General: Executive 360 Feedback Report

for Suzanne Sample

8/10/2005

The Model Overview

Overall Summary

Competency Results

Comments

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Development Suggestions

Action Planning

Appendix: Detailed Results

PDF Report

Please select the language of your preference.
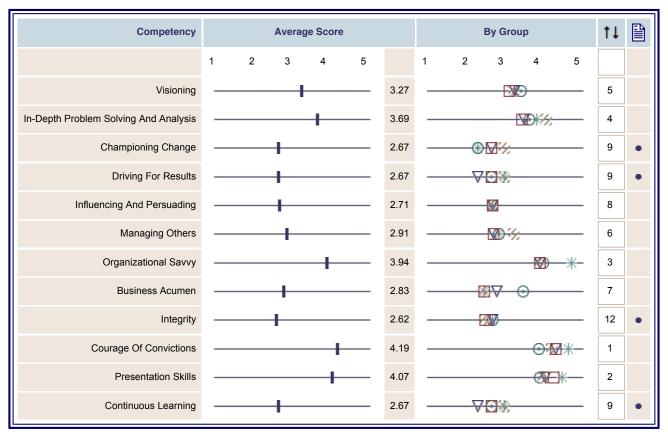
General: Executive	
Visioning	Identifying long-term goals and championing the implementation of different or alternative ideas.
In-Depth Problem Solving And Analysis	Solving difficult problems through careful and systematic evaluation of information, possible alternatives and consequences.
Championing Change	Taking action to support and implement change initiatives effectively.
Driving For Results	Challenging, pushing the organization and themselves to excel and achieve.
Influencing And Persuading	Convincing others to adopt a course of action.
Managing Others	Directing and leading others to accomplish organizational goals and objectives.
Organizational Savvy	Recognizing and understanding organizational politics and working within organizational dynamics to accomplish objectives.
Business Acumen	Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective.
Integrity	Upholding a high standard of fairness and ethics in everyday words and actions.
Courage Of Convictions	Having the personal courage to address difficult issues in the face of potential opposition.
Presentation Skills	Having the skills to effectively communicate to an audience in a formal setting.
Continuous Learning	Striving to expand knowledge and refine skills through education and training. Inspiring others to develop and refine knowledge and skills relevant to their work.

General: Executive
Your Summary Competency Ratings

❚ = All   ✳ = Self (1)   ⊙ = Boss (3)   ▢ = Peer (3)   ▽ = DirRpt (3)   ⁄⁄ = Other (3)

Competency	Average Score						By Group						↑↓	📄
	1	2	3	4	5		1	2	3	4	5			
Visioning						3.27							5	
In-Depth Problem Solving And Analysis						3.69							4	
Championing Change						2.67							9	•
Driving For Results						2.67							9	•
Influencing And Persuading						2.71							8	
Managing Others						2.91							6	
Organizational Savvy						3.94							3	
Business Acumen						2.83							7	
Integrity						2.62							12	•
Courage Of Convictions						4.19							1	
Presentation Skills						4.07							2	
Continuous Learning						2.67							9	•

↑↓ This column shows the rank order of your scores on each competency starting with "1" as your highest score and "12"as your lowest.

📄 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:

- Integrity
- Championing Change
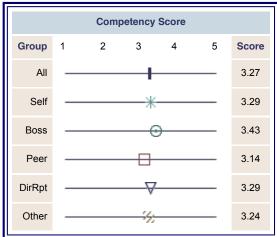- Driving For Results
- Continuous Learning

Relative Competency Rank

| 12 | 11 | 10 | 9 | 8 | 7 | 6 | **5** | 4 | 3 | 2 | 1 |

Low.......   ....**High**

Strongly Disagree = **1** ... Strongly Agree = **5**

Visioning

Identifying long-term goals and championing the implementation of different or alternative ideas.

People who are competent at visioning generate creative and strategic solutions that can be successfully implemented. They think in innovative ways and support similar thinking in others. They challenge and push the organization to constantly improve and grow.

Competency Score		
Group	Chart	**Score**
All		3.27
Self		3.29
Boss		3.43
Peer		3.14
DirRpt		3.29
Other		3.24

Behavior Strengths and Weaknesses — Comparison Key: + = mean rating above 3.75 - = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
1. Thinks in innovative and creative ways	+	+	+	+	+	+
2. Views tactical problems or initiatives from a broad perspective and emphasizes solutions that support strategic objectives	+	+	+	+	+	+
3. Generates new ideas/solutions that can be successfully implemented	-		-	-	-	-
4. Challenges and pushes the organization to constantly improve and grow						
5. Identifies long-term, future goals for the organization and/or the department	+	+	+	+	+	+
6. Champions his/her ideas to successful implementation	-		-	-	-	-
7. Supports and champions the strategic initiatives of others						

( ) = no rating

See Appendix for actual scores and template ranges.

Relative Competency Rank

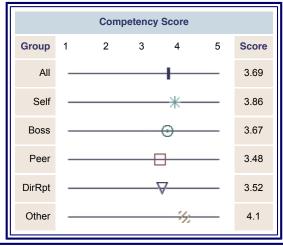| 12	11	10	9	8	7	6	5	**4**	3	2	1

Low....... ....**High**

Strongly Disagree = **1** ... Strongly Agree = **5**

In-Depth Problem Solving And Analysis

Solving difficult problems through careful and systematic evaluation of information, possible alternatives and consequences.

People who are competent at in-depth problem solving and analysis are capable of generating good solutions to difficult problems. They consider many sources of information, systematically process and evaluate the information against possible courses of action, and carefully deliberate before a final decision is made.

Competency Score						
Group	1	2	3	4	5	Score
All						3.69
Self						3.86
Boss						3.67
Peer						3.48
DirRpt						3.52
Other						4.1

Behavior Strengths and Weaknesses Comparison Key: + = mean rating above 3.75 - = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
1. Considers many sources of information	+	+	-	-		
2. Evaluates information in an objective, pragmatic manner	-	-				
3. Systematically evaluates possible courses of action and potential consequences	+	+	+	+	+	+
4. Carefully deliberates before a final decision is made	+	+	+	+	+	+
5. Applies thorough analysis to problems that merit this level of evaluation	+	+			+	+
6. Does not overanalyze problems that do not merit this level of attention			+	+	+	+
7. Generates good solutions to difficult problems					+	

( ) = no rating

See Appendix for actual scores and template ranges.

Relative Competency Rank

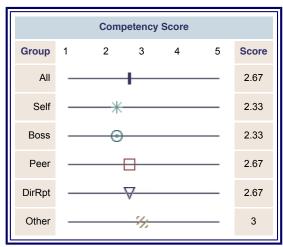| 12 | 11 | 10 | **9** | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Low....... ....**High**

Strongly Disagree = **1** ... Strongly Agree = **5**

Championing Change

Taking action to support and implement change initiatives effectively.

People who display this competency actively lead change efforts through their words as well as their actions. They build the support of those affected by the change initiative and take personal responsibility to ensure that changes are successfully implemented.

Competency Score						
Group	1	2	3	4	5	**Score**
All						2.67
Self						2.33
Boss						2.33
Peer						2.67
DirRpt						2.67
Other						3

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. Anticipates the need for change	-	-	-	-		-
5. Actively promotes change initiatives in his/her group or the organization as a whole	-	-				
6. Assumes personal responsibility to see that necessary change is adopted and effectively implemented	-	-				

( ) = no rating

See Appendix for actual scores and template ranges.

Relative Competency Rank

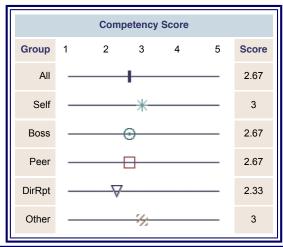| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Low....... ....**High**

Strongly Disagree = **1** ... Strongly Agree = **5**

Driving For Results

Challenging, pushing the organization and themselves to excel and achieve.

People who exhibit a drive for results establish or help establish objectives and contribute to their accomplishment. They assume personal responsibility for the success of the organization and persist, even when faced with obstacles, to achieve results.

