

Boss A:	Dan McFeeley
Boss B:	Bob Jacques
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The PROFILOR® for Managers
April 2011

The PROFILOR® is an instrument developed to provide feedback and development focus and recommendations to individuals about their skill strengths and development needs. It should not be used as the sole source of information concerning selection, promotion, salary review and adjustment, de-hiring (firing) and/or deselection decisions.

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INTRODUCTION

The PROFILOR Feedback Report gives you information about your skills based on the questionnaires sent to the people you asked to complete the PROFILOR questionnaire.

This report gives you information that's often difficult to get because its feedback is:

- Anonymous (with the exception of boss ratings), and therefore more likely to be frank and honest than face-to-face feedback.
- Comprehensive, in that it can come from people within and outside your work group.
- Specific and job related, thereby providing a clear understanding of strengths and development needs.

The following brief descriptions will help you get the most from the different sections of your Feedback Report. For further explanation, refer to the key at the bottom of each page of your Feedback Report.

IMPORTANCE SUMMARY

This section compares how you rated the importance of the skill areas for your current job with similar ratings from your boss(es).

These ratings help you determine which skill areas are most critical for your job. By comparing the ratings of your boss(es) with your ratings, you will be able to get a good sense of similarities or differences in perceptions of importance between you and your boss(es).

SKILLS OVERVIEW

This section provides the results of your self-ratings and your respondents' ratings. This information shows you how your self-perceptions compare to the perceptions of others. Large differences are indicated in the discrepancy column (DISC). An arrow pointing to the right means you may be overestimating your skill compared to how others view you; an arrow pointing to the left means you may be underestimating.

PERSPECTIVE COMPARISONS

This section displays the ratings you received from the different groups of your respondents.

SPECIFIC QUESTION RESULTS

This section reports the ratings you received from each respondent group for each question on the PROFILOR. This more detailed feedback can help you understand the different impact you may have with different groups and give you specific direction in planning your development.

COMPOSITES

Composites report specific questions taken from various skill areas and are a way of grouping behavior.

HIGHEST AND LOWEST RATINGS

This section lists specific question results taken from all skills, showing the highest rated questions and lowest rated questions. In addition to the text, the rating of each item is displayed.

FOCUS FOR DEVELOPMENT

The Focus for Development helps you identify your key strengths and development needs as seen by others. Your overall highest and lowest skills are identified at the top of the page. Then, the importance ratings in your current job are factored in. This combination helps to focus your attention on your most critical development areas.

Strengths are skills seen as strong by others; development needs can be interpreted in several ways. They may be deficits, opportunities for fine-tuning, low priority areas, or behaviors not demonstrated in the presence of one or more respondent groups.

DEVELOPMENT SUGGESTIONS

This section contains suggestions for on-the-job activities to address your specific development needs.

INTRODUCTION

For more information about your PROFILOR
Feedback Report, e-mail us at
support@PDI360.com

For more information on all of PDI's products and
services, please call PDI's Client Relations, 800/633-
4410.

Or in Europe, contact:

Personnel Decisions International Europe

Gulledelle 96

1200 Brussels, Belgium

tel. (32.2) 777.70.50

SKILL DEFINITIONS

THINKING

Analyze Issues: Gathers relevant information systematically; considers a broad range of issues or factors; grasps complexities and perceives relationships among problems or issues; seeks input from others; uses accurate logic in analyses.

Use Sound Judgment: Makes timely and sound decisions; makes decisions under conditions of uncertainty.

ADMINISTRATIVE

Establish Plans: Develops short- and long-range plans that are appropriately comprehensive, realistic, and effective in meeting goals; integrates planning efforts across work units.

Manage Execution: Assigns responsibilities; delegates to and empowers others; removes obstacles; allows for and contributes needed resources; coordinates work efforts when necessary; monitors progress.

LEADERSHIP

Provide Direction: Fosters the development of a common vision; provides clear direction and priorities; clarifies roles and responsibilities.

Lead Courageously: Steps forward to address difficult issues; puts self on the line to deal with important problems; stands firm when necessary.

Influence Others: Asserts own ideas and persuades others; gains support and commitment from others; mobilizes people to take action.

Foster Teamwork: Builds effective teams committed to organizational goals; fosters collaboration among team members and among teams; uses teams to address relevant issues.

Motivate Others: Encourages and empowers others to achieve; establishes challenging performance standards; creates enthusiasm, a feeling of investment, and a desire to excel.

Coach and Develop: Accurately assesses strengths and development needs of employees; gives timely, specific feedback and helpful coaching; provides challenging assignments and opportunities for development.

Champion Change: Challenges the status quo and champions new initiatives; acts as a catalyst of change and stimulates others to change; paves the way for needed changes; manages implementation effectively.

INTERPERSONAL

Build Relationships: Relates to people in an open, friendly, accepting manner; shows sincere interest in others and their concerns; initiates and develops relationships with others as a key priority.

SKILL DEFINITIONS

Display Organizational Savvy: Develops effective give-and-take relationships with others; understands the agendas and perspectives of others; recognizes and effectively balances the interests and needs of one's own group with those of the broader organization.

Manage Disagreements: Brings substantive conflicts and disagreements into the open and attempts to resolve them collaboratively; builds consensus.

COMMUNICATION

Speak Effectively: Speaks clearly and expresses self well in groups and in one-to-one conversations.

Foster Open Communication: Creates an atmosphere in which timely and high quality information flows smoothly between self and others; encourages the open expression of ideas and opinions.

Listen to Others: Demonstrates attention to and conveys understanding of the comments and questions of others; listens well in a group.

MOTIVATION

Drive for Results: Drives for results and success; conveys a sense of urgency and drives issues to closure; persists despite obstacles and opposition.

Show Work Commitment: Sets high standards of performance; pursues aggressive goals and works hard to achieve them.

SELF-MANAGEMENT

Act with Integrity: Demonstrates principled leadership and sound business ethics; shows consistency among principles, values, and behavior; builds trust with others through own authenticity and follow-through on commitments.

Demonstrate Adaptability: Handles day-to-day work challenges confidently; is willing and able to adjust to multiple demands, shifting priorities, ambiguity, and rapid change; shows resilience in the face of constraints, frustrations, or adversity; demonstrates flexibility.

Develop Oneself: Learns from experience; actively pursues learning and self-development; seeks feedback and welcomes unsolicited feedback; modifies behavior in light of feedback.

ORG. KNOWLEDGE

Use Tech. / Functional Expertise: Possesses up-to-date knowledge in the profession and industry; is regarded as an expert in the technical/functional area; accesses and uses other expert resources when appropriate.

Know the Business: Shows understanding of issues relevant to the broad organization and business; keeps that knowledge up-to-date; has and uses cross-functional knowledge.

IMPORTANCE SUMMARY

Relative Importance to the Current Position

SKILLS	Important		Very Important			Critically Important	
	1	2	3	4	5	6	7
THINKING Analyze Issues		☆		+		△	●
Use Sound Judgment				+	☆	△	●
ADMINISTRATIVE Establish Plans				+	△	☆	
Manage Execution		☆			●	+	△
LEADERSHIP Provide Direction				+	△	☆	
Lead Courageously		●		+	△	☆	
Influence Others	+	●				△	☆
Foster Teamwork					△	●	+
Motivate Others				+	●	△	
Coach and Develop		△			☆	●	+
Champion Change	+	+			△		
INTERPERSONAL Build Relationships	+	●		△		☆	
Display Organizational Savvy		△		+	☆		

Key: ● Self
 ☆ Boss A
 △ Boss B
 + Boss C

IMPORTANCE SUMMARY

Relative Importance to the Current Position

SKILLS	Important		Very Important			Critically Important	
	1	2	3	4	5	6	7
Manage Disagreements	+	△			●		
COMMUNICATION Speak Effectively		☆			●		+
Foster Open Communication	+			☆			△
Listen to Others	+	△				☆	●
MOTIVATION Drive for Results		☆			△		+
Show Work Commitment	+	△				☆	
SELF-MANAGEMENT Act with Integrity		☆					+
Demonstrate Adaptability		●	+	☆	△		
Develop Oneself	+	☆			●		
ORG. KNOWLEDGE Use Tech. / Functional Expertise		△					+
Know the Business					●		△

Key: ● Self
 ☆ Boss A
 △ Boss B
 + Boss C

SKILLS OVERVIEW

SKILLS	Extent to which skills are used					DISC	IMP
	1 Not At All	2 To A Little Extent	3 To Some Extent	4 To A Great Extent	5 To A Very Great Extent		
THINKING Analyze Issues							● △
Use Sound Judgment							● △
ADMINISTRATIVE Establish Plans							☆
Manage Execution							△ +
LEADERSHIP Provide Direction							☆
Lead Courageously							☆
Influence Others							☆ △
Foster Teamwork							● +
Motivate Others							△
Coach and Develop							● +
Champion Change							
INTERPERSONAL Build Relationships							☆
Display Organizational Savvy							

Respondents:

Self = 1
Boss A = 1
Boss B = 1
Boss C = 1
Dir Rpt = 6

Peers = 6
Other = 3

Key: □ All Other Respondents

● Self

Norm Group

●←□ Self/All Other Respondents Discrepancy

Symbol indicates Critically Important

● Self

☆ Boss A

△ Boss B

+ Boss C

Norm Group: Manager North American

SKILLS OVERVIEW

SKILLS	Extent to which skills are used					DISC	IMP
	1 Not At All	2 To A Little Extent	3 To Some Extent	4 To A Great Extent	5 To A Very Great Extent		
Overall Performance				█	◻ ●		

Respondents:

Self = 1
Boss A = 1
Boss B = 1
Boss C = 1
Dir Rpt = 6

Peers = 6
Other = 3

Key: ◻ All Other Respondents

● Self

█ Norm Group

●◻ Self/All Other Respondents Discrepancy

Symbol indicates Critically Important

● Self

☆ Boss A

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PERSPECTIVE COMPARISONS

SKILLS	Extent to which skills are used					Perspective
	1 Not At All	2 To A Little Extent	3 To Some Extent	4 To A Great Extent	5 To A Very Great Extent	
THINKING Analyze Issues						Self Boss A Boss B Boss C Dir Rpt Peers Other
Use Sound Judgment						Self Boss A Boss B Boss C Dir Rpt Peers Other
ADMINISTRATIVE Establish Plans						Self Boss A Boss B Boss C Dir Rpt Peers Other
Manage Execution						Self Boss A Boss B Boss C Dir Rpt Peers Other

Respondents:

- Self = 1
- Boss A = 1
- Boss B = 1
- Boss C = 1
- Direct Reports = 6

- Peers/Colleagues = 6
- Other = 3

Key:

- Average Rating, each perspective
- Norm Group

Norm Group: Manager North American

PERSPECTIVE COMPARISONS

SKILLS	Extent to which skills are used					Perspective
	1 Not At All	2 To A Little Extent	3 To Some Extent	4 To A Great Extent	5 To A Very Great Extent	
LEADERSHIP Provide Direction						Self Boss A Boss B Boss C Dir Rpt Peers Other
Lead Courageously						Self Boss A Boss B Boss C Dir Rpt Peers Other
Influence Others						Self Boss A Boss B Boss C Dir Rpt Peers Other
Foster Teamwork						Self Boss A Boss B Boss C Dir Rpt Peers Other

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PERSPECTIVE COMPARISONS

SKILLS	Extent to which skills are used					Perspective
	1 Not At All	2 To A Little Extent	3 To Some Extent	4 To A Great Extent	5 To A Very Great Extent	
Motivate Others						Self Boss A Boss B Boss C Dir Rpt Peers Other
Coach and Develop						Self Boss A Boss B Boss C Dir Rpt Peers Other
Champion Change						Self Boss A Boss B Boss C Dir Rpt Peers Other
INTERPERSONAL Build Relationships						Self Boss A Boss B Boss C Dir Rpt Peers Other

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PERSPECTIVE COMPARISONS

SKILLS	Extent to which skills are used					Perspective
	1 Not At All	2 To A Little Extent	3 To Some Extent	4 To A Great Extent	5 To A Very Great Extent	
Display Organizational Savvy						Self Boss A Boss B Boss C Dir Rpt Peers Other
Manage Disagreements						Self Boss A Boss B Boss C Dir Rpt Peers Other
COMMUNICATION Speak Effectively						Self Boss A Boss B Boss C Dir Rpt Peers Other
Foster Open Communication						Self Boss A Boss B Boss C Dir Rpt Peers Other

