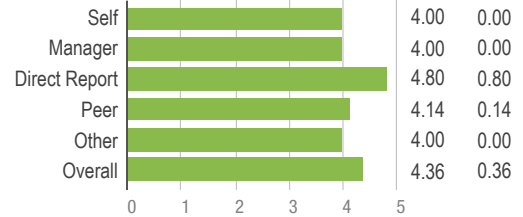
38. Follows Through Consistently follows through with commitments.



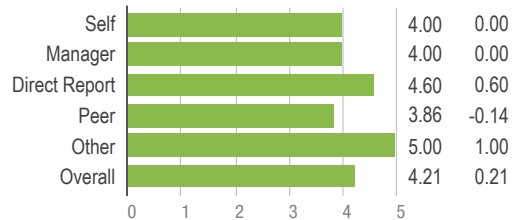
39. Self Aware Assesses himself/herself accurately.



40. Contributes Expands his/her abilities to enhance personal contributions to the organization.



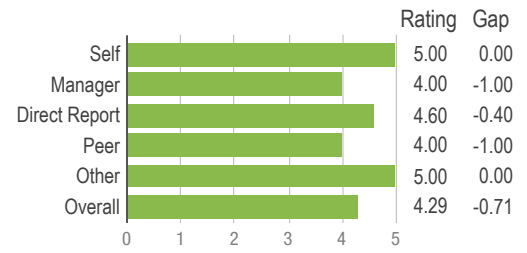
41. Even Temperament Maintains consistent style and personality even when under deadlines, tired, or opposed on a point.



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This section lists skills in the sequence they appeared on the survey. The graphs represent the average rater group score for each skill.

42. Deadlines	Works well under tight deadlines.
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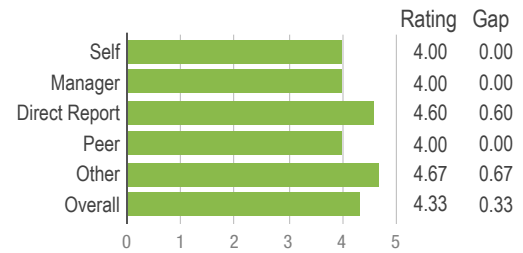


V. FEEDBACK - Skill Text and Scores

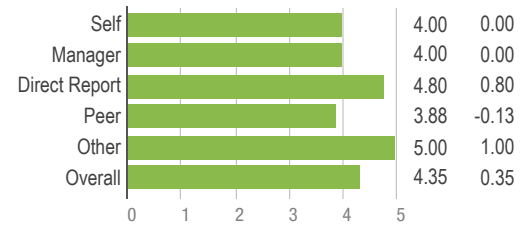
SYSTEMS THINKING

This section lists skills in the sequence they appeared on the survey. The graphs represent the average rater group score for each skill.

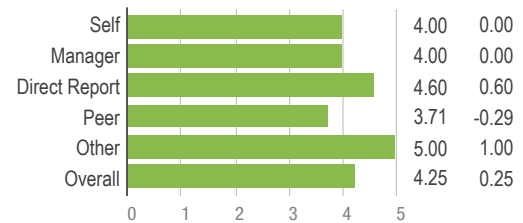
43. Pragmatic Describes organizational issues accurately and objectively without blaming people or policies.



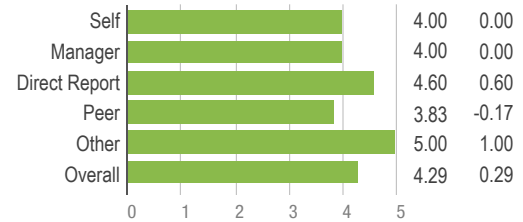
44. Big Picture Maintains a broad perception or "big picture" view to benefit the organization as a whole.



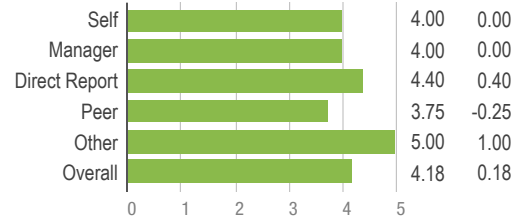
45. Diagnostic Ability Considers people's deep-seated attitudes in order to accurately diagnose inter-departmental concerns.