Competency Score						
Group	1	2	3	4	5	**Score**
All						2.67
Self						3
Boss						2.67
Peer						2.67
DirRpt						2.33
Other						3

Behavior Strengths and Weaknesses Comparison Key: + = mean rating above 3.75 − = mean rating below 2.25	**Self**	**Boss**	**Peer**	**DirRpt**	**Other**	**All**
1. Challenges self and the organization to set high expectations						
2. Sets or helps to set appropriate goals and objectives						
3. Exerts the personal effort and hard work to achieve results						
4. Does not give up easily, persists						
5. Overcomes obstacles to achieve results						
6. Achieves results						

( ) = no rating

See Appendix for actual scores and template ranges.

Relative Competency Rank

| 12 | 11 | 10 | 9 | **8** | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Low....... ....**High**
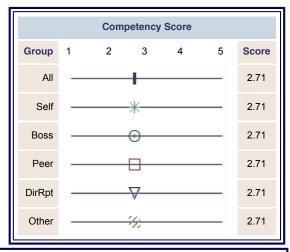
Strongly Disagree = **1** ... Strongly Agree = **5**

Influencing And Persuading

Convincing others to adopt a course of action.

People who display this competency influence others without being excessively aggressive or pushy. They understand their audience and modify their method of persuasion accordingly. They are confident and do not give up easily.

Group	Competency Score (1–5)					Score
All						2.71
Self						2.71
Boss						2.71
Peer						2.71
DirRpt						2.71
Other						2.71

Behavior Strengths and Weaknesses Comparison Key: + = mean rating above 3.75 - = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
1. Has ideas, points of view or desired outcomes that he/she wants others to adopt						
2. Does his/her homework and develops the information necessary to support his/her position	+	+	+	+	+	+
3. Attempts to understand his/her audience and adapt his/her message to fit the audience	-	-	-	-	-	-
4. Picks those issues most important and persists on these until his/her objectives are met						
5. Cedes on less important issues in order to maximize his/her influence on important issues	-	-	-	-	-	-
6. Has the courage or strength of purpose to want to convince others						
7. Effectively persuades and influences others	-	-	-	-	-	-

( ) = no rating

See Appendix for actual scores and template ranges.

Relative Competency Rank

| 12 | 11 | 10 | 9 | 8 | 7 | **6** | 5 | 4 | 3 | 2 | 1 |

Low.......   ....**High**
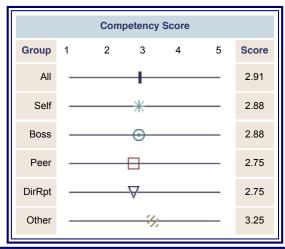
Strongly Disagree = **1** ... Strongly Agree = **5**

Managing Others

Directing and leading others to accomplish organizational goals and objectives.

People who display this competency effectively manage and direct the activities of others. They work through other people to accomplish objectives, and they encourage performance through motivation and feedback. They hold people accountable.

Competency Score						
Group	1	2	3	4	5	Score
All						2.91
Self						2.88
Boss						2.88
Peer						2.75
DirRpt						2.75
Other						3.25

Behavior Strengths and Weaknesses Comparison Key: + = mean rating above 3.75 - = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
1. Has a desire to lead or direct others and exerts the effort to do so	-	-	+	+		
2. Inspires others to perform by setting a good example of hard work and a willingness to extend him/herself to meet objectives	+	+				
3. Knows the strengths and weaknesses of each of the members of his/her group	+	+				
4. Sensibly delegates and assigns tasks to others according to their capacities			-	-	+	
5. Is fair and objective and does not play favorites			-	-	+	
6. Educates, trains and otherwise prepares his/her people to be effective in their jobs	-	-	+	+		
7. Holds others accountable for results and responsibly counsels, reprimands or takes other necessary action when others do not perform at the level of their capability	-	-	-	-	+	-
8. Assumes personal responsibility for the success or failure of his/her group, collectively and individually					-	

( ) = no rating

See Appendix for actual scores and template ranges.

Relative Competency Rank

| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | **3** | 2 | 1 |

Low....... ....**High**

Strongly Disagree = **1** ... Strongly Agree = **5**

Organizational Savvy

Recognizing and understanding organizational politics and working within organizational dynamics to accomplish objectives.

People who exhibit organizational savvy understand the social and political dynamics within an organization and build and maintain partnerships and alliances. They understand people's roles in the organization and can effectively work through others to get needed resources and accomplish objectives.

Competency Score

Group	1	2	3	4	5	Score
All						3.94
Self						4.75
Boss						4
Peer						3.92
DirRpt						3.92
Other						3.92

Behavior Strengths and Weaknesses

Comparison Key:
+ = mean rating above 3.75 − = mean rating below 2.25

	Self	Boss	Peer	DirRpt	Other	All
1. Understands the social and political dynamics within the organization	+	+	+	+	+	+
2. Builds and maintains partnerships and alliances across organizational boundaries	+	+	+	+	+	+
3. Uses cross-organizational skills and understanding to effectively facilitate the needs and objectives of his/her group	+					
4. Uses cross-organizational skills and understanding to effectively facilitate the needs and objectives of the larger organization	+					

( ) = no rating

See Appendix for actual scores and template ranges.

Relative Competency Rank

| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Low.......   ....**High**
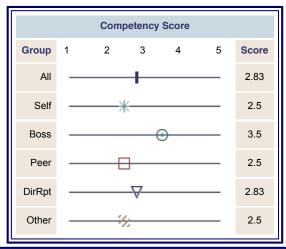
Strongly Disagree = **1** ... Strongly Agree = **5**

Business Acumen*

Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective.

People who display this competency will have a good understanding of general business and financial concepts. They are effective at using this knowledge to understand important business issues related to their work.

Competency Score

Group	1	2	3	4	5	Score
All						2.83
Self						2.5
Boss						3.5
Peer						2.5
DirRpt						2.83
Other						2.5

Behavior Strengths and Weaknesses

Comparison Key:
+ = mean rating above 3.75   – = mean rating below 2.25

	Self	Boss	Peer	DirRpt	Other	All
1. Has an excellent understanding of general business concepts						
2. Effectively applies his/her general business knowledge to the issues faced in this organization	-	+	-		-	
3. Has an excellent understanding of general accounting and financial concepts						
4. Applies his/her understanding of general business, accounting and financial concepts well to the issues faced in this organization						

( ) = no rating

See Appendix for actual scores and template ranges.

Relative Competency Rank

| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Low.......
.......**High**
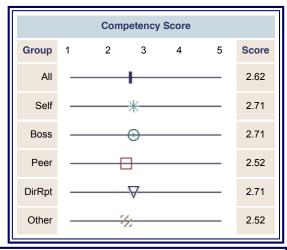
Strongly Disagree = **1** ... Strongly Agree = **5**

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.

COMPETENCY RESULTS

Relative Competency Rank

| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | **1** |

Low.......   ....**High**
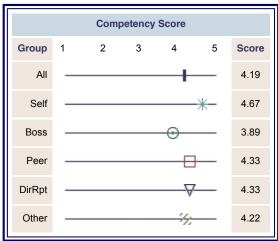
Strongly Disagree = **1** ... Strongly Agree = **5**

Courage Of Convictions*

Having the personal courage to address difficult issues in the face of potential opposition.

People who display this competency place a high importance on addressing the difficult issues. They are willing to say and do what they think is right, even when others around them have a different perspective.

	Competency Score					
Group	1	2	3	4	5	**Score**
All						4.19
Self						4.67
Boss						3.89
Peer						4.33
DirRpt						4.33
Other						4.22

Behavior Strengths and Weaknesses **Comparison Key:** + = mean rating above 3.75 − = mean rating below 2.25	**Self**	**Boss**	**Peer**	**DirRpt**	**Other**	**All**
1. Is willing to stand up for issues/positions he/she strongly believes in, even in the face of dissent or unfavorable consequences	+	+	+	+	+	+
2. Is not intimidated by criticism or opposing views	+		+	+	+	+
3. Is willing to say and do what he/she thinks is right, even when others have a different perspective	+			+		

( ) = no rating

See Appendix for actual scores and template ranges.

