



General: Professional or Individual Contributor 360 Feedback Report

for Suzanne Sample

8/10/2005

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General: Professional or Individual Contributor	
Decisive Judgment	Making good decisions in a timely and confident manner.
Adapting To Change	Adapting to changing situations and restructuring tasks and priorities as changes occur within the business and organization.
Planning And Organizing	Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.
Delivering Results	Maintaining a high level of commitment to personally getting things done.
Resilience	Effectively dealing with work related problems, pressure, and stress in a professional and positive manner.
Teamwork And Collaboration	Effectively working and collaborating with others toward a common goal.
Interpersonal Communication	Communicating clearly and effectively with people inside and outside of the organization.
Functional Acumen	Having the skills, knowledge and abilities necessary to be effective in the specific functional content of a job.
Integrity	Upholding a high standard of fairness and ethics in everyday words and actions.

General: Professional or Individual Contributor

Your Summary Competency Ratings

| = All
 * = Self (1)
 ⊙ = Boss (3)
 □ = Peer (3)
 ▽ = DirRpt (3)
 // = Other (3)

Competency	Average Score					Average Score	By Group					Rank	Notes
	1	2	3	4	5		1	2	3	4	5		
Decisive Judgment						3.24						3	
Adapting To Change						3						6	
Planning And Organizing						2.83						7	•
Delivering Results						3.04						4	
Resilience						3.02						5	
Teamwork And Collaboration						3.25						2	
Interpersonal Communication						2.61						9	•
Functional Acumen						4.18						1	
Integrity						2.62						8	•

↑↓ This column shows the rank order of your scores on each competency from highest to lowest. (1-9)

Detailed results are provided for each competency on the following pages. From these results, Assess 360 has attempted to determine those competencies you should consider first in a developmental plan. Based on this, developmental suggestions are provided in this report for the following competencies:

- Interpersonal Communication
- Integrity
- Planning And Organizing

COMPETENCY RESULTS

Suzanne Sample
8/10/2005

Relative Competency Rank



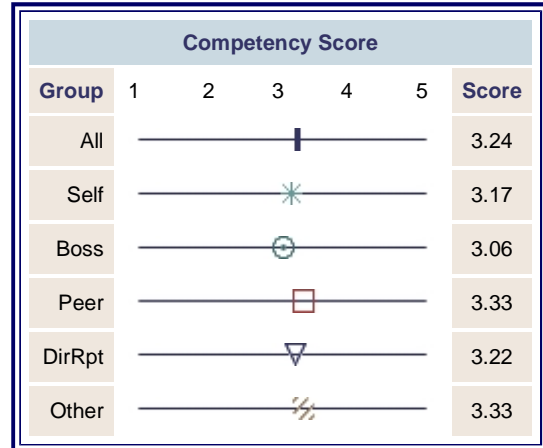
Low.....High

Strongly Disagree = 1 ... Strongly Agree = 5

Decisive Judgment

Making good decisions in a timely and confident manner.

People who display this competency make sound decisions with conviction and in a timely manner. After they have considered alternatives and possible consequences, they can decide upon a course of action and assume responsibility for their decisions.



Behavior Strengths and Weaknesses						
Comparison Key: + = mean rating above 3.75 - = mean rating below 2.25						
	Self	Boss	Peer	DirRpt	Other	All
1. Takes personal responsibility for making decisions	+	+	+	+	+	+
2. Wisely considers alternatives and possible consequences						
3. Makes good decisions	+	+	+	+	+	+
4. Decides in a timely manner						
5. Decides with conviction and does not second guess the decision without very good new information	-	-	-	-	-	-
6. Confidently takes action based on his/her decisions						

() = no rating

See [Appendix](#) for actual scores and template ranges.

COMPETENCY RESULTS

Suzanne Sample
8/10/2005

Relative Competency Rank



Low.....

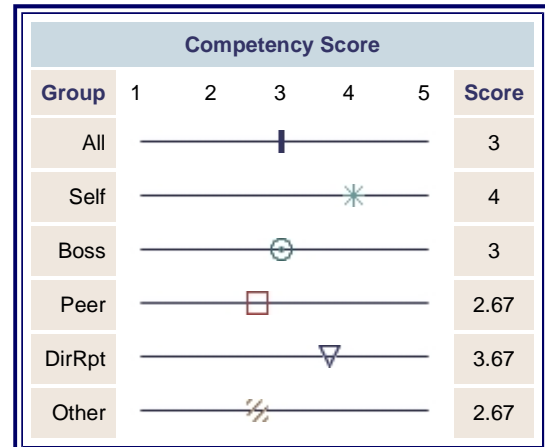
.....High

Adapting To Change

Adapting to changing situations and restructuring tasks and priorities as changes occur within the business and organization.

People who are competent at adapting to change are flexible in changing circumstances. They are open to change and different ways of doing things, and do not overrely on old methods and processes.

Strongly Disagree = 1 ... Strongly Agree = 5



Behavior Strengths and Weaknesses						
Comparison Key: + = mean rating above 3.75 - = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
	1. Accepts change openly and willingly	+				
2. Readily adapts and adjusts to new or changing circumstances	+					
3. Is willing to change the way he/she works by adopting new methods, processes, etc.	+					
4. Is willing to repeatedly change course or change priorities as necessary	+					

() = no rating

See [Appendix](#) for actual scores and template ranges.

Relative Competency Rank



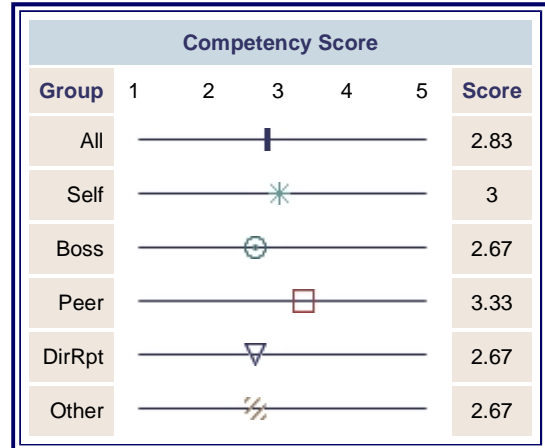
Low.....High

Strongly Disagree = 1 ... Strongly Agree = 5

Planning And Organizing

Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.

People who are competent at planning and organizing efficiently manage their time and the time of others and effectively handle multiple demands and competing deadlines. They identify goals, develop plans, estimate time frames and monitor progress.



Behavior Strengths and Weaknesses	Self	Boss	Peer	DirRpt	Other	All
Comparison Key: + = mean rating above 3.75 - = mean rating below 2.25						
1. Sets realistic goals and manages progress toward goal completion						
2. Identifies and uses good processes and procedures for managing work						
3. Develops contingency plans in anticipation of possible obstacles						
4. Effectively manages his/her own time						
5. Effectively manages the time of others						
6. Effectively manages multiple projects, demands and competing deadlines						
7. Consistently attains goals because of his/her planning and organizing abilities						

() = no rating

See [Appendix](#) for actual scores and template ranges.

COMPETENCY RESULTS

Suzanne Sample
8/10/2005

Relative Competency Rank

9	8	7	6	5	4	3	2	1
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Low.....

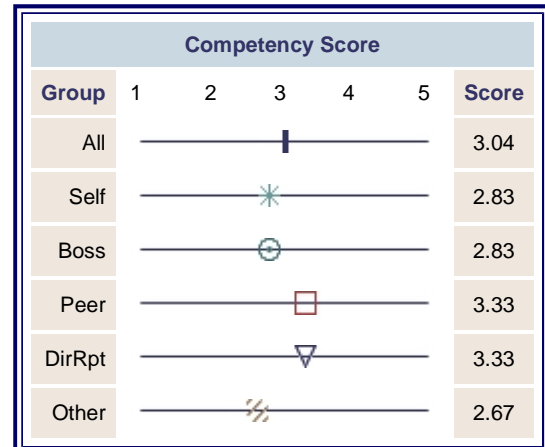
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

Delivering Results

Maintaining a high level of commitment to personally getting things done.

