



Individual Report

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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
Action Orientation Takes action and risks when needed; makes difficult decisions when necessary.	3.7	5.0
Appraising People and Performance 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.	4.2	3.8
Change Management Champions organizational change; plans for managing change and helping the workforce deal with work-related transitions.	3.3	4.3
Customer Focus Actively seeks customer input; ensures customer needs are met; continuously seeks to improve the quality of services, products, and processes.	5.0	5.0
Disciplining and Counseling 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.)	4.0	4.3
Flexibility Adapts to change in the work environment; effectively copes with stress.	4.7	4.0
Getting Unbiased Information 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.	5.0	3.0

Competency	Self Required Proficiency	Supervisor Required Proficiency
<p>Giving Clear Information 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>	5.0	4.0
<p>Identifying and Solving Problems 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>	4.4	3.0
<p>Influencing Networks with, and provides information to, key groups and individuals; appropriately uses persuasion and authority in dealing with others to achieve goals.</p>	4.4	3.4
<p>Listening and Organizing 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>	5.0	3.8
<p>Making Decisions, Weighing Risks 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>	4.3	4.5
<p>Planning and Evaluating 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>	5.0	3.0

Competency	Self Required Proficiency	Supervisor Required Proficiency
<p>Setting Goals and Standards 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>	4.0	4.2
<p>Thinking Clearly and Analytically 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>	4.0	3.8
<p>Time Management and Prioritizing 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>	4.3	4.3
<p>Training, Coaching, and Delegating 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>	5.0	3.5

Competency Ranking

Least Development Needs

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

Greatest Development Needs

Overview of Development Needs

Self Perceptions

You view the following as the greatest development needs:		Competency Linkage
41	Gets others involved in problem-solving so as to improve quality.	Identifying and Solving Problems
58	Networks with key individuals or groups to accomplish goals.	Influencing
57	Responds to reversals and setbacks in a constructive manner.	Flexibility
60	Represents/promotes the organization or program to others.	Influencing
67	Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met.	Customer Focus

Supervisor Perceptions

You view the following as the greatest development needs:		Competency Linkage
1	Controls interruptions so as to keep activities on target.	Time Management and Prioritizing
9	Relies on input from others to help set realistic goals.	Setting Goals and Standards
56	Copes effectively with personal and job pressures that cause stress.	Flexibility
41	Gets others involved in problem-solving so as to improve quality.	Identifying and Solving Problems
43	Takes time to get agreement on criteria and conditions to be met before making decisions.	Making Decisions, Weighing Risks

Overview of Development Needs

Direct Report Perceptions

You view the following as the greatest development needs:		Competency Linkage
50	Recognizes personal bias in self and others and takes it into account.	Thinking Clearly and Analytically
59	Informs management, employees, and others of program objectives and developments.	Influencing
43	Takes time to get agreement on criteria and conditions to be met before making decisions.	Making Decisions, Weighing Risks
44	Looks for a number of options (alternatives) before making a decision.	Making Decisions, Weighing Risks
40	Avoids jumping to solutions before evaluating all the evidence.	Identifying and Solving Problems

Peer Perceptions

You view the following as the greatest development needs:		Competency Linkage
27	Effectively trains and coaches others as an integrated and continuous managerial responsibility.	Training, Coaching, and Delegating
58	Networks with key individuals or groups to accomplish goals.	Influencing
64	Develops strategies, policies, and procedures to manage change.	Change Management
57	Responds to reversals and setbacks in a constructive manner.	Flexibility
29	Delegates and shares assignments that help others to grow and develop.	Training, Coaching, and Delegating

