



## Sales Director 360 Feedback Report

for Suzanne Example

4/15/2004

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## THE MODEL

Suzanne Example  
4/15/2004

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

OVERALL SUMMARY

Suzanne Example  
4/15/2004

Sales Director

Your Summary Competency Ratings

█ = All \* = Self (1) ⊕ = Boss (1) □ = Peer (4) // = Other (4)

Competency	Average Score					Average Score	By Group					Rank Order	Detailed Results
	1	2	3	4	5		1	2	3	4	5		
Decisive Judgment						3.28							
Driving For Results						2.98							•
Customer Focus						4.09							
Persuading To Buy						4.26							
Resilience						2.94							•
Managing Others						3.68							
Motivating Others						4.03							
Negotiation						2.96							•
Business Acumen						3.49							
Functional Acumen						4.13							
Presentation Skills						3.66							
Continuous Learning						3.89							

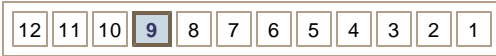
↑↓ This column shows the rank order of your scores on each competency starting with "1" as your highest score and "<#>" as your lowest.

📄 Detailed results are provided for each competency on the following pages. From these results, Assess360 has attempted to determine those competencies you should consider first in a developmental plan. Based on this, developmental suggestions are provided in this report for the following competencies:

- Resilience
- Negotiation
- Driving For Results

**COMPETENCY RESULTS**

Relative Competency Rank



Low.....

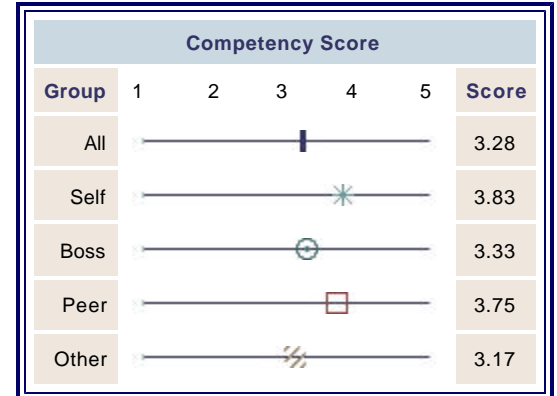
.....High

**Decisive Judgment**

Making good decisions in a timely and confident manner.

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

Strongly Disagree = 1 ... Strongly Agree = 5

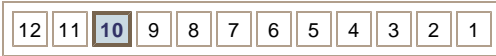


Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Competency Score			
	Self	Boss	Peer	Other
Takes personal responsibility for making decisions	+	+	+	
Wisely considers alternatives and possible consequences		-		
Makes good decisions	+	+	+	+
Decides in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

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

**COMPETENCY RESULTS**

Relative Competency Rank



Low.....

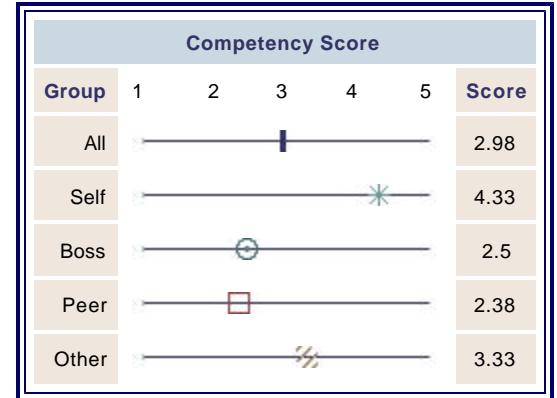
.....High

**Driving For Results**

Challenging, pushing the organization and themselves to excel and achieve.

People who exhibit a drive for results establish or help establish objectives and contribute to their accomplishment. They assume personal responsibility for the success of the organization and persist, even when faced with obstacles, to achieve results.

Strongly Disagree = 1 ... Strongly Agree = 5

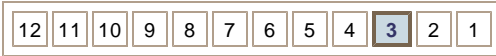


Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Competency Score			
	Self	Boss	Peer	Other
Challenges self and the organization to set high expectations	+	-	-	+
Sets or helps to set appropriate goals and objectives	+			+
Exerts the personal effort and hard work to achieve results	+	-	-	
Does not give up easily, persists		-	-	
Overcomes obstacles to achieve results	+			
Achieves results	+		-	

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

**COMPETENCY RESULTS**

Relative Competency Rank



Low.....

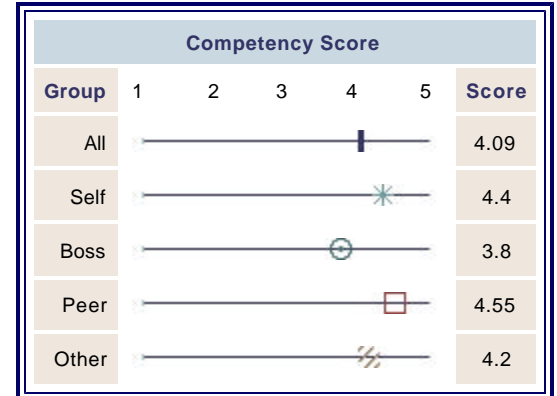
.....High

**Customer Focus**

Anticipating customers' needs and designing, promoting or supporting the delivery of products and services that exceed customers' expectations.

People who are competent at customer focus have a desire to please customers and seek to anticipate customers' needs. They push the organization to do more than is required to ensure that the customer is satisfied.

Strongly Disagree = 1 ... Strongly Agree = 5



Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Competency Score			
	Self	Boss	Peer	Other
Actively gathers information about customers' businesses and works to understand their business perspectives	+	+	+	+
Listens to and values customers' needs, suggestions and feedback	+		+	+
Anticipates customers' needs	+	+	+	+
Within his/her areas of control, will develop or customize products and services to better meet the needs of the customer	+	+	+	+
Actively champions the fulfillment of customers' needs within his/her group and the organization as a whole	+		+	+

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

**COMPETENCY RESULTS**

Relative Competency Rank



Low.....

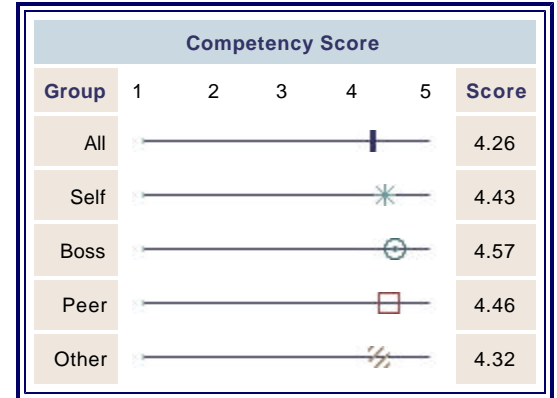
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

**Persuading To Buy**

Convincing others to buy a product or service.

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

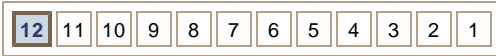


Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Competency Score			
	Self	Boss	Peer	Other
Has the courage or strength of purpose to sell	+	+	+	+
Is highly knowledgeable about the product or service that is being promoted	+	+	+	+
Attempts to understand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

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

**COMPETENCY RESULTS**

Relative Competency Rank



Low.....

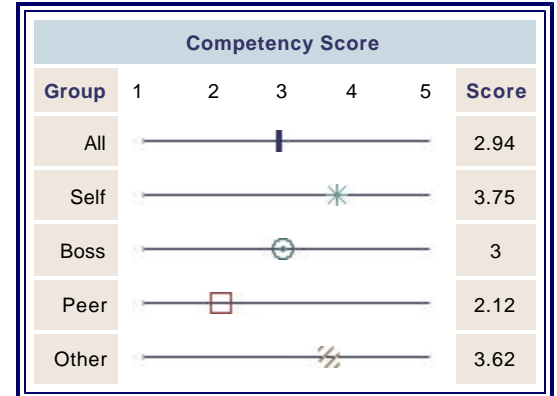
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

**Resilience**

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

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



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

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



**COMPETENCY RESULTS**

Relative Competency Rank



Low.....

