

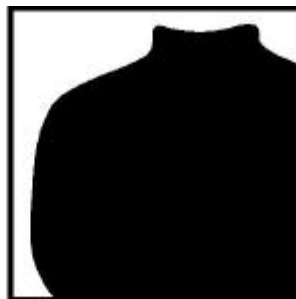
PerformanceView360 Profile for

Paul Singleton
XYZ Corporation

First Assessment: 03-24-03

The PerformanceView360 Feedback report is an instrument designed to provide a focus about specific supervisory and management competency strengths and development needs. It should not be used as the sole source of information concerning personnel actions including promotion, salary review, or termination.

johnston
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PerformanceView360 Profile

This Feedback Report provides you information about how your are perceived on the 14 critical competencies required for competitive performance within your organization.

This Feedback Report summarizes information from questionnaires completed by the following number and type of raters:

Self	1
Supervisor	1
Peer	3
Total	5

This Feedback Report gives you:

- Perspective comparison graph for the Performance Factors
- Perspective comparison graph for each Performance Factor
- A summary of your highest and lowest item ratings
- Perspective comparison table for each Scale
- Feedback interpretaion
- Open-ended comments
- Development plan guidelines

The Graphs

Each PerformanceView360 graph compares your self ratings to those of the other rater groups across four competency clusters:

- Communication Skills
- Task Management Skills
- Interpersonal Skills

How to Interpret Your Graphs

Each rater group category and scores will be shown separately on the graphs using raw score averages. Differences of one-half a point or more by the different rater groups might suggest important perceptual differences. Each PerformanceView360 graph is easy to understand and interpret. You and your respondents were asked to rate the observed behaviors using the following 7-point scale:

- 1 - To an Extremely Small Extent
- 2 - To a Very Small Extent
- 3 - To a Small Extent
- 4 - To a Moderate Extent
- 5 - To a Large Extent
- 6 - To a Very Large Extent
- 7 - To an Extremely Large Extent
- N/A - Not Observable or Not Applicable

On the graphs that follow, the ratings are indicated as shown below:

- - Self
- ▲ - Supervisor
- - Peer
- ▼ - Team Member

You can compare how you rated yourself on a particular behavior with how the other raters rated you by seeing where the blue square is in relation to the other shapes on the graph. If the blue square is below any of the other shapes, you rated yourself more harshly than did that particular set of raters. If the situation is reversed and any of the other shapes is below the blue square, you know that that particular set of raters rated you lower on that item than you rated yourself. Again, differences of one-half a point or more by the different rater groups might suggest important perceptual differences for you to analyze further.

AP (anonymity protection) is invoked where there are fewer responses than the pre-set limit for that rater type to protect the identity of individuals.

The Data Presentation

The Performance Factors Graph reflects a “big picture” summary of the three Performance factors (Communication, Task Management and Interpersonal). The scores on this graph provide an overall summary of these three performance factors based on the specific Scales that compose PerformanceView360.

The individual Performance Factor Graphs provide the scores for each Scale categorized under their respective performance factor. The name of the performance factor appears at the top of each page in large letters. By reviewing each graph with care, you can learn where your individual strengths and developmental opportunities lie, at least in the eyes of your internal stakeholders who have provided you feedback on PerformanceView360.

The Highest and Lowest Rated Behaviors section lists specific questions taken from all PerformanceView360 Scales showing the highest and lowest rated behaviors from the perspective of other rater groups, excluding all “not observable” or “not applicable” ratings. This section can be extremely useful to identify specific behavioral strengths to leverage and areas for further development.

The PerformanceView360 Item Summary provides the scores for each item categorized under their respective Scale. The name of the Scale appears at the top of each page in large letters. This more detailed feedback can help you understand the different impact you might have on different rater (stakeholder) groups and give you specific direction in planning your development plan.

Feedback Interpretation

This section compares your self-rating to those of others and provides specific developmental recommendations for each of the fourteen PerformanceView360 Scales. This section is useful for detailed analysis of responses and will provide scale specific feedback information. In addition, it is useful for determining differences between your self perception and the feedback from your respondents. You may want to focus on areas where your feedback responses vary the most, or where your respondents' scores are lower than expected or desired. It is important to keep in mind that the specific developmental recommendations provided in this feedback report are based on pooled perceptions of all respondents providing you feedback across each of the fourteen PerformanceView360 Scales.

Open-Ended Comments

This section provides the anonymous written comments to two open-ended questions: 1) What are the person's strengths and 2) What are the person's developmental areas? The comments are included without editing and in an anonymous fashion to ensure confidentiality. Some comments may not be as specific, behavioral and non-judgmental as you may wish. It is recommended that you analyze these comments for important themes that might emerge to assist you in your professional development.

Focus for Development

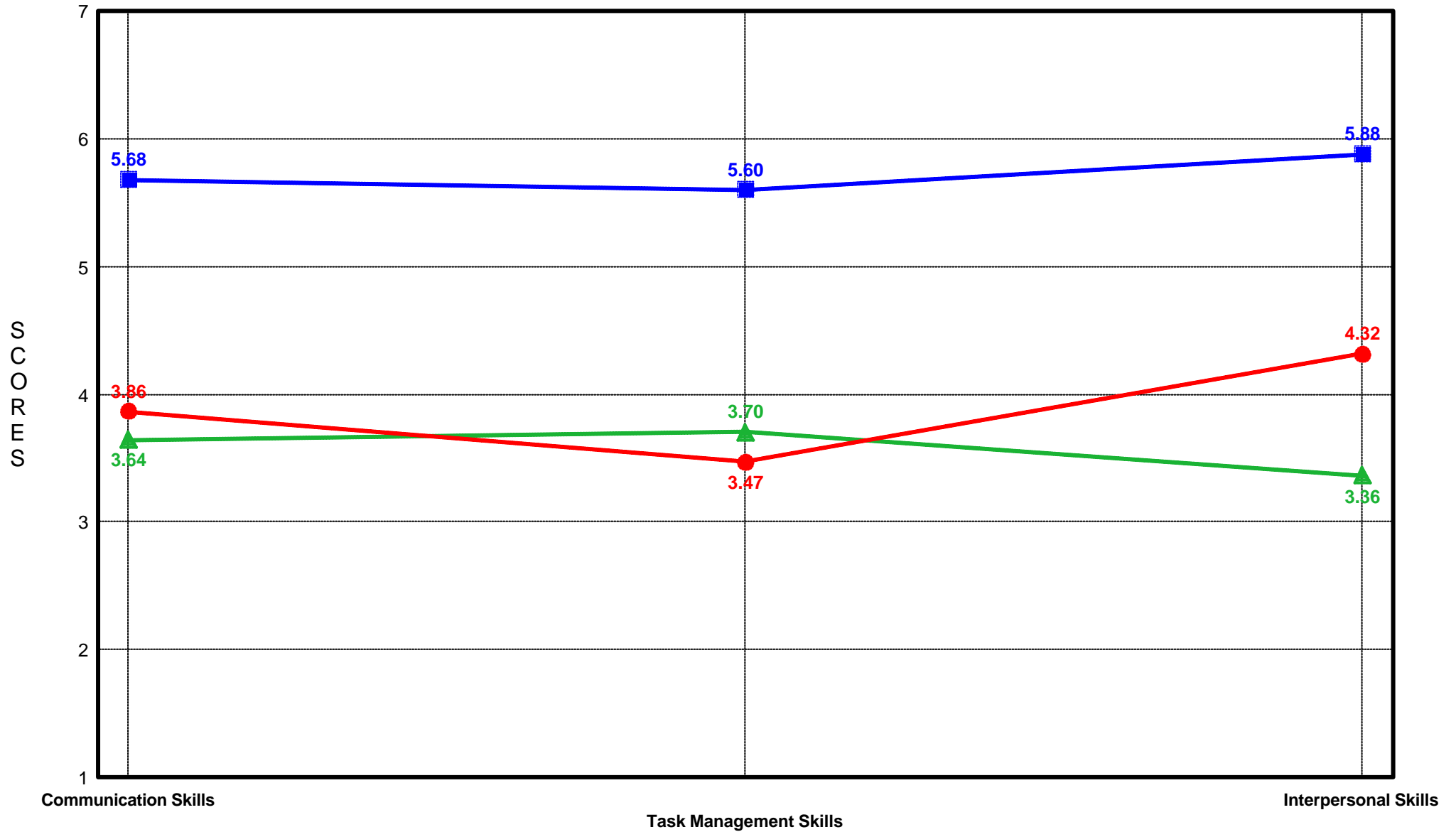
This section helps you to summarize your areas of strength and possible areas for improvement based on the results from the PerformanceView360 data. The “areas of strength” are competencies and behaviors which are seen as strong by others; the possible “areas for improvement” can be interpreted as possible derailment factors, skill deficits, low importance areas or behaviors that have not been adequately demonstrated to one or more of the rater (stakeholder) groups. As you consider your executive development plan it is important for you to analyze your specific situation, career goals, the feedback you have received through this process, specific raters you have invited for feedback, and other developmental experiences in which you have participated.

Although your individual scores have not been shared with anyone, you are encouraged to discuss them openly with other people, particularly those who provided you with feedback. Ask them to describe situations when you behaved in a particular way that would cause them to give you the ratings that you received. When you have a better understanding of how you are perceived and the impact your behavior has on others, you can take direct and positive action to change those behaviors that are causing you to be seen as less effective than desired. Many executives are often “blind” to how other perceive and experience them, which means that they never have the opportunity to enhance their effectiveness in the eyes of others. Working with other people poses many challenges. Few people master all of them equally well—even the most successful people

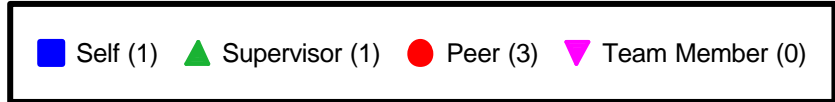
find themselves struggling with some of the challenges.

Individuals with self-insight that accurately assess their strengths and development areas, more often than not, are more effective team members, managers and leaders than those who do not engage in this self-assessment. They capitalize on their abilities by recognizing situations that allow them to leverage their strengths and take initiative to commit to ongoing executive education and development. PerformanceView360 provides a unique mirror to better understand how you are perceived and experienced by others. As such, it is hoped to increase your own self-awareness of your strengths and potential development areas.

