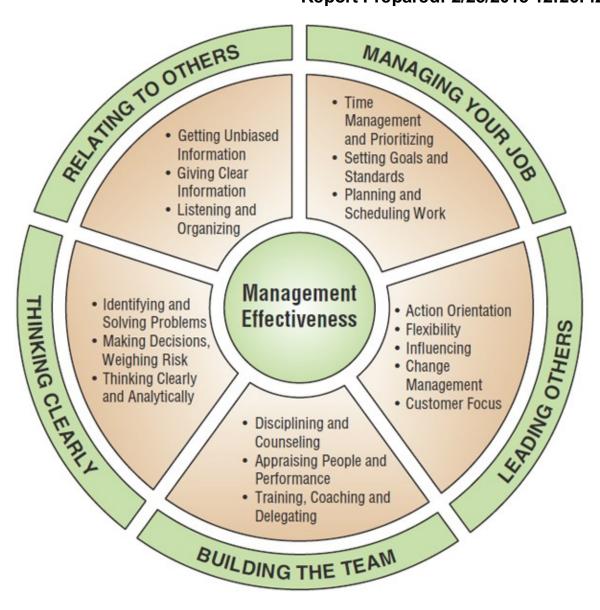# PERSPECTIVES

Individual Report

Prepared for: Beth Sample
Report Prepared: 2/25/2015 12:26:42 PM

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.	3.3	4.3
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.	3.2	4.0
Change Management Champions organizational change; plans for managing change and helping the workforce deal with work-related transitions.	4.0	4.7
Customer Focus Actively seeks customer input; ensures customer needs are met; continuously seeks to improve the quality of services, products, and processes.	4.0	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.)	4.3	4.0
Flexibility Adapts to change in the work environment; effectively copes with stress.	3.7	4.3
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.	3.7	4.0

Competency	Self Required Proficiency	Supervisor Required Proficiency
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.	4.0	4.5
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.	4.0	4.4
Influencing Networks with, and provides information to, key groups and individuals; appropriately uses persuasion and authority in dealing with others to achieve goals.	3.8	4.2
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.	3.4	4.4
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.	4.0	4.5
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.	3.0	4.3

Competency	Self Required Proficiency	Supervisor Required Proficiency
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.	2.8	4.0
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.	4.0	4.0
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.	3.0	4.3
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.	3.3	4.0

Competency Ranking

Least Development Needs

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

Greatest Development Needs

Overview of Development Needs

Self Perceptions

You view the following as the greatest development needs:		Competency Linkage
49	Withholds opinion until the facts are set out and evaluated.	Thinking Clearly and Analytically
36	When someone's behavior is out of line, uses discipline constructively and effectively.	Disciplining and Counseling
35	Sees discipline as a positive tool for restoring behavior to desired levels.	Disciplining and Counseling
50	Recognizes personal bias in self and others and takes it into account.	Thinking Clearly and Analytically
46	Makes decisions on an objective, analytical and rational basis.	Making Decisions, Weighing Risks

Supervisor Perceptions

You view the following as the greatest development needs:		Competency Linkage
22	Uses words and language skillfully to convey facts and feelings.	Giving Clear Information
56	Copes effectively with personal and job pressures that cause stress.	Flexibility
39	When correcting a problem follows through until the problem is corrected.	Identifying and Solving Problems
41	Gets others involved in problem-solving so as to improve quality.	Identifying and Solving Problems
45	Weighs the risks associated with a decision before putting it into action.	Making Decisions, Weighing Risks

Overview of Development Needs

Direct Report Perceptions

	You view the following as the greatest development needs:	Competency Linkage
15	Confirms understanding by summarizing after listening to a complex message.	Listening and Organizing
62	Uses power, authority, and influence appropriately to achieve goals.	Influencing
18	Listens to the other's message and avoids letting personal bias get in the way.	Listening and Organizing
67	Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met.	Customer Focus
68	Seeks ways to continously improve the quality of services, products, and processes.	Customer Focus

