Psychometrics 360

User's Guide

Psychometrics

Contents

Introduction

The *Psychometrics 360* is a multi-source assessment instrument designed by Dr. Ken Meen. The purpose is to provide anonymous, multi-source feedback regarding competencies linked to employee effectiveness. This instrument has been successfully implemented by top-tier national and international organizations within multiple industry sectors, including: mining; oil and gas; petrochemical; manufacturing; construction; health care; law enforcement; commercial; and professional industries.

Although 360° feedback is most commonly provided to leaders, the *Psychometrics 360* is appropriate for employees within all organizational levels and roles. The importance of each competency will be rated for the specific role of each participant, providing a context for interpreting the feedback that is specific to that person. Therefore, reports are personalized to meet the unique demands faced by each participating employee.

Every employee establishes unique relationships with others in the organization, based in part on factors such as authority and role expectations. The *Psychometrics 360* recognizes that people often display behaviour specific to the type of relationship in which they are interacting. To account for these differences, ratings are obtained from people with varied relationships to the participating employees. Therefore, perceptions are obtained based on observations of the employees' behaviour in multiple contexts. Possible sources of feedback ratings include supervisors, co-workers, subordinates, and customers. The feedback provides employees with ratings that indicate how others perceive their work-related competencies within relationships that vary by characteristics such as expectations and balance of authority.

The intended consequences of the *Psychometrics 360* is enhancement of employees' self-awareness, professional development, and performance. People have beliefs about their own abilities and competencies. However, personal insight is limited, biased, and imperfect. The comparison of self- and other-report ratings provide participating employees with insight into how their competencies and behaviours are perceived by others compared to their own beliefs. This information provides greater depth and richness to the information used for developmental and evaluation activities. The comprehensive information and subsequent development can be integral to enhancing employee effectiveness and organizational engagement.

Throughout this guide references will be made to **participant(s)** and **rater(s)**. A **participant** is the person who is receiving the 360 degree feedback. **Raters** are supervisors, subordinates, and co-workers who have been select to respond to the survey to provide feedback to the participant.

General Description

The *Psychometrics 360* consists of two sets of items. First, the importance of each competency for the employee's role is evaluated using 24 items. Each competency is rated on a 5-point scale, ranging from "Not Important" (1) to "Critically Important" (5). These ratings are obtained from the participating employee and his/her supervisor, as they will be acutely aware of the demands of the position. The results of the competency importance ratings provide a position-specific context in which to interpret the results. The employee can determine the strengths and developmental areas on which to focus based partly on the importance of those competencies within the context of the current job role.

The *Psychometrics 360* also contains 125 items that describe behaviours associated with each of the 24 core competencies. Respondents rate each item to indicate how often the participating employee engages in the behaviour. The ratings occur on a 9-point scale, ranging from "Not At All" (1) to "Always" (9). There is also a "Not Applicable" option, for instances where the respondent is not familiar with a particular workplace behaviour. Multiple respondent groups can provide ratings, specifically: self; supervisor; co-worker; subordinate; and other. People tend to behave differently depending on relationship type, as various factors can influence the dynamics of relationships (e.g. authority). Therefore, some competency areas may be more prevalent in some relationships than others. The use of multiple respondents in various relationships with the participating leader provides insight into behaviours across relationships.

The generated report provides ratings from each respondent group. A summary is also provided, in which strengths and developmental areas identified by each respondent group are displayed.

User Qualifications

The *Psychometrics 360* should be used by human resource professionals, psychologists, or other professionals trained in assessment. The results should only be used within the scope of the test administrator's competencies and professional expertise. Test administrators should take steps to ensure the anonymity of rater's feedback, focusing on aggregate data interpretation. Test administrators should also take precautions to ensure the confidentiality of the participating employee's results. The test results should only be shared with the participating employee's knowledge and consent.

Competency Definitions

Competencies measured by the *Psychometrics 360*

Works to High Quality Standards	Empowers Employees	Displays Flexibility
Seeks Innovation	Displays Cooperation and Teamwork	Encourages Open Dialogue
Fosters Teamwork	Shows Organization Awareness	Shows Respect and Sensitivity to Others
Expresses Ideas Clearly in Written Form	Satisfies Customers	Handles Disagreement Constructively
Expresses Ideas Clearly in Spoken Form	Plans Work Activities	Acts to Uphold Safety
Influences Others	Learns Skills and Develops Capabilities	Gathers and Analyzes Information
Mobilizes Activity Around a Clear Purpose	Manages Stress	Solves Problems and Makes Decisions
Coaches and Develops Others	Acts Responsibly and with Integrity	Achieves Results Efficiently

Works to High Quality Standards:
Works neatly and accurately, with attention to detail; completes tasks to a high standard of quality and excellence; expects work group to achieve high quality standards; encourages employees to look for better ways of doing things; looks for ways to improve procedures, methods and outcomes.

Seeks Innovation:
Finds innovative changes to methods or approaches; addresses problems or issues creatively; looks for new and different ways of doing things to improve performance; suggests or starts new and different approaches; comes up with original ideas.

Fosters Teamwork:
Commends work group successes; keeps the work group informed about events in the organization; works to build team spirit in the work group; invites work group members to express their views; involves the work group in "running the business"; takes employee concerns seriously and responds to them; takes action to improve employee satisfaction.

Expresses Ideas Clearly in Written Form:
Uses suitable language in written communication; writes reports and memos clearly and concisely.

Expresses Ideas Clearly in Spoken Form:
Uses language and terminology that is understood by the listener; speaks clearly and understandably.

Influences Others:
When communicating to a group, is sensitive to their position; uses logical arguments, backed by facts and figures; expresses own opinions assertively; able to develop a persuasive presentation; strongly influences opinions, ideas, and plans of co-workers.

Mobilizes Activity Around a Clear Purpose:
Sets clear goals for the unit; leads the work group in discussions of unit performance; communicates goals to employees; aligns daily actions with stated goals; works with employees to set action plans.

Coaches and Develops Others:
Helps employees determine training and development needs; encourages employees to advance their careers; coaches and trains employees to meet performance goals; provides helpful feedback on employee performance.

Empowers Employees:
Delegates responsibility for tasks and decisions to employees; allows employees to make decisions within their job scope; involves employees in decisions that affect the work unit; encourages employees to take on responsibility.

Displays Cooperation and Teamwork:
Works with co-workers to address common interests or concerns; balances self-interest with the interests of co-workers; involves co-workers in matters and decisions that impact them; coordinates work plans with those of other work units/groups; gives co-workers credit for group accomplishments; learns from co-workers and those who report to him/her.