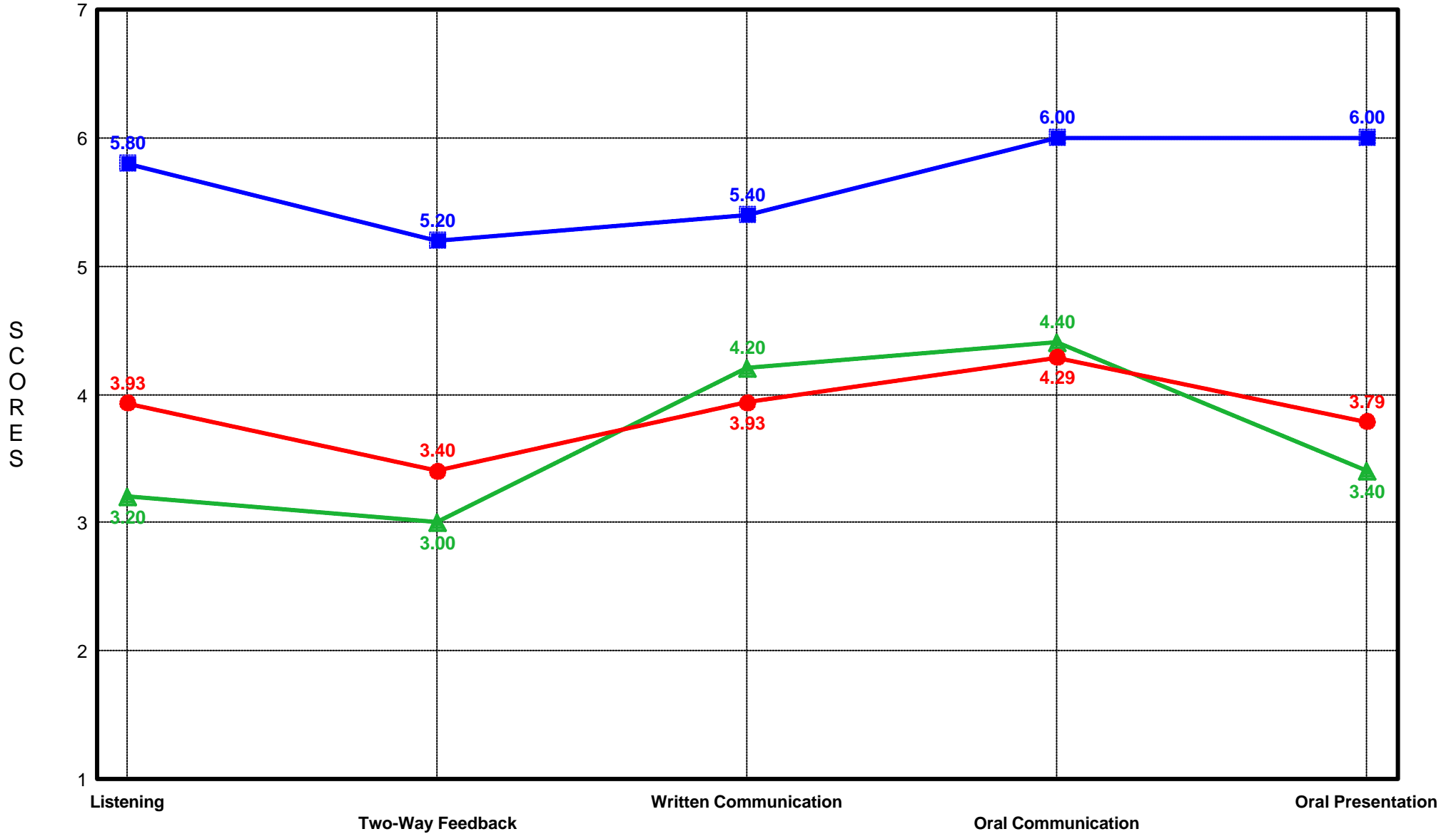
Performance Factors



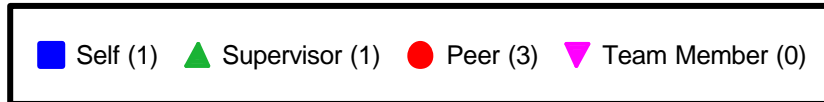
First Assessment
03-24-03



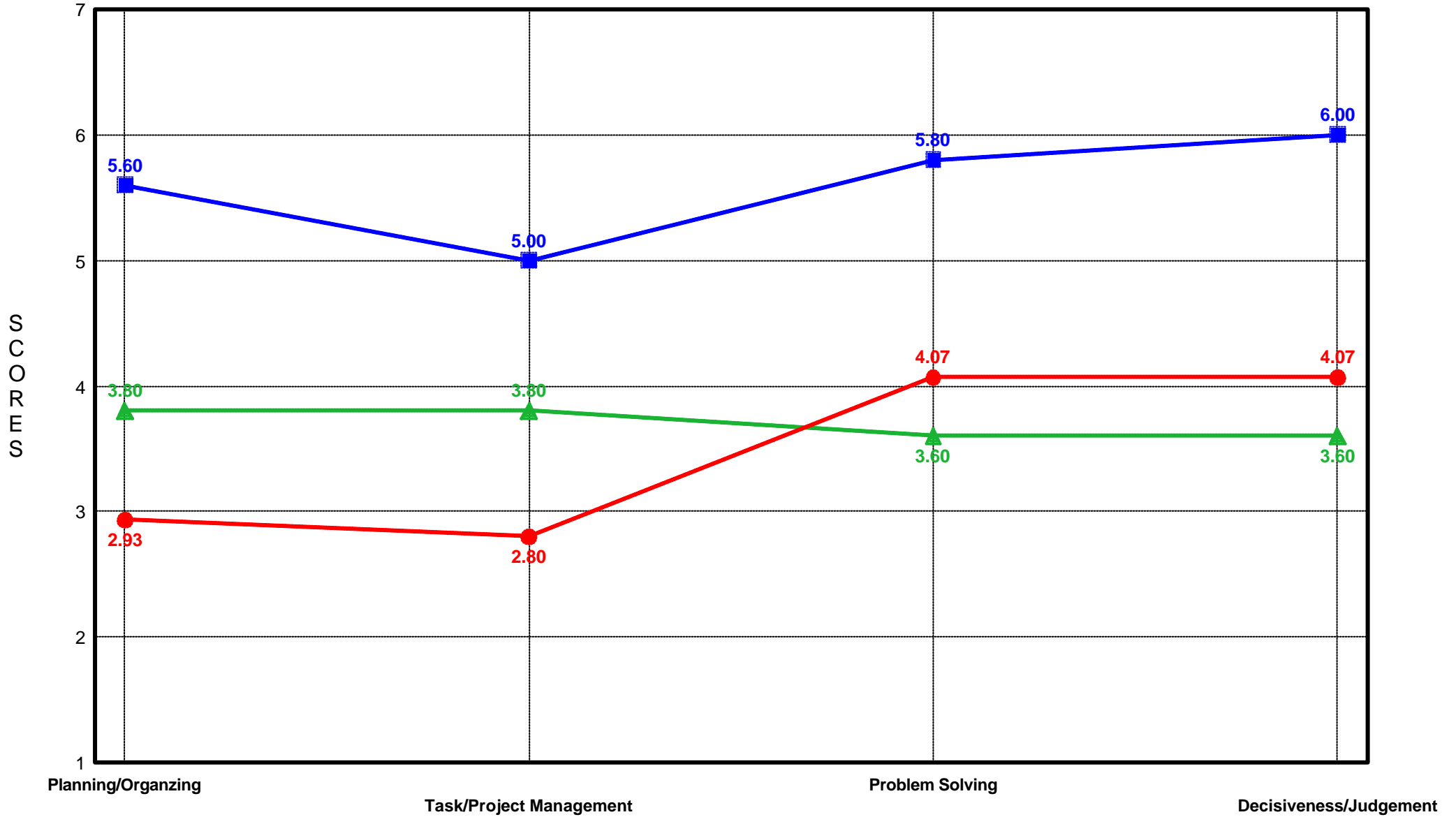
Communication Skills



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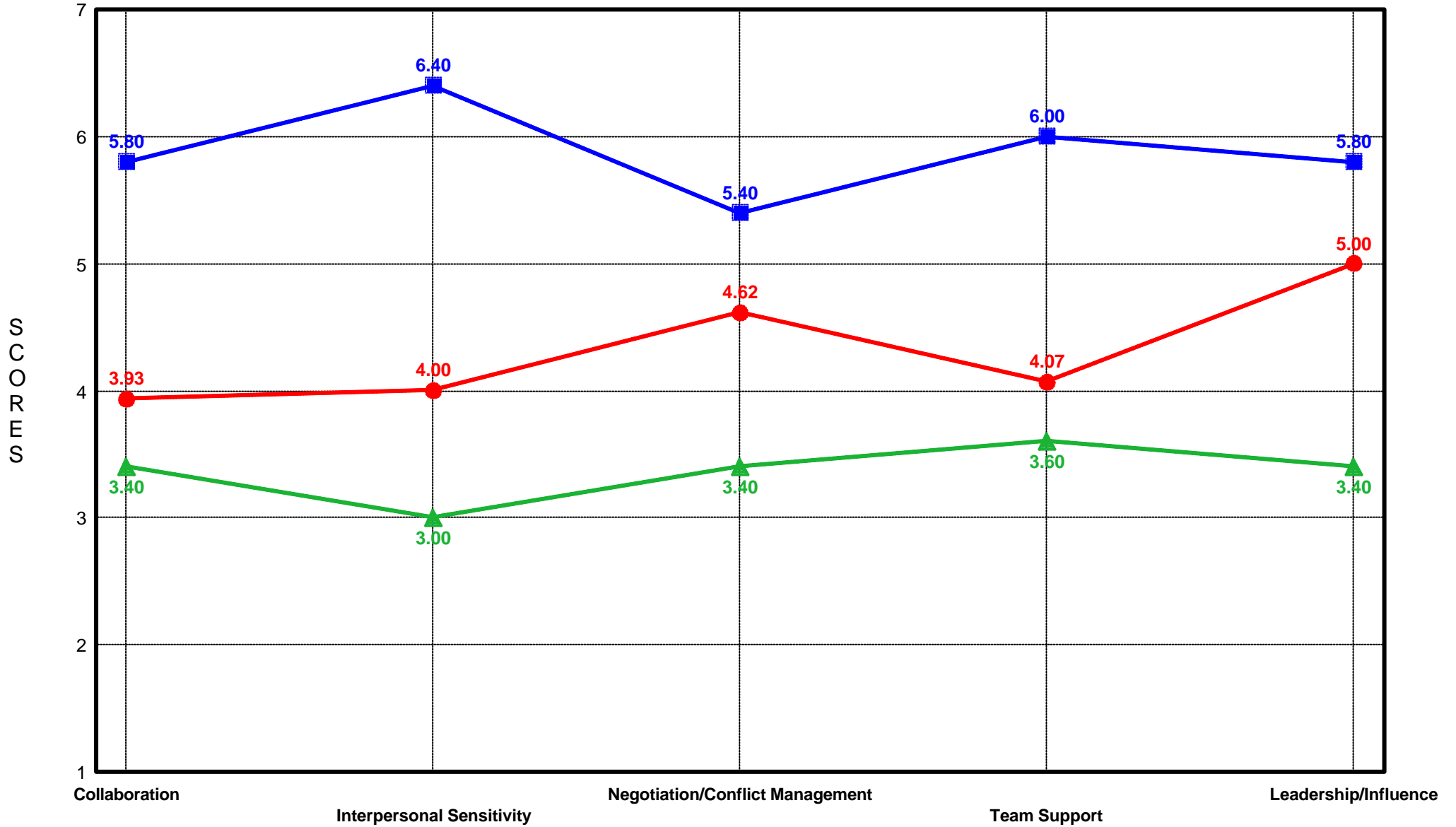
Task Management Skills



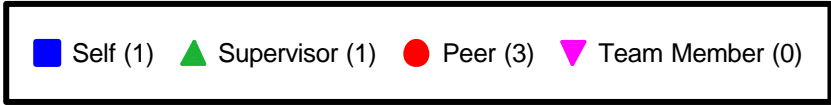
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Interpersonal Skills



First Assessment
03-24-03



Highest Rated Behaviors - Self

These behaviors were identified by you as your greatest strengths. They are rank ordered so the first item is your highest rated behavior.

