



Sales Director 360 Feedback Report

for Suzanne Example

4/15/2004

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Sales Director

Your Summary Competency Ratings

| = All
 * = Self (1)
 ⊙ = Boss (1)
 □ = Peer (4)
 ▽ = DirRpt (4)
 ⋈ = Other (4)

Competency	Average Score					Average Score	By Group					Rank	Details
	1	2	3	4	5		1	2	3	4	5		
Decisive Judgment						3.28						9	
Driving For Results						2.98						10	
Customer Focus						4.09						3	
Persuading To Buy						4.26						1	
Resilience						2.94						12	●
Managing Others						3.68						6	
Motivating Others						4.03						4	
Negotiation						2.96						11	●
Business Acumen						3.49						8	
Functional Acumen						4.13						2	
Presentation Skills						3.66						7	
Continuous Learning						3.89						5	

↑↓ 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, Assess360 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:

- Resilience
- Negotiation

COMPETENCY RESULTS

Suzanne Example
4/15/2004

Relative Competency Rank

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

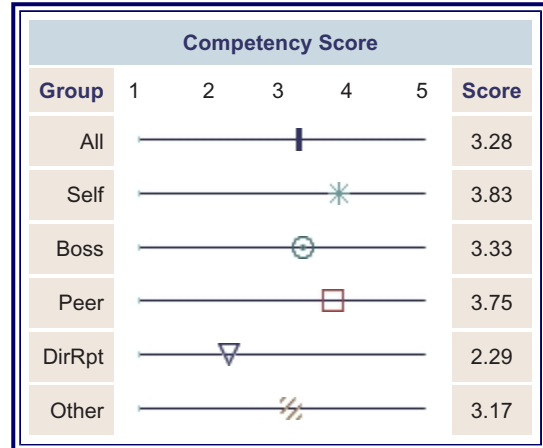
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

Decisive Judgment

Making good decisions in a timely and confident manner.

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



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

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

COMPETENCY RESULTS

Suzanne Example
4/15/2004

Relative Competency Rank

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

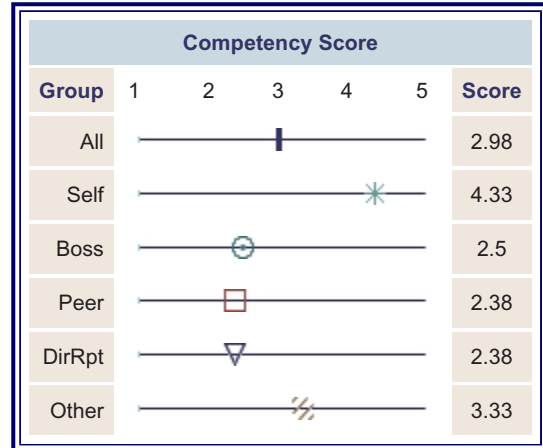
.....High

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.

Strongly Disagree = 1 ... Strongly Agree = 5



Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Competency Score				
	Self	Boss	Peer	DirRpt	Other
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	+		-	-	

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

Sales Director	
Decisive Judgment	Making good decisions in a timely and confident manner.
Driving For Results	Challenging, pushing the organization and themselves to excel and achieve.
Customer Focus	Anticipating customers' needs and designing, promoting or supporting the delivery of products and services that exceed customers' expectations.
Persuading To Buy	Convincing others to buy a product or service.
Resilience	Effectively dealing with work related problems, pressure, and stress in a professional and positive manner.
Managing Others	Directing and leading others to accomplish organizational goals and objectives.
Motivating Others	Inspiring others to perform well by actively conveying enthusiasm and a passion for doing a good job.
Negotiation	Identifying the needs and motives of both parties involved and working toward mutually beneficial agreements.
Business Acumen	Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective.
Functional Acumen	Having the skills, knowledge and abilities necessary to be effective in the specific functional content of a job.
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.

COMPETENCY RESULTS

Suzanne Example
4/15/2004

Relative Competency Rank

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Low.....

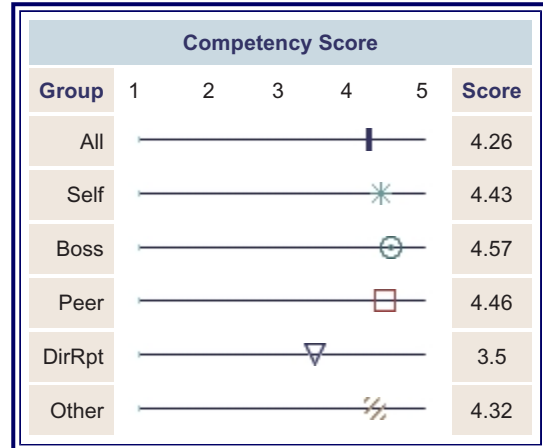
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

Persuading To Buy

Convincing others to buy a product or service.

People who are effective at this competency persuade others to buy a product or service without being excessively aggressive or pushy. They convince people by understanding how best to position their product or service, understanding their audience and modifying their method of persuasion accordingly. They are self-assured, respond confidently to objections and do not give up easily.



Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)					
	Self	Boss	Peer	DirRpt	Other
1. Has the courage or strength of purpose to sell	+	+	+	+	+
2. Is highly knowledgeable about the product or service that is being promoted	+	+	+	+	+
3. Attempts to understand his/her audience and adapt his/her message to fit the them	+	+	+		+
4. Uses direct persuasion in sales discussions or presentations	+	+	+		+
5. Anticipates and confidently addresses objections or concerns	+	+	+		+
6. Is persistent and assertive without being excessively pushy	+	+	+		+
7. Effectively persuades others to buy	+	+	+	+	+

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

COMPETENCY RESULTS

Suzanne Example
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Relative Competency Rank

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Low.....

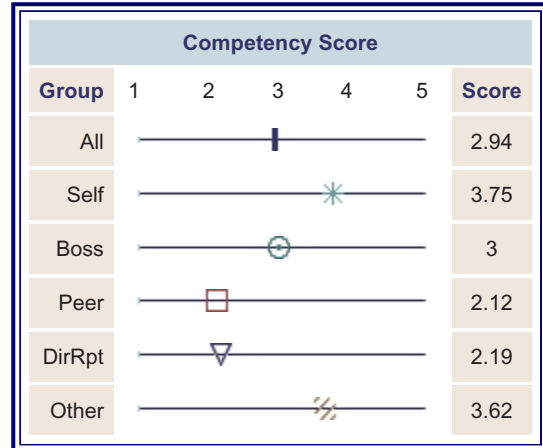
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

Resilience

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

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



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

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

COMPETENCY RESULTS

Relative Competency Rank



Low.....