Relative Competency Rank

| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Low....... ....**High**
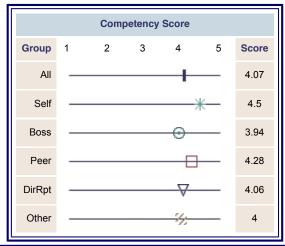
Strongly Disagree = **1** ... Strongly Agree = **5**

Presentation Skills*

Having the skills to effectively communicate to an audience in a formal setting.

People who display this competency are able to organize and articulate their thoughts and ideas clearly. They use visual presentation tools to deliver information in a straightforward and logical way. They prepare well, adjust their message to their audience, and deliver smoothly.

Competency Score						
Group	1	2	3	4	5	Score
All						4.07
Self						4.5
Boss						3.94
Peer						4.28
DirRpt						4.06
Other						4

Behavior Strengths and Weaknesses Comparison Key: + = mean rating above 3.75 − = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
1. Is able to organize and articulate his/her thoughts and ideas clearly	+	+	+	+	+	+
2. Uses visual presentation tools to deliver information in a straight-forward and logical way	+	+	+	+	+	+
3. Is well prepared before he/she presents	+	+	+	+	+	+
4. Presents a mix of broad issues and detail appropriate for the audience	+	+	+	+	+	+
5. Delivers smoothly	+		+		+	+
6. Engages the audience	+					

( ) = no rating

See Appendix for actual scores and template ranges.

Relative Competency Rank

| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Low....... ....**High**
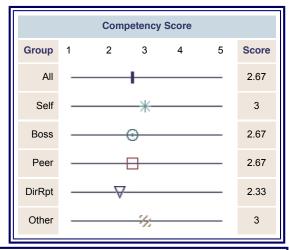
Strongly Disagree = **1** ... Strongly Agree = **5**

Continuous Learning*

Striving to expand knowledge and refine skills through education and training. Inspiring others to develop and refine knowledge and skills relevant to their work.

People who display this competency always strive to improve their knowledge, understanding, abilities and skills throughout their working lives. Through their example or by direct encouragement, they also inspire others to be lifelong learners.

Competency Score						
Group	1	2	3	4	5	**Score**
All						2.67
Self						3
Boss						2.67
Peer						2.67
DirRpt						2.33
Other						3

Behavior Strengths and Weaknesses Comparison Key: + = mean rating above 3.75 - = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
1. Is eager to learn new things						
2. Regularly exerts the effort to learn new skills or abilities, develop new or improved knowledge, etc.						
3. Regularly attends training programs, completes formal school coursework or other similar educational programs						
4. Seeks out and learns from mentors and other knowledgeable people in the organization						
5. Takes, or is willing to take, the jobs and assignments that will prepare him/her for future advancement						
6. Inspires and encourages others to learn and grow throughout their work life						

( ) = 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
1. Is willing to stand up for issues/positions he/she strongly believes in, even in the face of dissent or unfavorable consequences (4.67) (Courage Of Convictions*)	1. Does not promise that which he/she cannot deliver (1.83) (Integrity*)
2. Carefully deliberates before a final decision is made (4.67) (In-Depth Problem Solving And Analysis)	2. Cedes on less important issues in order to maximize his/her influence on important issues (2) (Influencing And Persuading)
3. Is well prepared before he/she presents (4.58) (Presentation Skills*)	3. Effectively persuades and influences others (2) (Influencing And Persuading)
4. Builds and maintains partnerships and alliances across organizational boundaries (4.58) (Organizational Savvy)	4. Is ethical and honest in all his/her business dealings (2) (Integrity*)
5. Presents a mix of broad issues and detail appropriate for the audience (4.5) (Presentation Skills*)	5. Attempts to understand his/her audience and adapt his/her message to fit the audience (2) (Influencing And Persuading)
6. Thinks in innovative and creative ways (4.42) (Visioning)	6. Anticipates the need for change (2) (Championing Change)
7. Systematically evaluates possible courses of action and potential consequences (4.42) (In-Depth Problem Solving And Analysis)	7. Is worthy of the personal trust of others (2) (Integrity*)
8. Is not intimidated by criticism or opposing views (4.25) (Courage Of Convictions*)	8. Holds others accountable for results and responsibly counsels, reprimands or takes other necessary action when others do not perform at the level of their capability (2) (Managing Others)
9. Understands the social and political dynamics within the organization (4.17) (Organizational Savvy)	9. Champions his/her ideas to successful implementation (2.17) (Visioning)
10. Uses visual presentation tools to deliver information in a straight-forward and logical way (4.17) (Presentation Skills*)	10. Generates new ideas/solutions that can be successfully implemented (2.25) (Visioning)

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. Courage Of Convictions
2. Presentation Skills
3. Organizational Savvy
4. In-Depth Problem Solving And Analysis
5. Visioning
6. Managing Others
7. Business Acumen
8. Influencing And Persuading
9. Championing Change - *following*
10. Driving For Results - *following*
11. Continuous Learning - *following*
12. Integrity - *following*

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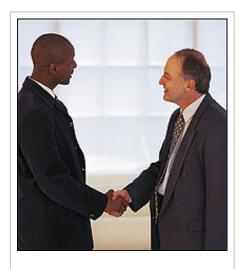
- Carefully consider what will be required and what other things you have previously committed to before you commit to something new. Do not agree to anything you cannot or will not do.

- 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.

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

- 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.

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

Credibility: How Leaders Gain and Lose It, Why People Demand It (2003) James M. Kouzes, Barry Z. Posner. Overview

Leadership and the Quest for Integrity (1993) Joseph L. Badaracco Jr. , Richard R. Ellsworth. 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

Ethics in the Financial Marketplace: Building Your Own (1988) John L. Casey. Overview

Leading Change: The Argument for Values-Based Leadership (1996) James O'Toole. Overview

Dreammakers : Putting Vision and Values to Work Michele Hunt. Overview

Do Business with People You Can Trust: Balancing Profits and Principles (2002) L. J. Rittenhouse. Overview

Leadership Is an Art (1990) Max De Pree. Overview

Leading Change: Overcoming the Ideology of Comfort and the Tyranny of Custom (1995) James O'Toole. Overview

Multimedia

Defining Moments: A Framework for Moral Decisions Harvard Business Online. Overview

Leaders of Character: Leadership - The West Point Way advanced training source. Overview

A.C.T. with Integrity Advanced Training Source. Overview

Leading Quietly Harvard Business Online. Overview

Governance Beyond the Board Room: Assessing Risk and Assuring Compliance Throughout Your Organization, A Harvard Business School Publishing Audioconference Harvard Business Online. Overview

The Leadership Secrets of Colin Powell National Technological University. Overview

The Six Pillars of Character Advanced Training Source. Overview

Values and Ethics Advanced Training Source. Overview

Leading for Integrity: Corporate Purpose and Responsibility Harvard Business Online. Overview

On-line Learning

Practical Ethics: Essentials Corpedia Education. Overview

Ethical Principles Corpedia Education. Overview

The Leadership Secrets of Colin Powell National University of Singapore. Overview

4-Dimensional Leadership: Putting Four Dimensional Leadership in Action CareerTrack. Overview

Practical Ethics: Manager's Edition Corpedia Education. Overview

Business Ethics: Ethical Decision Making Serebra. Overview

Business Ethics: Managerial Business Ethics Serebra. Overview

Business Ethics: Organizational Ethics Serebra. Overview

Business Ethics Educational Correspondence Training School. Overview

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Justice and Society Aspen Institute. Overview

Authentic Leadership Program: Courage, Coaching & Ethics Minnesota, University of. Overview

Principle-Centered Leadership Week FranklinCovey. Overview

The Responsibilities of Leadership: Ethics, Law, and Influence for Executives Northwestern University. Overview

Young Executive Program Aspen Institute. Overview

Certificate in Executive Management Notre Dame, University of. Overview

Human Resource Management in Asia INSEAD. Overview

Executive Seminar Aspen Institute. Overview

Championing Change

Change is an inevitable part of the modern business environment. Organizations, and the people within them, must constantly re-invent themselves to remain competitive. As a result, today's leaders must do more than manage the status quo; leaders must be champions of the change process. But becoming an effective change agent is not easy. While change may be inevitable, the success of change initiatives is not. The skills and techniques of successful change facilitation are complex and, thus, beyond the scope of this report. The following broad suggestions will get you started on the path to becoming a champion of positive change in your organization. The additional recommended resources are more comprehensive.

