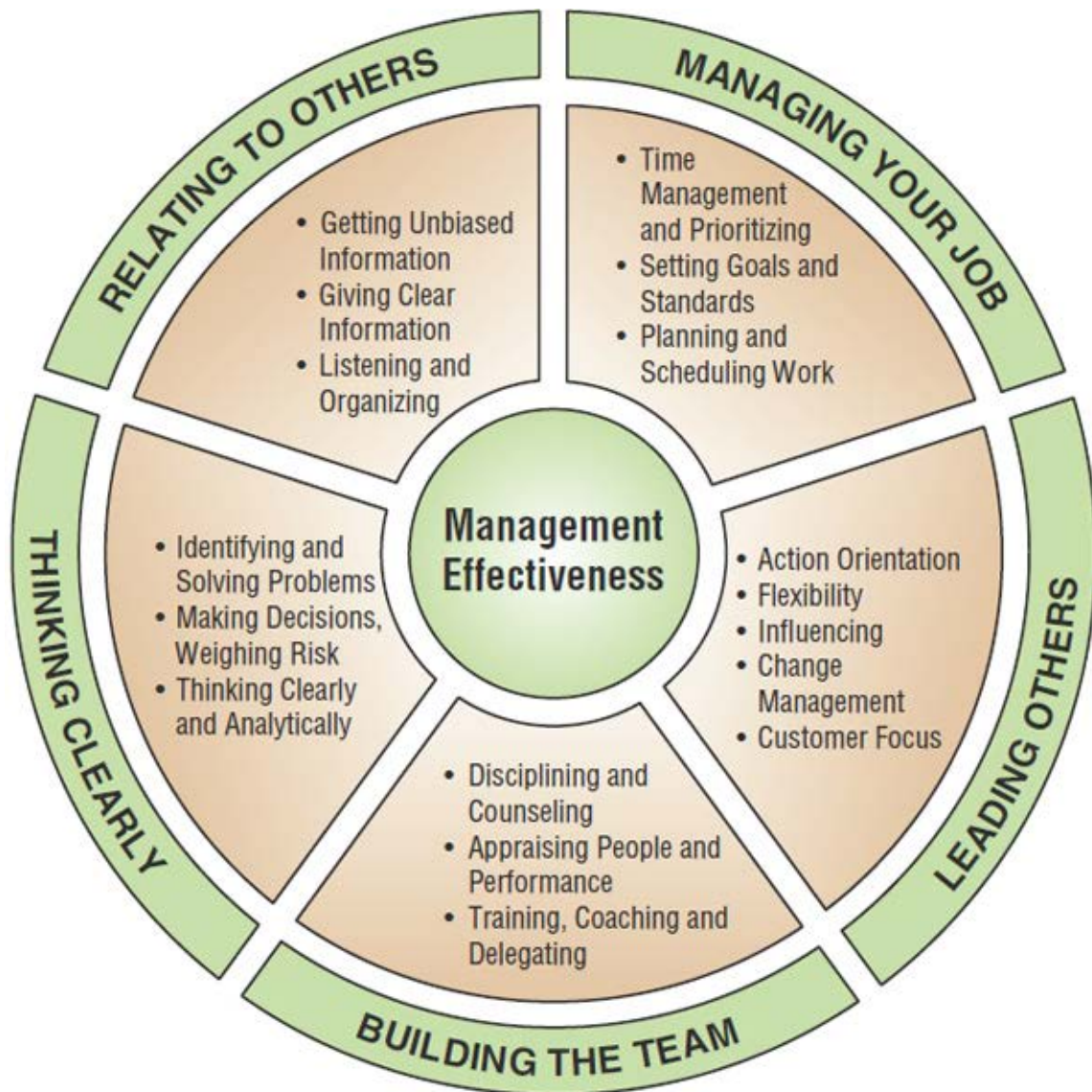


# PERSPECTIVES

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## Individual Report

Prepared for: Sample Report  
Report Prepared: 3/8/2017



# Introduction

## Report Overview

Recently, you completed the Perspectives assessment. You may recall that you were asked to provide two ratings for a number of management/leadership behaviors. For each behavior, you rated the level of proficiency that is required in the job and you rated your current level of proficiency. Your supervisor and others may have completed an assessment for you as well. This report presents your assessment results. The report sections included in this report include:

### 1. EXECUTIVE SUMMARY

The Executive Summary provides you with an overview of your results. It is the only section in this feedback report that provides you with competency-level results. You will find two reports in this section:

- Job Requirement Ranking
- Competency Ranking

As you review these reports, remember that not all competencies will have equal importance for your job. Consider your own personal goals, your organization's goals, and any other influencing factors as you interpret these reports. In addition, keep in mind that a competency score is the average of all of the behaviors that are related to the competency. The behavior-level reports presented in the Overview of Development Needs and Support Data sections of this report will give you more detailed information about your results.

### 2. DEVELOPMENT NEEDS

The Development Needs section of your feedback highlights the behaviors in which you have relatively stronger development needs. The results presented in this section are behavior-level results. The information is presented in one report:

- Overview of Development Needs

### 3. SUPPORT DATA

This section of your feedback presents detailed results of your Perspectives assessment. It provides results from everyone who provided ratings on each behavior (ratings from your peers and subordinates have been averaged).