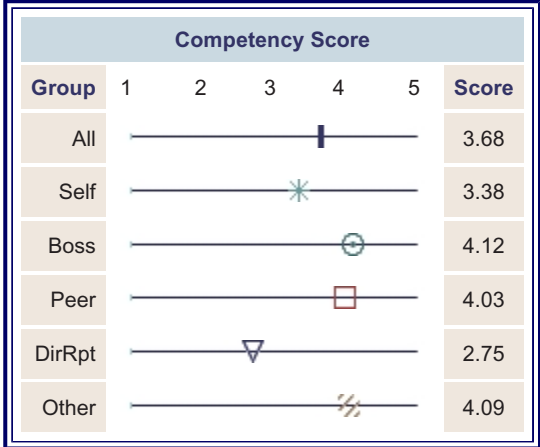
.....High

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.



Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Competency Score				
	Self	Boss	Peer	DirRpt	Other
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 councils, 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		+	+	-	+

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

COMPETENCY RESULTS

Suzanne Example
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Relative Competency Rank

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Low.....

.....High

Strongly Disagree = 1 ... Strongly Agree = 5

Motivating Others

Inspiring others to perform well by actively conveying enthusiasm and a passion for doing a good job.

People who display this competency encourage and inspire others.

Competency Score						
Group	1	2	3	4	5	Score
All						4.03
Self						4.5
Boss						4.25
Peer						4
DirRpt						2.88
Other						4.5

Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Competency Score				
	Self	Boss	Peer	DirRpt	Other
1. Displays a personal passion and self-motivation to perform at a high level	+			-	+
2. Places a high value on creating and maintaining high levels of passion and enthusiasm in others	+	+	+		+
3. Adapts his/her motivational style to fit different people	+	+	+	+	+
4. Generates enthusiasm and passion in most or all of the people with whom he/she works	+	+	+		+

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

COMPETENCY RESULTS

Suzanne Example
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Relative Competency Rank

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Low.....

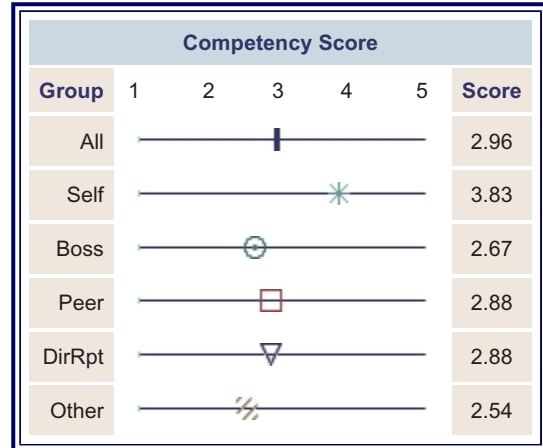
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

Negotiation

Identifying the needs and motives of both parties involved and working toward mutually beneficial agreements.

People who are competent at negotiation seek solutions that benefit both parties through mutual gains. They influence and convince others of their viewpoint as well as listen effectively. They reach agreements that are mutually beneficial without making too many concessions.



Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Competency Score				
	Self	Boss	Peer	DirRpt	Other
1. Tries to understand the issues from the other party's perspective	+	-	+		
2. Influences the other party to see the issues from his/her perspective	+				
3. Tries to establish a discussion framework that recognizes that both parties must prosper		-	-		
4. Does not concede so much that his/her organization cannot profit from the agreement	+	+	+		
5. Does not exact concessions from the other party that are so high that the other party cannot profit from the agreement		-	-	-	-
6. Reaches agreements that are mutually beneficial	+	+			-

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

COMPETENCY RESULTS

Relative Competency Rank

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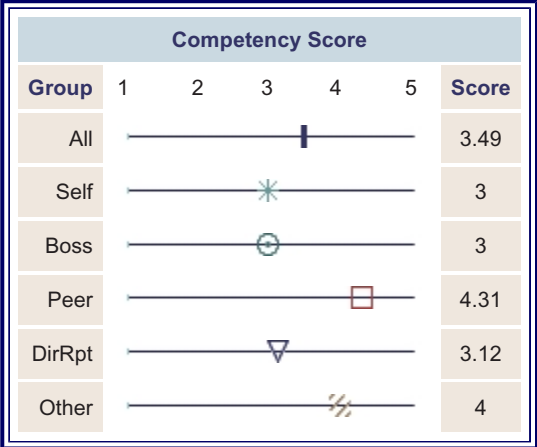
Low.....High

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.



Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Self	Boss	Peer	DirRpt	Other
	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			+		+

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

COMPETENCY RESULTS

Suzanne Example
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Low.....

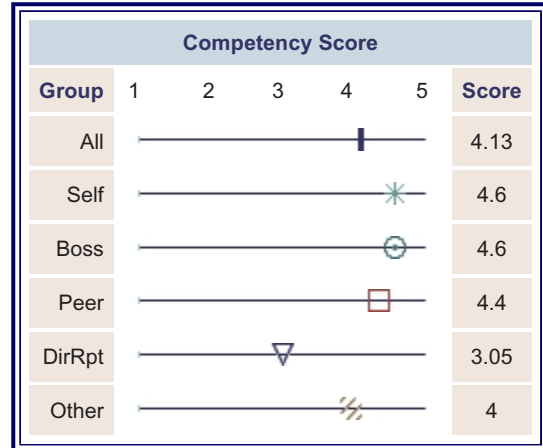
.....High

Functional Acumen*

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

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

Strongly Disagree = 1 ... Strongly Agree = 5



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

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

COMPETENCY RESULTS

Suzanne Example
4/15/2004

Relative Competency Rank



Low.....