Shows Organization Awareness:
Takes actions that support the goals and activities of the work unit; considers the impact of decisions on other work units and groups; shares important information about the work unit with other groups; supports business decisions made by management; is aware of factors in industry and the community that affect the organization; knows how different groups and departments in the organization function; knows where in the organization to look for answers.

Satisfies Customers:
Knows what is expected of the work unit by internal/external customers; responds to requests for information or services from internal/external customers and suppliers; looks for ways to work more effectively with internal/external customers and suppliers.

Plans Work Activities:
Stays focused on the most important work matters; sets work priorities based on the importance and urgency of tasks; sets realistic timelines for completing tasks; sets a work plan that tracks all aspects of tasks and activities; uses time and resources efficiently to complete tasks on schedule; monitors work progress against expected results.

Learns Skills and Develops Capabilities:
Keen to learn new skills and develop knowledge; seeks out and listens to feedback on personal performance and behaviour; demonstrates the skills required to perform in the work role; changes behaviour in response to feedback from others; learns from mistakes and does not repeat them; shows interest in own career development.

Manages Stress:
Controls emotions when things go wrong; helps others stay calm in stressful situations; keeps a broad view, even when under pressure; finds positive ways to respond to tough situations; responds calmly when faced with many demands at one time.

Acts Responsibly and with Integrity:
Is honest and straightforward in dealings with co-workers; practices what (s)he preaches; accepts responsibility for outcomes of own decisions; is upfront and honest about his/her intentions; earns the trust of co-workers and employees; takes personal responsibility when things go wrong; acts predictably in all situations.

Displays Flexibility:
Adapts own behaviour or approach to match the needs of different situations; responds to co-workers' preferences to do things differently; works effectively with people who do not see things the same way; open to new ideas and approaches suggested by others.

Encourages Open Dialogue:
Easy to talk to; encourages others to share their thoughts and feelings about work matters; seeks out and listens to the ideas and opinions of others; is a good listener.

Shows Respect and Sensitivity to Others:
Understands and accepts personal differences among co-workers; treats all individuals with respect, irrespective of status or background; shows interest in the views and concerns of others; recognizes when feelings and behaviour don't match; knows what is important to employees/co-workers; acts considerately toward employees/co-workers; understands why people do the things they do.

Handles Disagreement Constructively:
Able to disagree without offending people; attempts to resolve disagreements with co-workers; validates and resolves differing viewpoints; seeks common ground in disagreements.

Acts to Uphold Safety:
Expects employees to be responsible for behaving safely; "walks the talk" when it comes to safety; identifies safety risks and takes immediate steps to control them; makes the time to address the safety and wellness of employees; advises others about safety practices and procedures; responds promptly to safety concerns raised by employees; puts safety before production, time pressure or costs.

Gathers and Analyzes Information:
Gathers all information before drawing a conclusion or making a decision; is curious about activities and events and tries to learn more about them; investigates matters thoroughly when faced with incomplete information; seeks and weighs information from different points of view; accurately and objectively assesses information.

Solves Problems and Makes Decisions:
Sets priorities based on an accurate analysis of events and conditions; identifies the most important aspects of complex problems or situations; logically breaks down complex tasks or issues into manageable pieces; identifies problems or issues before they become obvious; sees connections between different situations or events that others might not see; uses past experience to identify problems or situations that need attention; responds to situations and problems in a practical way; identifies and reasons through relevant factors before making decisions or forming conclusions; thinks of possible obstacles and consequences before making a decision; uses new ideas in combination with existing approaches to solve problems.

Achieves Results Efficiently:
Finds ways to do work efficiently and increase output; makes an extra effort to complete work when faced with a challenge; consistently achieves results and meets expected goals; holds others to achieve expected results; sets challenging goals and works to achieve them.

Administrator Instructions

To set up the *Psychometrics 360* questionnaire for a participant, start by logging in to your CareerID portal, and follow these steps.

1. Click on the heading 'Tests', and then on '*Psychometrics 360*', on the far right side.

2. Click on 'Create New 360'.

3. Enter the participant name and email address.

4. At this point, you will have to choose whether to have the 360 raters administered by you, or by the participant him/herself.

   • If you prefer to administer the raters yourself, select the 'raters administered by me' button.

   • If you want the participant to administer their own raters, select the 'raters administered by participant' button, and skip to step 7 in these instructions.

5. You will now enter the raters' information. You will need to select: at least one direct supervisor as well as people the participant interacts with frequently within your organization or even suppliers/customers.

   The categories are: Supervisor, Co-worker, Subordinate, and other. With the exception of Supervisor, you will need a minimum of two raters in any one category to generate a valid report.

   Please select raters who best fit the following characteristics:

   * Have reasonable direct work exposure to the participant, so that they have had the opportunity to observe their behaviour over time.

   * Someone that you believe will be willing and able to provide meaningful observations of the participant's work behaviour.

   * Someone who is willing to be frank and honest in noting his or her observations of the participant's work behaviour.

   * If possible choose raters who have different kinds of exposure to the participant. For example, one or two may work in the same work group, while one or two may be involved in some other way.

6. After setting up the raters, you will send them automatic emails containing the instructions to complete the *Psychometrics 360*.

7. To manage the *Psychometrics 360* once the instructions have been sent out, login to CareerID and click on '*Psychometrics 360*'. Find the participant's name and click on it. Here, you will have the ability to edit the participant and raters infomation, as well as add or delete raters. You may also resend the email instructions.

Participant Instructions

You have been selected to complete the *Psychometrics 360* questionnaire.

You will need to complete the questionnaire yourself and you will also need to set up other people with whom you work to respond to the questionnaire. The purpose of this exercise is to provide confidential, accurate feedback to assist with career and performance development. The *Psychometrics 360* questionnaire is completed online, and takes about 45 minutes.

Prior to completing the *Psychometrics 360*, you will need to decide which colleagues of yours will respond to the questionnaire.

You will need to select: at least one direct supervisor, as well as people you interact with frequently within your organization or even suppliers. The categories are: Supervisor, Co-worker, Subordinate, and Other. With the exception of Supervisor, you will need a minimum of two respondents in any one category to generate a valid report.

Please select respondents who best fit the following characteristics:

* Have reasonable direct work exposure to you, so that they have had the opportunity to observe your behaviour over time.

* Someone that you believe will be willing and able to provide meaningful observations of your work behaviour.

* Someone who is willing to be frank and honest in noting his or her observations of your work behaviour. As the responses are confidential, we are hopeful that they will comply.

* As we are asking for two to four respondents, if possible choose people who have different kinds of exposure to you. For example, one or two may work in the same work group, while one or two may be involved with your work in some other way.

