

# PERFORMANCE VIEW360

PerformanceView360 Profile for  
Chris Sample  
CONFIDENTIAL

Online Assessment: 7 Sep 2005

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.



# PERFORMANCE VIEW360

## Summary Feedback Report

### Introduction

This Feedback Report provides you information about how you 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
Manager	2
Peer	4
Team Member	4

### This Feedback Report gives you:

- ✓ Competency Definitions
- ✓ Self Awareness Summary
- ✓ Competency Group Summary
- ✓ Competency Summary
- ✓ Most Frequent / Least Frequent Behaviors
- ✓ Behavior Summary
- ✓ Feedback Interpretation
- ✓ Open Ended Comments
- ✓ Development Planning Guide

# PERFORMANCE VIEW360

## Competency Definitions

### COMMUNICATION SKILLS

**Listening**

*Actively listens and understands the verbal communication of others.*

**Two-Way Feedback**

*Keeps others informed in a timely manner.*

**Written Communication**

*Expresses written thoughts and ideas in a clear and concise manner.*

**Oral Communication**

*Conveys oral thoughts and ideas in a clear, concise and persuasive manner.*

**Oral Presentation**

*Presents individual and organizational viewpoints to groups in a clear and persuasive manner.*

### TASK MANAGEMENT SKILLS

**Planning/Organizing**

*Manages time, sets realistic and measurable goals and allocates resources (people, budget, materials, etc.) to accomplish tasks, projects and assignments.*

**Task/Project Management**

*Utilizes available resources to complete projects, tasks and assignments in a timely fashion with quality.*

**Problem Solving**

*Analyzes a situation, identifies alternative solutions, and develops specific actions.*

**Decisiveness/Judgement**

*Makes high quality decisions when required.*

### INTERPERSONAL SKILLS

**Collaboration**

*Develops and maintains supportive, open, collaborative, and cooperative working relationships with peers, team members, supervisors and others within and outside the organization.*

**Interpersonal Sensitivity**

*Takes actions that demonstrate consideration for the feelings and needs of others.*

# PERFORMANCE VIEW360

## Competency Definitions Continued

### **Negotiation/Conflict Management**

*Negotiates and effectively resolves interpersonal differences with others in a collaborative “win-win” manner.*

### **Team Support**

*Assists, motivates, encourages, and supports other team members who depend on each other to accomplish tasks, projects and assignments.*

### **Leadership/Influence**

*Utilizes appropriate interpersonal styles and approaches in facilitating a group towards task achievement.*

## FREQUENCY RATING 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
NA	= Not Observable or Not Applicable

# PERFORMANCE VIEW360

## Self-Awareness Index Introduction

### INTRODUCTION

Research suggests that accurate self-awareness about one's strengths and potential areas of development is important for effective job performance and success. The **Self-Awareness Index** provides a way for you to compare your own self-ratings to those of your raters (e.g. supervisor, direct reports, peers, etc.) on the critical competencies measured by **PerformanceView360**.

The scores for all your raters have been averaged together and are compared to your own self-ratings and graphically displayed in one of the four quadrants shown below. The **Self-Awareness Index** can be categorized in four distinct ways:

- ✓ Potential Strengths - the competencies represented in this quadrant are those that were rated higher by your rater groups than your own self ratings
- ✓ Confirmed Strengths - the competencies represented in this quadrant are those that were rated high by yourself and other rater groups
- ✓ Potential Development Areas - the competencies represented in this quadrant are those that were rated lower by your rater groups than your own self ratings
- ✓ Confirmed Development Areas - the competencies represented in this quadrant are those that were rated low by yourself and other rater groups

OTHER RATINGS	High	Potential Strengths	Confirmed Strengths
	Low	Confirmed Development Areas	Potential Development Areas
		Low	High

**SELF RATINGS**

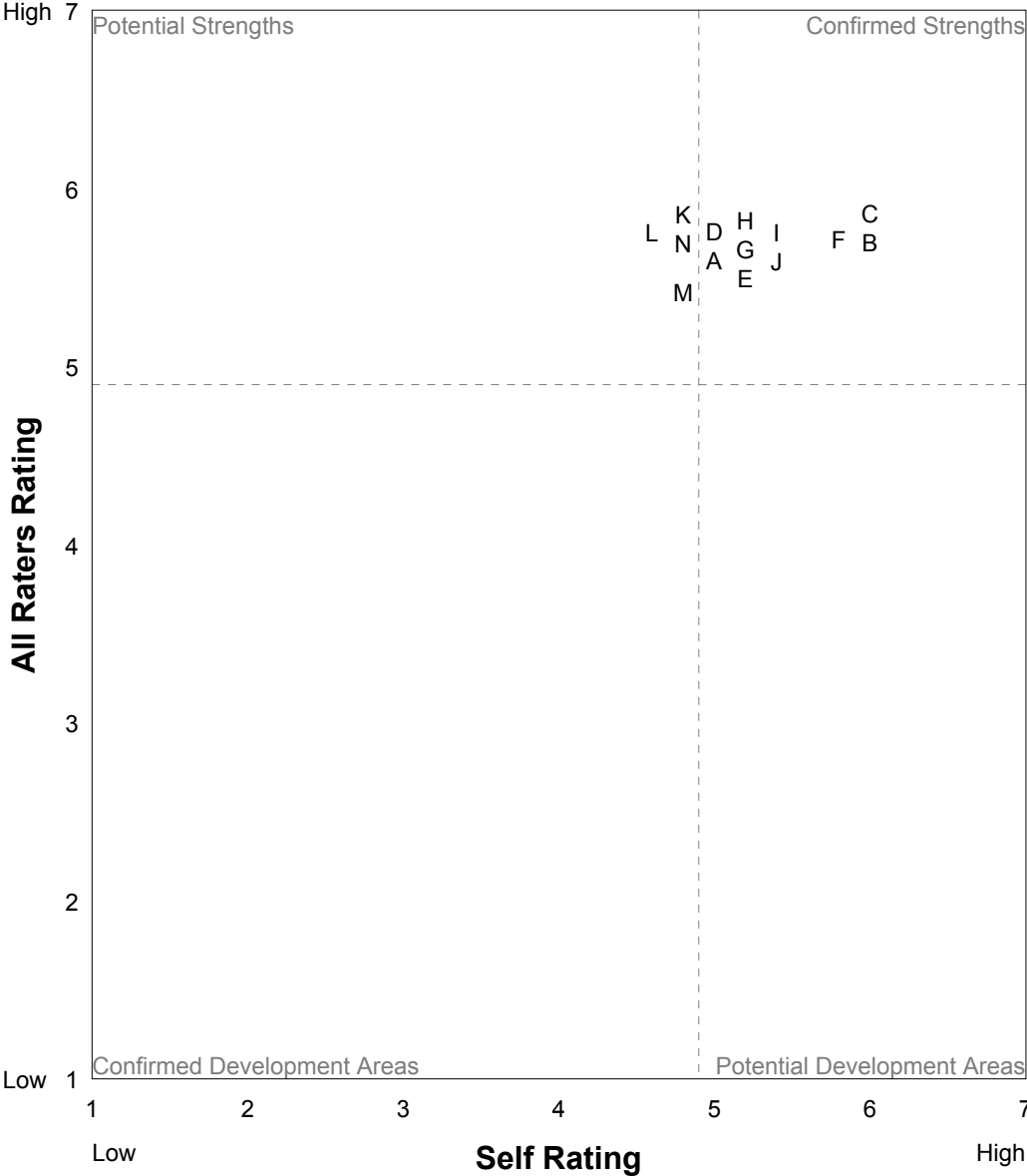
### HOW TO USE YOUR SELF-AWARENESS INDEX