Score	Behavior	Competency
7.00	Works collaboratively with others.	Collaboration
7.00	Makes a decision confidently and quickly when necessary.	Decisiveness/Judgement
7.00	Communicates information needed by others in a prompt and timely manner.	Two-Way Feedback
7.00	Builds strategic alliances and networks with key people within and outside the organization.	Leadership/Influence
7.00	Develops and maintains warm, friendly, and sensitive relationships with others.	Interpersonal Sensitivity
7.00	Expresses confidence in the skills and abilities of others.	Team Support
7.00	Considers the consequences and outcomes of decisions.	Decisiveness/Judgement
7.00	Maintains eye contact when speaking to others.	Oral Communication
7.00	Plans what resources are needed to carry out a task, project or assignment.	Planning/Organizing
7.00	Demonstrate sensitivity towards diversity in the workplace (e.g., gender, ethnicity, age, sexual preference, etc.) and treats others in a fair and consistent manner.	Interpersonal Sensitivity

Highest Rated Behaviors - Supervisor

The following ten behaviors were identified by your Supervisors as your greatest strengths. They are rank ordered so the first item is the highest rated behavior.

Score	Behavior	Competency
6.00	Maintains eye contact when speaking to others.	Oral Communication
5.00	Discusses possible "win-win" solutions and seeks agreement on specific actions when conflict arise.	Negotiation/Conflict Management
5.00	Demonstrates a willingness to take charge, direct and lead others.	Leadership/Influence
5.00	Delivers oral presentations that are persuasive, clear & logically organized.	Oral Presentation
5.00	Completes tasks, projects and assignments on time.	Task/Project Management
5.00	Maintains eye contact and attentive non-verbal behavior when being spoken to.	Listening
5.00	Uses appropriate grammar, tense and language in written communication.	Written Communication
4.00	Makes a decision confidently and quickly when necessary.	Decisiveness/Judgement
4.00	Makes timely decisions under time pressure.	Decisiveness/Judgement
4.00	Considers alternatives and generates contingency plans in solving problems.	Problem Solving

Highest Rated Behaviors - All Others

The following ten behaviors were identified by your Other raters as your greatest strengths. They are rank ordered so the first item is the highest rated behavior.

Score	Behavior	Competency
6.50	Maintains eye contact when speaking to others.	Oral Communication
6.33	Demonstrates a willingness to take charge, direct and lead others.	Leadership/Influence
6.00	Builds strategic alliances and networks with key people within and outside the organization.	Leadership/Influence
5.67	Takes the initiative in identifying work related problems that need to be solved.	Problem Solving
5.00	Recognizes that diverse points of view must be encouraged, acknowledged and accepted.	Negotiation/Conflict Management
5.00	Resists reacting defensively and keeps an open mind when others disagree with him/her.	Negotiation/Conflict Management
5.00	Makes it easy for others to disclose, share and openly talk about their ideas, problems, and concerns.	Interpersonal Sensitivity
5.00	Demonstrates a willingness to assert his/her ideas and opinions in the face of opposition and challenge.	Leadership/Influence
4.67	Expresses confidence in the skills and abilities of others.	Team Support
4.67	Waits out silences and listens patiently without interrupting.	Listening

Lowest Rated Behaviors - Self

You identified the following ten behaviors as those in which your performance is least effective. They are rank ordered so the first item is your lowest rated behavior. We suggest you pay particular attention to these behaviors and focus your immediate developmental activities on them.

Score	Behavior	Competency
4.00	Establishes a logical sequence of steps to ensure that work assignments are completed on time.	Planning/Organizing
4.00	Maintains close contact and communication with others (i.e., keeps others well informed).	Two-Way Feedback
5.00	Solicits and values the thoughts, opinions, feedback, and ideas of others.	Collaboration
5.00	Gathers enough information and data before making a decision.	Decisiveness/Judgement
5.00	Makes timely decisions under time pressure.	Decisiveness/Judgement
5.00	Plans ahead and follows through to get assignments done on time.	Task/Project Management
5.00	Directs and organizes others so that tasks, projects, and assignments can be completed on time.	Task/Project Management
5.00	Keeps track of details and follows up on tasks and assignments.	Task/Project Management
5.00	Meets deadlines and requests from others in a timely basis.	Task/Project Management
5.00	Develops cooperative, rather than, competitive working relationships with others.	Collaboration

Lowest Rated Behaviors - Supervisor

The following ten behaviors were identified by your Supervisors as those in which your performance is least effective. They are rank ordered so the first item is the lowest rated behavior. We suggest you pay particular attention to these behaviors and focus your immediate developmental activities on them.

Score	Behavior	Competency
2.00	Maintains close contact and communication with others (i.e., keeps others well informed).	Two-Way Feedback
2.00	Is willing to take the time to understand and listen to others.	Listening
2.00	Builds strategic alliances and networks with key people within and outside the organization.	Leadership/Influence
2.00	Keeps track of details and follows up on tasks and assignments.	Task/Project Management
2.00	Recognizes that diverse points of view must be encouraged, acknowledged and accepted.	Negotiation/Conflict Management
2.00	Updates others in a prompt and timely manner on developments that affect his/her job, tasks, and assignments.	Two-Way Feedback
3.00	Develops cooperative, rather than, competitive working relationships with others.	Collaboration
3.00	Restates and clarifies important points and questions from others during meetings and presentations.	Oral Presentation
3.00	Solicits and values the thoughts, opinions, feedback, and ideas of others.	Collaboration
3.00	Considers the consequences and outcomes of decisions.	Decisiveness/Judgement

Lowest Rated Behaviors - All Others

The following ten behaviors were identified by your Other raters as those in which your performance is least effective. They are rank ordered so the first item is the lowest rated behavior. We suggest you pay particular attention to these behaviors and focus your immediate developmental activities on them.

Score	Behavior	Competency
2.33	Plans ahead and follows through to get assignments done on time.	Task/Project Management
2.33	Established realistic plans and schedules to complete specific tasks, projects and assignments.	Planning/Organizing
2.67	Effectively schedules work activities, tasks, projects and assignments.	Planning/Organizing
2.67	Directs and organizes others so that tasks, projects, and assignments can be completed on time.	Task/Project Management
2.67	Completes tasks, projects and assignments on time.	Task/Project Management
3.00	Summarizes what others have said in order to clarify understanding.	Listening
3.00	Informs others about relevant aspects of tasks, projects and assignments in a timely manner.	Two-Way Feedback
3.00	Communicates information needed by others in a prompt and timely manner.	Two-Way Feedback
3.00	Organizes and manages time productively.	Planning/Organizing
3.00	Keeps track of details and follows up on tasks and assignments.	Task/Project Management

PerformanceView360 Item Summary

The average scores for each scale and specific questions measuring each scale are summarized below. The number in parentheses next to the average score is an index or measure of rater agreement for each competency and question. The range of scores for this statistical measure of agreement is 0 to 1 where "1" represents total agreement by all raters responding to the PerformanceView360 questions. The higher the score, the greater the agreement is among raters providing feedback to you. A score closer to "0" suggests that there exists a wide disagreement among raters in their perceptions of how frequently you demonstrate specific actions and behaviors. An agreement score less than 0.5 might suggest that you interpret the average score with caution as it might not truly represent an accurate indication of how you are perceived by all the raters providing you with feedback.

PerformanceView360 Questions	Self	Supervisor	Peer
Listening	5.80 (0.87)	3.20 (0.67)	3.93 (0.68)
Summarizes what others have said in order to clarify understanding.	6.00 (1.00)	3.00 (1.00)	3.00 (1.00)
Maintains eye contact and attentive non-verbal behavior when being spoken to.	6.00 (1.00)	5.00 (1.00)	4.50 (0.83)
Is willing to take the time to understand and listen to others.	6.00 (1.00)	2.00 (1.00)	4.33 (0.84)
Listens to what others say in a way that expresses understanding (e.g., summarizes or paraphrases statements).	6.00 (1.00)	3.00 (1.00)	3.33 (0.84)
Waits out silences and listens patiently without interrupting.	5.00 (1.00)	3.00 (1.00)	4.67 (0.58)
Two-Way Feedback	5.20 (0.67)	3.00 (0.70)	3.40 (0.55)
Maintains close contact and communication with others (i.e., keeps others well informed).	4.00 (1.00)	2.00 (1.00)	3.33 (0.58)
Keeps others informed with relevant information in a timely manner.	5.00 (1.00)	4.00 (1.00)	3.33 (0.69)
Updates others in a prompt and timely manner on developments that affect his/her job, tasks, and assignments.	5.00 (1.00)	2.00 (1.00)	4.33 (0.32)
Informs others about relevant aspects of tasks, projects and assignments in a timely manner.	5.00 (1.00)	3.00 (1.00)	3.00 (0.73)
Communicates information needed by others in a prompt and timely manner.	7.00 (1.00)	4.00 (1.00)	3.00 (0.73)

PerformanceView360 Questions	Self	Supervisor	Peer
Written Communication	5.40 (0.84)	4.20 (0.87)	3.93 (0.85)
Writes in a logical and organized manner.	5.00 (1.00)	4.00 (1.00)	4.00 (1.00)
Uses appropriate grammar, tense and language in written communication.	5.00 (1.00)	5.00 (1.00)	4.33 (0.84)
Uses written communications effectively and appropriately.	6.00 (1.00)	4.00 (1.00)	4.00 (1.00)
Writes in a clear, direct, and organized manner.	5.00 (1.00)	4.00 (1.00)	3.67 (0.84)
Writes complex and/or technical information in a clear manner.	6.00 (1.00)	4.00 (1.00)	3.67 (0.84)
Oral Communication	6.00 (0.79)	4.40 (0.73)	4.29 (0.63)
Maintains eye contact when speaking to others.	7.00 (1.00)	6.00 (1.00)	6.50 (0.83)
Speaks clearly and concisely when communicating with others.	6.00 (1.00)	4.00 (1.00)	4.00 (0.73)
States complex information, thoughts and ideas simply, clearly and concisely.	5.00 (1.00)	4.00 (1.00)	3.67 (0.84)
Clearly expresses and requests information from others.	6.00 (1.00)	4.00 (1.00)	4.00 (1.00)
Provides clear, concise, and logical answers to questions.	6.00 (1.00)	4.00 (1.00)	4.00 (0.73)
Oral Presentation	6.00 (1.00)	3.40 (0.73)	3.79 (0.66)
Delivers oral presentations that are persuasive, clear & logically organized.	6.00 (1.00)	5.00 (1.00)	4.00 (0.53)
Is prepared and organized for meetings and discussions.	6.00 (1.00)	3.00 (1.00)	3.33 (0.84)
Handles questions in meetings, discussions, and presentations in a responsive, non-defensive, and diplomatic manner.	6.00 (1.00)	3.00 (1.00)	4.33 (0.69)
Effectively handles complaints and disagreements in meetings and presentations.	6.00 (1.00)	3.00 (1.00)	4.00 (0.67)
Restates and clarifies important points and questions from others during meetings and presentations.	6.00 (1.00)	3.00 (1.00)	3.33 (0.84)
Planning/Organizing	5.60 (0.66)	3.80 (0.87)	2.93 (0.74)
Establishes a logical sequence of steps to ensure that work assignments are completed on time.	4.00 (1.00)	4.00 (1.00)	3.33 (0.69)
Organizes and manages time productively.	5.00 (1.00)	4.00 (1.00)	3.00 (0.73)