Respondents:

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- Boss C = 1
- Direct Reports = 6

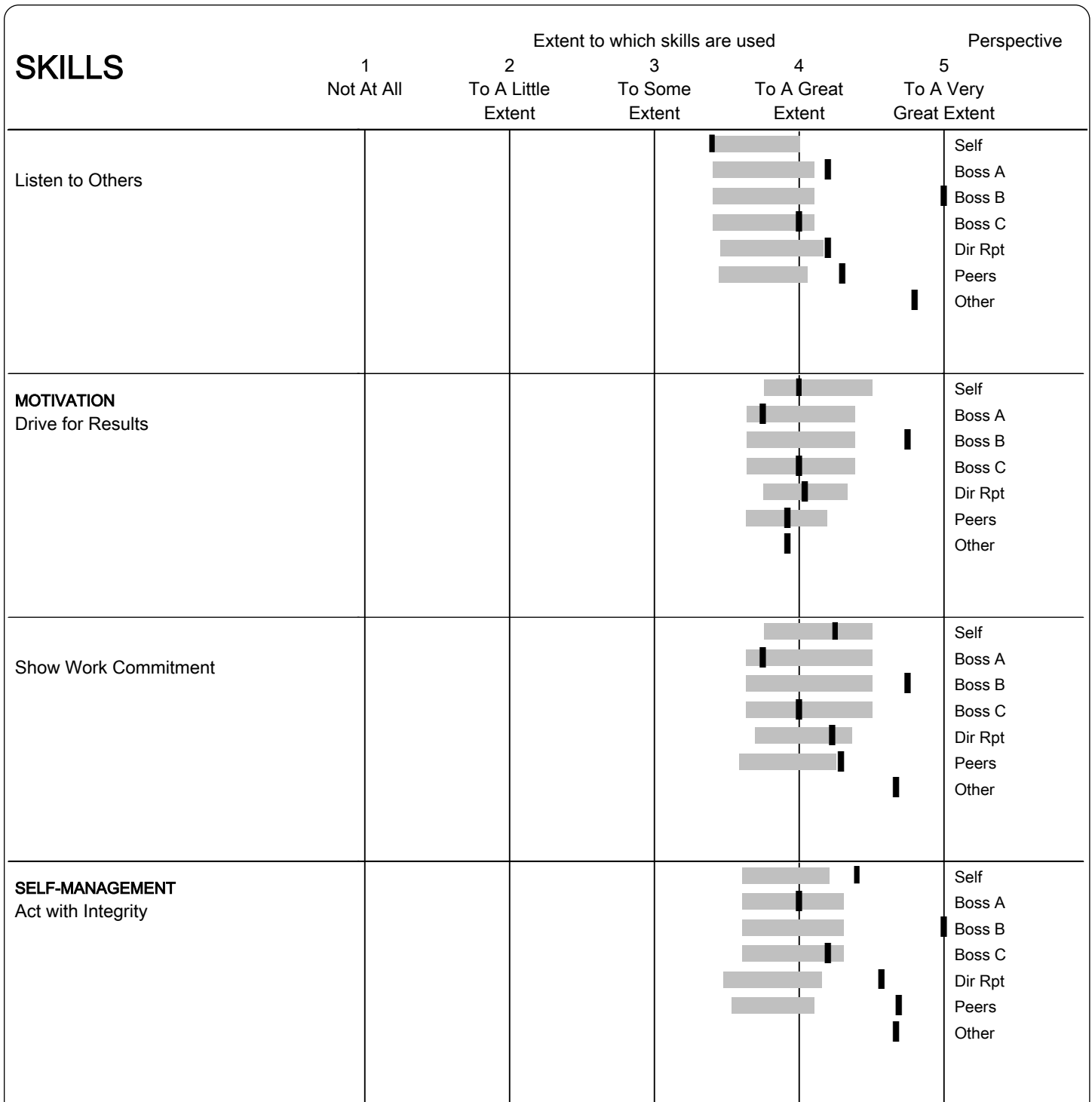
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PERSPECTIVE COMPARISONS



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PERSPECTIVE COMPARISONS

SKILLS	Extent to which skills are used					Perspective
	1 Not At All	2 To A Little Extent	3 To Some Extent	4 To A Great Extent	5 To A Very Great Extent	
Demonstrate Adaptability						Self Boss A Boss B Boss C Dir Rpt Peers Other
Develop Oneself						Self Boss A Boss B Boss C Dir Rpt Peers Other
ORG. KNOWLEDGE Use Tech. / Functional Expertise						Self Boss A Boss B Boss C Dir Rpt Peers Other
Know the Business						Self Boss A Boss B Boss C Dir Rpt Peers Other

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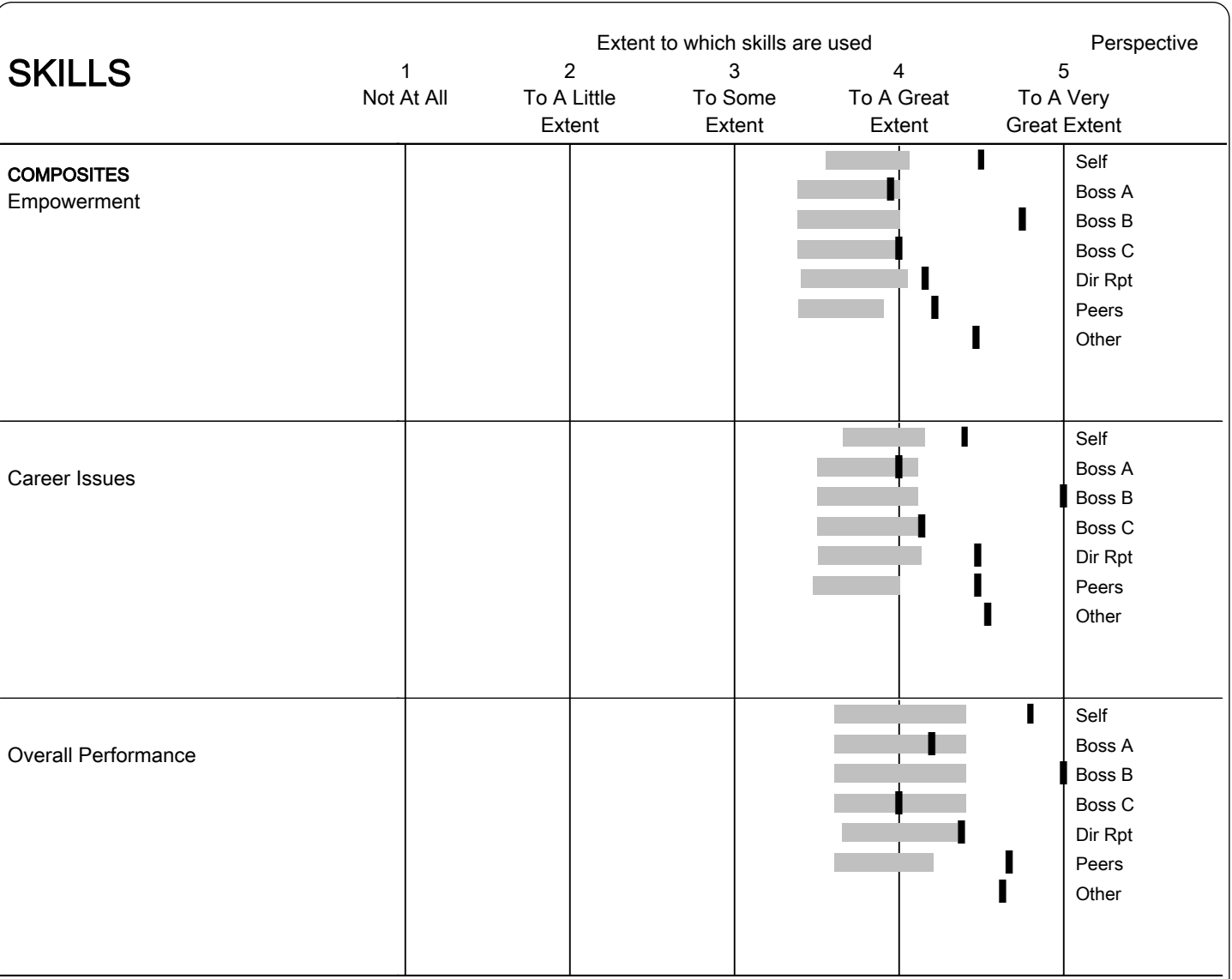
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Key:

█ Average Rating, each perspective

█ Norm Group

Norm Group: Manager North American

SPECIFIC QUESTION RESULTS

	S	BA	BB	BC	DR	PR	O	AVG	*SMH page #
THINKING									
Analyze Issues	5.00	4.20	4.80	4.00	4.63	4.43	4.47	4.47	
Learns new information quickly	5.00	4.00	5.00	4.00	4.67	4.50	4.50	4.50	579
Understands complex concepts and relationships	5.00	[5.00]	5.00	4.00	4.67	[4.83]	[4.67]	[4.71]	6
Focuses on important information without getting bogged down in unnecessary detail	5.00	4.00	5.00	4.00	4.67	4.50	4.50	4.50	5
Analyzes problems from different points of view	5.00	4.00	(4.00)	4.00	(4.33)	(3.83)	(4.33)	(4.12)	9
Applies accurate logic in solving problems	5.00	4.00	5.00	***	[4.83]	4.50	(4.33)	4.54	9
Use Sound Judgment	4.75	4.00	5.00	***	4.63	4.38	4.46	4.49	
Considers alternative solutions before making decisions	(4.00)	4.00	5.00	***	4.67	4.50	[4.67]	4.59	26
Makes timely decisions	5.00	4.00	5.00	***	(4.50)	4.50	4.50	4.50	27
Makes sound decisions based on adequate information	5.00	4.00	5.00	***	[4.83]	4.50	[4.67]	[4.63]	29
Makes decisions in the face of uncertainty	5.00	4.00	5.00	***	(4.50)	(4.00)	(4.00)	(4.25)	22
ADMINISTRATIVE									
Establish Plans	3.40	4.00	4.60	4.00	3.96	4.17	4.22	4.14	
Translates business strategies into clear objectives and tactics	[4.00]	4.00	(4.00)	4.00	3.83	4.33	[4.67]	4.21	213
Identifies specific action steps and accountabilities	3.00	4.00	5.00	4.00	4.00	4.00	(4.00)	4.08	214
Prepares realistic estimates of budget, staff, and other resources	[4.00]	4.00	5.00	4.00	[4.33]	[4.50]	***	[4.39]	118
Anticipates problems and develops contingency plans	3.00	4.00	(4.00)	4.00	3.83	4.00	(4.00)	(3.96)	219
Integrates planning efforts across work units	3.00	4.00	5.00	4.00	(3.80)	4.00	***	4.04	217
Management Execution	4.11	3.89	4.89	4.00	4.20	4.28	4.61	4.34	