Choose Your Battles Carefully

Choose your change initiatives carefully and thoughtfully. Even the most change-oriented people have limits on their ability to adapt. When inundated with change messages, there is a risk that people will begin to view each new change initiative as the latest fad likely to be soon replaced by a different fad. In these circumstances many people, especially the most resistant to change, will ignore a new initiative hoping that it will eventually go away or be replaced by something they like better.

How do you decide which change initiatives to champion? Consider the following:

- Remember that the change must have both real value and perceived value to the people affected. As you evaluate your change initiatives, ask yourself what real, tangible value will be created. Then ask yourself how others will perceive the value you see. Will the value be obvious to them or will it be difficult to convince them?

- Link change to broader business goals. Make sure you have a clear business strategy and that the proposed initiative is well aligned with this strategy. If you cannot clearly align an initiative with critical aspects of business strategy, it may not merit consideration.

- Think of change efforts consuming precious resources (time, money and energy). Is the expected result worth the cost? If there several possible initiatives, which is likely to produce the most valuable result for the least cost?

Lay the Groundwork

Plant the seeds of change.

Change has become a fact of life in today's business environment. Change leaders must foster a working environment that prepares people to accept and embrace change. Set the tone by continuously engaging everyone in discussions concerning the changes that have occurred in the market, industry, technology, competitors and the customer in the past five years. Challenge them to anticipate future changes and how these changes will affect their business areas or direct role. Encourage them to take personal responsibility for proactively adapting to changing needs and expectations.

Change, by its nature, tends to create disorganization and turmoil. Careful planning beforehand can reduce much of this turmoil and prevent resistance to change.

Consider the culture. Every organization has a collective personality or culture. Carefully consider the culture of your organization before planning the introduction of your initiative.

- Is it a fast-paced, innovative culture? Is it steady and consistent? How is power and influence distributed in the organization? In general, how open are people to change?

- What behaviors are rewarded in the organization? What behaviors are discouraged?

- What other change initiatives have been implemented in the past? Talk to those who were involved. What went right? What went wrong? What barriers did they face?

- Can the organization adopt a radical change or would a series of incremental steps to the same objective be better accepted?

Target key influencers. Change is inherently about changing the behavior of people in your organization. As you think about your campaign, think about the people involved. Enlist the aid of key influence leaders in the organization - people whom others respect and look to for their opinions on important issues. If you do not have credible people involved in or actively supporting the change effort, it is likely to fail. Look for people who have:

- **Power** -- not all of the top executives must be involved, but you do need some power and authority on your side to prove that this is an important initiative.

- **Credibility** - involve people who are trusted and believed in by others in the organization.

- **Experience** - involve people who know the organization well and have experience in effectively introducing change.

Anticipate obstacles. Anticipate obstacles, resistance, and reactions to the change before moving forward with implementation.

- Identify the biggest challenges you think you will face based on organizational culture and dynamics. Create a group to help you brainstorm possible ways to address these obstacles. Use this information to help you shape your communication message.

- Who will be impacted by the change? Who has the most to win? Who has the most to lose? Who will feel threatened by the change? For example, if you are introducing a new technology that will make customer interactions more efficient, does that mean you may need fewer customer service representatives? Think about the potential reactions of different parties involved and develop a plan to address these reactions.

Craft your message. The success of a change initiative often hinges on a well-crafted information campaign. You must create a communication campaign that speaks clearly and directly to those involved.

- Keep your message positive and emphasize the important results the change will yield.

- Keep your campaign message simple. Although the change initiative and the underlying issues may be complex, find a way to conceptualize the change and the reason for change in a way that people can easily understand and personalize. Analogies and stories are great ways to communicate a complex message.

- Make sure that your message links the change results to the business direction and goals.

- Test your message with different groups to make sure it has the desired effect and makes sense to all. People will gravitate to a message that appeals to their common sense.

- Create a message for each stage of the initiative. What is the message? Who is the target audience? Should there be different variations of the message for different groups? How will we reach them?

Shepherd the Change

Change is difficult for people. Change requires people to make a conscious effort to modify their habits, and, without an ongoing impetus to change, then will tend to fall back to old habits. Successful change initiatives require ongoing facilitation and management until the new behaviors become comfortable habits.

Communicate regularly. Most resistance or anxiety about change comes from a lack of understanding. Eliminate as much ambiguity as is possible by informing people well.

- Follow up. Many change agents make the mistake of developing a great "kick-off" message but then failing to communicate ongoing progress, successes, setbacks, etc. Give those affected regular updates.

- Use multiple formats. Different people respond better to different media. Most are better influenced when the message is reinforce by multiple sources. Use combinations of letters, memos, emails, bulletin boards, websites, informational meetings and supervisor briefings.

- Encourage two-way communication. Dialogues create more commitment than monologues and the process of responding to objections or requests for information will help you to refine your message.

- Be honest. Hiding and obscuring the negative aspects of the change will undermine your credibility and may, ultimately, sabotage the change effort. Be open about the downsides of the change and try to help people see the necessity of paying this short-term cost to achieve the long-term gain. If you are uncertain about how the change will impact a specific group, admit it and assure the group that you will continue to communicate with them as the change is implemented.

Empower and reward positive change. People often want to change, but do not know how to start. Provide resources to help people understand how to integrate the change into their own work and empower them to implement these changes. Then reward those who demonstrate positive change.

- Help people to know what will be expected of them during and after the change. What skills will they need? How will their role change? Help them to assess their current skills and to formulate a plan to gain the skills that are necessary in the new environment.

- Identify those people who are more likely to embrace change and solicit their help as you introduce the change to others. Ask your supporters to promote the benefits of the initiative to others and to help you overcome potential barriers. Reward their support with public recognition.

- Allow others the freedom to indirectly or directly control change. Look for ways to allow others to participate in the change process.

Discourage resistance. A certain amount of resistance is inevitable in any change initiative. While the main focus of your effort should be to encourage positive change, you may need to take some steps to discourage resistance as well.

- Expect and plan for resistance. Allow for a defined grace period while people become accustomed to the change. After the grace period, clearly communicate expectations and the consequences for negative or inconsistent behaviors.

- Remove barriers. Use input from resisters to find barriers to adoption. Try to remove these barriers.

- Walk the talk. Model the new behaviors for others with your own activities. Require your managers to do the same. For example, do not send top management to an expensive retreat while championing a cost-cutting initiative.

Maintain momentum. Organizations typically expend the greatest effort at the beginning of a change initiative. Remember, however, change initiatives are often most vulnerable after the initial phase (six to twelve months after their introduction) when the organization is still in transition. People tire of the topic, messages are lost, and the change falters or never takes hold. This is where your true change leadership skills come into play.

- Continue to communicate. Continue to send clear messages regarding the change. Continue to spotlight people who have been champions for the change effort. Report stories about how the change is having an impact on customers, workforce productivity, etc.

- Provide ongoing commitment in the form of financial resources, time investment, and priorities. Be constant and unwavering.

- Once a change has been implemented, make sure that it becomes ingrained in your culture. Incorporate it into your business vision, departmental strategy, etc. Make sure that it becomes part of new-hire indoctrination and training. Include key behavioral elements in performance appraisals and promotion evaluations.