### 4. DEVELOPMENT SUGGESTIONS

This section of your feedback provides suggested development activities you can undertake to help you improve in certain areas. The development suggestions are based on the Development Needs section of your report. Twelve sets of suggestions are included for some of your highest development needs

## Job Requirements Comparison

Competency	Self Required Proficiency	Supervisor Required Proficiency
<p><b>Time Management and Prioritizing</b> Ability to manage time, both your own and others. Includes such skills as: Negotiating priorities; exercising self-discipline; controlling interruptions by shaping the behavior of others whose priorities are not your own; being time-effective versus time-efficient.</p>	2.3	2.2
<p><b>Setting Goals and Standards</b> Ability to manage activities and projects toward measurable goals and standards, setting these jointly with others so as to develop their understanding and commitment. Includes the following skills: distinguishing among wishes, activities, and quotas; reducing barriers to the goal-setting process; evaluating goals against the major criteria of effective goal setting; using goals to motivate.</p>	3.2	2.8
<p><b>Planning and Evaluating</b> Establishes policies, guidelines, plans, and priorities; identifies required resources; plans and coordinates with others; monitors progress and evaluates outcomes; improves organizational efficiency and effectiveness.</p>	3.5	3.2
<p><b>Listening and Organizing</b> Ability to understand, organize, and analyze what you are hearing so as to decide what to think and do in response to a message. Specifically, includes such skills as: identifying and testing inferences and assumptions; overcoming barriers to effective listening; summarizing and reorganizing a message for recall; withholding judgment that can bias your response to a message.</p>	3	2.8
<p><b>Giving Clear Information</b> Ability to assess a situation, determine the objectives, and give clear, concise, well-organized, convincing messages that will best meet the objective. Includes the following skills: overcoming physical, psychological, and semantic barriers in our interactions with others; keeping on target and using persuasion effectively; maintain a climate of mutual benefit and truth.</p>	2.3	2.8
<p><b>Getting Unbiased Information</b> Ability to use questions, probes, and interviewing techniques to obtain unbiased information and to interpret it appropriately. Includes such skills as: using directive, non-directive, and reflecting questions effectively; employing the funnel technique of questions; using probes to elicit additional information; recognizing latent and manifest meanings; confirming understanding and obtaining agreement.</p>	4	2.3
<p><b>Training, Coaching, and Delegating</b> Ability to develop people. Includes the following skills: selecting the right people; reaching agreement on plans for action; keeping a balance between input and output; transferring responsibility to the employee; giving feedback effectively; providing appropriate rewards.</p>	2	4

Competency	Self Required Proficiency	Supervisor Required Proficiency
<p><b>Appraising People and Performance</b> Ability to carry out a constructive performance appraisal involving joint evaluation of past performance, agreement on future expectations, and development of a plan to see that these expectations are met. Also, the ability to give effective feedback on an ongoing basis.</p>	2.2	2.4
<p><b>Disciplining and Counseling</b> Ability to provide counseling and discipline in a positive manner... to restore the employee's performance within the accepted standards or norms without loss of face (respect, trust) on anyone's part... to get the employee to accept responsibility for correcting the deviation within the agreed-upon time frame... and to reinforce the employee for improved performance (or take the appropriate action if no improvement occurs.)</p>	3.3	4
<p><b>Identifying and Solving Problems</b> Ability to identify barriers that keep you from achieving your goals and standards, and apply a systematic set of procedures to eliminate or reduce the causes (root problems). Includes such skills as: distinguishing between symptoms and problems; collecting and weighing evidence relating to causes; and implementation the most appropriate course(s) of action.</p>	2.2	2.8
<p><b>Making Decisions, Weighing Risks</b> Ability to construct a decision matrix that helps to examine options; identify limits, desirables, and risks to be considered; assign weights to each alternative; and select the best option for meeting the desired goals and standards.</p>	2.8	4.7
<p><b>Thinking Clearly and Analytically</b> Ability to apply logic and think clearly so as to effectively interpret situations and information before deciding what actions to take. Includes the following skills: identifying valid premises and drawing logical conclusions from them; separating fact from inference and assumption; using inductive and deductive logic; recognizing fallacies, false premises, and generalizations based on insufficient evidence.</p>	3	3
<p><b>Action Orientation</b> Takes action and risks when needed; makes difficult decisions when necessary.</p>	2.3	3.7

Competency	Self Required Proficiency	Supervisor Required Proficiency
<b>Flexibility</b> Adapts to change in the work environment; effectively copes with stress.	3	3
<b>Influencing</b> Networks with, and provides information to, key groups and individuals; appropriately uses persuasion and authority in dealing with others to achieve goals.	3.6	2.4
<b>Change Management</b> Champions organizational change; plans for managing change and helping the workforce deal with work-related transitions.	4	4
<b>Customer Focus</b> Actively seeks customer input; ensures customer needs are met; continuously seeks to improve the quality of services, products, and processes.	2.7	2

## Competency Ranking

### Least Development Needs

	SELF	SUPERVISOR	DIRECT REPORT	PEER
1	Flexibility	<i>Customer Focus</i>	<i>Customer Focus</i>	Setting Goals and Standards
2	<u>Time Management and Prioritizing</u>	Thinking Clearly and Analytically	Planning and Evaluating	<i>Influencing</i>
3	Identifying and Solving Problems	Identifying and Solving Problems	Flexibility	<i>Action Orientation</i>
4	Appraising People and Performance	Setting Goals and Standards	<i>Action Orientation</i>	<i>Customer Focus</i>
5	<i>Disciplining and Counseling</i>	Giving Clear Information	<i>Disciplining and Counseling</i>	<i>Disciplining and Counseling</i>
6	<u>Training, Coaching, and Delegating</u>	Getting Unbiased Information	<u>Training, Coaching, and Delegating</u>	<u>Making Decisions, Weighing Risks</u>
7	<i>Action Orientation</i>	Planning and Evaluating	Listening and Organizing	Listening and Organizing
8	Listening and Organizing	Listening and Organizing	<u>Making Decisions, Weighing Risks</u>	Identifying and Solving Problems
9	<u>Making Decisions, Weighing Risks</u>	<u>Time Management and Prioritizing</u>	<i>Influencing</i>	Appraising People and Performance
10	Giving Clear Information	<i>Influencing</i>	Appraising People and Performance	Giving Clear Information
11	Thinking Clearly and Analytically	Appraising People and Performance	Thinking Clearly and Analytically	Getting Unbiased Information
12	Setting Goals and Standards	Flexibility	Setting Goals and Standards	<u>Change Management</u>
13	<i>Customer Focus</i>	<i>Action Orientation</i>	<u>Change Management</u>	<u>Time Management and Prioritizing</u>
14	<i>Influencing</i>	<i>Disciplining and Counseling</i>	Getting Unbiased Information	Planning and Evaluating
15	Getting Unbiased Information	<u>Change Management</u>	Identifying and Solving Problems	<u>Training, Coaching, and Delegating</u>
16	<u>Change Management</u>	<u>Training, Coaching, and Delegating</u>	<u>Time Management and Prioritizing</u>	Flexibility
17	Planning and Evaluating	<u>Making Decisions, Weighing Risks</u>	Giving Clear Information	Thinking Clearly and Analytically