*Successful Manager's Handbook - 8th edition

*** Item or skill not scored due to insufficient data

Key: [] 1 or 2 highest rated items in each skill for each perspective

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S = Self

BA = Boss A

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PR = Peers

O = Other

AVG = Average

SPECIFIC QUESTION RESULTS

	S	BA	BB	BC	DR	PR	O	AVG	*SMH page #
Delegates enough of own work to others	4.00	4.00	5.00	4.00	4.17	(3.75)	5.00	4.31	190
Conveys clear expectations for assignments	(3.00)	4.00	(4.00)	4.00	(3.83)	4.00	4.33	(4.04)	194
Delegates assignments to the lowest appropriate level	4.00	4.00	5.00	4.00	(3.83)	4.25	4.50	4.23	192
Gives people the latitude to manage their own responsibilities	[5.00]	4.00	5.00	4.00	[4.83]	4.20	5.00	4.59	195
Empowers others with the authority necessary to accomplish their objectives	[5.00]	4.00	5.00	4.00	4.33	4.33	5.00	4.50	195
Is accessible to provide assistance/ support as necessary	4.00	4.00	5.00	***	4.50	4.50	5.00	[4.63]	197
Monitors progress of others and redirects efforts when goals are not being met	4.00	4.00	5.00	***	4.00	4.50	4.50	4.38	198
Coordinates work with other groups	4.00	4.00	5.00	4.00	4.17	4.33	4.67	4.38	184
Establishes high standards of performance for employees	4.00	(3.00)	5.00	4.00	4.17	[4.67]	(3.50)	4.09	360
LEADERSHIP									
Provide Direction	3.60	3.80	5.00	4.00	3.70	4.17	4.27	4.10	
Fosters the development of a common vision	[5.00]	4.00	5.00	4.00	3.67	4.17	4.33	4.13	398
Provides clear direction and defines priorities for the team	3.00	4.00	5.00	4.00	(3.50)	(4.00)	[5.00]	[4.21]	404
Clarifies roles and responsibilities with team members	3.00	(3.00)	5.00	4.00	[3.83]	(4.00)	4.00	(3.96)	405
Links the team's mission to that of the broader organization	4.00	4.00	5.00	4.00	[3.83]	[4.50]	4.00	4.17	397
Makes the team mission and strategies clear to others	3.00	4.00	5.00	***	3.67	4.17	4.00	4.09	399
Lead Courageously	4.43	4.00	4.86	3.20	4.10	4.14	3.90	4.04	
Takes a stand and resolves important issues	4.00	(3.00)	5.00	3.00	4.17	4.00	(3.33)	(3.79)	295
Confronts problems early, before they get out of hand	4.00	4.00	5.00	3.00	4.00	4.17	4.00	4.04	276

*Successful Manager's Handbook - 8th edition

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AVG = Average

SPECIFIC QUESTION RESULTS

	S	BA	BB	BC	DR	PR	O	AVG	*SMH page #
Challenges others to make tough choices	5.00	(3.00)	5.00	3.00	4.00	4.00	4.00	3.92	296
Drives hard on the right issues	4.00	4.00	5.00	[4.00]	4.00	[4.50]	4.00	4.21	294
Acts decisively	5.00	4.00	5.00	***	[4.67]	4.33	4.00	[4.38]	24
Demonstrates managerial courage	4.00	[5.00]	5.00	***	(3.83)	4.33	3.67	4.21	298
Is assertive	5.00	[5.00]	(4.00)	3.00	4.00	(3.67)	[4.33]	4.00	291
Influence Others	4.33	4.17	5.00	4.33	4.27	4.26	4.11	4.29	
Readily commands attention and respect in groups	4.00	[5.00]	5.00	(4.00)	[4.67]	(4.00)	4.00	4.34	302
Negotiates persuasively	4.00	4.00	5.00	[5.00]	4.60	4.20	[4.50]	[4.49]	313
Gives compelling reasons for ideas	[5.00]	4.00	5.00	(4.00)	(4.00)	4.17	4.33	4.21	308
Wins support from others	4.00	4.00	5.00	***	4.17	[4.50]	4.33	4.38	315
Gets others to take action	[5.00]	4.00	5.00	***	(4.00)	4.17	4.00	(4.17)	315
Influences and shapes the decisions of upper management	4.00	4.00	5.00	***	4.17	[4.50]	(3.50)	(4.17)	316
Foster Teamwork	4.86	4.00	4.57	4.40	4.10	4.29	4.31	4.26	
Values the contributions of all team members	5.00	4.00	4.00	[5.00]	4.50	(4.00)	4.33	4.29	410
Involves others in shaping plans and decisions that affect them	5.00	4.00	4.00	4.00	4.50	4.50	4.33	4.33	408
Uses a team approach to solve problems when appropriate	5.00	[5.00]	5.00	[5.00]	3.83	4.40	4.33	4.39	407
Fosters teamwork within the team	5.00	4.00	5.00	4.00	3.67	4.17	4.33	4.13	401
Promotes teamwork among groups; discourages "we vs. they" thinking	5.00	4.00	5.00	***	4.17	4.17	4.33	4.29	401
Acknowledges and celebrates team accomplishments	(4.00)	(3.00)	5.00	***	(3.50)	4.17	(4.00)	(3.92)	412
Seeks appropriate input before making decisions	5.00	4.00	4.00	4.00	4.50	[4.60]	[4.50]	[4.40]	30
Motivate Others	4.17	4.00	4.83	4.00	4.14	4.14	4.42	4.25	

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PR = Peers

O = Other

AVG = Average

SPECIFIC QUESTION RESULTS

	S	BA	BB	BC	DR	PR	O	AVG	*SMH page #
Conveys trust in people's competence to do their jobs	4.00	4.00	5.00	4.00	[4.50]	4.33	[5.00]	[4.54]	327
Inspires people to excel	4.00	4.00	5.00	4.00	4.17	(3.67)	4.33	4.13	322
Creates an environment that makes work enjoyable	4.00	4.00	(4.00)	4.00	(3.83)	4.17	(3.67)	(3.92)	322
Rewards people for good performance	[5.00]	4.00	5.00	***	4.33	[4.67]	4.33	4.46	329
Adapts approach to motivate each individual	4.00	4.00	5.00	***	(3.83)	4.00	4.50	4.21	326
Creates an environment where people work their best	4.00	4.00	5.00	4.00	4.17	4.00	4.67	4.29	321
Coach and Develop	4.63	3.75	4.63	3.80	4.15	4.13	4.33	4.17	
Accurately identifies strengths and development needs in others	4.00	(3.00)	5.00	4.00	4.50	4.00	4.00	4.13	370
Gives specific and constructive feedback	4.00	4.00	5.00	4.00	4.00	[4.33]	[5.00]	[4.42]	384
Lets people know when they are performing well	5.00	4.00	4.00	4.00	4.33	4.00	4.67	4.25	329
Lets people know when results are not up to expectations	4.00	4.00	5.00	(3.00)	4.00	[4.33]	4.00	4.08	376
Coaches others in the development of their skills	5.00	4.00	5.00	***	4.00	4.00	4.50	4.25	356
Provides challenging assignments to facilitate individual development	5.00	4.00	4.00	***	(3.67)	4.00	4.00	(3.92)	387
Shows interest in employees' careers	5.00	4.00	4.00	***	4.00	4.20	4.50	4.18	388
Knows when to supervise and coach people and when to leave them on their own	5.00	(3.00)	5.00	4.00	[4.67]	4.20	4.00	4.22	381
Champion Change	3.60	3.80	5.00	4.00	3.90	3.79	4.21	4.04	
Champions new initiatives within and beyond the scope of own job	3.00	(3.00)	5.00	4.00	3.83	3.83	***	3.89	257
Stimulates others to make changes and improvements	[5.00]	4.00	5.00	4.00	(3.50)	3.67	4.33	3.96	260
Involves others in the change process	[5.00]	4.00	5.00	4.00	[4.50]	[4.17]	[4.50]	[4.38]	250

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SPECIFIC QUESTION RESULTS

	S	BA	BB	BC	DR	PR	O	AVG	*SMH page #
Prepares people to understand changes	3.00	4.00	5.00	4.00	4.17	(3.60)	4.33	4.11	254
Sets up needed systems and structures to support changes	(2.00)	4.00	5.00	4.00	(3.50)	3.67	(3.67)	(3.79)	266
INTERPERSONAL									
Build Relationships	4.71	4.14	5.00	4.50	4.43	4.60	4.67	4.56	
Treats people with respect	5.00	4.00	5.00	(4.00)	4.50	4.83	[5.00]	4.67	486
Treats people fairly	5.00	4.00	5.00	[5.00]	4.50	4.67	[5.00]	[4.71]	487
Can be approached easily	5.00	[5.00]	5.00	[5.00]	(4.00)	4.50	4.67	4.54	481
Develops effective working relationships with direct reports	(4.00)	4.00	5.00	(4.00)	4.33	4.33	4.50	4.37	488
Develops effective working relationships with peers	(4.00)	4.00	5.00	***	4.67	4.67	4.50	4.59	489
Develops effective working relationships with higher management	5.00	4.00	5.00	***	[4.83]	[5.00]	4.50	[4.71]	491
Takes people's feelings and preferences into account when making decisions	5.00	4.00	5.00	***	4.17	(4.17)	4.50	(4.34)	408
Display Organizational Savvy	4.25	4.00	5.00	4.00	4.21	4.08	4.59	4.30	
Knows which battles are worth fighting	4.00	4.00	5.00	4.00	[4.33]	(3.83)	[5.00]	4.37	302
Knows whom to involve and when	4.00	4.00	5.00	4.00	[4.33]	4.00	[5.00]	[4.42]	307
Anticipates the positions and reactions of others accurately	[5.00]	4.00	5.00	4.00	(4.00)	4.17	(3.67)	(4.04)	305
Compromises to build give-and-take relationships with others	4.00	4.00	5.00	4.00	4.17	[4.33]	4.67	4.38	492
Manage Disagreements	4.25	4.25	5.00	4.00	4.25	4.50	4.59	4.44	
Expresses disagreement tactfully and sensitively	[5.00]	4.00	5.00	[5.00]	4.00	4.50	(4.50)	4.42	505
Addresses and works to resolve conflict	(3.00)	4.00	5.00	(3.00)	(3.83)	4.50	(4.50)	(4.21)	503
Works toward win/win solutions whenever possible	[5.00]	[5.00]	5.00	4.00	[4.67]	4.50	[4.67]	[4.63]	508

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SPECIFIC QUESTION RESULTS

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Facilitates the discussion and resolution of different views	4.00	4.00	5.00	***	4.50	4.50	[4.67]	4.54	504
COMMUNICATION									
Speak Effectively	4.50	4.50	4.00	4.50	4.37	4.29	4.75	4.44	
Speaks clearly and concisely	[5.00]	[5.00]	[5.00]	[5.00]	4.50	4.50	[5.00]	[4.75]	439
Speaks with enthusiasm and expressiveness	(4.00)	(4.00)	(3.00)	(4.00)	(3.33)	(3.50)	(4.33)	(3.71)	438
Gets point across when talking	(4.00)	(4.00)	4.00	(4.00)	[4.83]	[4.67]	4.67	4.54	440
Speaks effectively in front of a group	[5.00]	[5.00]	4.00	[5.00]	[4.83]	4.50	[5.00]	[4.75]	436
Foster Open Communication	4.40	4.20	4.60	4.00	4.27	4.25	4.33	4.28	
Interacts with people openly and directly	5.00	[5.00]	(4.00)	4.00	4.33	[4.50]	[4.67]	[4.46]	416
Encourages others to express their views, even contrary ones	5.00	4.00	(4.00)	4.00	(4.17)	(3.67)	4.33	(4.04)	425
Keeps people up-to-date with information	4.00	4.00	5.00	4.00	4.33	4.40	4.33	4.35	420
Makes sure that people have no "surprises"	(3.00)	4.00	5.00	***	4.33	4.20	(4.00)	4.26	421
Provides others with open access to information	5.00	4.00	5.00	4.00	(4.17)	[4.50]	4.33	4.33	417
Listen to Others	3.40	4.20	5.00	4.00	4.20	4.30	4.80	4.43	
Listens carefully to input	4.00	4.00	5.00	***	[4.50]	4.33	[5.00]	[4.58]	454
Listens well in a group	4.00	[5.00]	5.00	4.00	4.17	(4.00)	[5.00]	4.46	460
Listens to people without interrupting	(2.00)	4.00	5.00	4.00	4.17	[4.67]	4.67	4.46	459
Clarifies what people say to ensure understanding	4.00	4.00	5.00	4.00	4.17	(4.00)	4.67	(4.29)	456
Listens willingly to concerns expressed by others	3.00	4.00	5.00	***	(4.00)	4.50	4.67	4.42	452
MOTIVATION									
Drive for Results	4.00	3.75	4.75	4.00	4.04	3.92	3.92	4.01	
Puts top priority on getting results	4.00	4.00	5.00	4.00	4.17	[4.50]	4.00	4.25	274