Books

The Heart of Change (2002) John P. Kotter and Dan S. Cohen. Overview

Deep Change: Discovering the Leader Within (1996) Robert E. Quinn. Overview

Harvard Business Review on Turnarounds (2001) Harvard Business School. Overview

Leading Change (1996) John P. Kotter. Overview

Leading Change: Overcoming the Ideology of Comfort and the Tyranny of Custom (1995) James O'Toole. Overview

Winning through Innovation: A Practical Guide to Leading Organizational Change and Renewal (2002) Charles A. O'Reilly III, Michael L. Tushman. Overview

Harvard Business Review on Change (1998) Harvard Business School Publishing. Overview

Harvard Business Review on Culture and Change (2002) Harvard Business Review. Overview

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Multimedia

Getting Results in the Face of Rapid Change Stanford Graduate School of Business. Overview

Managing Change Harvard Business Online. Overview

Managing Change Stanford Graduate School of Business. Overview

Managing Change AIM Learning Group, Inc.. Overview

A System of Change Entrepreneurship Institute of Canada. Overview

Managing Organizational Change: What Works, What Doesn't, and Why National Technological University. Overview

Coping with Change in the High-Tech Environment Stanford Graduate School of Business. Overview

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On-line Learning

Managing Organizational Change: What Works, What Doesn't, and Why National Technological University. Overview

Effective Change Management tutorials.com. Overview

Harvard ManageMentor Module: Capitalizing on Change Harvard Business Online. Overview

Managing Change Harvard Business Online. Overview

Managing Change National Technological University. Overview

Peter Drucker: Driving Change Corpedia Education. Overview

The Conference Board - An Introduction to Managing Change Corpedia Education. Overview

Managing Change: The Change Process Serebra. Overview

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Delivering Strategic Change Cranfield University. Overview

Implementing Change From the Middle Virginia, University of. Overview

Leading Change Michigan, University of. Overview

Leading Change and Innovation Chicago, University of. Overview

Leading Change and Organizational Renewal Harvard Business School. Overview

Leading in Times of Turbulence and Change Pennsylvania, University of. Overview

Driving For Results

Driving results in an organization requires more than just a personal best effort. Rather, positive organizational results come from the coordinated effort of many people. Leaders who consistently obtain high levels of performance and effectiveness from their organizations identify and focus on goals and objectives that are truly important to the organization. They assume personal responsibility for organizational achievement, challenge others to do the same, and persist despite obstacles.

Identify the target

There will always be many demands upon the resources of your part of the organization. To be effective, you must sort out the truly important from the potentially distracting. You must define for yourself and your group those results you wish to obtain above all else, and you must clearly and consistently communicate these objectives to your group. 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.** Everyone in the organization should know and understand the goal, key milestones and progress to attainment.

- **Participative.** People are more likely to adopt goals as their own if they have participated in the goal setting process.

- **Challenging, but attainable.** In general, higher goals lead to higher results. However, people must believe the goal is attainable or they will not commit to it.

- **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.

Take personal responsibility

If you wish to challenge others to achieve results you must lead by example. While much of your work activity will probably involve coordinating and managing rather than doing the work activities that will ultimately produce the desired results, you must commit as strongly or more strongly than the people you wish to influence and must work hard if you expect others to do so. Doing some of the most difficult or unpleasant work yourself or lending a helping hand to a person or group with too much to do will also increase the commitment and effort levels of your team.

Focus

Successful results do not happen by chance. The achievement of results depends upon maintaining focus on your goal(s) despite 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.

- 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.

Demonstrate enthusiasm

Optimism is contagious. Share a positive attitude toward the organization and excitement about achieving goals.

- Words make a difference. Try to be aware of the message you are communicating to others through your comments, jokes, and expressions. Strive to consistently communicate a positive attitude and avoid making discouraging remarks about the organization, the workload, or group goals. Good or bad, others will take their cue from you.

Personal Responsibility

Taking personal responsibility means asking yourself what you can do, and then doing it. In Personal Accountability, author John Miller suggests asking yourself questions that focus on taking personal responsibility:

- Take personal responsibility by asking questions that include "I," such as "What can I do…" Initiative starts with you; do not wait for someone else to make improvements happen.

- Avoid blaming others by asking yourself questions that begin with "What" and "How" rather than "Who," "When," or "Why." For example, ask, "What can I do to increase product knowledge in my work group?" instead of "Why don't they give us more product training?"

- Focus on action by using words like do, achieve, and build. For example, ask yourself questions like "What can I do today to help my work group achieve its monthly production goal?"

- Demonstrate your willingness to put in extra effort to achieve results. Let others see you working hard to meet or exceed goals. Offer to put in extra time to help others complete tasks related to your goals.

- Meet commitments and deadlines. If you fall behind schedule, go to work early, work late or skip lunch rather than asking for an extension. Others will see your commitment and are likely to follow your example.

Challenge others

Challenge your team to commit to the goal and assume personal responsibility for achieving their part. Certainly, you can demand performance, and you can dictate methods and procedures to be used by all to achieve the desired result. In the long run, however, you will be more effective if you use more positive and facilitative strategies:

Empowerment

Empowering others to accept responsibility and make decisions creates personal commitment to achieving results. Delegation is a key tool for encouraging others to take personal ownership for group objectives.

- Solicit input from other team members at the start of projects and throughout the initiative. Brainstorm ideas. Ask for input on decisions.

- Delegate responsibility for various aspects of the project. Ask for volunteers or assign a part of the project as a developmental opportunity for a specific team member. Delegating responsibility will help others grow in their careers and will allow you more time to focus on higher order activities.

Support

Achieving results requires more than just the will to do so. Often, people are unsure how to overcome obstacles and achieve their goals. Thus, a willingness to support, coach, and advise others in their efforts is an important component of obtaining results through others.

- Try to learn each team member's capabilities and understand their perspective of the job or project. What is working well and what can be done to improve? What challenges will each individual have in trying to accomplish the group goal?

- Investigate and understand the amount of work required for each task and the methods used to accomplish the task. Where in the process are obstacles likely to exist? Tap the expertise of key team members to prepare for and overcome these potential setbacks.

- Strive to spend 20% of your day helping others achieve their results. Avoid detailed control of their activities, but be available to provide support on difficult issues. As problems arise, try to demonstrate how to solve the problem and discuss possible solutions rather than just providing the answers or doing the work yourself. At every opportunity, attempt to teach people how to solve the problem rather than just giving them the solution.

- People vary in their desire for structure and guidance. Some people enjoy the freedom to accomplish goals in their own way, while other prefer the comfort of structure and guidance. Adapt your style according to individual preferences and needs.

Feedback and reward

Reinforce hard work and accomplishment of desired results. Make a habit of rewarding top producers so that they will continue to put forth their best effort. Provide constructive feedback to those who are struggling to meet goals.

- Recognize good performance. Make a point of saying someone has done good work when they have, and make some of this praise public.

- Share the credit for achievements. Keeping the credit for yourself may bolster your personal ego in the short-term, but sharing credit will encourage results that will benefit the whole team in the long-term.

- When someone's performance falls below expectations, give him or her clear, unambiguous feedback and improvement guidance. Do this in private and with tact, but do not avoid this important responsibility.

Persist

Ultimately, most results are achieved through a persistent, focused effort despite obstacles, fatigue, and periods of discouragement.

- Stay focused on the objective, and help others to do the same.

- Communicate with your team regularly and maintain a constant message about the importance of goal attainment.

- Recognize when interest wanes or people become discouraged. At these times, redouble your efforts to communicate, support and remove obstacles.

Every difficult project will have an ebb and flow. Successful managers and their people make a habit of persisting through the low times to achieve the results they desire.