- ✓ First, examine the specific competencies that fall into each of these four quadrants
- ✓ Next, explore the themes of these competencies to see how they may or may not be logically related to each other. It's important to continue to leverage those competencies that are categorized as Confirmed or Potential Strengths
- ✓ Finally, consider ways to enhance skills and effectiveness in those competencies categorized as Confirmed or Potential Development Areas

# PERFORMANCE VIEW360

## Self-Awareness Index

### SELF - ALL RATERS VIEW (N = 10)



**Average Scores**

**Confirmed Strengths**

	<u>Self</u>	<u>All Raters</u>
A. Listening	5.00	5.60
B. Written Communication	6.00	5.70
C. Task/Project Management	6.00	5.74
D. Problem Solving	5.00	5.64
E. Decisiveness/Judgement	5.20	5.50
F. Collaboration	5.80	5.72
G. Interpersonal Sensitivity	5.20	5.56
H. Negotiation/Conflict Management	5.20	5.52
I. Team Support	5.40	5.76
J. Leadership/Influence	5.40	5.68

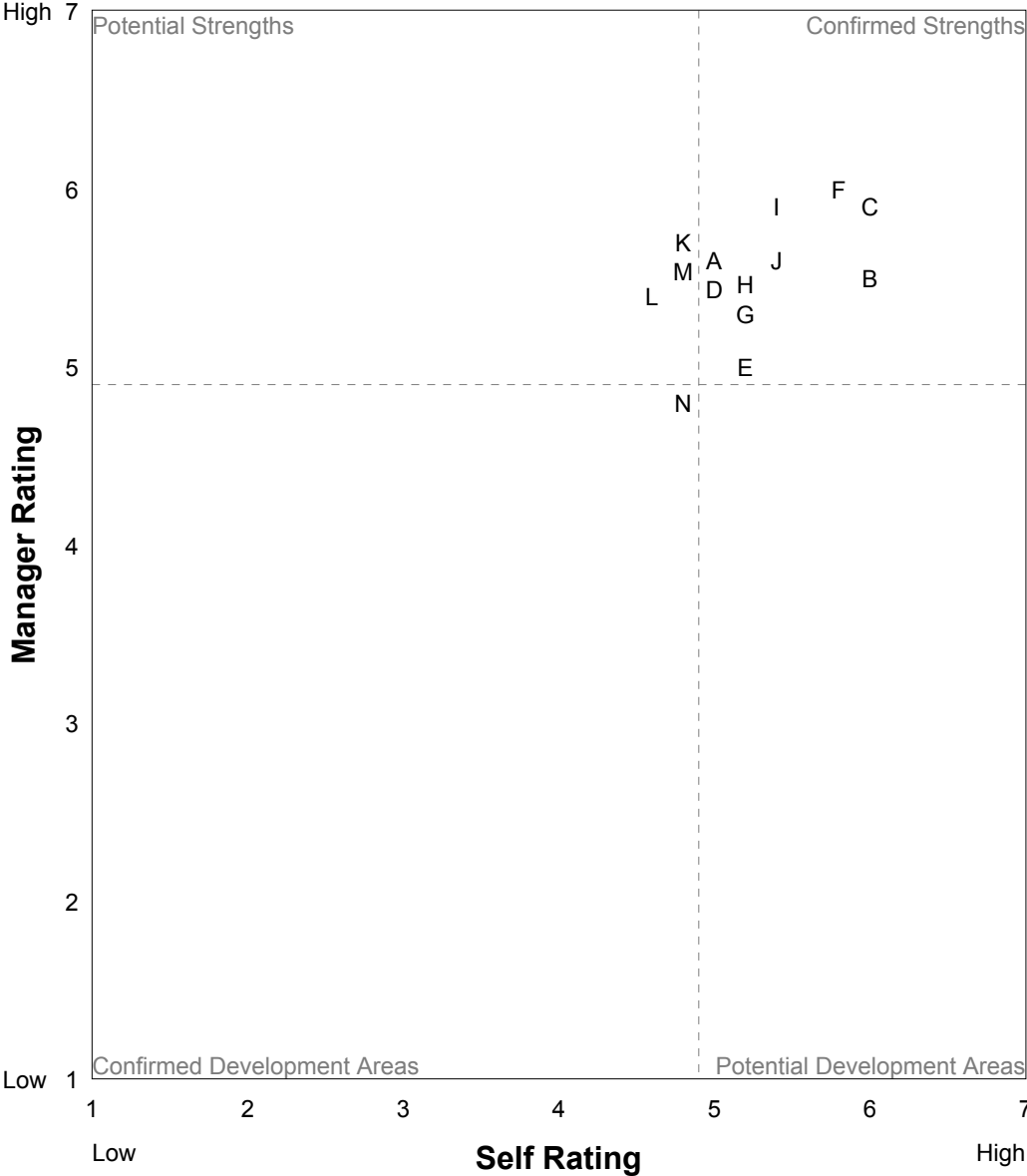
**Potential Strengths**

K. Two-Way Feedback	4.80	5.86
L. Oral Communication	4.60	5.76
M. Oral Presentation	4.80	5.42
N. Planning/Organizing	4.80	5.72

# PERFORMANCE VIEW360

## Self-Awareness Index

### SELF - MANAGER VIEW (N = 2)



**Average Scores**

Self   Manager

**Confirmed Strengths**

A. Listening	5.00	5.60
B. Written Communication	6.00	5.50
C. Task/Project Management	6.00	5.90
D. Problem Solving	5.00	5.50
E. Decisiveness/Judgement	5.20	5.00
F. Collaboration	5.80	6.00
G. Interpersonal Sensitivity	5.20	5.30
H. Negotiation/Conflict Management	5.20	5.40
I. Team Support	5.40	5.90
J. Leadership/Influence	5.40	5.60