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	4.3	2.8	-1.5
	Supervisor	4.3	3.3	-1.0
	Direct Report	3.7	4.3	0.6
	Peer	4.1	3.9	-0.2
1. Controls interruptions so as to keep activities on target.	Self	4.0	3.0	-1.0
	Supervisor	5.0	2.0	-3.0
	Direct Report	3.0	4.0	1.0
	Peer	4.5	4.0	-0.5
2. Negotiates priorities in an attempt to resolve conflicting demands for time.	Self	5.0	3.0	-2.0
	Supervisor	5.0	5.0	0.0
	Direct Report	N/A	N/A	N/A
	Peer	4.5	3.5	-1.0
3. Keeps personal workload manageable by delegating and giving work to others.	Self	4.0	2.0	-2.0
	Supervisor	4.0	2.0	-2.0
	Direct Report	4.0	5.0	1.0
	Peer	5.0	3.5	-1.5
4. Makes productive use of time in meetings and when on the phone.	Self	4.0	3.0	-1.0
	Supervisor	3.0	4.0	1.0
	Direct Report	4.0	4.0	0.0
	Peer	2.5	4.5	2.0
Setting Goals and Standards	Self	4.0	2.6	-1.4
	Supervisor	4.2	3.2	-1.0
	Direct Report	3.8	4.2	0.4
	Peer	3.5	3.5	0.0
5. Evaluates new projects and activities for their relationship to the organization's goals.	Self	5.0	4.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	4.0	0.0
	Peer	3.0	3.0	0.0
6. Sets goals for self and others, and evaluates progress against these goals.	Self	4.0	2.0	-2.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.0	5.0	1.0
	Peer	3.5	2.5	-1.0
7. Does not allow daily crises and interruptions to interfere with meeting our goals.	Self	4.0	2.0	-2.0
	Supervisor	4.0	2.0	-2.0
	Direct Report	4.0	5.0	1.0
	Peer	3.0	5.0	2.0
8. Uses goal setting as a process for getting commitment from self and other employees.	Self	4.0	2.0	-2.0
	Supervisor	3.0	3.0	0.0
	Direct Report	4.0	4.0	0.0
	Peer	5.0	3.5	-1.5
9. Relies on input from others to help set realistic goals.	Self	3.0	3.0	0.0
	Supervisor	5.0	2.0	-3.0
	Direct Report	3.0	3.0	0.0
	Peer	3.0	3.5	0.5

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap	
Planning and Evaluating		Self	5.0	3.3	-1.7
		Supervisor	3.0	4.3	1.3
		Direct Report	4.3	3.3	-1.0
		Peer	4.3	3.6	-0.7
10. Looks for ways and welcomes ideas on how to improve the way projects or tasks are being done.	Self	5.0	3.0	-2.0	
	Supervisor	4.0	5.0	1.0	
	Direct Report	4.0	3.0	-1.0	
	Peer	4.0	4.0	0.0	
11. Takes sufficient time to plan and schedule projects before launching them.	Self	5.0	3.0	-2.0	
	Supervisor	2.0	4.0	2.0	
	Direct Report	5.0	3.0	-2.0	
	Peer	4.5	3.5	-1.0	
12. Shows skill in organizing a variety of activities to meet or exceed expectations.	Self	5.0	3.0	-2.0	
	Supervisor	4.0	5.0	1.0	
	Direct Report	4.0	3.0	-1.0	
	Peer	4.5	3.0	-1.5	
13. Shows skill in managing projects and new assignments.	Self	5.0	4.0	-1.0	
	Supervisor	2.0	3.0	1.0	
	Direct Report	4.0	4.0	0.0	
	Peer	4.0	4.0	0.0	
Listening and Organizing		Self	5.0	3.6	-1.4
		Supervisor	3.8	3.8	0.0
		Direct Report	5.0	3.0	-2.0
		Peer	4.1	4.2	0.1
14. Pays attention and listens actively when others are explaining something.	Self	5.0	3.0	-2.0	
	Supervisor	4.0	5.0	1.0	
	Direct Report	5.0	3.0	-2.0	
	Peer	4.0	2.5	-1.5	
15. Confirms understanding by summarizing after listening to a complex message.	Self	5.0	3.0	-2.0	
	Supervisor	4.0	2.0	-2.0	
	Direct Report	5.0	3.0	-2.0	
	Peer	4.0	4.5	0.5	
16. Is good at remembering information that was discussed previously.	Self	5.0	5.0	0.0	
	Supervisor	3.0	5.0	2.0	
	Direct Report	5.0	4.0	-1.0	
	Peer	4.5	5.0	0.5	
17. Shows interest by asking questions, focusing on the speaker, and summarizing.	Self	5.0	4.0	-1.0	
	Supervisor	5.0	5.0	0.0	
	Direct Report	5.0	3.0	-2.0	
	Peer	4.0	5.0	1.0	
18. Listens to the other's message and avoids letting personal bias get in the way.	Self	5.0	3.0	-2.0	
	Supervisor	3.0	2.0	-1.0	
	Direct Report	5.0	2.0	-3.0	
	Peer	4.0	4.0	0.0	