Instructions for completing the 360 questionnaire

Step 1

Prepare your list of respondent names, relationship to you (Supervisor, Co-worker, Subordinate, or Other), and email address. This information will be entered online once you have completed the survey yourself.

Step 2

You will receive an email from your 360 administrator containing your ID and Password, and a link to the questionnaire.

1. Enter the link into the address bar of your web browser. You will be taken directly to the questionnaire.

2. Read the instructions carefully and complete the *Psychometrics 360* questionnaire.

Step 3

Once you have completed and saved the *Psychometrics 360* Questionnaire click "Manage my 360" and enter the names, relationships, and email addresses of your respondents.

Step 4

Email respondents the invitation to complete the questionnaire. You can log back in anytime using the link in this email to check who has completed the questionnaire and to send out reminders to complete the questionnaire.

Best Practices

Prepare raters by:

- Explaining how the feedback will be used *(e.g. development for the leader).*

- Explaining that their feedback will be anonymous and presented as aggregate feedback from multiple people with the same relationship to the ratee *(i.e. peer rater; Note: the feedback may not be anonymous if only one rater is available for a respondent group, such as the ratee's supervisor).*

Prepare participants by:

- Explaining how the feedback will be used (e.g. development, performance appraisal).

- Preparing them to receive and act on both positive and negative feedback.

Review feedback with the participant. Do not give them the report to interpret without support.

Identify discrepancies between self-ratings and ratings by others.

Identify strengths. These are competencies on which the ratee can rely and learn to use in additional situations.

Identify developmental areas. These are competencies that are relatively weak for the ratee and would benefit from additional development.

Develop goals:

- Consider the importance of specific competencies for the ratee's current role.

- Consider the strengths and developmental areas identified for the ratee.

- Identify specific strengths and developmental areas that will be the focus of the developmental plan.

- Identify more strengths than weaknesses for the developmental plan, as this maintains a positive, motivating balance.

Create developmental plan that includes:

- Goals that are achievement-oriented, not avoidant

  > Goals should focus on achieving something positive (e.g. write memos that are concise and easy to understand), not avoiding something negative (e.g. stop writing confusing memos).

- Standards for measuring changes and achievement of goals.

- Action steps and learning techniques for each goal.

- Identification of people who can act as supporters and/or provide ongoing feedback.

Keep momentum through ongoing discussions between the ratee and his/her supporter *(e.g. supervisor, coach) regarding topics including:*

- Personal insights

- Motivation

- Skill acquisition

- Performance improvement

Name:

Date:

1. List the competencies from page 2 of the feedback that you and your supervisor agree are critically important *(receive ratings of 4 – 5)*:

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   Give examples of when each critically important competency is used in your job:

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2. List the competencies from page 2 of the feedback on which you and your supervisor disagree about critical importance:

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   For competencies on which you disagree, how might this potential disconnect regarding expectations and direction of energy cause conflict or issues? Discuss these with the goal of coming to a shared understanding of their importance to your job.

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3. List the competencies from page 4 of the feedback that you and your supervisor agree are your strengths:

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Examine the specific behaviours *(beginning page 9)* associated with each competency.
Note the ones that are particular strengths.

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Give examples of when each critically important competency is used in your job:

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Discuss ways in which you can use those strengths more often in your current work role.

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4. List the competencies from page 4 of the feedback that you and your supervisor agree would benefit from development.

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Examine the specific behaviours *(beginning page 9)* associated with each competency. *Note the ones that are rated as weakest.*

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Give examples of when you showed those weaknesses.

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Discuss what changes you would like to see.

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5. List competencies which you feel are strengths but your supervisor does not and vice-versa:

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Examine the specific behaviours *(beginning page 9)* associated with each competency.
Note the ones where there are gaps in ratings between you and your supervisor.

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Discuss these competencies and explore examples that might clarify the differences in ratings.
Which of these can be used more effectively to leverage your contribution? What are the opportunities
for you to use them more frequently? Which of these would you like to address for development?

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6. List the competencies where there are notable gaps in ratings between you, your peers, and your direct reports *(strengths or weaknesses)*:

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Examine the specific behaviours *(beginning page 9)* associated with each competency.
Note the ones where there are gaps in ratings between you, your peers, and your direct reports.

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Discuss these competencies and explore examples that might clarify the differences. Which of these can be used more effectively to leverage your contribution? What are the opportunities for you to use them more frequently? Which of these would you like to address for development?

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7. You may have behavioural ratings *(beginning page 9)* that are either relative strengths or weaknesses that you have not addressed above as part of an overall competency. List any of these that you feel are important. Is there a pattern?

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List the behaviours, either strengths or weaknesses, that you would like to address.
Note that you may choose to address ratings by self, supervisor, peers or subordinates.

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Give examples of when you used your strengths.

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Discuss ways that you can use those strengths more often in your current work role.

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Give examples of when you showed your weaknesses.

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Discuss ways that you can use those weaknesses more often in your current work role.

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Being effective in different roles and situations will require that you continually develop new competencies and improve existing competencies. You must decide where to place your energy for development. Most people will find that they can effectively address a small number of development areas. One way to choose those for special attention is to focus on the critically important competencies. You may choose to address competencies or behaviours that you, your supervisor, peers, or direct reports rated as weaker or stronger than the others. Pay particular attention to those with wide ratings gaps.

Use the following tables to establish personal development goals for improving the applications of your strengths and developing some areas of weakness. Develop goals that are specific and establish target dates for meeting goals or completing actions. Ensure the goals and dates are achievable. When establishing these plans, consider the following:

Monitoring and Learning

What will I do each day to consider what worked, what did not work, and what I can do next time?

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How will I periodically evaluate my progress?

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Considering my goals and organizational priorities, how will I update my development strategy and learning plan?

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How will I leverage what I have already learned?

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Feedback and Support

What feedback do I want to receive?

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Who will I ask for feedback?

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How will I prepare feedback givers to provide honest, relevant feedback?

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How will I make it easy for those giving feedback?

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Competency	Action Plan: How will you achieve your goals?	Involvement of others: Who will support you or be affected by your action plan?	Target Date(s)
Competency: .... **Goals:**			
Competency: .... **Goals:**			

Psychometrics 360

Competency	Action Plan: How will you achieve your goals?	Involvement of others: Who will support you or be affected by your action plan?	Target Date(s)
Competency: **Goals:**			

.... **Date**

Employee's Signature

.... **Date**

Sponsor's Signature

Psychometrics 360 Report

17-November-2015

John Sample

Name : John Sample

You requested feedback from the following individuals:

Louise Sample   Oscar Sample
Maximillian Sample   Michaelangelo Sample
Charlie Sample   Anastasia Sample
Susan Sample

Number of responses received:

Subordinate: 2   *Other:* 2   *Supervisor:* 1   *Co-worker:* 2   *Total:* 7

Guidelines for Reading Multi-Source Feedback:

Remember that your supervisor(s), co-workers, subordinates, and other respondents were asked for their honest feedback. They were asked to give ratings of your demonstrated behaviour to help you to identify your strengths and development areas. Therefore, you should view their responses in that context.