**Potential Strengths**

K. Two-Way Feedback	4.80	5.70
L. Oral Communication	4.60	5.40
M. Planning/Organizing	4.80	5.60

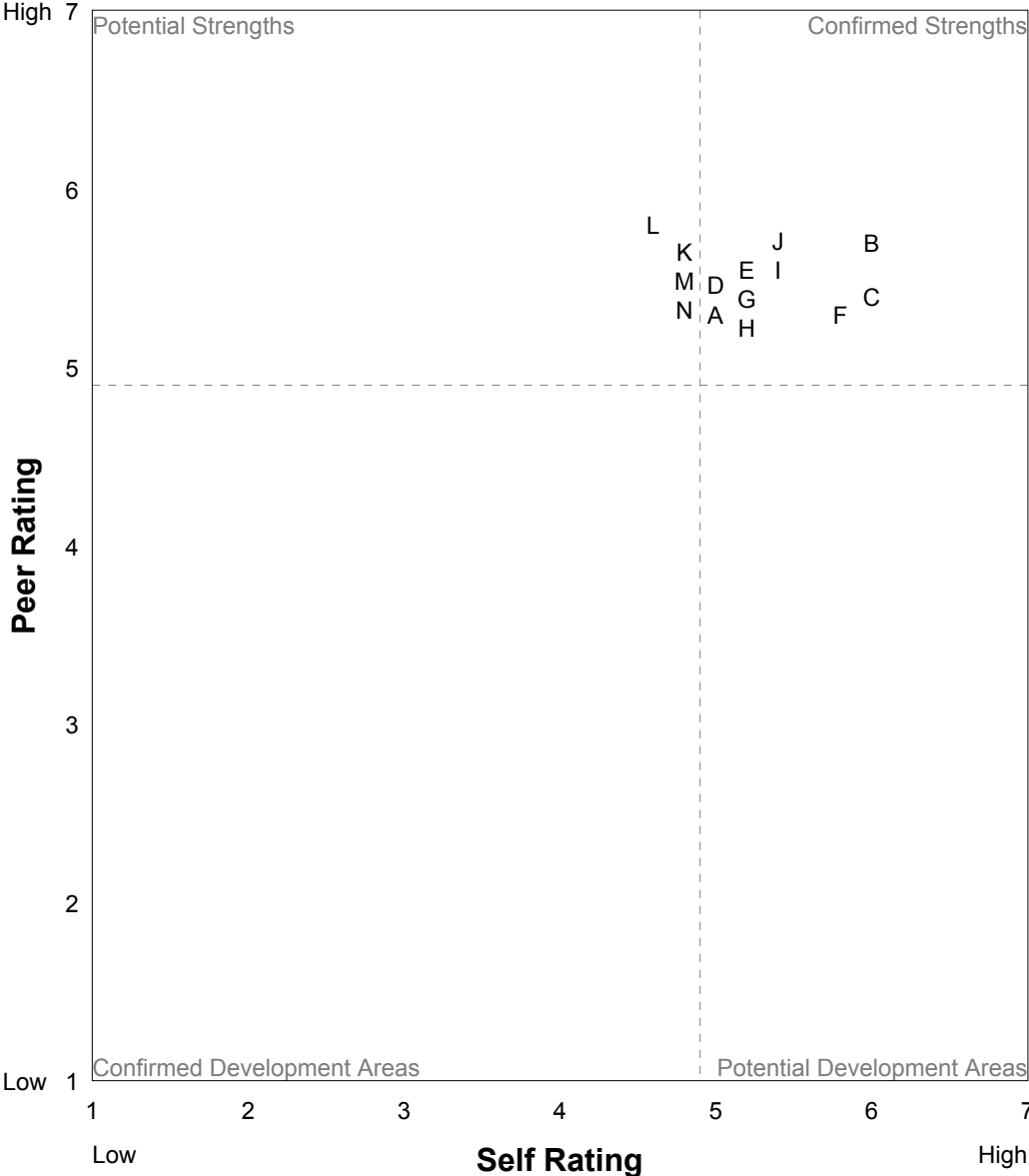
**Confirmed Development Areas**

N. Oral Presentation	4.80	4.80
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# PERFORMANCE VIEW360

## Self-Awareness Index

SELF - PEER VIEW (N = 4)



**Average Scores**

Self    Peer

**Confirmed Strengths**

A. Listening	5.00	5.30
B. Written Communication	6.00	5.70
C. Task/Project Management	6.00	5.40
D. Problem Solving	5.00	5.40
E. Decisiveness/Judgement	5.20	5.55
F. Collaboration	5.80	5.30
G. Interpersonal Sensitivity	5.20	5.45
H. Negotiation/Conflict Management	5.20	5.25
I. Team Support	5.40	5.55
J. Leadership/Influence	5.40	5.60

**Potential Strengths**

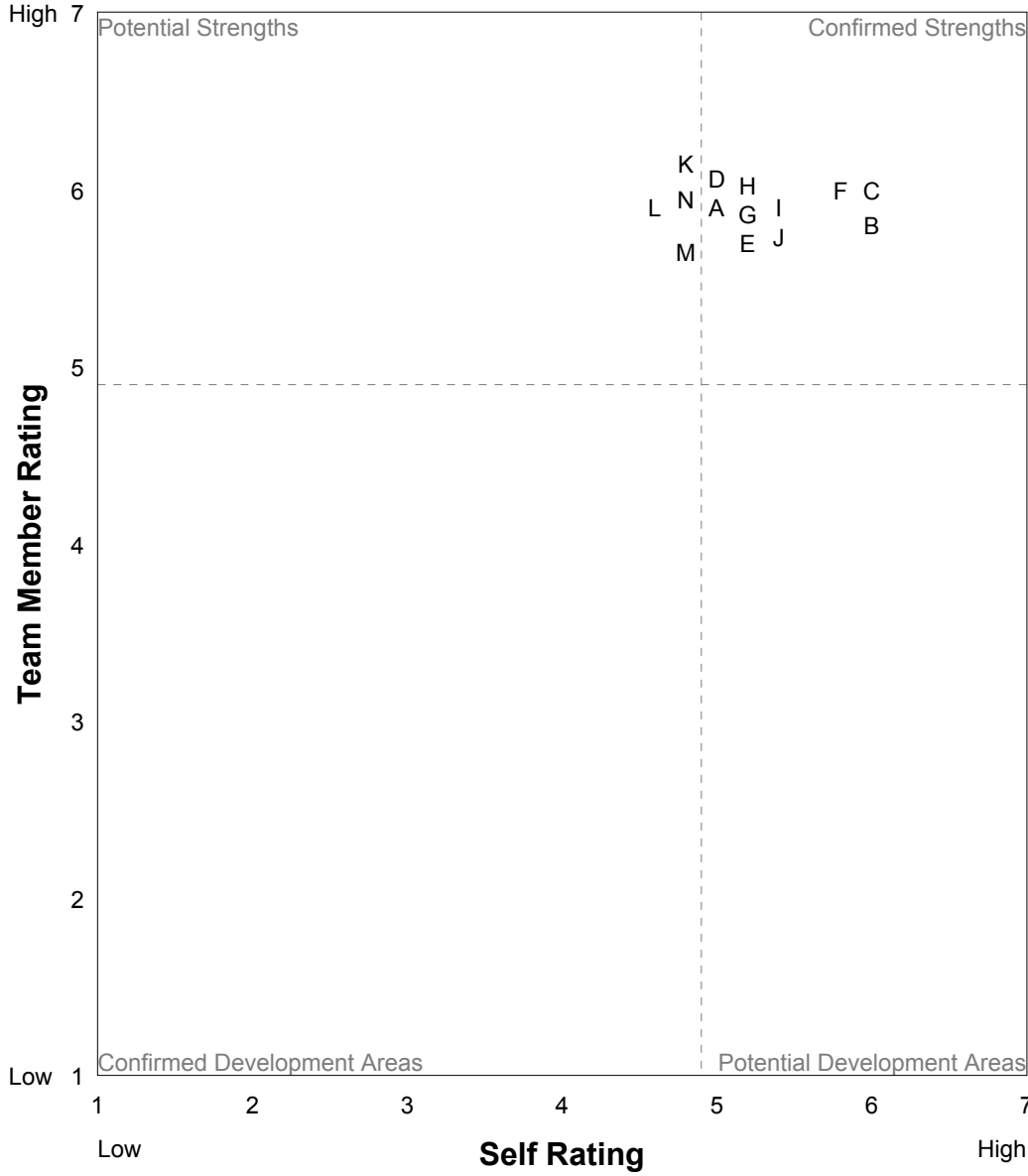
K. Two-Way Feedback	4.80	5.65
L. Oral Communication	4.60	5.80
M. Oral Presentation	4.80	5.50
N. Planning/Organizing	4.80	5.55



# PERFORMANCE VIEW360

## Self-Awareness Index

### SELF - TEAM MEMBER VIEW (N = 4)



#### Average Scores

Self      Team Member

#### Confirmed Strengths

A. Listening	5.00	5.90
B. Written Communication	6.00	5.80
C. Task/Project Management	6.00	6.00
D. Problem Solving	5.00	5.95
E. Decisiveness/Judgement	5.20	5.70
F. Collaboration	5.80	6.00
G. Interpersonal Sensitivity	5.20	5.80
H. Negotiation/Conflict Management	5.20	5.85
I. Team Support	5.40	5.90
J. Leadership/Influence	5.40	5.80

#### Potential Strengths

K. Two-Way Feedback	4.80	6.15
L. Oral Communication	4.60	5.90
M. Oral Presentation	4.80	5.65
N. Planning/Organizing	4.80	5.95

# PERFORMANCE VIEW360

## Competency Group Introduction

### Competency Group Line Graphs

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

- Communication Skills
- Task Management Skills
- Interpersonal Skills

### How to Interpret Your Graphs

The competency group line graphs compare your own self-perceptions to those of other rater groups. Each rater group is shown by a different color corresponding to the legend at the bottom of the graph.