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Conveys a sense of urgency when appropriate	[5.00]	4.00	5.00	4.00	4.17	3.67	4.00	4.04	275
Persists in the face of obstacles	(3.00)	4.00	5.00	***	[4.33]	4.33	4.00	[4.29]	283
Displays a high energy level	4.00	(3.00)	(4.00)	***	(3.50)	(3.17)	(3.67)	(3.46)	280
Show Work Commitment	4.25	3.75	4.75	4.00	4.23	4.29	4.67	4.34	
Sets high personal standards of performance	[5.00]	4.00	5.00	4.00	[4.50]	[4.83]	[5.00]	[4.67]	278
Seeks out new work challenges	4.00	(3.00)	(4.00)	4.00	(3.83)	(3.50)	***	(3.67)	279
Initiates activities without being asked to do so	(3.00)	4.00	5.00	4.00	4.40	4.33	(4.50)	4.39	279
Readily puts in extra time and effort	[5.00]	4.00	5.00	***	4.17	4.50	(4.50)	4.42	282
SELF-MANAGEMENT									
Act with Integrity	4.40	4.00	5.00	4.20	4.57	4.69	4.67	4.58	
Has the confidence and trust of others	5.00	4.00	5.00	4.00	[5.00]	(4.50)	4.67	[4.63]	532
Shows consistency between words and actions	5.00	4.00	5.00	4.00	4.50	4.67	[5.00]	[4.63]	531
Lives up to commitments	5.00	4.00	5.00	4.00	4.67	[4.83]	(4.50)	4.58	532
Encourages discussion of ethical considerations before decisions are made	(3.00)	4.00	5.00	4.00	4.50	4.60	***	(4.48)	543
Protects confidential information	4.00	4.00	5.00	[5.00]	(4.17)	[4.83]	(4.50)	4.54	539
Demonstrate Adaptability	3.57	4.14	4.86	4.00	4.36	4.37	4.29	4.34	
Deals constructively with own failures and mistakes	3.00	4.00	5.00	4.00	(3.75)	4.33	4.33	(4.19)	564
Projects an appropriate degree of self-confidence	5.00	[5.00]	(4.00)	4.00	4.50	4.33	4.33	4.37	560
Is flexible	5.00	4.00	5.00	4.00	[4.67]	(4.17)	4.67	4.46	556
Works constructively under stress and pressure	5.00	(3.00)	5.00	4.00	4.60	[4.50]	4.67	4.44	567
Works effectively in ambiguous situations	3.00	[5.00]	5.00	4.00	4.50	4.40	(3.50)	4.27	563

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SPECIFIC QUESTION RESULTS

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Accepts criticism openly and nondefensively	(2.00)	4.00	5.00	***	4.33	[4.50]	(3.50)	4.21	586
Demonstrates an appropriate level of patience	(2.00)	4.00	5.00	***	4.17	4.33	[5.00]	[4.50]	562
Develop Oneself	3.80	4.20	4.60	4.00	4.33	4.63	4.37	4.40	
Accepts responsibility for own mistakes	(3.00)	4.00	(4.00)	4.00	4.50	[5.00]	4.50	[4.50]	535
Seeks feedback to enhance performance	4.00	4.00	5.00	4.00	(4.00)	4.83	[4.67]	4.46	584
Adapts behavior in response to feedback and experience	4.00	4.00	5.00	4.00	4.50	(4.17)	[4.67]	4.42	556
Pursues learning and self-development	[5.00]	4.00	(4.00)	4.00	4.17	4.80	4.50	4.37	578
Demonstrates awareness of own strengths and weaknesses	(3.00)	[5.00]	5.00	***	4.50	4.33	(3.50)	(4.33)	574
ORG. KNOWLEDGE									
Use Tech. / Functional Expertise	4.40	4.00	5.00	4.40	4.40	4.73	4.27	4.47	
Knows the job	5.00	4.00	5.00	[5.00]	[4.83]	[5.00]	4.67	[4.79]	592
Is regarded as an expert	5.00	4.00	5.00	[5.00]	4.33	4.67	(3.67)	4.34	592
Keeps up-to-date on professional/ technical developments	(3.00)	4.00	5.00	4.00	(4.00)	4.67	4.00	(4.25)	592
Presents technical information in easily understood terms	5.00	4.00	5.00	4.00	4.67	(4.50)	[5.00]	4.63	439
Stays informed about industry practices and new developments	4.00	4.00	5.00	4.00	4.17	4.83	4.00	4.33	596
Know the Business	4.50	3.75	4.75	4.67	4.46	4.58	4.22	4.41	
Knows the strengths and weaknesses of competitors	(4.00)	(3.00)	(4.00)	[5.00]	4.33	(4.33)	(3.33)	(4.00)	47
Understands the organization's mission, strategies, strengths, and weaknesses	(4.00)	4.00	5.00	(4.00)	4.50	[4.83]	[4.67]	4.58	55
Understands how the business is run	[5.00]	4.00	5.00	[5.00]	[4.83]	[4.83]	[4.67]	[4.75]	595

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SPECIFIC QUESTION RESULTS

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Brings cross-disciplinary knowledge to bear on issues and opportunities	[5.00]	4.00	5.00	***	(4.17)	(4.33)	***	4.33	53

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Empowerment Composite

	S	BA	BB	BC	DR	PR	O	AVG	*SMH page #
Empowerment	4.50	3.95	4.75	4.00	4.16	4.22	4.47	4.27	
Delegates assignments to the lowest appropriate level	4.00	4.00	5.00	4.00	3.83	4.25	4.50	4.23	192
Gives people the latitude to manage their own responsibilities	5.00	4.00	5.00	4.00	[4.83]	4.20	5.00	4.59	195
Empowers others with the authority necessary to accomplish their objectives	5.00	4.00	5.00	4.00	4.33	4.33	5.00	4.50	195
Is accessible to provide assistance/ support as necessary	4.00	4.00	5.00	***	4.50	4.50	5.00	4.63	197
Fosters the development of a common vision	5.00	4.00	5.00	4.00	3.67	4.17	4.33	4.13	398
Makes the team mission and strategies clear to others	(3.00)	4.00	5.00	***	3.67	4.17	4.00	4.09	399
Accurately identifies strengths and development needs in others	4.00	(3.00)	5.00	4.00	4.50	4.00	4.00	4.13	370
Gives specific and constructive feedback	4.00	4.00	5.00	4.00	4.00	4.33	5.00	4.42	384
Lets people know when they are performing well	5.00	4.00	4.00	4.00	4.33	4.00	4.67	4.25	329
Lets people know when results are not up to expectations	4.00	4.00	5.00	(3.00)	4.00	4.33	4.00	4.08	376
Coaches others in the development of their skills	5.00	4.00	5.00	***	4.00	4.00	4.50	4.25	356
Provides challenging assignments to facilitate individual development	5.00	4.00	4.00	***	3.67	4.00	4.00	(3.92)	387
Conveys trust in people's competence to do their jobs	4.00	4.00	5.00	4.00	4.50	4.33	5.00	4.54	327
Inspires people to excel	4.00	4.00	5.00	4.00	4.17	(3.67)	4.33	4.13	322
Creates an environment that makes work enjoyable	4.00	4.00	4.00	4.00	3.83	4.17	(3.67)	(3.92)	322
Values the contributions of all team members	5.00	4.00	4.00	[5.00]	4.50	4.00	4.33	4.29	410
Involves others in shaping plans and decisions that affect them	5.00	4.00	4.00	4.00	4.50	4.50	4.33	4.33	408
Fosters teamwork within the team	5.00	4.00	5.00	4.00	3.67	4.17	4.33	4.13	401
Treats people with respect	5.00	4.00	5.00	4.00	4.50	[4.83]	5.00	[4.67]	486

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Empowerment Composite

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Provides others with open access to information	5.00	4.00	5.00	4.00	4.17	4.50	4.33	4.33	417

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Career Issues Composite

	S	BA	BB	BC	DR	PR	O	AVG	*SMH page #
Career Issues	4.40	4.00	5.00	4.14	4.48	4.48	4.54	4.47	
Demonstrates managerial courage	4.00	[5.00]	5.00	* * *	3.83	4.33	3.67	4.21	298
Treats people with respect	5.00	4.00	5.00	4.00	4.50	4.83	5.00	4.67	486
Treats people fairly	5.00	4.00	5.00	[5.00]	4.50	4.67	5.00	[4.71]	487
Develops effective working relationships with direct reports	4.00	4.00	5.00	4.00	4.33	4.33	4.50	4.37	488
Develops effective working relationships with peers	4.00	4.00	5.00	* * *	4.67	4.67	4.50	4.59	489
Develops effective working relationships with higher management	5.00	4.00	5.00	* * *	4.83	[5.00]	4.50	[4.71]	491
Knows which battles are worth fighting	4.00	4.00	5.00	4.00	4.33	(3.83)	5.00	4.37	302
Knows whom to involve and when	4.00	4.00	5.00	4.00	4.33	4.00	5.00	4.42	307
Expresses disagreement tactfully and sensitively	5.00	4.00	5.00	[5.00]	4.00	4.50	4.50	4.42	505
Makes sure that people have no "surprises"	3.00	4.00	5.00	* * *	4.33	4.20	4.00	4.26	421
Has the confidence and trust of others	5.00	4.00	5.00	4.00	[5.00]	4.50	4.67	4.63	532
Lives up to commitments	5.00	4.00	5.00	4.00	4.67	4.83	4.50	4.58	532
Deals constructively with own failures and mistakes	3.00	4.00	5.00	4.00	(3.75)	4.33	4.33	(4.19)	564
Is flexible	5.00	4.00	5.00	4.00	4.67	4.17	4.67	4.46	556
Works constructively under stress and pressure	5.00	(3.00)	5.00	4.00	4.60	4.50	4.67	4.44	567
Accepts criticism openly and nondefensively	(2.00)	4.00	5.00	* * *	4.33	4.50	(3.50)	4.21	586
Focuses on important information without getting bogged down in unnecessary detail	5.00	4.00	5.00	4.00	4.67	4.50	4.50	4.50	5
Makes sound decisions based on adequate information	5.00	4.00	5.00	* * *	4.83	4.50	4.67	4.63	29
Gets the job done	5.00	4.00	5.00	4.00	4.67	[5.00]	4.67	4.67	

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Career Issues Composite

	S	BA	BB	BC	DR	PR	O	AVG	*SMH page #
Gets work done on time	5.00	4.00	5.00	4.00	4.67	4.33	5.00	4.58	

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Overall Performance Composite

	S	BA	BB	BC	DR	PR	O	AVG	*SMH page #
Overall Performance	4.80	4.20	5.00	4.00	4.38	4.67	4.63	4.52	
Gets the job done	5.00	4.00	5.00	4.00	[4.67]	[5.00]	4.67	[4.67]	
Gets work done on time	5.00	4.00	5.00	4.00	[4.67]	(4.33)	[5.00]	4.58	
Accomplishes a great deal	5.00	4.00	5.00	4.00	(4.17)	4.50	4.50	(4.38)	
Is an effective manager overall	(4.00)	4.00	5.00	4.00	(4.17)	4.67	(4.33)	(4.38)	
Produces high quality work	5.00	[5.00]	5.00	4.00	4.20	4.83	4.67	4.59	

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HIGHEST RATINGS

	S	BA	BB	BC	DR	PR	O	AVG	Rank
Knows the job (Use Tech. / Functional Expertise)	5.00	4.00	5.00	5.00	4.83	5.00	4.67	4.79	1
Speaks clearly and concisely (Speak Effectively)	5.00	5.00	5.00	5.00	4.50	4.50	5.00	4.75	2
Speaks effectively in front of a group (Speak Effectively)	5.00	5.00	4.00	5.00	4.83	4.50	5.00	4.75	3
Understands how the business is run (Know the Business)	5.00	4.00	5.00	5.00	4.83	4.83	4.67	4.75	4
Understands complex concepts and relationships (Analyze Issues)	5.00	5.00	5.00	4.00	4.67	4.83	4.67	4.71	5
Treats people fairly (Build Relationships)	5.00	4.00	5.00	5.00	4.50	4.67	5.00	4.71	6
Develops effective working relationships with higher management (Build Relationships)	5.00	4.00	5.00	***	4.83	5.00	4.50	4.71	7
Gets the job done	5.00	4.00	5.00	4.00	4.67	5.00	4.67	4.67	8
Treats people with respect (Build Relationships)	5.00	4.00	5.00	4.00	4.50	4.83	5.00	4.67	9
Sets high personal standards of performance (Show Work Commitment)	5.00	4.00	5.00	4.00	4.50	4.83	5.00	4.67	10
Makes sound decisions based on adequate information (Use Sound Judgment)	5.00	4.00	5.00	***	4.83	4.50	4.67	4.63	11
Is accessible to provide assistance/ support as necessary (Manage Execution)	4.00	4.00	5.00	***	4.50	4.50	5.00	4.63	12
Works toward win/win solutions whenever possible (Manage Disagreements)	5.00	5.00	5.00	4.00	4.67	4.50	4.67	4.63	13
Has the confidence and trust of others (Act with Integrity)	5.00	4.00	5.00	4.00	5.00	4.50	4.67	4.63	14
Shows consistency between words and actions (Act with Integrity)	5.00	4.00	5.00	4.00	4.50	4.67	5.00	4.63	15
Presents technical information in easily understood terms (Use Tech. / Functional Expertise)	5.00	4.00	5.00	4.00	4.67	4.50	5.00	4.63	16
Produces high quality work (Overall Performance Composite)	5.00	5.00	5.00	4.00	4.20	4.83	4.67	4.59	17