Your supervisor(s), co-workers, subordinates, and other respondents have provided you with their perceptions of your behaviour. This is how you come across to them, not necessarily what is objectively true.

You could receive both positive and negative feedback. Do not emphasize one or the other; look at both in balance.

Focus on looking ahead toward what you can do with the feedback:

- How you can transform negative feedback into positive change.

- How you can utilize your talents to leverage your effectiveness.

How to read the Report:

1. It is suggested that you look over the entire report first to get an overview of the results. Then look at specific competencies and the ratings you received.

2. On each page of results, you will find a chart of the specific ratings, a list of strengths, and a list of developmental areas, as well as a list of "gaps" (or areas of disagreement). Look at the highest rated competencies - these are your strengths. Think about how you could utilize those competencies more. Then look closely at the gaps. When understanding the "biggest gaps", think about why others might see you differently. Try to remove your emotion from the feedback. Focus on what you could do differently as a result of having the feedback.

3. The strengths and developmental areas indicated underneath each graph represent your relative strengths and developmental areas, not absolutes.

4. Remember that this report was prepared in a way that ensures the anonymity of the co-workers, subordinates, and other respondents who completed the questionnaire. It is normal to wonder who gave you certain ratings and why, but you will need to accept the feedback as offered. Understand individual ratings within the context of the overall feedback picture.

Rating Scale Reference

Competency Importance Ratings
You and your supervisor(s) rated the importance of 24 competencies to your work role on a 5-point scale:

1: Not Important   2-4: Important   5: Critically Important

Demonstrated Behavioural Ratings
All respondents rated how often you demonstrated a series of 125 behaviours on a 9-point scale:

N/A: Not   1: Not at all   3: Not Often   5: Often   7: Very Often   9: Always
Applicable

Self and Supervisor Ratings of Competency Importance for John Sample

Competency	Rating
Works to High Quality Standards	
Achieves Results Efficiently	
Seeks Innovation	
Expresses Ideas Clearly in Written Form	
Expresses Ideas Clearly in Spoken Form	
Influences Others	
Mobilizes Activity Around a Clear Purpose	
Coaches and Develops Others	
Empowers Employees	
Fosters Teamwork	
Displays Cooperation and Teamwork	
Shows Organization Awareness	
Satisfies Customers	
Plans Work Activities	
Learns Skills and Develops Capabilities	
Manages Stress	
Acts Responsibly and with Integrity	
Displays Flexibility	
Encourages Open Dialogue	
Shows Respect and Sensitivity to Others	
Handles Disagreement Constructively	
Acts to Uphold Safety	
Gathers and Analyzes Information	
Solves Problems and Makes Decisions	

Scale: 0 — Not Important, Important, 5 — Critically Important

Legend: ■ Self ■ Supervisor

Self Ratings for John Sample

Competency	0	1	2	3	4	5	6	7	8	9
Works to High Quality Standards										
Achieves Results Efficiently										
Seeks Innovation										
Expresses Ideas Clearly in Written Form										
Expresses Ideas Clearly in Spoken Form										
Influences Others										
Mobilizes Activity Around a Clear Purpose										
Coaches and Develops Others										
Empowers Employees										
Fosters Teamwork										
Displays Cooperation and Teamwork										
Shows Organization Awareness										
Satisfies Customers										
Plans Work Activities										
Learns Skills and Develops Capabilities										
Manages Stress										
Acts Responsibly and with Integrity										
Displays Flexibility										
Encourages Open Dialogue										
Shows Respect and Sensitivity to Others										
Handles Disagreement Constructively										
Acts to Uphold Safety										
Gathers and Analyzes Information										
Solves Problems and Makes Decisions										

Not at all   Not Often   Often   Very Often   Always

■ Self

You perceive that your strengths are:

Displays Cooperation and Teamwork
Encourages Open Dialogue
Works to High Quality Standards

Displays Flexibility
Expresses Ideas Clearly in Written Form

You perceive that your developmental areas are:

Acts to Uphold Safety
Manages Stress
Solves Problems and Makes Decisions

Gathers and Analyzes Information
Shows Organization Awareness

Self Ratings vs. Supervisor Ratings for John Sample

Competency	0	1	2	3	4	5	6	7	8	9
Works to High Quality Standards										
Achieves Results Efficiently										
Seeks Innovation										
Expresses Ideas Clearly in Written Form										
Expresses Ideas Clearly in Spoken Form										
Influences Others										
Mobilizes Activity Around a Clear Purpose										
Coaches and Develops Others										
Empowers Employees										
Fosters Teamwork										
Displays Cooperation and Teamwork										
Shows Organization Awareness										
Satisfies Customers										
Plans Work Activities										
Learns Skills and Develops Capabilities										
Manages Stress										
Acts Responsibly and with Integrity										
Displays Flexibility										
Encourages Open Dialogue										
Shows Respect and Sensitivity to Others										
Handles Disagreement Constructively										
Acts to Uphold Safety										
Gathers and Analyzes Information										
Solves Problems and Makes Decisions										

Not at all — Not Often — Often — Very Often — Always

■ Self ■ Supervisor

Your supervisor(s) perceive(s) your strengths are:

Achieves Results Efficiently

Encourages Open Dialogue

Expresses Ideas Clearly in Written Form

Acts Responsibly and with Integrity

Expresses Ideas Clearly in Spoken Form

Your supervisor(s) perceive(s) your developmental areas are:

Acts to Uphold Safety

Gathers and Analyzes Information

Solves Problems and Makes Decisions

Coaches and Develops Others

Learns Skills and Develops Capabilities

Self Ratings vs. Co-Worker Ratings for John Sample

Competency	Rating
Works to High Quality Standards	
Achieves Results Efficiently	
Seeks Innovation	
Expresses Ideas Clearly in Written Form	
Expresses Ideas Clearly in Spoken Form	
Influences Others	
Mobilizes Activity Around a Clear Purpose	
Coaches and Develops Others	
Empowers Employees	
Fosters Teamwork	
Displays Cooperation and Teamwork	
Shows Organization Awareness	
Satisfies Customers	
Plans Work Activities	
Learns Skills and Develops Capabilities	
Manages Stress	
Acts Responsibly and with Integrity	
Displays Flexibility	
Encourages Open Dialogue	
Shows Respect and Sensitivity to Others	
Handles Disagreement Constructively	
Acts to Uphold Safety	
Gathers and Analyzes Information	
Solves Problems and Makes Decisions	