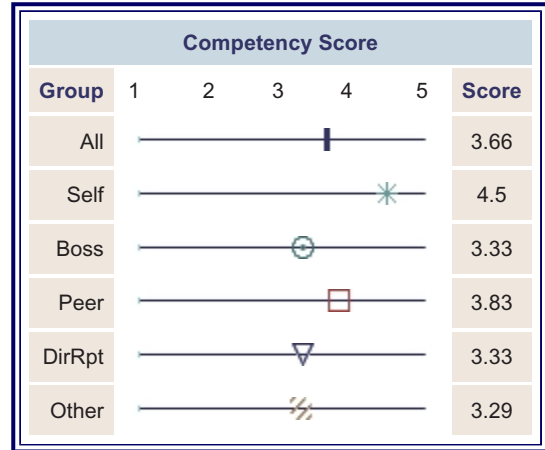
.....High

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.



Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)					
	Self	Boss	Peer	DirRpt	Other
1. Is able to organize and articulate his/her thoughts and ideas clearly	+		+		+
2. Uses visual presentation tools to deliver information in a straightforward 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	+	+	+	+	+

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

COMPETENCY RESULTS

Suzanne Example
4/15/2004

Relative Competency Rank



Low.....

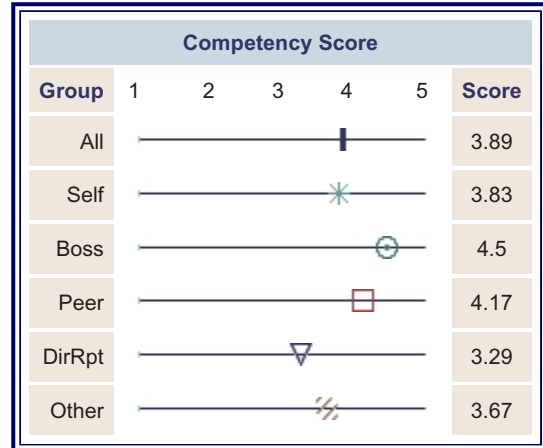
.....High

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.



Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Self	Boss	Peer	DirRpt	Other
	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		+	+	+	+

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

COMMENTS

Suzanne Example
4/15/2004

No comments were recorded.

DEVELOPMENT SUGGESTIONS

Listed below are the competencies ranked in order of highest to lowest scores. Development suggestions for the three 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. [Persuading To Buy](#)
2. [Functional Acumen](#)
3. [Customer Focus](#)
4. [Motivating Others](#)
5. [Continuous Learning](#)
6. [Managing Others](#)
7. [Presentation Skills](#)
8. [Business Acumen](#)
9. [Decisive Judgment](#)
10. [Driving For Results](#)
11. Negotiation - *following*
12. Resilience - *following*

Resilience

Stress, frustration, criticism or rejection will affect all of us from time to time. Nevertheless, being able to persevere when things do not go as planned, to remain positive under stressful circumstances, or to accept criticism from others and use it to make things better are often what differentiate high performers.

If you would like to improve in these areas, consider the following suggestions.

Remaining positive and productive under stressful circumstances

Begin by accepting the fact that difficulties, stress and pressure are part of every job. The more you focus on how stressful your job is, the more overwhelmed you are likely to feel. Look for ways to give yourself control of the situation and focus on a positive outcome.

- Whenever possible, approach stressful situations or problems directly and come to a resolution or solution as quickly as possible, rather than just brooding over them.
- Try to step back and see the situation from an objective point of view. Focus on solving the problem without allowing your feelings to interfere.
 - Discuss the situation with a neutral person, someone who can see the situation from an objective, third-party perspective. If you cannot find a neutral person, try to play this role for yourself and consider what advice such a person would offer.
 - At first, do not worry about who is at fault or why the situation occurred. Instead, focus on problem solving and finding solutions - what can you do to solve this problem?
 - Later, once the situation has been resolved, consider the events that led up to the problem situation and try to find ways to avoid this type of situation in the future.
- Recognize your limitations. Do as much as you can then ask for help when you need it.
- Often the difference between success and failure is a positive attitude. Expect good outcomes then have the persistence and determination to keep working hard during difficult periods.
- If the issue that is bothering you is something you cannot fix, try to accept or ignore it and focus your efforts on something you can control or influence. Avoid wasting your energy worrying about things beyond your control.
- Maintain a sense of humor. Sometimes it will be your ability to see the funny side of the situation or to laugh at yourself that will help you to persevere through a difficult time.
- If you do not possess these skills already, develop your skills in time management, work planning, and decision-making. These will help you to be more effective and to feel more in control of your work situation.
- Give yourself a mental break - a few minutes of quiet respite from work demands can relieve stress and pressure.



"You've got to get up every morning with determination if you're going to go to bed with satisfaction." - George Horace Lorimer

"The greatest discovery of my generation is that human beings can alter their lives by altering their attitude of mind." - William James, Psychologist

"In times of great stress or adversity, it's always best to keep busy, to plow your anger and your energy into something positive." - Lee Iacocca

For some this involves taking the time to have a solitary lunch. For others, planned physical exercise (walking, running, swimming, or yoga) is most useful.

Dealing with negative feedback and criticism in a professional manner

Ask yourself why your feelings are hurt when someone gives you negative feedback or criticism. Is it because you demand perfection of yourself and overreact to any suggestion that you are less than the best? If so, remember that everyone has things they do well and other things they do less well. Do not react so strongly to criticism that you cannot profit from the feedback.

- The next time you feel someone is being overly critical of you, step back from the situation and try to view it in a more objective manner. Maybe they are just trying to give you information to help you and are not making a statement about your personal value or worth.
- Remember that all of us need both positive and negative feedback to grow and develop. Try to accept both gracefully. If you respond too defensively, people may stop providing you with this valuable information.
- When you feel yourself becoming frustrated or defensive, try to remain calm. Take a few deep breaths to relax and loosen the tension; then focus on what is being said.
- Try to improve your self-esteem so that negative feedback or rejection does not affect you so deeply. Practice positive self-talk or make a list of all the things you like about yourself and the things you do well.
- Recognize that others may not always know how to give feedback in the most kind or pleasing way. In spite of this, the information they give may be useful.
- When receiving feedback:
 - Listen carefully and try not to interrupt.
 - Ask specific questions to make sure you understand what they are trying to convey (e.g., "Can you give me an example of what you mean?").
 - Briefly repeat, in your own words, what you think the person is saying. (E.g.; "You mean I overreacted when you said . . .") They will either agree with your restatement or they will refine their point in a way that will help you understand.
 - Acknowledge valid points. Think carefully about what has been said and discuss the points calmly and tactfully.
 - Ask for suggestions on how you should behave under similar circumstances in the future.