The line graphs that follow compare your perceptions to those of other rater groups using two related scores: standardized z-scores on the left axis and percentiles on the right axis.

Standardized z-scores provide a useful way to compare your own scores to others in the large normative data base of supervisors, managers and executives. The z-score is a particular score allowing you to compare your own rating, or those of others, to a large normative database being used for this instrument. The z-score, for a competency or item, is the distance and direction from the average expressed in units of standard deviation. A z-score is sometimes called a "standardized score" with 0.0 representing the average. For example, a z-score of 1.0 means that the competency or item is one standard deviation above the average score in the normative database.

These z-scores represent the actual standard deviation above or below the average (shown as 0.0 on the graph). If you have a score that is above the +2.0 standard-deviation line, that z-score is in the top 2 percent of all people rated on that item (in other words, in the 98th percentile as shown on the right axis). Such a score is considered very high and is labeled as such at the right of the graph.

Z-score differences of .50 or more by the different rater groups might suggest important perceptual differences. Look at the first graph. Run your eyes up the left side until you find the value 0.0. This number represents the average score for all of the supervisors, managers and executives in the database. Now scan across the graph to the right side. Note that the 0.0 line is labeled "Average."

You can quickly compare your individual results with those of the average participant in the database. If your score is above the 0.0 line, your score for that particular item is above average. If the score is below the 0.0 line, your score is below the score of the average participant in the database. Now, compare your own self-ratings to those of the other rater groups. Again, a difference of .50 or more might suggest important perceptual differences for you to explore further.

To further understand your scores, read the following definitions of the terms "Average" score, "Moderately High" score, and so on.

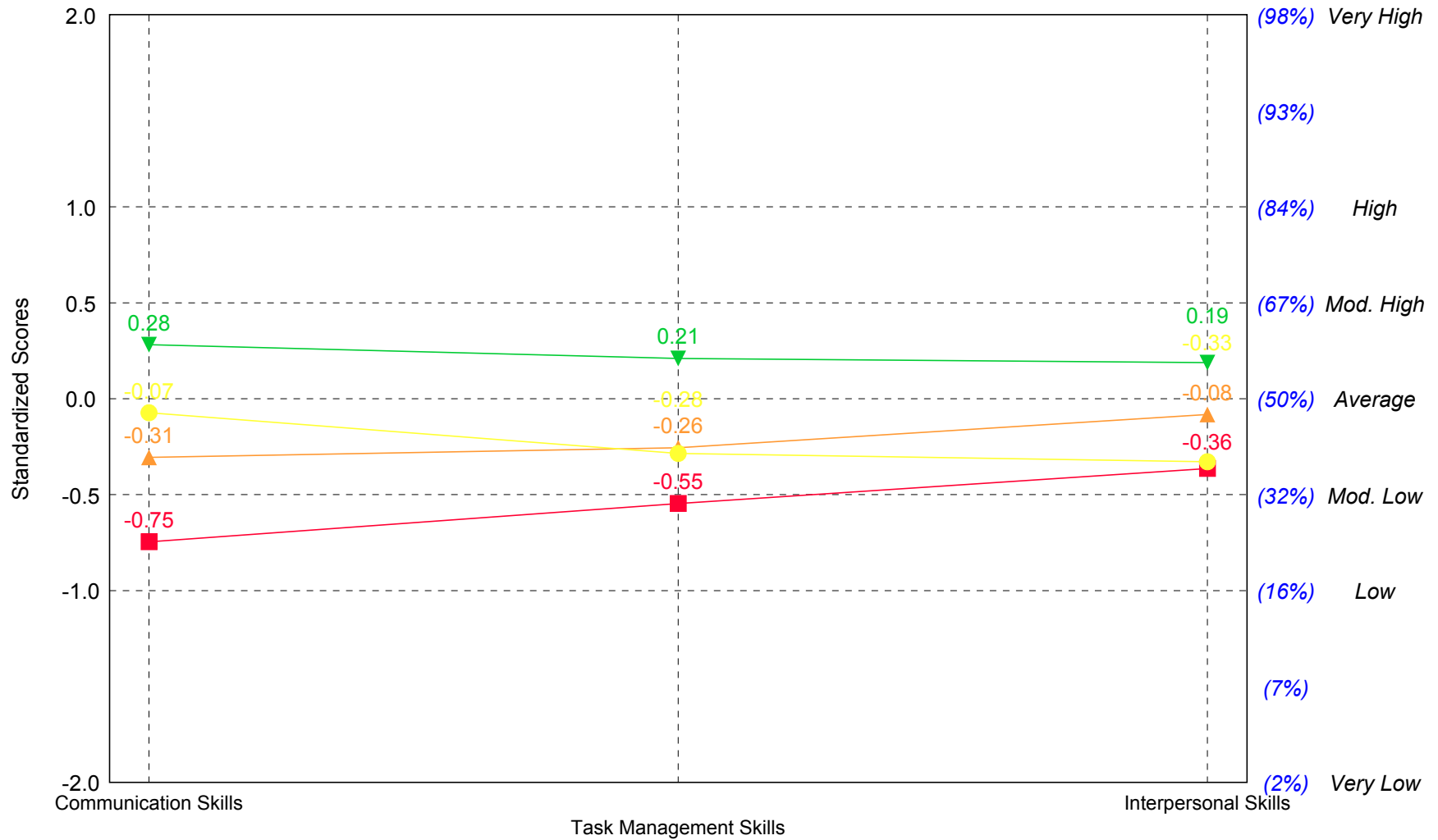
# PERFORMANCE VIEW360

## Competency Group Introduction Continued

Very High	z-score above 2.0 (98th percentile)
High	z-score above 1.0 (84th percentile)
Moderately High	z-score above .50 (67th percentile)
Average	z-score equal to 0.0 (50th percentile)
Moderately Low	z-score below -.50 (32th percentile)
Low	z-score below -1.0 (16th percentile)
Very Low	z-score below -2.0 (2nd percentile)

# PERFORMANCE VIEW360

## Competency Group Summary



# PERFORMANCE VIEW360

## Competency Introduction

### How to Interpret Your Graphs

The following bar graphs compare your own self-perceptions to those of other rater groups for each of the 14 competencies measured in PerformanceView360. Each rater group is shown by a different color corresponding to the legend at the left side of the graph.

The bar graphs that follow compare your perceptions to those of other rater groups using standardized z-scores.

Standardized z-scores provide a useful way to compare your own scores to others in the large normative data base of supervisors, managers and executives. The z-score is a standardized score allowing you to compare your own rating, or those of others, to a large normative database being used for this instrument. The z-score, for a competency or item, is the distance and direction from the average expressed in units of standard deviation. A z-score is sometimes called a "standardized score" with 0.0 representing the average. For example, a z-score of 1.0 means that the competency or item is one standard deviation above the average score in the normative database.

This type of score represents the actual standard deviation above or below the average (shown as 0.0 in the middle of the bar graph). If you have a z-score that is higher than 2.0, this score corresponds to the top 2 percent of all people rated on that competency (in other words, in the 98th percentile). Such a score is considered very high.

Z-score differences of .50 or more by the different rater groups might suggest important perceptual differences.

You can quickly compare your individual results with those of the average participant in the database. If your self-rating on a particular competency is higher than 0.0, your score is considered above average. If your self-rating on a particular competency is lower than 0.0, your score is considered below average. Now, compare your own self-ratings to those of the other rater groups. Again, a difference of .50 or more might suggest important perceptual differences for you to explore further.