Scale: 0 Not at all — Not Often — Often — Very Often — Always

■ Self ■ Co-Worker

Your co-workers perceive your strengths are:

Coaches and Develops Others

Expresses Ideas Clearly in Spoken Form

Handles Disagreement Constructively

Encourages Open Dialogue

Expresses Ideas Clearly in Written Form

Your co-workers perceives your developmental areas are:

Acts to Uphold Safety

Influences Others

Plans Work Activities

Displays Flexibility

Manages Stress

Self Ratings vs. Subordinate Ratings for John Sample

Competency chart with scale from 0 to 9 (Not at all, Not Often, Often, Very Often, Always):

- Works to High Quality Standards
- Achieves Results Efficiently
- Seeks Innovation
- Expresses Ideas Clearly in Written Form
- Expresses Ideas Clearly in Spoken Form
- Influences Others
- Mobilizes Activity Around a Clear Purpose
- Coaches and Develops Others
- Empowers Employees
- Fosters Teamwork
- Displays Cooperation and Teamwork
- Shows Organization Awareness
- Satisfies Customers
- Plans Work Activities
- Learns Skills and Develops Capabilities
- Manages Stress
- Acts Responsibly and with Integrity
- Displays Flexibility
- Encourages Open Dialogue
- Shows Respect and Sensitivity to Others
- Handles Disagreement Constructively
- Acts to Uphold Safety
- Gathers and Analyzes Information
- Solves Problems and Makes Decisions

■ Self ■ Subordinate

Your subordinates perceive your strengths are:

Coaches and Develops Others
Fosters Teamwork
Works to High Quality Standards

Encourages Open Dialogue
Mobilizes Activity Around a Clear Purpose

Your subordinates perceives your developmental areas are:

Displays Flexibility
Handles Disagreement Constructively
Solves Problems and Makes Decisions

Expresses Ideas Clearly in Written Form
Satisfies Customers

Self Ratings vs. 'Other' Ratings for John Sample

Competency	Self	Other
Works to High Quality Standards	6	4.5
Achieves Results Efficiently	5.5	4.5
Seeks Innovation	6	4.5
Expresses Ideas Clearly in Written Form	8	5
Expresses Ideas Clearly in Spoken Form	5.5	5.5
Influences Others	5.5	4.5
Mobilizes Activity Around a Clear Purpose	6	4.5
Coaches and Develops Others	5.5	5
Empowers Employees	5.5	4.5
Fosters Teamwork	6	4.5
Displays Cooperation and Teamwork	6.5	4
Shows Organization Awareness	5.5	4.5
Satisfies Customers	5.5	4.5
Plans Work Activities	5.5	5
Learns Skills and Develops Capabilities	5.5	4
Manages Stress	5	5
Acts Responsibly and with Integrity	5	4.5
Displays Flexibility	6.5	4.5
Encourages Open Dialogue	6.5	4.5
Shows Respect and Sensitivity to Others	5	4.5
Handles Disagreement Constructively	5.5	4
Acts to Uphold Safety	5	4.5
Gathers and Analyzes Information	5	4
Solves Problems and Makes Decisions	5	4.5

Scale: 0 Not at all — Not Often — Often — Very Often — 9 Always

Legend: ■ Self ■ Other

Your 'other' respondents perceive your strengths are:

Coaches and Develops Others

Expresses Ideas Clearly in Written Form

Plans Work Activities

Expresses Ideas Clearly in Spoken Form

Manages Stress

Your 'other' respondents perceives your developmental areas are:

Displays Cooperation and Teamwork

Gathers and Analyzes Information

Learns Skills and Develops Capabilities

Displays Flexibility

Handles Disagreement Constructively

Self Ratings vs. Non-Self Ratings for John Sample

Competency — 0 1 2 3 4 5 6 7 8 9

- Works to High Quality Standards
- Achieves Results Efficiently
- Seeks Innovation
- Expresses Ideas Clearly in Written Form
- Expresses Ideas Clearly in Spoken Form
- Influences Others
- Mobilizes Activity Around a Clear Purpose
- Coaches and Develops Others
- Empowers Employees
- Fosters Teamwork
- Displays Cooperation and Teamwork
- Shows Organization Awareness
- Satisfies Customers
- Plans Work Activities
- Learns Skills and Develops Capabilities
- Manages Stress
- Acts Responsibly and with Integrity
- Displays Flexibility
- Encourages Open Dialogue
- Shows Respect and Sensitivity to Others
- Handles Disagreement Constructively
- Acts to Uphold Safety
- Gathers and Analyzes Information
- Solves Problems and Makes Decisions

Not at all — Not Often — Often — Very Often — Always

■ Self ■ Supervisor ■ Co-worker ■ Subordinate ■ Other

Behavioural Ratings for John Sample

Competency/Behavioural Statement	Ratings	S	S	C	S	O
Works to High Quality Standards						
Works neatly and accurately, with attention to detail.		6.0	7.0	7.0	7.5	4.5
Completes tasks to a high standard of quality and excellence.		7.0	6.0	6.0	8.0	5.0
Expects work group to achieve high quality standards.		8.0	8.0	7.0	8.5	4.5
Encourages employees to look for better ways of doing things.		5.0	6.0	5.5	8.5	4.5
Looks for ways to improve procedures, methods and outcomes.		5.0	6.0	6.5	9.0	4.5
Seeks Innovation						
Finds innovative changes to methods or approaches.		8.0	6.0	7.0	8.0	5.0
Addresses problems or issues creatively.		8.0	7.0	5.5	7.0	5.5
Looks for new and different ways of doing things to improve performance.		7.0	7.0	7.0	8.0	4.0
Suggests or starts new and different approaches.		6.0	7.0	6.5	7.0	4.5
Comes up with original ideas.		2.0	5.0	6.0	7.0	4.0
Fosters Teamwork						
Commends work group successes.		7.0	8.0	7.5	9.0	5.0
Keeps the work group informed about events in the organization.		5.0	6.0	6.5	8.5	5.0
Works to build team spirit in the work group.		8.0	6.0	6.5	7.5	4.5
Invites work group members to express their views.		4.0	7.0	5.5	8.0	4.5
Involves the work group in "running the business".		5.0	9.0	6.0	7.5	5.0
Takes employee concerns seriously and responds to them.		6.0	6.0	6.5	7.5	4.5
Takes action to improve employee satisfaction.		7.0	6.0	6.0	8.5	5.0
Expresses Ideas Clearly in Written Form						
Uses suitable language in written communication.		8.0	8.0	6.5	7.5	5.5
Writes reports and memos clearly and concisely.		8.0	7.0	7.0	6.5	4.5
Expresses Ideas Clearly in Spoken Form						
Uses language and terminology that is understood by the listener.		6.0	8.0	6.5	8.0	5.5
Speaks clearly and understandably.		6.0	8.0	7.0	8.0	5.5
Influences Others						
When communicating to a group, is sensitive to their position.		7.0	6.0	6.0	8.5	5.0
Uses logical arguments, backed by facts and figures.		5.0	5.0	5.5	7.0	4.5
Expresses own opinions assertively.		7.0	7.0	5.5	8.5	4.5
Able to develop a persuasive presentation.		6.0	8.0	6.5	8.0	4.5
Strongly influences opinions, ideas, and plans of co-workers.		3.0	6.0	6.5	7.5	5.0
Mobilizes Activity Around a Clear Purpose						
Sets clear goals for the unit.		8.0	6.0	6.5	8.5	5.0
Leads the work group in discussions of unit performance.		4.0	9.0	6.5	8.5	5.0
Communicates goals to employees.		6.0	5.0	7.0	9.0	4.0
Aligns daily actions with stated goals.		8.0	8.0	6.0	8.0	5.0
Works with employees to set action plans.		4.0	7.0	6.0	7.5	4.5

Behavioural Ratings for John Sample

Competency/Behavioural Statement	Ratings	S	S	C	S	O
Coaches and Develops Others						
Helps employees determine training and development needs.		7.0	5.0	7.5	7.5	5.0
Encourages employees to advance their careers.		6.0	5.0	7.0	8.0	4.5
Coaches and trains employees to meet performance goals.		7.0	7.0	7.0	8.5	5.5
Provides helpful feedback on employee performance.		3.0	6.0	6.5	8.0	5.0
Empowers Employees						
Delegates responsibility for tasks and decisions to employees.		5.0	8.0	6.0	7.5	4.5
Allows employees to make decisions within their job scope.		7.0	6.0	6.5	8.0	5.0
Involves employees in decisions that affect the work unit.		7.0	7.0	6.5	7.5	4.0
Encourages employees to take on responsibility.		3.0	7.0	6.5	7.5	5.5
Displays Cooperation and Teamwork						
Works with co-workers to address common interests or concerns.		9.0	7.0	6.0	7.0	4.5
Balances self-interest with the interests of co-workers.		8.0	6.0	5.5	7.5	4.0
Involves co-workers in matters and decisions that impact them.		7.0	6.0	6.0	7.0	5.0
Coordinates work plans with those of other work units/groups.		7.0	4.0	6.5	7.5	4.0
Gives co-workers credit for group accomplishments.		5.0	7.0	7.0	7.5	5.0
Learns from co-workers and those who report to him/her.		4.0	6.0	6.0	8.0	4.0
Shows Organization Awareness						
Takes actions that support the goals and activities of the work unit.		8.0	6.0	6.0	7.0	5.5
Considers the impact of decisions on other work units and groups.		5.0	6.0	6.5	7.0	5.0
Shares important information about the work unit with other groups.		6.0	6.0	6.5	7.5	4.0
Supports business decisions made by management.		4.0	6.0	7.0	8.5	4.0
Is aware of factors in industry and the community that affect the organization.		4.0	6.0	6.0	7.5	4.5
Knows how different groups and departments in the organization function.		5.0	8.0	5.5	7.5	5.0
Knows where in the organization to look for answers.		6.0	9.0	6.5	8.0	4.5
Satisfies Customers						
Knows what is expected of the work unit by internal/external customers.		5.0	6.0	6.5	7.5	4.0
Responds to requests for information or services from internal/external customers and suppliers.		7.0	8.0	5.5	6.5	5.5
Looks for ways to work more effectively with internal/external customers and suppliers.		5.0	8.0	7.0	6.5	4.5
Plans Work Activities						
Stays focused on the most important work matters.		8.0	5.0	6.0	9.0	5.5
Sets work priorities based on the importance and urgency of tasks.		8.0	7.0	6.0	7.0	4.5
Sets realistic timelines for completing tasks.		6.0	7.0	6.5	7.5	4.5
Sets a work plan that tracks all aspects of tasks and activities.		3.0	5.0	6.0	8.5	5.0
Uses time and resources efficiently to complete tasks on schedule.		3.0	7.0	5.5	7.0	5.0
Monitors work progress against expected results.		5.0	8.0	6.0	7.5	5.0
Learns Skills and Develops Capabilities						
Keen to learn new skills and develop knowledge.		6.0	4.0	6.0	8.0	5.0
Seeks out and listens to feedback on personal performance and behaviour.		9.0	7.0	5.5	7.5	4.0
Demonstrates the skills required to perform in the work role.		5.0	7.0	6.5	8.5	5.0
Changes behaviour in response to feedback from others.		7.0	6.0	5.5	7.0	3.5
Learns from mistakes and does not repeat them.		2.0	4.0	6.5	7.0	4.5
Shows interest in own career development.		4.0	8.0	7.0	8.0	4.0

Behavioural Ratings for John Sample

Competency/Behavioural Statement	Ratings	S	S	C	S	O
Manages Stress						
Controls emotions when things go wrong.		6.0	7.0	6.0	8.0	4.5
Helps others stay calm in stressful situations.		4.0	8.0	5.5	8.0	5.5
Keeps a broad view, even when under pressure.		8.0	7.0	6.0	7.0	5.5
Finds positive ways to respond to tough situations.		3.0	7.0	6.0	8.0	5.0
Responds calmly when faced with many demands at one time.		5.0	7.0	5.0	8.5	5.0
Acts Responsibly and with Integrity						
Is honest and straightforward in dealings with co-workers.		8.0	6.0	6.0	8.0	4.5
Practices what (s)he preaches.		9.0	8.0	5.5	8.5	5.0
Accepts responsibility for outcomes of own decisions.		5.0	7.0	7.5	8.0	4.5
Is upfront and honest about his/her intentions.		4.0	7.0	5.5	7.0	4.5
Earns the trust of co-workers and employees.		3.0	8.0	6.5	8.0	5.0
Takes personal responsibility when things go wrong.		3.0	8.0	5.5	8.5	5.0
Acts predictably in all situations.		6.0	8.0	6.5	7.5	4.0
Displays Flexibility						
Adapts own behaviour or approach to match the needs of different situations.		7.0	6.0	5.0	7.0	4.5
Responds to co-workers' preferences to do things differently.		6.0	8.0	6.5	8.0	4.5
Works effectively with people who do not see things the same way.		8.0	7.0	6.0	6.5	4.0
Open to new ideas and approaches suggested by others.		5.0	7.0	5.0	8.0	5.0
Encourages Open Dialogue						
Easy to talk to.		8.0	7.0	8.0	8.0	6.0
Encourages others to share their thoughts and feelings about work matters.		7.0	8.0	6.0	8.5	4.5
Seeks out and listens to the ideas and opinions of others.		7.0	8.0	6.0	8.0	4.0
Is a good listener.		5.0	7.0	6.0	7.5	4.5
Shows Respect and Sensitivity to Others						
Understands and accepts personal differences among co-workers.		5.0	8.0	6.5	6.5	5.5
Treats all individuals with respect, irrespective of status or background.		8.0	8.0	6.5	8.5	5.0
Shows interest in the views and concerns of others.		6.0	7.0	6.0	7.0	4.5
Recognizes when feelings and behaviour don't match.		4.0	6.0	5.5	7.0	4.0
Knows what is important to employees/co-workers.		6.0	7.0	6.0	7.5	5.0
Acts considerately toward employees/co-workers.		5.0	7.0	6.5	8.5	4.5
Understands why people do the things they do.		4.0	6.0	5.5	8.0	3.5
Handles Disagreement Constructively						
Able to disagree without offending people.		3.0	7.0	7.0	7.5	4.0
Attempts to resolve disagreements with co-workers.		8.0	9.0	7.0	7.5	5.0
Validates and resolves differing viewpoints.		7.0	6.0	6.0	7.5	4.0
Seeks common ground in disagreements.		5.0	7.0	6.5	6.5	4.5
Acts to Uphold Safety						
Expects employees to be responsible for behaving safely.		4.0	4.0	4.5	8.0	3.5
"Walks the talk" when it comes to safety.		7.0	5.0	4.5	7.5	5.0
Identifies safety risks and takes immediate steps to control them.		7.0	4.0	5.5	7.5	5.5
Makes the time to address the safety and wellness of employees.		4.0	4.0	7.0	8.0	4.0
Advises others about safety practices and procedures.		4.0	5.0	4.5	7.0	5.0
Responds promptly to safety concerns raised by employees.		3.0	4.0	7.0	7.5	5.5
Puts safety before production, time pressure or costs.		2.0	4.0	5.0	8.5	5.0

Behavioural Ratings for John Sample

Competency/Behavioural Statement	Ratings	S	S	C	S	O
Gathers and Analyzes Information						
Gathers all information before drawing a conclusion or making a decision.		5.0	4.0	6.0	8.5	4.5
Is curious about activities and events and tries to learn more about them.		6.0	6.0	6.5	7.5	4.0
Investigates matters thoroughly when faced with incomplete information.		5.0	5.0	6.5	7.5	5.0
Seeks and weighs information from different points of view.		6.0	6.0	5.5	7.0	4.0
Accurately and objectively assesses information.		3.0	5.0	6.5	7.5	4.5
Solves Problems and Makes Decisions						
Sets priorities based on an accurate analysis of events and conditions.		6.0	5.0	5.5	8.5	5.0
Identifies the most important aspects of complex problems or situations.		7.0	5.0	6.0	7.0	4.0
Logically breaks down complex tasks or issues into manageable pieces.		6.0	5.0	6.5	6.5	4.5
Identifies problems or issues before they become obvious.		9.0	3.0	6.0	7.0	5.0
Sees connections between different situations or events that others might not see.		4.0	3.0	7.0	8.0	4.5
Uses past experience to identify problems or situations that need attention.		3.0	4.0	5.5	7.5	4.5
Responds to situations and problems in a practical way.		3.0	6.0	5.5	7.5	5.0
Identifies and reasons through relevant factors before making decisions or forming conclusions.		4.0	5.0	6.0	8.0	5.0
Thinks of possible obstacles and consequences before making a decision.		4.0	5.0	6.0	6.5	4.0
Uses new ideas in combination with existing approaches to solve problems.		4.0	6.0	7.0	7.0	4.5
Achieves Results Efficiently						
Finds ways to do work efficiently and increase output.		7.0	6.0	6.0	7.5	5.0
Makes an extra effort to complete work when faced with a challenge.		6.0	8.0	6.5	7.5	5.0
Consistently achieves results and meets expected goals.		6.0	7.0	6.5	7.5	4.0
Holds others to achieve expected results.		4.0	8.0	6.0	8.0	4.5
Sets challenging goals and works to achieve them.		5.0	8.0	6.0	8.0	5.0

Summary - Strengths for John Sample

These are your highest scores on the competencies as identified by each person/group of people.
They indicate which of the twenty-four competencies you are strongest in.
Relative strengths are those that were rated highest according to the rest of your scores across the competencies
Absolute strengths are those that averaged a score of 7.5 or above according to the rating scale, to a maximum of five.

Identified by:	Relative	Absolute
Self	Displays Cooperation and Teamwork Displays Flexibility Encourages Open Dialogue Expresses Ideas Clearly in Written Form Works to High Quality Standards	Expresses Ideas Clearly in Written Form
Supervisor(s)	Achieves Results Efficiently Acts Responsibly and with Integrity Encourages Open Dialogue Expresses Ideas Clearly in Spoken Form Expresses Ideas Clearly in Written Form	Encourages Open Dialogue Expresses Ideas Clearly in Spoken Form Expresses Ideas Clearly in Written Form
Co-workers	Coaches and Develops Others Encourages Open Dialogue Expresses Ideas Clearly in Spoken Form Expresses Ideas Clearly in Written Form Handles Disagreement Constructively	
Subordinates	Coaches and Develops Others Encourages Open Dialogue Fosters Teamwork Mobilizes Activity Around a Clear Purpose Works to High Quality Standards	Coaches and Develops Others Encourages Open Dialogue Fosters Teamwork Mobilizes Activity Around a Clear Purpose Works to High Quality Standards
Others	Coaches and Develops Others Expresses Ideas Clearly in Spoken Form Expresses Ideas Clearly in Written Form Manages Stress Plans Work Activities	

Summary - Developmental Areas for John Sample

These are your lowest scores on the competencies as identified by each person/group of people.
They indicate on which of the twenty-four competencies you received the lowest scores.
Relative developmental areas are those that were rated lowest according to the rest of your scores across the competencies.
Absolute developmental areas are those that averaged a score of 5.0 or lower according to the rating scale, to a maximum of five.

Identified by:	Relative	Absolute
Self	Acts to Uphold Safety Gathers and Analyzes Information Manages Stress Shows Organization Awareness Solves Problems and Makes Decisions	Acts to Uphold Safety Gathers and Analyzes Information Solves Problems and Makes Decisions
Supervisor(s)	Acts to Uphold Safety Coaches and Develops Others Gathers and Analyzes Information Learns Skills and Develops Capabilities Solves Problems and Makes Decisions	Acts to Uphold Safety Solves Problems and Makes Decisions
Co-workers	Acts to Uphold Safety Displays Flexibility Influences Others Manages Stress Plans Work Activities	
Subordinates	Displays Flexibility Expresses Ideas Clearly in Written Form Handles Disagreement Constructively Satisfies Customers Solves Problems and Makes Decisions	
Others	Displays Cooperation and Teamwork Displays Flexibility Gathers and Analyzes Information Handles Disagreement Constructively Learns Skills and Develops Capabilities	Displays Cooperation and Teamwork Displays Flexibility Gathers and Analyzes Information Handles Disagreement Constructively Learns Skills and Develops Capabilities

Highest Behavioural Ratings for John Sample

The following is a list of behaviors that received the highest average scores from all raters.

	Item	Competency	Score
1	Commends work group successes.	Fosters Teamwork	7.3
2	Easy to talk to.	Encourages Open Dialogue	7.3
3	Leads the work group in discussions of unit performance.	Mobilizes Activity Around a Clear Purpose	7.0
4	Speaks clearly and understandably.	Expresses Ideas Clearly in Spoken Form	7.0
5	Coaches and trains employees to meet performance goals.	Coaches and Develops Others	7.0
6	Uses language and terminology that is understood by the listener.	Expresses Ideas Clearly in Spoken Form	6.9
7	Uses suitable language in written communication.	Expresses Ideas Clearly in Written Form	6.7
8	Finds innovative changes to methods or approaches.	Seeks Innovation	6.6
9	Sets clear goals for the unit.	Mobilizes Activity Around a Clear Purpose	6.6
10	Stays focused on the most important work matters.	Plans Work Activities	6.6
11	Works neatly and accurately, with attention to detail.	Works to High Quality Standards	6.4
12	When communicating to a group, is sensitive to their position.	Influences Others	6.4
13	Helps employees determine training and development needs.	Coaches and Develops Others	6.4
14	Understands and accepts personal differences among co-workers.	Shows Respect and Sensitivity to Others	6.4
15	Delegates responsibility for tasks and decisions to employees.	Empowers Employees	6.3
16	Controls emotions when things go wrong.	Manages Stress	6.3
17	Able to disagree without offending people.	Handles Disagreement Constructively	6.3
18	Completes tasks to a high standard of quality and excellence.	Works to High Quality Standards	6.3
19	Takes actions that support the goals and activities of the work unit.	Shows Organization Awareness	6.1
20	Is honest and straightforward in dealings with co-workers.	Acts Responsibly and with Integrity	6.1
21	Sets priorities based on an accurate analysis of events and conditions.	Solves Problems and Makes Decisions	6.1
22	Works with co-workers to address common interests or concerns.	Displays Cooperation and Teamwork	6.0
23	Knows what is expected of the work unit by internal/external customers.	Satisfies Customers	6.0
24	Keen to learn new skills and develop knowledge.	Learns Skills and Develops Capabilities	6.0
25	Gathers all information before drawing a conclusion or making a decision.	Gathers and Analyzes Information	6.0

Sample Report **35**

Lowest Behavioral Ratings for John Sample

The following is a list of behaviors that received the lowest average scores from all raters.

	Item	Competency	Score
1	Expects employees to be responsible for behaving safely.	Acts to Uphold Safety	5.1
2	Changes behaviour in response to feedback from others.	Learns Skills and Develops Capabilities	5.4
3	Advises others about safety practices and procedures.	Acts to Uphold Safety	5.4
4	Thinks of possible obstacles and consequences before making a decision.	Solves Problems and Makes Decisions	5.4
5	Adapts own behaviour or approach to match the needs of different situations.	Displays Flexibility	5.6
6	Uses logical arguments, backed by facts and figures.	Influences Others	5.6
7	"Walks the talk" when it comes to safety.	Acts to Uphold Safety	5.6
8	Identifies the most important aspects of complex problems or situations.	Solves Problems and Makes Decisions	5.6
9	Seeks and weighs information from different points of view.	Gathers and Analyzes Information	5.6
10	Identifies problems or issues before they become obvious.	Solves Problems and Makes Decisions	5.6
11	Uses past experience to identify problems or situations that need attention.	Solves Problems and Makes Decisions	5.6
12	Recognizes when feelings and behaviour don't match.	Shows Respect and Sensitivity to Others	5.6
13	Comes up with original ideas.	Seeks Innovation	5.6
14	Balances self-interest with the interests of co-workers.	Displays Cooperation and Teamwork	5.7
15	Works effectively with people who do not see things the same way.	Displays Flexibility	5.7
16	Logically breaks down complex tasks or issues into manageable pieces.	Solves Problems and Makes Decisions	5.7
17	Coordinates work plans with those of other work units/groups.	Displays Cooperation and Teamwork	5.7
18	Learns from mistakes and does not repeat them.	Learns Skills and Develops Capabilities	5.7
19	Understands why people do the things they do.	Shows Respect and Sensitivity to Others	5.7
20	Seeks out and listens to feedback on personal performance and behaviour.	Learns Skills and Develops Capabilities	5.9
21	Validates and resolves differing viewpoints.	Handles Disagreement Constructively	5.9
22	Identifies safety risks and takes immediate steps to control them.	Acts to Uphold Safety	5.9
23	Is upfront and honest about his/her intentions.	Acts Responsibly and with Integrity	5.9
24	Puts safety before production, time pressure or costs.	Acts to Uphold Safety	5.9
25	Works neatly and accurately, with attention to detail.	Works to High Quality Standards	6.4

Sample Report **36**

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

- Understands the industry and the strength of various locations and employees. Experienced professional with a strong background knowledge of the business.
- He understands the business and has extensive connections in it
- Well Organized, prioritizes efficiently, is articulate.
- Calm demeanor, willing to examine and bring new processes into the organization
- He builds relationships
- Comes across as a very credible individual that knows the business.
- He is a decision maker and is assertive about his point of view

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

- Use the right people to negotiate contracts.
- additional participation in projects, he often delegates to his personnel when he should be more involved directly
- More interaction with peers.
- Continue to invest in the development a high performing sales team.
- Does not come across as friendly at first
- More exposure to different aspects of the business.
- set better targets for his team to achieve

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

- Support staff more through learning opportunities.
- sometimes shows too much favoritism
- Communicate more directly and precisely.
- Ask for more feedback/ideas from staff.
- Give feedback in a more timely manner
- Be more flexible and open for change.
- He maintains and projects a very professional attitude and is confident