Peer Perceptions

	You view the following as the greatest development needs:	Competency Linkage
28	When delegating, takes time to cultivate "buy-in" and commitment from others.	Training, Coaching, and Delegating
20	Sets others at ease and maintains a positive climate in communicating with others.	Giving Clear Information
25	When questioning others, patiently listens to answers.	Getting Unbiased Information
8	Uses goal setting as a process for getting commitment from self and other employees.	Setting Goals and Standards
9	Relies on input from others to help set realistic goals.	Setting Goals and Standards

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**	**3.0**	**2.5**	**-0.5**
	Supervisor	**4.3**	**4.3**	**0.0**
	Direct Report	**4.0**	**3.0**	**-1.0**
	Peer	**4.7**	**3.8**	**-0.9**
1. Controls interruptions so as to keep activities on target.	Self	3.0	2.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.7	3.3	-1.4
2. Negotiates priorities in an attempt to resolve conflicting demands for time.	Self	3.0	3.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	N/A	N/A	N/A
	Peer	5.0	4.0	-1.0
3. Keeps personal workload manageable by delegating and giving work to others.	Self	3.0	3.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.7	4.0	-0.7
4. Makes productive use of time in meetings and when on the phone.	Self	3.0	2.0	-1.0
	Supervisor	5.0	5.0	0.0
	Direct Report	N/A	N/A	N/A
	Peer	4.3	3.7	-0.6
Setting Goals and Standards	**Self**	**2.8**	**2.4**	**-0.4**
	Supervisor	**4.0**	**4.0**	**0.0**
	Direct Report	**2.0**	**1.0**	**-1.0**
	Peer	**4.6**	**3.1**	**-1.5**
5. Evaluates new projects and activities for their relationship to the organization's goals.	Self	3.0	2.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	N/A	N/A	N/A
	Peer	4.0	3.0	-1.0
6. Sets goals for self and others, and evaluates progress against these goals.	Self	3.0	3.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	N/A	N/A	N/A
	Peer	4.7	3.3	-1.4
7. Does not allow daily crises and interruptions to interfere with meeting our goals.	Self	3.0	3.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	N/A	N/A	N/A
	Peer	4.3	3.7	-0.6
8. Uses goal setting as a process for getting commitment from self and other employees.	Self	3.0	2.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	N/A	N/A	N/A
	Peer	5.0	2.7	-2.3
9. Relies on input from others to help set realistic goals.	Self	2.0	2.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	2.0	1.0	-1.0
	Peer	5.0	2.7	-2.3