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap	
Giving Clear Information		Self	5.0	3.5	-1.5
		Supervisor	4.0	4.0	0.0
		Direct Report	4.0	3.5	-0.5
		Peer	4.1	3.9	-0.2
19. Communicates in a clear, concise, well-organized, and easily-understood manner.	Self	5.0	3.0	-2.0	
	Supervisor	4.0	2.0	-2.0	
	Direct Report	4.0	3.0	-1.0	
	Peer	5.0	4.5	-0.5	
20. Sets others at ease and maintains a positive climate in communicating with others.	Self	5.0	3.0	-2.0	
	Supervisor	4.0	4.0	0.0	
	Direct Report	4.0	3.0	-1.0	
	Peer	4.0	4.5	0.5	
21. Speaks and writes in a way that is focused and to the point (relevant).	Self	5.0	4.0	-1.0	
	Supervisor	5.0	5.0	0.0	
	Direct Report	4.0	4.0	0.0	
	Peer	4.0	3.0	-1.0	
22. Uses words and language skillfully to convey facts and feelings.	Self	5.0	4.0	-1.0	
	Supervisor	3.0	5.0	2.0	
	Direct Report	4.0	4.0	0.0	
	Peer	3.5	3.5	0.0	
Getting Unbiased Information		Self	5.0	3.3	-1.7
		Supervisor	3.0	4.3	1.3
		Direct Report	4.7	2.0	-2.7
		Peer	3.8	4.2	0.4
23. Avoids asking leading questions that bias the respondent's answers-e.g., I like it. What do you think?	Self	5.0	3.0	-2.0	
	Supervisor	4.0	4.0	0.0	
	Direct Report	4.0	2.0	-2.0	
	Peer	3.5	4.0	0.5	
24. Uses questions effectively to get accurate information from others.	Self	5.0	4.0	-1.0	
	Supervisor	2.0	5.0	3.0	
	Direct Report	5.0	2.0	-3.0	
	Peer	4.0	4.0	0.0	
25. When questioning others, patiently listens to answers.	Self	5.0	3.0	-2.0	
	Supervisor	3.0	4.0	1.0	
	Direct Report	5.0	2.0	-3.0	
	Peer	4.0	4.5	0.5	

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Training, Coaching, and Delegating				
	Self	5.0	3.0	-2.0
	Supervisor	3.5	3.3	-0.2
	Direct Report	4.8	2.5	-2.3
	Peer	4.5	3.0	-1.5
26. When explaining new procedures, gets participation and active responses from others.	Self	5.0	3.0	-2.0
	Supervisor	4.0	2.0	-2.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.0	3.0	-1.0
27. Effectively trains and coaches others as an integrated and continuous managerial responsibility.	Self	5.0	3.0	-2.0
	Supervisor	3.0	4.0	1.0
	Direct Report	5.0	2.0	-3.0
	Peer	5.0	3.0	-2.0
28. When delegating, takes time to cultivate "buy-in" and commitment from others.	Self	5.0	3.0	-2.0
	Supervisor	4.0	5.0	1.0
	Direct Report	5.0	3.0	-2.0
	Peer	4.0	2.5	-1.5
29. Delegates and shares assignments that help others to grow and develop.	Self	5.0	3.0	-2.0
	Supervisor	3.0	2.0	-1.0
	Direct Report	5.0	2.0	-3.0
	Peer	5.0	3.5	-1.5
Appraising People and Performance				
	Self	4.2	3.0	-1.2
	Supervisor	3.8	3.6	-0.2
	Direct Report	4.4	3.2	-1.2
	Peer	4.3	3.7	-0.6
30. Gives feedback to let others know how they are doing and where they can improve.	Self	4.0	3.0	-1.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	5.0	3.0	-2.0
	Peer	4.0	3.5	-0.5
31. Gives corrections in a constructive manner that others are able to accept.	Self	5.0	3.0	-2.0
	Supervisor	3.0	4.0	1.0
	Direct Report	4.0	3.0	-1.0
	Peer	3.5	4.0	0.5
32. Lets others know when their performance is on target or below expectation.	Self	4.0	3.0	-1.0
	Supervisor	3.0	3.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	5.0	4.5	-0.5
33. Helps others to spell out what actions they will take to improve performance.	Self	4.0	3.0	-1.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.0	4.0	0.0
	Peer	4.5	3.5	-1.0
34. Gives feedback frequently as a daily tool to influence the behavior of others.	Self	4.0	3.0	-1.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	5.0	3.0	-2.0
	Peer	4.5	3.0	-1.5