People who are competent at delivering results assume personal responsibility for achieving outcomes and work effectively with little direction. They are dependable and responsible.



Behavior Strengths and Weaknesses						
Comparison Key: + = mean rating above 3.75 - = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
1. Assumes personal responsibility for achieving outcomes	+	+				
2. Works effectively with little guidance	-	-	+	+		
3. Is dependable and responsible	-	-	+	+		
4. Finishes what he/she starts, persists					-	
5. Works on the right tasks					-	
6. Produces a high level of work output	+	+				

() = no rating

See [Appendix](#) for actual scores and template ranges.

COMPETENCY RESULTS

Suzanne Sample
8/10/2005

Relative Competency Rank

9	8	7	6	5	4	3	2	1
---	---	---	---	---	---	---	---	---

Low.....

.....High

Strongly Disagree = 1 ... Strongly Agree = 5

Resilience

Effectively dealing with work related problems, pressure, and stress in a professional and positive manner.

People who exhibit resilience maintain a positive attitude even when faced with frustration, pressure or change. They recover quickly when faced with obstacles or setbacks.

Competency Score						
Group	1	2	3	4	5	Score
All						3.02
Self						2.75
Boss						3.08
Peer						2.92
DirRpt						3
Other						3.08

Behavior Strengths and Weaknesses						
Comparison Key:	Self	Boss	Peer	DirRpt	Other	All
+ = mean rating above 3.75 - = mean rating below 2.25						
1. Is consistently positive in his/her attitudes about work	-					
2. Consistently behaves in a professional manner, regardless of circumstances	+					
3. Maintains a positive attitude despite stress and frustration						
4. Recovers quickly from disappointment, customer rejection, unfulfilled expectations and other setbacks	-			+		

() = no rating

See [Appendix](#) for actual scores and template ranges.

Relative Competency Rank



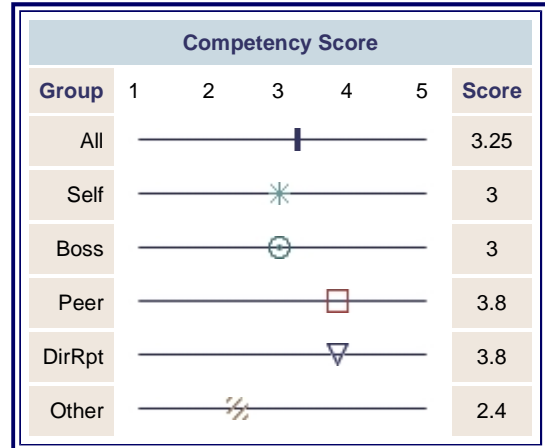
Low.....High

Strongly Disagree = 1 ... Strongly Agree = 5

Teamwork And Collaboration

Effectively working and collaborating with others toward a common goal.

People who are competent at teamwork build and maintain cooperative work relationships with others. They complete their own tasks for group projects in a timely and responsible manner and directly contribute to reaching the group goal.



Behavior Strengths and Weaknesses						
Comparison Key: + = mean rating above 3.75 - = mean rating below 2.25						
	Self	Boss	Peer	DirRpt	Other	All
1. Builds and maintains cooperative work relationships with others					+	
2. Listens to and values the input of others			+	+	-	
3. Collaborates effectively in meetings and informal interactions			+	+	-	
4. Commits to supporting the larger group effort			+	+	-	
5. Assists others in the completion of their tasks to support group goals			+	+	-	

() = no rating

See [Appendix](#) for actual scores and template ranges.

Relative Competency Rank



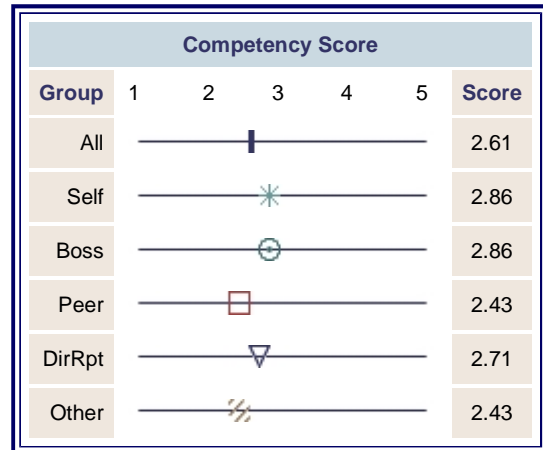
Low..... High

Interpersonal Communication

Communicating clearly and effectively with people inside and outside of the organization.

People who are competent at interpersonal communication listen effectively and develop rapport with others. They are able to articulate their thoughts and ideas clearly, they present information in a straightforward and logical way, and they ensure that they are understood. They share information with others that will improve overall work progress.

Strongly Disagree = 1 ... Strongly Agree = 5



Behavior Strengths and Weaknesses						
Comparison Key: + = mean rating above 3.75 - = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
	1. Develops a good communication rapport with other people					
2. Listens to others	-	-	-	-	-	-
3. Readily shares useful information and knowledge						
4. Articulates thoughts and ideas clearly			-		-	
5. Closes the information loop by making sure he/she understood others and they understood him/her	+	+				
6. Is truthful and constructive in his/her communications	-	-	-	-	-	-
7. Does not spread rumors or malicious gossip						

() = no rating

See [Appendix](#) for actual scores and template ranges.

Relative Competency Rank



Low.....

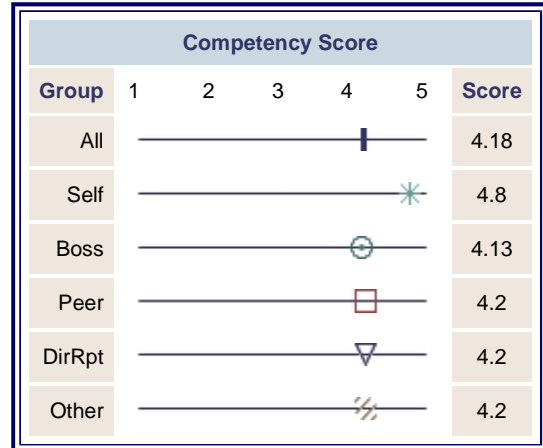
.....High

Functional Acumen*

Having the skills, knowledge and abilities necessary to be effective in the specific functional content of a job.

People who display functional acumen will be competent in the important functional areas required in the job. They will have the necessary education, training or experience to do their jobs well.

Strongly Disagree = 1 ... Strongly Agree = 5



Behavior Strengths and Weaknesses						
Comparison Key: + = mean rating above 3.75 - = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
	1. Has the functional knowledge and skills to be effective in his/her job	+	+	+	+	+
2. Regularly maintains and improves his/her functional knowledge and skills to continue to be effective in his/her job	+	+	+	+	+	+
3. Actively seeks assignments and roles that expand or improve his/her functional abilities	+	+	+	+	+	+
4. Displays a high level of competence in the functional areas of his/her job	+	+	+		+	+
5. Has a level of functional expertise that allows (would allow) him/her to train or educate others	+					

() = no rating

See [Appendix](#) for actual scores and template ranges.

COMPETENCY RESULTS

Suzanne Sample
8/10/2005

Relative Competency Rank

9	8	7	6	5	4	3	2	1
---	---	---	---	---	---	---	---	---

Low.....