PerformanceView360 Questions	Self	Supervisor	Peer
Effectively schedules work activities, tasks, projects and assignments.	6.00 (1.00)	4.00 (1.00)	2.67 (0.84)
Plans what resources are needed to carry out a task, project or assignment.	7.00 (1.00)	3.00 (1.00)	3.33 (0.84)
Established realistic plans and schedules to complete specific tasks, projects and assignments.	6.00 (1.00)	4.00 (1.00)	2.33 (0.84)
Task/Project Management	5.00 (1.00)	3.80 (0.67)	2.80 (0.78)
Meets deadlines and requests from others in a timely basis.	5.00 (1.00)	4.00 (1.00)	3.33 (0.84)
Keeps track of details and follows up on tasks and assignments.	5.00 (1.00)	2.00 (1.00)	3.00 (0.73)
Directs and organizes others so that tasks, projects, and assignments can be completed on time.	5.00 (1.00)	4.00 (1.00)	2.67 (0.84)
Completes tasks, projects and assignments on time.	5.00 (1.00)	5.00 (1.00)	2.67 (0.84)
Plans ahead and follows through to get assignments done on time.	5.00 (1.00)	4.00 (1.00)	2.33 (0.84)
Problem Solving	5.80 (0.87)	3.60 (0.84)	4.07 (0.61)
Takes the initiative in identifying work related problems that need to be solved.	5.00 (1.00)	4.00 (1.00)	5.67 (0.58)
Creates and generates innovative and creative solutions to problems.	6.00 (1.00)	4.00 (1.00)	3.33 (0.84)
Gathers and utilizes available information in order to understand and solve organizational issues and problems.	6.00 (1.00)	3.00 (1.00)	4.00 (0.73)
Considers alternatives and generates contingency plans in solving problems.	6.00 (1.00)	4.00 (1.00)	4.00 (0.73)
Generates multiple solutions to solving a problem.	6.00 (1.00)	3.00 (1.00)	3.33 (0.84)
Decisiveness/Judgement	6.00 (0.70)	3.60 (0.84)	4.07 (0.74)
Makes timely decisions under time pressure.	5.00 (1.00)	4.00 (1.00)	4.33 (0.69)
Makes a decision confidently and quickly when necessary.	7.00 (1.00)	4.00 (1.00)	4.33 (0.84)
Gathers enough information and data before making a decision.	5.00 (1.00)	3.00 (1.00)	3.67 (0.69)
Sticks with a decision or course of action unless it is obvious that it is incorrect.	6.00 (1.00)	4.00 (1.00)	4.00 (1.00)
Considers the consequences and outcomes of decisions.	7.00 (1.00)	3.00 (1.00)	4.00 (0.73)

PerformanceView360 Questions	Self	Supervisor	Peer
Collaboration	5.80 (0.75)	3.40 (0.84)	3.93 (0.69)
Solicits and values the thoughts, opinions, feedback, and ideas of others.	5.00 (1.00)	3.00 (1.00)	4.33 (0.84)
Develops cooperative, rather than, competitive working relationships with others.	5.00 (1.00)	3.00 (1.00)	3.33 (0.84)
Actively involves others in his/her decision-making, planning, and problem solving tasks when appropriate.	6.00 (1.00)	3.00 (1.00)	3.67 (0.69)
Works collaboratively with others.	7.00 (1.00)	4.00 (1.00)	3.67 (0.84)
Develops supportive, helpful and friendly working relationships with others.	6.00 (1.00)	4.00 (1.00)	4.67 (0.58)
Interpersonal Sensitivity	6.40 (0.84)	3.00 (1.00)	4.00 (0.56)
Makes it easy for others to disclose, share and openly talk about their ideas, problems, and concerns.	6.00 (1.00)	3.00 (1.00)	5.00 (0.73)
Demonstrate sensitivity towards diversity in the workplace (e.g., gender, ethnicity, age, sexual preference, etc.) and treats others in a fair and consistent manner.	7.00 (1.00)	3.00 (1.00)	4.33 (0.37)
Develops and maintains warm, friendly, and sensitive relationships with others.	7.00 (1.00)	3.00 (1.00)	3.67 (0.84)
Shows an interest in and is considerate of the feelings of others.	6.00 (1.00)	3.00 (1.00)	3.33 (0.58)
Makes an effort to understand and take an interest in how others are feeling.	6.00 (1.00)	3.00 (1.00)	3.67 (0.69)
Negotiation/Conflict Management	5.40 (0.84)	3.40 (0.66)	4.62 (0.64)
Recognizes that diverse points of view must be encouraged, acknowledged and accepted.	5.00 (1.00)	2.00 (1.00)	5.00 (0.73)
Discusses possible "win-win" solutions and seeks agreement on specific actions when conflict arise.	6.00 (1.00)	5.00 (1.00)	4.50 (0.83)
Allows for disagreements to emerge and to be discussed openly.	5.00 (1.00)	3.00 (1.00)	4.00 (1.00)
Makes an effort to resolve interpersonal conflicts with others.	6.00 (1.00)	4.00 (1.00)	4.33 (0.69)
Resists reacting defensively and keeps an open mind when others disagree with him/her.	5.00 (1.00)	3.00 (1.00)	5.00 (0.46)
Team Support	6.00 (0.79)	3.60 (0.84)	4.07 (0.72)
Takes the initiative and offers formal and informal assistance, coaching, and training to others.	6.00 (1.00)	4.00 (1.00)	4.00 (1.00)
Provides timely and ongoing feedback to others regarding working relationships and job performance.	5.00 (1.00)	3.00 (1.00)	4.00 (0.73)

PerformanceView360 Questions	Self	Supervisor	Peer
Acknowledges and recognizes the contributions and accomplishments of others.	6.00 (1.00)	4.00 (1.00)	3.67 (0.84)
Encourages cooperation and teamwork among people who depend on each other to get work done.	6.00 (1.00)	3.00 (1.00)	4.00 (0.73)
Expresses confidence in the skills and abilities of others.	7.00 (1.00)	4.00 (1.00)	4.67 (0.58)
Leadership/Influence	5.80 (0.75)	3.40 (0.66)	5.00 (0.58)
Communicates and expresses ideas in a manner that persuades and influences others.	5.00 (1.00)	3.00 (1.00)	4.33 (0.84)
Builds strategic alliances and networks with key people within and outside the organization.	7.00 (1.00)	2.00 (1.00)	6.00 (0.73)
Capable of adjusting his/her leadership style to persuade, motivate and influence others.	5.00 (1.00)	3.00 (1.00)	3.33 (0.84)
Demonstrates a willingness to assert his/her ideas and opinions in the face of opposition and challenge.	6.00 (1.00)	4.00 (1.00)	5.00 (0.73)
Demonstrates a willingness to take charge, direct and lead others.	6.00 (1.00)	5.00 (1.00)	6.33 (0.84)

PerformanceView360 Feedback Interpretation

Communication Skills

Listening

Ability to be attentive and understand the communications of others through verbal and non-verbal behaviors.

High scores on this scale suggest those individuals frequently use active listening skills including summarizing, paraphrasing, rephrasing, reflection of feelings, and probing when communicating with others. Individuals with high scores tend to listen willingly to other's concerns, use summary statements to increase understanding, infrequently interrupt as others are speaking, and demonstrate that they have heard others through both verbal and non-verbal behaviors. Individuals with low scores utilize active listening less frequently and tend to spend more time speaking, giving advice, and interrupting others.

YOUR RESULTS: You expressed a moderately high level of active listening skills. As a result, you frequently summarize, rephrase, reflect feelings or clarify more accurately what others are saying. You rarely interrupt others when they speak and/or provide advice without first clarifying and fully understanding the viewpoints of others.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately low level of active listening skills. As a result, you less frequently summarize, rephrase, reflect feelings or clarify more accurately what others are saying. You tend to interrupt others when they speak and/or provide advice and opinions, rather than actively listening, to others.

Some developmental suggestions for improving your active listening skills include: 1) Avoid interrupting others-one of the keys to being a good listener is allowing the other person to make his/her point before presenting your own; 2) Use summarizing statements to increase understanding and reflective statements to open communication channels more frequently. Remember that listening is not a passive activity. To be most effective you must actively demonstrate an understanding of what others have said; Focus your attention on understanding someone's meaning instead of formulating your response. 3) Listen willingly to others' disagreements. Wait until the person is done speaking, even if you are sure you understand the disagreement. Restate the main points and ask the individual to verify the accuracy of your statement. Then, and only then, state specifically which points you disagree with and why; 4) Ask open-ended, rather than, closed-ended questions of others to clarify understanding; 5) When listening, always follow this order: a) hear, b) understand, c) interpret, and d) respond; don't jump from "hear" to "respond" without making sure you understand;

Suggested Reading: Listening: The Forgotten Skill, M. Burley-Allen (1995), John Wiley & Sons; Effective Listening Skills, A. Kratz (1995), Irwin Professional Publishers; Messages: The Communication Skills Book, M. McKay et al., (1983), Harbinger Press; The 7 Habits of Highly Effective People, S. Covey (1989), Simon & Shuster.

Suggested Seminars: Dynamic Listening Skills for Successful Communication. American Management Association, AMA Seminars, (800) 262-9699, <http://www.amanet.org>; Effective Facilitator. Management Concepts Incorporated, (703) 790-9595 <http://www.mgmtconcepts.com>

Two-Way Feedback

Ability to keep others informed in a timely manner.

High scores on this scale suggest that individuals frequently communicate important organizational information with others in a timely manner, encourage a climate of openness and sharing, and maintain personal contact with his/her team members on a regular basis. Individuals with low scores tend to keep others informed and solicit input and feedback from others less frequently.