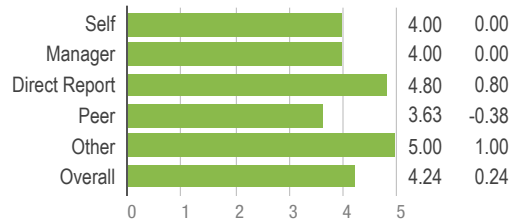
46. Sees Patterns Searches for patterns of behavior to understand organizational issues rather than focusing on isolated events.



47. Multiple Viewpoints Considers organizational impact from multiple viewpoints: individual, team, department, senior management, customers, stockholders, etc.



48. People-oriented Interacts effectively with people, both internal and external to the organization.



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COMMENTS

What should I START doing to maximize my leadership effectiveness?

Self

- Having regular team building events to help build camaraderie for this new group
Create formal opportunities for my direct reports to provide feedback on my leadership style (periodic 360.)

Manager

- Stanley should start to spend more time managing stakeholders below his level and his peer group. There is a lot to like about Stanley. At times he is so focused on the work he puts his own needs behind him. I'd like to see him develop deeper relationships with his HR team mates

Direct Report

- Stanley could start to become more aware of his active listening skills. He has a lot on his mind, and occasionally it will become apparent that he's distracted from the conversation. I'm lucky to have developed a relationship with him where I can call him out on it, but someone who isn't as comfortable probably wouldn't be able to have the same approach.
- Discussing concerns with team members to include their feedback or insight on situations
- Elaborate more when explaining. Sometimes communication is too straightforward and more information is needed to completely understand.
- Stanley has been spread very thin lately, acting as the lead while keeping his Merchandising and Design HR responsibilities. Once he is able to fully immerse himself in the team he will be able to start maximizing his time and helping to make change in how our company operates and views. It's a team that encounters a lot of challenges and I believe Stanley's leadership will help bring change where needed.
- I think he should start incorporating us in decisions that could impact our team.

Peer

- Stanley is a great leader. He should expanding his sharing of his vast knowledge to maximize leadership effectiveness.
- Collaborate with HR leads for all three businesses to manage expectations around priorities.
Build strong relationships.
Engage authentically with all levels.

• Stanley is a talented colleague with lots of energy and good ideas. He seems to be very attentive and a strong partner to his business partners. It would be great to see more collaboration and follow-up with HR peers. There have been some cases where I've prepared information for him as agreed, but never heard back. And there have been other times when he has been difficult to get in touch with. I know that he has his hands full most of the time, but even an acknowledgment of receiving the information provided or of when he can respond would be appreciated. I think this mostly comes down to time management - being able to keep multiple priorities going at the same time. I have no doubt that with a conscious effort, this area can be addressed.

- Helping people learn you are as a person! Getting to know you personally will help to establish a positive foundation for relationships (especially new ones / people you will be working with in new ways).

• Be more flexible in his leadership style based upon the other person's style. Be more aware of his approach and how it makes others feel. Deliver directions and questions in a less direct manner keeping other people's perspective front of mind.

• Approach the suggestions and ideas of others with curiosity and openness before forming a solution. Valuing the time of others as much as he values his own time. Start focus on earning the respect of your HR partners who don't always believe you have their best interests in mind.

Other

- -Take more time to speak to manager level employees in the organization to understand their needs and sticking points

What should I STOP doing to maximize my leadership effectiveness?

Self

- Ensure a thoughtful and measured approach when delivering all feedback

Manager

- Stanley should stop being too hard on himself. He is the hardest working HR leader I've spent time with. He needs to give himself time to recover and reenergize.

Direct Report

- N/A - cannot think of anything that needs modified.
- Stanley tends to move extremely fast which is a breath of fresh air usually, however he can be impulsive at times and does not always understand the effects his decisions will make.
- I think he could stop being impulsive when feeling overwhelmed.