### Greatest Development Needs

## Overview of Development Needs

### Self Perceptions

You view the following as your highest development needs:		Competency Linkage
65	Plans for and helps employees understand, accept, and effectively deal with work-related transitions.	Change Management
6	Sets goals for self and others, and evaluates progress against these goals.	Setting Goals and Standards
24	Uses questions effectively to get accurate information from others.	Getting Unbiased Information
48	Avoids coming to conclusions based on limited data.	Thinking Clearly and Analytically
43	Takes time to get agreement on criteria and conditions to be met before making decisions.	Making Decisions, Weighing Risks

### Supervisor Perceptions

Your Supervisor views the following as your highest development needs:		Competency Linkage
57	Responds to reversals and setbacks in a constructive manner.	Flexibility
22	Uses words and language skillfully to convey facts and feelings.	Giving Clear Information
35	Sees discipline as a positive tool for restoring behavior to desired levels.	Disciplining and Counseling
45	Weighs the risks associated with a decision before putting it into action.	Making Decisions, Weighing Risks
65	Plans for and helps employees understand, accept, and effectively deal with work-related transitions.	Change Management

## Overview of Development Needs

### Direct Report Perceptions

Your Direct Reports view the following as your highest development needs:		Competency Linkage
9	Relies on input from others to help set realistic goals.	Setting Goals and Standards
14	Pays attention and listens actively when others are explaining something.	Listening and Organizing
20	Sets others at ease and maintains a positive climate in communicating with others.	Giving Clear Information
34	Gives feedback frequently as a daily tool to influence the behavior of others.	Appraising People and Performance
40	Avoids jumping to solutions before evaluating all the evidence.	Identifying and Solving Problems

### Peer Perceptions

Your Peers view the following as your highest development needs:		Competency Linkage
28	When delegating, takes time to cultivate "buy-in" and commitment from others.	Training, Coaching, and Delegating
63	Champions organizational change based upon a strategic view of the future.	Change Management
3	Keeps personal workload manageable by delegating and giving work to others.	Time Management and Prioritizing
24	Uses questions effectively to get accurate information from others.	Getting Unbiased Information
51	Displays a "steel trap" mind and is quick to catch ideas that are illogical.	Thinking Clearly and Analytically



# Support Data

## Overview

The Support Data section of your report includes the scores for each individual behavior according to each rater category. Scores are provided for current proficiency, required proficiency, and the gap between the two.

### Job Strengths

You can identify your highest job strengths in this section. Your highest job strengths are pairings of high required proficiency with high current proficiency. Your highest job strengths only include Tasks or Competencies where "current proficiency ratings" are equal to or greater than "required proficiency ratings". The "gap" (see column on next page) for highest job strengths should be 0 or a positive number.

## Task Scores

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Time Management and Prioritizing	Self	2.3	3.5	1.2
	Supervisor	2.2	2.5	0.2
	Direct Report	3.8	2.7	-1.1
	Peer	3.5	3.0	-0.5
1. Controls interruptions so as to keep activities on target.	Self	2.0	4.0	2.0
	Supervisor	2.0	1.0	-1.0
	Direct Report	3.0	2.0	-1.0
	Peer	3.0	2.0	-1.0
2. Negotiates priorities in an attempt to resolve conflicting demands for time.	Self	4.0	5.0	1.0
	Supervisor	3.0	4.0	1.0
	Direct Report	5.0	4.0	-1.0
	Peer	2.0	5.0	3.0
3. Keeps personal workload manageable by delegating and giving work to others.	Self	N/A	1.0	N/A
	Supervisor	1.0	2.0	1.0
	Direct Report	4.0	N/A	N/A
	Peer	5.0	2.0	-3.0
4. Makes productive use of time in meetings and when on the phone.	Self	1.0	4.0	3.0
	Supervisor	3.0	3.0	0.0
	Direct Report	3.0	2.0	-1.0
	Peer	4.0	3.0	-1.0
Setting Goals and Standards	Self	3.2	3.2	0.0
	Supervisor	2.8	3.6	0.8
	Direct Report	3.6	3.4	-0.2
	Peer	2.8	4.5	1.8
5. Evaluates new projects and activities for their relationship to the organization's goals.	Self	3.0	5.0	2.0
	Supervisor	4.0	2.0	-2.0
	Direct Report	4.0	4.0	0.0
	Peer	3.0	4.0	1.0
6. Sets goals for self and others, and evaluates progress against these goals.	Self	5.0	2.0	-3.0
	Supervisor	2.0	5.0	3.0
	Direct Report	4.0	2.0	-2.0
	Peer	2.0	5.0	3.0
7. Does not allow daily crises and interruptions to interfere with meeting our goals.	Self	3.0	4.0	1.0
	Supervisor	4.0	2.0	-2.0
	Direct Report	2.0	4.0	2.0
	Peer	1.0	N/A	N/A
8. Uses goal setting as a process for getting commitment from self and other employees.	Self	3.0	4.0	1.0
	Supervisor	1.0	4.0	3.0
	Direct Report	3.0	5.0	2.0
	Peer	N/A	5.0	N/A
9. Relies on input from others to help set realistic goals.	Self	2.0	1.0	-1.0
	Supervisor	3.0	5.0	2.0
	Direct Report	5.0	2.0	-3.0
	Peer	5.0	4.0	-1.0
Planning and Evaluating	Self	3.5	1.5	-2.0
	Supervisor	3.2	4.0	0.8
	Direct Report	2.5	4.0	1.5
	Peer	3.0	1.8	-1.2
10. Looks for ways and welcomes ideas on how to improve the way projects or tasks are being done.	Self	4.0	N/A	N/A
	Supervisor	5.0	N/A	N/A
	Direct Report	1.0	N/A	N/A
	Peer	4.0	3.0	-1.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
11. Takes sufficient time to plan and schedule projects before launching them.	Self	3.0	2.0	-1.0
	Supervisor	2.0	3.0	1.0
	Direct Report	2.0	5.0	3.0
	Peer	3.0	2.0	-1.0
12. Shows skill in organizing a variety of activities to meet or exceed expectations.	Self	5.0	N/A	N/A
	Supervisor	3.0	5.0	2.0
	Direct Report	3.0	4.0	1.0
	Peer	2.0	1.0	-1.0
13. Shows skill in managing projects and new assignments.	Self	2.0	1.0	-1.0
	Supervisor	3.0	4.0	1.0
	Direct Report	4.0	3.0	-1.0
	Peer	N/A	1.0	N/A