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Planning and Evaluating	**Self**	**3.0**	**3.3**	**0.3**
	Supervisor	**4.3**	**4.3**	**0.0**
	Direct Report	**3.3**	**2.7**	**-0.6**
	Peer	**4.5**	**3.7**	**-0.8**
10. Looks for ways and welcomes ideas on how to improve the way projects or tasks are being done.	Self	3.0	3.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.7	2.7	-2.0
11. Takes sufficient time to plan and schedule projects before launching them.	Self	3.0	2.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	N/A	N/A	N/A
	Peer	4.3	4.0	-0.3
12. Shows skill in organizing a variety of activities to meet or exceed expectations.	Self	3.0	4.0	1.0
	Supervisor	5.0	5.0	0.0
	Direct Report	2.0	2.0	0.0
	Peer	4.7	4.0	-0.7
13. Shows skill in managing projects and new assignments.	Self	3.0	4.0	1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.3	4.0	-0.3
Listening and Organizing	**Self**	**3.4**	**4.0**	**0.6**
	Supervisor	**4.4**	**4.0**	**-0.4**
	Direct Report	**4.5**	**2.1**	**-2.4**
	Peer	**4.7**	**3.0**	**-1.7**
14. Pays attention and listens actively when others are explaining something.	Self	3.0	4.0	1.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	4.5	2.0	-2.5
	Peer	5.0	3.0	-2.0
15. Confirms understanding by summarizing after listening to a complex message.	Self	3.0	5.0	2.0
	Supervisor	4.0	4.0	0.0
	Direct Report	5.0	1.0	-4.0
	Peer	4.7	2.7	-2.0
16. Is good at remembering information that was discussed previously.	Self	4.0	5.0	1.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.3	2.7	-1.6
	Peer	4.7	4.0	-0.7
17. Shows interest by asking questions, focusing on the speaker, and summarizing.	Self	3.0	4.0	1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.7	3.0	-1.7
18. Listens to the other's message and avoids letting personal bias get in the way.	Self	4.0	2.0	-2.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	4.7	1.7	-3.0
	Peer	4.3	2.3	-2.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Giving Clear Information	**Self**	**4.0**	**3.5**	**-0.5**
	Supervisor	**4.5**	**3.5**	**-1.0**
	Direct Report	**4.5**	**2.5**	**-2.0**
	Peer	**4.8**	**3.5**	**-1.3**
19. Communicates in a clear, concise, well-organized, and easily-understood manner.	Self	4.0	4.0	0.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	4.7	3.0	-1.7
	Peer	4.3	3.7	-0.6
20. Sets others at ease and maintains a positive climate in communicating with others.	Self	4.0	2.0	-2.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	4.3	1.7	-2.6
	Peer	5.0	2.7	-2.3
21. Speaks and writes in a way that is focused and to the point (relevant).	Self	4.0	5.0	1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.5	3.5	-1.0
	Peer	5.0	4.0	-1.0
22. Uses words and language skillfully to convey facts and feelings.	Self	4.0	3.0	-1.0
	Supervisor	5.0	3.0	-2.0
	Direct Report	4.7	2.3	-2.4
	Peer	4.7	3.7	-1.0
Getting Unbiased Information	**Self**	**3.7**	**3.0**	**-0.7**
	Supervisor	**4.0**	**3.7**	**-0.3**
	Direct Report	**4.0**	**1.8**	**-2.2**
	Peer	**4.8**	**3.1**	**-1.7**
23. Avoids asking leading questions that bias the respondent's answers-e.g., I like it. What do you think?	Self	4.0	2.0	-2.0
	Supervisor	4.0	4.0	0.0
	Direct Report	3.0	1.5	-1.5
	Peer	4.7	3.3	-1.4
24. Uses questions effectively to get accurate information from others.	Self	4.0	5.0	1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.5	2.0	-2.5
	Peer	4.7	3.3	-1.4
25. When questioning others, patiently listens to answers.	Self	3.0	2.0	-1.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	4.5	2.0	-2.5
	Peer	5.0	2.7	-2.3