YOUR RESULTS: You expressed a moderately high level of two-way information sharing. As a result, you tend to keep others informed about important aspects of tasks, projects and assignments or communicate information needed by others in a prompt and timely manner.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately low level of two-way information sharing. As a result, you may not keep others informed about important aspects of tasks, projects and assignments or communicate information needed by others in a prompt and timely manner.

Some developmental suggestions for improving your soliciting and sharing of personal/organizational information include: 1) Schedule regular meetings to discuss timely and pertinent issues related to your tasks, projects, and assignments with key team members, peers and others. Let people know in a timely manner what information that affects them. Respond as quickly as possible to any questions they may have; 2) Get to know other people within and outside the organization. Look for areas in which your responsibilities overlap with theirs. If appropriate, discuss how you might be able to establish a process for communicating with each other; 3) Actively solicit and ask team members what kinds of information will help them to perform his/her job more effectively; 4) When you receive a memo, email or report, ask yourself who else might be interested in its contents. Take the initiative to share such relevant information with others; and 5) Keep your own boss informed on a regular basis. Most managers frown on surprises-ask him/her to identify the kinds of information he/she is most interested in receiving from you as it relates to your projects, tasks, and assignments. Determine how your manager wants you to give him/her information (e.g., email, in writing, orally and with what frequency and so on); 6) Consider holding periodic informational meetings. Invite your entire staff, including support personnel. Use this meeting to inform your employees of the organization's plans and goals and the progress they are making in helping to attain these goals. Ask your staff to comment and to offer suggestions for improvement; 7) Whenever possible, give others access to current information, such as attitude survey results, future trends of the organization, and other strategic information. This will help them understand what is currently going on and how they can be most helpful.

Suggested Reading: High Involvement Management. E. Lawler (1987), Jossey-Bass; Collaborative Creativity: Unleashing the Power of Shared Thinking, J. Ricchiuto (1996), Oak Hill Press; Human Relations in Organizations (3rd ed.), D. Costely and T. Ralph (1987), West Publishing; Communicating for Change: Connecting the Workplace with the Marketplace. D'Aprix, Roger, San Francisco: Jossey-Bass Inc, Publishers, 1995.; Leading Change. Kotter, John P., Boston: Harvard Business School Press, 1996.

Suggested Seminars: Organizational and Managerial Communication Skills. University of Richmond, Management Institute, (804) 289-8019, http://www.richmond.edu/academics/business/departments/Mgmt_inst/ ; Leadership through People Skills, Psychological Associates, 800-345-6525, <http://www.q4solutions.com>

Written Communication

Ability to express written thoughts and ideas in a clear and concise manner.

High scores on this scale suggest that written communications be logically organized, grammatically correct, and appropriately used within the organization on a frequent basis. Individuals with low scores may not write memos, letters, proposals, and technical reports in a clear, concise and organized manner.

YOUR RESULTS: You expressed a moderately high level of written communication skills. As a result, you may almost always use written communications effectively and appropriately within your organization.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderate level of written communication skills. As a result, you may wish to improve your overall business writing skills.

Some developmental suggestions for improving your written communication skills include: 1) Take a workshop or seminar on business, technical report, or proposal writing to enhance your basic writing skills; 2) Maintain a file of examples of business letters, proposals, technical reports, and memos and that can be edited; 3) If you use a computer to write memos and reports, obtain and utilize spell-checking and grammar-checking software programs to use on your writing; 4) When you are writing a memo or report to a diverse group of individuals, keep the technical language and jargon to a minimum; 5) Increase your vocabulary to enable you to expand and use words correctly. Keep a thesaurus and dictionary handy to improve your writing; and 6) Solicit feedback from others about how your written correspondence, reports and proposals can be improved. Look for ways to write more concisely and consider the needs of your reader; 5) When you write for a nontechnical audience, have a nontechnical person identify jargon. Then either eliminate it or include a glossary defining the terms; 6) Use charts and tables wherever possible to present numerical information; 7) Consider the reader's needs. How much detail is needed? Is the entire piece likely to be read? (If not, open with an "executive summary," a page or less in length. This frees the reader from wading through unessential details before getting to the "meat" of the document.); and 8) Write a first draft, and then review and revise it before composing the final version.

Suggested Reading: *The Elements of Style*, W. Strunk and E. White (1979), McMillian; *Technical Report Writing Today*, S. Pauley and D. Riorda (1987), Houghton-McMillian; *The McGraw Hill Handbook of Business Letters*, R. Poe (1988), McGraw Hill; *How to Be a Great Communicator: In Person, on Paper, and on the Podium*, N. Quebin (1996), John Wiley & Sons; *Beyond Words: A Guide to Drawing Out Ideas*, M. Sonneman (1997), Ten Speed Press; *Persuasive Business Proposals: Writing to Win Customers, Clients and Contracts*, H. Mackay (1997), Doubleday; *The 100 Most Difficult Business Letters You'll Ever Have to Write, FAX, or E-mail*, B. Heller (1994), Harper Inc.; *AMA Style Guide for Business Writing*, The American Management Association, New York: AMACOM, 1996; *Plain English at Work: A Guide to Writing and Speaking*. Bailey, Edward P., New York: Oxford University Press, 1996; *Style: Toward Clarity and Grace*. Williams, Joseph M., Chicago: The University of Chicago Press, 1995.

Suggested Seminars: *How to Sharpen Your Business Writing Skills*. American Management Association, (800) 262-9699 <http://www.amanet.org>; *Introduction to Technical Writing*. Management Concepts Incorporated, (703) 790-9595, <http://www.mgmtconcepts.com>; *Speaking On Paper*. Communispond, Inc., (212) 486-2300, <http://www.communispond.com>

Oral Communication

Ability to convey oral thoughts and ideas in a clear and concise manner.

High scores on this scale suggest that individuals frequently maintain eye contact when speaking to others, speaks in a clear and persuasive manner, and states complex information in a way that others can easily understand. Individuals with a low score may present information to others in a confusing, long-winded, and unorganized manner.

YOUR RESULTS: You expressed a high level of oral communication skills. In general, you almost always communicate in a clear, concise, and confident manner with others.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderate level of oral communication skills. In general, you frequently communicate in a fairly clear, concise, and confident manner with others.

Some developmental suggestions for improving your oral communication skills include: 1) Maintain eye contact with others while you speak; 2) Enunciate clearly and consider the rate at which you speak; 3) Rehearse what you will say to others so that it is clear, logically organized, and to the point. Maintain eye contact with your audience, speak in a confident tone and manner, and avoid distracting mannerisms (e.g., use of a monotone voice, frequently using "um" or "you know" in your speech; and 4) State your views in a concise and confident manner. Use body language and non-verbal behavior that is consistent with your message and creates a positive impact on your audience; 5) To determine whether your key points are clear, ask people to summarize what you have told them. This will give you an opportunity to find out if you are being too wordy and to restate your points if others have misunderstood you; 6) Ask a trusted coworker or your manager to tell you, during your discussions, if you are being redundant or if you have wandered off the topic. In addition, for group discussions or formal presentations, ask someone to use a predetermined signal to let you know if you are becoming too wordy. When you get the signal, condense what you are saying and get back on track.

Suggested Reading: *Persuasive Business Speaking*. Snyder, Elayne, New York: AMACOM, 1990; *Why Didn't You Say That in the First Place?: How to Be Understood at Work*, R. Heyman (1997), Jossey-Bass; *Communicating at Work*, A. Alessandra (1993), Fireside; *Simply Speaking: How to Communicate Your Ideas with Style, Substance and Clarity*, P. Noonan (1998), Harper Collins; *How to Say it at Work: Putting Yourself Across with Power Words, Phrases, Body Language and Communication Secrets*, J. Griffen (1998), Prentice Hall. **Suggested Audio:** *Talking from 9 to 5: How Women's and Men's Conversational Styles Affect Who Gets Heard, Who Gets Credit, and What Gets Done*, S. Tannen, Simon & Shuster.

Suggested Seminars: Assertiveness Training for Women in Business. American Management Association, (800) 262-9699, <http://www.amanet.org> Speaking With Impact. Personnel Decisions International, Leadership Programs, (800) 633-4410, <http://www.pdi-corp.com>

Oral Presentation

Ability to present individual and organizational viewpoints to groups in a clear, persuasive, logical and organized manner.

High scores on this scale suggest that individuals frequently make clear, persuasive, interesting and effective oral presentations. These individuals tend to effectively answer questions, summarize important points, and manage concerns voiced by others. Individuals with low scores may make presentations that lack clarity, organization, and interest. These individuals may have difficulty answering questions or handling disagreement expressed by others.

YOUR RESULTS: You expressed a high level of oral presentation skills. As a result, you tend to be extremely comfortable, persuasive and effective speaking in front of both small and large groups at work.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately low level of oral presentation skills. As a result, you may wish to become more comfortable and effective speaking in front of both small and large groups at work.

Some developmental suggestions for improving your oral presentation skills include: 1) Hire a coach, take a workshop or enroll in a class on presentations and public speaking (or consider joining an organization like Toastmasters); 2) Learn how to manage your anxiety that public speaking may create for you. Realize that anxiety decreases with experience and that is generally not noticeable to your listeners; 3) Learn how to effectively handle questions and objections during presentations; 4) Enhance the visual nature of your presentations through slides, graphics, charts, etc.; 5) Practice using humor to entertain and persuade others; and 5) Rehearse and practice oral presentations with others before you deliver them; 6) Pay attention to your nervousness, rate of speech, body language and voice tone. Avoid any verbal and non-verbal distractions that might distract the listener (e.g., speaking in a monotone voice, repeating yourself, or mispronouncing words when you speak); and 7) Ask a trusted friend or colleague to provide you with feedback about your presentation style and approach. Analyze how you can become more comfortable and effective speaking in front of both large and small groups; 8) Anticipate questions and prepare answers in advance; 9) Concentrate on getting your message across, not on whether you are a good speaker, and you will be less nervous; 10) Seek opportunities to give speeches through community or service organizations; and 11) Use audiovisual aids and other support materials effectively.

Suggested Reading: *Persuasive Business Speaking*. E. Snyder (1990), AMACOM; *What to Say When You are Dying on the Platform: A Complete Resource for Speakers, Trainers and Executives*, T. Bivens (1995), McGraw-Hill; *Saying it With Charts: The Executive's Guide to Visual Communication*, G. Zelazny (1996), Irwin; *Leading Out Loud: The Authentic Speaker, the Credible Leader*, T. Pearce (1995), Jossey-Bass; *Toaster's International Guide to Successful Speaking: Overcoming Your Fears, Winning Over Your Audience, and Building Your Business and Career*, J. Slutsky (1996), Dearborn Trade; *Plain English at Work: A Guide to Writing and Speaking*. Bailey, Edward P., New York: Oxford University Press, 1996.