### Listening and Organizing

Self	3.0	3.5	0.5
Supervisor	2.8	3.4	0.6
Direct Report	2.8	3.0	0.2
Peer	2.2	3.2	1.0

14. Pays attention and listens actively when others are explaining something.	Self	1.0	2.0	1.0
	Supervisor	2.0	1.0	-1.0
	Direct Report	5.0	2.0	-3.0
	Peer	2.0	2.0	0.0
15. Confirms understanding by summarizing after listening to a complex message.	Self	2.0	3.0	1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	N/A	1.0	N/A
	Peer	3.0	4.0	1.0
16. Is good at remembering information that was discussed previously.	Self	3.0	4.0	1.0
	Supervisor	2.0	3.0	1.0
	Direct Report	1.0	N/A	N/A
	Peer	1.0	1.0	0.0
17. Shows interest by asking questions, focusing on the speaker, and summarizing.	Self	4.0	5.0	1.0
	Supervisor	2.0	4.0	2.0
	Direct Report	2.0	5.0	3.0
	Peer	2.0	5.0	3.0
18. Listens to the other's message and avoids letting personal bias get in the way.	Self	5.0	N/A	N/A
	Supervisor	4.0	5.0	1.0
	Direct Report	3.0	4.0	1.0
	Peer	3.0	4.0	1.0

### Giving Clear Information

Self	2.3	2.0	-0.3
Supervisor	2.8	3.5	0.8
Direct Report	3.7	2.0	-1.7
Peer	2.8	3.0	0.2

19. Communicates in a clear, concise, well-organized, and easily-understood manner.	Self	N/A	3.0	N/A
	Supervisor	1.0	2.0	1.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.0	5.0	1.0
20. Sets others at ease and maintains a positive climate in communicating with others.	Self	4.0	2.0	-2.0
	Supervisor	3.0	5.0	2.0
	Direct Report	5.0	2.0	-3.0
	Peer	1.0	4.0	3.0
21. Speaks and writes in a way that is focused and to the point (relevant).	Self	2.0	1.0	-1.0
	Supervisor	2.0	5.0	3.0
	Direct Report	N/A	1.0	N/A
	Peer	2.0	2.0	0.0
22. Uses words and language skillfully to convey facts and feelings.	Self	1.0	2.0	1.0
	Supervisor	5.0	2.0	-3.0
	Direct Report	2.0	2.0	0.0
	Peer	4.0	1.0	-3.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
<b>Getting Unbiased Information</b>				
	Self	4.0	2.7	-1.3
	Supervisor	2.3	3.0	0.7
	Direct Report	4.0	3.7	-0.3
	Peer	3.0	3.3	0.3
23. Avoids asking leading questions that bias the respondent's answers-e.g., I like it. What do you think?	Self	3.0	4.0	1.0
	Supervisor	3.0	5.0	2.0
	Direct Report	3.0	4.0	1.0
	Peer	1.0	5.0	4.0
24. Uses questions effectively to get accurate information from others.	Self	5.0	2.0	-3.0
	Supervisor	2.0	N/A	N/A
	Direct Report	5.0	5.0	0.0
	Peer	5.0	2.0	-3.0
25. When questioning others, patiently listens to answers.	Self	N/A	2.0	N/A
	Supervisor	2.0	1.0	-1.0
	Direct Report	4.0	2.0	-2.0
	Peer	3.0	3.0	0.0
<b>Training, Coaching, and Delegating</b>				
	Self	2.0	2.5	0.5
	Supervisor	4.0	3.2	-0.8
	Direct Report	2.0	3.0	1.0
	Peer	3.2	2.2	-1.0
26. When explaining new procedures, gets participation and active responses from others.	Self	2.0	1.0	-1.0
	Supervisor	N/A	3.0	N/A
	Direct Report	2.0	4.0	2.0
	Peer	2.0	5.0	3.0
27. Effectively trains and coaches others as an integrated and continuous managerial responsibility.	Self	1.0	1.0	0.0
	Supervisor	5.0	5.0	0.0
	Direct Report	3.0	N/A	N/A
	Peer	4.0	2.0	-2.0
28. When delegating, takes time to cultivate "buy-in" and commitment from others.	Self	2.0	3.0	1.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	2.0	1.0	-1.0
	Peer	5.0	1.0	-4.0
29. Delegates and shares assignments that help others to grow and develop.	Self	3.0	5.0	2.0
	Supervisor	3.0	2.0	-1.0
	Direct Report	1.0	4.0	3.0
	Peer	2.0	1.0	-1.0
<b>Appraising People and Performance</b>				
	Self	2.2	3.2	1.0
	Supervisor	2.4	2.5	0.1
	Direct Report	3.5	3.6	0.1
	Peer	2.5	3.0	0.5
30. Gives feedback to let others know how they are doing and where they can improve.	Self	1.0	5.0	4.0
	Supervisor	2.0	1.0	-1.0
	Direct Report	4.0	5.0	1.0
	Peer	3.0	4.0	1.0
31. Gives corrections in a constructive manner that others are able to accept.	Self	4.0	2.0	-2.0
	Supervisor	1.0	5.0	4.0
	Direct Report	N/A	2.0	N/A
	Peer	4.0	5.0	1.0
32. Lets others know when their performance is on target or below expectation.	Self	3.0	2.0	-1.0
	Supervisor	2.0	N/A	N/A
	Direct Report	2.0	4.0	2.0
	Peer	N/A	1.0	N/A
33. Helps others to spell out what actions they will take to improve performance.	Self	2.0	5.0	3.0
	Supervisor	3.0	2.0	-1.0
	Direct Report	3.0	5.0	2.0
	Peer	1.0	3.0	2.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
34. Gives feedback frequently as a daily tool to influence the behavior of others.	Self	1.0	2.0	1.0
	Supervisor	4.0	2.0	-2.0
	Direct Report	5.0	2.0	-3.0
	Peer	2.0	2.0	0.0
<b>Disciplining and Counseling</b>				
	Self	3.3	4.3	1.0
	Supervisor	4.0	3.7	-0.3
	Direct Report	2.0	3.0	1.0
	Peer	2.3	3.7	1.3
35. Sees discipline as a positive tool for restoring behavior to desired levels.	Self	3.0	5.0	2.0
	Supervisor	5.0	2.0	-3.0
	Direct Report	N/A	N/A	N/A
	Peer	4.0	3.0	-1.0
36. When someone's behavior is out of line, uses discipline constructively and effectively.	Self	5.0	4.0	-1.0
	Supervisor	N/A	4.0	N/A
	Direct Report	1.0	2.0	1.0
	Peer	1.0	4.0	3.0
37. Gets agreement on where behavior was inappropriate before attempting to correct it.	Self	2.0	4.0	2.0
	Supervisor	3.0	5.0	2.0
	Direct Report	3.0	4.0	1.0
	Peer	2.0	4.0	2.0
<b>Identifying and Solving Problems</b>				
	Self	2.2	3.2	1.0
	Supervisor	2.8	3.8	1.0
	Direct Report	4.0	3.2	-0.8
	Peer	2.6	3.5	0.9
38. Examines alternative solutions to a problem and selects the one most likely to succeed.	Self	1.0	4.0	3.0
	Supervisor	4.0	5.0	1.0
	Direct Report	4.0	5.0	1.0
	Peer	4.0	5.0	1.0
39. When correcting a problem follows through until the problem is corrected.	Self	4.0	N/A	N/A
	Supervisor	1.0	2.0	1.0
	Direct Report	N/A	5.0	N/A
	Peer	3.0	5.0	2.0
40. Avoids jumping to solutions before evaluating all the evidence.	Self	N/A	2.0	N/A
	Supervisor	2.0	3.0	1.0
	Direct Report	5.0	2.0	-3.0
	Peer	3.0	2.0	-1.0
41. Gets others involved in problem-solving so as to improve quality.	Self	1.0	3.0	2.0
	Supervisor	3.0	4.0	1.0
	Direct Report	4.0	1.0	-3.0
	Peer	1.0	N/A	N/A
42. Sees problems as an opportunity to learn and to improve quality.	Self	3.0	4.0	1.0
	Supervisor	4.0	5.0	1.0
	Direct Report	3.0	3.0	0.0
	Peer	2.0	2.0	0.0
<b>Making Decisions, Weighing Risks</b>				
	Self	2.8	3.0	0.2
	Supervisor	4.7	3.0	-1.7
	Direct Report	3.2	3.5	0.2
	Peer	2.2	3.2	1.0
43. Takes time to get agreement on criteria and conditions to be met before making decisions.	Self	4.0	1.0	-3.0
	Supervisor	5.0	3.0	-2.0
	Direct Report	2.0	2.0	0.0
	Peer	4.0	2.0	-2.0
44. Looks for a number of options (alternatives) before making a decision.	Self	1.0	3.0	2.0
	Supervisor	N/A	5.0	N/A
	Direct Report	2.0	5.0	3.0
	Peer	2.0	4.0	2.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
45. Weighs the risks associated with a decision before putting it into action.	Self	4.0	3.0	-1.0
	Supervisor	5.0	2.0	-3.0
	Direct Report	4.0	2.0	-2.0
	Peer	1.0	2.0	1.0
46. Makes decisions on an objective, analytical and rational basis.	Self	2.0	5.0	3.0
	Supervisor	4.0	2.0	-2.0
	Direct Report	5.0	5.0	0.0
	Peer	2.0	5.0	3.0