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Training, Coaching, and Delegating	**Self**	**3.3**	**3.8**	**0.5**
	Supervisor	**4.0**	**4.5**	**0.5**
	Direct Report	**4.3**	**2.2**	**-2.1**
	Peer	**4.7**	**3.2**	**-1.5**
26. When explaining new procedures, gets participation and active responses from others.	Self	3.0	5.0	2.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.5	2.0	-2.5
	Peer	4.7	3.7	-1.0
27. Effectively trains and coaches others as an integrated and continous managerial responsibility.	Self	4.0	3.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	2.0	-2.0
	Peer	4.7	3.3	-1.4
28. When delegating, takes time to cultivate "buy-in" and commitment from others.	Self	3.0	4.0	1.0
	Supervisor	4.0	5.0	1.0
	Direct Report	4.5	2.0	-2.5
	Peer	5.0	2.3	-2.7
29. Delegates and shares assignments that help others to grow and develop.	Self	3.0	3.0	0.0
	Supervisor	4.0	5.0	1.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.3	3.3	-1.0
Appraising People and Performance	**Self**	**3.2**	**2.0**	**-1.2**
	Supervisor	**4.0**	**3.2**	**-0.8**
	Direct Report	**4.4**	**2.4**	**-2.0**
	Peer	**4.6**	**3.1**	**-1.5**
30. Gives feedback to let others know how they are doing and where they can improve.	Self	3.0	2.0	-1.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	4.7	2.7	-2.0
	Peer	4.5	3.5	-1.0
31. Gives corrections in a constructive manner that others are able to accept.	Self	3.0	3.0	0.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	4.0	2.0	-2.0
	Peer	4.7	2.3	-2.4
32. Lets others know when their performance is on target or below expectation.	Self	4.0	2.0	-2.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	4.5	2.5	-2.0
	Peer	4.7	3.3	-1.4
33. Helps others to spell out what actions they will take to improve performance.	Self	3.0	2.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.5	2.5	-2.0
	Peer	4.7	3.7	-1.0
34. Gives feedback frequently as a daily tool to influence the behavior of others.	Self	3.0	1.0	-2.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	4.0	2.0	-2.0
	Peer	4.5	2.5	-2.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Disciplining and Counseling	**Self**	**4.3**	**2.3**	**-2.0**
	Supervisor	**4.0**	**3.3**	**-0.7**
	Direct Report	**4.4**	**2.1**	**-2.3**
	Peer	**4.6**	**2.9**	**-1.7**
35. Sees discipline as a positive tool for restoring behavior to desired levels.	Self	4.0	1.0	-3.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	4.5	2.0	-2.5
	Peer	4.7	3.0	-1.7
36. When someone's behavior is out of line, uses discipline constructively and effectively.	Self	5.0	2.0	-3.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.3	2.3	-2.0
	Peer	4.5	2.5	-2.0
37. Gets agreement on where behavior was inappropriate before attempting to correct it.	Self	4.0	4.0	0.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	4.5	2.0	-2.5
	Peer	4.7	3.0	-1.7
Identifying and Solving Problems	**Self**	**4.0**	**3.6**	**-0.4**
	Supervisor	**4.4**	**4.0**	**-0.4**
	Direct Report	**4.3**	**2.6**	**-1.7**
	Peer	**4.6**	**3.6**	**-1.0**
38. Examines alternative solutions to a problem and selects the one most likely to succeed.	Self	4.0	4.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.7	4.0	-0.7
39. When correcting a problem follows through until the problem is corrected.	Self	4.0	4.0	0.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	4.5	2.5	-2.0
	Peer	4.7	4.3	-0.4
40. Avoids jumping to solutions before evaluating all the evidence.	Self	4.0	3.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.5	2.0	-2.5
	Peer	4.7	4.0	-0.7
41. Gets others involved in problem-solving so as to improve quality.	Self	4.0	3.0	-1.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.5	2.5	-2.0
42. Sees problems as an opportunity to learn and to improve quality.	Self	4.0	4.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.7	3.0	-1.7

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Making Decisions, Weighing Risks	**Self**	**4.0**	**3.3**	**-0.7**
	Supervisor	**4.5**	**4.0**	**-0.5**
	Direct Report	**4.4**	**2.4**	**-2.0**
	Peer	**4.6**	**3.3**	**-1.3**
43. Takes time to get agreement on criteria and conditions to be met before making decisions.	Self	4.0	3.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.5	3.0	-1.5
44. Looks for a number of options (alternatives) before making a decision.	Self	4.0	4.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.5	2.5	-2.0
	Peer	4.7	3.3	-1.4
45. Weighs the risks associated with a decision before putting it into action.	Self	4.0	4.0	0.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	4.5	2.5	-2.0
	Peer	4.7	3.3	-1.4
46. Makes decisions on an objective, analytical and rational basis.	Self	4.0	2.0	-2.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	4.5	2.0	-2.5
	Peer	4.7	3.3	-1.4
Thinking Clearly and Analytically	**Self**	**4.0**	**2.4**	**-1.6**
	Supervisor	**4.0**	**4.2**	**0.2**
	Direct Report	**4.5**	**2.3**	**-2.2**
	Peer	**4.7**	**3.3**	**-1.4**
47. Recognizes shaky premises and faulty conclusions in the thoughts and actions of others.	Self	4.0	3.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.5	2.5	-2.0
	Peer	4.7	4.3	-0.4
48. Avoids coming to conclusions based on limited data.	Self	4.0	3.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.5	2.5	-2.0
	Peer	4.7	3.0	-1.7
49. Withholds opinion until the facts are set out and evaluated.	Self	5.0	1.0	-4.0
	Supervisor	4.0	5.0	1.0
	Direct Report	4.5	2.0	-2.5
	Peer	4.7	2.7	-2.0
50. Recognizes personal bias in self and others and takes it into account.	Self	4.0	2.0	-2.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.5	2.0	-2.5
	Peer	4.7	2.3	-2.4
51. Displays a "steel trap" mind and is quick to catch ideas that are illogical.	Self	3.0	3.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.5	2.5	-2.0
	Peer	4.7	4.3	-0.4