*** Item or skill not scored due to insufficient data

S = Self
 BA = Boss A
 BB = Boss B
 BC = Boss C
 DR = Direct Reports
 PR = Peers/Colleagues

O = Other
 AVG = Average

HIGHEST RATINGS

	S	BA	BB	BC	DR	PR	O	AVG	Rank
Considers alternative solutions before making decisions (Use Sound Judgment)	4.00	4.00	5.00	***	4.67	4.50	4.67	4.59	18
Gives people the latitude to manage their own responsibilities (Manage Execution)	5.00	4.00	5.00	4.00	4.83	4.20	5.00	4.59	19
Develops effective working relationships with peers (Build Relationships)	4.00	4.00	5.00	***	4.67	4.67	4.50	4.59	20

*** Item or skill not scored due to insufficient data

S = Self
 BA = Boss A
 BB = Boss B
 BC = Boss C
 DR = Direct Reports
 PR = Peers/Colleagues

O = Other
 AVG = Average

LOWEST RATINGS

	S	BA	BB	BC	DR	PR	O	AVG	Rank
Displays a high energy level (Drive for Results)	4.00	3.00	4.00	***	3.50	3.17	3.67	3.46	1
Seeks out new work challenges (Show Work Commitment)	4.00	3.00	4.00	4.00	3.83	3.50	***	3.67	2
Speaks with enthusiasm and expressiveness (Speak Effectively)	4.00	4.00	3.00	4.00	3.33	3.50	4.33	3.71	3
Takes a stand and resolves important issues (Lead Courageously)	4.00	3.00	5.00	3.00	4.17	4.00	3.33	3.79	4
Sets up needed systems and structures to support changes (Champion Change)	2.00	4.00	5.00	4.00	3.50	3.67	3.67	3.79	5
Champions new initiatives within and beyond the scope of own job (Champion Change)	3.00	3.00	5.00	4.00	3.83	3.83	***	3.89	6
Challenges others to make tough choices (Lead Courageously)	5.00	3.00	5.00	3.00	4.00	4.00	4.00	3.92	7
Acknowledges and celebrates team accomplishments (Foster Teamwork)	4.00	3.00	5.00	***	3.50	4.17	4.00	3.92	8
Creates an environment that makes work enjoyable (Motivate Others)	4.00	4.00	4.00	4.00	3.83	4.17	3.67	3.92	9
Provides challenging assignments to facilitate individual development (Coach and Develop)	5.00	4.00	4.00	***	3.67	4.00	4.00	3.92	10
Anticipates problems and develops contingency plans (Establish Plans)	3.00	4.00	4.00	4.00	3.83	4.00	4.00	3.96	11
Clarifies roles and responsibilities with team members (Provide Direction)	3.00	3.00	5.00	4.00	3.83	4.00	4.00	3.96	12
Stimulates others to make changes and improvements (Champion Change)	5.00	4.00	5.00	4.00	3.50	3.67	4.33	3.96	13
Is assertive (Lead Courageously)	5.00	5.00	4.00	3.00	4.00	3.67	4.33	4.00	14
Knows the strengths and weaknesses of competitors (Know the Business)	4.00	3.00	4.00	5.00	4.33	4.33	3.33	4.00	15
Integrates planning efforts across work units (Establish Plans)	3.00	4.00	5.00	4.00	3.80	4.00	***	4.04	16

*** Item or skill not scored due to insufficient data

S = Self
 BA = Boss A
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 PR = Peers/Colleagues

O = Other
 AVG = Average

LOWEST RATINGS

	S	BA	BB	BC	DR	PR	O	AVG	Rank
Conveys clear expectations for assignments (Manage Execution)	3.00	4.00	4.00	4.00	3.83	4.00	4.33	4.04	17
Confronts problems early, before they get out of hand (Lead Courageously)	4.00	4.00	5.00	3.00	4.00	4.17	4.00	4.04	18
Anticipates the positions and reactions of others accurately (Display Organizational Savvy)	5.00	4.00	5.00	4.00	4.00	4.17	3.67	4.04	19
Encourages others to express their views, even contrary ones (Foster Open Communication)	5.00	4.00	4.00	4.00	4.17	3.67	4.33	4.04	20

*** Item or skill not scored due to insufficient data

S = Self
 BA = Boss A
 BB = Boss B
 BC = Boss C
 DR = Direct Reports
 PR = Peers/Colleagues

O = Other
 AVG = Average

FOCUS FOR DEVELOPMENT

Building on Key Strengths

General Strengths	Behaviors
Develop Oneself	Seeks feedback to enhance performance
	Adapts behavior in response to feedback and experience
Use Sound Judgment	Considers alternative solutions before making decisions
	Makes sound decisions based on adequate information
Manage Execution	Monitors progress of others and redirects efforts when goals are not being met
	Gives people the latitude to manage their own responsibilities

NOTE: The above were rated highest by non-self respondents relative to the norm group.

"Boss A" Perspective	"Self" Perspective
<p>Use Sound Judgment</p> <ul style="list-style-type: none"> Considers alternative solutions before making decisions Makes sound decisions based on adequate information <p>Manage Disagreements</p> <ul style="list-style-type: none"> Facilitates the discussion and resolution of different views Works toward win/win solutions whenever possible <p>Display Organizational Savvy</p> <ul style="list-style-type: none"> Compromises to build give-and-take relationships with others Knows which battles are worth fighting 	<p>Use Sound Judgment</p> <ul style="list-style-type: none"> Considers alternative solutions before making decisions Makes sound decisions based on adequate information <p>Act with Integrity</p> <ul style="list-style-type: none"> Encourages discussion of ethical considerations before decisions are made Shows consistency between words and actions <p>Analyze Issues</p> <ul style="list-style-type: none"> Understands complex concepts and relationships Focuses on important information without getting bogged down in unnecessary detail
<p>Note: Skills rated most important by "Boss A" and highest in skill by non-self respondents relative to the norm group.</p>	<p>Note: Skills rated most important by "Self" and highest in skill by non-self respondents relative to the norm group.</p>

FOCUS FOR DEVELOPMENT

Addressing Development Needs

General Development Needs	Behaviors
Drive for Results	Displays a high energy level
	Conveys a sense of urgency when appropriate
Lead Courageously	Takes a stand and resolves important issues
	Is assertive
Show Work Commitment	Seeks out new work challenges
	Readily puts in extra time and effort

NOTE: The above were rated lowest by non-self respondents relative to the norm group.

"Boss A" Perspective	"Self" Perspective
Lead Courageously Takes a stand and resolves important issues Is assertive	Drive for Results Displays a high energy level Conveys a sense of urgency when appropriate
Show Work Commitment Seeks out new work challenges Readily puts in extra time and effort	Foster Teamwork Acknowledges and celebrates team accomplishments Fosters teamwork within the team
Provide Direction Clarifies roles and responsibilities with team members Makes the team mission and strategies clear to others	Foster Open Communication Encourages others to express their views, even contrary ones Interacts with people openly and directly
<small>Note: Skills rated most important by "Boss A" and lowest in skill by non-self respondents relative to the norm group.</small>	<small>Note: Skills rated most important by "Self" and lowest in skill by non-self respondents relative to the norm group.</small>

FOCUS FOR DEVELOPMENT

Building on Key Strengths

General Strengths	Behaviors
Develop Oneself	Seeks feedback to enhance performance
	Adapts behavior in response to feedback and experience
Use Sound Judgment	Considers alternative solutions before making decisions
	Makes sound decisions based on adequate information
Manage Execution	Monitors progress of others and redirects efforts when goals are not being met
	Gives people the latitude to manage their own responsibilities

NOTE: The above were rated highest by non-self respondents relative to the norm group.

"Boss B" Perspective	"Self" Perspective
<p>Use Sound Judgment</p> <p>Considers alternative solutions before making decisions</p> <p>Makes sound decisions based on adequate information</p>	<p>Use Sound Judgment</p> <p>Considers alternative solutions before making decisions</p> <p>Makes sound decisions based on adequate information</p>
<p>Manage Execution</p> <p>Monitors progress of others and redirects efforts when goals are not being met</p> <p>Gives people the latitude to manage their own responsibilities</p>	<p>Act with Integrity</p> <p>Encourages discussion of ethical considerations before decisions are made</p> <p>Shows consistency between words and actions</p>
<p>Act with Integrity</p> <p>Encourages discussion of ethical considerations before decisions are made</p> <p>Shows consistency between words and actions</p>	<p>Analyze Issues</p> <p>Understands complex concepts and relationships</p> <p>Focuses on important information without getting bogged down in unnecessary detail</p>
<p>Note: Skills rated most important by "Boss B" and highest in skill by non-self respondents relative to the norm group.</p>	<p>Note: Skills rated most important by "Self" and highest in skill by non-self respondents relative to the norm group.</p>

FOCUS FOR DEVELOPMENT

Addressing Development Needs

General Development Needs	Behaviors
Drive for Results	Displays a high energy level
	Conveys a sense of urgency when appropriate
Lead Courageously	Takes a stand and resolves important issues
	Is assertive
Show Work Commitment	Seeks out new work challenges
	Readily puts in extra time and effort

NOTE: The above were rated lowest by non-self respondents relative to the norm group.

"Boss B" Perspective	"Self" Perspective
<p>Motivate Others</p> <ul style="list-style-type: none"> Creates an environment that makes work enjoyable Inspires people to excel 	<p>Drive for Results</p> <ul style="list-style-type: none"> Displays a high energy level Conveys a sense of urgency when appropriate
<p>Foster Open Communication</p> <ul style="list-style-type: none"> Encourages others to express their views, even contrary ones Interacts with people openly and directly 	<p>Foster Teamwork</p> <ul style="list-style-type: none"> Acknowledges and celebrates team accomplishments Fosters teamwork within the team
<p>Influence Others</p> <ul style="list-style-type: none"> Gets others to take action Influences and shapes the decisions of upper management 	<p>Foster Open Communication</p> <ul style="list-style-type: none"> Encourages others to express their views, even contrary ones Interacts with people openly and directly
<p>Note: Skills rated most important by "Boss B" and lowest in skill by non-self respondents relative to the norm group.</p>	<p>Note: Skills rated most important by "Self" and lowest in skill by non-self respondents relative to the norm group.</p>

FOCUS FOR DEVELOPMENT

Building on Key Strengths

General Strengths	Behaviors
Develop Oneself	Seeks feedback to enhance performance
	Adapts behavior in response to feedback and experience
Use Sound Judgment	Considers alternative solutions before making decisions
	Makes sound decisions based on adequate information
Manage Execution	Monitors progress of others and redirects efforts when goals are not being met
	Gives people the latitude to manage their own responsibilities

NOTE: The above were rated highest by non-self respondents relative to the norm group.

"Boss C" Perspective	"Self" Perspective
<p>Manage Execution</p> <p>Monitors progress of others and redirects efforts when goals are not being met</p> <p>Gives people the latitude to manage their own responsibilities</p> <p>Act with Integrity</p> <p>Encourages discussion of ethical considerations before decisions are made</p> <p>Shows consistency between words and actions</p> <p>Use Sound Judgment</p> <p>Considers alternative solutions before making decisions</p> <p>Makes sound decisions based on adequate information</p> <p>Note: Skills rated most important by "Boss C" and highest in skill by non-self respondents relative to the norm group.</p>	<p>Use Sound Judgment</p> <p>Considers alternative solutions before making decisions</p> <p>Makes sound decisions based on adequate information</p> <p>Act with Integrity</p> <p>Encourages discussion of ethical considerations before decisions are made</p> <p>Shows consistency between words and actions</p> <p>Analyze Issues</p> <p>Understands complex concepts and relationships</p> <p>Focuses on important information without getting bogged down in unnecessary detail</p> <p>Note: Skills rated most important by "Self" and highest in skill by non-self respondents relative to the norm group.</p>

FOCUS FOR DEVELOPMENT

Addressing Development Needs

General Development Needs	Behaviors
Drive for Results	Displays a high energy level
	Conveys a sense of urgency when appropriate
Lead Courageously	Takes a stand and resolves important issues
	Is assertive
Show Work Commitment	Seeks out new work challenges
	Readily puts in extra time and effort

NOTE: The above were rated lowest by non-self respondents relative to the norm group.