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Disciplining and Counseling	Self	4.0	3.0	-1.0
	Supervisor	4.3	4.0	-0.3
	Direct Report	4.5	2.5	-2.0
	Peer	4.3	3.5	-0.8
35. Sees discipline as a positive tool for restoring behavior to desired levels.	Self	3.0	3.0	0.0
	Supervisor	5.0	5.0	0.0
	Direct Report	N/A	N/A	N/A
	Peer	5.0	4.0	-1.0
36. When someone's behavior is out of line, uses discipline constructively and effectively.	Self	4.0	3.0	-1.0
	Supervisor	3.0	2.0	-1.0
	Direct Report	5.0	2.0	-3.0
	Peer	4.0	3.0	-1.0
37. Gets agreement on where behavior was inappropriate before attempting to correct it.	Self	5.0	3.0	-2.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.0	3.5	-0.5
Identifying and Solving Problems	Self	4.4	3.0	-1.4
	Supervisor	3.0	3.6	0.6
	Direct Report	4.2	2.4	-1.8
	Peer	3.4	3.9	0.5
38. Examines alternative solutions to a problem and selects the one most likely to succeed.	Self	4.0	2.0	-2.0
	Supervisor	2.0	3.0	1.0
	Direct Report	5.0	2.0	-3.0
	Peer	4.0	4.5	0.5
39. When correcting a problem follows through until the problem is corrected.	Self	5.0	3.0	-2.0
	Supervisor	1.0	4.0	3.0
	Direct Report	4.0	2.0	-2.0
	Peer	2.5	3.0	0.5
40. Avoids jumping to solutions before evaluating all the evidence.	Self	4.0	3.0	-1.0
	Supervisor	3.0	3.0	0.0
	Direct Report	5.0	2.0	-3.0
	Peer	4.0	4.5	0.5
41. Gets others involved in problem-solving so as to improve quality.	Self	5.0	2.0	-3.0
	Supervisor	5.0	3.0	-2.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.0	3.5	-0.5
42. Sees problems as an opportunity to learn and to improve quality.	Self	4.0	5.0	1.0
	Supervisor	4.0	5.0	1.0
	Direct Report	3.0	3.0	0.0
	Peer	2.5	4.0	1.5

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Making Decisions, Weighing Risks	Self	4.3	3.5	-0.8
	Supervisor	4.5	4.0	-0.5
	Direct Report	4.7	2.0	-2.7
	Peer	3.5	4.3	0.8
43. Takes time to get agreement on criteria and conditions to be met before making decisions.	Self	4.0	4.0	0.0
	Supervisor	4.0	2.0	-2.0
	Direct Report	5.0	2.0	-3.0
	Peer	2.0	4.5	2.5
44. Looks for a number of options (alternatives) before making a decision.	Self	4.0	3.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	5.0	2.0	-3.0
	Peer	3.5	5.0	1.5
45. Weighs the risks associated with a decision before putting it into action.	Self	5.0	3.0	-2.0
	Supervisor	5.0	5.0	0.0
	Direct Report	N/A	N/A	N/A
	Peer	4.5	4.0	-0.5
46. Makes decisions on an objective, analytical and rational basis.	Self	4.0	4.0	0.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.0	2.0	-2.0
	Peer	4.0	3.5	-0.5
Thinking Clearly and Analytically	Self	4.0	3.4	-0.6
	Supervisor	3.8	4.4	0.6
	Direct Report	4.6	2.2	-2.4
	Peer	3.4	4.2	0.8
47. Recognizes shaky premises and faulty conclusions in the thoughts and actions of others.	Self	5.0	4.0	-1.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	3.0	4.5	1.5
48. Avoids coming to conclusions based on limited data.	Self	3.0	3.0	0.0
	Supervisor	3.0	5.0	2.0
	Direct Report	5.0	2.0	-3.0
	Peer	4.0	4.0	0.0
49. Withholds opinion until the facts are set out and evaluated.	Self	4.0	2.0	-2.0
	Supervisor	3.0	3.0	0.0
	Direct Report	5.0	2.0	-3.0
	Peer	4.0	4.0	0.0
50. Recognizes personal bias in self and others and takes it into account.	Self	4.0	3.0	-1.0
	Supervisor	3.0	4.0	1.0
	Direct Report	5.0	1.0	-4.0
	Peer	2.5	3.5	1.0
51. Displays a "steel trap" mind and is quick to catch ideas that are illogical.	Self	4.0	5.0	1.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	3.5	5.0	1.5