### Thinking Clearly and Analytically

	Self	3.0	3.0	0.0
	Supervisor	3.0	4.2	1.2
	Direct Report	3.0	2.8	-0.2
	Peer	3.6	2.8	-0.8
47. Recognizes shaky premises and faulty conclusions in the thoughts and actions of others.	Self	4.0	3.0	-1.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.0	1.0	-3.0
	Peer	4.0	2.0	-2.0
48. Avoids coming to conclusions based on limited data.	Self	5.0	3.0	-2.0
	Supervisor	3.0	5.0	2.0
	Direct Report	2.0	3.0	1.0
	Peer	5.0	N/A	N/A
49. Withholds opinion until the facts are set out and evaluated.	Self	2.0	N/A	N/A
	Supervisor	2.0	5.0	3.0
	Direct Report	3.0	4.0	1.0
	Peer	1.0	2.0	1.0
50. Recognizes personal bias in self and others and takes it into account.	Self	3.0	5.0	2.0
	Supervisor	4.0	N/A	N/A
	Direct Report	1.0	N/A	N/A
	Peer	3.0	5.0	2.0
51. Displays a "steel trap" mind and is quick to catch ideas that are illogical.	Self	1.0	1.0	0.0
	Supervisor	1.0	2.0	1.0
	Direct Report	5.0	3.0	-2.0
	Peer	5.0	2.0	-3.0

### Action Orientation

	Self	2.3	2.7	0.3
	Supervisor	3.7	3.7	0.0
	Direct Report	3.3	4.5	1.2
	Peer	2.7	4.0	1.3
52. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.	Self	2.0	2.0	0.0
	Supervisor	3.0	5.0	2.0
	Direct Report	2.0	4.0	2.0
	Peer	5.0	3.0	-2.0
53. Takes calculated risks to move initiatives forward.	Self	3.0	3.0	0.0
	Supervisor	5.0	3.0	-2.0
	Direct Report	3.0	5.0	2.0
	Peer	2.0	5.0	3.0
54. Initiates appropriate action without being directed to do so.	Self	2.0	3.0	1.0
	Supervisor	3.0	3.0	0.0
	Direct Report	5.0	N/A	N/A
	Peer	1.0	N/A	N/A