Suggested Seminars: *Effective Executive Speaking*. American Management Association, (800) 262-9699, <http://www.amanet.org>; *Presenting with Power and Presence*. Impact Training Associates, Inc., Impact Training Associates Public Workshops, (800) 848-4333 or (818) 241-3537, <http://impact-training.com>; *Toaster's*. Toaster's International, (800) 993-7732, <http://www.toaster.org>

Task Management Skills

Planning/Organizing

Ability to effectively manage time, set realistic and measurable goals and allocate resources (people, budget, materials, etc.) to accomplish tasks, projects and assignments.

High scores on this scale suggest that individuals effectively plan, organize, schedule, and manage his/her time on a daily basis. Individuals with low scores may tend to be disorganized, spend little or no time in long range planning efforts, and frequently "fight fires" in attempts to respond to day to day tasks and activities.

YOUR RESULTS: You expressed a moderately high level of planning and organizing. As a result, you may almost always respond to the most important aspects of your job, rather than the urgent. It would appear that you could benefit even more by effectively managing your time and further developing your longer range and strategic planning skills.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately low level of planning and organizing. As a result, you may frequently respond to the urgent, rather than, the important aspects of your job. It would appear that you would benefit by more effectively managing your time and developing your planning, organizing, and scheduling skills.

Some developmental suggestions for improving your organizing, planning, and scheduling skills include: 1) Spend at least 10 minutes at the end of each workday planning the activities for the next day. Organize and prioritize the things that you need to accomplish; 2) Learn to use and apply planning systems, software programs and tools such as electronic organizers, calendars, project planning software programs, phone logs, etc., to effectively manage your time. Create a prioritized "to-do" list by grouping daily tasks into three categories: vital high payoff tasks, important, and tasks with limited payoff; 3) Reduce excessive interruptions to maximize your efficiency and effectiveness during the day; and 4) Set aside time each day for completion of paper work, e-mail, special projects, and phone calls.

Suggested Reading: *The One-Minute Manager Meets the Monkey*, K. Blanchard, W. Oncken and H. Burrows (1989), William Morrow; *How to Make Meetings Work*, M. Doyle and D. Straus (1986), Berkeley Publishing; *The Organized Executive: New Ways to Manage Time, Paper, and People*, S. Winston (1983), Warner Books; *Leaders: The Strategies for Taking Charge*. W. Bennis & N. Burt (1985), Harper & Row; *Empowered Teams: Creating Self-Directed Work Groups That Improve Quality, Productivity, and Participation*. Wellins, Richard S.; Byham, William C.; and Wilson, Jeanne M., San Francisco: Jossey-Bass Inc, Publishers, 1991; *Managing Projects in Organizations: How to Make the Best Use of Time, Techniques, and People* (2nd ed.). Frame J. Davidson, San Francisco: Jossey-Bass Inc, Publishers, 1995.; *New Project Management, The*. Frame, Davidson J., San Francisco: Jossey-Bass Inc, Publishers, 1994. *Strategic Planning Plus*. Kaufman, Roger, Newbury Park, CA: Sage Publications, 1992.; *First Things First*. Covey, Stephen R.; Merrill, A. Roger; and Merrill, Rebecca R., New York: Simon & Schuster, 1994.

Suggested Seminars: *Strategy Implementation*. American Management Association, AMA Seminars, (800) 262-9699. <http://www.amanet.org>; *Time Management*. American Management Association, (800) 262-9699. <http://www.amanet.org> ; *Time Management: Making Every Minute Count*. Management Concepts Incorporated, (703) 790-9595, <http://www.mgmtconcepts.com/>

Task/Project Management

Ability to effectively utilize available resources to complete projects, tasks and assignments in a timely fashion with quality.

High scores on this scale suggest that individuals clearly define and organize project tasks/work assignments, provide utilize available resources, and establish systems to continually evaluate progress of projects on a frequent basis. Individuals with low scores tend to be more disorganized, lose track of details, and are unable to manage multiple projects, tasks and assignments in a timely fashion.

YOUR RESULTS: You expressed a moderately high level of task/project management skills. As a result, you are generally able to complete complex and multiple tasks, projects and assignments on time and with high quality. It would appear that you could become even more effective on the job by increasing specific task/project management skills on the job.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately low level of task/project management skills. As a result, you may frequently be unable to complete complex and multiple tasks, projects and assignments on time and with high quality. It would appear that you could benefit by increasing your task/project management skills on the job.

Some developmental suggestions for improving your task/project management skills might include: 1) Determine what tasks, projects, and assignments could be delegated and distributed to appropriate team members. Learn to delegate to others when appropriate on large projects and assignments; 2) Spend time with appropriate team members to establish and communicate project expectations and standards; 3) Develop control and follow-up mechanisms (e.g., weekly briefings, project status notes, etc.) to monitor progress of project tasks; 4) Enroll in a class or workshop on project management; 5) Enhance your knowledge and skills in the use of project planning and scheduling software programs; and 6) Learn to run and participate in meetings more effectively. Research suggests that most individuals spend 25 percent to 75 percent of their working hours in meetings. Manage meetings you are responsible for more effectively and look for ways to enhance the effectiveness of those you attend.

Suggested Reading: Project Management: From Idea to Implementation, M. Haynes (1989), Crisp Publications; Fundamentals of Project Management, J. Lewis (1995), AMACOM; Goal Setting: A Motivational Technique that Works!, E. Locke and G. Latham (1984), Englewood Cliffs; No-Nonsense Delegation. D. McConkey (1986), AMACOM; Motivation and Goal Setting: How to Set and Achieve Goals and Inspire Others, J. Cairo (1998), Career Press.

Suggested Seminars: Practical Project Management Skills. Management Concepts, 703-790-9595, <http://www.managementconcepts.com>; Project Management. Kepner Tregoe, (800) 537-6378, <http://www.kepner-tregoe.com> ; Project Scope, Time and Cost, American Management Association, 800-262-9699, <http://www.amanet.org>

Problem Solving

Ability to analyze situations, gather relevant information, grasp complexities and perceive relationships among problems/issues, identify alternative solutions, utilize accurate logic, and develop specific actions.

High scores on this scale suggest that individuals frequently anticipate potential problems, seek input from others, research relevant information, consider a broad range of issues and factors, generate alternatives and contingencies, and systematically analyze the consequences of important decisions and plans. Individuals with low scores typically reach a solution without systematically gathering or considering all available information or the consequences of specific actions and/or decisions. Such individuals may come to conclusions, take actions, and make decisions that are

not logically based or without exploring relationships among issues or problems.

YOUR RESULTS: You expressed a moderately high level of problem-analysis skills. As a result, you typically approach the identification and solution of organizational problems in a very organized, systematic, or logical manner.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately low level of problem-analysis skills. As a result, you may not approach the identification and solution of organizational problems in a very organized, systematic, or logical manner.

Some developmental suggestions for improving your problem-analysis skills might include: 1) Carefully identify and define the problem. Ask strategic questions such as: What is the situation? What information is known/unknown? When does the problem occur/not occur? What assumptions were made that need to be challenged?; 2) Seek alternative causes of problems and after reaching a tentative conclusion, consider a few other possible reasons for the problem; 3) Utilize cost-benefit analysis techniques to evaluate possible courses of action-explore potential solutions and evaluate the pros and cons of each alternative. Include input from others to ensure that you are seeing the problem from different points of view; 4) Develop contingency plans for all courses of action; and 5) Seek and incorporate the viewpoints of others. For example if other people or parts of the organization will be affected, you will need their perceptions-get customer and team member input when appropriate.

Suggested Reading: Serious Creativity: using the Power of Lateral Thinking to Create New Ideas. E. DeBono (1992), HarperCollins; Brain Power: Learn to Improve Your Thinking Skills, K. Albrecht (1987), Prentice Hall; Breakthrough Thinking: The Seven Principles of Creative Problem Solving, G. Nadler (1998), Prima Publishing; The Art of Systems Thinking: Essential Skills for Creativity and Problem Solving, J. O'Connor & I. McDermott (1997), Thoroson Publishing; 101 Creative Problem Solving Techniques: The Handbook of New Ideas for Business, J. Higgins (1994), New Management Publishing; Using Both Sides of Your Brain, T. Buzan (1983), Dutton; Breakthrough Thinking: The Seven Principles of Creative Problem Solving. Nadler, Gerald, and Hibino, Shozo, Rocklin, CA: Prima Publishing, 1994.

Suggested Seminars: Problem Solving and Decision Making. Kepner Tregoe, Kepner Tregoe, (800) 537-6378, <http://www.kepner-tregoe.com> ; Problem Solving and Decision Making: Good Decisions, Good Solutions. American Management Association, (800) 262-9699. <http://www.amanet.org>

Decisiveness/Judgement

Ability and willingness to make high quality decisions when required.

High scores on this scale suggest that individuals frequently make decisions with sound judgment in a relatively quick and confident manner utilizing available and relevant information. Individuals with high scores on this scale tend to be able to make decisions in complex situations, in the face of uncertainty, and in a timely manner. Such individuals tend to weigh the known against the unknown, predict benefits and costs, and weigh risks. Individuals with low scores tend to be more cautious, hesitant, and slower in decision-making situations or very impulsive--taking actions and making decisions with little or no analysis, logic or data. Such individuals may make decisions that are not always logical, supported by research or sound in judgment.

YOUR RESULTS: You expressed a high level of decisiveness/judgment compared to others who have taken PerformanceView360. As a result, you may rarely hesitate to make quick decisions or take immediate actions when required or be too impulsive in making decisions without careful research, analysis, or logical thinking.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately low level of decisiveness/judgment compared to others who have taken PerformanceView360. As a result, you may be either very hesitant to make quick decisions or take immediate action decisions when required or very impulsive in making important decisions without much research, analysis, or logical thinking.

Some developmental suggestions for improving your decision-making and judgment skills might include: 1) If you tend to delay decisions, push yourself by deciding quickly in low-risk situations. Set a time limit for making decisions that takes into account how much information is already available, how important the decision is, and the urgency required taking an action or coming to a conclusion. Then push yourself to meet the deadline; 2) Determine whether immediate action is required before making a hasty decision. To become less impulsive in your decision-making, consider alternative solutions and actions instead of choosing the first one that presents itself. Weigh the consequences of alternative solutions or actions before making decisions; and 3) Practice taking prudent risks and making decisions under time pressure and with limited information available. Be willing to accept risks in decision areas where you can't possibly improve your information analysis. Ask yourself, "What is the worst thing that could happen if I made this decision without more information?"

Suggested Reading: A Primer on Decision Making : How Decisions Happen. March, James G., New York: Free Press, 1994; Thinker's Toolkit: Fourteen Skills for Making Smarter Decisions in Business and in Life, The. Jones, Morgan D., New York: Random House, Inc., 1995; Decision Traps: Ten Barriers to Brilliant Decision-Making and How to Overcome Them, J. Russo (1990), Fireside Inc.; Sources of Power: How People Make Decisions, G. Klein (1998), MIT Press; The Confident Decision Maker: How to Make the Right Business and Personal Decisions Every Time, R. Dawson (1995), Quill; A Whack on the Side of the Head. R. Von Oech (1990), Warner Books; Whatever it Takes: Decision-Making at Work. M. McCall & Kaplan, R. (1985), Prentice Hall.