.....High

Strongly Disagree = 1 ... Strongly Agree = 5

Integrity*

Upholding a high standard of fairness and ethics in everyday words and actions.

People who display this competency conscientiously and reliably behave in an ethical and honest manner in their dealings with management, peers, direct reports and customers. They are fair in their expectations of others and behave toward others with equal fairness.

Competency Score						
Group	1	2	3	4	5	Score
All						2.62
Self						2.71
Boss						2.71
Peer						2.52
DirRpt						2.71
Other						2.52

Behavior Strengths and Weaknesses						
Comparison Key: + = mean rating above 3.75 - = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
	1. Is ethical and honest in all his/her business dealings	-	-	-	-	-
2. Is ethical and honest in all his/her dealings with people	+	+	+	+	+	+
3. Is fair in his/her expectations of others			-		-	
4. Holds him/herself to a high standard and will do what is right in spite of the consequences for him/herself						
5. Does not promise that which he/she cannot deliver	-	-	-	-	-	-
6. Delivers what he/she has promised						
7. Is worthy of the personal trust of others	-	-	-	-	-	-

() = no rating

See [Appendix](#) for actual scores and template ranges.

HIGHEST AND LOWEST RATED BEHAVIORS

This section lists the ten highest and ten lowest rated behaviors. More than ten will be listed when behaviors tied for rank.

Highest Rated Behaviors	Lowest Rated Behaviors
<ol style="list-style-type: none"> 1. Makes good decisions (4.58) (Decisive Judgment) 2. Regularly maintains and improves his/her functional knowledge and skills to continue to be effective in his/her job (4.58) (Functional Acumen*) 3. Actively seeks assignments and roles that expand or improve his/her functional abilities (4.5) (Functional Acumen*) 4. Displays a high level of competence in the functional areas of his/her job (4.42) (Functional Acumen*) 5. Has the functional knowledge and skills to be effective in his/her job (4.25) (Functional Acumen*) 6. Takes personal responsibility for making decisions (4) (Decisive Judgment) 7. Is ethical and honest in all his/her dealings with people (4) (Integrity*) 8. Closes the information loop by making sure he/she understood others and they understood him/her (3.42) (Interpersonal Communication) 9. Recovers quickly from disappointment, customer rejection, unfulfilled expectations and other setbacks (3.42) (Resilience) 10. Builds and maintains cooperative work relationships with others (3.25) (Teamwork And Collaboration) 11. Listens to and values the input of others (3.25) (Teamwork And Collaboration) 12. Collaborates effectively in meetings and informal interactions (3.25) (Teamwork And Collaboration) 13. Commits to supporting the larger group effort (3.25) (Teamwork And Collaboration) 14. Assists others in the completion of their tasks to support group goals (3.25) (Teamwork And Collaboration) 15. Assumes personal responsibility for achieving outcomes (3.25) (Delivering Results) 16. Works effectively with little guidance (3.25) (Delivering Results) 17. Produces a high level of work output (3.25) (Delivering Results) 	<ol style="list-style-type: none"> 1. Listens to others (1.42) (Interpersonal Communication) 2. Decides with conviction and does not second guess the decision without very good new information (1.83) (Decisive Judgment) 3. Does not promise that which he/she cannot deliver (1.83) (Integrity*) 4. Is truthful and constructive in his/her communications (2) (Interpersonal Communication) 5. Is ethical and honest in all his/her business dealings (2) (Integrity*) 6. Is worthy of the personal trust of others (2) (Integrity*) 7. Articulates thoughts and ideas clearly (2.42) (Interpersonal Communication) 8. Is fair in his/her expectations of others (2.5) (Integrity*) 9. Finishes what he/she starts, persists (2.75) (Delivering Results) 10. Works on the right tasks (2.75) (Delivering Results) 11. Is consistently positive in his/her attitudes about work (2.75) (Resilience)

DEVELOPMENT SUGGESTIONS

Listed below are the competencies ranked in order of highest to lowest scores. Development suggestions for the lowest competencies immediately follow this page. However, you may view the development suggestions for any of the competencies by clicking on the competency name.

1. [Functional Acumen](#)
2. [Teamwork And Collaboration](#)
3. [Decisive Judgment](#)
4. [Delivering Results](#)
5. [Resilience](#)
6. [Adapting To Change](#)
7. Planning And Organizing - *following*
8. Integrity - *following*
9. Interpersonal Communication - *following*

Interpersonal Communication

Every business relies on communication -- from talking to customers about products and services to speaking with coworkers about work projects. As common and necessary as communication is in the workplace, it is often the source of misinformation, misinterpretation and missed opportunities. Communicating well is made difficult by the simple fact that people differ. They differ with regard to cultural background, life experiences, and professional and educational preparation. All of these factors and more influence styles of communication and create the potential for miscommunication.

Below are some considerations to help enhance your communication style:

Determine your objective

Whether speaking formally to a group or talking informally about a work problem with a single person, you will be more effective if you can clearly articulate the purpose of the conversation and the outcome you desire. Are you seeking information or trying to inform? Are you trying to persuade, motivate, or change behavior? What response do you want? The answer to each of these questions should influence the structure and delivery of your communication. Here are some tips:

- When trying to inform, make sure you know your subject well. The more thoroughly you prepare, the more likely it is that you can effectively inform, instruct or persuade others to act.
- Do not assume that simply stating your objective will result in the other person understanding or accepting what you are trying to say. True communication is a two-way process that involves speaking and listening. Allow the other person to respond to what you have said by asking questions and restating your arguments. If necessary, ask your listener for feedback. Work the communication loop until you are sure the other person understands what you are attempting to say, and you understand their response.

Adjust the message to your audience

Are you communicating with your manager, customers, or coworkers from another department? What is their understanding of or interest in your message? What is their perspective? Here are tips to reach your listener:

- Consider the impact of your message. Try to place yourself into the other person's position and "listen" to your message from their point of view. From this perspective you will often find ways to improve your message and the other person's acceptance of that message.



Special care should be taken when difficult discussions are necessary and emotions can be strong.

When the other person is hostile, aggressive or confrontational.

Take a deep breath, listen, do not interrupt, let the other person say everything they need to say, and do not allow yourself to react emotionally. The simple act of listening without overreacting will likely diffuse most of the other person's emotions. Afterwards, you can discuss the issues with calmness and objectivity.

When you are tempted to be hostile, aggressive or confrontational.

Think carefully before you initiate the conversation, and present your issues in an unemotional, factual and logical manner. Avoid making inferences about the motives or intents of others. Keep calm and listen to what the other person has to say. You may find they agree with you quickly, or you may find that what you thought beforehand was wrong for reasons discovered in the conversation. Regardless, the issue is more likely to be resolved quickly if you can remain composed throughout.

When giving negative feedback.

If you feel you must give someone negative feedback, be sure of your reasons and your evaluation of the situation. Then, consider if the issue is important enough to create unpleasantness. If it is, have the discussion face-to-face and in private. State your position as objectively as possible and be clear in what you would like the other person to do in the future. Focus on behaviors and avoid attributions of motives and intents. Allow the other person to respond and clarify their actions and intents. If they apologize, accept this with grace and problem solve with them to avoid similar situations in the future. If you were wrong, apologize and problem solve with them to avoid this situation in the future.

- Use language that will be understood easily. Avoid jargon, acronyms and idiosyncratic word usage. Explain complex or specialized words if they are unfamiliar to the audience. Gauge your audience and speak at a level of detail and complexity appropriate to their understanding.
- Ask for feedback. Encourage others to ask questions or summarize your message to ensure their understanding.
- Match the level of information, its complexity and detail, to the interests and needs of the other persons. Openly share the information at the level they want or need. Try not to overload people with unnecessary information or detail.