### Flexibility

	Self	3.0	5.0	2.0
	Supervisor	3.0	3.0	0.0
	Direct Report	1.7	3.3	1.7
	Peer	3.7	3.0	-0.7
55. Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles.	Self	2.0	5.0	3.0
	Supervisor	1.0	5.0	4.0
	Direct Report	2.0	5.0	3.0
	Peer	2.0	3.0	1.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
56. Copes effectively with personal and job pressures that cause stress.	Self	2.0	5.0	3.0
	Supervisor	N/A	N/A	N/A
	Direct Report	1.0	1.0	0.0
	Peer	4.0	2.0	-2.0
57. Responds to reversals and setbacks in a constructive manner.	Self	5.0	N/A	N/A
	Supervisor	5.0	1.0	-4.0
	Direct Report	2.0	4.0	2.0
	Peer	5.0	4.0	-1.0

## Influencing

	Self	3.6	3.0	-0.6
	Supervisor	2.4	2.6	0.2
	Direct Report	3.8	4.0	0.2
	Peer	2.4	4.0	1.6
58. Networks with key individuals or groups to accomplish goals.	Self	2.0	1.0	-1.0
	Supervisor	4.0	2.0	-2.0
	Direct Report	4.0	2.0	-2.0
	Peer	2.0	5.0	3.0
59. Informs management, employees, and others of program objectives and developments.	Self	4.0	4.0	0.0
	Supervisor	3.0	4.0	1.0
	Direct Report	5.0	5.0	0.0
	Peer	1.0	3.0	2.0
60. Represents/promotes the organization or program to others.	Self	3.0	2.0	-1.0
	Supervisor	2.0	2.0	0.0
	Direct Report	N/A	5.0	N/A
	Peer	4.0	5.0	1.0
61. Persuades management, employees, peers, and others to "buy into" a course of action.	Self	5.0	5.0	0.0
	Supervisor	1.0	1.0	0.0
	Direct Report	2.0	3.0	1.0
	Peer	2.0	3.0	1.0
62. Uses power, authority, and influence appropriately to achieve goals.	Self	4.0	N/A	N/A
	Supervisor	2.0	4.0	2.0
	Direct Report	4.0	5.0	1.0
	Peer	3.0	N/A	N/A

## Change Management

	Self	4.0	2.7	-1.3
	Supervisor	4.0	3.3	-0.7
	Direct Report	2.7	1.7	-1.0
	Peer	3.0	3.3	0.3
63. Champions organizational change based upon a strategic view of the future.	Self	3.0	2.0	-1.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	3.0	2.0	-1.0
	Peer	5.0	1.0	-4.0
64. Develops strategies, policies, and procedures to manage change.	Self	4.0	5.0	1.0
	Supervisor	3.0	5.0	2.0
	Direct Report	2.0	1.0	-1.0
	Peer	1.0	4.0	3.0
65. Plans for and helps employees understand, accept, and effectively deal with work-related transitions.	Self	5.0	1.0	-4.0
	Supervisor	5.0	2.0	-3.0
	Direct Report	3.0	2.0	-1.0
	Peer	3.0	5.0	2.0

## Customer Focus

	Self	2.7	2.0	-0.7
	Supervisor	2.0	4.0	2.0
	Direct Report	3.3	4.7	1.3
	Peer	2.7	4.0	1.3
66. Integrates customer needs and expectations into the development and delivery of services or products.	Self	2.0	N/A	N/A
	Supervisor	2.0	3.0	1.0
	Direct Report	4.0	5.0	1.0
	Peer	4.0	5.0	1.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
67. Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met.	Self	2.0	N/A	N/A
	Supervisor	3.0	4.0	1.0
	Direct Report	5.0	4.0	-1.0
	Peer	1.0	2.0	1.0
68. Seeks ways to continuously improve the quality of services, products, and processes.	Self	4.0	2.0	-2.0
	Supervisor	1.0	5.0	4.0
	Direct Report	1.0	5.0	4.0
	Peer	3.0	5.0	2.0



## Introduction to Development Suggestions

This section includes 12 sets of development suggestions for some of your highest development needs.

These sets of development suggestions are linked to the results of the Overview of Development Needs report. The 3 highest development needs from each rater category determine your development suggestions.

Development suggestions include behavioral tips and managerial practices that can help you improve your skills.

## Development Suggestions

### Task

#### **65. Plans for and helps employees understand, accept, and effectively deal with work-related transitions.**

##### **Activity:**

1. Analyze how you have adapted to changes in the past year. Are you flexible and willing to change, or do you tend to continue to do business as usual?
2. Before any change takes place, meet with employees to explain the change and how it will affect them.
3. Consider using a team approach to problem solving: use the team to structure or define the problem and to brainstorm over solutions.
4. Develop multiple contingency plans so that you are not locked into any single course of action.
5. Evaluate the results of any change after it has been implemented.
6. In implementing change, first identify the problem or opportunity that necessitates the change, decide what changes are needed, develop and choose alternatives, and then make the necessary changes.
7. Include employees involved in the change in planning and designing it.
8. Keep up-to-date through reading about emerging economic, legal, and technological changes that could necessitate change in your organization.
9. Know yourself and your reactions to last-minute crises; build in extra time up front if you are uncomfortable with last-minute changes.
10. Realize that most people are resistant to change; try to develop ways to overcome that resistance.
11. Survey employees to determine needs for change.
12. To the extent possible, develop a disciplined decision-making structure within your work group so that there is a routine to decision-making, and decisions can be made rapidly if the need arises.

##### **Topic:**

1. Change management
2. Changing organizations and people
3. Models for change
4. Creativity
5. Leadership skills
6. Putting plans into action
7. Strategic planning
8. Career counseling skills
9. Managing information flow

## Task

### 57. Responds to reversals and setbacks in a constructive manner.

#### Activity:

1. Look at issues and problems from all possible angles. Generate a list of all alternatives.
2. Make a habit of thinking "outside the box." Look for novel and nontraditional solutions.
3. Make a list of all of the problems facing you. Rewrite each problem as an objective. List several creative ways to reach each objective.
4. Participate actively in professional organizations, and stay current in the professional literature to keep track of the newest developments in your field.
5. Develop multiple contingency plans so that you are not locked into any single course of action.
6. Think about how to use your environment and conditions to your advantage.
7. Know yourself and your reactions to last-minute crises; build in extra time up front if you are uncomfortable with last-minute changes.
8. Recognize when you have lost a battle, then refocus your energy and ability to other battles that you can win. (General Sherman: "He who lives to run away, will live to fight another day.")
9. Give your decisions makers options. Never ask, "Can we do this?" Instead, ask: "Do you prefer A or B?"
10. Timing is all-important in getting approval and avoiding reversals or setbacks. Don't let your impatience overcome your sensitivity to picking the right time.