To further understand your scores, read the following definitions of the terms "Average" score, "Moderately High" score, and so on.

Very High	z-score above 2.0 (98th percentile)
High	z-score above 1.0 (84th percentile)
Moderately High	z-score above .50 (67th percentile)
Average	z-score equal to 0 (50th percentile)
Moderately Low	z-score below -.50 (32th percentile)
Low	z-score below -1.0 (16th percentile)
Very Low	z-score below -2.0 (2nd percentile)

# PERFORMANCE VIEW360

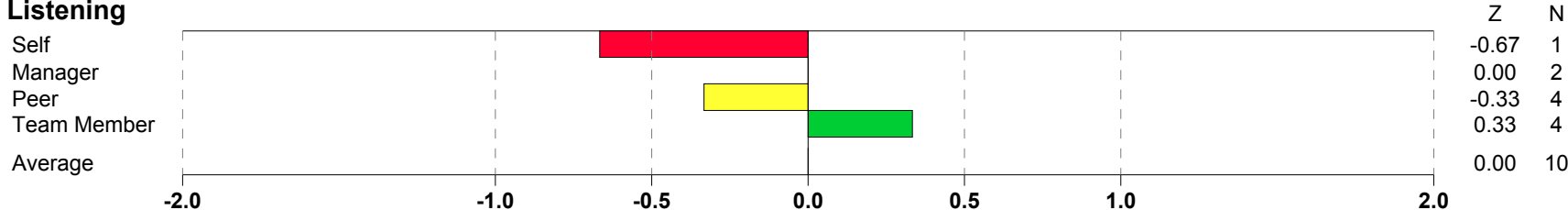
## Competency Introduction Continued

- Z** "Z" is the z-score and corresponds with the bar length.
- N** "N" shows the number of respondents who answered the questions in this competency.
- NR** "NR" means no people from a particular rater group have responded.
- AP** "AP" means anonymity protection i.e., if fewer than a specified minimum number of people from a particular rater group have responded, the score is not shown to protect anonymity.

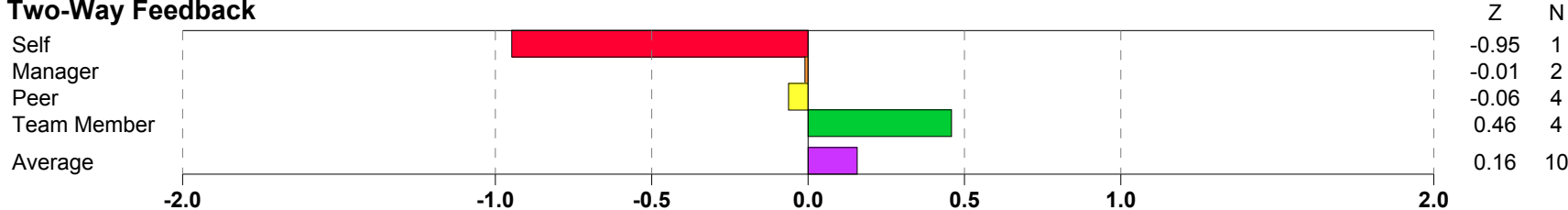
# PERFORMANCE VIEW360

## Competency Summary

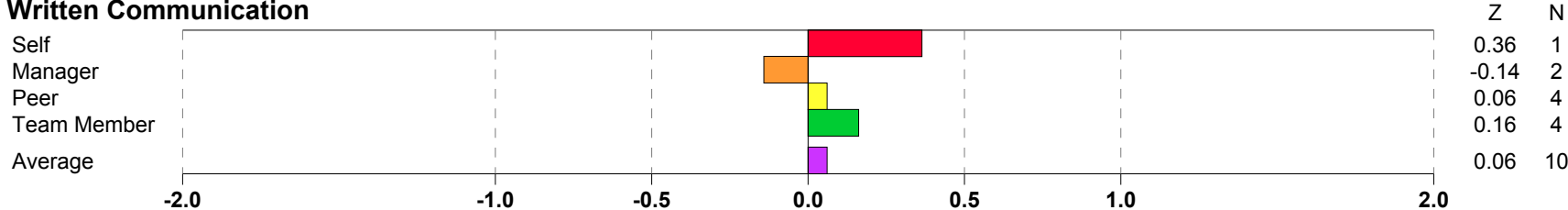
### Listening



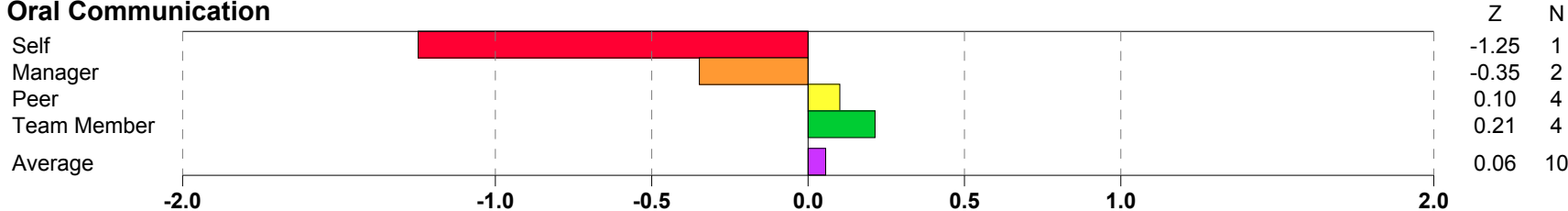
### Two-Way Feedback



### Written Communication



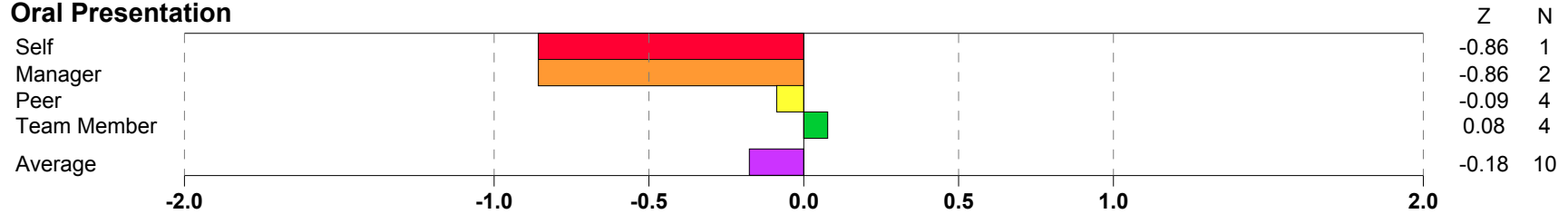
### Oral Communication



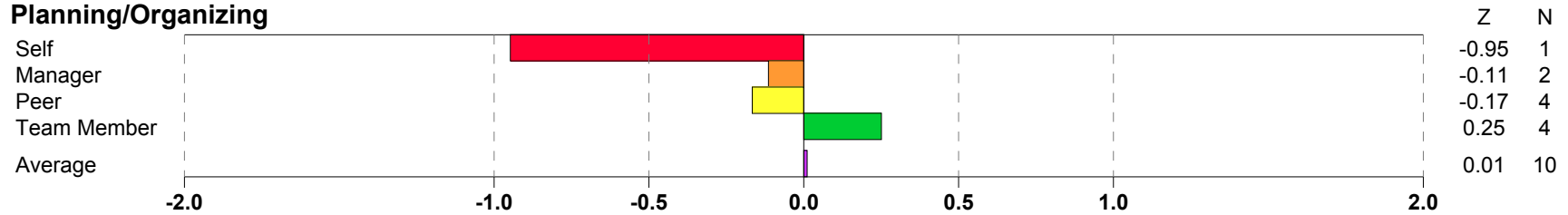
# PERFORMANCE VIEW360

## Competency Summary Continued

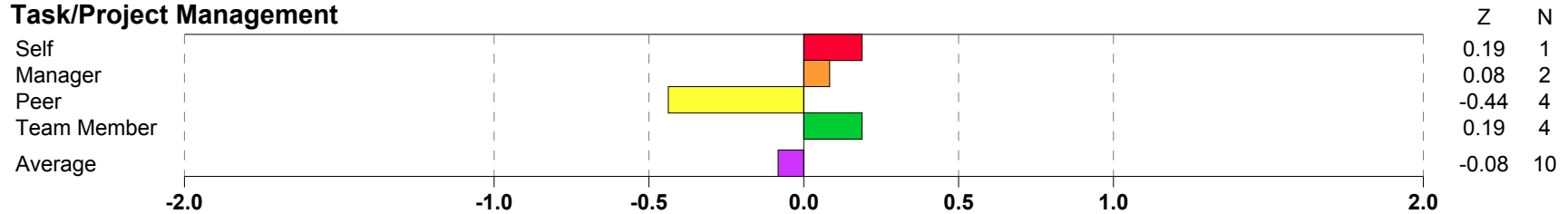
### Oral Presentation



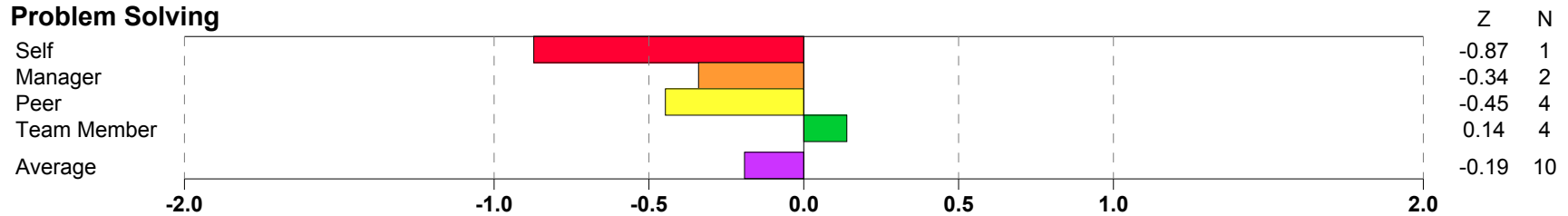
### Planning/Organizing



### Task/Project Management



### Problem Solving

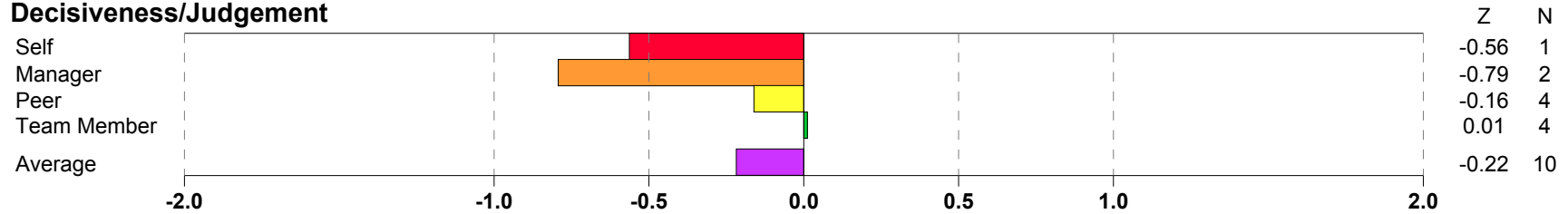




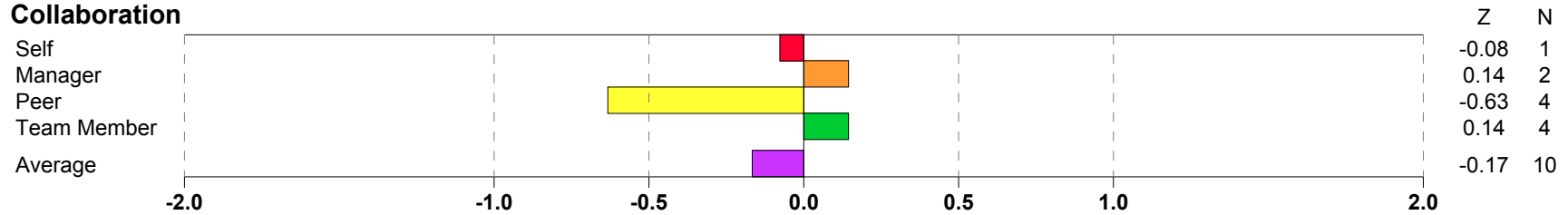
# PERFORMANCE VIEW360

## Competency Summary Continued

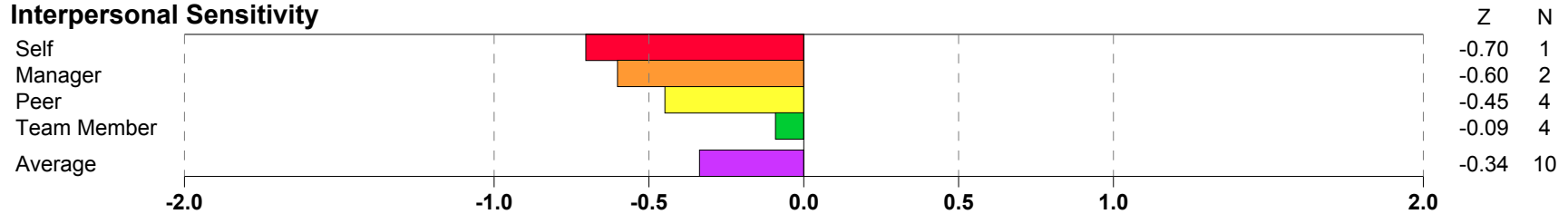
### Decisiveness/Judgement



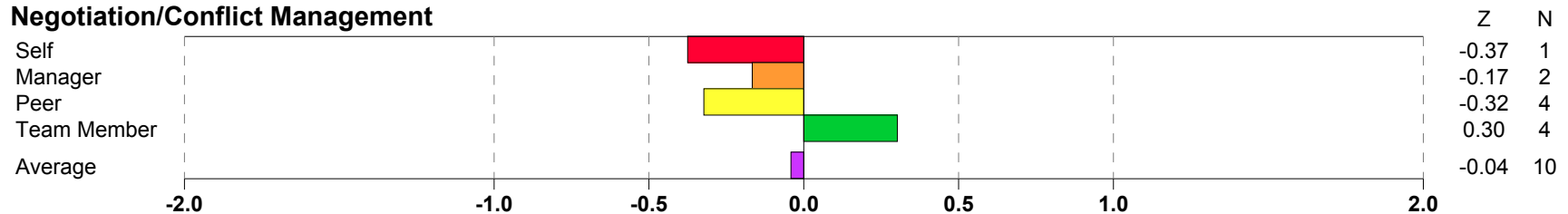
### Collaboration



### Interpersonal Sensitivity



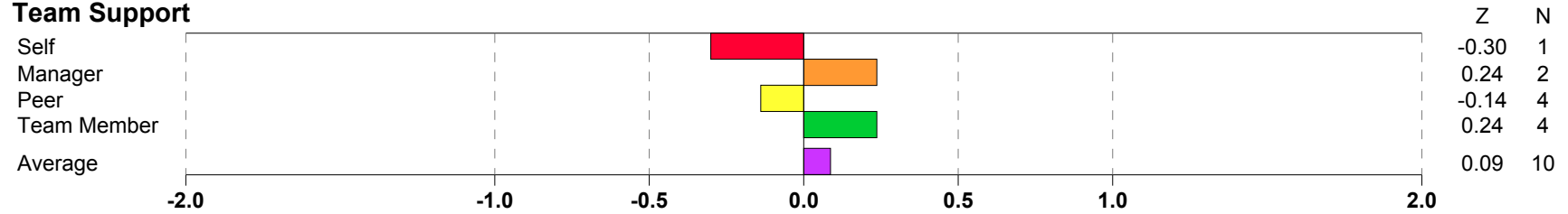
### Negotiation/Conflict Management



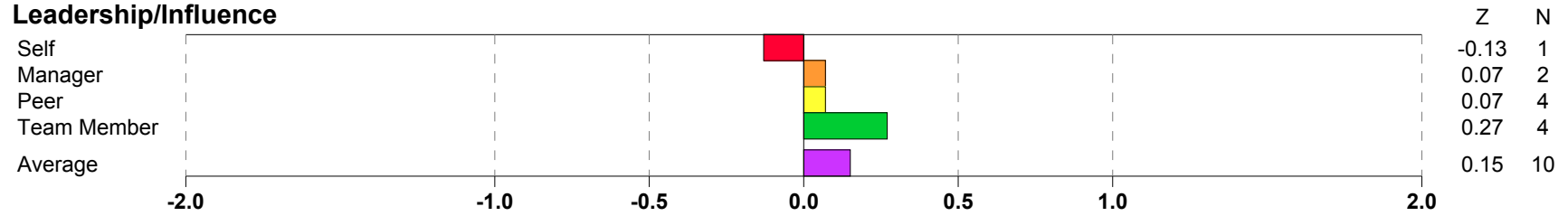
# PERFORMANCE VIEW360

## Competency Summary Continued

### Team Support



### Leadership/Influence



# PERFORMANCE VIEW360

## Most Frequent Behaviors - All Raters

The following behaviors were identified by your respondents as your most frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 7).

These represent behaviors perceived by others as frequently practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Frequent Behaviors	Competency	Average Score	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
Uses written communications effectively and appropriately.	<b>Written Communication</b>	6.2	0	0	0	0	2	4	4
Organizes and manages time productively.	<b>Planning/Organizing</b>	6.1	0	0	0	0	3	3	4
Expresses confidence in the skills and abilities of others.	<b>Team Support</b>	6.1	0	0	0	0	3	3	4
Plans ahead and follows through to get assignments done on time.	<b>Task/Project Management</b>	6.1	0	0	0	0	2	5	3
Updates others in a prompt and timely manner on developments that affect his/her job, tasks, and assignments.	<b>Two-Way Feedback</b>	6.1	0	0	0	0	3	3	4
Clearly expresses and requests information from others.	<b>Oral Communication</b>	6.1	0	0	0	1	2	2	5
Communicates information needed by others in a prompt and timely manner.	<b>Two-Way Feedback</b>	6.0	0	0	0	0	4	2	4
Completes tasks, projects and assignments on time.	<b>Task/Project Management</b>	6.0	0	0	0	0	1	8	1
Plans what resources are needed to carry out a task, project or assignment.	<b>Planning/Organizing</b>	6.0	0	0	0	0	4	2	4
Builds strategic alliances and networks with key people within and outside the organization.	<b>Leadership/Influence</b>	6.0	0	0	0	1	1	5	3
Works collaboratively with others.	<b>Collaboration</b>	6.0	0	0	0	0	3	4	3
Takes the initiative in identifying work related problems that need to be solved.	<b>Problem Solving</b>	6.0	0	0	0	0	3	4	3

# PERFORMANCE VIEW360

## Most Frequent Behaviors - All Raters

Most Frequent Behaviors	Competency	Average Score	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
Is willing to take the time to understand and listen to others.	<b>Listening</b>	<b>6.0</b>	0	0	0	0	3	4	3
Waits out silences and listens patiently without interrupting.	<b>Listening</b>	<b>6.0</b>	0	0	0	0	1	8	1

# PERFORMANCE VIEW360

## Most Frequent Behaviors - Manager

The following behaviors were identified by your respondents as your most frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 7).

These represent behaviors perceived by others as frequently practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Frequent Behaviors	Competency	Average Score	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
Provides timely and ongoing feedback to others regarding working relationships and job performance.	<b>Team Support</b>	7.0	0	0	0	0	0	0	2
Develops supportive, helpful and friendly working relationships with others.	<b>Collaboration</b>	7.0	0	0	0	0	0	0	2
Works collaboratively with others.	<b>Collaboration</b>	7.0	0	0	0	0	0	0	2
Listens to what others say in a way that expresses understanding (e.g., summarizes or paraphrases statements).	<b>Listening</b>	7.0	0	0	0	0	0	0	2
Uses written communications effectively and appropriately.	<b>Written Communication</b>	6.5	0	0	0	0	0	1	1
Discusses possible "win-win" solutions and seeks agreement on specific actions when conflict arise.	<b>Negotiation/Conflict Management</b>	6.5	0	0	0	0	0	1	1
Makes an effort to understand and take an interest in how others are feeling.	<b>Interpersonal Sensitivity</b>	6.5	0	0	0	0	0	1	1
Is willing to take the time to understand and listen to others.	<b>Listening</b>	6.5	0	0	0	0	0	1	1
Plans ahead and follows through to get assignments done on time.	<b>Task/Project Management</b>	6.5	0	0	0	0	0	1	1
Clearly expresses and requests information from others.	<b>Oral Communication</b>	6.5	0	0	0	0	0	1	1
Restates and clarifies important points and questions from others during meetings and presentations.	<b>Oral Presentation</b>	6.5	0	0	0	0	0	1	1

# PERFORMANCE VIEW360

## Most Frequent Behaviors - Manager

Most Frequent Behaviors	Competency	Average Score	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
Generates multiple solutions to solving a problem.	<b>Problem Solving</b>	6.5	0	0	0	0	0	1	1
Gathers and utilizes available information in order to understand and solve organizational issues and problems.	<b>Problem Solving</b>	6.5	0	0	0	0	0	1	1
Communicates information needed by others in a prompt and timely manner.	<b>Two-Way Feedback</b>	6.5	0	0	0	0	0	1	1
Builds strategic alliances and networks with key people within and outside the organization.	<b>Leadership/Influence</b>	6.5	0	0	0	0	0	1	1
Demonstrates a willingness to assert his/her ideas and opinions in the face of opposition and challenge.	<b>Leadership/Influence</b>	6.5	0	0	0	0	0	1	1
Plans what resources are needed to carry out a task, project or assignment.	<b>Planning/Organizing</b>	6.5	0	0	0	0	0	1	1

# PERFORMANCE VIEW360

## Most Frequent Behaviors - Peer

The following behaviors were identified by your respondents as your most frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 7).