Books

Good to Great: Why Some Companies Make the Leap... and Others Don't (2001) Jim Collins. Overview

The Knowing-Doing Gap: How Smart Companies Turn Knowledge into Action (2000) Jeffrey Pfeffer Robert I. Sutton. Overview

Results-Based Leadership (1999) David Ulrich, Jack Zenger, Norman Smallwood. Overview

Execution: The Discipline of Getting Things Done (2002) Larry Bossidy & Ram Charan. Overview

Delivering Results: A New Mandate for Human Resource Professionals (1998) David Ulrich, Editor (1998). Overview

Customer Centered Growth: Five Proven Strategies for Building Competitive Advantage (1997) Richard Whiteley, Diane Hessan (Contributor). Overview

Balanced Scorecard Step-by-Step: Maximizing Performance and Maintaining Results (2002) Paul R. Niven. Overview

Corporate Culture and Performance (1992) John P. Kotter & James L. Heskett. Overview

The Smart Manager's F.A.Q. Quide: A Survival Handbook for Today's WorkPlace (2000) Rex P. Gatto. Overview

Leading for Innovation: & Organizing For Results (2001) Frances Hesselbein, Marshall Goldsmith, Iain Somerville (Editors). Overview

Multimedia

Working Smarter: How to Get More Done in Less Time Nightingale-Conant Corp.. Overview

Turning Goals into Results: The Power of Catalytic Mechanisms Harvard Business School. Overview

The Six Sigma Way: How GE, Motorola, and Other Top Companies Are Honing Their Performance Peter S. Pande, Roland R. Cavanagh, Robert P. Neuman. Overview

The Balanced Scorecard: Measures That Drive Performance Harvard Business Review (Robert Kaplan & David Norton). Overview

Improving Performance Through Empowerment Advanced Training Source. Overview

Having Trouble with Your Strategy? Then Map It Harvard Business Review: Robert S. Kaplan, David P. Norton. Overview

Good to Great: Why Some Companies Make the Leap...and Other's Don't HarperBusiness. Overview

Balance Sheet Barrier VideoLearning Systems, Inc. Overview

The Oz Principle: Getting Results Through Individual and Organizational Accountability Oasis Audio. Overview

The Story of a New One Minute Manager Advanced Training Source. Overview

On-line Learning

Creating Successful Solutions: Implement Solutions Decisively Serebra. Overview

Herding Cats: Getting Individuals, Teams, and Departments Working Together National Technological University. Overview

Passionate Leadership: The Future is Now! National Technological University. Overview

From Supervise to Energize, From Motivate to Activate National Technological University. Overview

Managing Without Authority Stanford University. Overview

Creating Successful Solutions: Identify the Core Issues Serebra. Overview

Building Dynamic Teams: Arrive at Peak Performance Serebra. Overview

How to Make Cross-Functional Teams Work: Achieving Results as a Cross-Functional Team Fred Pryor Seminars & CareerTrack. Overview

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Orchestrating Winning Performance IMD. Overview

Leading and Managing for Results Banff Centre. Overview

Leading and Coaching People to Higher Performance Wisconsin-Madison, University of. Overview

Leadership for Extraordinary Performance Virginia, University of. Overview

Creating and Sustaining the High-Performing Organization Virginia, University of. Overview

Mobilizing People IMD. Overview

Building Value and Driving Profits Wisconsin-Madison, University of. Overview

Getting Results Without Authority American Management Association. Overview

Creating Corporate Advantage: Strategy in the Multibusiness Firm Harvard Business School. Overview

Continuous Learning

The pace of change continues to accelerate in today's business environment. In the words of John Naisbitt, author of Megatrends, "we can no longer expect to get an education and be done with it. There is no one education, no one skill, that lasts a lifetime now. Like it or not, the information society has turned all of us into lifelong learners."

You may be considering this suggestion because others gave you feedback that you are not doing enough to maintain or improve your knowledge and skills at optimal levels. Alternatively, it may be that you consider this to be a need for yourself, regardless of what others have said. In either case, here are a few suggestions for how you can integrate learning into your everyday work life.

Overcome Your Fear

For many people, learning evokes images of past experiences with formal education in school and college. That is, spending long hours sitting through lectures, reading thick textbooks, and memorizing large amounts of information for tests. Needless to say, these are not fond memories for everyone. Fortunately, adult learning can be easier and a lot more fun. Here are a few common misconceptions:

At all ages, the best way to develop and maintain your mental abilities is to continue to learn new things. Have a fitness program for your brain. Exercise the gray muscle!

- Learning takes too much time. Learning can happen while you are living the rest of your life. Listen to audiotapes while you commute to work. Watch a video course while you exercise. Choose projects at work that require you to develop new skills. Seek opportunities to work on a project with an expert in an area you are interested in learning about. If you want to pursue an advanced degree as part of your learning program, executive degree programs and internet-based distance learning can fit into your schedule.

- Learning is difficult. Traditional education caters to people with a particular learning style. Many people have difficulty in school because they have a different learning style - perhaps you are a more active, tactile, or top-down learner. The trick is to discover your learning style and choose modes of learning that suit your style. Some of the resources listed at the end of this suggestion can help you discover your unique learning preferences.

- Learning is boring and tedious. As an adult, you are in control of your learning. Pick a topic that interests you and explore it to the depth that is useful to you and by any means that suits your learning style. Soon you will discover that learning is invigorating!

Avoid Complacency - Learning is Important Regardless of Your Career Stage or Aspirations

Early in their careers most people recognize the importance of learning. Since there are many things they have yet to learn, they eagerly volunteer for more challenging assignments and expanding responsibilities to advance their career. Later, when they feel that advancement is no longer needed, or possible, they tend to rely on their existing skill set and their experience. They tend not to stretch themselves as far.

- Ask yourself: when was the last time you identified a skill deficiency and proactively took steps to improve?

- Ask yourself: when was the last time you volunteered to participate in a group that was addressing an issue outside of your expertise - one where you would have to expand your knowledge?

- Ask yourself: are there new technologies that would help you be more successful in your role if you would just learn how to use them?

If your answer to these questions is "a long time ago" or "I prefer the old way," you may have become complacent. Challenge yourself to get out of (and stay out of) these bad habits. Resolve to try new things and learn new ways on a regular basis.

Align Your Capabilities with Organizational Needs

Keep abreast of the changes in your job role, department, business and industry that are important for success today and in the future. Make sure you have the knowledge and skills to keep up with these changes.

- Begin by developing a clear understanding of your organization's strategy and business objectives. Review corporate information, presentations, etc. to better understand the overall business.

- Recognize trends in your industry that may impact you or your organization in the near future. What changes are on the horizon that you need to prepare for? Join trade associations or business groups to gain a broader perspective.

- Consider how your organization's business objectives are supported by your department and by your role. What important outcomes do you need to achieve to support these goals?

- Finally, determine what knowledge, skills and abilities are required for you to achieve desired job outcomes.

  - How competent are you in these areas?

  - In what areas should you improve to be more successful today?

  - In what areas should you improve to prepare for future demands?

Design a Learning Program

In some ways, mental or intellectual development is like physical development. In this sense, your brain is like a muscle. If you do not exercise it regularly, it does not grow, it does not stay flexible, it can get slow. We all need a fitness program to tighten up the "gray muscle" and keep it strong.

- Set a Goal. Choose one or two learning objectives for yourself. What do you want to understand better? What skills or abilities do you want to acquire? What behaviors or attitudes do you want to change? Remember, you are in control, so choose goals that intrigue you and/or are useful to you.

- Choose Your Opportunities. There are a wealth of learning opportunities available today - books, magazines, audio tapes, CD's, videos, seminars, internet classes and discussion groups, mentors, knowledgeable friends and colleagues, libraries, museums, organizations, challenging projects or work assignments; the list is practically endless. Find out what types of learning are available or supported by your organization or by convenient external resources such as your local library, community colleges, etc. Choose a few opportunities that suit your learning style, schedule, and depth of interest.

- Implement Your Plan. Commit yourself to making some progress toward your learning goal each day or week. If you have chosen goals and methods that suit you, implementing your plan will be fun rather than a chore.

- Take Notes. Start a notebook to keep track of what you have learned. Periodically jot down thoughts you have or interesting points you have learned about your learning goals. Your notebook can be in any form you like - written, audio, video, on paper or on the computer.

- Evaluate Your Progress. Check in with yourself each month to see how your learning program is progressing. Jot down a few notes in your notebook about what you have learned. What can you show that demonstrates your learning? Sometimes this is a tangible result -

"I wrote a successful proposal" - and sometimes the result is intangible - "I have a better understanding of accounting principles."

- Set a New Goal. As you complete your learning goals, set new ones. What will you explore next? Where will your next learning adventure take you?