#### Topic:

1. Working under pressure
2. How to handle crisis situations
3. Dealing with personal tension
4. Time management skills

## Task

### 9. Relies on input from others to help set realistic goals.

#### Activity:

1. Work with the other party to find the best solution for you both. Commit to the solution and together develop a specific plan to execute it.
2. Ask your peers and subordinates for feedback on how you use power, authority, and influence. (Are you fair? Do you back down too quickly? Do you avoid conflict? Do you come across too strongly? Do you always have to win?)
3. Before deciding an issue, solicit input from peers, employees, and managers on where they stand on the issue.
4. Before presenting an option or solution, canvass opinions and share information in advance so that those who need to buy into the issue are not surprised.
5. Seek a credible champion of the issue you are aiming to change, someone who will support your position and rally others around it.
6. Get estimates from everyone who will be working on the goal: time required, resources needed, dollar value of the goal. This will increase their commitment.
7. Prepare charts (PERT, Gantt, CPM) that you and your team can use to track and control progress over time.
8. Hold regular progress review meetings so that everyone working on the goals will develop team spirit and work to deliver.
9. Reward performance by having everyone who is working on the goals recognize the individual contributions of others.
10. Break goals down in to subgoals that can be met in two or three month's time.

#### Topic:

1. Active listening
2. How to be more assertive
3. Negotiation skills
4. Persuasion
5. Influencing

## Task

### 28. When delegating, takes time to cultivate "buy-in" and commitment from others.

#### Activity:

1. Arrange individual discussions with subordinates to evaluate workloads. Make adjustments to ensure the amount of delegated work is appropriate.
2. Ask ex-employees, employees, peers, or managers who know you well for their observations of your delegation skills and ideas on how to improve.
3. Ask your employees to complete an anonymous questionnaire that includes items on how well you delegate.
4. Consult with someone you consider an effective delegator and ask them for 'how to' ideas in assigning tasks and in setting up control and followup procedures.
5. Deal with the causes of the conflict, not the symptoms.
6. Don't allow subordinates to delegate up.
7. Explain why you picked the person(s) to whom you are delegating, and point out their qualifications to do the job well.
8. Have the person(s) you've delegated to feedback to you what they will do so that you can check for correctness, sequence, and commitment to the task.
9. Establish, the expected outcomes and the criteria to be met. Remember that you're delegating an objective, not an activity.

#### Topic:

1. Accountability
2. Building good morale
3. Defining responsibilities
4. Overcoming employee resistance

## Task

### 6. Sets goals for self and others, and evaluates progress against these goals.

#### Activity:

1. Review the mission, evaluate threats and opportunities in the environment, and plan specific actions each year.
2. Set aside concentrated time with your staff to jointly develop goals for the work unit.
3. Examine projects that have been successfully completed to identify factors accounting for success.
4. If things are not going according to plan, analyze root causes, attempt to correct, and evaluate whether revisions are necessary to the unit's goals and plans.
5. Be aware of the goal and what must be accomplished and accept the goal as something that you are willing to work for.
6. Be willing to work long hours and sacrifice in the short term for long-term gains.
7. Break challenging or large tasks into smaller, manageable tasks.
8. If feasible, force yourself to finish a project before moving on to another by establishing short proximal (rather than distant) deadlines for each of the projects.
9. When you have a project goal, develop interim goals and timelines and force yourself to adhere to the schedule.

#### Topic:

1. Being proactive
2. The decision-making process
3. Responding to change

## Task

### 22. Uses words and language skillfully to convey facts and feelings.

#### Activity:

1. Ask the other person to restate what you have said to make sure that they understand. If there is not understanding, there has been no communication.
2. Be aware of your body language and nonverbal communication. Conflicting nonverbal cues can be stronger than your verbal message.
3. Be concise. Use short, simple words and short, clear sentences.
4. Develop a relaxed, informal style. This will help put your audience at ease.
5. Record several of your conversations and then analyze them to determine how you sound to others. Consider your tone, speed, wordiness, use of 'uhs,' clarity, and enthusiasm. Develop an improvement plan if needed.
6. In planning for important dialogues (e.g., performance approval, sales presentation), write out a script in advance to help you decide on wording and sequence. Then throw the script away.
7. Use examples, analogies, figures of speech, and verbal illustrations to convey ideas quickly and clearly. A verbal picture is worth a thousand words.
8. Vary your vocal dynamics (speed, pitch, volume) to maintain interest and to highlight your message.
9. Use white space on the printed page to improve readability. Short pauses when you are speaking make the listener's job easier.

#### Topic:

1. Coping with communication challenges
2. Presentation skills

## Task

### 14. Pays attention and listens actively when others are explaining something.

#### Activity:

1. Try to put yourself into the other person's role and anticipate how your communication is likely to be received and accepted.
2. Ask others to evaluate your listening skills and suggest ways to improve them.
3. Do not show impatience while others are speaking or interrupt them.
4. Remember that you learn more while listening than while talking.
5. Concentrate fully on what is being said. Don't let your mind wander or think about what you are going to say next. Don't try to do other tasks while listening.
6. Interact with the speaker in nonverbal ways to show that you are listening (i.e., nod head, smile when appropriate, maintain eye contact, etc.).
7. Eliminate barriers to listening, such as an uncomfortable environment, noise, or interruptions.
8. Practice listening skills by listening to a news broadcast and testing yourself on how much you can remember.
9. Take an interpersonal communication course to develop skills for communicating one-on-one.
10. If you disagree with what you are hearing, avoid attacking the presenter; point out some factual disagreements with the ideas and request clarification.