Books

[Building Resiliency: How to Thrive in Times of Change \(2001\)](#) Mary Lynn Pulley and Michael Wakefield. [Overview](#)

[The Psychology of Judgment and Decision Making \(1993\)](#) Scott Plous. [Overview](#)

[Creative Problem Solving: The Door to Individual Success and Change \(2000\)](#) Thomas W. Dombroski. [Overview](#)

[Critical Thinking : Tools for Taking Charge of Your Professional and Personal Life \(2002\)](#) Richard Paul and Linda Elder. [Overview](#)

[Harvard Business Review on Work and Life Balance \(2002\)](#) Harvard Business Review. [Overview](#)

[Integrating Work and Family: Challenges and Choices for a Changing World \(1997\)](#) Saroj Parasuraman, Jeffrey H. Greenhaus (Editors). [Overview](#)

[The One Minute Manager Balances Work and Life \(1999\)](#) Ken Blanchard, Marjorie Blanchard, D. W. Edington. [Overview](#)

[Calm at Work: Breeze through Your Day Feeling Calm, Relaxed and in Control \(1999\)](#) Paul Wilson. [Overview](#)

[The 14 Day Stress Cure: A New Approach for Dealing With Stress That Can Change Your Life \(September 1991\)](#) Mort Orman. [Overview](#)

[Listen Up: How to Improve Relationships, Reduce Stress, and Be More Productive by Using the Power of Listening \(2000\)](#) Larry Barker and Kittie W. Watson. [Overview](#)

[How To Make Yourself Happy And Remarkably Less Disturbable](#) Albert Ellis. [Overview](#)

[The Power Of Positive Thinking](#) Norman Vincent Peale. [Overview](#)

[The Survivor Personality: Why Some People Are Stronger, Smarter, and More Skillful at Handling Life's Difficulties...and How You Can Be, Too](#) Al Siebert, Ph.D. and Bernie S. Siegel. [Overview](#)



Multimedia

[How Resilience Works](#) Harvard Business Online. [Overview](#)

[Interpersonal Barriers to Decision Making](#) Harvard Business Online. [Overview](#)

[Confrontation Without Conflict](#) Harvard Business School Publishing. [Overview](#)

[Coaching to Encourage Flexibility](#) Advanced Training Source. [Overview](#)

[Communicating Non-Defensively](#) Advanced Training Source. [Overview](#)

[Getting Results in the Face of Rapid Change](#) Stanford Graduate School of Business. [Overview](#)

[Entrepreneurial Mindset Tool](#) Harvard Business Online. [Overview](#)

[Develop Your Interpersonal Effectiveness: Sharpen Your Emotional IQ](#) National Technological University. [Overview](#)



On-line Learning

[Balancing Stress: Measuring Stress](#) Serebra. [Overview](#)

[Balancing Stress: Simple Solutions for Stress](#) Serebra. [Overview](#)

[Balancing Stress: Stress Relieving Habits](#) Serebra. [Overview](#)

[Balancing Stress: Devise a Stress Control Plan](#) Serebra. [Overview](#)

[Fitness and Lifestyle Management](#) Durham College. [Overview](#)

[Beyond Anger Management: Tools and Techniques to Keep Your Cool, Manage Stress and Improve Your Productivity](#) York University - Schulich School of Business. [Overview](#)

[Managing Workplace Stress](#) Harvard Business School Publishing eLearning. [Overview](#)

[PrimeEffectiveness™ PrimeLearning. Overview](#)

[Develop Your Interpersonal Effectiveness: Sharpen Your Emotional IQ National Technological University. Overview](#)



Public Courses

[Intensive Executive Development Workshop Farr Associates. Overview](#)

[Managing Multiple Projects, Objectives and Deadlines SkillPath Seminars. Overview](#)

[Organisational and Interpersonal Skills in Management Cranfield University. Overview](#)

[Building Personal Leadership Capacity Banff Centre. Overview](#)

[Leadership and Organizational Renewal Workshop Brookings Institution. Overview](#)

[Building Resilience: Leading in the Face of Change Center for Creative Leadership. Overview](#)

[Managing Time and Stress Management Concepts Incorporated. Overview](#)

Negotiation

Effective negotiations stem from careful consideration of the needs and motives of all the parties involved, and the development of mutually beneficial agreements. Whether you are negotiating a raise with your manager or negotiating an international partnership on behalf of your organization, achieving a positive outcome usually involves four key elements.

Adopt a Win-Win Approach

Attitude is important. You can either adopt a win-lose strategy or a win-win strategy in the negotiation process. There are times when it is tempting to impose an I-win-you-lose agreement on the other party. Avoid this temptation. Remember this short-term strategy will often result in a contentious, competitive negotiation with a less than optimal result. Even if you are able to achieve your immediate objective, you may have damaged the potential for future negotiations and agreements. Instead, try to frame the negotiating process as a partnership rather than as a competition. Work together with all involved to find a mutually beneficial agreement.

Know Your Counterpart(s)

Do background research and gather as much information as time allows about the other parties involved in the negotiation process.

- What are their business needs? Why are they negotiating with you? Why would they think that an agreement with you would benefit their business?
- Who will be the people involved from their side(s). What is the negotiating style of these people? How best can you prepare yourself to interact effectively with these people?
- Are there other people or groups who will be affected by the outcome of this negotiation? How? Should they be considered as part of the process?
- Are there important cultural or environmental differences between you and the other party(s)? How can these issues be managed during the negotiation? What considerations should be included in the final agreement?
- If the negotiation involves parties in different countries, determine the important differences between what you would normally expect and the way agreements are typically made in their countries. (The US State Department can provide a very useful *Country Commercial Guide* for most countries. See <http://www.stat-usa.gov>)

Develop a Sound Negotiation Strategy

Before negotiations begin, create a range of outcomes that would be acceptable to you. Focusing on only one desired outcome may quickly shift your mindset into a win-lose mode and create an unnecessarily antagonistic environment. Decide what concessions you will be willing to make if necessary. Following these guidelines may assist you when developing your strategy:

- List all of the outcomes that you are trying to achieve with the negotiation.