Use good communication techniques

How would you describe your overall communication style? Open or reserved? Direct or diplomatic? Aggressive or passive? How do you react when you encounter resistance? Whatever your style, use these basic communication tips to help you in your delivery:

- Try to express energy and excitement. This will help to engage and maintain the attention of your listener.
- Build rapport. Start with some casual conversation until both of you have become comfortable before moving to your true purpose.
- Be credible. Admit when you are wrong. Be honest in all communications.
- Do not say things unless you know them to be true. If you are making conjectures, clearly say so. Misinformation can lead others to the wrong conclusions and poorly informed decisions. Miscommunication about other people is gossip and has no place in well-run organizations.
- All good communication is two-way. It involves a give and take of information and understanding. Ensure that you receive as well as give.
 - Let the other person talk, and be sure to listen!
 - Avoid interrupting.
 - Do not plan your response while the other person talks. Give them your full attention.
 - Ask questions if something is unclear. Using your own words, repeat back what you think you have heard and let the other person clarify as necessary.
- Avoid undue criticism or negative judgment of what other people have to say. Respect their opinions, even if you disagree. You may find, by listening before you react, their position has more merit than you thought.
- Avoid using words that are likely to evoke a negative response from the other person.
 - Strong demands like "you must" or "I expect you to" create resentment.
 - Judgmental comments such as "that idea is stupid" or "you failed to" are demeaning.
 - Do not use unflattering or biased references to age, disability, gender, political affiliation, race, religion, and sexual orientation. They are inappropriate in the workplace and may have legal repercussions.
 - Do not use foul or profane language. This can be extremely offensive to some people and is inappropriate in the workplace.

- Be aware of your voice.
 - Note your tone. Could you be perceived as whining, defensive, or sarcastic? Judgmental, condescending or dismissive? Aim to be perceived as poised and rational and open to the response of your audience.
 - Adjust your volume to fit the circumstance. Be soft spoken in a private one-on-one conversation. Be louder and project your voice when speaking to a group.
 - Consider your speaking speed. Are you speaking too quickly? When speaking about complex or unfamiliar things, speak more slowly and use frequent pauses so your listeners will have time to process the information. In other situations, you should speak more quickly lest you lose your audience's attention.



Books

Harvard Business Review on Effective Communication Ralph G. Nichols, Leonard A. Stevens, Fernando Bartolome, Chris Argyris, Antony Jay. [Overview](#)

Crucial Conversations: Tools for Talking When Stakes are High Kerry Patterson, Joseph Grenny, Ron McMillan & Al Switzler. [Overview](#)

Difficult Conversations: How to Discuss what Matters Most Douglas Stone, Bruce Patton, Sheila Heen, Roger Fisher. [Overview](#)

How to Get Your Point Across in 30 Seconds or Less Milo O. Frank. [Overview](#)

Romancing the Room: How to Engage Your Audience, Court Your Crowd, and Speak Successfully in Public James Wagstaffe & Bruce Bean. [Overview](#)

Powerful Conversations: How High-Impact Leaders Communicate Phil Harkins. [Overview](#)

Feedback That Works: How to Build and Deliver Your Message Sloan R. Weitzel. [Overview](#)

The Communication Catalyst Mickey Connolly & Richard Rianoshek. [Overview](#)

How to Say It At Work Jack Griffin. [Overview](#)

Communicate With Confidence Dianna Booher. [Overview](#)



Multimedia

Straight Talking AIM Learning Group. [Overview](#)

The Great Communicator AIM Learning Group. [Overview](#)

Barriers and Gateways to Communication Harvard Business Online. [Overview](#)

Yo, Listen Up: A Brief Hearing on the Most Neglected Communication Skill Harvard Business Online. [Overview](#)

How to Listen Harvard Business Online. [Overview](#)

Listen and Be Listened To American Management Association. [Overview](#)

Communication Skills for Managers American Management Association. [Overview](#)

How to Say What Matters Most Harvard Business Online. [Overview](#)

Verbal Communication: The Power of Words Advanced Training Source. [Overview](#)

Conveying Information Advanced Training Source. [Overview](#)



On-line Learning

Interpersonal Communication Skills: Communicate to Increase Understanding Fred Pryor Seminars & CareerTrack. [Overview](#)

Communicating with Customers: Service Face to Face Serebra. [Overview](#)

Communicating Successfully: Speak Without Talking Serebra. [Overview](#)

Communicating Successfully: Manage Better by Listening Serebra. [Overview](#)

Communicating Like a Leader Clemson University. [Overview](#)

Interpersonal Communication Clemson University. [Overview](#)

The Impact of Personality Styles on Communication Cornell University. [Overview](#)

Managing People/Managing Others INSEAD. [Overview](#)

Communicating Clearly: Speak to be Heard Serebra. [Overview](#)

PrimeCommunication PrimeLearning. [Overview](#)

Integrity

When business leaders are asked to describe the best managers and professionals, "high integrity" and "strong work ethic" often top the list. Doing what is right and fair, following through with your commitments, and being trustworthy and honest are key to long-term success in your job.

You may be considering this suggestion because others gave you feedback that you should improve in this area, or you may have decided you want to further improve in an area of strength.

It is beyond the scope of this developmental suggestion to address the particulars of the many different moral, ethical or legal situations you may encounter during the course of your career. However, the following four topics provide good general guidance for most of the situations you will encounter.

Do the right thing, every time

Behaving with integrity is probably easiest in the presence of others. Knowing that others will observe and judge often puts us on our best behavior. Sometimes, in situations where no one is directly observing or where an action cannot easily be linked back to the individual, people are tempted to relax their standards and act in their own best interest rather than doing what is fairest or best.

- Be consistently fair, honest and ethical regardless of the situation or the people involved.
- When making a decision, consider the ethical implications. Think about how you would feel if you were on the front page of the newspaper defending your actions. Thinking about how you might answer to a large group, person of authority or the media might help you to make the decision that is most ethical.
- If you do not know the answer to something, do not be afraid to admit it.
- If you make a mistake, admit it and do what you can to correct it. People will respect your honesty.
- Always think before you act. Place the needs of the organization and the needs of others above those of your own.
- Do not be afraid to do what must be done, if it is the right thing, even if others resist or you must suffer some as a result.



People who demonstrate integrity:

- Act ethically in all situations
- Consistently treat others fairly
- Tell the truth
- Follow through on their commitments
- Do not ignore the wrong doing of others

Keep your commitments

For some of us, the most difficult aspect of integrity is consistently doing the things we have promised. Especially in modern, ever-changing work environments it is difficult to keep all of our commitments. We should hold ourselves to high standards in this area and be the type of people others can count on to deliver what we said we would.

- Carefully consider what will be required and what other things you have previously committed to before you commit to something new. Do not agree to anything you cannot or will not do.

- If people ask for things you cannot deliver, negotiate for assistance or a change in your other commitments before you agree to the new requirement.
- For those commitments you accept, do everything you can do to deliver what you promised or something better, on time.
- Keep the people who are depending upon your results informed on your progress so they can properly plan related activities. Be honest and candid.
- If, despite your best efforts, it becomes clear that you cannot provide what you promised or you cannot deliver it on time, inform the people affected as early as possible, problem-solve additional resources and alternative solutions and give them the chance to adjust their plans based on revised expectations.

Do not allow bias to influence your behavior

Most of us, if we are not careful, are capable of responding to certain people or situations in a biased manner - making unfair and subjective judgments or decisions based on feelings or attitudes that are not appropriate. Being objective and fair is a clear mark of integrity.

Often times it is surprising to learn that we in fact hold biases against some people and express favoritism toward others. Self-awareness, introspection and constant monitoring of our decisions are required to minimize bias. Consider the following suggestions.

- Strive to be consistently fair to everyone.
- Look back at your past actions to see if you have been unfair in your treatment of others. Is there a certain person or group of people that you tend to treat differently? Do you tend to trust certain people because they are friends or similar to you? Becoming aware of these biases will help you to avoid being unfair.
- Practice the mental exercise of exchanging people in situations where you made a judgment. Ask yourself, if you exchanged Bob for Fred and Bob behaved in the exact same way that Fred did, would your response have been the same?
- Ask those you trust to point out situations in which you have exhibited bias or made unfair judgments.
- Make up for past situations. If you have been unfair to someone in the past, discuss the matter with them and try to make amends. Correct the past unfairness, if possible. Make a conscious, consistent effort to be fair with them in the future.



Character is who you are and what you do when no one is looking.

Do not ignore unethical behavior

Ignoring the unethical behavior of others is also unethical and can lead to great harm for the company, yourself and all concerned. How can you behave with integrity in this type of situation? Consider the following suggestions:

- First, confirm the authenticity of the unethical behavior. Are you sure that this person is really doing what you suspect and would an outside, objective observer judge this behavior to be unethical? If you are uncertain, discuss the situation with a friend or trusted colleague. If the situation is sensitive, speak with an objective person outside the organization, such as a clergy member or counselor.
- Play out likely scenarios of what might happen if you do not do something about what you have discovered. What if it continues and becomes worse? What effect will it have on the company? On coworkers?

- Address the situation directly with the person involved. Tell them you think what they are doing is wrong and try to convince them to change their behavior. Be aware that almost everyone will be offended at some level by this type of discussion and that many will argue the virtue of their actions. Imagine someone addressing a similar issue with you and how you might react. Use this personal perspective to approach the discussion with humility and tact.
- If necessary, bring the issue to the attention of your superior or some higher authority. Escalating to this level requires judgment of the severity of the issue and the harm that may be done. Clearly, when the activity is illegal or has done great harm you must escalate, even if the person promises to stop the unethical behavior. If, however, the behavior caused no great harm and he/she improves, it may not be necessary to report him/her.



Books

Questions of Character: Illuminating the Heart of Leadership Through Literature Joseph L., Jr. Badaracco. [Overview](#)
Dreammakers : Putting Vision and Values to Work Michele Hunt. [Overview](#)
Trust in the Balance: Building Successful Organizations on Results, Integrity, and Concern Robert Bruce Shaw. [Overview](#)
Ethics at Work Alice Darnell Lattal; Ralph W. Clark. [Overview](#)
Credibility: How Leaders Gain and Lose It, Why People Demand It James M. Kouzes & Barry Z. Posner. [Overview](#)
The Passionate Organization: Igniting the Fire of Employee Commitment James R. Lucas. [Overview](#)
FAST Feedback (TM) Bruce Tulgan. [Overview](#)
Leadership and the Quest for Integrity Joseph L. Badaracco Jr. & Richard R. Ellsworth. [Overview](#)
Leading Change: The Argument for Values-Based Leadership James O'Toole. [Overview](#)
Leading Change: Overcoming the Ideology of Comfort and the Tyranny of Custom James O'Toole. [Overview](#)
Business Ethics : Ethical Decision Making and Cases O. C. Ferrell, John Fraedrich and Linda Ferrell. [Overview](#)
Defining Moments: When Managers Must Choose Between Right and Right Joseph L., Jr Badaracco. [Overview](#)



Multimedia

The Decision to Trust Harvard Business Online. [Overview](#)
Defining Moments: A Framework for Moral Decisions Harvard Business Online. [Overview](#)
What Followers Expect from Leaders: How to Meet People's Expectations and Build Credibility Jossey-Bass. [Overview](#)
Forget For Success AIM Learning Group. [Overview](#)
Corporate Governance: The Basics and Beyond Rice University. [Overview](#)
Leaders of Character: Leadership - The West Point Way Advanced Training Source. [Overview](#)
Leading Quietly Harvard Business Online. [Overview](#)
A.C.T. with Integrity Advanced Training Source. [Overview](#)
Ethics 4 Everyone Advanced Training Source. [Overview](#)
Values and Ethics Advanced Training Source. [Overview](#)



On-line Learning

Business Ethics: Managerial Business Ethics Serebra. [Overview](#)
Business Ethics: Organizational Ethics Serebra. [Overview](#)
Business Ethics: Ethical Decision Making Serebra. [Overview](#)
Effective Presentations: Essentials of Persuasion Serebra. [Overview](#)
Working Collaboratively: Build Rapport, Gain Trust Serebra. [Overview](#)
How to Lead a Team: Team Foundations Fred Pryor Seminars & CareerTrack. [Overview](#)
PrimeEffectiveness™ PrimeLearning. [Overview](#)
Building Teams, Commitment and Culture for Virtual Teams Project Management Institute. [Overview](#)
PrimeCompliance™ Code of Conduct PrimeLearning. [Overview](#)
PrimeCompliance™ Business Ethics PrimeLearning. [Overview](#)

Planning And Organizing

You can be more productive and efficient by effectively planning and organizing your work. Many talented and motivated people fail to reach their potential because of poor planning ability. Fortunately, planning and organizing are specific skills that can be learned.

You may be considering this suggestion because others rated you in need of improvement. Or, you may feel that you would be more successful if you improved in this area. In either case, the following general tips can help you improve your planning and organizing skills. The resources listed at the end of this section provide a broader array of tools, methods and ideas.

Identify your target

There will always be many things to do and many demands upon your time and energy. To be effective, you must be able to distinguish the truly important from the potentially distracting. You must define those results you wish to obtain above all else. As you define these objectives, remember that good goals are:

- **Specific.** Set goals that are specific rather than general. For example, a specific goal like "increase production by 10%" is more effective than a general goal like "do your best."
- **Public.** Let your manager and coworkers know and understand your goals, key milestones and progress to attainment. They will be more likely to support your efforts.
- **Participative.** Involve others - your manager, coworkers, and key customers - in setting your goals. Their input will help you prioritize your work and encourage them to support your goal attainment.
- **Challenging, but attainable.** In general, higher goals lead to higher results. However, do not set unrealistic goals. When goals are truly unattainable, they lose their motivational effect and are more often a source of frustration rather than superior effort.
- **Measurable.** Progress to goal achievement should be measurable by objective standards and regular progress feedback should be available to all people involved. Progress feedback is an important motivator for most people and will reinforce the achievement of milestones and ultimate objectives.

Plan your time

Once you have defined your goals, try to plan your time around these objectives. Here are a few tips to help you stay focused and avoid distractions.

- Review your priorities at the start of each workday. Give precedence to activities and tasks that support your goal by working on them first.
- When evaluating your daily workload, try to distinguish importance from urgency. Be careful not to spend too much of



Practice good task triage

Triage is a concept from medicine. It is a system of assigning priorities of medical treatment on the basis of urgency and severity of symptoms. By inference, in a broader context, it is assigning priority to tasks based on a quick assessment of their importance and urgency rather than the order in which they are presented. Practice good time management by making conscious triage decisions about which tasks you work on and when.

your time on matters that are urgent, but not very important. Likewise, dedicate some time each week to tasks that are important even if they are not urgent right now. Try to delegate less important tasks, regardless of their urgency, whenever possible.

- Discipline yourself to have "focus time." Focus time is a period of time you set aside to concentrate all your efforts on accomplishing your goal. Minimize distractions during your focus time by shutting your door, not answering emails, and letting your calls go to voice mail. Try to devote at least 1 - 2 hours of focus time each day to your primary goal or priority.
- Identify "time wasters" by keeping a daily log. Write down all your activities in 15-minute increments for a 1 or 2 week period. Note how much time you spend on high priority activities versus low priority tasks. Brainstorm strategies to eliminate the typical distractions and time wasters that you identified.
- While you are focusing on top priority tasks, create a "holding list" for other issues or tasks that present themselves. Maintain your focus on your top priority task and use the holding list to remind you of important tasks that you will need to do later.
- If you enjoy variety in your work, create "mini-goals" for your projects and switch to another project once that mini-goal is complete. Stay focused on each project for a specific period or until a milestone is met.
- Purchase and use a personal organizer. There are a variety of excellent personal organizers available today, both paper- and electronic-based. Make a habit of recording all appointments, tasks, due dates and priorities in your personal organizer.

Organize your resources

- Daily "to do" files can help organize your daily resources in much the way that "to do" lists help you organize your daily tasks. Create a set of 31 separate folders, one for each day of the month. Put the resources and supporting materials for each day's tasks in the appropriate folder. If a task is delayed or incomplete, simply move its resources forward to the next day's folder.
 - Some people rely on visual cues to remember tasks and responsibilities. As a result, their work areas are covered with piles of materials and reminder notes. As an alternative, consider using a dry erase board to remind you of the tasks that you need to complete. Color code tasks based on importance and file materials using the same color-coding system so they are easily accessible.
 - Practice the "touch it once" principle. Every paper, email, or document that comes across your desk should be dealt with only once. Respond to it, file it and create an accompanying task to deal with it later, or discard it.
 - Increasingly, many work resources are stored in electronic form. Thus, organizing computer files and emails has become imperative for the modern professional. Organize your computer files by project, customer, or some other job-specific method. Avoid lumping all your documents in a single file, or in files separated by software application.
 - Organize email files in a similar manner to other electronic documents. Many emails can be responded to quickly and discarded. For those that you need to keep, put them in separate computer folders or sub-folders according to topic (i.e. project, customer, etc.). Avoid letting emails pile up in your inbox.
 - Despite your best intentions, a certain amount of outdated paper and electronic files will accumulate. Schedule some time each month or quarter to clean-out papers, emails, and other electronic documents that are no longer needed. Either archive or discard these documents.
-



Books

Great Meetings!: How to Facilitate Like a Pro Dee Kelsey, Pam Plumb, Kippy Rudy. [Overview](#)
First Things First Every Day Stephen Covey. [Overview](#)
The Procrastinator's Handbook: Mastering the Art of Doing It Now Rita Emmett. [Overview](#)
Harvard Business Review on Managing Uncertainty Harvard Business School Publishing. [Overview](#)
Make Success Measurable!: A Mindbook-Workbook for Setting Goals and Taking Action Douglas K. Smith. [Overview](#)
A Guide to the Project Management Body of Knowledge Project Management Institute. [Overview](#)
Leading for Innovation & Organizing For Results Frances Hesselbein, Marshall Goldsmith, Iain Somerville (Editors). [Overview](#)
Project Management Methodologies : Selecting, Implementing, and Supporting Methodologies and Processes for Projects Jason Charvat. [Overview](#)
High Impact Tools and Activities for Strategic Planning: Creative Techniques for Facilitating Your Organization's Planning Process Rod Napier, Patrick Sanaghan, Clint Sidle, Patrick Saraghan. [Overview](#)
The Balanced Scorecard: Translating Strategy into Action Robert S. Kaplan, David P. Norton. [Overview](#)
Plan Your Work/Work Your Plan: Secrets for More Productive Planning James R. Sherman, Jim Sherman and Tony Hicks. [Overview](#)
The Personal Efficiency Program: How to Get Organized to Do More Work in Less Time, 2nd Edition Kerry Gleeson. [Overview](#)
How to Be Organized in Spite of Yourself: Time and Space Management That Works With Your Personal Style Sunny Schlenger and Roberta Roesch. [Overview](#)



Multimedia

How to Manage Projects, Priorities & Deadlines National Seminars Group. [Overview](#)
How to Manage Your Priorities American Management Association. [Overview](#)
Stop Making Plans; Start Making Decisions Harvard Business Online. [Overview](#)
How to Write a Business Plan American Management Association. [Overview](#)
The Story of a New One Minute Manager Advanced Training Source. [Overview](#)
How to Manage Multiple Projects & Meet Deadlines Fred Pryor Seminars & CareerTrack. [Overview](#)
First Things First Unknown. [Overview](#)
Grasping the Future : Comparing Scenario Planning to other Forecasting Techniques Unknown. [Overview](#)
Bringing Discipline to Project Management Harvard Business Online. [Overview](#)



On-line Learning

Taking Control of Your Workday: Setting Goals and Prioritize Your Use of Time Fred Pryor Seminars & CareerTrack. [Overview](#)
Expanding Time: Develop SMART Goals Serebra. [Overview](#)
Expanding Time: Remove Your Barriers Serebra. [Overview](#)
Expanding Time: Focus on What is Important Serebra. [Overview](#)
PrimeEffectiveness™ PrimeLearning. [Overview](#)
Creating Successful Solutions: Identify the Core Issues Serebra. [Overview](#)
Creating Successful Solutions: Implement Solutions Decisively Serebra. [Overview](#)
Planning and Scheduling Work Learn2 Corporation. [Overview](#)

Overview

In today's work environment, it is a given that we all must take personal responsibility for maintaining and improving our abilities and potential - so that we are prepared to maintain our current value in the workplace and improve our value over time.

Most organizations define what they need from people in terms of competency - the competencies required for a person to be effective in a current position or to be developed to be effective in a future position.

Your Assess 360 Feedback Report will help you to understand how effectively you display each of the competencies important to your role. For those areas you wish to improve, developmental suggestions are provided to help you grow.

Ultimately, for most of us, our success in current and future jobs is mostly dependent on the level of effort, self-discipline and self-development we apply.

Process

The career development process includes three stages:

- Awareness
- Goal Setting
- Action Planning

This part of the report will guide you through each of these stages. In the exercises that follow, you will take stock of your strengths and your weaknesses (self-awareness), select the most important areas on which to focus (goal setting) and write an action plan for your development.

As you work on your plan, think of self-development as a continuing cycle. You will not be finished when you complete your plan or even when you have completed all of the action steps in your plan.

To stay abreast or ahead of the workplace of the future, you will need to reassess yourself and your goals at regular intervals. Adjust or add to your development plans as you go forward. Remember that development is a continuing process to be worked throughout your career.

Additional Resources

Additional development resources are available through the ASSESS Career Development website at www.bigby.com/systems/assessv2/resources/employee. In this website you will find sample action plans, goal setting & action planning worksheets, and more.

Self Awareness

Capitalizing On Strengths

Start first by recognizing your strengths and thinking about how you can use them or build upon them to be effective in your job. Your Assess360 results can help you to highlight these areas.

Review your report for potential strengths. Think about your current job and the competencies that are important to success in your role. List on a sheet of paper those competencies that enable you to do your job well and could help you to be successful in the future.

Next to each competency, list how this strength could help you to contribute more in your current or future role. Try to list at least three ways this strength helps you.

Finally, identify at least one specific way you will apply this strength in the next six months. *For example:*

Strength: I plan and organize well.

Contribution:

- Helps me to effectively manage projects (mine and others)
- I am better able than most people to manage multiple tasks
- I usually have the resources I need available when I need them

In the next 6 months: I will take the lead for our team to develop a project plan for the development and production of a new product.

Recognizing Areas for Improvement

The second part of self-awareness is recognizing your weaknesses. Remember that all of us have weaknesses as well as strengths; the key is to recognize them so that you can improve.

Again, review your Assess 360 feedback and, especially, your development suggestions to identify areas for improvement. Think about your current role and the competencies important for success. List on a sheet of paper those competencies that might hinder your job performance. Consider the feedback from your overall group as well as that from specific groups (boss, peers, direct reports, etc.)

Next to each area for improvement, list how it might limit your effectiveness now and how it might limit your potential in the future. *For example:*

Area for Improvement: Decisive Judgment

Limitations:

- I miss opportunities because I take too long to decide
- Others hesitate to involve me because I may delay their decisions
- For some decisions, I seek more information than I need and waste time (mine and others')

Goal Setting

Once you have identified your strengths and your potential weaknesses, you are ready to set goals for your development. These goals might help you to capitalize on a strength or compensate for a weakness.

Example goals to capitalize on strengths might be:

- Better utilize my problem solving skills to help our team solve complex problems
- Better utilize my planning skills to coordinate projects for my group

Example goals for improving a potential weakness might be:

- Be willing to make decisions quicker, with less information
- Develop more tact in working with others outside my team so that we can help each other
- Become more supportive of change efforts

After you have reviewed your feedback and your development suggestions, and after you have highlighted your most important strengths to accentuate and your most important weaknesses to develop, write a list of development goals.

Once you have written this list, set your development priorities. That is, if your time and resources were limited (which they are), which of these would you work on first, second, third, etc?

Select your high priority goals (we usually recommend that you select between two and four goals) and begin building your Development Action Plans.

Building Your Development Action Plans

Much like the other projects you undertake at work, your development plans should be clearly outlined and well executed. For each of your goals, you should construct an Action Plan.

The key elements in an Action Plan are:

1. *Your Goal* - This is the competency (or behavior) you have identified either as an area to accentuate (an existing strength that you want to utilize more) or as a development area (something that could hinder your performance if not improved).
2. *Desired Outcomes* - As a result of working this plan, what new outcomes will be achieved? Try to tie these directly to your current job or to a desired future job. List at least three observable differences.
3. *Action Steps* - These are on-the-job activities that you will do, training and education opportunities you will complete, books you will read, role models you will enlist, or volunteer activities you will engage in. Ensure that your actions steps are detailed and specific, and will have a direct affect on the outcome of your goal. (If this is an area for development, the Development Suggestions included in your report should help you with the content of your action steps.)
4. *Target Dates* - The dates you will begin each action step and the dates you expect to complete them. Ensure that these dates are aggressive, but attainable and realistic.
5. *Progress Indicators* - Observable changes that will tell you that you are making progress toward your goal as a result of completing the action step.
6. *Barriers* - Anticipate what things may hinder your ability to complete the action step and develop a strategy to overcome them. Barriers might include time, resources, money, support from others, etc.

(Blank Action Plan Worksheets and examples of completed action plans may be printed separately from this report by going to www.bigby.com/systems/assessv2/resources/employee.)

Implementation

The best advice we can give you in implementing your development plan is to **BEGIN NOW. TODAY**, after completing your plan, you are motivated; tomorrow, as your work and personal life intrude, you will be distracted. Take action today.

- Schedule a meeting with your manager, coach or mentor to review your plan and refine it based on their good advice.
- Enroll in the necessary courses and training.
- Visit the library or local bookstore to obtain books or audiotapes.
- Make a list of other on-the-job activities you will begin this week.

Remember that you are ultimately responsible for making the change. As you continue your development process keep the following in mind:

- Do not give up. Commit to pursuing your goals and persist in your efforts.
- Review your action plan often to ensure that you are on the right path and working to achieve your goals within your time frame.
- Reward yourself when you meet your goals and desired outcomes.
- Continual improvement is the key to self-development. Once you have achieved the goals in this action plan, reassess your situation, review your results, set new goals, and continue on your path of growth and self-improvement.

Decisive Judgment

█ = All
 ✱ = Self
 ⊕ = Boss
 □ = Peer
 ▽ = DirRpt
 ▨ = Other

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

	Averages	1	2	3	4	5	█	✱	⊕	□	▽	▨	
Behavior 1: Takes personal responsibility for making decisions								4	4	4	4	4	4
Behavior 2: Wisely considers alternatives and possible consequences								3	3	3	3	3	3
Behavior 3: Makes good decisions							4.58	4	4	5	4.33	5	
Behavior 4: Decides in a timely manner								3	3	3	3	3	3
Behavior 5: Decides with conviction and does not second guess the decision without very good new information							1.83	2	1.33	2	2	2	
Behavior 6: Confidently takes action based on his/her decisions								3	3	3	3	3	3

Responses	Self ✱					Boss ⊕					Peer □					DirRpt ▽					Other ▨					All █				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1				1					3					3					3					3					13	
Behavior 2			1						3					3					3					3					13	
Behavior 3				1					3					3					2	1				3					6	7
Behavior 4				1					3					3					3					3					13	
Behavior 5			1			2	1							3					3					3		2	11			
Behavior 6				1					3					3					3					3					13	

Adapting To Change

█ = All
 ✱ = Self
 ⊙ = Boss
 □ = Peer
 ▽ = DirRpt
 // = Other

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

		Averages					1	2	3	4	5	█	✱	⊙	□	▽	//	
Behavior 1: Accepts change openly and willingly		—————							□	⊙	▽	✱	3	4	3	2.67	3.67	2.67
Behavior 2: Readily adapts and adjusts to new or changing circumstances		—————							□	⊙	▽	✱	3	4	3	2.67	3.67	2.67
Behavior 3: Is willing to change the way he/she works by adopting new methods, processes, etc.		—————							□	⊙	▽	✱	3	4	3	2.67	3.67	2.67
Behavior 4: Is willing to repeatedly change course or change priorities as necessary		—————							□	⊙	▽	✱	3	4	3	2.67	3.67	2.67

Responses	Self ✱					Boss ⊙					Peer □					DirRpt ▽					Other //					All █				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	1	1	1	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	4	4	5	<input type="checkbox"/>
Behavior 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	1	1	1	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	4	4	5	<input type="checkbox"/>
Behavior 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	1	1	1	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	4	4	5	<input type="checkbox"/>
Behavior 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	1	1	1	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	4	4	5	<input type="checkbox"/>

Planning And Organizing

█ = All
 ✱ = Self
 ⊙ = Boss
 □ = Peer
 ▽ = DirRpt
 ⚡ = Other

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Averages	1	2	3	4	5	█	✱	⊙	□	▽	⚡
Behavior 1: Sets realistic goals and manages progress toward goal completion						2.83	3	2.67	3.33	2.67	2.67
Behavior 2: Identifies and uses good processes and procedures for managing work						2.83	3	2.67	3.33	2.67	2.67
Behavior 3: Develops contingency plans in anticipation of possible obstacles						2.83	3	2.67	3.33	2.67	2.67
Behavior 4: Effectively manages his/her own time						2.83	3	2.67	3.33	2.67	2.67
Behavior 5: Effectively manages the time of others						2.83	3	2.67	3.33	2.67	2.67
Behavior 6: Effectively manages multiple projects, demands and competing deadlines						2.83	3	2.67	3.33	2.67	2.67
Behavior 7: Consistently attains goals because of his/her planning and organizing abilities						2.83	3	2.67	3.33	2.67	2.67

Responses	Self ✱					Boss ⊙					Peer □					DirRpt ▽					Other ⚡					All █				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	1	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	9	1
Behavior 2	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	1	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	9	1
Behavior 3	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	1	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	9	1
Behavior 4	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	1	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	9	1
Behavior 5	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	1	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	9	1
Behavior 6	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	1	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	9	1
Behavior 7	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	1	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	9	1

Delivering Results

█ = All * = Self ⊕ = Boss □ = Peer ▽ = DirRpt // = Other

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

	Averages	1	2	3	4	5	█	*	⊕	□	▽	//
Behavior 1: Assumes personal responsibility for achieving outcomes	3.25			█	⊕		4	4	3	3	3	
Behavior 2: Works effectively with little guidance	3.25	⊕		//	█		2	2	4	4	3	
Behavior 3: Is dependable and responsible	3	⊕		█	█		1	1	4	4	3	
Behavior 4: Finishes what he/she starts, persists	2.75		//	█	█		3	3	3	3	2	
Behavior 5: Works on the right tasks	2.75		//	█	█		3	3	3	3	2	
Behavior 6: Produces a high level of work output	3.25			█	█	⊕	4	4	3	3	3	

Responses	Self *					Boss ⊕					Peer □					DirRpt ▽					Other //					All █				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1				1					3				3					3					3					9	4	
Behavior 2		1					3						3					3					3				4	3	6	
Behavior 3	1					3							3					3					3			4		3	6	
Behavior 4			1					3					3					3				3					3	10		
Behavior 5			1					3					3					3				3					3	10		
Behavior 6				1					3				3					3					3					9	4	

Resilience

█ = All
 ✱ = Self
 ⊙ = Boss
 □ = Peer
 ▽ = DirRpt
 ▨ = Other

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

		Averages					1	2	3	4	5	█	✱	⊙	□	▽	▨
Behavior 1: Is consistently positive in his/her attitudes about work							2.75	2	2.67	2.67	2.67	3					
Behavior 2: Consistently behaves in a professional manner, regardless of circumstances							2.92	4	3	3	2.67	3					
Behavior 3: Maintains a positive attitude despite stress and frustration							3	3	3	3	2.67	3.33					
Behavior 4: Recovers quickly from disappointment, customer rejection, unfulfilled expectations and other setbacks							3.42	2	3.67	3	4	3					

Responses	Self ✱					Boss ⊙					Peer □					DirRpt ▽					Other ▨					All █				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1		1					1	2				1	2				1	2				1	1	1			5	7	1	
Behavior 2				1			1	1	1			1	1	1			2		1			1	1	1			5	3	5	
Behavior 3			1				1	1	1			1	1	1		1		1	1				2	1		1	2	6	4	
Behavior 4		1						1	2			1	1	1				1	1	1		1	1	1			3	4	5	1

Teamwork And Collaboration

█ = All * = Self ⊕ = Boss □ = Peer ▽ = DirRpt // = Other

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		Averages					1	2	3	4	5	█	*	⊕	□	▽	//	
Behavior 1: Builds and maintains cooperative work relationships with others							3.25	3	3	3	3	3	3	3	3	3	3	4
Behavior 2: Listens to and values the input of others							3.25	3	3	4	4	4	4	4	4	4	2	2
Behavior 3: Collaborates effectively in meetings and informal interactions							3.25	3	3	4	4	4	4	4	4	4	2	2
Behavior 4: Commits to supporting the larger group effort							3.25	3	3	4	4	4	4	4	4	4	2	2
Behavior 5: Assists others in the completion of their tasks to support group goals							3.25	3	3	4	4	4	4	4	4	4	2	2

Responses	Self *					Boss ⊕					Peer □					DirRpt ▽					Other //					All █				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1			1					3					3					3					3					10	3	
Behavior 2			1					3					3					3				3					3	4	6	
Behavior 3			1					3					3					3				3					3	4	6	
Behavior 4			1					3					3					3				3					3	4	6	
Behavior 5			1					3					3					3				3					3	4	6	

Interpersonal Communication

█ = All
 ✱ = Self
 ⊙ = Boss
 □ = Peer
 ▽ = DirRpt
 // = Other

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Averages	1	2	3	4	5	█	✱	⊙	□	▽	//
Behavior 1: Develops a good communication rapport with other people						3	3	3	3	3	3
Behavior 2: Listens to others						1.42	2	2	1	1.67	1
Behavior 3: Readily shares useful information and knowledge						3	3	3	3	3	3
Behavior 4: Articulates thoughts and ideas clearly						2.42	3	3	2	2.67	2
Behavior 5: Closes the information loop by making sure he/she understood others and they understood him/her						3.42	4	4	3	3.67	3
Behavior 6: Is truthful and constructive in his/her communications						2	2	2	2	2	2
Behavior 7: Does not spread rumors or malicious gossip						3	3	3	3	3	3

Responses	Self ✱					Boss ⊙					Peer □					DirRpt ▽					Other //					All █				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1			1					3					3					3					3					13		
Behavior 2		1					3				3					1	2				3					7	6			
Behavior 3			1					3					3					3					3					13		
Behavior 4			1					3			3						1	2			3						7	6		
Behavior 5				1					3				3					1	2				3					7	6	
Behavior 6		1					3				3					3					3						13			
Behavior 7			1					3					3					3					3					13		

Functional Acumen

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	Averages	1	2	3	4	5	█	*	⊕	□	▽	//
Behavior 1: Has the functional knowledge and skills to be effective in his/her job					█	⊕	4.25	5	4.67	4	4.33	4
Behavior 2: Regularly maintains and improves his/her functional knowledge and skills to continue to be effective in his/her job				⊕	▽	█	4.58	5	4.33	5	4.67	4.33
Behavior 3: Actively seeks assignments and roles that expand or improve his/her functional abilities				⊕	█	*	4.5	5	4	4.67	4.67	4.67
Behavior 4: Displays a high level of competence in the functional areas of his/her job				▽	█	⊕	4.42	5	4.67	4.33	3.67	5
Behavior 5: Has a level of functional expertise that allows (would allow) him/her to train or educate others				█	▽	*	3.17	4	3	3	3.67	3

Responses	Self *					Boss ⊕					Peer □					DirRpt ▽					Other //					All █					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Behavior 1					1				1	2				3					2	1				3					9	4	
Behavior 2					1				2	1				3					1	2				2	1				5	8	
Behavior 3					1				3					1	2				1	2				1	2				6	7	
Behavior 4					1				1	2				2	1				1	2					3				1	5	7
Behavior 5					1				3					3					1	2				3					10	3	

Integrity

█ = All * = Self ⊙ = Boss □ = Peer ▽ = DirRpt // = Other

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Averages	1	2	3	4	5	█	*	⊙	□	▽	//
Behavior 1: Is ethical and honest in all his/her business dealings						2	2	2	2	2	2
Behavior 2: Is ethical and honest in all his/her dealings with people						4	4	4	4	4	4
Behavior 3: Is fair in his/her expectations of others						2.5	3	3	2	3	2
Behavior 4: Holds him/herself to a high standard and will do what is right in spite of the consequences for him/herself						3	3	3	3	3	3
Behavior 5: Does not promise that which he/she cannot deliver						1.83	2	2	1.67	2	1.67
Behavior 6: Delivers what he/she has promised						3	3	3	3	3	3
Behavior 7: Is worthy of the personal trust of others						2	2	2	2	2	2

Responses	Self *					Boss ⊙					Peer □					DirRpt ▽					Other //					All █				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1		1					3					3					3					3					13			
Behavior 2				1					3					3					3					3					13	
Behavior 3			1						3					3					3			3					6	7		
Behavior 4			1						3					3					3					3					13	
Behavior 5			1						3		1	2							3		1	2				2	11			
Behavior 6			1						3					3					3					3					13	
Behavior 7			1						3					3					3					3					13	