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap	
Action Orientation		Self	3.7	3.3	-0.4
		Supervisor	5.0	5.0	0.0
		Direct Report	3.5	3.5	0.0
		Peer	2.8	4.2	1.4
52. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.	Self	3.0	4.0	1.0	
	Supervisor	5.0	5.0	0.0	
	Direct Report	4.0	4.0	0.0	
	Peer	2.0	4.5	2.5	
53. Takes calculated risks to move initiatives forward.	Self	4.0	3.0	-1.0	
	Supervisor	5.0	5.0	0.0	
	Direct Report	N/A	N/A	N/A	
	Peer	3.0	4.0	1.0	
54. Initiates appropriate action without being directed to do so.	Self	4.0	3.0	-1.0	
	Supervisor	5.0	5.0	0.0	
	Direct Report	3.0	3.0	0.0	
	Peer	3.5	4.0	0.5	
Flexibility		Self	4.7	3.0	-1.7
		Supervisor	4.0	3.0	-1.0
		Direct Report	3.7	2.7	-1.0
		Peer	4.2	3.3	-0.9
55. Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles.	Self	5.0	4.0	-1.0	
	Supervisor	3.0	5.0	2.0	
	Direct Report	3.0	3.0	0.0	
	Peer	4.0	4.0	0.0	
56. Copes effectively with personal and job pressures that cause stress.	Self	4.0	2.0	-2.0	
	Supervisor	5.0	2.0	-3.0	
	Direct Report	4.0	2.0	-2.0	
	Peer	4.0	3.5	-0.5	
57. Responds to reversals and setbacks in a constructive manner.	Self	5.0	3.0	-2.0	
	Supervisor	4.0	2.0	-2.0	
	Direct Report	4.0	3.0	-1.0	
	Peer	4.5	2.5	-2.0	

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap	
Influencing		Self	4.4	3.0	-1.4
		Supervisor	3.4	4.0	0.6
		Direct Report	3.5	3.0	-0.5
		Peer	4.0	3.7	-0.3
58. Networks with key individuals or groups to accomplish goals.	Self	5.0	2.0	-3.0	
	Supervisor	2.0	4.0	2.0	
	Direct Report	3.0	3.0	0.0	
	Peer	5.0	3.0	-2.0	
59. Informs management, employees, and others of program objectives and developments.	Self	4.0	3.0	-1.0	
	Supervisor	3.0	4.0	1.0	
	Direct Report	5.0	2.0	-3.0	
	Peer	4.0	4.0	0.0	
60. Represents/promotes the organization or program to others.	Self	5.0	3.0	-2.0	
	Supervisor	3.0	5.0	2.0	
	Direct Report	N/A	N/A	N/A	
	Peer	3.0	4.0	1.0	
61. Persuades management, employees, peers, and others to "buy into" a course of action.	Self	5.0	4.0	-1.0	
	Supervisor	5.0	5.0	0.0	
	Direct Report	3.0	3.0	0.0	
	Peer	4.0	4.0	0.0	
62. Uses power, authority, and influence appropriately to achieve goals.	Self	3.0	3.0	0.0	
	Supervisor	4.0	2.0	-2.0	
	Direct Report	3.0	4.0	1.0	
	Peer	4.0	3.5	-0.5	
Change Management		Self	3.3	3.0	-0.3
		Supervisor	4.3	4.3	0.0
		Direct Report	4.5	2.5	-2.0
		Peer	4.3	4.0	-0.3
63. Champions organizational change based upon a strategic view of the future.	Self	4.0	3.0	-1.0	
	Supervisor	4.0	4.0	0.0	
	Direct Report	N/A	N/A	N/A	
	Peer	4.0	4.5	0.5	
64. Develops strategies, policies, and procedures to manage change.	Self	3.0	3.0	0.0	
	Supervisor	5.0	5.0	0.0	
	Direct Report	4.0	2.0	-2.0	
	Peer	5.0	3.0	-2.0	
65. Plans for and helps employees understand, accept, and effectively deal with work-related transitions.	Self	3.0	3.0	0.0	
	Supervisor	4.0	4.0	0.0	
	Direct Report	5.0	3.0	-2.0	
	Peer	4.0	4.5	0.5	

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Customer Focus	Self	5.0	3.3	-1.7
	Supervisor	5.0	5.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	3.5	3.7	0.2
66. Integrates customer needs and expectations into the development and delivery of services or products.	Self	5.0	4.0	-1.0
	Supervisor	5.0	5.0	0.0
	Direct Report	5.0	3.0	-2.0
	Peer	3.0	3.5	0.5
67. Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met.	Self	5.0	3.0	-2.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.5	3.5	-1.0
68. Seeks ways to continuously improve the quality of services, products, and processes.	Self	5.0	3.0	-2.0
	Supervisor	5.0	5.0	0.0
	Direct Report	3.0	3.0	0.0
	Peer	3.0	4.0	1.0

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

1. Controls interruptions so as to keep activities on target.

Activity:

1. Make a list of your work activities and keep a record of how much time you spend on each activity for a week. Analyze to see where you are spending too much time and where you are not spending enough.
2. Be proactive so that you won't have to react in a crisis mode.
3. Decide if any of your activities could be performed by another person.
4. Have good people working for you and delegate to them whenever possible.
5. Keep a daily "to-do" list and prioritize your duties into high, medium, and low priorities. Do the next day's list before you leave work.
6. Do your most important tasks when your energy and attention levels are at their highest.
7. Organize your workplace.
8. Take a course in time management.
9. Set aside a specific time each day to return phone calls.
10. Eliminate outside commitments that are not adding value to your career or your life.
11. Establish firm deadlines for projects including intermediate deadlines. Discuss these with superiors and subordinates and plan your time accordingly.
12. Consider your behavior when approaching deadlines. Do you meet them? Is it under extreme duress as the deadline approaches? Are these "crunch times" avoidable? Can you identify strategies to avoid the "before deadline crunch"?
13. Seek feedback from peers, employees, and managers about your time-management skills.
14. Establish priorities for a period (a month, week, day) and allocate time accordingly.
15. Use a checklist to record "to do" items and items completed.
16. Use "schemes" to flag different priority levels (colors for hot items, office trays, electronic or calendar memory joggers).
17. If you are encountering repeated slowdowns or rework because you lack a particular managerial or technical skill, seek training and development opportunities in that area.
18. Plan your day as an 8-hour day, and plan to fit all of your job activities into that time frame.
19. Consult with an extremely organized and efficient peer or manager; how does he/she manage time?
20. 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.
21. Consider multiple communication channels for maximum efficiency: use voice mail or electronic mail whenever possible.
22. Consider "do not interrupt" times, or working in quiet locations in order to get things done.
23. Evaluate the value added of every investment of your time and your employees' time: Is this meeting really necessary? Must this report be so long to meet the reader's needs? Is this form or added signature absolutely necessary to safeguard the process?

Topic:

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

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 into 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

27. Effectively trains and coaches others as an integrated and continuous managerial responsibility.

Activity:

1. Be clear and specific about your expectations from each employee, including deliverables, how performance quality will be measured, and timelines.
2. Break projects into milestones and celebrate at each point when that milestone is reached.
3. Closely link performance and rewards.
4. Discuss objectives thoroughly with subordinates.
5. Encourage employees to consult with you if they are encountering barriers to goal accomplishment.
6. Lead by example and instill your values in everything that you do.
7. Show support and respect to employees when they seek your advice in areas related to their work.
8. To get practice in guiding others, volunteer for a task leader role that is manageable within your time constraints.
9. Try always to leave time in your day for informal discussions with employees related to their work.

Topic:

1. Instilling values
2. Leadership
3. Mission focus
4. Motivating factors
5. The motivation process

Task

29. Delegates and shares assignments that help others to grow and develop.

Activity:

1. Among employees, identify skill deficiencies that are barriers to delegation and offer opportunities for employee development in these areas.
2. Even when employees make a mistake, remind yourself that there is often more than one way of performing a duty.
3. Have a written or mental list of subordinate needs and strengths and delegate accordingly.
4. Identify tasks that are repetitive and time consuming and devise ways to delegate the entire task or parts of it.
5. Identify tasks where mistakes are not terribly costly, and delegate those.
6. If you don't think it's worth the time to train someone, identify tasks that are time consuming and/or repetitive, so that your investment is worthwhile.
7. If you lack confidence in your subordinates' abilities or are a perfectionist, identify relatively minor tasks that do not require perfection mistakes will have a minor impact.
8. Periodically set time aside to identify responsibilities you are personally handling that potentially could be handled by others.
9. Take on a project that is impossible to do alone; bring in others and share the responsibilities with them.

Topic:

1. Delegation skills
2. Empowerment
3. Identifying and using employee strengths
4. Overcoming employee resistance

Task

41. Gets others involved in problem-solving so as to improve quality.

Activity:

1. Ask each group member if he or she was treated fairly by the leader and by the others.
2. Immediately after group formation, have the group identify the issues that they consider to be the most important concerns and suggest ways in which these can be overcome.
3. Have the group leader specify the expectations of the group members.
4. Help the team members decide how they will communicate within the group and how decisions will be reached.
5. Hold brainstorming sessions.
6. Ask the group members what is hindering them from completing their task.
7. Observe how leadership emerged in the team.
8. Recognize that a team will go through phases. Assign tasks based on the phase that the team is in.
9. If open communication is an objective, encourage it by demonstrating equity and fairness regardless of the ideas expressed.
10. Emphasize activities that are inclusive (for the entire work unit, teams, etc.).
11. Institute suggestion systems and develop mechanisms for prompt response to the suggestions.
12. Encourage coworkers to establish only fuzzy boundaries around their job duties so that they can readily reach out and assist a peer if the work calls for it.
13. When there is a problem that affects a group of employees, attempt to devise a solution through the group.