Successful negotiating requires careful attention to both content and people. The content are the issues to be negotiated. The people are those directly involved in the negotiating process and those that will be impacted by the outcome(s) of the negotiation. The key factors that lead to a successful negotiation include:

1. **Adopt a Win-Win approach**
2. **Know Your Counterpart(s)**
3. **Develop a Sound Negotiation Strategy**
4. **Use Positive Assertiveness**

- Rank-order these outcomes from most to least important. When ranking them, consider what outcomes you absolutely need to have and which outcomes you would like to have. What negative outcomes could you tolerate; which could you not?
- Consider the least important outcomes on the rank order list. Can you use these as concession points during the negotiation if needed?

Use Positive Assertiveness

Negotiations involve give and take on both sides but they do not have to be antagonistic. Being argumentative, overly opinionated, and speaking loudly in order to assert yourself can interfere with the negotiation process. Use the following suggestions to improve your communication style during the negotiation process.

- Choose key points to emphasize. This strategy gives more weight to what is truly important.
- Remember to listen. Effective negotiators have one important thing in common. They are skilled listeners. Listen attentively while others are speaking.
- Take your time and pause frequently during negotiations. Make sure to pause before providing a counterpoint. Reacting too quickly in these situations is often driven by emotion rather than logic.
- Maintain your composure. Make an effort to remain calm and poised throughout the negotiation. Although some people may show emotion during negotiations to emphasize their view, it is usually more effective to remain composed and follow the strategy you developed before the negotiations started.
- Stay focused on the important business objectives. If the discussion seems to be digressing into other areas, try to redirect the group to the true focus of the negotiation.

For more detailed recommendations on how to become a more effective negotiator, read one or more of the following books:



Books

[Harvard Business Review on Negotiation and Conflict Resolution \(2000\)](#) Harvard Business Review. [Overview](#)

[Managing Conflict with Peers \(2003\)](#) Talula Cartwright. [Overview](#)

[The Dynamics of Conflict Resolution: A Practitioner's Guide \(2000\)](#) Bernard Mayer and Bernard S. Mayer. [Overview](#)

[Getting to Yes: Negotiating Agreement Without Giving In](#) Roger Fisher, William Ury and Bruce Patton (Editor). [Overview](#)

[Negotiating Skills for Managers](#) Steven Cohen. [Overview](#)

[Global Business Negotiations: A Practical Guide](#) Claude Cellich and Subhash C. Jain. [Overview](#)

[Essentials of Negotiation](#) Roy J. Lewicki (Editor), David Saunders, Bruce Barry and John Minton. [Overview](#)

[A Woman's Guide to Successful Negotiating: How to Convince, Collaborate, & Create Your Way to Agreement](#) Lee E. Miller and Jessica Miller. [Overview](#)



Multimedia

[Managing Difficult Conversations](#) Harvard Business Online by Chris Argyris; Peter M. Senge; Bill Noonan. [Overview](#)

[Confrontation Without Conflict](#) Harvard Business School Publishing. [Overview](#)

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

[Communicating Non-Defensively](#) Advanced Training Source. [Overview](#)

[Advanced Negotiation Skills](#) National Technological University. [Overview](#)

[Solution-Based Negotiation](#) National Technological University. [Overview](#)

[How to Manage Conflict, Anger & Emotion](#) CareerTrack. [Overview](#)



On-line Learning

[Beyond Anger Management: Tools and Techniques to Keep Your Cool, Manage Stress and Improve Your Productivity](#) York University - Schulich School of Business. [Overview](#)

[Winning Collaboration](#) York University - Schulich School of Business. [Overview](#)

[Negotiating in a Multi-Cultural World](#) Thunderbird. [Overview](#)

[Moving Past Conflict: Handle Conflict Rationally](#) Serebra. [Overview](#)

[Moving Past Conflict: Negotiate for Resolution](#) Serebra. [Overview](#)

[Managing Difficult Conversations](#) Harvard Business School Publishing eLearning. [Overview](#)

[Advanced Negotiation Skills](#) National Technological University. [Overview](#)



Public Courses

[Negotiating and Administering the Labor Contract](#) Michigan, University of. [Overview](#)

[Executive Negotiation Workshop: Bargaining for Advantage](#) Pennsylvania, University of. [Overview](#)

[Negotiating Skills](#) Washington, University of. [Overview](#)

[Advanced Negotiation Program](#) Stanford University. [Overview](#)

[Negotiation Dynamics](#) INSEAD. [Overview](#)

[Negotiate For Success](#) Rice University. [Overview](#)

[Changing the Game: Negotiation and Competitive Decision Making](#) Harvard Business School. [Overview](#)

[Negotiation and Decision Making Strategies for Managers](#) Chicago, University of. [Overview](#)

[Negotiating Skills](#) Henley Management College. [Overview](#)

[Negotiating for Success](#) Minnesota, University of. [Overview](#)

[Negotiation and Decision-Making Strategies](#) Columbia Business School. [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 Assess360 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 participant's 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 Assess360 feedback and, especially, your development suggestions to identify areas for improvement. Think about your current role and the competencies important for success. List on a sheet of paper those competencies that might hinder your job performance. Consider the feedback from your overall group as well as that from specific groups (boss, peers, direct reports, etc.)

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

Area for Improvement: Decisive Judgment

Limitations:

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

Goal Setting

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

Example goals to capitalize on strengths might be:

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

Example goals for improving a potential weakness might be:

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

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

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

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

Building Your Development Action Plans

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

The key elements in an Action Plan are:

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

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

Implementation

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

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

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

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

Decisive Judgment

 = All
 * = Self
 ⊕ = Boss
 □ = Peer
 ▽ = DirRpt
 ▨ = Other

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

		Averages	1	2	3	4	5	All	Self	Boss	Peer	DirRpt	Other
1	Takes personal responsibility for making decisions		▽	▨		⊕	□	3.5	4	4	5	1.75	2.75
2	Wisely considers alternatives and possible consequences		⊕	▨	□	*		2.35	3	1	2.75	2.5	2.5
3	Makes good decisions				▽	▨	⊕	4.25	5	5	4.25	3	4
4	Decides in a timely manner					▽	⊕	4.2	4	4	4.75	3.75	4.5
5	Decides with conviction and does not second guess the decision without very good new information		▽	▨	⊕	*		2.75	4	3	2.75	1.5	2.5
6	Confidently takes action based on his/her decisions		▽	▨	⊕	□		2.6	3	3	3	1.25	2.75