Peer

- Stanley has more passion and energy than then anyone I have ever met. He should continue to energize his team and partners but tailor his energy levels to the audience.
- I can't think of anything at this time.
- N/A
- Take others along for the journey, allowing them to voice their opinion and feel as though they can have value added input.
- Stop slowing down progress by not fully engaging in the execution of work projects. It feels like you agree to things when you don't truly agree. As the team moves forward you don't carryout your piece of the agreement and the work stalls.

Other

- -Having conversations with a team if the leader is unclear on how to proceed. Gain alignment with leader first

What should I CONTINUE doing to maximize my leadership effectiveness?

Self

- Provide direct feedback - positive and coaching
- Build strong relationships both internally and externally
Be involved, engaged in the day-to-day, and accessible to my team and business
Provide team members the opportunity to stretch to do different things, and learn new skills

Manager

- Stanley should continue to bring his creative thinking and can do approach to the work. He is an exceptional talent and he has a bright future in the business. It can be difficult in this environment to feel comfortable challenging legacy ways of working. Stanley's towering strength is his ability to solve difficult problems quickly and effectively. This, at times requires creativity and focus. Both are qualities Stanley has in abundance.

Direct Report

- Stanley is a hugely talented leader with many great traits. He has reinvigorated the team in a few short weeks. Each member is excited to elevate the team's contribution to the business.
Stanley should continue to build relationships across the business and externally. He has an impressive network of people who professionally respect him, and personally adore him. He knows how to creatively and effectively leverage these relationships to achieve success within his role.
He should continue to invest time in mentoring direct reports. I feel incredibly grateful to have the opportunity to learn from Stanley. He goes out of his way to ensure the team's understanding of processes and philosophies, and knows when to entrust them with higher level responsibilities.
Stanley should continue to be open to feedback. Any small piece of feedback I've ever given him has been taken to heart, and he often asks for feedback for specific situations. Not only does this allow him to continually grow as a leader, but it makes those around him feel comfortable to push back or challenge him.
Stanley should continue to be ambitious about his ability to positively impact the business. He has a deep understanding of the business and can identify key priorities. He finds creative solutions and works quickly to execute them.
- Expressing ideas, concerns, evaluating the team and establishing a direction and building out talent from there. Involving team members in more growth opportunities throughout the business.
- Great leadership so far. As a new leader you've really come into the Talent Acquisition space and made many positive changes. Through your leadership I feel that the TA team is in a much better space than it previously was, and I look forward to continuing to work with you.

- Stanley should continue being himself.

He is so passionate about our business, he makes such a strong impression on candidates, and really makes people want to work here. He has managed to keep the internal team as well as external candidates calm and positive during a rough fall season with bad press.

Stanley is an amazing leader. He makes his team members feel a part of a team. TA is a tough set up within our organization, and Stanley now understands both sides, so I feel he will be able to make a strong impact and be an effective leader right away.

I could not imagine working here without Stanley. He was an amazing hire and continues to prove himself each day (sometimes too much - he tends to be a workaholic!)

- I think he should continue supporting us and having our back as our leader.

Peer

• Stanley is a dynamic, smart, and caring leader. He should continue to empower his team and partners to learn, grow and execute through his example.

- Continue to be a change agent. Bring others along the journey. Listen for understanding.

• Stanley does a great job of building trusted relationships and speaking up when he has a difference of opinion. These are important qualities that he should maintain both with business partners and HR peers.

• Continue to be your authentic self. Your energy is contagious and I appreciate your dedication to your team and the work that your team is contributing to the bigger VS Brand. Continue to think with a 360 perspective on how you and the team can make the biggest impact. Continue to loop in all partners (at all levels, not just leadership) and bring them along the journey.

- Continue to develop his team with his strategic, future thinking knowledge.

• Keeping being personable. You're a nice guy and your co-workers find you pleasant to be around. Keep sharing your thoughts and ideas for how to make things better with the business.

Other

• -Continue to go above and beyond the formal means of communication to ensure creative thought time with leadership. Stanley is exceptional at communicating and gaining alignment in a timely manner. He is a great thought partner and always handles sensitive matters maturely and confidently