For more detailed discussions about continuous learning, try these recommended resources:

Books

Peak Learning: How to Create Your Own Lifelong Education Program for Personal Enlightenment and Professional Success Ronald Gross. Overview

Becoming A More Versatile Learner Center for Creative Leadership. Overview

The Lessons of Experience: How Successful Executives Develop on the Job (1988) Morgan W., Jr. McCall, Michael M. Lombardo (Contributor), Ann M. Morrison (Contributor). Overview

First Things First: To Live, to Love, to Learn, to Leave a Legacy (1995) Stephen R. Covey, A. Roger Merrill, Rebecca R. Merrill. Overview

High Flyers: Developing the Next Generation of Leaders (1997) Morgan W. McCall Jr.. Overview

The Knowing-Doing Gap: How Smart Companies Turn Knowledge into Action (2000) Jeffrey Pfeffer Robert I. Sutton. Overview

The Handbook of Leadership Development (2003) Cynthia D. McCauley, Ellen Van Velsor, Editors. Overview

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Multimedia

The Fifth Discipline: The Art and Practice of the Learning Organization Peter M. Senge. Overview

A Framework for Successful Leadership Transitions Harvard Business School. Overview

Leader As Mentor Video Learning Systems, Inc.. Overview

Improving Performance Through Empowerment Advanced Training Source. Overview

Coaching to Build Skills Advanced Training Source. Overview

On-line Learning

A Practical Guide to Time Management Corpedia Education. Overview

Emerging Global Leader Thunderbird. Overview

Knowledge Transfer: Sharing What You Know, A Guide to Transferring Knowledge Effectively and Smoothly National Technological University. Overview

Idea Mining: Advanced Strategic Thinking - From Idea to Decision to Action to Knowledge National Technological University. Overview

Managing Your Career Harvard Business Online. Overview

Developing as a Manager: The Many Roles of a Manager Serebra. Overview

PrimeDiversity™ Awareness PrimeLearning.com. Overview

Total Leadership: Leadership, Teamwork and Self-Discipline National Technological University. Overview

Critical Thinking University of California Berkeley Extension Online. Overview

Develop Your Interpersonal Effectiveness: Sharpen Your Emotional IQ National Technological University. Overview

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🏛 **Public Courses**

Developing the Strategic Leader Center for Creative Leadership. Overview

Management Development Program Emory University. Overview

AVIRA: Awareness, Vision, Imagination, Responsibility, Action INSEAD. Overview

Foundations of Leadership Center for Creative Leadership. Overview

Tools for Developing Successful Executives Center for Creative Leadership. Overview

Enhancing Leadership Performance: The Leader as Teacher Chicago, University of. Overview

Coaching for Development Center for Creative Leadership. 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.

Visioning

❙ = All   ✳ = Self   ☉ = Boss   ▢ = Peer   ▽ = DirRpt   ⁄⁄ = Other

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

Averages

Behavior	All ❙	Self ✳	Boss ☉	Peer ▢	DirRpt ▽	Other ⁄⁄
Behavior 1: Thinks in innovative and creative ways	4.42	5	4	4	5	4.67
Behavior 2: Views tactical problems or initiatives from a broad perspective and emphasizes solutions that support strategic objectives	4	4	4	4	4	4
Behavior 3: Generates new ideas/solutions that can be successfully implemented	2.25	2	3	2	2	2
Behavior 4: Challenges and pushes the organization to constantly improve and grow	3	3	3	3	3	3
Behavior 5: Identifies long-term, future goals for the organization and/or the department	4	4	4	4	4	4
Behavior 6: Champions his/her ideas to successful implementation	2.17	2	2.67	2	2	2
Behavior 7: Supports and champions the strategic initiatives of others	3.08	3	3.33	3	3	3

Responses

Responses	Self 1	2	3	4	5	Boss 1	2	3	4	5	Peer 1	2	3	4	5	DirRpt 1	2	3	4	5	Other 1	2	3	4	5	All 1	2	3	4	5
Behavior 1				1					3					3						3			1	2					7	6
Behavior 2			1						3					3				3						3					13	
Behavior 3		1						3				3					3					3					10	3		
Behavior 4			1					3					3					3					3					13		
Behavior 5			1						3					3				3						3					13	
Behavior 6		1					1	2				3					3					3					11	2		
Behavior 7			1					2	1				3					3					3					12	1	

In-Depth Problem Solving And Analysis

▌ = All ✳ = Self ◉ = Boss ☐ = Peer ▽ = DirRpt ▨ = Other

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

Averages	▌	✳	◉	☐	▽	▨
Behavior 1: Considers many sources of information	2.75	4	4	2	2	3
Behavior 2: Evaluates information in an objective, pragmatic manner	2.75	2	2	3	3	3
Behavior 3: Systematically evaluates possible courses of action and potential consequences	4.42	5	4.33	4.33	4.33	4.67
Behavior 4: Carefully deliberates before a final decision is made	4.67	5	5	4.33	4.67	4.67
Behavior 5: Applies thorough analysis to problems that merit this level of evaluation	4	5	4.33	3.67	3.67	4.33
Behavior 6: Does not overanalyze problems that do not merit this level of attention	4	3	3	4	4	5
Behavior 7: Generates good solutions to difficult problems	3.25	3	3	3	3	4

Responses	Self 1	2	3	4	5	Boss 1	2	3	4	5	Peer 1	2	3	4	5	DirRpt 1	2	3	4	5	Other 1	2	3	4	5	All 1	2	3	4	5
Behavior 1				1					3			3					3						3				6	3	4	
Behavior 2		1					3						3					3					3				4	9		
Behavior 3					1				2	1				2	1				2	1				1	2				7	6
Behavior 4					1					3				2	1				1	2				1	2				4	9
Behavior 5					1				2	1			1	2				1	2					2	1			2	8	3
Behavior 6			1					3						3					3						3			4	6	3
Behavior 7			1					3					3					3						3				10	3	

Championing Change

▌ = All ✳ = Self ☉ = Boss ☐ = Peer ▽ = DirRpt ▨ = Other

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

	Averages (1–5)	▌	✳	☉	☐	▽	▨
Behavior 1: Accepts change openly and willingly		3	5	5	2	2	3
Behavior 2: Readily adapts and adjusts to new or changing circumstances		2.75	2	2	3	3	3
Behavior 3: Is willing to change the way he/she works by adopting new methods, processes, etc.		2.75	2	2	3	3	3
Behavior 4: Anticipates the need for change		2	1	1	2	2	3
Behavior 5: Actively promotes change initiatives in his/her group or the organization as a whole		2.75	2	2	3	3	3
Behavior 6: Assumes personal responsibility to see that necessary change is adopted and effectively implemented		2.75	2	2	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				6	3		4
Behavior 2		1					3						3					3					3				4	9		
Behavior 3		1					3						3					3					3				4	9		
Behavior 4	1					3						3					3						3			4	6	3		
Behavior 5		1					3						3					3					3				4	9		
Behavior 6		1					3						3					3					3				4	9		

Driving For 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: Challenges self and the organization to set high expectations						2.67	3	2.67	2.67	2.33	3
Behavior 2: Sets or helps to set appropriate goals and objectives						2.67	3	2.67	2.67	2.33	3
Behavior 3: Exerts the personal effort and hard work to achieve results						2.67	3	2.67	2.67	2.33	3
Behavior 4: Does not give up easily, persists						2.67	3	2.67	2.67	2.33	3
Behavior 5: Overcomes obstacles to achieve results						2.67	3	2.67	2.67	2.33	3
Behavior 6: Achieves results						2.67	3	2.67	2.67	2.33	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			1	3	8	1
Behavior 2			1				1	2				1	2				1		2			1	1	1			1	3	8	1
Behavior 3			1				1	2				1	2				1		2			1	1	1			1	3	8	1
Behavior 4			1				1	2				1	2				1		2			1	1	1			1	3	8	1
Behavior 5			1				1	2				1	2				1		2			1	1	1			1	3	8	1
Behavior 6			1				1	2				1	2				1		2			1	1	1			1	3	8	1

Influencing And Persuading

▌ = 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: Has ideas, points of view or desired outcomes that he/she wants others to adopt		3	3	3	3	3	3
Behavior 2: Does his/her homework and develops the information necessary to support his/her position		4	4	4	4	4	4
Behavior 3: Attempts to understand his/her audience and adapt his/her message to fit the audience		2	2	2	2	2	2
Behavior 4: Picks those issues most important and persists on these until his/her objectives are met		3	3	3	3	3	3
Behavior 5: Cedes on less important issues in order to maximize his/her influence on important issues		2	2	2	2	2	2
Behavior 6: Has the courage or strength of purpose to want to convince others		3	3	3	3	3	3
Behavior 7: Effectively persuades and influences others		2	2	2	2	2	2