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						4	2	1	1				1	3			2	2	4	2	4
Behavior 2		1				1					2	1	1			1	1	1	1			2	2			2	5	5	2	
Behavior 3					1					1				3	1		1	2	1					4			1	2	8	3
Behavior 4				1					1					1	3			2	1	1				2	2			2	6	6
Behavior 5				1					1		2	1	1			2	2					2	2			2	6	4	2	
Behavior 6		1							1		1	2	1			3	1				1		2	1		4	2	6	2	

Driving For Results

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

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

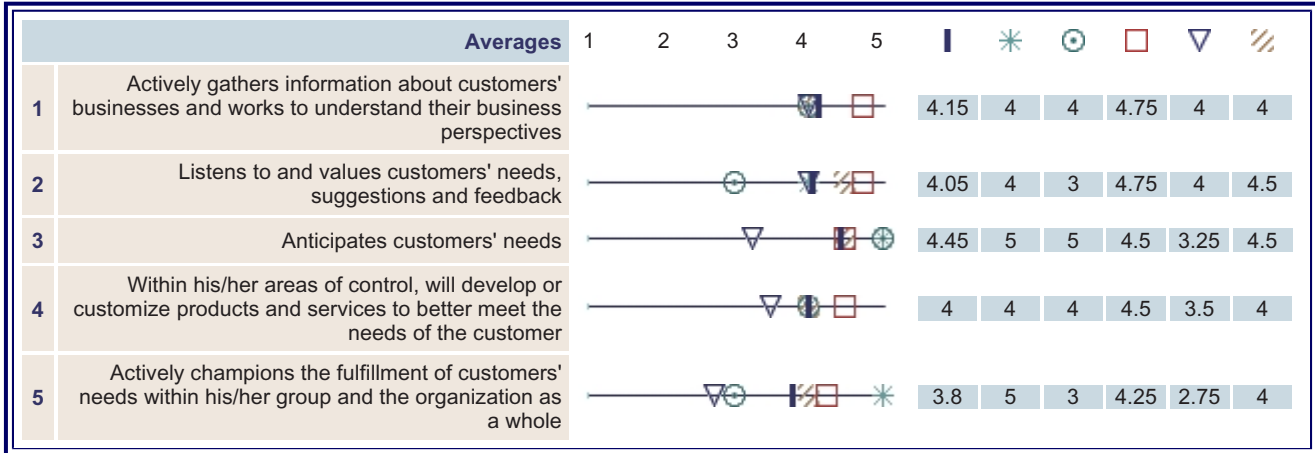
		Averages	1	2	3	4	5	█	*	⊙	□	▽	//
1	Challenges self and the organization to set high expectations			█	▽	█	*	3.05	5	2	2	2.5	3.75
2	Sets or helps to set appropriate goals and objectives			□	▽	█	*	3.5	5	3	2.5	3	4
3	Exerts the personal effort and hard work to achieve results		⊙	█	█	*		2.5	4	2	1.75	1.75	3
4	Does not give up easily, persists		⊙	█	█	*		2.55	3	2	2.25	2.5	3
5	Overcomes obstacles to achieve results			▽	⊙	█	*	3.25	4	3	3.5	2.75	3
6	Achieves results		▽	□	⊙	*		3.05	5	3	2.25	1.75	3.25

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					4					2	2				1		2	1		8	2	2	2
Behavior 2					1			1				2	2				1	2	1				1	2	1		3	6	3	2
Behavior 3				1			1				2	1	1			2	1	1					4			4	3	6	1	
Behavior 4			1				1				3	1				1	1	1	1				4			1	5	7	1	
Behavior 5				1				1				2	2				1	3				2		2			3	6	5	
Behavior 6					1			1			2		1	1		2	1	1					3	1		4	1	6	2	1

Customer Focus

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

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



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					1	3				1	2	1				4					1	9	4	
Behavior 2				1				1						1	3				1	2	1			1		3				3	4	7	
Behavior 3					1					1				2	2				3	1				1		3				4	3	7	
Behavior 4				1						1				2	2				3		1			1	2	1				4	6	4	
Behavior 5					1				1					3	1				2	1	1			1		1	2			3	2	5	4

Persuading To Buy

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

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

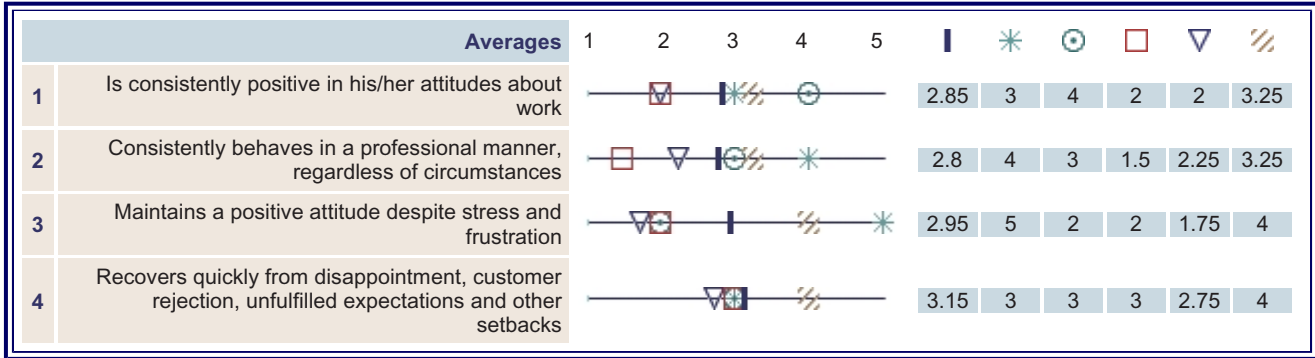
	Averages	1	2	3	4	5	█	*	⊙	□	▽	//
1	Has the courage or strength of purpose to sell						4.25	4	4	4.5	4.25	4.5
2	Is highly knowledgeable about the product or service that is being promoted						4.1	4	4	4.25	3.75	4.5
3	Attempts to understand his/her audience and adapt his/her message to fit the them						4.2	4	5	4.75	3	4.25
4	Uses direct persuasion in sales discussions or presentations						4.35	5	4	4.5	3.5	4.75
5	Anticipates and confidently addresses objections or concerns						4.25	5	5	4	3.5	3.75
6	Is persistent and assertive without being excessively pushy						4.25	5	5	4.75	2.75	3.75
7	Effectively persuades others to buy						4.4	4	5	4.5	3.75	4.75