Topic:

1. Interactive skills
2. Information sharing
3. Group membership maintenance
4. Collaboration vs. competition
5. Generating commitment
6. Brainstorming
7. Functional, task, interest, peer groups
8. Consensus building

Task

43. Takes time to get agreement on criteria and conditions to be met before making decisions.

Activity:

1. Before reaching a decision, evaluate the factual data and argue in your own mind the pros and cons of multiple courses of action. That will enable you confidently to reach and present a decision and to stick with it.
2. Consult others about your decision style and speed; consider this information as a basis for improvement.
3. Create a climate in which your subordinates can raise problems and issues in front of each other at meetings.
4. Discuss with other managers the data that you collect concerning a problem. Ask them for their diagnosis of the information.
5. Have brainstorming sessions to come up with alternate solutions to problems. Record all ideas without making a judgment of any.
6. Hold group workshops to explore different perspectives of problems.
7. Invite contributions from others and be willing to listen to and discuss their ideas.
8. Involve others in your problem-solving process. Ask for help when needed.
9. To avoid "groupthink," require members of your work unit to research and argue the alternative viewpoint.
10. When presenting decision-making information to a group, consider adopting round-robin procedures to provide every group member the opportunity to express his/her views, thereby avoiding dominance of the group discussion by a vocal few.
11. Use decision-making tools to bring convergence among diverse points of view, such as round-robin expression of ideas (nominal group technique), the devil's advocate technique, Delphi method (each successive round of idea exchange reflects a narrower band of opinions than the former round), etc.

Topic:

1. Brainstorming
2. Paired ranking decision-making method
3. Reaching a "win-win" solution
4. Risk taking
5. The decision-making process
6. Consensus building

Task

50. Recognizes personal bias in self and others and takes it into account.

Activity:

1. After clarifying your own opinion (viewpoint, bias), take the opposite stand and create 4-5 points to support it as a mental (silent) exercise.
2. Examine your scores on personality tests you have taken and think about the natural bias (normal action) that goes with your personality.
3. Ask your boss, spouse, and others who know you well to tell you what personal biases they have noticed in your behavior over time.
4. Get other persons to state their opinions and viewpoints before telling them your own.
5. Preface your statement of an opinion with "There are often two or more ways of viewing this, and the truth may lie somewhere in between."
6. Before writing or publicly stating your view, share it privately with several people to get their reactions and possible alternative opinions.
7. Look for trends in your patterns of thought. Do you tend to be supportive or critical? Relaxed or rushed? Democratic or autocratic? Detailed or "big picture"? Rational or emotional?
8. Distinguish between fact and opinion, soft and hard evidence, high and low relevance. Assign weight to the information that you give and get.
9. Write a 1-2 paragraph description of your personal biases that come up in everyday conversation. Ask friends to edit, adding or deleting.
10. Recognize common behaviors you display and the biases that underlie them. Here are some examples: - tendency to interrupt others...bias "My thoughts (needs, time) are more important than yours. - tendency to impose on others...bias "They exist to serve me, not vice versa." - tendency to give excuses...bias "I'm never at fault...the blame is always elsewhere."

Topic:

1. Communication skills
2. Communication styles
3. Inspiring trust and confidence
4. Interpersonal communication, awareness, and effectiveness
5. Listening and interactive skills

Task

56. Copes effectively with personal and job pressures that cause stress.

Activity:

1. Identify three ways in which you can include some form of relaxation in your day.
2. List the situations that are giving you the most stress at the present time. Ask superiors, peers, friends, or family for suggestions to reduce the stress in these situations.
3. Keep a list for a week of the things that cause you stress and analyze to see if there is a pattern.
4. Engage in physical exercise on a regular basis, eat sensibly, and get enough sleep.
5. Analyze how you manage your time. Determine if better time management could decrease your stress.
6. Think about problems as challenges and keep them in perspective.
7. Prepare ahead of time for the types of situations that cause you to feel stress.
8. Talk to others about your feelings and pressures. If you don't have close friends or family with whom you can share these things, seek counseling or join a support group.
9. Learn and use stress reduction techniques such as deep breathing, mental imagery, deep relaxation, or meditation.
10. Recognize that not all stress is bad. It can give you that needed edge to accomplish a challenging task. Try to look at stress from a positive viewpoint.
11. If you find that you are constantly worrying about things, set aside an amount of "worry time" each day and decide to not worry the rest of the time.
12. Develop realistic and even conservative timelines for your projects, given the due date; build some cushion into the plans.
13. Work according to your planned schedule.
14. Develop constructive coping skills, such as time-management strategies, reframing issues in cognitive rather than in emotional terms, breaking problems down piecemeal, and addressing the problem in bits rather than all at once.
15. If one element of your work is extremely stressful, set it aside for awhile and deal with something that provides satisfaction.
16. Plan your daily and weekly activities in advance around priorities and deadlines, and check off accomplishments as you go.
17. Try to plan your calendar so that your time off happens throughout the year and isn't just concentrated in one vacation period.
18. If you are extremely stressed, avoid reacting on-the-spot in a manner that you will regret later; develop a habit of delayed response.
19. Whenever possible, use humor to defuse job pressures.
20. Set aside time each day and each week for personal activities that alleviate stress.