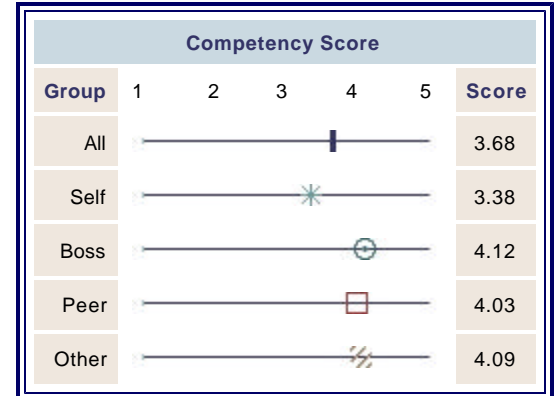
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

**Managing Others**

Directing and leading others to accomplish organizational goals and objectives.

People who display this competency effectively manage and direct the activities of others. They work through other people to accomplish objectives, and they encourage performance through motivation and feedback. They hold people accountable.

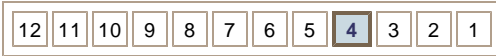


Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Competency Score			
	Self	Boss	Peer	Other
Has a desire to lead or direct others and exerts the effort to do so				
Inspires others to perform by setting a good example of hard work and a willingness to extend him/herself to meet objectives	+			+
Knows the strengths and weaknesses of each of the members of his/her group		+	+	+
Sensibly delegates and assigns tasks to others according to their capacities		+	+	+
Is fair and objective and does not play favorites	+	+	+	+
Educates, trains and otherwise prepares his/her people to be effective in their jobs	+	+	+	+
Holds others accountable for results and responsibly councils, reprimands or takes other necessary action when others do not perform at the level of their capability		+	+	+
Assumes personal responsibility for the success or failure of his/her group, collectively and individually		+	+	+

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

**COMPETENCY RESULTS**

Relative Competency Rank



Low.....

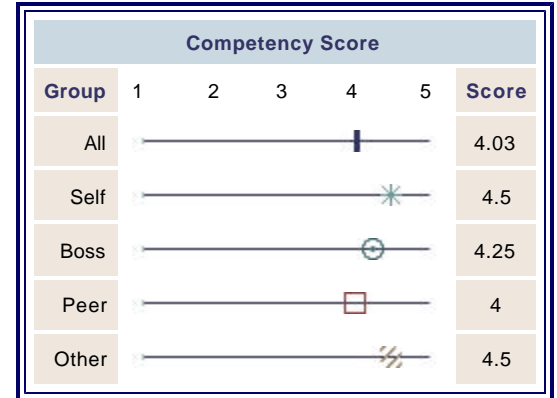
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

**Motivating Others**

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

People who display this competency encourage and inspire others.

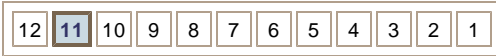


Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Competency Score			
	Self	Boss	Peer	Other
Displays a personal passion and self-motivation to perform at a high level	+			+
Places a high value on creating and maintaining high levels of passion and enthusiasm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

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

**COMPETENCY RESULTS**

Relative Competency Rank



Low.....

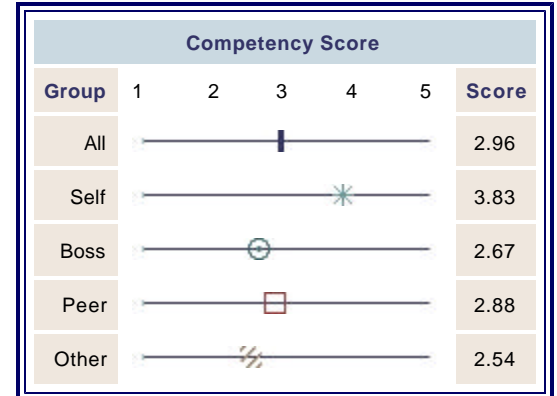
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

**Negotiation**

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

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

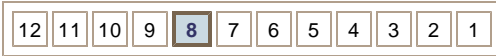


Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Competency Score			
	Self	Boss	Peer	Other
Tries to understand the issues from the other party's perspective	+	-	+	
Influences the other party to see the issues from his/her perspective	+			
Tries to establish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

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

**COMPETENCY RESULTS**

Relative Competency Rank



Low.....

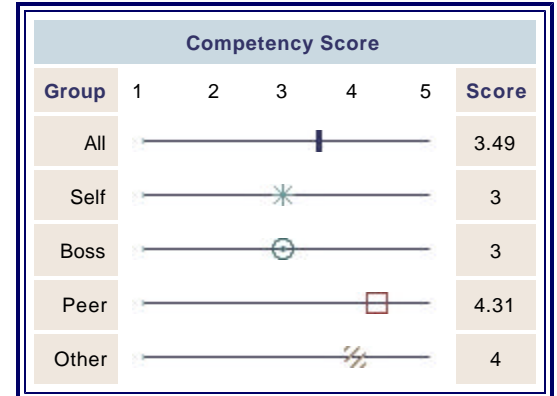
.....High

**Business Acumen\***

Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective.

People who display this competency will have a good understanding of general business and financial concepts. They are effective at using this knowledge to understand important business issues related to their work.

Strongly Disagree = 1 ... Strongly Agree = 5

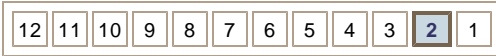


Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Behavior Strengths and Weaknesses			
	Self	Boss	Peer	Other
Has an excellent understanding of general business concepts			+	+
Effectively applies his/her general business knowledge to the issues faced in this organization	+	+	+	+
Has an excellent understanding of general accounting and financial concepts	-	-	+	+
Applies his/her understanding of general business, accounting and financial concepts well to the issues faced in this organization			+	+

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

**COMPETENCY RESULTS**

Relative Competency Rank



Low.....

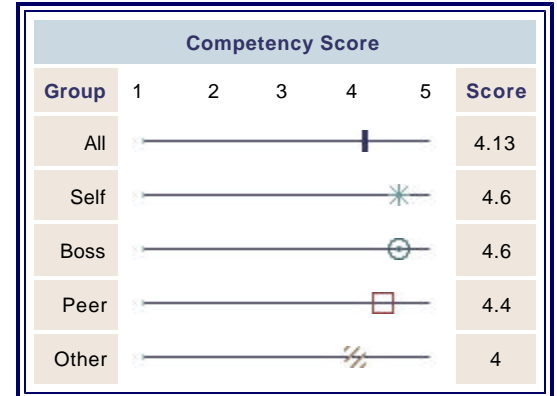
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

**Functional Acumen\***

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

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



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

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

**COMPETENCY RESULTS**

Relative Competency Rank



Low.....

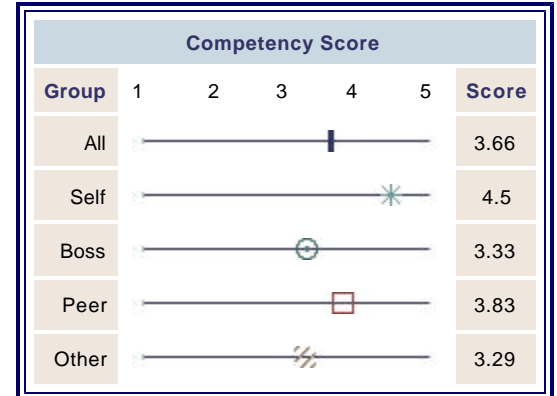
.....High

**Presentation Skills\***

Having the skills to effectively communicate to an audience in a formal setting.

People who display this competency are able to organize and articulate their thoughts and ideas clearly. They use visual presentation tools to deliver information in a straightforward and logical way. They prepare well, adjust their message to their audience, and deliver smoothly.

Strongly Disagree = 1 ... Strongly Agree = 5

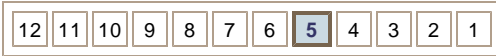


Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Self	Boss	Peer	Other
	Is able to organize and articulate his/her thoughts and ideas clearly	+		+
Uses visual presentation tools to deliver information in a straight-forward and logical way	+	+	+	
Is well prepared before he/she presents	+	-		-
Presents a mix of broad issues and detail appropriate for the audience	+			
Delivers smoothly	+	+	+	+
Engages the audience	+	+	+	+

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

**COMPETENCY RESULTS**

Relative Competency Rank



Low.....

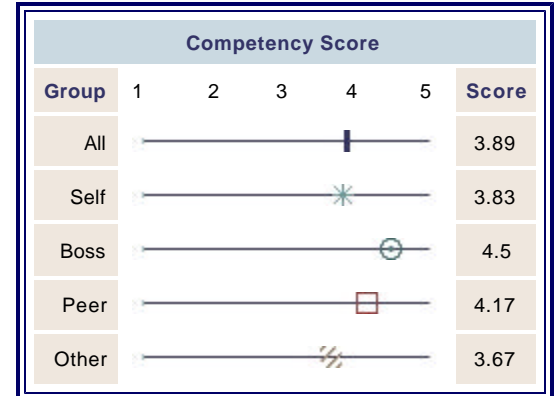
.....High

**Continuous Learning\***

Striving to expand knowledge and refine skills through education and training. Inspiring others to develop and refine knowledge and skills relevant to their work.

People who display this competency always strive to improve their knowledge, understanding, abilities and skills throughout their working lives. Through their example or by direct encouragement, they also inspire others to be lifelong learners.

Strongly Disagree = 1 ... Strongly Agree = 5



Behavior Strengths and Weaknesses + = above norm (or 3.75 and up) - = below norm (or 2.25 and down)	Self	Boss	Peer	Other
	Is eager to learn new things	+	+	+
Regularly exerts the effort to learn new skills or abilities, develop new or improved knowledge, etc.		+	+	
Regularly attends training programs, completes formal school coursework or other similar educational programs	+	+	+	+
Seeks out and learns from mentors and other knowledgeable people in the organization	+	+	+	+
Takes, or is willing to take, the jobs and assignments that will prepare him/her for future advancement	+	+	+	
Inspires and encourages others to learn and grow throughout their work life		+	+	+

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

**COMMENTS**

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Suzanne Example  
4/15/2004

No comments were recorded.



## DEVELOPMENT SUGGESTIONS

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*Note: If you are viewing a printed or PDF version of this report and would like access to the interactive features that follow, please point your internet browser to the following address and login with information provided:*

URL: [www.bigby.com/360report](http://www.bigby.com/360report)

- Login ID: **Example**
- Password: **4C38FB58**

Listed below are the competencies ranked in order of highest to lowest scores. Development suggestions for the three lowest competencies immediately follow this page, however, you may view the development suggestions for any of the competencies by clicking on the competency name.

1. [Persuading To Buy](#)
2. [Functional Acumen](#)
3. [Customer Focus](#)
4. [Motivating Others](#)
5. [Continuous Learning](#)
6. [Managing Others](#)
7. [Presentation Skills](#)
8. [Business Acumen](#)
9. [Decisive Judgment](#)
10. Driving For Results - *following*
11. Negotiation - *following*
12. Resilience - *following*

## DEVELOPMENT SUGGESTIONS

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### Resilience

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

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

#### Remaining positive and productive under stressful circumstances

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



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

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

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

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

- Give yourself a mental break - a few minutes of quiet respite from work demands can relieve stress and pressure. For some this involves taking the time to have a solitary lunch. For others, planned physical exercise (walking, running, swimming, or yoga) is most useful.

### Dealing with negative feedback and criticism in a professional manner

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

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



#### Books

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

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

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

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

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

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

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

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

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

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



#### Multimedia

[A Framework for Successful Leadership Transitions](#) Harvard Business School. [Overview](#)

[Leading Quietly](#) Harvard Business Online. [Overview](#)

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

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

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

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

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

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

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

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



#### On-line Learning

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

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

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

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

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

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

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

[Managing Change](#) National Technological University. [Overview](#)

[PrimeEffectiveness™](#) PrimeLearning. [Overview](#)

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

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#### Public Courses

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

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

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

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

[Managing in the Middle](#) Banff Centre. [Overview](#)

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

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

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

[Business Improvisation](#) Duke University. [Overview](#)

## DEVELOPMENT SUGGESTIONS

### Negotiation

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

#### Adopt a Win-Win Approach

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

#### Know Your Counterpart(s)

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

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



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

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

#### Develop a Sound Negotiation Strategy

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

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

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

### Use Positive Assertiveness

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

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

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



#### Books

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

[Harvard Business Review on Effective Communication \(1999\)](#) Ralph G. Nichols, Leonard A. Stevens, Fernando Bartolome, Chris Argyris, Antony Jay. [Overview](#)

[The New Managerial Mentor: Becoming a Learning Leader to Build Communities of Purpose \(1998\)](#) Patricia J. Fritts. [Overview](#)

[Working with Emotional Intelligence \(2000\)](#) Daniel Goleman. [Overview](#)

[Say What You Mean. Get What You Want: A Businessperson's Guide to Direct Communication \(1996\)](#) Judith C. Tingley. [Overview](#)

[Power and Influence: Beyond Formal Authority \(1985\)](#) John P. Kotter. [Overview](#)

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

[How to Get Your Point Across in 30 Seconds or Less \(1991\)](#) Milo O. Frank. [Overview](#)

[Influence Without Authority \(1991\)](#) Allan R. Cohen, David L. Bradford. [Overview](#)

[Beyond Certainty: The Changing Worlds of Organizations \(1998\)](#) Charles Handy. [Overview](#)

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## Multimedia

[Working With Emotional Intelligence](#) Audio Renaissance, part of Renaissance Media, Inc.. [Overview](#)

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

[Influencing and Motivating Others](#) Harvard Business School Publishing. [Overview](#)

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

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

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

[Since Strangling STILL Isn't an Option: Managing Difficult People](#) National Technological University. [Overview](#)

[Tribal Warfare in Organizations: A Leadership Challenge](#) National Technological University. [Overview](#)

[Groupthink](#) VideoLearning Systems. [Overview](#)

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

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## On-line Learning

[Working Collaboratively: Extend Your Influence](#) Serebra. [Overview](#)

[Influencing and Motivating Others](#) Harvard Business Online. [Overview](#)

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

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

[High Powered Communication](#) Clemson University. [Overview](#)

[Effective Selling](#) Clemson University. [Overview](#)

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

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

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

[Leveraging the Customer Relationship](#) Stanford University. [Overview](#)

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## Public Courses

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

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

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

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



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

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

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

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

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

[\*\*Negotiation and Decision-Making Strategies\*\*](#) Columbia Business School. [Overview](#)

## DEVELOPMENT SUGGESTIONS

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### Driving For Results

Driving results in an organization requires more than just a personal best effort. Rather, positive organizational results come from the coordinated effort of many people. Leaders who consistently obtain high levels of performance and effectiveness from their organizations identify and focus on goals and objectives that are truly important to the organization. They assume personal responsibility for organizational achievement, challenge others to do the same, and persist despite obstacles.

#### Identify the target

There will always be many demands upon the resources of your part of the organization. To be effective, you must sort out the truly important from the potentially distracting. You must define for yourself and your group those results you wish to obtain above all else, and you must clearly and consistently communicate these objectives to your group. As you define these objectives, remember that good goals are:

- **Specific.** Set goals that are specific rather than general. For example, a specific goal like "increase production by 10%" is more effective than a general goal like "do your best."
- **Public.** Everyone in the organization should know and understand the goal, key milestones and progress to attainment.
- **Participative.** People are more likely to adopt goals as their own if they have participated in the goal setting process.
- **Challenging, but attainable.** In general, higher goals lead to higher results. However, people must believe the goal is attainable or they will not commit to it.
- **Measurable.** Progress to goal achievement should be measurable by objective standards and regular progress feedback should be available to all people involved. Progress feedback is an important motivator for most people and will reinforce the achievement of milestones and ultimate objectives.

#### Take personal responsibility

If you wish to challenge others to achieve results you must lead by example. While much of your work activity will probably involve coordinating and managing rather than doing the work activities that will ultimately produce the desired results, you must commit as strongly or more strongly than the people you wish to influence and must work hard if you expect others to do so. Doing some of the most difficult or unpleasant work yourself or lending a helping hand to a person or group with too much to do will also increase the commitment and effort levels of your team.

#### Focus

Successful results do not happen by chance. The achievement of results depends upon maintaining focus on your goal(s) despite distractions.

- Review your priorities at the start of each workday. Give precedence to activities and tasks that support your goal by working on them first.
- Discipline yourself to have "focus time." Focus time is a period of time you set aside to concentrate all your efforts on accomplishing



#### Personal Responsibility

Taking personal responsibility means asking yourself what you can do, and then doing it. In *Personal Accountability*, author John Miller suggests asking yourself questions that focus on taking personal responsibility:

- Take personal responsibility by asking questions that include "I," such as "What can I do..." Initiative starts with you; don't wait for someone else to make improvements happen.
- Avoid blaming others by asking yourself questions that begin with "What" and "How" rather than

your goal. Minimize distractions during your "focus time" by shutting your door, not answering emails, and letting your calls go to voice mail. Try to devote at least 1 - 2 hours of focus time each day to your primary goal or priority.

- Identify "time wasters" by keeping a daily log. Write down all your activities in 15-minute increments for a 1 or 2 week period. Note how much time you spend on high priority activities versus low priority tasks. Brainstorm strategies to eliminate the typical distractions and time wasters that you identified.

### ***Demonstrate enthusiasm***

Optimism is contagious. Share a positive attitude toward the organization and excitement about achieving goals.

- Words make a difference. Try to be aware of the message you are communicating to others through your comments, jokes, and expressions. Strive to consistently communicate a positive attitude and avoid making discouraging remarks about the organization, the workload, or group goals. Good or bad, others will take their cue from you.
- Demonstrate your willingness to put in extra effort to achieve results. Let others see you working hard to meet or exceed goals. Offer to put in extra time to help others complete tasks related to your goals.
- Meet commitments and deadlines. If you fall behind schedule, go to work early, work late or skip lunch rather than asking for an extension. Others will see your commitment and are likely to follow your example.

### ***Challenge others***

Challenge your team to commit to the goal and assume personal responsibility for achieving their part. Certainly, you can demand performance, and you can dictate methods and procedures to be used by all to achieve the desired result. In the long run, however, you will be more effective if you use more positive and facilitative strategies:

### ***Empowerment***

Empowering others to accept responsibility and make decisions creates personal commitment to achieving results. Delegation is a key tool for encouraging others to take personal ownership for group objectives.

- Solicit input from other team members at the start of projects and throughout the initiative. Brainstorm ideas. Ask for input on decisions.
- Delegate responsibility for various aspects of the project. Ask for volunteers or assign a part of the project as a developmental opportunity for a specific team member. Delegating responsibility will help others grow in their careers and will allow you more time to focus on higher order activities.

### ***Support***

Achieving results requires more than just the will to do so. Often, people are unsure how to overcome obstacles and achieve their goals. Thus, a willingness to support, coach, and advise others in their efforts is an important component of obtaining results through others.

- Try to learn each team member's capabilities and understand their perspective of the job or project. What is working well and what can be done to improve? What challenges will each individual have in trying to accomplish the group goal?
- Investigate and understand the amount of work required for each task and the methods used to accomplish the task. Where in the process are obstacles likely to exist? Tap the expertise of key team members to prepare for and overcome these potential setbacks.

"Who," "When," or "Why." For example, ask, "What can I do to increase product knowledge in my work group?" instead of "Why don't they give us more product training?"

- Focus on action by using words like do, achieve, and build. For example, ask yourself questions like "What can I do today to help my work group achieve its monthly production goal?"

- Strive to spend 20% of your day helping others achieve their results. Avoid detailed control of their activities, but be available to provide support on difficult issues. As problems arise, try to demonstrate how to solve the problem and discuss possible solutions rather than just providing the answers or doing the work yourself. At every opportunity, attempt to teach people how to solve the problem rather than just giving them the solution.
- People vary in their desire for structure and guidance. Some people enjoy the freedom to accomplish goals in their own way, while others prefer the comfort of structure and guidance. Adapt your style according to individual preferences and needs.

### **Feedback and reward**

Reinforce hard work and accomplishment of desired results. Make a habit of rewarding top producers so that they will continue to put forth their best effort. Provide constructive feedback to those who are struggling to meet goals.

- Recognize good performance. Make a point of saying someone has done good work when they have, and make some of this praise public.
- Share the credit for achievements. Keeping the credit for yourself may bolster your personal ego in the short-term, but sharing credit will encourage results that will benefit the whole team in the long-term.
- When someone's performance falls below expectations, give him or her clear, unambiguous feedback and improvement guidance. Do this in private and with tact, but do not avoid this important responsibility.

### **Persist**

Ultimately, most results are achieved through a persistent, focused effort despite obstacles, fatigue, and periods of discouragement.

- Stay focused on the objective, and help others to do the same.
- Communicate with your team regularly and maintain a constant message about the importance of goal attainment.
- Recognize when interest wanes or people become discouraged. At these times, redouble your efforts to communicate, support and remove obstacles.

Every difficult project will have an ebb and flow. Successful managers and their people make a habit of persisting through the low times to achieve the results they desire.



### **Books**

[Results-Based Leadership \(1999\)](#) David Ulrich, Jack Zenger, Norman Smallwood. [Overview](#)

[Good to Great: Why Some Companies Make the Leap... and Others Don't \(2001\)](#) Jim Collins. [Overview](#)

[Balanced Scorecard Step-by-Step: Maximizing Performance and Maintaining Results \(2002\)](#) Paul R. Niven. [Overview](#)

[The Smart Manager's F.A.Q. Guide: A Survival Handbook for Today's Workplace \(2000\)](#) Rex P. Gatto. [Overview](#)

[The Knowing-Doing Gap: How Smart Companies Turn Knowledge into Action \(2000\)](#) Jeffrey Pfeffer Robert I. Sutton. [Overview](#)

[Leading for Innovation: & Organizing For Results \(2001\)](#) Frances Hesselbein, Marshall Goldsmith, Iain Somerville (Editors). [Overview](#)

[Corporate Culture and Performance \(1992\)](#) John P. Kotter & James L. Heskett. [Overview](#)

[Execution: The Discipline of Getting Things Done \(2002\)](#) Larry Bossidy & Ram Charan. [Overview](#)

[Customer Centered Growth: Five Proven Strategies for Building Competitive Advantage \(1997\)](#) Richard Whiteley, Diane Hessian (Contributor). [Overview](#)

[Delivering Results: A New Mandate for Human Resource Professionals \(1998\)](#) David Ulrich, Editor (1998). [Overview](#)

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## Multimedia

[Balance Sheet Barrier](#) VideoLearning Systems, Inc.. [Overview](#)

[Good to Great: Why Some Companies Make the Leap...and Other's Don't](#) HarperBusiness. [Overview](#)

[Having Trouble with Your Strategy? Then Map It](#) Harvard Business Review: Robert S. Kaplan, David P. Norton. [Overview](#)

[The Balanced Scorecard: Measures That Drive Performance](#) Harvard Business Review (Robert Kaplan & David Norton). [Overview](#)

[Turning Goals into Results: The Power of Catalytic Mechanisms](#) Harvard Business School. [Overview](#)

[Working Smarter: How to Get More Done in Less Time](#) Nightingale-Conant Corp.. [Overview](#)

[The Six Sigma Way: How GE, Motorola, and Other Top Companies Are Honing Their Performance](#) Peter S. Pande, Roland R. Cavanagh, Robert P. Neuman. [Overview](#)

[Improving Performance Through Empowerment](#) Advanced Training Source. [Overview](#)

[The Story of a New One Minute Manager](#) Advanced Training Source. [Overview](#)

[The Oz Principle: Getting Results Through Individual and Organizational Accountability](#) Oasis Audio. [Overview](#)

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## On-line Learning

[Creating Successful Solutions: Identify the Core Issues](#) Serebra. [Overview](#)

[Creating Successful Solutions: Solve Problems Creatively](#) Serebra. [Overview](#)

[Creating Successful Solutions: Implement Solutions Decisively](#) Serebra. [Overview](#)

[Building Dynamic Teams: Arrive at Peak Performance](#) Serebra. [Overview](#)

[How to Make Cross-Functional Teams Work: Achieving Results as a Cross-Functional Team](#) Fred Pryor Seminars & CareerTrack. [Overview](#)

[Managing Upward](#) Stanford University. [Overview](#)

[Managing Without Authority](#) Stanford University. [Overview](#)

[Herding Cats: Getting Individuals, Teams, and Departments Working Together](#) National Technological University. [Overview](#)

[Passionate Leadership: The Future is Now!](#) National Technological University. [Overview](#)

[From Supervise to Energize, From Motivate to Activate](#) National Technological University. [Overview](#)

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**Public Courses**

[\*\*Creating and Sustaining the High-Performing Organization\*\*](#) Virginia, University of. [Overview](#)

[\*\*Leadership for Extraordinary Performance\*\*](#) Virginia, University of. [Overview](#)

[\*\*Leading and Coaching People to Higher Performance\*\*](#) Wisconsin-Madison, University of. [Overview](#)

[\*\*Creating Corporate Advantage: Strategy in the Multibusiness Firm\*\*](#) Harvard Business School. [Overview](#)

[\*\*Orchestrating Winning Performance\*\*](#) IMD. [Overview](#)

[\*\*Mobilizing People\*\*](#) IMD. [Overview](#)

[\*\*Building Value and Driving Profits\*\*](#) Wisconsin-Madison, University of. [Overview](#)

[\*\*Getting Results Without Authority\*\*](#) American Management Association. [Overview](#)

[\*\*Growth Strategies\*\*](#) INSEAD. [Overview](#)

[\*\*Leading and Managing for Results\*\*](#) Banff Centre. [Overview](#)

## ACTION PLANNING

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Suzanne Example  
4/15/2004

### Overview

In today's work environment, it is a given that we all must take personal responsibility for maintaining and improving our abilities and potential at work - so that we are prepared to maintain our current value in the workplace and improve our value over time.

Most organizations define what they need from people in terms of competency. What competencies are required for a person to be effective in a current position or must be developed to be effective in a future position?

Your Assess360 Feedback Report will help you to understand how effectively you display each of the competencies that are important to your role. For those areas you wish to improve, developmental suggestions are provided to help you grow.

Ultimately, for most of us, how effective and successful we are in our current and future jobs is mostly dependent on the level of effort, self-discipline and self-development we apply.

This section of the report will help you set goals and write action plans to develop your areas of weakness as well as capitalize on your areas of strength.

### Process

The career development process includes three stages:

- Awareness
- Goal Setting
- Action Planning

This part of the report will guide you through each of these stages. In the exercises that follow, you will take stock of your strengths and your weaknesses (self-awareness), select the most important areas on which to focus (goal setting) and write an action plan for your development.

As you work on your plan, think of self-development as a continuing cycle. You will not be finished when you complete your plan or even when you have completed all of the action steps in your plan.

To stay abreast or ahead of the workplace of the future, you will need to reassess yourself and your goals at regular intervals. Adjust or add to your development plans as you go forward. Remember that development is a continuing process to be worked throughout your career.

### Additional Resources

Additional development resources are available through the ASSESS participant's website at [www.bigby.com/systems/assessv2/resources/employee](http://www.bigby.com/systems/assessv2/resources/employee). In this website you will find sample action plans, goal setting & action planning worksheets, and more.

## ACTION PLANNING

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Suzanne Example  
4/15/2004

### Self Awareness

#### *Capitalizing On Strengths*

Start first by recognizing your strengths and thinking about how you can build upon them or capitalize on them to be effective in your job. Your Assess360 results can help you to highlight these areas.

Review your report for potential strengths. Think about your current job and the competencies that are important to success in your role. List on a sheet of paper those competencies that enable you to do your job well and could help you to be successful in the future.

Next to each competency, list how this strength could help you to contribute more in your current or future role. Try to list at least three ways this strength helps you.

Finally, identify at least one specific way you will apply this strength in the next six months. *For example:*

*Strength:* I plan and organize well.

*Contribution:*

- Helps me to effectively manage projects (mine and others)
- I am better able than most people to manage multiple tasks
- I usually have the resources I need available when I need them

*In the next 6 months:* I will take the lead for our team to develop a project plan for the development and production of a new product.

#### *Recognizing Areas for Improvement*

The second part of self-awareness is recognizing your weaknesses. Remember that all of us have weaknesses as well as strengths; the key is to recognize them so that you can improve.

Again, review your Assess360 feedback and, especially, your development suggestions to identify areas for improvement. Think about your current role and the competencies important for success. List on a sheet of paper those competencies that might hinder you in your job performance. Consider the feedback from your overall group as well as that from specific groups (boss, peers, direct reports, etc.)

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

*Area for Improvement:* Decisive Judgment

*Limitations:*

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



## ACTION PLANNING

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Suzanne Example  
4/15/2004

### Goal Setting

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

*Example goals to capitalize on strengths might be:*

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

*Example goals for improving a potential weakness might be:*

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

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

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

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

## ACTION PLANNING

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Suzanne Example  
4/15/2004

### Building Your Development Action Plans

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

The key elements in an Action Plan are:

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

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

## ACTION PLANNING

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Suzanne Example  
4/15/2004

### Implementation

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

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

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

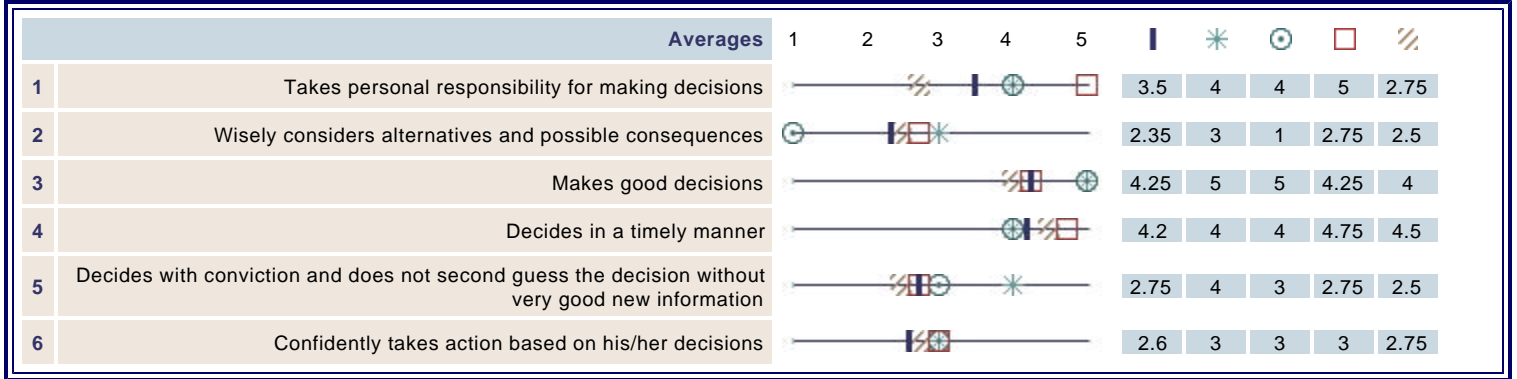
- Do not give up. Commit to pursuing your goals and persist in your efforts.
- Review your action plan often to ensure that you are on the right path and working to achieve your goals within your time frame.
- Reward yourself when you meet your goals and desired outcomes.
- Continual improvement is the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

APPENDIX: Detailed Results

Decisive Judgment

█ = all \* = Self ⊙ = Boss □ = Peer // = Other

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



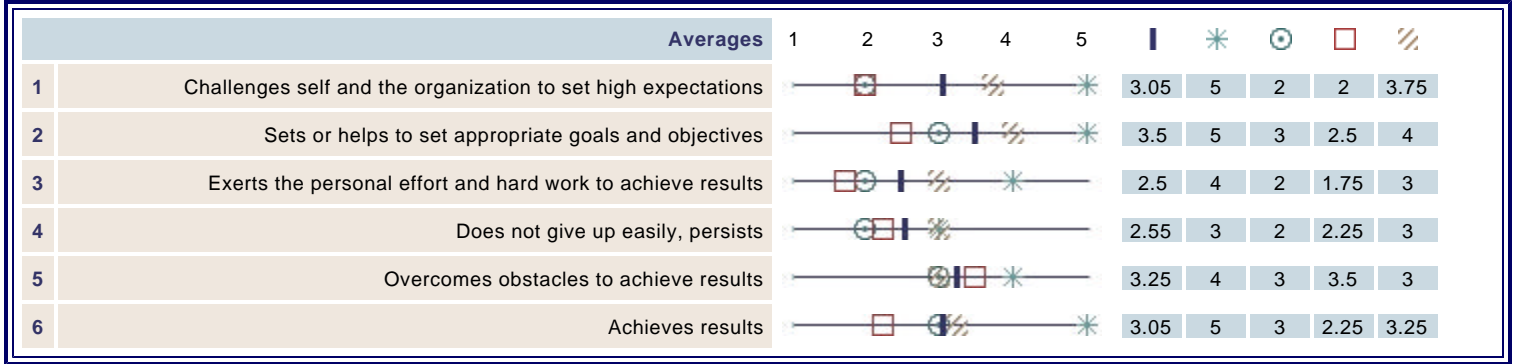
Responses	Self *					Boss ⊙					Peer □					Other //					All				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1				1					1						4		1	3				1	3	2	4
Behavior 2			1			1						2	1	1			2	2			1	4	4	1	
Behavior 3					1					1				3	1				4					7	3
Behavior 4				1					1					1	3				2	2				5	5
Behavior 5				1				1				2	1	1			2	2				4	4	2	
Behavior 6			1					1				1	2	1		1		2	1		1	1	6	2	

APPENDIX: Detailed Results

Driving For Results

█ = all \* = Self ⊙ = Boss □ = Peer ▨ = Other

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



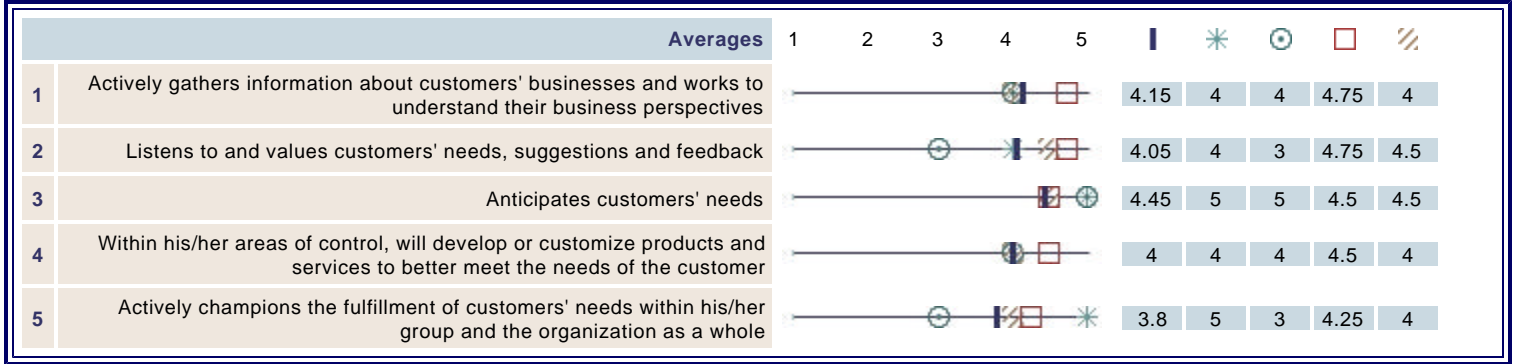
Responses	Self *					Boss ⊙					Peer □					Other ▨					All				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1					1		1					4					1		2	1		6		2	2
Behavior 2					1			1				2	2					1	2	1		2	4	2	2
Behavior 3				1			1				2	1	1					4			2	2	5	1	
Behavior 4			1				1					3	1					4				4	6		
Behavior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

APPENDIX: Detailed Results

Customer Focus

█ = all  
 ✱ = Self  
 ⊙ = Boss  
 □ = Peer  
 ▨ = Other

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



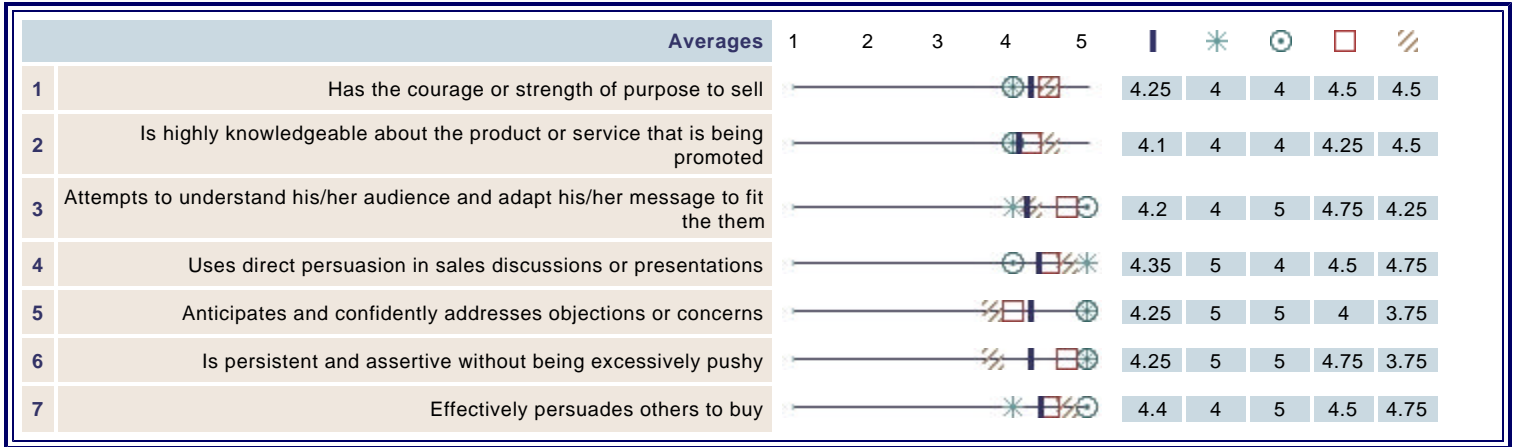
Responses	Self ✱					Boss ⊙					Peer □					Other ▨					All				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1				1					1					1	3				4					7	3
Behavior 2				1				1						1	3			1		3			2	2	6
Behavior 3					1					1				2	2			1		3			1	2	7
Behavior 4				1					1					2	2			1	2	1			1	6	3
Behavior 5					1			1						3	1		1		1	2		1	1	4	4

APPENDIX: Detailed Results

Persuading To Buy

█ = all \* = Self ⊕ = Boss □ = Peer // = Other

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



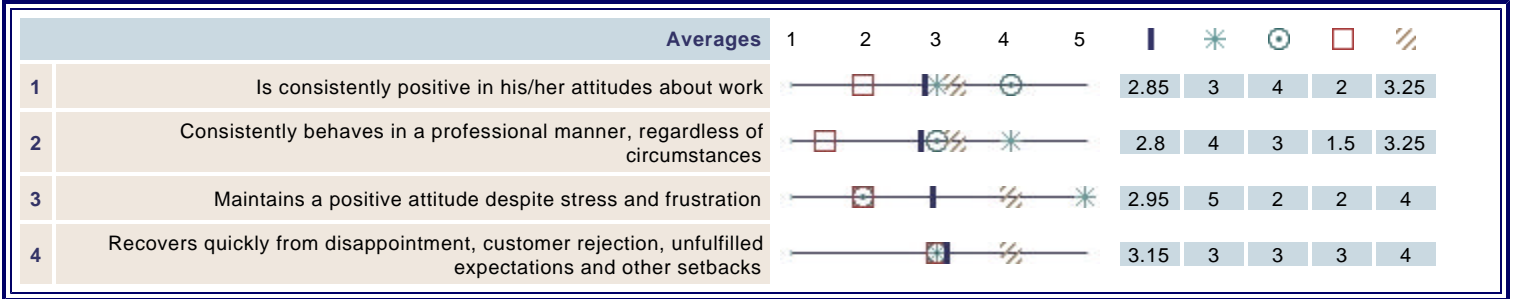
Responses	Self *					Boss ⊕					Peer □					Other //					All				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1				1					1					2	2				2	2				6	4
Behavior 2				1					1					3	1				2	2				7	3
Behavior 3				1					1					1	3			1	1	2			1	3	6
Behavior 4				1					1					2	2				1	3				4	6
Behavior 5				1					1					4				1	3				1	7	2
Behavior 6				1					1					1	3			1	3				1	4	5
Behavior 7				1					1					2	2				1	3				4	6

APPENDIX: Detailed Results

Resilience

█ = all \* = Self ⊙ = Boss □ = Peer // = Other

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



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

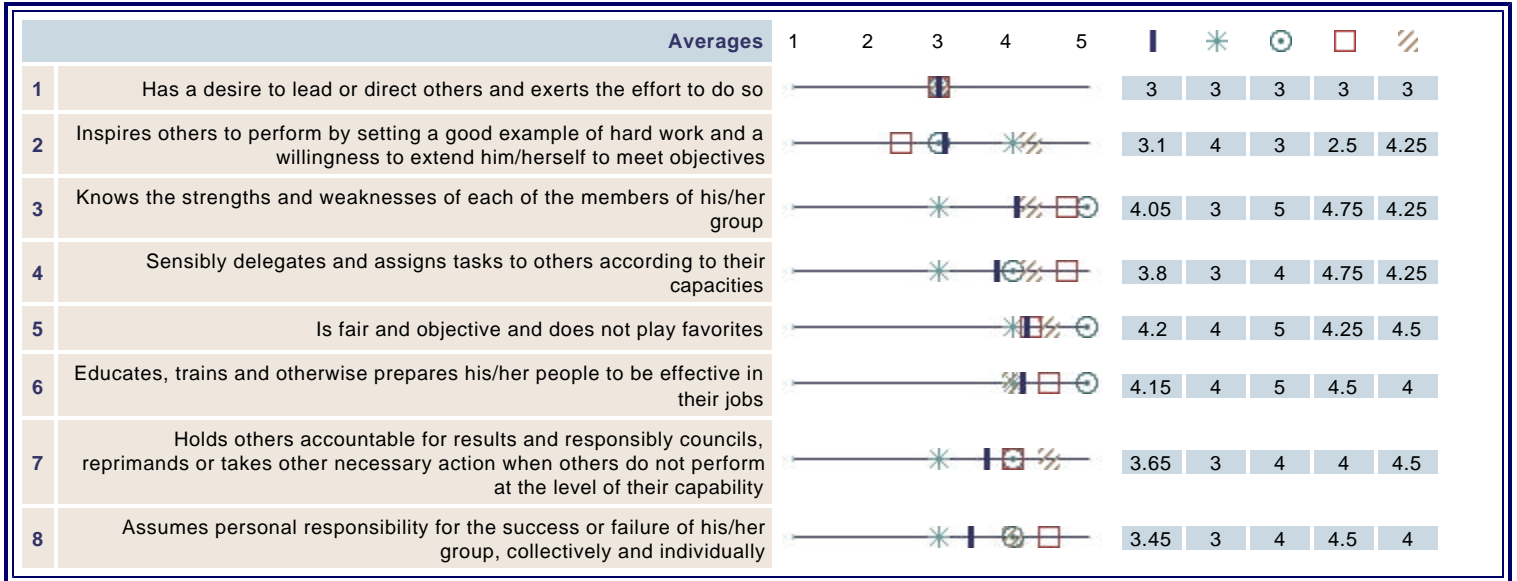


APPENDIX: Detailed Results

Managing Others

█ = all \* = Self ⊙ = Boss □ = Peer // = Other

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



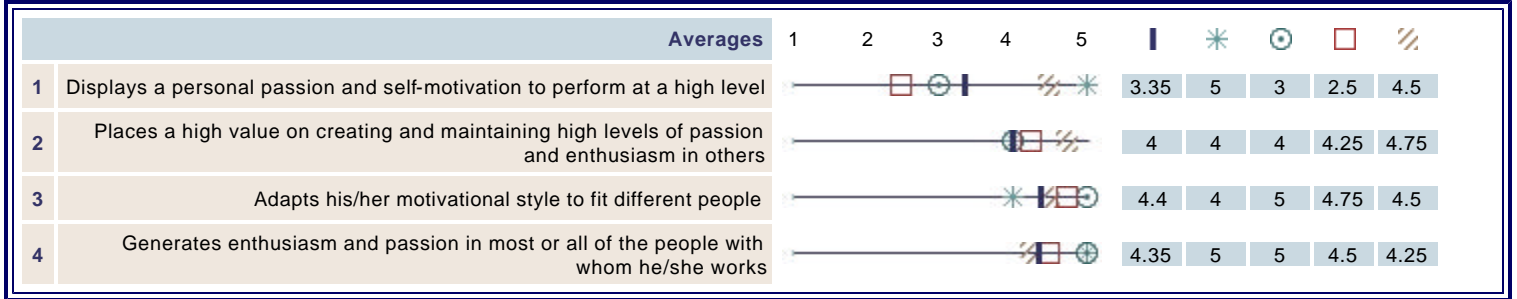
Responses	Self *					Boss ⊙					Peer □					Other //					All				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1			1					1					4					4					10		
Behavior 2				1				1				2	2					1	1	2		2	4	2	2
Behavior 3			1							1				1	3				3	1			1	4	5
Behavior 4			1							1				1	3				3	1			1	5	4
Behavior 5				1						1				3	1			1		3			1	4	5
Behavior 6				1						1				2	2			1	2	1			1	5	4
Behavior 7			1							1				4					2	2			1	7	2
Behavior 8			1							1				2	2			1	2	1			2	5	3

APPENDIX: Detailed Results

Motivating Others

█ = all  
 ✱ = Self  
 ⊕ = Boss  
 □ = Peer  
 ⚡ = Other

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



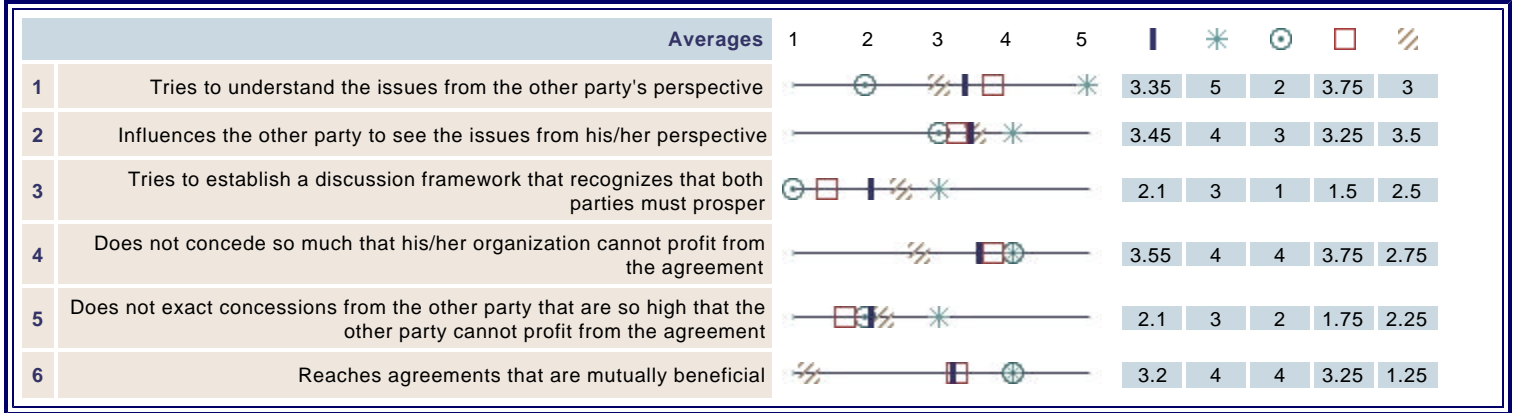
Responses	Self ✱					Boss ⊕					Peer □					Other ⚡					All				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1					1			1				2	2						2	2		2	3	2	3
Behavior 2				1					1					3	1				1	3				6	4
Behavior 3				1						1				1	3			1		3			1	2	7
Behavior 4					1					1				2	2				3	1				5	5

APPENDIX: Detailed Results

Negotiation

█ = all \* = Self ⊙ = Boss □ = Peer // = Other

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



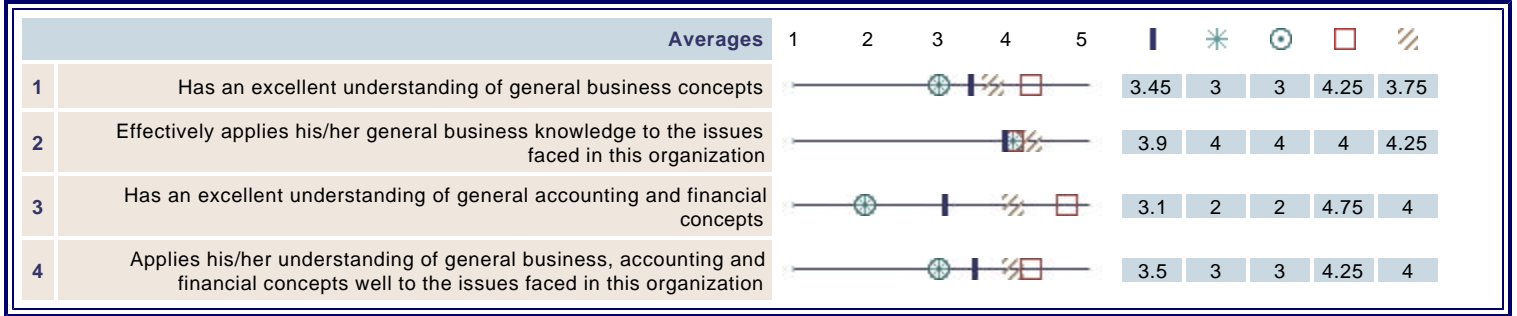
Responses	Self *					Boss ⊙					Peer □					Other //					All				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1					1		1						1	3			2		2			3	1	5	1
Behavior 2				1				1				1	1	2				2	2			1	4	5	
Behavior 3			1			1					2	2					2	2			3	4	3		
Behavior 4				1					1				1	3			1	3				1	4	5	
Behavior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