"Boss C" Perspective	"Self" Perspective
<p>Drive for Results</p> <ul style="list-style-type: none"> Displays a high energy level Conveys a sense of urgency when appropriate 	<p>Drive for Results</p> <ul style="list-style-type: none"> Displays a high energy level Conveys a sense of urgency when appropriate
<p>Speak Effectively</p> <ul style="list-style-type: none"> Speaks with enthusiasm and expressiveness Gets point across when talking 	<p>Foster Teamwork</p> <ul style="list-style-type: none"> Acknowledges and celebrates team accomplishments Fosters teamwork within the team
<p>Foster Teamwork</p> <ul style="list-style-type: none"> Acknowledges and celebrates team accomplishments Fosters teamwork within the team 	<p>Foster Open Communication</p> <ul style="list-style-type: none"> Encourages others to express their views, even contrary ones Interacts with people openly and directly
<p>Note: Skills rated most important by "Boss C" and lowest in skill by non-self respondents relative to the norm group.</p>	<p>Note: Skills rated most important by "Self" and lowest in skill by non-self respondents relative to the norm group.</p>

DEVELOPMENT SUGGESTIONS

Drive for Results

DEVELOPMENT OBJECTIVE: Displays a high energy level

A manager's level of motivation acts as the energy or fuel that enables him or her to achieve results and be successful. If you find it difficult to maintain high energy on the job, you may want to assess your fitness level.

Consider:

- **Nutrition.** Examine your eating habits. If you typically rush out of the house without breakfast and eat lunch on the run, you may not be getting the balanced diet you need to sustain energy on the job.
- **Exercise.** Regular physical exercise, whether it is a brisk evening walk or an intense workout, can go a long way toward making you feel energetic and alert all day.
- **Sleep.** While the amount of sleep needed varies with each individual, you may need more or less than you're getting right now. Examine your sleeping pattern and decide what is the right amount for you.
- **Stretch breaks.** Long periods of intense work effort can create lethargy and drowsiness. Break up these sessions with short "stretch breaks." Take a short walk outside, or do some simple calisthenics to relieve tension and relax stiff muscles.

You may consider yourself to be busy or have energy, but others may not share this perception. You may be a low-key person among extroverted, hard-charging drivers. You may be accomplishing a lot without working 12 hours a day, but others may not see it. If so:

- Talk to others about your priorities and your investment in your work. Doing so will show your commitment.
- Share what you are doing and accomplishing.

DEVELOPMENT SUGGESTIONS

Drive for Results

DEVELOPMENT OBJECTIVE: Conveys a sense of urgency when appropriate

Some people do not convey a sense of urgency at all, and others around them may become nervous that deadlines will not be achieved. Still others may give the impression that *everything* is urgent and must be addressed immediately.

The following points will help you analyze the sense of urgency you convey and address areas you may wish to work on:

- Think about the key projects and tasks you have been working on in your department over the last three months. Analyze whether you have conveyed an appropriate amount of urgency on these projects:
 - Did you not convey enough urgency?
 - Did you convey too much urgency on too many projects, so that direction to your staff was unclear?
 - Did you convey a sense of urgency on your own projects but not on the projects of others?
 - Did you demonstrate a sense of urgency on only certain kinds of tasks or issues (for example, did you fail to demonstrate urgency in resolving interpersonal issues)?
- Seek feedback from others. Ask for their perceptions of your communication of urgency on projects and tasks. Solicit specific information about when you have displayed appropriate urgency, when you have shown inappropriate urgency, and any patterns they have observed.
- Determine which of your projects are urgent and which are less urgent. Doing so will enable you and others to focus on a limited set of priorities. Communicating great urgency and importance on everything you're involved in creates unnecessary brush fires.
- When you are working on a key project, tell your employees that the project is a top priority so that they understand what counts for you.
- Follow up on the progress of the project and continue to convey the urgency appropriate to its priority.
- If you or your employees tend to procrastinate and wait until the last minute to complete a task, set checkpoints ahead of the actual deadline. Thus, you and your employees will have the time to ensure that the final product is of high quality and will avoid placing unnecessary pressure on others.
- Identify a role model. Look for a manager who shows an appropriate amount of urgency for important projects and tasks and less urgency on less important projects. Ask the manager how he or she prioritizes projects, how he or she specifically shows a sense of urgency (both verbally and non-verbally), and what strategies have worked well.

DEVELOPMENT SUGGESTIONS

Lead Courageously

DEVELOPMENT OBJECTIVE: Takes a stand and resolves important issues

Taking a stand and pushing to resolve important issues require clear communication, a strong emphasis on paying attention to and working with others, persistence, independence, and the courage of your convictions.

To clearly communicate:

- First, have a clear message.
- Use firm, assertive language to state your position. Be wary of using tentative language like, "I might be persuaded to . . ." or "I'm not sure that it's the best way . . ." This tentativeness will not communicate the strength of your conviction.
- Think through your opinions and positions, and gather the necessary supporting data. You can more clearly communicate if you are well prepared.

To work well with others:

- Listen carefully to reactions from others. Acknowledge their points of view and, when possible, incorporate them into your thinking or plans.
- Make an effort to help others see the issue from your point of view. You may simply need to restate your opinion more often or speak up more frequently.
- Focus simultaneously on the stand you are taking and on trying to resolve the problem cooperatively whenever possible.
- Before you take a stand, decide how strongly and long you are willing to push or stand firm. What is your bottom line? How can you compromise? Then, pay attention to the impact of your behavior so that you can accurately monitor its effect on others.
- Be gracious whether your ideas are accepted or rejected.

To be persistent:

- If you tend to defer to people who are louder or more persistent than you, push yourself beyond your immediate comfort level and practice advocating a little more for your position. Often, it's not the best idea that is taken, but rather the idea whose initiator persisted in a fight for its acceptance.
- If you have valuable ideas that are often pushed aside, be more persistent in presenting your ideas. You may simply need to restate your opinion more often or speak up more frequently in meetings. Set a goal to state your opinion or put forth your position some time during the meeting, despite any initial discomfort.
- Follow issues through to completion. Persisting at problem solving sends a strong message that you want issues resolved as quickly as possible, and that you are willing to do what is necessary to bring problems to closure.

To increase your independence:

- Do not let concern that others will dislike you deter you from taking a stand. When dealing with business associates, remind yourself that it's impossible to be liked by everyone.

DEVELOPMENT SUGGESTIONS

Lead Courageously

DEVELOPMENT OBJECTIVE: Takes a stand and resolves important issues

- If you find you consistently need to seek approval before making or implementing decisions, ask yourself first whether it's really necessary for your manager to review your decision or action. If your reason for seeking approval is a lack of self-confidence in your work, don't check with your manager; simply proceed.

To strengthen the courage of your convictions:

- When facing a difficult dilemma or decision, examine it against your deeply held convictions and values. This will give you direction.
- Look for situations in which others may be overly concerned about taking a stand, but where you strongly believe in the "rightness" of your position based on your convictions. Make your rationale and position clear to others.
- Actively look for opportunities to stand up for what you believe. Push visibly and openly for the kind of involvement that supports your values.

DEVELOPMENT SUGGESTIONS

Lead Courageously

DEVELOPMENT OBJECTIVE: **Is assertive**

People who lack assertiveness skills are often overlooked, and thus have trouble getting their ideas accepted. The ability to present your point of view without offending others, even if you believe that others will disagree, is critical if you want to have an impact on your staff and on the organization. Try these suggestions to strengthen your assertiveness skills:

- If you sometimes have a hard time being assertive because you aren't sure how to phrase your message, use the following techniques to help you frame a strong, direct message:
 - State your observations first. Observations are facts, things that can be seen, heard, or taken in through your senses. Observations differ from opinions in that opinions are your perspectives or beliefs. For example, "You were 15 minutes late for our meeting" is a fact. "You were inconsiderate in coming in late" is an opinion. Facts are objective, cannot be argued, and help the other person understand what you are saying.
 - After you state your observations, state your thoughts and feelings about the situation. Preface these statements with "I" to indicate that they are your thoughts and your feelings. For example, "I was frustrated when you were late because it resulted in 15 minutes of unproductive time for the group members."
 - Finally, state what you want the other person to do. Make statements about your needs, rather than solutions. Stating needs opens the door to generating many alternative solutions, while stating solutions can close the door.

For example, "I would like you to be on time for meetings" is a statement of needs. A solution is "I will call you five minutes before meetings start to make sure you will be on time." The first statement naturally leads to discussion of options for how to meet the need, while the second statement closes off discussion of other options and places the responsibility for the problem on you.

- Use appropriate nonverbal communication to deliver an effective, assertive message (for example, steady eye contact, serious expression, firm voice, moderate rate of speech). Avoid aggressive gestures and a rigid posture.
- Practice putting together assertive messages before delivering them to others. Role-play them in your mind or actively practice saying them to a trusted colleague.
- Listen to the other person's response to your message. He or she may not be pleased with what you have to say, and it is important for you to hear the other person out.
- Address concerns as soon as you can; delaying communication can escalate to conflict. If you're rattled about something, however, it may be better to remove yourself from the situation for a time. Calm down so that you can express yourself more clearly with assertive control of your intended message.
- Clarify with yourself and others when you are being assertive versus when you are being aggressive. Some people are afraid of being assertive because they perceive their behavior as aggressive, when in fact it is not.

DEVELOPMENT SUGGESTIONS

Show Work Commitment

DEVELOPMENT OBJECTIVE: **Seeks out new work challenges**

The initiative you take in seeking out new work challenges demonstrates your commitment to the organization and increases the variety and scope of your job. The following suggestions can get you started:

- Talk with your manager about your desire to broaden the range of your responsibilities. Indicate your interests and ideas. Make sure that you have mastered all of the duties of your job, not just the fun ones, before you ask for more.
- Identify issues critical to your organization's success in the future, and develop expertise in those areas. Talk about the knowledge and skills you have, and watch for opportunities to demonstrate their usefulness.
- Identify projects or assignments that are of interest to you, but for which you are not currently responsible.
- Consider volunteering for special projects, task forces, or a lateral move in a different functional area of the organization to gain experience and add challenge to your work.
- Be realistic about what you can handle. Consider your strengths and weaknesses, and set your goals accordingly. Don't try to take on too much at one time.

Finally, be patient and tenacious. The time between promotions and job changes typically increases as you move up in an organization. Instead of waiting for others to give you new duties when you master a current one, take it upon yourself to find additional challenges while ensuring that you perform those duties that tend to be less interesting at a consistently high level of excellence. Performing well in *all* aspects of your job is the best route for increasing the chances that you'll be rewarded with interesting work in the future.

DEVELOPMENT SUGGESTIONS

Show Work Commitment

DEVELOPMENT OBJECTIVE: Readily puts in extra time and effort

Organizations look for individuals who are committed and willing to invest themselves in their work. Undoubtedly there will be times when you are required to make an extra effort to complete a project or get caught up on your routine responsibilities. However, when such situations arise, it is important that you be responsible and tenacious. The following suggestions can help you deal with these situations effectively:

- Whenever possible, do what needs to be done.
- When you are not able to stay late, find out how you can nevertheless meet the commitment. It may mean borrowing help from others, working at home, redefining the project, or becoming more creative in freeing up your time.
- When you are asked to work longer hours, do so willingly. If you cannot put in the extra time, clearly explain why, show your concern, and assist in finding someone who can help. With your manager, find a solution; with your peers, you may want to give suggestions.
- Track the hours you work beyond your optimal number (each person seems to have a range of hours he or she is comfortable working). If you frequently work beyond the optimal number for you, check to see how your experience fits with that of others in the organization. You may discover that you need to hire more people, reprioritize, eliminate work, delegate more, or become more comfortable with the number of extra hours.
- If some people have the perception that you do not put in extra time and effort, you may need to work with them to help them see how productive you are during the hours you work. Some people pay more attention to the number of hours worked than they do to the results achieved.
- Look at the long-term consequences that working extended hours will bring. "Going the extra mile" shows others that you are willing to do whatever it takes to get the job done. As a consequence, you will likely find yourself involved in many interesting and challenging projects. On the other hand, working extended hours may be keeping you from other important goals and priorities you have set for yourself outside of work. You will need to decide which takes priority and accept the consequences of that decision.