Suggested Seminars: Tools and Techniques for Thinking and Managing Strategically. American Management Association, (800) 262-9699, <http://www.amanet.org> ; Six Thinking Hats. Advanced Practical Thinking Training, Inc., APTT, Inc, (515) 278-5570 or (800) 621-3366. www.aptt.com

Interpersonal Skills

Collaboration

Ability to develop and maintain supportive, open, collaborative, and cooperative working relationships with peers, team members, supervisors and others within and outside the organization.

High scores on this scale suggest that individuals frequently initiate and foster friendly, helpful and collaborative relationships with others. Individuals with high scores on this scale tend to relate to other peers, team members, supervisors and others in an open, supportive and accepting manner, showing sincere interest in collaborating, rather than, competing with others in order to complete work assignments and projects. Such individuals solicit and value the ideas and opinions of others and actively involve others in decision-making, planning and problem-solving processes. Individuals with low scores tend to have difficulty working with others in a collaborative manner. They rarely seek and value the feedback and suggestions of others, express strong competitive behaviors with other team members, and prefer working rather independently and autonomously. As a result, others may tend to see these individuals as somewhat unapproachable, uncooperative, and difficult to work with.

YOUR RESULTS: You expressed a moderately high level of teamwork/collaboration skills. As a result, you may frequently initiate, develop and work to maintain collaborative, open and supportive working relationships with others or solicit and value the input, ideas and suggestions of others.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately low level of teamwork/collaboration skills. As a result, you may very rarely initiate, develop and work to maintain collaborative, open and supportive working relationships with others or solicit and value the input, ideas and suggestions of others.

Some developmental suggestions for improving your teamwork/collaboration skills include: 1) Watch a tendency to dominate in a group or team situation. At times, a person's enthusiasm about his/her ideas or the desire to ensure that those ideas are heard and accepted can be carried out to the point that others feel you are abrasive, controlling or domineering; 2) Confront issues and not people to work more cooperatively together—seek "win-win" solutions to resolve interpersonal problems; 3) Actively solicit and clarify the ideas, suggestions, and opinions of others. As much as possible, incorporate reasonable solutions and suggestions of others into your final solutions and decisions; 4) When you receive constructive criticism or comments from others, thank the person for the feedback, paraphrase the feedback so that he/her knows that you heard it, express what you think about the feedback and discuss your point of view; and 5) Identify the barriers and problems in relationships with other team members, colleagues and peers. Determine what you can do to improve your working relationships with these individuals.

Suggested Reading: Team Players and Teamwork, G. Parker (1990), Jossey-Bass; Please Understand Me: Character and Temperament Types, D. Keirsey & M. Bates (1984), Prometheus Nemsis; What They Don't Teach You at Harvard Business School, M. McCormack (1984), Bantam Books; Teams at the Top: Unleashing the Potential of Both Teams and Individual Leaders, J. Katzenbach (1997), Harvard Business School Press; 201 Ways to Deal with Difficult People, A. Axelrod (1997), McGraw Hill.

Suggested Seminars: Leadership and High Performance Teams, Center for Creative Leadership, 336-545-2810, www.ccl.org ; Orchestrating Team Performance. The Tracom Corporation, Cahners TRACOM Group Solutions and Resources, (800) 221-2321. <http://www.tracomcorp.com> ; Advanced Teambuilding, National Training Lab, 800-777-5227, www.ntl.org

Interpersonal Sensitivity

Ability to take actions and make decisions that demonstrate consideration for the feelings and needs of others.

High scores on this scale suggest that individuals relate to others in a caring, supportive and sensitive manner. Individuals with high scores on this scale show empathy and concern for others, demonstrate respect and appreciation for each person whatever the person's background, race, age, gender, lifestyle, values or interests, and express genuine consideration for the needs of others. Individuals with low scores infrequently take actions to demonstrate an understanding of the needs and concerns of others in a sensitive, warm, and caring manner.

YOUR RESULTS: You expressed a high level of interpersonal sensitivity. As a result, you tend to develop warm and friendly interpersonal relationships, make it easy for others to disclose and openly talk about their job/personal life problems and concerns, adopt a more accepting view of individuals who "rub you the wrong way" and generally take a genuine and sincere interest in the needs of others.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately low level of interpersonal sensitivity. As a result, your high task-orientation may possibly interfere with developing warm and friendly interpersonal relationships, making it easy for others to disclose and openly talk about their job/personal life problems and concerns, adopting a more accepting view of individuals who "rub you the wrong way" and taking a genuine and sincere interest in the needs of others.

Some developmental suggestions to increase your understanding and sensitivity towards the needs of others might include: 1) Obtain ongoing feedback on your interpersonal style from a respected colleague, peer, or team member. Ask for the person's impressions of your style and impact in a variety of situations; 2) Accept people as they are, not as you would like them to be. Try to understand what other people are like on their own terms; 3) It is easier to work with people if they feel that you are comfortable with them. If you create an initial impression of extreme seriousness, intensity or come across as somewhat sarcastic or critical, people may be hesitant to open up and work with you. Identify occasions in which you use sarcasm or humor in a way that may offend others, monitor your non-verbal behavior, and learn more about your team member's interests; 4) Apologize to people when you have hurt or ignored them; 5) Be less judgmental and evaluative in your day-to-day dealings with people; 6) Learn to be less abrasive and tactless in your interpersonal relations by confronting the issue instead of the person 7) Seek feedback from your manager and trusted peers about situations when your behavior comes across as lacking in sensitivity; 8) Arrange an individual, informal meeting with each employee to discuss your working relationship. Provide as nonthreatening an environment as possible for this meeting; 9) Ask the employee for comments on things you do that help the working relationship and for suggestions on how you might improve it; and 10) If others see you as lacking in warmth and sensitivity and unapproachable, determine what you do to give this impression. Is it that you appear uninterested in their problems? Is it that they rarely see you or when you do you hardly ever interact with them? Try to look at yourself as others see you. Consider making changes based upon your analysis.

Suggested Reading: *Coping with an Intolerable Boss*, M. Lombardo & M. McCall (1984), Center for Creative Leadership; *People Skills*, R. Bolton (1986), Touchstone Books; *Conversationally Speaking: Tested New Ways to Increase Your Personal and Social Effectiveness*, A. Gardner (1991), McGraw Hill; *Working with Emotional Intelligence*, D. Goleman (1997), Broadway Books; *Emotional Intelligence*, D. Goleman (1995), Bantam Books; *Coping; Raising Your Emotional Intelligence: A Practical Guide*, J. Segal (1997), Henry Holt.

Suggested Seminars: *Foundations of Leadership*. Center for Creative Leadership, CCL Programs, 336-545-2810, <http://www.ccl.org> ; *Human Interaction Laboratory*, National Training Lab, 800-777-5227, www.ntl.org ; *Building Better Working Relationships: New Techniques for Results-Oriented Communication*. American Management Association, AMA Seminars, (800) 262-9699 <http://www.amanet.org>

Suggested Websites: www.eiconsortium.org

Individual Coaching Services *Organizational Performance Dimensions (OPD)*, 800-538-7628 or 310-450-8397, <http://www.opd.net>

Negotiation/Conflict Management

Ability to negotiate and effectively resolve interpersonal differences with others in a collaborative "win-win" manner.

High scores on this scale suggest that individuals seek collaborative "win win" solutions to interpersonal problems, allow for disagreement to be expressed and discussed in a constructive manner, and attempt to resolve interpersonal conflicts immediately when they arise. Individuals with high scores utilize active listening to reduce conflict, discuss the real reasons underlying problems, and work toward solutions that are mutually beneficial to all parties. Individuals with low scores tend to minimize and avoid disagreements with others, or utilize much more competitive "win lose" approaches to resolving individual differences.

YOUR RESULTS: You expressed a moderately high level of conflict management skills. As a result, you tend to constructively confront interpersonal and team conflict when it arises, utilize listening to reduce conflict and identify the real issues underlying disagreements, and seek mutually satisfying ("win-win") solutions to resolving interpersonal conflicts and problems.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderate level of conflict management skills. As a result, you may sometimes avoid confronting interpersonal and team conflict when it arises, pursue your preferences, ideas, or solutions at the expense of others, and sometimes utilize more competitive conflict management approaches to resolving interpersonal differences with others (i.e., more “win-lose”).

Some developmental suggestions for improving your negotiation and conflict management skills include: 1) Evaluate your conflict management style by obtaining feedback from a trusted colleague, peer or team member. Ask for the person's impressions of your style and impact in a variety of conflict situations; 2) Attempt to develop a collaborating, rather than, competitive or avoiding conflict management style. Carefully monitor your tendency to want to win and try to treat the other person with respect even when you disagree with his/her position. During a disagreement, find a common goal on which you both agree and keep focusing on that goal; 3) Check your tendency to squelch team differences and allow disagreements to be discussed in a non-evaluative atmosphere; 4) Practice using active listening to reduce conflict and better understand the perspective of others. Too often, the parties involved in a disagreement spend most of their time talking instead of listening. Try to avoid preparing a rebuttal or thinking of other ways to support your viewpoint when others are speaking; 5) Diagnose the real reasons for the problem. Many interpersonal conflicts have multiple sources so listen carefully and when you think you know the issues, summarize your understanding of them and ask if it accurately captures all of the person's concerns; 6) Restate the positions held by those on both sides of a conflict to ensure that the conflict is not just a misunderstanding and to show that you understand the others' perspectives; 7) Clearly tell the other person the things you both agree on before dealing with the points of disagreement. This approach provides a positive starting point by building bridges between people 8) If a conflict escalates, call for a time out. Reconvene when both people have reduced tension to a productive level and have regained their perspective; and 9) Take a class or workshop on negotiation, assertiveness, or conflict management skills.

Suggested Reading: Beyond Machiavelli: Tools for Coping With Conflict, R. Fisher (1996), Penguin Books; Work Place Wars and How to End Them: Turning Personal Conflicts into Productive Teamwork, K. Kaye (1994), AMACOM; Getting to Yes: Negotiating Agreement without Giving In, R. Fisher & W. Ury (1981), Penguin Books; Win-Win Negotiation: Turning Conflict into Agreement, F. Jandt (1985), J. Wiley; You Can Negotiate Anything, H. Cohen (1989), Bantam Books; Getting Past No: Negotiating Your Way from Confrontation to Cooperation, W. Ury (1993), Bantam Books; The Negotiating Game: How to Get What You Want, C. Karrass (1997), Harper Business.

Suggested Seminars: Management Concepts Incorporated, (703) 790-9595. <http://www.mgmtconcepts.com> ; Responding to Conflict: Strategies for Improved Communication. American Management Association, AMA Seminars, (800) 262-9699. <http://www.amanet.org> ; Managing Differences and Agreement: Making Conflict Work for You. Designed Learning, Inc., Designed Learning Workshops, (908) 889-0300, <http://www.designedlearning.com/> ; Collaborative Negotiation and Conflict Management Strategies, National Training Labs, 800-777-5227, <http://www.ntl.org>

Team Support

Ability to assist, motivate, encourage, coach, and support other team members who depend on each other to accomplish tasks, projects and assignments.