APPENDIX: Detailed Results

Business Acumen

█ = all \* = Self ⊕ = Boss □ = Peer // = Other

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



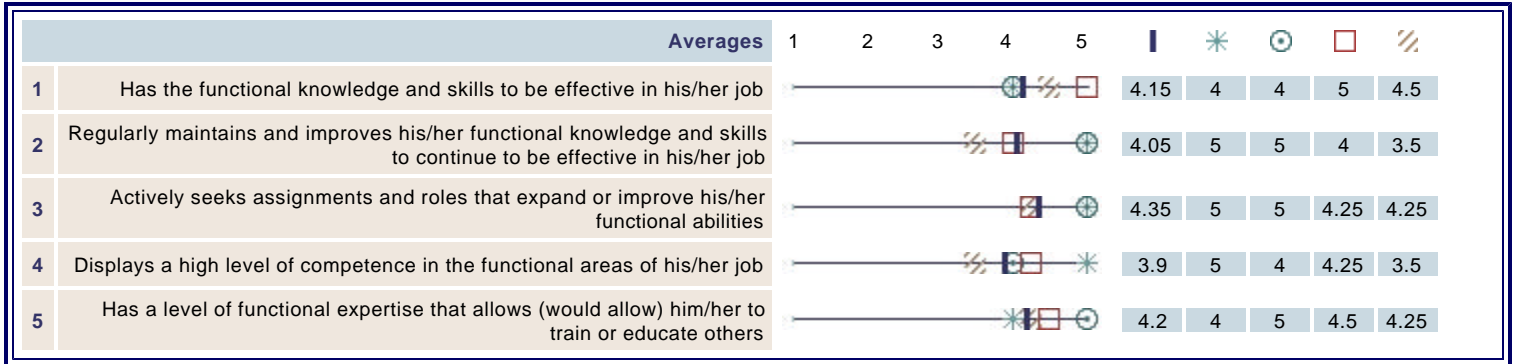
Responses	Self *					Boss ⊕					Peer □					Other //					All				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1			1					1						3	1		1		2	1		1	2	5	2
Behavior 2				1					1				1	2	1			1	1	2			2	5	3
Behavior 3		1					1							1	3		1		1	2		3		2	5
Behavior 4			1					1					1	1	2			1	2	1			4	3	3

APPENDIX: Detailed Results

Functional Acumen

█ = all \* = Self ⊕ = Boss □ = Peer // = Other

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



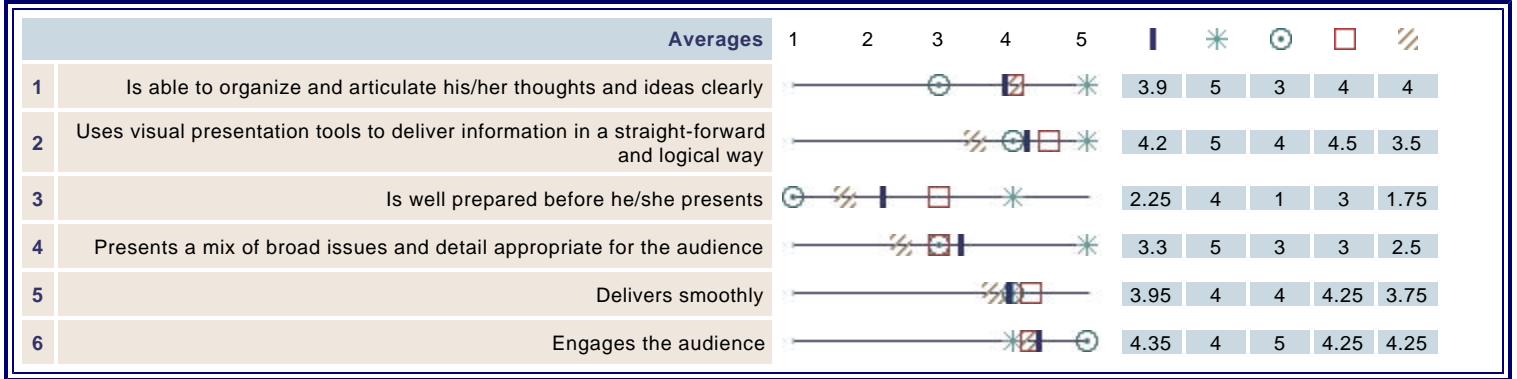
Responses	Self *					Boss ⊕					Peer □					Other //					All				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1				1					1						4			1		3			1	2	7
Behavior 2				1					1				1	2	1		1		3			1	1	5	3
Behavior 3				1					1					3	1			1	1	2			1	4	5
Behavior 4				1					1					3	1		1		3			1		7	2
Behavior 5				1					1				1		3			1	1	2			2	2	6

APPENDIX: Detailed Results

Presentation Skills

█ = all \* = Self ⊙ = Boss □ = Peer // = Other

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



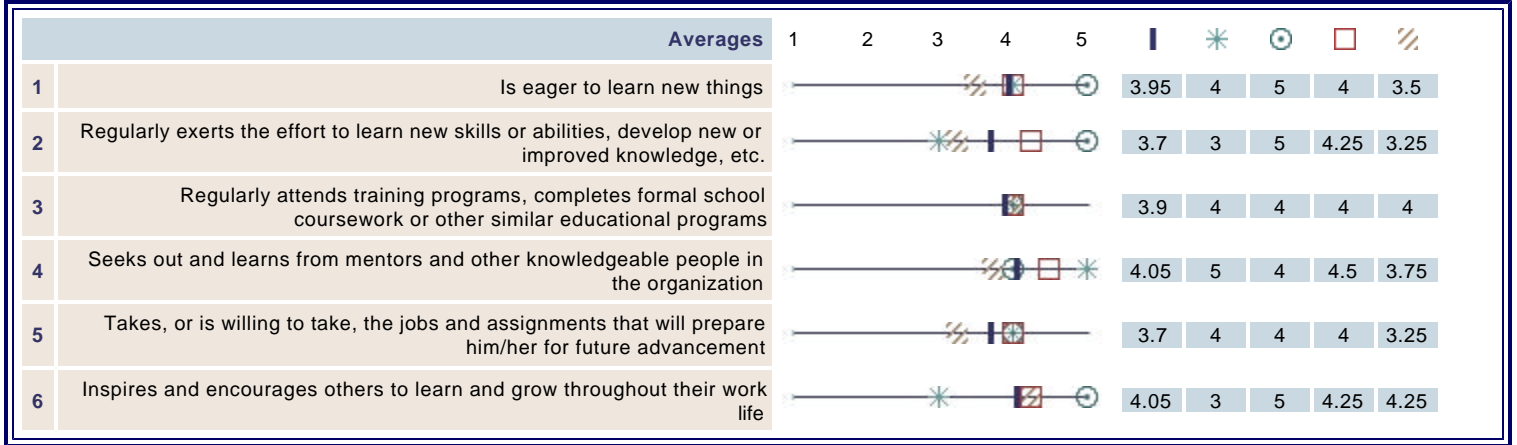
Responses	Self *					Boss ⊙					Peer □					Other //					All				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1					1			1						4			1		1	2		1	1	5	3
Behavior 2					1				1					2	2			2	2				2	5	3
Behavior 3				1		1						1	2	1		2	1	1			3	2	3	2	
Behavior 4					1			1					4				2	2				2	7		1
Behavior 5				1					1				1	1	2			2	1	1			3	4	3
Behavior 6				1						1				3	1				3	1				7	3

APPENDIX: Detailed Results

Continuous Learning

█ = all \* = Self ⊙ = Boss □ = Peer ▨ = Other

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



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