#### Topic:

1. Listening and responding to others
2. Coping with communication challenges
3. Memory development
4. Active listening skills



## Task

### 63. Champions organizational change based upon a strategic view of the future.

#### Activity:

1. Create a vision of where you'd like to see the organization, evaluate alternative routes, and decide on the specific course to reach the chosen destination.
2. Participate in a planning session with other managers to envision what the organization should be doing 5 years from now.
3. Assess the strengths, weaknesses, and opportunities of the external and internal environments of the organization.
4. Make sure that your long-range and operational planning is consistent with the longer term strategic planning of the organization.
5. Develop an organization profile to determine your organization's performance capabilities on the basis of its existing and accessible resources and skills. Ask the following questions: "What are our capabilities?" "How do those capabilities support what we would like to do?"
6. Attend open management meetings to understand the mission and strategic vision of the organization's leadership.
7. Share your vision with your employees and encourage buy-in by incorporating their input into the vision and the strategic objectives that flow from the vision.
8. Collaborate with your employees in designing program objectives that support the shared vision for the organization.
9. Seek an organizational assignment that places you in a strategic planning role, in order to help you develop experience in strategic thinking and planning.

#### Topic:

1. Creativity
2. Leadership skills
3. Putting plans into action
4. Management by objective
5. Strategic planning
6. Writing mission statements and objectives
7. Vision and leadership

## Task

### 24. Uses questions effectively to get accurate information from others.

#### Activity:

1. Ask open-ended questions that require more than a "yes" or "no" answer.
2. Eliminate barriers to listening, such as an uncomfortable environment, noise, or interruptions.
3. Employ the "funnel technique" (i.e., start with non-directive questions, then use self-appraisal questions, then use directive questions to complete the picture).
4. Before conducting an interview, write out the question and plan the sequence. Then throw your notes away.
5. Avoid thinking about your next question while your respondent is speaking. Pay full attention to what is being said.
6. Look for gaps- what isn't being said- and probe where necessary (e.g., "You haven't mentioned the team's reaction. They much have been pretty angry.").
7. As soon as the interview is over, make notes that capture the facts and feelings you've just uncovered.
8. When interviewing more than one person, follow a guideline and ask the same questions so that you can compare and verify responses.
9. When appropriate, conduct a group interview with 3-6 persons. You can then cross-check to see how widespread the responses are. Also, the comments of each respondent will trigger other responses, giving you a richer repertoire.

#### Topic:

1. Interviewing techniques

## Task

### 35. Sees discipline as a positive tool for restoring behavior to desired levels.

#### Activity:

1. Whenever possible, aim for a collaborative rather than adversarial solution.
2. Remember that your relationship with the employee or manager continues; try to carve a solution that both parties can live with after this issue is over.
3. Familiarize yourself with the organization's employment policy and labor relations rules.
4. Be consistent in applying all organizational rules and policies; avoid making exceptions.
5. Explain to employees how you reached the performance appraisal conclusions you reached, and encourage them to present their point of view when you meet with them individually.
6. If employees are dissatisfied with something at work, encourage them to utilize the organization's grievance and/or voice mechanisms.
7. If you are preparing to take an adverse action against an employee, follow a successive discipline policy, inform the employee, and maintain accurate documentation.
8. In cases of disciplinary action, get the employee to agree that a problem exists. Then discuss alternate solutions and mutually agree on the best action to solve the problem.

#### Topic:

1. Rights and responsibilities of labor and management
2. Arbitration and mediation
3. The grievance process
4. How to discipline employees
5. Assertiveness training
6. Performance management

## Task

### 20. Sets others at ease and maintains a positive climate in communicating with others.

#### Activity:

1. Avoid speaking in a monotone. Vary the pitch, pace, and volume of your voice.
2. Be aware of your body language and nonverbal communication. Conflicting nonverbal cues can be stronger than your verbal message.
3. Consider proxemics (an individual's use of space). Most manager-subordinate relationships begin in the social zone (from 4 to 12 feet) and progress to the personal zone (from 18 inches to 4 feet) after mutual trust has developed. Smaller or larger distances can make people uncomfortable.
4. Develop a relaxed, informal style. This will help put your audience at ease.
5. Establish and maintain eye contact with your audience.
6. Gear your speech or presentation to the level of the audience. Be aware of what they already know and what you want to communicate to them.
7. If you are frequently misunderstood, ask your superior or peers for feedback on your communication style.
8. Interact with the speaker in nonverbal ways to show that you are listening (i.e., nod head, smile when appropriate, maintain eye contact, etc.).
9. Try to put yourself into the other person's role and anticipate how your communication is likely to be received and accepted.

#### Topic:

1. Coping with communication challenges
2. Interpersonal communication
3. Listening and responding to others
4. Active listening skills

## Task

### 3. Keeps personal workload manageable by delegating and giving work to others.

#### Activity:

1. Decide if any of your activities could be performed by another person.
2. Establish firm deadlines for projects including intermediate deadlines. Discuss these with superiors and subordinates and plan your time accordingly.
3. Have good people working for you and delegate to them whenever possible.
4. Minimize the amount of rework by trying to do things once and right the first time sorting through mail by dealing with it on the spot; writing a report after understanding the ultimate customer's requirements and planning the report accordingly; clarifying your requirements to your employees so they get it right the first time, etc.
5. Seek feedback from peers, employees, and managers about your time-management skills.
6. Use "schemes" to flag different priority levels (colors for hot items, office trays, electronic or calendar memory joggers).
7. When delegating, give the authority as well as the responsibility to get the job done.
8. Establish the objectives and the criteria (outcomes) to be met on any delegated task.
9. Select the best person for the job, not necessarily the least busy or least likely to object.
10. Explain why you've picked the person you are delegating to (so they don't feel "dumped on" or that they have been given an unfair assignment).
11. Delegate projects that have potential for return on investment with future occurrences, even though the time you spend with the person you select may take longer than doing it yourself the first time around.

#### Topic:

1. Delegation
2. Efficient decision-making
3. Planning skills
4. Prioritizing
5. Time management

## Comments

<b><i>What does this person do that you would consider role model behavior? Please list 2 or 3 specific items.</i></b>	<b><i>What does this person currently do that you recommend be changed or modified in the future? Please list 2 specific items.</i></b>	<b><i>Other comments for this individual.</i></b>
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A