High scores on this scale suggest that individuals frequently acknowledge and recognize the contributions and accomplishments of other team members, provide timely and ongoing feedback to others regarding current projects, and take initiative to assist, coach, and train others to ensure the successful completion of both individual and team assignments. Individuals with low scores on this scale communicate only when necessary to other team members, rarely step in to coach, assist and train others, infrequently praise and recognize the efforts of others, and rarely encourage cooperation and teamwork among people who depend on each other to get work done.

YOUR RESULTS: You expressed a high level of providing team support. As a result, you may frequently acknowledge and recognize the contributions and accomplishments of other team members, provide timely and ongoing feedback to others regarding current projects, and take initiative to assist, coach, and train others to ensure the successful completion of both individual and team assignments. You may generally be perceived as collaborative, supportive of team goals and objectives and consistently willing to be a team player.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately low level of providing team support. As a result, you may communicate only when necessary to other team members, infrequently praise the contributions of others, and less frequently provide informal assistance and coaching to others. You may be perceived as less collaborative, less supportive of team goals and objectives and not willing to be a team player.

Some developmental suggestions for enhancing and developing your team support skills include: 1) Provide timely feedback and information to other team members to ensure the completion of team tasks and projects; 2) Provide constructive feedback to team members that focuses on specific behavior, explains the impact of the behavior clearly and is well timed (e.g., not when you are frustrated or angry); 3) Look for opportunities to recognize and praise team members for their efforts and accomplishments. Describe the behavior you are recognizing and let the individual know exactly what behaviors to continue; 4) Take initiative, volunteer and create opportunities to provide informal assistance, coaching and training to other team members on specific technical, organizational or interpersonal skills; and 5) Avoid being overly critical, negative and non-supportive of senior management, organizational policies, procedures, decisions or goals. Focus on solutions, not problems. Encourage and support other team members and convey confidence in their skills and abilities.

Suggested Reading: *Masterful Coaching: Extraordinary Results by Impacting People and the Way They Think and Work Together*, R. Hargrove (1995), Pfeiffer & Company; *Working with Difficult People*, W. Lundin (1995), AMACOM; *Motivation and Goal Setting: How to Set and Achieve Goals and Inspire Others*, J. Cairo (1998), Career Press; *Bringing Out the Best in People*, A. McGinnis (1985), Augsburg Publishing House; *How to Sell Your Ideas*, J. Nirenberg (1989), McGraw Hill.

Suggested Seminars: Positive Power and Influence, Situation Management Systems, Inc., 781-826-4433, <http://www.smsinc.com>; Motivating Others: Bringing Out the Best in People, American Management Association, 800-262-9699, <http://www.amanet.org>; How to Work More Effectively with People, University of Wisconsin, 800-292-8964, <http://www.uwexecd.com/management/leadership>

Leadership/Influence

Ability to utilize appropriate interpersonal styles and approaches in facilitating individuals and groups towards task achievement.

High scores on this scale suggest that individuals frequently assert his/her own ideas and opinions, effectively communicate and inspire a shared vision and direction, enable others to act, seek other's support and input, and recognize high performance in others. Individuals with high scores on this scale demonstrate a willingness to take charge in groups, build strategic alliances, network with key people within and outside the organization, and to effectively persuade and influence others. Individuals with low scores tend to be much more authoritative in his/her leadership efforts, less willing to assert his/her point of view particularly in the face of opposition, and unable to effectively influence others.

YOUR RESULTS: You expressed a moderately high level of leadership/influence skills. As a result, you generally articulate a clear vision of what needs to be done and how best to accomplish it to others, persuade and inspire others to follow your ideas, plans, and suggestions, and tend to lead groups in a participative manner.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderate level of leadership/influence skills. As a result, you may not always articulate a clear vision of what needs to be done and how best to accomplish it to others, persuade and inspire others to follow your ideas, plans, and suggestions, or frequently take charge and lead groups in a participative manner when required.

Some developmental suggestions for improving your leadership skills include: 1) Volunteer or take initiative to lead a group, committee, or task force within or outside the organization; 2) Seek feedback from a trusted colleague, peer or friend about your leadership style, strengths and areas for improvement. Analyze how you can increase your leadership/influence skills; 3) Clarify and communicate your vision and show your enthusiasm about it. The more clear and compelling your vision, the easier it is for others to understand and support it; 4) Take a risk to assert your thoughts, ideas and opinions in a group. People who lack assertiveness skills are often overlooked and thus have trouble getting their ideas accepted. Use appropriate verbal and non-verbal communication to deliver an effective, assertive message (e.g., maintain eye contact, confident voice, serious expression). Identify the interests and needs of others and emphasize the benefits and features of your particular plans and ideas to them; 5) Practice involvement oriented leadership approaches by soliciting, acknowledging and incorporating the ideas and suggestions of others in your planning and problem solving processes. Avoid being too forceful, directive and authoritative when leading individuals and groups; and 6) If you are uncomfortable stating your point of view directly or taking charge and leading groups, consider enrolling in an assertiveness skills class or leadership development program to build your skills and develop your confidence in presenting your opinions with greater influence and impact.

Suggested Reading: *The Seven Habits of Highly Effective People*, S. Covey (1989), Simon & Shuster; *Leaders: The Strategies for Taking Charge*, W. Bennis & B. Nanus (1985), Harper & Row; *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*, J. Kouzes & B. Posner (1987), Jossey-Bass; *Principle-Centered leadership*, S. Covey (1991), Summit Books; *Credibility: How Leaders Gain and Lose It, Why People Demand It*, J. Kouzes (1995), Jossey-Bass; *Power and Influence: Beyond Formal Authority*, J. Kotter (1986), The Free Press; *Learning to Lead*. Bennis, Warren and Goldsmith, Joan, Reading, MA: Perseus Books, 1997.

Suggested Seminars: *Leading and Developing High Performance Teams*, Center for Creative Leadership, 336-545-2810, www.ccl.org ; *Negotiation and Influence Strategies*. , Stanford Graduate School of Business, Office of Executive Education; Stanford Business School; (650) 723-3341, <http://www-gsb.stanford.edu/eep/eepglmgt.html> ; *How to Influence Without Direct Authority*. University of Wisconsin-Madison, Fluno Center for Executive Education, (800) 292-8964. <http://uwexeced.com/>

Introduction to the Open Ended Questions

You and your respondents had the opportunity to provide written comments online about your perceived strengths and possible development areas.

These comments are provided on the next pages and are included verbatim without identifying either the rater or rater category to ensure confidentiality.

Compare the open-ended comments provided in the next few pages with the graphs and other information provided in this feedback report.

Please keep in mind that not all comments will be easy to understand—not everyone can provide concrete, specific, non-judgmental feedback.

It is important to look for trends or themes as you read these comments—it is easy to find a single comment upsetting or even biased. However, if a number of comments focus on a specific area you might want to place a greater emphasis of importance on the specific behaviors to change to enhance your overall effectiveness.

The following questions might be useful in analyzing these open-ended comments:

- Are the comments consistent and reinforce the other feedback you have received?
- Do they add any new information or insight about your performance and effectiveness?
- Do you see any trends across the open-ended comments?
- How can you leverage your strengths?
- What areas are you committed to focus on as part of your development plan?

PerformanceView360 Open Ended Questions

Please provide any written comments you have regarding the Strengths of the individual in the space provide below:

Patience, persistence. Strong team work. Like to succeed at workplace.

He is seen by others as, very impressionable, informative, dynamic, and a people person. In the office he is just the opposite, and this is an area that he needs to work on. He has assisted many individuals with disabilities in getting jobs and agency support.

He is creative but does not always think through all the pros/cons before presenting his information. Project ideas are creative but does not tak into consideration other people's input nor current other actions

PerformanceView360 Open Ended Questions

Please provide any written comments you have regarding the Development Areas of the individual in the space provide below:

Need to boost writing, develop articles. Be more prompt on projects and reporting deadlines.

He promotes being a team and family oriented, but he possess traits that are contradictory which makes it difficult to work with him at times. I feel as though is should be more considerate of people, respectfull, and not so quick to point the finger. We work with government and contract staff and he is often perceived by the contract staff as treating them like second class citizens.

He needs to do a better job of keeping his co-workers informed about what he is working on and the status of projects. That way the team can work more effectively with him.

Needs to be more realistic of his skills/strengths and weaknesses

Developmental Focus

Examining Your PerformanceView360 Feedback Report

Your reactions to your PerformanceView360 report provide insight that is useful not only in the interpretation of the results, but in deciding what you may do about them. Start with your feelings about the results.

- If you had to select a single word or phrase to describe your emotional reaction, it would be:

- What is it about your results that lead you to feel this way?

- What new insights, if any, do you get from your results?

- How do your perceptions compare to those of other rater groups? Are there any important trends?

- What experiences or feedback from others seems very consistent with these results? What experiences or feedback from others seems very inconsistent with these results?

Deciding What Skills To Work On

The first column below summarizes the fourteen PerformanceView360 Scales. Place a check next to the ones you rate as being most important to your current position below and in the second column place a check next to those skills that the majority of others see as possible development areas. Any scale with both columns checked suggests more critical development areas. These should be considered as part of your development action plan.

PerformanceView360 Scale	Scale Importance Rating	Development As Perceived By Others
Communication Skills		
Listening		
Two-Way Feedback		
Written Communication		
Oral Communication		
Oral Presentation		
Task Management Skills		
Planning/Organizing		
Task/Project Management		
Problem Solving		
Decisiveness/Judgement		
Interpersonal Skills		
Collaboration		
Interpersonal Sensitivity		
Negotiation/Conflict Management		
Team Support		
Leadership/Influence		

Focusing On Development

- List three scale strengths based upon your PerformanceView360 results below:
 - 1.
 - 2.
 - 3.

- List three possible development scales based upon your PerformanceView360 results below:
 - 1.
 - 2.
 - 3.

The PerformanceView360 questionnaire feedback is to help you to develop your supervisory and management skills. Developing skills can be challenging because it almost always means replacing current behavior with a new pattern of behavior. This is not easy! The action planning process helps to increase your success. Research shows that desired change is more likely to be successful when:

- The desired skills and behaviors are specifically defined
- There is commitment and motivation to change
- An action plan is developed and shared with others
- An analysis is made of reasons for lack of success
- Other people support the change in observable ways
- The outcomes are visible and can be measured

The action plan worksheet on the next page will assist you at developing the skills you have identified based on the results of your PerformanceView360 Questionnaire. As you begin work on your action plan, consider the following:

- Focus on a single specific skill or skill area
- Use the recommendations in your report as a basis for your plan
- Keep your plan simple and put it in writing
- Define how you will monitor and evaluate progress

Development Plan

PerformanceView360 Scale:

Development Activities:

Target Dates:

Support/Resources Required:

Measures of Success:

Results Achieved: