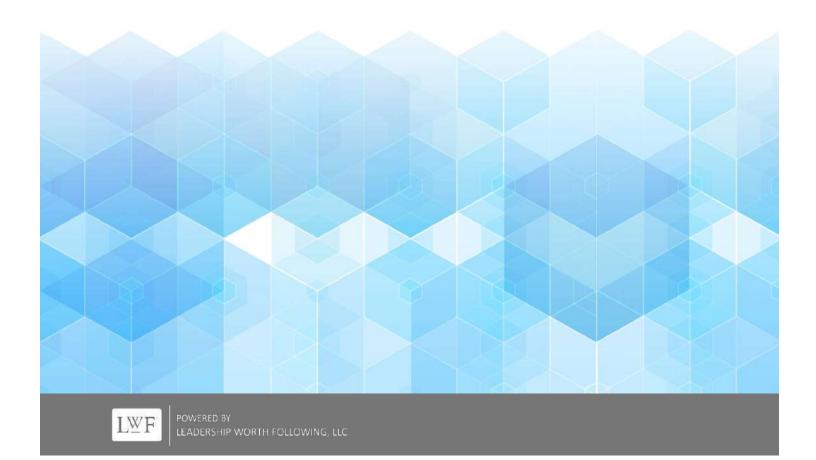


## **FEEDBACK REPORT**

### **ANDY ADVOCATE**

February 4, 2024





#### **ABOUT YOUR DRIV 360 DEVELOPMENT REPORT**

The DRiV 360 is a multi-rater measure based on the DRiV Model. You and your raters were asked to select whether you should continue doing, do more of, or do less of the 56 DRiV 360 behaviors.

This report incorporates feedback from everyone who completed your survey. It includes an overview of your results, detailed responses by rater group within each DRiV Factor, and open-ended comments provided by your raters.

#### YOUR RESPONDENTS

Below is a list of the individuals who were invited to participate as raters in the DRiV 360 feedback process.

| Rater Group    | Abv. | Invitations Sent | Completed | Name(s)                                      |
|----------------|------|------------------|-----------|--|
| Self           | S    | 1                | 1         | Andy Advocate                                |
| Leader         | L    | 1                | 1         | Pat Lewis                                    |
| Peer/Colleague | Р    | 3                | 3         | Patty Collins, Phill Costa, Peter Claiborne  |
| Direct Report  | DR   | 3                | 3         | Dana Reynolds, Doug Roberts, Delaney Rodgers |
| Other          | О    | 3                | 3         | Oscar Lewis, Olivia Landry, Omar Langston    |

#### Approval

Your raters were approved by Pat Lewis on January 04, 2024

#### **GUIDELINES FOR INTERPRETATION**

Drivers represent the things that you care about and that drive and drain your energy. Because people tend to do what's motivating or important to them, they can overdo certain behaviors while overlooking others.

Your DRiV 360 results provide insight into the behaviors that you can continue doing or do more of or less of to increase your effectiveness. Keep in mind that while ratings are not absolute truth, they are valid representations of others' perceptions of your behaviors. Consider ways that you may change your behaviors to strengthen your effectiveness as a leader.



#### THE DRIV MODEL

The DRiV integrates more than 50 years of research on what drives human behavior and provides a comprehensive picture of what drives and drains people. This research uncovered 28 specific drivers spanning across six factors, which make up the DRiV Model. These factors, shown below, represent a combination of unique drivers that influence behavior. Note that italicized drivers decrease a factor's overall score.





#### **DRIV 360 BEHAVIORS OVERVIEW**

This page summarizes the top behaviors your raters identified that you should do more of, continue doing ("Just Right"), or do less of. Each behavior includes the specific percentage of overall rater endorsements.

Below are the behaviors that your raters identified you should **do more** of. These indicate behaviors that you may not see as important and/or overlook at times. However, these behaviors are seen as important by others. To increase your effectiveness as a leader, consider how you can do more of these behaviors.

| DO MORE of these behaviors                                | Factor | Driver      | Do a Bit More | Do Much More |
|---|--------|-------------|---------------|--------------|
| Pushing for clear and consistent guidelines and processes |        | Compliance  | 40            | 40           |
| Setting high standards around quality                     |        | Precision   | 40            | 30           |
| Generating new ideas; thinking differently                |        | Creativity  | 50            | 20           |
| Continuing to push when faced with obstacles              |        | Persistence | 30            | 30           |
| Following organizational rules and policies               |        | Compliance  | 40            | 20           |

Below are the behaviors that your raters identified you do just right. As you think about what you may do more of (table above) or less of (table below) to increase your leadership effectiveness, continue to leverage these well-used behaviors.

| You're doing these behaviors JUST RIGHT               | Factor | Driver       | Just Right |
|---|--------|--------------|------------|
| Communicating in a genuine and sincere manner         |        | Authenticity | 100        |
| Looking for opportunities to make a lasting mark      |        | Legacy       | 90         |
| Supporting and reinforcing the organizational culture |        | Alignment    | 90         |
| Forgiving mistakes and offenses                       |        | Forgiveness  | 90         |
| Acknowledging others' accomplishments                 |        | Recognition  | 90         |

Below are the behaviors that your raters identified you should **do less** of. These indicate behaviors that you may see as important and/or over-do at times. However, these behaviors may be seen as less important or undesirable by others. To increase your effectiveness as a leader, consider how you may do less of these behaviors.

| DO LESS of these behaviors               | Factor | Driver             | Do a Bit Less | Do Much Less |
|--|--------|--------------------|---------------|--------------|
| Talking themselves up; self-promoting    |        | Status             | 50            | 20           |
| Seeking praise or credit for own efforts |        | Recognition        | 40            | 20           |
| Injecting humor into tense situations    | •      | Enjoyment          | 50            | 10           |
| Talking about their own financial goals  | •      | Personal<br>Wealth | 20            | 30           |
| Focusing on generating personal wins     | •      | Competition        | 30            | 20           |

Factor Key:











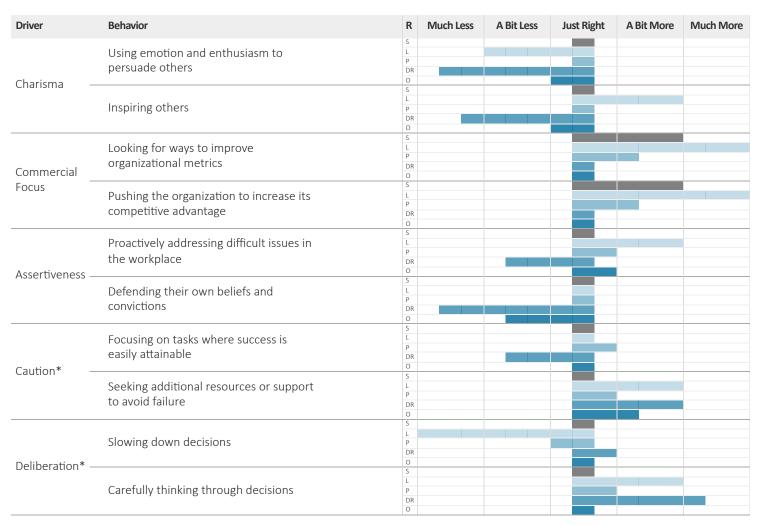


--Not enough data





The table below includes the drivers and behaviors within the Impact factor and depicts how Rater Groups view the effectiveness of your behaviors. Do they see you having it "just right" or needing to do more or less?





Rater Key:

Self

Leader

Peers

Direct Reports

Others





The table below includes the drivers and behaviors within the Insight factor and depicts how Rater Groups view the effectiveness of your behaviors. Do they see you having it "just right" or needing to do more or less?

| Driver   | Behavior   | R  | Much Less                                      | A Bit Less | Just Right | A Bit More | Much More |
|--|--|--|--|------------|------------|------------|-----------|
|  |  | S  |  |            |            |            |           |
|  | Encouraging others' creativity   |  |  |            |            |            |           |
| Encouraging others' creativity  Encouraging others' creativity  Generating new ideas; thinking differently  Coaching, mentoring, and/or teaching others  Growth  Coaching, mentoring, and/or teaching others  Coaching, mentoring, and/or teaching oth |  |  |  |            |            |            |           |
|  |  |  |  |            |            |            |           |
| Creativity   |  |  |  |            |            |            |           |
|  | Generating new ideas: thinking   | L  |  |            |            |            |           |
|  |  |  |  |            |            |            |           |
|  | Encouraging others' creativity  Generating new ideas; thinking differently  Coaching, mentoring, and/or teaching others  Seeking opportunities to learn and develop themselves  Looking at issues from multiple angles  Sharing their own experience and/or insight  Pushing for clear and consistent guidelines and processes  S  L  L  L  L  L  DR  DR  DR  DR  DR  DR |  |  |            |            |            |           |
|  |  |  | S L L P DR |            |            |            |           |
|  |  |  |  |            |            |            |           |
|  | Coaching, mentoring, and/or teaching   |  |  |            |            |            |           |
|  | others   |  |  |            |            |            |           |
|  | 0.11010  |  |  |            |            |            |           |
| Growth   |  |  |  |            |            |            |           |
|  | Seeking opportunities to learn and   |  |  |            |            |            |           |
|  |  | puraging others' creativity    Comparison of the |  |            |            |            |           |
| Encouraging others' creativity    Creativity   |  |  |  |            |            |            |           |
|  |  |  |  |            |            |            |           |
|  |  |  |  |            |            |            |           |
|  | Looking at issues from multiple angles   |  |  |            |            |            |           |
| Encouraging others' creativity  Creativity  Generating new ideas; thinking differently  Coaching, mentoring, and/or teaching others  Growth  Seeking opportunities to learn and develop themselves  Looking at issues from multiple angles  Guidance  Sharing their own experience and/or insight  Pushing for clear and consistent guidelines and processes  Compliance*  Following organizational rules and  |  |  |  |            |            |            |           |
|  |  |  |  |            |            |            |           |
| Guidance   |  |  |  |            |            |            | -         |
|  | Charing their own experience and/or  |  |  |            |            |            |           |
|  |  |  |  |            |            |            |           |
|  | insight  | DR   |  |            |            |            |           |
|  |  | 0  |  |            |            |            |           |
|  |  | S  |  |            |            |            |           |
|  | Pushing for clear and consistent   | L  |  |            |            |            |           |
|  | guidalines and processes   |  |  |            |            |            |           |
|  | Encouraging others' creativity    Encouraging others' creativity   Encouraging others' creativity   Encouraging others' creativity   Encouraging others   Encouraging  |  |  |            |            |            |           |
| Compliance*  |  |  |  |            |            |            |           |
| cop/idirec   | Filliando Francis de Romalando de la   |  |  |            |            |            |           |
|  | Following organizational rules and   |  |  |            |            |            |           |
|  | policies   | DR   |  |            |            |            |           |
|  | L  | O  |  |            |            |            |           |
|  |  | 0  |  |            |            |            |           |

 $<sup>\</sup>ensuremath{^{\ast}}\xspace People$  who are driven by Insight tend to be less driven by compliance.







The table below includes the drivers and behaviors within the Connection factor and depicts how Rater Groups view the effectiveness of your behaviors. Do they see you having it "just right" or needing to do more or less?

| Driver          | Behavior                                       | R  | Much Less | A Bit Less | Just Right | A Bit More | Much More |
|-----------------|--|--|-----------|------------|------------|------------|-----------|
|                 |  | S  |           |            |            |            |           |
| Collaboration – | Involving others in their work                 |  |           |            |            |            |           |
|                 | mvolving others in their work                  | in their work    Composition   Composition |           |            |            |            |           |
| - 11 1          |  |  |           |            |            |            |           |
| Collaboration - |  |  |           |            |            |            |           |
|                 |  |  |           |            |            |            |           |
|                 | Working with teams to get things done          | P  |           |            |            |            |           |
|                 | 0 0  | DR   |           |            |            |            |           |
|                 |  | 0  |           |            |            |            |           |
|                 |  | S  |           |            |            |            |           |
|                 |  |  |           |            |            |            |           |
|                 | Ensuring others feel heard and included        | P  |           |            |            |            |           |
|                 |  |  |           |            |            |            |           |
| Inclusion _     |  |  |           |            |            |            |           |
| IIICIGSIOII     |  | S  |           |            |            |            |           |
|                 | Seeking out opposing views when                |  |           |            |            |            |           |
|                 |  |  |           |            |            |            |           |
|                 | making decisions                               | S L L P DR O S S L L P P DR DR O S S L L P P DR DR O S S L L P P DR DR O S S L L P P DR DR O S S L L P P DR DR O S S L L P P DR DR O S S L L P P DR DR O S S L L P P DR DR O S S L L P P DR DR O S S L L P P DR DR O S S L L P P DR DR DR O S S L L P P DR  |           |            |            |            |           |
|                 |  |  |           |            |            |            |           |
|                 |  |  |           |            |            |            |           |
|                 | Demonstrating concern for others'              |  |           |            |            |            |           |
|                 | feelings                                       |  |           |            |            |            |           |
|                 | reenings                                       |  |           |            |            |            |           |
| Rapport –       |  |  |           |            |            |            |           |
| • •             | Death the second attenual to a contribution of |  |           |            |            |            |           |
|                 | Building relationships with others at          |  |           |            |            |            |           |
|                 | work   |  |           |            |            |            |           |
|                 | · · · · · · · · · · · · · · · · · · ·          |  |           |            |            |            |           |
|                 |  |  |           |            |            |            |           |
|                 | A ating independently without guidence         |  |           |            |            |            |           |
|                 |  |  |           |            |            |            |           |
|                 | or direction                                   |  |           |            |            |            |           |
|                 |  |  |           |            |            |            |           |
| Autonomy* -     |  |  |           |            |            |            |           |
|                 |  |  |           |            |            |            |           |
|                 | Working toward their own goals                 |  |           |            |            |            |           |
|                 | 0 0  | DR   |           |            |            |            |           |
|                 |  | 0  |           |            |            |            |           |

 $<sup>{}^{*}</sup>$ People who are driven by Connection tend to be less driven by Autonomy.

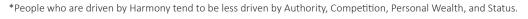






The table below includes the drivers and behaviors within the Harmony factor and depicts how Rater Groups view the effectiveness of your behaviors. Do they see you having it "just right" or needing to do more or less?

| Driver                    | Behavior  | R   | Much Less | A Bit Less | Just Right | A Bit More | Much More |
|---------------------------|---|---|-----------|------------|------------|------------|-----------|
|                           | Sharing context and details when  | S<br>L  |           |            |            |            |           |
|                           | communicating   | P<br>DR   |           |            |            |            |           |
| Transparency              |   | O S   |           |            |            |            |           |
|                           | Telling the truth, no matter what   | L   |           |            |            |            |           |
|                           | rening the truth, no matter what  | DR  |           |            |            |            |           |
|                           |   | S   |           |            |            |            |           |
|                           | Letting things go easily; refusing to get   | L<br>P  |           |            |            |            |           |
| F                         | offended  | DR<br>O   |           |            |            |            |           |
| Forgiveness               |   | S   |           |            |            |            |           |
|                           | Forgiving mistakes and offenses   | P   |           |            |            |            |           |
|                           |   | DR<br>O   |           |            |            |            |           |
|                           |   | S<br>L  |           |            |            |            |           |
|                           | Looking for ways to be helpful  Helping others with no expectation of reciprocation  Providing direction and guidance to others  Taking command and control | P   |           |            |            |            |           |
| Service                   |   | 0   |           |            |            |            |           |
|                           | Helping others with no expectation of   | L   |           |            |            |            |           |
|                           |   | P<br>DR   |           |            |            |            |           |
|                           |   | O<br>S  |           |            |            |            |           |
|                           |   | L   |           |            |            |            |           |
|                           |   | DR  |           |            |            |            |           |
| Authority*                |   | S   |           |            |            |            |           |
|                           | Taking command and control  | L<br>P  |           |            |            |            |           |
|                           | <u> </u>  | DR<br>O   |           |            |            |            |           |
|                           |   | S   |           |            |            |            |           |
|                           | Focusing on generating personal wins  | L P P DR O S S L P P DR DR O S S L P P DR DR O S S L P P DR |           |            |            |            |           |
| Competition*              |   |   |           |            |            |            |           |
| Competition               |   |   |           |            |            |            |           |
|                           | Doing what it takes to win  | P   |           |            |            |            |           |
|                           |   | 0   |           |            |            |            |           |
| Service -<br>Authority* - | Protecting their personal financial   | L   |           |            |            |            |           |
| Damaanal                  | interests   |   |           |            |            |            |           |
|                           |   |   |           |            |            |            |           |
| vvCaitil                  |   | L   |           |            |            |            |           |
|                           | Taiking about their own illiancial goals  | DR  |           |            |            |            |           |
|                           |   | S   |           |            |            |            |           |
|                           | ▼ Talking themselves up; self-promoting   |   |           |            |            |            |           |
| C+-+*                     | 7/  | DR  |           |            |            |            |           |
| Status*                   |   | S   |           |            |            |            |           |
|                           | Seeking out high-visibility opportunities   | P   |           |            |            |            |           |
|                           |   | DR<br>O   |           |            |            |            |           |



Rater Key:

Self
Leader
Peers
Direct Reports
Others
Not enough data





The table below includes the drivers and behaviors within the Focus factor and depicts how Rater Groups view the effectiveness of your behaviors. Do they see you having it "just right" or needing to do more or less?

| Driver       | Behavior  | R   | Much Less | A Bit Less | Just Right | A Bit More | Much More |
|--------------|---|---|-----------|------------|------------|------------|-----------|
|              |   | S   |           |            |            |            |           |
|              | Cotting others on the same nage   |   |           |            |            |            |           |
|              |   |   |           |            |            |            |           |
| A.1:         |   |   |           |            |            |            |           |
| Alignment    |   |   |           |            |            |            |           |
|              | Supporting and reinforcing the  | L   |           |            |            |            |           |
|              | arganizational aultura  |   |           |            |            |            |           |
|              | organizational culture  |   |           |            |            |            |           |
|              |   |   |           |            |            |            |           |
|              |   |   |           |            |            |            |           |
|              | Cotting high standards around quality                                       |   |           |            |            |            |           |
| Precision    | > Setting high standards around quality                                     | S L L P P DR                    |           |            |            |            |           |
|              |   |   |           |            |            |            |           |
| Precision    |   |   |           |            |            |            |           |
|              |   |   |           |            |            |            |           |
|              | Holding others accountable  | etting others on the same page  p p p p p p p p p p p p p p p p p p |           |            |            |            |           |
|              | Getting others on the same page  I DR D |   |           |            |            |            |           |
|              |   |   |           |            |            |            |           |
|              |   | S   |           |            |            |            |           |
|              |   | L   |           |            |            |            |           |
|              | Working tirelessly; never giving up   | P   |           |            |            |            |           |
|              |   |   |           |            |            |            |           |
| Persistence  |   |   |           |            |            |            |           |
| . 0.0.0.0    |   |   |           |            |            |            |           |
|              | Continuing to push when faced with  |   |           |            |            |            |           |
|              | ohstacles   |   |           |            |            |            |           |
|              | Obstacies   |   |           |            |            |            |           |
|              |   |   |           |            |            |            |           |
|              |   |   |           |            |            |            |           |
|              | Helping others have fun at work   |   |           |            |            |            |           |
|              | Treiping others have rail at work   |   |           |            |            |            |           |
| Fn:0./moor+* |   |   |           |            |            |            |           |
| Enjoyment*   |   | S   |           |            |            |            |           |
|              |   |   |           |            |            |            |           |
|              | Injecting humor into tense situations                                       |   |           |            |            |            |           |
|              | 7   | DR  |           |            |            |            |           |
|              |   | 0   |           |            |            |            |           |

<sup>\*</sup>People who are driven by Focus tend to be less driven by Enjoyment.







The table below includes the drivers and behaviors within the Meaning factor and depicts how Rater Groups view the effectiveness of your behaviors. Do they see you having it "just right" or needing to do more or less?