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

Resilience

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

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

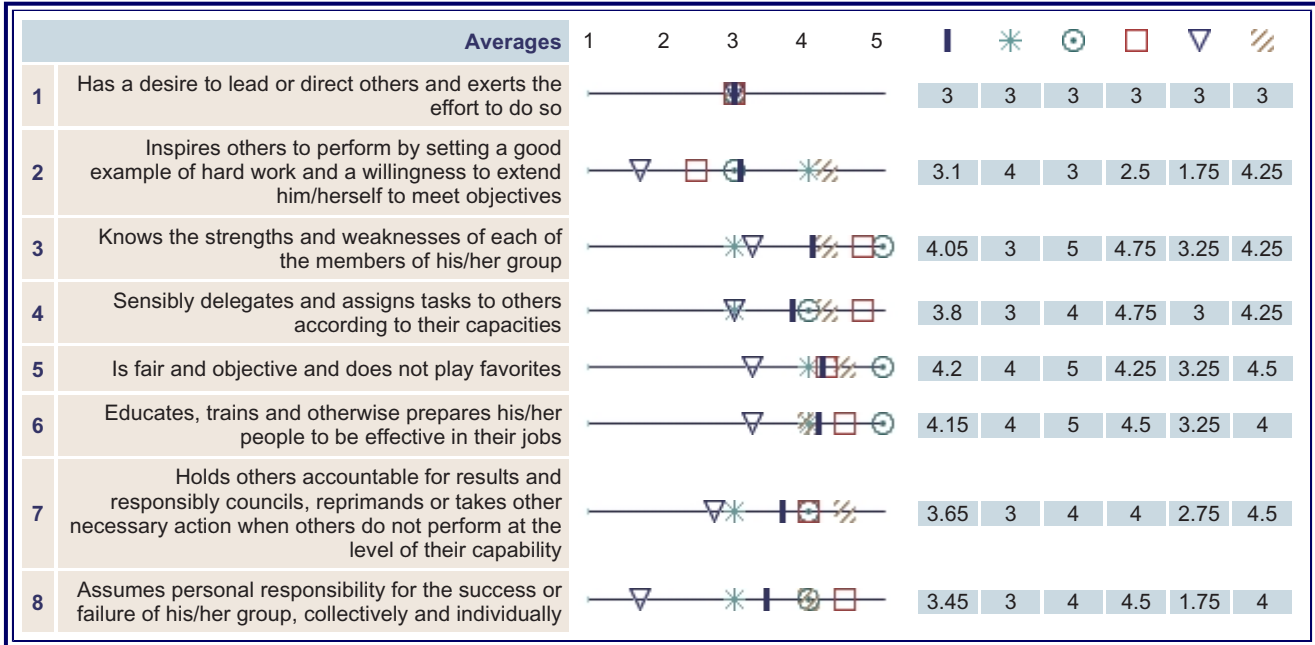


Responses	Self *					Boss ⊙					Peer □					DirRpt ▽					Other //					All				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1			1						1		1	2	1			1	2	1					3	1		2	4	6	2	
Behavior 2				1				1			2	2					3	1					3	1		2	5	5	2	
Behavior 3					1		1				1	2	1			1	3						1	2	1	2	6	2	2	2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

Managing Others

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

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



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					4					4					4					14				
Behavior 2				1				1				2	2				2	1	1				1	1	2		2	3	5	2	2	
Behavior 3			1							1				1	3			1	2		1				3	1			1	3	4	6
Behavior 4			1							1				1	3				4					3	1				5	5	4	
Behavior 5				1						1				3	1				3	1			1		3				4	5	5	
Behavior 6				1						1				2	2				3	1			1	2	1				4	6	4	
Behavior 7			1							1				4				2	1	1				2	2			2	2	8	2	
Behavior 8			1							1				2	2	3				1			1	2	1	3		2	6	3		

Motivating Others

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

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

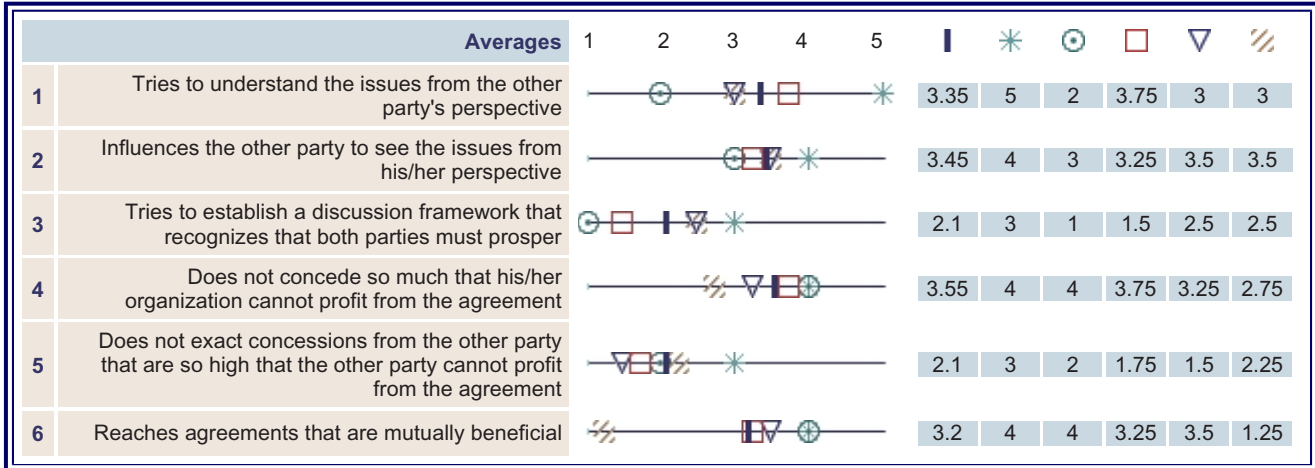
	Averages	1	2	3	4	5	█	*	⊕	□	▽	//
1	Displays a personal passion and self-motivation to perform at a high level						3.35	5	3	2.5	1.75	4.5
2	Places a high value on creating and maintaining high levels of passion and enthusiasm in others						4	4	4	4.25	3	4.75
3	Adapts his/her motivational style to fit different people						4.4	4	5	4.75	3.75	4.5
4	Generates enthusiasm and passion in most or all of the people with whom he/she works						4.35	5	5	4.5	3	4.25

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	2			1	3							2	2	1	5	3	2	3
Behavior 2				1					1					3	1		1	2	1					1	3		1	2	7	4
Behavior 3				1						1				1	3			2	1	1			1		3			3	3	8
Behavior 4					1					1				2	2			4						3	1			4	5	5

Negotiation

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

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



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						1	3			2		2			2		2			5	1	7	1
Behavior 2			1					1				1	1	2				2	2				2	2			1	6	7	
Behavior 3			1			1					2	2					2	2				2	2			3	6	5		
Behavior 4				1					1				1	3				3	1			1	3				1	7	6	
Behavior 5			1				1				2	1	1			3		1				3	1			5	5	4		
Behavior 6				1					1			1	1	2				3		1	3	1				3	2	4	4	1

Business Acumen

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

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

		Averages	1	2	3	4	5		*	⊙	□	▽	//
1	Has an excellent understanding of general business concepts							3.45	3	3	4.25	3.25	3.75
2	Effectively applies his/her general business knowledge to the issues faced in this organization							3.9	4	4	4	3.25	4.25
3	Has an excellent understanding of general accounting and financial concepts							3.1	2	2	4.75	2.75	4
4	Applies his/her understanding of general business, accounting and financial concepts well to the issues faced in this organization							3.5	3	3	4.25	3.25	4

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						3	1				3	1			1		2	1			1	5	6	2
Behavior 2				1					1				1	2	1			1	2		1			1	1	2			1	4	5	4
Behavior 3		1					1							1	3			2	1	1			1		2			5	1	3	5	
Behavior 4			1					1					1	1	2			1	2		1			1	2	1			1	6	3	4

Functional Acumen

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

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

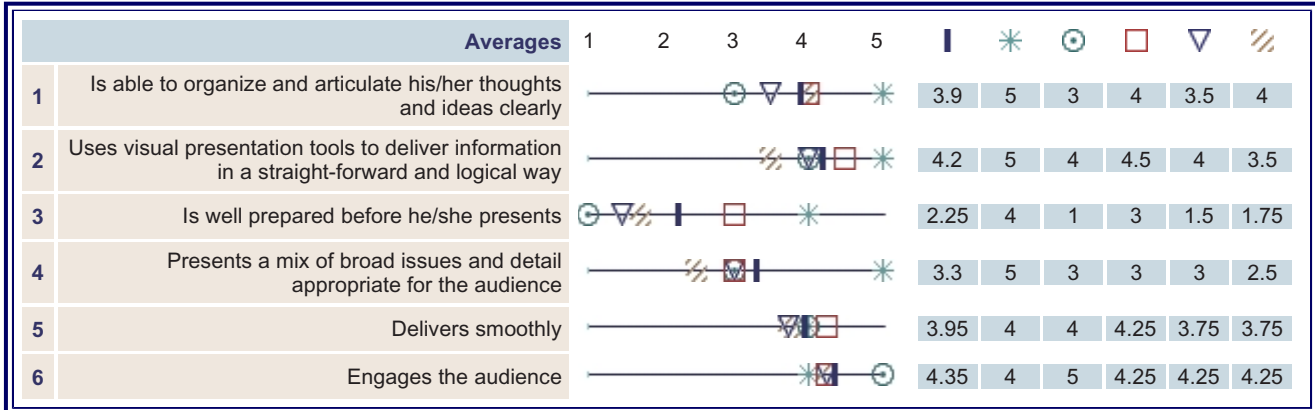
	Averages	1	2	3	4	5	█	*	⊕	□	▽	//
1	Has the functional knowledge and skills to be effective in his/her job						4.15	4	4	5	3.25	4.5
2	Regularly maintains and improves his/her functional knowledge and skills to continue to be effective in his/her job						4.05	5	5	4	2.75	3.5
3	Actively seeks assignments and roles that expand or improve his/her functional abilities						4.35	5	5	4.25	3.25	4.25
4	Displays a high level of competence in the functional areas of his/her job						3.9	5	4	4.25	2.75	3.5
5	Has a level of functional expertise that allows (would allow) him/her to train or educate others						4.2	4	5	4.5	3.25	4.25

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						4				3	1					1		3				4	3	7		
Behavior 2					1					1			1	2	1				3			1			1		3				4	1	5	4	
Behavior 3					1					1				3	1				3	1					1	1	2				4	5	5		
Behavior 4					1					1				3	1				2	1	1					1		3				3	1	8	2
Behavior 5					1					1				1	3				1	2		1				1	1	2			1	4	2	7	

Presentation Skills

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

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



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					4			1	1	1	1			1		2			2	2	6	4
Behavior 2					1					1					2	2					4			2	2				2	9	3	
Behavior 3				1		1							1	2	1			2	2					2	1	1			5	4	3	2
Behavior 4					1					1					4					2	2			2	2				4	7	2	1
Behavior 5					1					1					1	1	2				1	3			2	1	1			4	7	3
Behavior 6					1					1					3	1					3	1				3	1			10	4	

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	█	*	⊙	□	▽	//
1	Is eager to learn new things						3.95	4	5	4	3.25	3.5
2	Regularly exerts the effort to learn new skills or abilities, develop new or improved knowledge, etc.						3.7	3	5	4.25	3	3.25
3	Regularly attends training programs, completes formal school coursework or other similar educational programs						3.9	4	4	4	3.5	4
4	Seeks out and learns from mentors and other knowledgeable people in the organization						4.05	5	4	4.5	3	3.75
5	Takes, or is willing to take, the jobs and assignments that will prepare him/her for future advancement						3.7	4	4	4	3.25	3.25
6	Inspires and encourages others to learn and grow throughout their work life						4.05	3	5	4.25	3.75	4.25

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			1	2	1				3	1			2	2				6	6	2	
Behavior 2			1							1				3	1				4				3	1				8	4	2	
Behavior 3				1						1			1	2	1				2	2			1	2	1			4	8	2	
Behavior 4					1					1				2	2				2	2			1	3				2	1	8	3
Behavior 5				1						1			1	2	1				3	1			3	1				7	6	1	
Behavior 6			1							1				3	1				2	1	1			1	1	2			4	5	5