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Action Orientation	**Self**	**3.3**	**3.3**	**0.0**
	Supervisor	**4.3**	**4.0**	**-0.3**
	Direct Report	**4.4**	**2.8**	**-1.6**
	Peer	**4.6**	**3.8**	**-0.8**
52. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.	Self	4.0	4.0	0.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	4.5	2.5	-2.0
	Peer	4.7	4.0	-0.7
53. Takes calculated risks to move initiatives forward.	Self	3.0	2.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.3	3.7	-0.6
54. Initiates appropriate action without being directed to do so.	Self	3.0	4.0	1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.5	3.0	-1.5
	Peer	4.7	3.7	-1.0
Flexibility	**Self**	**3.7**	**4.0**	**0.3**
	Supervisor	**4.3**	**3.3**	**-1.0**
	Direct Report	**4.4**	**3.0**	**-1.4**
	Peer	**4.8**	**3.4**	**-1.4**
55. Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles.	Self	4.0	4.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.7	3.3	-1.4
56. Copes effectively with personal and job pressures that cause stress.	Self	3.0	5.0	2.0
	Supervisor	5.0	3.0	-2.0
	Direct Report	4.5	3.0	-1.5
	Peer	4.7	4.0	-0.7
57. Responds to reversals and setbacks in a constructive manner.	Self	4.0	3.0	-1.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	4.5	3.0	-1.5
	Peer	5.0	3.0	-2.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Influencing	**Self**	**3.8**	**3.4**	**-0.4**
	Supervisor	**4.2**	**4.4**	**0.2**
	Direct Report	**4.4**	**2.9**	**-1.5**
	Peer	**4.8**	**3.5**	**-1.3**
58. Networks with key individuals or groups to accomplish goals.	Self	4.0	4.0	0.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	5.0	4.0	-1.0
59. Informs management, employees, and others of program objectives and developments.	Self	3.0	3.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.5	3.0	-1.5
	Peer	4.7	3.3	-1.4
60. Represents/promotes the organization or program to others.	Self	4.0	4.0	0.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.5	3.0	-1.5
	Peer	5.0	4.7	-0.3
61. Persuades management, employees, peers, and others to "buy into" a course of action.	Self	4.0	3.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.7	2.7	-2.0
62. Uses power, authority, and influence appropriately to achieve goals.	Self	4.0	3.0	-1.0
	Supervisor	3.0	4.0	1.0
	Direct Report	5.0	2.0	-3.0
	Peer	4.7	2.7	-2.0
Change Management	**Self**	**4.0**	**3.0**	**-1.0**
	Supervisor	**4.7**	**4.7**	**0.0**
	Direct Report	**4.5**	**2.7**	**-1.8**
	Peer	**4.7**	**3.4**	**-1.3**
63. Champions organizational change based upon a strategic view of the future.	Self	4.0	3.0	-1.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.5	2.5	-2.0
	Peer	4.7	3.3	-1.4
64. Develops strategies, policies, and procedures to manage change.	Self	4.0	3.0	-1.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.5	2.5	-2.0
	Peer	4.7	3.3	-1.4
65. Plans for and helps employees understand, accept, and effectively deal with work-related transitions.	Self	4.0	3.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.5	3.0	-1.5
	Peer	4.7	3.7	-1.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Customer Focus	**Self**	**4.0**	**3.3**	**-0.7**
	Supervisor	**5.0**	**5.0**	**0.0**
	Direct Report	**4.7**	**3.0**	**-1.7**
	Peer	**4.8**	**3.9**	**-0.9**
66. Integrates customer needs and expectations into the development and delivery of services or products.	Self	4.0	3.0	-1.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.7	4.0	-0.7
67. Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met.	Self	4.0	3.0	-1.0
	Supervisor	5.0	5.0	0.0
	Direct Report	5.0	3.0	-2.0
	Peer	5.0	4.0	-1.0
68. Seeks ways to continuously improve the quality of services, products, and processes.	Self	4.0	4.0	0.0
	Supervisor	5.0	5.0	0.0
	Direct Report	5.0	3.0	-2.0
	Peer	4.7	3.7	-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

15. Confirms understanding by summarizing after listening to a complex message.

Activity:
1. Be concise. Use short, simple words and short, clear sentences.
2. Before responding to others, rephrase the statement or message to confirm understanding and to provide time to formulate a response.
3. Break complex subjects down into smaller ideas and present these ideas incrementally.
4. 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.
5. Use oral communication when: exploring complex issues in depth, it is important to check understanding, confidential or sensitive material is being discussed, uncertainty is being expressed, a more personal and intimate communication is needed, practical demonstrations are being given, a relationship is being established, or immediate feedback and dialogue are desired.
6. Use different wording to summarize the speaker's message. "Are you saying that ....?"
7. Avoid prejudices (e.g., "Harry never has anything important to say. Joanne's grammar and dictation are atrocious. Bill takes forever to express himself.").
8. Interrupt the speaker when you hear unfamiliar words, inconsistencies, technical jargon, or other barriers to clear understanding.
9. Confirm the speaker's purpose in sharing the information with you (i.e., what action, if any, is expected).

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

Task
18. Listens to the other's message and avoids letting personal bias get in the way.

Activity:

1. Ask open-ended questions that require more than a "yes" or "no" answer.

2. Ask others to evaluate your listening skills and suggest ways to improve them.

3. Before responding to others, rephrase the statement or message to confirm understanding and to provide time to formulate a response.

4. 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.

5. Do not show impatience while others are speaking or interrupt them.

6. If you disagree with what you are hearing, avoid attacking the presenter; point out some factual disagreements with the ideas and request clarification.

7. Focus on content more than process, on what is being said and why rather then on who is saying it and how they are coming across (since the who and how often arouse bias).

8. If your mind is elsewhere tell the speaker, "You've caught me at a bad time. My mind is elsewhere. Can we talk later, say after three?"

9. Confirm understanding by summarizing the speaker's keypoints.

Topic:

1. Active listening skills

2. Conflict resolution

3. Coping with communication challenges

4. Listening and responding to others

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

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 works.

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

25. When questioning others, patiently listens to answers.

Activity:

1. Ask others to evaluate your listening skills and suggest ways to improve them.

2. 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.

3. Do not show impatience while others are speaking or interrupt them.

4. Take an interpersonal communication course to develop skills for communicating one-on-one.

5. When your respondent has stopped answering a question, smile, nod, and pause five seconds before continuing. This gives the respondent time to add thoughts.

6. When the other person has answered your question, summarize to confirm your understanding.

7. When you feel the other person has stopped short of giving you a complete answer probe to get the additional information (e.g., "that's interesting...tell me more...what happened next..how did he react).

8. Use open-ended questions that keep your respondent dong most of the talking.

9. Be pleasant, positive, and non-judgmental (adult-to-adult, not parent-to-child).

Topic:

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

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
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

36. When someone's behavior is out of line, uses discipline constructively and effectively.

Activity:

1. Be specific with subordinates about their ratings, and help them develop a plan to improve weaknesses and capitalize on strengths.
2. Give feedback as soon as possible.
3. 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.
4. Follow up on employee's behavior after taking corrective action.
5. Document all corrective/disciplinary actions taken.
6. Familiarize yourself with organizational procedures to reward and discipline performance.
7. Be consistent and fair in responding to employees-use the same standards for all employees.
8. If an employee has performed a duty poorly, follow up immediately expressing your concerns, trying to understand root causes, offering solutions, and setting clear expectations on how the performance is to be corrected, and by what date.
9. After discussions with the relevant employee, document significant incidents of poor performance or corrective/disciplinary actions taken, sending a copy to the employee.

Topic:

1. Performance management
2. Effective communication skills
3. How to give and receive feedback
4. Assertiveness training
5. Interpersonal communication
6. Assessing strengths and weaknesses
7. Observation skills
8. How to discipline employees

Task

39. When correcting a problem follows through until the problem is corrected.

Activity:

1. Accumulate past effective and ineffective decisions to identify systematic factors that account for successful and failed decision processes and outcomes.

2. Avoid the need to gather and analyze too much data before making the decision.

3. 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.

4. Before you ask someone else for an opinion about a decision, choose one of the alternatives and develop a rationale for why that alternative is best. Then ask for input.

5. Consider your problem-solving skills and list three skills that you would like to improve. Ask your superior or peers for suggestions to help you improve.

6. Consult others about your decision style and speed; consider this information as a basis for improvement.

7. Develop disciplined decision processes in your work group whereby all elements of the decision must be backed with researched information.

8. For major decisions, revisit them more than once.

9. If you tend to rely on your superiors for decision-making, force yourself to formulate alternatives and then present recommendations instead of the problem to your superior.

10. Keep a record of problems that arise to identify recurrent ones.

11. Since most decisions are made with imperfect information, it is important to be conscious of the decision shortcuts all people take, including incomplete consideration of alternatives and the tendency to be unduly influenced by whether the decision is framed as a gain or loss. Develop strategies to counter these tendencies.

12. Sort out issues being discussed and decide which issues are critical.

13. Try to involve those in the problem-solving process who will be most affected by a controversial decision.

14. Use a factual approach to decision-making by systematically collecting valid and reliable data; rely on these data rather than on emotions, even if the decision is unpopular. In turn, explain decisions in terms of data, not emotions.

15. With a behavioral problem such as low morale or absenteeism, look deeply to understand what the underlying problem really is. Don't just treat the symptom.

16. Before you begin to try to solve a problem, identify the data that you need to reach a solution and how that data can best be obtained.

17. Consult others about your decision style and speed; consider this information as a basis for improvement.

18. Develop disciplined decision processes in your work group whereby all elements of the decision must be backed with researched information and planned action.

19. Invite contributions from others and be willing to listen to and discuss their ideas.

20. Involve others in your problem-solving process. Ask for help when needed.

21. Be aware of the goal and what must be accomplished and accept the goal as something that you are willing to work for.

22. Develop a support system that you can turn to for help with obstacles and setbacks.

23. If you are having trouble reaching your goals, list any obstacles that are impeding you and decide if the obstacle needs to be addressed or if it will go away if left alone.

Topic:

1. Algorithms
2. Brainstorming
3. Business statistics
4. Mediation
5. Paired ranking decision-making method
6. Problem solving
7. Programmed and nonprogrammed decisions
8. Quality management tools
9. Setting priorities
10. The decision-making process

Task

49. Withholds opinion until the facts are set out and evaluated.

Activity:

1. Assign weights to each item of data to reflect its relative importance (relevance, bearing) to the concluding actions/thoughts.

2. Identify conclusions that do not flow logically from the premises (non-sequiturs).

3. Identify the premises (assumptions) that underlie statements, and questions their logic.

4. Involve other persons when evaluating premises and conclusions. Two heads are better then one, three better then two.

5. Recognize the emotions that may be getting in the way of clear thinking.

6. Separate cause from correlation. Two sets of data can be correlated without any causal relationship.

7. Separate fact from opinion and look for ways of testing opinion and converting it to fact where possible.

8. When appropriate, draw Venn diagrams to represent the premises and the conclusions. This helps in depicting relationships clearly.

9. Withholds judgment until all the facts are in and have been weighed.

10. Write out your reaction to the thoughts and actions of others. This slows down the analysis and often yields insights not present at first glance.

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
62. Uses power, authority, and influence appropriately to achieve goals.

Activity:

1. When negotiating, don't ever place the other party in a position from which they can't move without losing face. Offer choices between alternatives (sometimes done by following mild demands with stronger ones) to present a cooperative attitude.

2. Realistically assess the power that you already hold and how you use that power.

3. Get complete information about the motives, knowledge, understanding, and attitudes of those with whom you are trying to increase your influence.

4. Use active listening techniques to ensure that you understand the other person's point of view. Give the speaker your full attention and listen carefully. Restate what the other person has said. Ask questions to clarify the other's position. Don't interrupt the speaker. When the other person feels that you have listened to their side, they should be more willing to listen to your side, avoiding the escalation of a negotiation into a destructive argument.

5. 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.

6. Always strive for a "win-win" solution to a problem. Seek an outcome that includes some of the items that each side desired, allowing both parties to gain.

7. Ask your superior to put you into situations where you can test your persuasive skills.

8. 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?)

9. Read books or take a course on how to influence people.

10. Be willing to be influenced by others.

11. Before deciding an issue, solicit input from peers, employees, and managers on where they stand on the issue.

12. Seek a credible champion of the issue you are aiming to change, someone who will support your position and rally others around it.

13. Introduce new goals piecemeal, rather than all-at-once.

14. Systematically address barriers to change or to reaching goals, and provide support to overcome the barriers, such as training for employees, resource support, incentives and recognition for change, or backing up employees in front of senior management.

15. Articulate why there is a compelling need to achieve the goals you propose.

Topic:

1. Situational leadership
2. Active listening
3. How to be more assertive
4. Negotiation skills
5. Using nonverbal techniques for persuasion
6. Communication styles
7. Personal development
8. How to use power
9. Influencing skills
10. Power without authority

Comments

	What does this person do that you would consider role model behavior? Please list 2 or 3 specific items.	*What does this person currently do that you recommend be changed or modified in the future? Please list 2 specific items.*	*Other comments for this individual.*
Supervisor	Hard worker Not afraid to try new things Always willing to help	Better presentation to employees speak out more in a group setting	
Direct Reports	nothing Loyal and good work ethics	playing favourites gossip Dealing with Customer can be quite rude and abrupt to some customers Employee favoritism needs to be more biased	Corinne seems to be working hard to be better with people - we'll see how long it lasts
Peers	Extremely efficient Extensive all around knowledge of the dealership COMPLETES TASKS EFFICENTLY AND EFFECTIVLY ALWAYS PROMOTES THE COMPANY. 1. Adapts well to changing priorities. 2. Does not take things personally when they are not personal. 3. Is very well organized and knows how to maximize efficiency to ensure all deadlines are met.	Avoid being argumentative Avoid taking conflict personally NEEDS TO GET BUY IN MORE TO HAVE DIRECT REPORTS IN WITH CHANGES OR DIRECTIVES NEEDS TO APPROACH OTHER DEPT MANAGERS BEFORE INTERACTING WITH OTHER DEPT EMPLOYEES ON BUISNESS DECISSIONS. 1. Can sometimes be very black and white ....needs to sometimes look at the grey area. 2. Can sometimes be too blunt...sometimes needs to put a velvet glove on the iron fist.	