| Driver  | Behavior   | R  | Much Less | A Bit Less | Just Right | A Bit More | Much More |
|---|--|----|-----------|------------|------------|------------|-----------|
|   |  | S  |           |            |            |            |           |
|   | Sharing their own beliefs and values  Communicating in a genuine and sincere manner  Talking about having a long-term impact  Looking for opportunities to make a lasting mark  Talking about the purpose or meaning behind their work  Helping others see the purpose behind their work | P  |           |            |            |            |           |
| Sharing their own beliefs and values  Authenticity  Communicating in a genuine and sincere manner  Communicating in a genuine and sincere manner  Talking about having a long-term impact  Legacy  Looking for opportunities to make a lasting mark  Talking about the purpose or meaning behind their work  Purpose  Helping others see the purpose behind |  |    |           |            |            |            |           |
| Authenticity  |  |    |           |            |            |            |           |
| ,   | Communicating in a genuine and   |    |           |            |            |            |           |
|   | Communicating in a genuine and   |    |           |            |            |            |           |
|   | sincere manner   | DR |           |            |            |            |           |
|   |  |    |           |            |            |            |           |
|   |  |    |           |            |            |            |           |
|   | Talking about having a long term impact  |    |           |            |            |            |           |
|   | Taiking about having a long-term impact  |    |           |            |            |            |           |
| Lagani  |  |    |           |            |            |            |           |
| Legacy Purpose Recognition  |  |    |           |            |            |            |           |
|   | Looking for opportunities to make a  |    |           |            |            |            |           |
|   | lasting mark   |    |           |            |            |            |           |
|   | astilig illaik   |    |           |            |            |            |           |
|   |  |    |           |            |            |            |           |
|   | Talking about the nurnose or meaning   |    |           |            |            |            |           |
|   |  |    |           |            |            |            |           |
|   | behind their work  |    |           |            |            |            |           |
| Purpose   |  |    |           |            |            |            |           |
| . a. pooc   |  |    |           |            |            |            |           |
|   | Helping others see the purpose behind  |    |           |            |            |            |           |
|   | their work   |    |           |            |            |            |           |
|   |  |    |           |            |            |            |           |
|   |  | S  |           |            |            |            |           |
|   | Acknowledging others'  | L  |           |            |            |            |           |
|   | accomplishments  |    |           |            |            |            |           |
|   | accomplishments  |    |           |            |            |            |           |
| Recognition   |  |    |           |            |            |            |           |
| O   |  |    |           |            |            |            |           |
|   | Seeking praise or credit for own efforts   |    |           |            |            |            |           |
|   | <b>V</b>   | DR |           |            |            |            |           |
|   |  |    |           |            |            |            |           |



#### Feedback from Others

When your raters completed the survey, they were given the opportunity to provide you with suggestions for further enhancing your performance. The comments included below are the *unedited* responses from your raters. The comments appear in random order to protect the anonymity of your raters. Raters were asked:

# What three tangible, tactical tips would you have for how this leader could leverage his/her strengths, or address his/her opportunities, to be more effective?

- Keep striving to include the broader team into your projects (especially at the beginning); keep your calm approach as deadlines approach, this really helps everyone push across the finish line and meet deadlines
- Think you're doing a great job...stay the course.
- Keep providing weekly updates on your teams projects and status, I find those extremely helpful. Keep doing what you're doing, your team is producing more than we could imagine under your leadership.
- · Congratulations on building such a great team. Good to see all and projects succeeding.
- 1. Get more comfortable in situations when we have to move slower. You get very antsy when things aren't moving as quickly as you think they should. 2. Let us have more autonomy over our work and not have to include so many "stakeholders" at each step in the process... not everyone needs a say in everything. 3. Calm down with the mission & vision stuff sometimes... it is really draining for some of us.
- - I appreciate your commitment to the culture of the company, keep protecting it!- You have a very intense energy, which is great for certain occasions, but it can be overwhelming at times.- Focus more on quality, repeatable excellence, and holding others accountable to high standards.. not just the "big wins"
- 1 hold others accountable for repeated mistakes 2 I appreciate your honest nature, but some things need to be kept private, especially when there are other people involved in a matter. be more discerning about what you share in large settings 3 we need to be following policy more closely, more regularly, and that starts with Andy
- - I appreciate your collaborative nature, keep finding opportunities to include others' input!- I love that you are such a culture champion! People like you will ensure the company stays true to who they are!- While phone calls are nice, there are opportunities to get more done over email or chat, and it allows for us to track what was discussed to reference back to. I'd encourage you to leverage more ways of communicating.
- Andy, I love your sense of humor, but sometimes it can miss the mark when it comes to appropriate workplace humor. While most of us who have worked with you for years don't mind it, newer folks can get offended. Push for more clear processes and procedures so everyone knows the expectation. Keep pushing for what's best for the business!
- 1. I appreciate how much you speak to the purpose behind what we do- it makes it all that much more meaningful. 2. I appreciate that you bring others into conversations when you're dealing with an issue- having more heads together helps come up with good ideas quicker! 3. You have opportunities to leverage more best practices when solving problems, rather than leaning on prior experiences so much. Experts are experts for a reason!