DEVELOPMENT SUGGESTIONS

Foster Teamwork

DEVELOPMENT OBJECTIVE: Acknowledges and celebrates team accomplishments

Acknowledging and celebrating team accomplishments is a powerful way to recognize your team efforts and to keep motivation and momentum going. Following are some suggestions for celebrating team accomplishments:

- Make it a point to tell your team in staff meetings that you appreciate their contributions. Be specific about what they have done well.
- Publicly acknowledge good team performance in meetings and other company communication vehicles such as company newsletters.
- Let your team know that their efforts make a difference by recognizing them through a personal memo, a note on the bulletin board, an apple on their desk, or other creative ways.
- Incorporate into the performance appraisal process objectives that evaluate effective team involvement and behaviors.
- Keep team members informed about the team's performance (for example, share sales figures).
- Organize special get-togethers such as team lunches, barbecues, breakfasts, or coffee and rolls, upon successful completion of projects.
- Consider instituting a formal awards program with certificates, plaques, a traveling trophy, or other awards to honor teams for their work. When presenting the award, explain the specific efforts of the team and how they worked together to achieve an objective or complete a successful project.

DEVELOPMENT SUGGESTIONS

Foster Teamwork

DEVELOPMENT OBJECTIVE: **Fosters teamwork within the team**

It's important that the employees in your unit, division, and functional area work together with a team spirit to maximize the ultimate success of your team. Building a team attitude means managing your employees in a way that fosters teamwork instead of individual gain. Teamwork takes time to build and requires practice and effort on the part of both the manager and the employees. However, once you start the process, it gains momentum, like a ball rolling down a hill.

For your team members to work well together, your team needs a clear idea of why it is a team and must agree about how to work together. To accomplish this:

1. Define the team mission and vision with the team through strategic planning or team-building sessions. As part of the process, get input from all team members for the greatest buy-in. Discuss differences of opinion, and work to achieve consensus.
2. Next, define and clarify roles and responsibilities. Provide opportunities for team members to clarify and negotiate roles and relationships with one another. To empower your team, allow team members to work out responsibilities and roles among themselves and report their recommendations to you.
3. Ask your staff to evaluate the effectiveness of the team. Discussion criteria can include strengths and weaknesses in:
 - Clarity of purpose
 - Communication
 - Problem solving
 - Decision making
 - Change
 - Customer focus
 - Quality of work
 - Conflict resolution
 - Work processes
 - Feedback
4. Set performance goals based on team accomplishments and how well members work together as a team.
5. Help team members understand one another better. Share information about work being done. Discuss work histories, specific skills, successes, and talents. Help team members to understand, appreciate, and use differences among themselves to arrive at better solutions and to do better work.
6. If team members seem to resonate to some kind of group identity, reinforce that element of communality among them.
7. Celebrate team accomplishments together.

DEVELOPMENT SUGGESTIONS

Foster Open Communication

DEVELOPMENT OBJECTIVE: Encourages others to express their views, even contrary ones

Effective communication requires an atmosphere in which timely and high quality information flows smoothly between you and others. Take an active role in establishing this climate, encouraging the exchange of ideas, constructive criticism, and differences of opinion. To create an atmosphere in which people feel comfortable expressing their views:

- Ask for people's opinions and advice on a regular basis. Try using open-ended questions. These are questions which can't be answered with a yes or no. They begin with words such as: tell me about, why, how, explain, describe. Open-ended questions are a noncoercive invitation for one to express all views, even contrary ones.
- Ask for others' ideas before you share yours. Find something useful in what they say and build on that.
- Establish an open-door policy. This doesn't mean that you must be available at all times. Instead, set aside regular blocks of time for discussions with employees about their concerns. Make sure that they are informed of that schedule.
- Be accessible. Consider moving closer to your employees' work area, their "turf," to appear less removed. Show your interest in their day-to-day operations. Gradually increase the frequency of your informal, drop-in visits with employees.
- When employees discuss problems, respond nondefensively. A "shoot the messenger" reaction will shut down communication, regardless of how much time you set aside for discussions.
- Be aware of the nonverbal messages you send to others when they are expressing their views. Communicate a positive, open attitude to people through your nonverbal behavior. Make it clear that you are listening.
 - Provide a nondistracting environment.
 - Face the person and maintain eye contact.
 - Lean slightly forward.
 - Smile.
 - Use brief verbal messages (umm-hmm, oh, I see . . .).

In groups, have people brainstorm to create synergy around ideas, issues, problems, and opportunities. A few rules are helpful:

- Keep the definition of the problem as simple as possible.
- Establish the ground rule that criticism of ideas is not wanted during the brainstorming session. Group members who criticize ideas should be gently but firmly stopped.
- Encourage all ideas. The wilder the idea, the better; it is easier to tame down an idea than to wind one up.
- Strive for high quantity. The more ideas generated, the greater the chance of finding a useful one.

DEVELOPMENT SUGGESTIONS

Foster Open Communication

DEVELOPMENT OBJECTIVE: Encourages others to express their views, even contrary ones

- Use the synergism of the group to combine and improve on each other's ideas.
- Write the ideas down on a flip chart or board as they are generated, making them visible to the group. Seeing ideas can trigger more ideas.
- Encourage the group to keep spinning off ideas until they cannot think of any more.
- After enough ideas are out, ask members to prioritize them.

DEVELOPMENT SUGGESTIONS

Foster Open Communication

DEVELOPMENT OBJECTIVE: **Interacts with people openly and directly**

Direct and open communication with others fosters trust, enhances information flow, and builds stronger relationships. Use the following guidelines to increase such communication:

- Let people know in a timely way about information that affects them. Respond as quickly as possible to any questions they may have.
- Be aware of the messages you send nonverbally. Communicate a positive, open message to people by facing them and making eye contact (or using other culturally appropriate gestures when in other countries or cultures).
- To help employees and others develop their skills, convey positive and constructive feedback. Positive feedback lets people know what they are doing correctly and the behavior you appreciate. Constructive feedback informs people of their ineffective behavior and gives them an opportunity to compensate for or improve the behavior.
- If conflicting or mixed messages come up in conversation, confront the discrepancy and work with the other person to clarify the misunderstanding.
- When you receive vague messages, define the issues in concrete terms so that all parties are clear about what is being said.
- When you need to get a point across in a direct, yet nonaggressive, fashion, simply say what you think and feel without putting the other person down.

DEVELOPMENT SUGGESTIONS

Provide Direction

DEVELOPMENT OBJECTIVE: Clarifies roles and responsibilities with team members

Clarifying responsibilities increases ownership, alleviates conflicts, and eliminates unnecessary ambiguity. Furthermore, letting other areas know who is responsible for what allows your area to be more responsive to customer needs and can keep things from "falling through the cracks." Role clarification is an ongoing process in a dynamic organization. The following tips can help your team members clarify their roles and responsibilities:

- Use job descriptions to convey specific responsibilities to employees and interested others. If you don't have job descriptions for positions in your area, work with your human resources representative and your employees to put these together. Review them every couple of years to make sure that they are still up to date.
- Meet on a regular basis with your employees to discuss their current perceptions of their roles and the work they do. Discuss similarities to and differences from your expectations.
- When there are differences in role expectations among your employees, work with them to resolve the differences.
- Where there are voids in responsibilities, work with your team to identify ways to cover the responsibilities. When team consensus is not possible or not appropriate, make a decision and let the team know the rationale for your decision.
- Discuss how each employee's role supports your department's or organization's objectives and performance. Employees will be more involved when they see how their piece fits into the total picture.
- When making changes in responsibilities or when assigning new responsibilities, specify roles and authority. Doing so is particularly important in regard to interfaces between groups. If you are attempting to empower your staff, let your peers know that they do not have to come to you for answers concerning project status.

DEVELOPMENT SUGGESTIONS

Provide Direction

DEVELOPMENT OBJECTIVE: **Makes the team mission and strategies clear to others**

Once you have a mission in place for your team, communicate it to others who are important to the success of your group. Doing so will help you gain the understanding and support you need to get your job done. The following suggestions can help you communicate your mission:

- When communicating your team's vision and mission, use specific, "real-life" examples to make the vision and mission clear and captivating to others. Explain exactly how they link to the overall objectives of the organization.
- Help others understand their roles in achieving the team's vision and mission.
- Solicit feedback and questions from your employees. Listen carefully to their input and feedback, and watch their reactions. Ask them what additional information they require.
- Post your vision and mission so that people who enter your work area can see them. Talk about them often.
- When proposing strategies to other areas, clearly state your purpose and rationale for the actions you propose. Whenever possible, link your proposals to organization-wide initiatives.
- Keep your manager abreast of your group's progress in fulfilling the team mission. If you turn in status reports, include a section on how well your group is doing against the mission. If possible, include "hard data" (for example, dollar figures, specific feedback, production numbers) to support your comments.

Making your team's mission and strategy clear to others is a process, not an event. Continue to communicate with and update others on your team's progress with respect to the mission, and also communicate any changes the team has made to its vision or mission.

DEVELOPMENT SUGGESTIONS

Motivate Others

DEVELOPMENT OBJECTIVE: **Creates an environment that makes work enjoyable**

Creating a work environment where your employees enjoy what they do is critical to maintaining an energized and creative work team. People are more motivated in situations where they can combine hard work with fun.

- Examine your own attitude about work and fun. Do you believe that work should be fun? If not, it will be very difficult to create an environment where others can have fun. Consider the following:
 - People spend more time in work-related activities than in any other activity in their lives.
 - American workers are demonstrating a decreasing willingness to sacrifice other areas of their lives for work.
 - The sense of loyalty to the organization is weaker now than it once was.
 - Studies show that people who try to make work fun actually have more fun at work. All of these factors suggest that the more enjoyable and rewarding work is, the more satisfied people will be.
- Try the following suggestions to help make work more fun for your employees:
 - Give people recognition for their efforts.
 - Talk about and celebrate successes.
 - Focus on "small wins" in addition to the big ones.
 - Create situations where people can get to know each other. (Some ideas: interdepartmental meetings, parties, brainstorming sessions, celebrations.)
 - Smile more.
 - Organize company-sponsored events such as volunteer opportunities in the community or sports activities.
 - Be a model of how to laugh at oneself. Be willing to admit to and see the humor in your mistakes.

DEVELOPMENT SUGGESTIONS

Motivate Others

DEVELOPMENT OBJECTIVE: Inspires people to excel

Managers can create an environment of energy and enthusiasm by fostering optimistic, positive attitudes about people and their work in the organization. To inspire your people to excel, try the following suggestions:

- Model excellence and enthusiasm in what you do.
- When evaluating ideas, spend as much time on the positive aspects of the ideas as you do on the negative. Make it a rule to consider the positive facets of the idea before looking at the negative ones.
- Openly recognize attempts to go beyond what is expected. In particular, reward people who overcome difficult obstacles and achieve strong results.
- Expect your people to excel. Just as negative expectations can be a self-fulfilling prophecy, the same is true of positive expectations.
- When negative feelings or attitudes come to your attention, bring them into the open. Meet with the people in your area who seem to be experiencing low morale, and discuss the issues. Let people air their feelings, but also bring the discussion around to what can be done to improve the situation. Express optimism that things can be different.
- Watch that you or others do not get into the habit of making statements like, "You just can't win," or "Things will never change." Empathize with the perspective that it may be difficult to make things better, but point out the issues that suggest that problems can be overcome. Reward attempts to increase the effectiveness of your work group.
- Give specific and timely feedback. Employees are likely to excel when they receive feedback on and reinforcement of their performance.