Responses	Self ✳ 1	2	3	4	5	Boss ☉ 1	2	3	4	5	Peer ☐ 1	2	3	4	5	DirRpt ▽ 1	2	3	4	5	Other ▨ 1	2	3	4	5	All ▌ 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					13			
Behavior 4			1					3					3					3					3					13		
Behavior 5		1					3					3					3					3					13			
Behavior 6			1					3					3					3					3					13		
Behavior 7		1					3					3					3					3					13			

Managing Others

▎ = All ✳ = Self ⊙ = Boss □ = Peer ▽ = DirRpt ⁄⁄ = Other

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

Averages

Behavior	▎ All	✳ Self	⊙ Boss	□ Peer	▽ DirRpt	⁄⁄ Other
Behavior 1: Has a desire to lead or direct others and exerts the effort to do so	3.25	2	2	4	4	3
Behavior 2: Inspires others to perform by setting a good example of hard work and a willingness to extend him/herself to meet objectives	3.25	4	4	3	3	3
Behavior 3: Knows the strengths and weaknesses of each of the members of his/her group	3.25	4	4	3	3	3
Behavior 4: Sensibly delegates and assigns tasks to others according to their capacities	2.75	3	3	2	2	4
Behavior 5: Is fair and objective and does not play favorites	2.75	3	3	2	2	4
Behavior 6: Educates, trains and otherwise prepares his/her people to be effective in their jobs	3.25	2	2	4	4	3
Behavior 7: Holds others accountable for results and responsibly counsels, reprimands or takes other necessary action when others do not perform at the level of their capability	2	2	2	1	1	4
Behavior 8: Assumes personal responsibility for the success or failure of his/her group, collectively and individually	2.75	3	3	3	3	2

Responses

Responses	Self ✳ 1	2	3	4	5	Boss ⊙ 1	2	3	4	5	Peer □ 1	2	3	4	5	DirRpt ▽ 1	2	3	4	5	Other ⁄⁄ 1	2	3	4	5	All ▎ 1	2	3	4	5
Behavior 1		1					3							3					3				3				4	3	6	
Behavior 2			1						3				3					3					3					9	4	
Behavior 3			1						3				3					3					3					9	4	
Behavior 4			1					3				3					3							3			6	4	3	
Behavior 5			1					3				3					3							3			6	4	3	
Behavior 6		1					3							3					3				3				4	3	6	
Behavior 7		1					3				3					3								3		6	4		3	
Behavior 8			1					3					3					3				3					3	10		

Organizational Savvy

| | = 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: Understands the social and political dynamics within the organization						4.17	5	4	4	4.33	4.33
Behavior 2: Builds and maintains partnerships and alliances across organizational boundaries						4.58	5	5	4.67	4.33	4.33
Behavior 3: Uses cross-organizational skills and understanding to effectively facilitate the needs and objectives of his/her group						3.42	5	3.67	3.33	3.33	3.33
Behavior 4: Uses cross-organizational skills and understanding to effectively facilitate the needs and objectives of the larger organization						3.58	4	3.33	3.67	3.67	3.67

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				1				3					3						2	1				2	1				10	3
Behavior 2				1					3					1	2				2	1				2	1				5	8
Behavior 3				1				2	1				2	1				2	1				2	1				8	3	2
Behavior 4			1					2	1				1	2				1	2				1	2				5	8	

Business Acumen

I = All   ✳ = Self   ☉ = Boss   ☐ = Peer   ▽ = DirRpt   ⁄⁄ = Other

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

Averages	1	2	3	4	5	I	✳	☉	☐	▽	⁄⁄
Behavior 1: Has an excellent understanding of general business concepts						3	3	3	3	3	3
Behavior 2: Effectively applies his/her general business knowledge to the issues faced in this organization						2.33	1	5	1	2.33	1
Behavior 3: Has an excellent understanding of general accounting and financial concepts						3	3	3	3	3	3
Behavior 4: Applies his/her understanding of general business, accounting and financial concepts well to the issues faced in this organization						3	3	3	3	3	3

Responses	Self ✳					Boss ☉					Peer ☐					DirRpt ▽					Other ⁄⁄					All I				
	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						2			1	3					9				4
Behavior 3			1					3					3					3					3					13		
Behavior 4			1					3					3					3					3					13		

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			

Courage Of Convictions

❚ = 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 willing to stand up for issues/positions he/she strongly believes in, even in the face of dissent or unfavorable consequences						4.67	5	5	4.67	4.67	4.33
Behavior 2: Is not intimidated by criticism or opposing views						4.25	5	3.33	4.67	4.33	4.67
Behavior 3: Is willing to say and do what he/she thinks is right, even when others have a different perspective						3.67	4	3.33	3.67	4	3.67

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				1						3				1	2				1	2				2	1				4	9
Behavior 2				1			1		2					1	2				2	1				1	2		1		6	6
Behavior 3			1				2	1						1	2				3				1	2				4	9	

Presentation Skills

▌ = All ✳ = Self ☉ = Boss ☐ = Peer ▽ = DirRpt ⁄⁄ = Other

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

Averages	All ▌	Self ✳	Boss ☉	Peer ☐	DirRpt ▽	Other ⁄⁄
Behavior 1: Is able to organize and articulate his/her thoughts and ideas clearly	4	4	4	4	4	4
Behavior 2: Uses visual presentation tools to deliver information in a straight-forward and logical way	4.17	5	4.33	4	4.33	4
Behavior 3: Is well prepared before he/she presents	4.58	5	4.33	5	4.33	4.67
Behavior 4: Presents a mix of broad issues and detail appropriate for the audience	4.5	5	4.67	4.67	4.67	4
Behavior 5: Delivers smoothly	3.83	4	3.33	4.33	3.33	4.33
Behavior 6: Engages the audience	3.33	4	3	3.67	3.67	3

Responses	Self 1	2	3	4	5	Boss 1	2	3	4	5	Peer 1	2	3	4	5	DirRpt 1	2	3	4	5	Other 1	2	3	4	5	All 1	2	3	4	5
Behavior 1				1					3					3					3					3					13	
Behavior 2					1				2	1				3					2	1				3					10	3
Behavior 3					1				2	1					3				2	1				1	2				5	8
Behavior 4					1				1	2				1	2				1	2				3					6	7
Behavior 5				1				2	1					2	1			2	1					1	2			5	5	3
Behavior 6				1				3					2	1				1	2				3					9	3	1

Continuous Learning

▮ = 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 eager to learn new things			▽▮✳			2.67	3	2.67	2.67	2.33	3
Behavior 2: Regularly exerts the effort to learn new skills or abilities, develop new or improved knowledge, etc.			▽▮✳			2.67	3	2.67	2.67	2.33	3
Behavior 3: Regularly attends training programs, completes formal school coursework or other similar educational programs			▽▮✳			2.67	3	2.67	2.67	2.33	3
Behavior 4: Seeks out and learns from mentors and other knowledgeable people in the organization			▽▮✳			2.67	3	2.67	2.67	2.33	3
Behavior 5: Takes, or is willing to take, the jobs and assignments that will prepare him/her for future advancement			▽▮✳			2.67	3	2.67	2.67	2.33	3
Behavior 6: Inspires and encourages others to learn and grow throughout their work life			▽▮✳			2.67	3	2.67	2.67	2.33	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			1	3	8	1
Behavior 2			1				1	2				1	2				1		2			1	1	1			1	3	8	1
Behavior 3			1				1	2				1	2				1		2			1	1	1			1	3	8	1
Behavior 4			1				1	2				1	2				1		2			1	1	1			1	3	8	1
Behavior 5			1				1	2				1	2				1		2			1	1	1			1	3	8	1
Behavior 6			1				1	2				1	2				1		2			1	1	1			1	3	8	1