Psychometrics 360

User's Guide

Psychometrics

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Introduction

The Psychometrics 360 instrument is a multi-source assessment designed to provide anonymous feedback to employees on 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.

The purpose of the Psychometrics 360 tool is to enhance 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.

Professionally managed use of the Psychometrics 360 assessment increases individual self-awareness, and as part of a strategic organizational process can promote:

- Increased understanding of the competencies and behaviours necessary to improve individual and organizational effectiveness
- Focused individual and organizational development activities
- Increased involvement of people at all levels of the organization
- Increased personal ownership for self-development and learning

Every employee establishes unique relationships with others in the organization, based in part on factors such as authority and role expectations. The Psychometrics 360 instrument recognizes that people often display different behaviours based on the role of the person with whom 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, direct reports, and customers. The feedback provides employees with ratings that indicate how others perceive their work-related behaviours within relationships that vary by characteristics such as expectations and balance of authority.

This data provides greater depth and richness of personal understanding. The comprehensive information and subsequent development can be integral to enhancing employee effectiveness and organizational engagement.

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

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, direct reports, co-workers and others who have been selected to respond to the survey to provide feedback to the participant.

General Description

The Psychometrics 360 assessment evaluates 24 competencies that are grouped into three key areas: Work and Execution, Interacting with Others, and Thinking and Deciding. Based on a universal competency model, the Psychometrics 360 instrument evaluates a diverse range of behavioural competencies that are related to successful performance in the workplace. These competencies and their associated behaviours apply to a wide variety of occupations; as a result, the Psychometrics 360 tool can be used to provide participants working in many different roles and sectors with valid and reliable multi-source feedback.

Psychometrics 360 Universal Competency Model

Work and Execution

1	Plans Work Activities
2	Works to High Quality Standards
3	Achieves Results Efficiently
4	Satisfies Customers
5	Acts Responsibly and with Integrity
6	Manages Stress
7	Expresses Ideas Clearly in Written Form
8	Expresses Ideas Clearly in Spoken Form
9	Acts to Uphold Safety

Interacting with Others

10	Displays Cooperation and Teamwork
11	Encourages Open Dialogue
12	Shows Respect, Inclusiveness and Sensitivity
13	Fosters Teamwork
14	Empowers Employees
15	Coaches and Develops Others
16	Handles Disagreement Constructively
17	Influences Others

Thinking and Deciding

18	Mobilizes Activity Around a Clear Purpose
19	Gathers and Analyzes Information
20	Solves Problems and Makes Decisions
21	Seeks Innovation
22	Displays Flexibility
23	Shows Organization Awareness
24	Learns Skills and Develops Capabilities

Psychometrics 360 Questionnaire

The Psychometrics 360 questionnaire contains two sets of items. The first set of 24 items are used to evaluate the importance of each competency – these are completed by the participant and his/her supervisor(s), 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 participant can determine which of their strengths and developmental areas to focus on based partly on the importance of those competencies to their current job role.

The Psychometrics 360 assessment also contains 125 items that evaluate behaviours associated with each of the 24 competencies. All rater groups rate each item to indicate how often the participant engages in the behaviour. 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 raters in various relationships with the participating employee provides insight into his/her behaviours across different work groups.

Time to complete:

Supervisors + Participants = 45 minutes

Other Raters = 30 minutes

User Qualifications

The Psychometrics 360 instrument 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. Facilitators should be familiar with 360 assessment tools and processes, and have an awareness of the range of reactions individuals have to feedback.

Setting the Stage – Planning & Implementation

When preparing to use the Psychometrics 360 assessment a number of matters should be addressed in order to ensure a beneficial outcome. These include how to introduce a 360 assessment into an organization, and how to successfully engage participants and raters. Recommended steps and key talking points for each of these are described below.

Step 1 – Clarify Purpose

When a 360 assessment is first launched in a work group, participants will have some anxiety or concern about its purposes and outcomes. They will be curious about what business opportunities or problems the 360 assessment is meant to address. Clarity and clear communication of the purpose are essential in order to successfully launch a 360 assessment program.

There are many possible reasons for conducting a 360 assessment, including development, team building, and performance reviews. Usually when a 360 assessment is introduced into an organization it is used primarily for individual or leadership development, where helping participants confirm their strengths and identify developmental needs is the goal. If you can assure participants that the Psychometrics 360 instrument is not used for appraisal purposes, you will increase buy-in and reduce the amount of "positive spin" in the responses.

Sample Introduction: "*We will be using the Psychometrics 360 assessment to achieve the organizational goal of improving leadership, by collecting and providing feedback on workplace behaviours to individual leaders. Feedback will be used to help leaders identify their strengths and confirm their most pressing developmental needs.*"

Step 2 – Discuss Confidentiality

In order to reduce participants' and raters' concerns about confidentiality, and to ensure accurate feedback is provided, you need to set clear parameters on who has access to the 360 assessment information. Best practice is to ensure that the 360 assessment report is held as private as possible, and that the 360 results are only shared with the participating employee's knowledge and consent.

Before implementing the 360 assessment you should communicate to participants the limits of confidentiality – who will have access to the results, and how much control the individual will have over the data and how it is used. While you are free to set your own confidentiality parameters, communicating them to participants is key.

If an organization's management group is interested in the 360 results, we recommend providing aggregate data across participants which can help focus on the big picture issues such as how to respond to training and development themes.

Rater Confidentiality: *Raters are assured that their responses will be completely confidential and will be reported anonymously in aggregated format so that their ratings/comments cannot be linked with a particular respondent. This of course does not apply to the participant's supervisor if only one rater falls in the supervisor category. Regardless of the number of supervisors who complete the assessment, their ratings of importance and behaviours will be displayed on the participant's report.*

Step 3 – Clarify Process

Completing the Psychometrics 360 assessment is only one part of a successful 360 evaluation. You also need to consider how the process should be structured and conducted. Questions you should address include:

- How are raters selected?
- How will feedback be provided to each of the participants?
- What are the next steps for participants after they have received their 360 feedback? How will they be supported in their learning and development?

Selecting Raters

Identifying appropriate people to rate the behaviours of the participant is a vital part of the process. Ideal raters are those who:

- are familiar with the role and the participant's performance in the role.
- can provide constructive and honest feedback and be credible to the participant (otherwise they might not take it seriously).
- have a sense of the challenges faced in the participant's work.
- provide different types of exposure to the participant. For example, one or two may work in the same team, while one or two may be involved with the participant in some other way.

In order to meet the criteria, and for the process to have credibility, participants are usually involved in the decision about who their raters are. Whenever possible, a rater should not be called upon to provide feedback to any more than three people, otherwise quality tends to suffer.

To generate a valid Psychometrics 360 report, you will need ratings from:

- at least 1 supervisor
- a number of people who fall into the categories of co-worker, direct reports, and others (clients/customers, external stakeholders, etc.)

With the exception of Supervisor, you will need a minimum of two raters in any one category to generate a valid report. Results from those chosen to rate the participant's behaviours will be averaged to preserve their anonymity.

Providing Feedback

Participant feedback can be provided individually or in groups. We recommend setting aside a minimum of 60 minutes when providing individual feedback, with 90 minutes being ideal. For group feedback you will need to schedule additional time.

Best Practices

- Provide feedback as soon as possible after the assessment is completed – this helps maintain the momentum of the process.
- Schedule feedback at a time when support is available for the participant. Providing feedback right before a weekend or holiday can have strong negative consequences.
- When facilitators conduct a number of feedback sessions they can provide valuable insights about the themes across the sessions. This needs to be done without compromising confidentiality, but it can help identify and tackle wider organizational issues.

We caution against providing participants with their 360 assessment report without a feedback or debrief session. Participants can misinterpret the data and as a result make poor decisions based on a faulty interpretation of the report and its contents.

Resources for Development

Completing the Psychometrics 360 assessment is the starting point of the development cycle. The feedback will provide a new understanding of a participant's developmental needs, but if there are no resources available to address these needs it can be a frustrating experience for everyone involved. In advance of the 360 assessment consider what resources are available to support the participant's subsequent actions based on their learning and development needs.

These can include: mentoring and support from others within and outside of the organization; options for self-directed learning; internal organizational courses and seminars; and external education.

Re-completing the Psychometrics 360 instrument to assess changes in behaviour

When the Psychometrics 360 assessment is repeated, a valuable indicator of effectiveness of the process and developmental strategies is the extent to which the ratings of a participant's behaviour changes over time. You should make participants aware that while their performance and behaviours may have improved, their ratings might not fully reflect the degree of improvement they have made. This is because raters' views of participant's behaviour often lag behind what they are currently doing; it takes time for raters to actually notice change. We recommend at least 1 year between administrations of the Psychometrics 360 assessment, unless the individual has changed roles and has been working with their current supervisor, co-workers, direct reports and other raters for a minimum of 4 months.

Interpreting the Psychometrics 360 Report

This section outlines how to provide feedback of the Psychometrics 360 report, along with tips on introducing each section of the report and helping participants make the best possible use of their feedback. An effective feedback session focuses on helping the participant identify patterns of perception and behaviour within their report. As a facilitator your role is to encourage the participant to recognize and make sense out of these patterns in light of the overall purpose of using the Psychometrics 360.

Outline of a Feedback Session

1. Introduction & Purpose
2. Clarify Priorities: Review Competency Importance Ratings
3. Review Multi-Source Feedback: Examine Competency & Behaviour Ratings
4. Review Comments: Specific Feedback from Raters
5. Develop Action Plan

Introduction & Purpose

Setting the stage properly will help alleviate any anxiety the participant may have about their results and help them effectively interpret the information in their report. Highlighting the following in your introduction, before examining the participant's results, is recommended:

- Review the purpose for completing the Psychometrics 360 assessment
- Describe how the assessment evaluates behaviours related to 24 competencies that fall into three areas: Work and Execution, Interacting with Others, Thinking and Deciding
- Talk about the role of the raters:
  - *Raters were asked to provide you with their feedback on the behaviours they see you utilizing and those they don't – for the purpose of helping you identify strengths and developmental areas.*
  - *Raters have provided you with their* ***perceptions*** *of your behaviour – this is not what is necessarily objectively true.*
  - *As we review the ratings it is important to keep context in mind – each rater group may interact with you in different ways to accomplish different things – this will result in potential differences in the ratings.*
- Talk about the feedback the participant will receive:
  - *Most people receive positive and negative feedback.*
  - *Everyone has blind spots – aspects of themselves of which they may not be aware. Unknown data about how the participant is seen by others is a key advantage of the 360 process.*
  - *Your focus should be on how you could use your strengths to increase your effectiveness, and how you can transform negative feedback into positive change.*
- Speak to Confidentiality:
  - *The report is designed to preserve the anonymity of people who completed the questionnaire. It is natural to wonder who gave you certain ratings and why, but you should try to remain open to the feedback and appreciative of the people who offered it to you.*

Tips

- Explain your role in the debriefing process
- Ask participant about their goals/objectives from the assessment and feedback session.
- Describe the time sensitive nature of 360 feedback – it is a snap-shot in time based on rater's interactions with the participant – it is expected to change over time.
- Explain the critical role that feedback plays in better understanding one's performance and behaviour. Specific feedback from a range of individuals that the participant works with can be truly invaluable to skill development.
- Acknowledge the potential for resistance or anxiety – participants can receive difficult feedback, and the uncensored nature of anonymous feedback can be upsetting. It is effective to let the participant know that you understand some of his/her concerns and possible anxiety around the results.
- Before jumping into the results, ask the participant to give you a brief summary of his/her career history

Clarify Priorities – Review Self vs. Supervisor Ratings of Competency Importance

Discussing the importance of each of the 24 competencies sets the foundation for interpreting the rest of the report. This is where you can discuss what the participant believes they should be focused on, and how that compares to their supervisors understanding of the role.

Discrepancies between self and supervisor ratings can indicate a misalignment between the participant and their supervisor about priorities. When gaps are present, the participant and their supervisor may have different expectations about where the individual should be focusing their energy and attention. These differences should be addressed in order to establish common goals and priorities.

Interpretive Tips

- Only the Participant and the Supervisor rate the importance of the 24 competencies
- Competencies are rated on a 5 point scale of importance
- If the Self rating is **higher** than the Supervisor rating – the participant may be putting their energy and efforts into things that are not a priority; they may be wasting their efforts.
- If the Self rating is **lower** than the Supervisor rating – the participant may not be paying enough attention to something their supervisor sees as a priority; they may be overlooking important responsibilities.

Questions to Ask:

Where do you and your supervisor agree?

Which competencies do you and your supervisor rate differently on importance?

Are you directing your energy and attention into things that your supervisor believes are less important? (You have rated them higher than your supervisor)

Are you focusing less attention on competencies that your supervisor believes are more important? (You have rated them lower than your supervisor)

For the competencies on which you disagree, how might this potential disconnect cause conflict or issues?

Review Competency Ratings

The competency ratings provide two key sources of information. One - how the participant sees him/herself regarding the competencies they use most often and the competencies they utilize infrequently. Two – the behaviours that others within and outside of the organization see the participant engaging in. These two sources of information allow for an evaluation of self-awareness, and provide the participant with feedback about how they are perceived by others.

They can be summarized as follows:

Self-Competency Ratings – How you see yourself

Supervisor Ratings – Messages from your manager

Co-workers Ratings – Messages from your peers

Direct Reports Ratings – How you are seen as a leader

Other Ratings – How others view your behaviours

Interpretive Tips

- Competencies are rated on a 9 point scale of observed behaviours.
  - High ratings are behaviours that are consistently seen by the rater group
  - Low ratings are behaviours that are infrequently seen by the rater group
- Have participants validate their results by asking how well the report aligns with their self-understanding and if there are any surprises.
- Compare how the participant's competency ratings align with what has been identified as important.
- Consider how context and work environment influence the competency ratings the participant receives from the different rater groups.
- Look for differences between how the participant views him or herself and how the different rater groups see him or her (consistently higher, or lower, congruent or not).
- For low ratings, have the participant consider the importance of the competency, as identified by their supervisor or him/herself. If it is important, this should be considered a developmental priority. If it is not important, it can be ignored.
- Identify competencies that the participant would like to explore further – you can dig deeper into the behaviours related to each specific competency on Behavioural Ratings pages of the report.
- If the participant has primarily high ratings, focus on the peaks (highs) and valleys (lows) within their report.
- If the participant has mostly low ratings you will need to pay additional consideration to the participant's reactions to the feedback. It is important not to make excuses for low ratings but participants can receive low ratings when they have moved into a new role or taken on new responsibilities.
- If there is no score presented for the rating group, it is because the raters assigned a not applicable rating to the competency items.

Questions to Ask:

What do you do most often – how does this support you in your work?

What you do least often – how does this fit with your current role? Will this have an impact on future roles you might like to have?

Do these patterns make sense to you? What pattern would you like to see here?

Have you received feedback like this in the past?

For High Ratings – are these a key strength? Or are you investing a lot of energy into behaviours that are not important for your role?

For Low Ratings – do these indicate a problematic area? Or are they related to competencies that your supervisor has rated as low importance or of little priority?

For competencies where the individual sees themselves differently from a specific rater group – What might lead to the difference? Is it aligned with a competency the supervisor has identified as important? Is it a challenge that needs to be addressed? Is it something that can be ignored?

Where are the notable gaps in ratings between yourself, your supervisor, co-workers, direct reports and others? What do you think may be the cause of the differences? Do these highlight hidden strengths or possible blind spots?

How does the way raters perceive your behaviour impact your success or result in challenges for you at work?

Is this something about you that has changed over time?

Review of Self vs. All Competency Ratings

The Self vs. All competency ratings compile the data from each rater group into a global summary for each of the competencies. This information can be useful for helping to identify how consistently an individual is seen **across** rater groups.

Interpretive Tips

- Look for patterns in the competency ratings **across** rater groups (e.g. do the various rater groups see the participant in a similar way on important competencies)
- Look at the rating tendencies of the different groups and consider how context comes into play for the different raters. Some differences between rater groups are to be expected, since they can be indicative of the work context (e.g. as a leader you need to engage in different behaviours with subordinates than you do with your co-workers).
- Have the participant consider differences or similarities in their ratings across the three areas of:
    - Work and Execution
    - Interacting with Others
    - Thinking and Deciding

Questions to Ask:

Do the differences across rating groups make sense given your responsibilities and how you need to interact with these different people?

Are there competencies where your personal ratings are very different from all the other raters? Do any of these pose a challenge for you, or need to be addressed?

Are there certain groups (Supervisor, Co-workers, Direct Reports, Others) that your results indicate you should pay more attention to and develop additional competencies?

Most and Least Observed Competencies

These pages of the report provide a snapshot of the competencies that each rater group sees most often and least often from the participant. The information on this page can help the participant examine which competencies they are consistently seen using, and those competencies that are consistently not seen by others.

Interpretive Tips

- The participant is shown the five highest and five lowest observed competencies for each rater group, regardless of the specific rating the participant receives.
    - o Someone with a large number of highly observed competencies will only be shown the top five
    - o Someone with a large number of infrequently observed competencies will only be shown the bottom five
- Competencies that are rated above 7.0 are identified with the following icon

    - o These are competencies that the participant utilizes with a high level of frequency
    - o They are descriptive of the participant's public persona
- Competencies that are rated below 5.0 are identified with the following icon

    - o These are competencies that the participant utilizes with a low level of frequency
    - o It may highlight competencies that are consistently missing from the participant's behavioural repertoire/tool-kit
- When the competencies are not highlighted with the magnifying icon, it indicates that the participant's use of the competency falls in the moderate range.
- Identify patterns **across** rater groups – similarities among the highest and lowest rated competencies will indicate what a person most often displays to others regardless of their work relationship, or the types of competencies that they rarely display to anyone. Explore with the participant how these high and low rated competencies can either work in their favour or against them.

Questions to Ask:

Looking at the 5 most observed competencies – how do these align with what you and your supervisor determined were important?

Looking at the 5 least observed competencies – were any of these identified as important or a priority by either your supervisor or yourself?

Competency Behavioural Ratings

Each competency evaluated on the Psychometrics 360 is measured using a range of 2 to 10 behavioural statements. These statements outline the specific behaviours that make up the overall competency. The data on these pages of the report show how each rater group gauged the participant's specific workplace behaviours. This is useful for digging deeper into each competency to identify concrete areas for development.

For example, the overall competency rating for *Empowers Employees* is based on how frequently the following behaviours are observed:

- 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 unity.
- Encourages employees to take on responsibility.

A participant may notice that what is hampering their ability to empower employees is only one of these four behaviours, which if addressed, could greatly improve their ability to utilize this competency.

Interpretive Tips

- Begin by examining the behavioural ratings for the competencies that the participant or their supervisor have rated as important. These should be the initial priority for exploration.
- You may notice significant variations among the rating groups on some statements – these may indicate a discrepancy that causes challenges for the participant, or it may be related to the work context and environment. It is important to discuss which of these two options it may be.
- After addressing the competencies rated as important, you can move on to competencies that the participant believes may also require development.
- Summaries of the highest and lowest observed behaviours are shown after the specific ratings for each competency
    - o Behaviours rated above 7 provide a clear indication of how most people see the participant.
    - o Pay close attention the behavioural statements in this list that are rated below 5.0. These are specific behaviours that are generally less observed, and may highlight potential areas for development.

Questions to Ask:

Considering the competencies you or your supervisor believe are most important, what specific behaviours should you engage in more often?

Which behaviours do you consider to be key strengths? Review the **Highest Behavioural Ratings** for the specific behaviours raters see from you **most** often.

Which behaviours that you are currently ranked lower on may be causing difficulties for you? Review the **Lowest Behavioural Ratings** for specific behaviours raters see from you **least** often.

Interpreting Comments

The comments section of the 360 report displays the written feedback provided to the participant in response to the following three questions:

1. What two or three things does this person do that make him or her most effective?
2. What new skills or behaviours would make this person even more effective? Consider today's needs and future needs.
3. What other comments do you have to aid in this individual's personal insight and development?

Interpretive Tips

- Encourage the participant to take time to digest the comments and let it sink in, rather than immediately react and make decisions.
- Look for themes and patterns throughout the comments, rather than getting caught up in one specific piece of feedback.
    - Look for patterns of strengths & developmental needs.
    - Participants often want to focus on what they should do better/differently; but there is value in carefully reviewing what they are currently doing well.
- Solicit the participant's feelings about the feedback and then focus on what the participant could do differently as a result of receiving the feedback.
- It is normal for participants to wonder who gave them certain feedback and why, but trying to identify people or discuss the comments with them is not fruitful and violates the intent of 360 feedback. Encourage the participant to accept the feedback as offered while recognizing that it is also only one person's perspective – this is why themes and patterns in the comments are more important than a single response.

Questions to Ask:

How do you feel about the feedback you received?

How do the written comments relate to the feedback you have receive in other areas of the report?

Creating a Development Plan

Throughout the Psychometrics 360 assessment debrief the participant will likely have noted a number of strengths and areas that would benefit from development. After the participant has had enough time to absorb all of the information, you can then begin developing a personal development plan.

To be effective in different roles and situations requires participants to utilize their current skills and develop new competencies. Deciding where to place one's energy and focus for development is important, since most people can effectively address only a small number of developmental areas. One way to choose what to develop is to focus on competencies and the associated behaviours that are critically important, or paying attention to those with wide ratings gaps.

Effective developmental plans include:

- Goals that are achievement-oriented and positive – focus on what the participant wants to accomplish, not what he or she wants to avoid. For example, a better goal for the participant is to "write memos that are concise and easy to understand," rather than "stop writing confusing memos."
- Standards for measuring change and the achievement of goals.
- Action steps and learning opportunities for each goal.
- Identification of people who can act as supporters and/or provide ongoing feedback.

A sample Development Discussion Worksheet and Action Plan is displayed on the following pages.

Development Discussion Worksheet and Action Plan

Issue	Action Plan: How will you achieve your goals?	Involvement of Others: Who will support you?	Target Date(s)
Goals: *Write memos that are concise and easy to understand*	• *Take business writing course* • *Have Bob review my memos and provide his recommendations before I sent them out*	• Bob	March 31st
Goals:			
Goals:			

Competency Definitions

Work and Execution

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. Expresses Ideas Clearly in Written Form

   Uses suitable language in written communication; writes reports and memos clearly and concisely.

8. Expresses Ideas Clearly in Spoken Form

   Uses language and terminology that is understood by the listener; speaks clearly and understandably.

9. 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.

Interacting with Others

10. 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.

11. 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.

12. Shows Respect, Inclusiveness and Sensitivity

    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.

13. 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.

14. 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.

15. 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.

16. 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.

17. 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.

Thinking and Deciding

18. 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.

19. 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.

20. 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.

21. 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.

22. 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.

23. 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.

24. 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.