DEVELOPMENT SUGGESTIONS

Influence Others

DEVELOPMENT OBJECTIVE: **Gets others to take action**

There are many ways to compel others to take action, but the most effective strategies result in people willingly and eagerly acting on your initiatives. If you find that you consistently have a hard time getting others to get moving, consider the following:

- Clarify and communicate your vision. The more clear and compelling your vision, the easier it is for others to understand and endorse it. To increase others' investment in and drive to achieve your vision, involve them in the process of developing it. Also, think about what is important to the people you want to involve, and adapt your approach to appeal to the needs of these people.
- Show your enthusiasm. The more excited and energetic you are about meeting your goals, the more committed others are likely to be in supporting you. Display your enthusiasm sincerely by conveying how important your goals are to you and how pleased you are that people are willing to pitch in and work with you. Continue to link people's efforts to the overall objective. In big and small ways, celebrate when you reach milestones.
- State positive expectations. Research shows that conveying positive expectations about what others can achieve can lead to better performance than when negative expectations are communicated. This is known as the "self-fulfilling prophecy." When you are seeking the cooperation of others, approach them with the expectation that they will be cooperative. Chances are that this approach will lead to increased cooperation.
- Provide rewards. People are typically more willing to cooperate when they perceive that they will benefit from the effort they put in. As a manager, you can offer tangible rewards (bonuses, salary increases, promotions) to your employees. When these rewards are not appropriate or when you do not have the authority to offer them, use your creativity to come up with other ways people will benefit from helping you out.

Help employees see the intangible rewards they may receive for supporting you. For example, it may be that contributing to your project will increase others' exposure to upper management, help them develop particular skills, add variety to their jobs, allow them to work with a diverse group of people, and so forth. It works best if you can identify benefits that meet the individual needs and values of the people you are turning to for support.

DEVELOPMENT SUGGESTIONS

Influence Others

DEVELOPMENT OBJECTIVE: Influences and shapes the decisions of upper management

One of the most important areas in which to focus your influencing efforts is upper management. Getting the attention of your manager and his or her peers and even higher level managers is a critical skill. Follow these guidelines to increase your influencing skills:

- When you propose an action to upper management, be clear about how it will benefit the organization, for instance, how your idea will help solve a problem, save money, increase return on investment, and so forth. Don't leave people to draw these conclusions on their own.
- Periodically meet with your manager to let him or her know what you are doing and to hear about the issues which concern upper management.
- When you recognize that a decision from upper management might have a negative impact on your area, let your manager know. Again, be clear with your manager about the impact the decision will have by citing tangible consequences.
- Carefully watch what is important to upper management. Look for ways to spot opportunities important to the company. Strategize with your manager.
- Be willing to make concessions in your area when appropriate. People's trust in you is enhanced when your motives appear directed at benefiting the entire organization. Upper management will be more willing to give you what you want if they see that you have a balanced perspective about what is best for your area and what is best for the company.
- Strive to produce outstanding work. In organizations, competence is expected; to have influence usually requires your going beyond what is expected. This may be going beyond established goals, taking initiative, solving a high-profile problem, or spotting and delivering on an opportunity.
- Realize, too, that successful influencing may require you to:
 - Articulate your ideas clearly.
 - Develop a clear and compelling message.
 - Present evidence to support your ideas.
 - Gather the support you need ahead of time.
 - Risk disagreement.

DEVELOPMENT SUGGESTIONS

Speak Effectively

DEVELOPMENT OBJECTIVE: **Speaks with enthusiasm and expressiveness**

Your speaking style directly affects your ability to be convincing. The manner in which you present your ideas has a major impact on how influential you are. One way of discovering how enthusiastic you sound is to record yourself and observe and listen to how you come across to others. To learn from this technique, use the following suggestions:

- Record a meeting or presentation in which you must convincingly present your point of view. Choose situations that are long enough to allow you to become comfortable with the audiotape/videotape recorder's presence so that you use your typical speech patterns.
- Don't listen to the tapes immediately. Set them aside for at least one week.
- After a week, listen to the tapes and answer the following questions:
 - Did your tone of voice and inflection accurately reflect the meaning and importance of your words?
 - Did you use appropriate gestures and body language to "punctuate" your discussion?
 - Did you make eye contact with your audience?
 - Did you speak too slowly or without variations in intonation?
 - Was your level of enthusiasm appropriate for the topic, the audience, and the setting?
 - Did you use words that would make your point "come to life" (for example, analogies, metaphors, or examples, versus simply stating your point of view)?
- Based on your answers to these questions, determine areas in which you were dissatisfied with your communication style. In particular, focus on those areas that seem to affect how enthusiastic you sound. Create a development plan to improve your skills in the areas you identify. For example, you may decide that you need to speak more rapidly, use less jargon, express yourself more clearly, or change your style in some other way.
- During the next several months, incorporate the suggestions in your development plan into your speaking style.

DEVELOPMENT SUGGESTIONS

Speak Effectively

DEVELOPMENT OBJECTIVE: Gets point across when talking

Conveying your ideas clearly is important when you want to have an impact on others. If you tend to talk loudly, ramble, or use poor grammar, your message may get lost or lose its effect. To ensure that your message gets communicated:

- Think through the main idea you are trying to express. State the idea in a clear, concise statement.
- Organize supporting thoughts or facts in such a way that they lead to your main point.
- Once you have made your point, ask the listeners for their reactions to ensure that they have understood you accurately.
- If you find that you are still misunderstood, ask yourself:
 - What did I intend to communicate?
 - What did the other person think I said?
 - Did I provide sufficient and/or accurate information?
 - What did I say that would have clouded my main point?
 - Are there certain situations where I am often misunderstood?
 - Are there certain people with whom I often experience miscommunication problems?
 - What adjustments could I make that would improve my communication?

Use the answers to these questions to better understand miscommunication problems and to formulate strategies for improving communication.

In addition, the manner or way in which you present your message will also affect the degree to which you get your point across when talking. That's because it's not just *what* we say but *how* we say it that determines what we've communicated.

- Use an interesting and variable tone of voice. You may wish to audiotape a number of conversations that you have with others. Listen to the tape and note whether you sound interesting, vary your speed of conversation, and use voice inflections. After practicing these techniques, re-tape yourself to see if you have improved your delivery.
- Communication research shows that messages are communicated primarily nonverbally. Be aware of your nonverbal communication (hand gestures, facial expression, body movement, etc.) You may wish to videotape yourself to gain additional feedback on your nonverbal communication skills.

WRITTEN COMMENTS

What two or three things does this person do that make him or her most effective?

Boss A

- You are very intelligent and know how to process complex issues into business situational awareness. You are very good at building strong lasting relationships and nurturing them. You are plain-speaking and straightforward

Boss B

- Dean is a constant performer with a pace that is measured and always consistent. He has an ability to keep calm as issues are rising around the team and works effectively to resolve issues.

Boss C

- 1. Integrity and credibility: Dean has outstanding industry knowledge, combined with a high degree of integrity makes him very effective

Direct Reports

- 1) Dean is a very flexible in his managerial style
- 2) Doesn't micro-manage
- 3) Strong communicator, makes certain that team is in the loop
- 4) Typically makes decisions based on sound reasoning
- Dean does many things that make him effective. He is very capable and experienced. He listens, learns and applies this knowledge to be a better manager. He cares about people and doing the right thing. He takes time for his people. He is a great coach and takes time to develop his people. He is a good listener and communicator. He is very effective in working with others. He takes time for people and is fair. He has a huge work load and doesn't appear to get stressed out. He always takes time to listen to others. Based upon his actions, he appears to have a desire to excel and be the best at what he does. He treats people with respect and has great people skills. He is flexible. He trusts people to get the job done. He removes roadblocks to enable his people to succeed.
- Effectively synthesizes corporate, platform and local management communications down to the essential elements needed by his staff and effectively communicates it.
- Support team members more within organization
- Dean has the respect of Sr. Management, his peers and subordinates.
Dean is decisive and not afraid to make a decision.
Dean can sort through details and see the big picture.

Peers/Colleagues

- Dean is genuinely thoughtful and he demonstrates an ability to listen to multiple views without prejudice before rendering opinions.
- Dean is a voice of reason: professional, calm, clear-headed, able to see the big picture and quietly work for the best outcome for his employees and the company. He has thrived and excelled in challenging, ambiguous situations, and sets a good example of grace under pressure. Plus he's just really smart.

WRITTEN COMMENTS

What two or three things does this person do that make him or her most effective?

Peers/Colleagues

- Dean has high integrity and is very trustworthy.
Dean is unflappable under pressure.
- analytical mind, great presentation skills, articulate speaker, kind-hearted, high integrity, excellent technical skills, high-achiever, motivated to work hard -- sets a great example of a hard working manager who cares about people.
- Communicates well.
Always knowledgeable regarding important issues with our customers.
Trusted.
- 1. Knows the customer and related issues. Dean has a tremendous grasp of the issues and can discuss them on a moment's notice.

2. Dean has the trust of his team. He knows the issues and works with them for the best outcome.

3. Customer skills. Dean has great customer contacts and skills.

Other

- Shows great interest in the opinions and ideas of others.
Does not appear to be a self serving individual and has the best interest of the objective to improve the company.
- Positive personality
seeks compromised solution when presented complicting situations
Logical and structured
- communication, organized , plays to win

WRITTEN COMMENTS

What new skills or behaviors would make this person even more effective? (Consider today's needs and future needs.)

Boss A

- You need to be a bit more sensitive on the people side by being more discerning of delivery of sensitive information. The confusion and consternation around the 2010 sales bonus rollout is an example of this. More care is needed in dealing with people's sensitivities on subjects that affect their lives directly.

Boss B

- Ensuring that he is working with me as a teammate in the management of the Sales group as he is my right hand man in this task.

Boss C

- To be more in-front of Sr Management with his ideas and concerns. Dean can be chained to the org chart to much, when in fact he is an invaluable resource at any level

Direct Reports

- Dean is always interested in feedback and becoming a more effective manager. So if he keeps doing what he is doing, he will only continue to excel. I just hope he doesn't change from the person he is today (i.e. always approachable, caring, great to work with whether you are an hourly employee or the president).
- Try not to give he impression that he's too busy when one of his subordinates needs to talk.
- None
- Better use of tact. Sometimes very blunt responses comes accross arrogant and insulting. Look people in the eye when talking to them.
Could show a little more expression and visible passion for for his views.

Peers/Colleagues

- Some people see Dean as a bit detached and unemotional--perhaps he could adapt his style to more closely match the people he interacts with who are different than him. He can come off as a bit unengaged in meetings sometimes (checking BBerry messages, for instance.)
- Dean could benefit from running an operations department to further round out his career.
- Team skills -- often asserts an opinion and appears close-minded about consdering new information that disagrees with his position.
Conceptual ability -- tends to think in concrete terms and less comfortable with abstract organizational concepts, esp involving coworkers.
Resourcefulness -- when faced with a chronic,persistent problem, may find it difficult to "untrack" and look at different approaches.
- None come to mind.

Other

WRITTEN COMMENTS

What new skills or behaviors would make this person even more effective? (Consider today's needs and future needs.)

Other

- Great at uniting people but hesitant to drive for change that may be controversial.
- Needs to be more proactive and assertive.
- more aggressive with Senior Staff and company performance issues limiting his group to be successful

WRITTEN COMMENTS

What other comments do you have to aid in this individual's personal insight and development?

Boss A

- You need to own the tough decisions with your group and not be ready to point to them (leadership team) as the cause of unhappy news. You are obviously part of that team and you need to take ownership for decisions made by the team and explain them to your group.

Boss C

- I wish we had hundreds of Dean Katos; his high degree of integrity inspires people that work for him, he works with customers impeccably and communicates very effectively

Direct Reports

- It is hard for me to imagine having a better manager. Having a good manager is so extremely important to job satisfaction. It is difficult to get a good manager. There are many managers, that have a few good traits/skills. Dean stands out because he has many talents and based upon his actions, he is always trying to be better at what he does.
- None that I can think of
- None
- Could be more involved in his teams work, projects, successes and defeats.

Peers/Colleagues

- Keep up the great work!
- A very valuable employee who makes outstanding contributions to Korry.
- Continue to be positive.
- Dean can appear to be unapproachable to those who do not know him. Keep working on the approachability.

Be conscious of BlackBerry use. There are times that it can distract from the issues being discussed.

Other

- Has the competence, patients and humility to be a great leader.
- Dean is calm under pressure and should advance in the ECS organization.

Turn to the next page.

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