Topic:

1. Working under pressure
2. How to handle crisis situations
3. Dealing with personal tension
4. Time management skills
5. Wellness
6. Relaxation techniques
7. Stress management

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

58. Networks with key individuals or groups to accomplish goals.

Activity:

1. Form a wide range of working relationships and associations and make them known.
2. Have regular, informal meetings with peers (e.g., lunch) to trade ideas.
3. Set up formal meetings with others in your organization to understand their business functions.
4. Join and become active in professional organizations and associations that interact with your work, and seek roles that provide visibility in the organizations.
5. Make an effort to get to know people outside of your organization who hold positions similar to yours. Get together on a regular basis to trade ideas.
6. Explore ways of establishing a mentoring relationship with a more senior member of the organization.
7. Initiate meetings with employees individually or in groups to share information about your objectives and those of the broader unit.
8. Initiate meetings with your manager(s) to inform them of the work of your unit and to facilitate the sharing of information about developments in the organization.
9. Be an active "organizational citizen" by volunteering for task forces or committees that may end up informing the work of your unit.
10. Volunteer for assignments that require interaction with members of different organizational units and levels.
11. Participate in social activities within the broader organization.

Topic:

1. Interpersonal communications
2. Building relationships
3. Gaining cooperation from peers
4. Interaction skills
5. Networking skills
6. Building interpersonal influence

Task

59. Informs management, employees, and others of program objectives and developments.

Activity:

1. Present seminars, open houses, brochures, and newsletters describing your department functions.
2. Circulate monthly the highlights of recent activities in your department, your objectives, and the status of each.
3. Create a bulletin board to display activities and accomplishments.
4. Read general mail, bulletin boards, and newsletters, and attend organization wide public meetings to remain informed about what is happening in the organization.
5. Initiate meetings with employees individually or in groups to share information about your objectives and those of the broader unit.
6. Initiate meetings with your manager(s) to inform them of the work of your unit and to facilitate the sharing of information about developments in the organization.

Topic:

1. Interpersonal communications
2. Gaining cooperation from peers
3. Interaction skills
4. Meeting skills

Task

64. Develops strategies, policies, and procedures to manage change.

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. Develop a transition plan.
3. During times of broad organizational change, be available to your employees and share whatever information you can.
4. Evaluate the results of a change after it has been implemented.
5. 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.
6. Join a task force or committee assigned to determine change policies and procedures.
7. Meet with someone who has implemented change successfully. Discuss the steps he or she took throughout the change process. Review your own plans for change with this person, and ask for feedback.
8. Model the norms, values, and behaviors expected as a result of the change.
9. See work on transitions and change as part of the primary responsibilities of the people concerned, and for which compensation and other rewards should be allocated.
10. Tell people what you think the change will mean for them, then listen to their reactions.
11. When planning change, ensure that objectives, responsibilities, and timeframes are defined and clearly communicated to your employees.

Topic:

1. Change management
2. Changing organizations and people
3. Creativity
4. Leadership skills
5. Models for change
6. Putting plans into action
7. Strategic planning

Comments

	<i>What does this person do that you would consider role model behavior? Please list 2 or 3 specific items.</i>	<i>What does this person currently do that you recommend be changed or modified in the future? Please list 2 specific items.</i>	<i>Other comments for this individual.</i>
Supervisor	Test	Test	Test
Direct Reports	Stays in touch with all key customers. Fills in where and when needed during busy times. Will cover a shift if we are short handed.	Listen to other peoples ideas. Don't interupt or shake head when listening to feedback.	
Peers	Mr Sample is extremely effective working with his direct reports. He keeps them running hard and on target. Effectively puts self into others' shoes Manages work hours with great discipline	Sometimes Mr Sample doesn't listen well. He seems to get an idea in his head and has little use or patience for the input from others. Needs to involve others in late stages of projects Reduce competitiveness in non-competitive situations	Overall excellent manager but room for improvement as a team leader.