These represent behaviors perceived by others as frequently practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Frequent Behaviors	Competency	Average Score	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
Demonstrates a willingness to take charge, direct and lead others.	<b>Leadership/Influence</b>	6.3	0	0	0	0	1	1	2
Uses appropriate grammar, tense and language in written communication.	<b>Written Communication</b>	6.3	0	0	0	0	0	3	1
Provides clear, concise, and logical answers to questions.	<b>Oral Communication</b>	6.3	0	0	0	0	1	1	2
Clearly expresses and requests information from others.	<b>Oral Communication</b>	6.3	0	0	0	0	1	1	2
Maintains close contact and communication with others (i.e., keeps others well informed).	<b>Two-Way Feedback</b>	6.3	0	0	0	0	0	3	1
Encourages cooperation and teamwork among people who depend on each other to get work done.	<b>Team Support</b>	6.0	0	0	0	0	0	4	0
Updates others in a prompt and timely manner on developments that affect his/her job, tasks, and assignments.	<b>Two-Way Feedback</b>	6.0	0	0	0	0	1	2	1
Takes the initiative in identifying work related problems that need to be solved.	<b>Problem Solving</b>	6.0	0	0	0	0	1	2	1
Develops cooperative, rather than, competitive working relationships with others.	<b>Collaboration</b>	6.0	0	0	0	0	1	2	1
Considers the consequences and outcomes of decisions.	<b>Decisiveness/Judgement</b>	6.0	0	0	0	0	1	2	1
Makes timely decisions under time pressure.	<b>Decisiveness/Judgement</b>	6.0	0	0	0	0	1	2	1
Uses written communications effectively and appropriately.	<b>Written Communication</b>	6.0	0	0	0	0	1	2	1

# PERFORMANCE VIEW360

## Most Frequent Behaviors - Peer

Most Frequent Behaviors	Competency	Average Score	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
Writes complex and/or technical information in a clear manner.	<b>Written Communication</b>	<b>6.0</b>	0	0	0	0	1	2	1
Organizes and manages time productively.	<b>Planning/Organizing</b>	<b>6.0</b>	0	0	0	0	2	0	2
Waits out silences and listens patiently without interrupting.	<b>Listening</b>	<b>6.0</b>	0	0	0	0	0	4	0



# PERFORMANCE VIEW360

## Most Frequent Behaviors - Team Member

The following behaviors were identified by your respondents as your most frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your most frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 7).

These represent behaviors perceived by others as frequently practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Frequent Behaviors	Competency	Average Score	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
Writes in a clear, direct, and organized manner.	<b>Written Communication</b>	6.5	0	0	0	0	0	2	2
Expresses confidence in the skills and abilities of others.	<b>Team Support</b>	6.5	0	0	0	0	1	0	3
Is willing to take the time to understand and listen to others.	<b>Listening</b>	6.5	0	0	0	0	0	2	2
Resists reacting defensively and keeps an open mind when others disagree with him/her.	<b>Negotiation/Conflict Management</b>	6.5	0	0	0	0	0	2	2
Recognizes that diverse points of view must be encouraged, acknowledged and accepted.	<b>Negotiation/Conflict Management</b>	6.5	0	0	0	0	0	2	2
Keeps others informed with relevant information in a timely manner.	<b>Two-Way Feedback</b>	6.5	0	0	0	0	0	2	2
Considers alternatives and generates contingency plans in solving problems.	<b>Problem Solving</b>	6.5	0	0	0	0	1	0	3
Takes the initiative in identifying work related problems that need to be solved.	<b>Problem Solving</b>	6.5	0	0	0	0	0	2	2
Organizes and manages time productively.	<b>Planning/Organizing</b>	6.5	0	0	0	0	0	2	2
Maintains eye contact when speaking to others.	<b>Oral Communication</b>	6.3	0	0	0	0	0	3	1
Makes a decision confidently and quickly when necessary.	<b>Decisiveness/Judgement</b>	6.3	0	0	0	0	1	1	2
Works collaboratively with others.	<b>Collaboration</b>	6.3	0	0	0	0	0	3	1

# PERFORMANCE VIEW360

## Most Frequent Behaviors - Team Member

Most Frequent Behaviors	Competency	Average Score	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
Shows an interest in and is considerate of the feelings of others.	<b>Interpersonal Sensitivity</b>	6.3	0	0	0	0	1	1	2
Takes the initiative and offers formal and informal assistance, coaching, and training to others.	<b>Team Support</b>	6.3	0	0	0	0	1	1	2
Waits out silences and listens patiently without interrupting.	<b>Listening</b>	6.3	0	0	0	0	0	3	1
Uses written communications effectively and appropriately.	<b>Written Communication</b>	6.3	0	0	0	0	1	1	2
Informs others about relevant aspects of tasks, projects and assignments in a timely manner.	<b>Two-Way Feedback</b>	6.3	0	0	0	0	1	1	2
Communicates information needed by others in a prompt and timely manner.	<b>Two-Way Feedback</b>	6.3	0	0	0	0	1	1	2
Updates others in a prompt and timely manner on developments that affect his/her job, tasks, and assignments.	<b>Two-Way Feedback</b>	6.3	0	0	0	0	1	1	2
Meets deadlines and requests from others in a timely basis.	<b>Task/Project Management</b>	6.3	0	0	0	0	1	1	2
Plans ahead and follows through to get assignments done on time.	<b>Task/Project Management</b>	6.3	0	0	0	0	1	1	2
Completes tasks, projects and assignments on time.	<b>Task/Project Management</b>	6.3	0	0	0	0	0	3	1

# PERFORMANCE VIEW360

## Least Frequent Behaviors - All Raters

The following behaviors were identified by your respondents as your least frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your least frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 7).

These represent behaviors perceived by others as infrequently practiced. As such, you should consider practicing these behaviors more frequently or helping others understand when you do demonstrate them.

Least Frequent Behaviors	Competency	Average Score	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
Summarizes what others have said in order to clarify understanding.	<b>Listening</b>	4.9	0	0	1	1	6	2	0
Delivers oral presentations that are persuasive, clear & logically organized.	<b>Oral Presentation</b>	4.9	0	0	1	3	3	2	1
Gathers enough information and data before making a decision.	<b>Decisiveness/Judgement</b>	4.9	0	0	1	2	5	1	1
Creates and generates innovative and creative solutions to problems.	<b>Problem Solving</b>	5.1	0	0	1	1	5	2	1
Writes in a logical and organized manner.	<b>Written Communication</b>	5.1	0	0	1	1	5	2	1
Makes an effort to resolve interpersonal conflicts with others.	<b>Negotiation/Conflict Management</b>	5.1	0	0	0	2	5	3	0
Established realistic plans and schedules to complete specific tasks, projects and assignments.	<b>Planning/Organizing</b>	5.1	0	0	0	3	4	2	1
Maintains appropriate eye contact and attentive non-verbal behavior when being spoken to.	<b>Listening</b>	5.2	0	0	0	4	1	4	1
Keeps track of details and follows up on tasks and assignments.	<b>Task/Project Management</b>	5.3	0	0	0	3	2	4	1
Demonstrate sensitivity towards diversity in the workplace (e.g., gender, ethnicity, age, sexual preference, etc.) and treats others in a fair and consistent manner.	<b>Interpersonal Sensitivity</b>	5.4	0	1	0	0	4	3	2
Handles questions in meetings, discussions, and presentations in a responsive, non-defensive, and diplomatic manner.	<b>Oral Presentation</b>	5.4	0	0	0	1	5	3	1

# PERFORMANCE VIEW360

## Least Frequent Behaviors - All Raters

Least Frequent Behaviors	Competency	Average Score	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
Directs and organizes others so that tasks, projects, and assignments can be completed on time.	<b>Task/Project Management</b>	<b>5.4</b>	0	0	0	1	6	1	2

# PERFORMANCE VIEW360

## Least Frequent Behaviors - Manager

The following behaviors were identified by your respondents as your least frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your least frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 7).

These represent behaviors perceived by others as infrequently practiced. As such, you should consider practicing these behaviors more frequently or helping others understand when you do demonstrate them.

Least Frequent Behaviors	Competency	Average Score	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
Delivers oral presentations that are persuasive, clear & logically organized.	<b>Oral Presentation</b>	3.5	0	0	1	1	0	0	0
Recognizes that diverse points of view must be encouraged, acknowledged and accepted.	<b>Negotiation/Conflict Management</b>	3.5	0	0	1	1	0	0	0
Creates and generates innovative and creative solutions to problems.	<b>Problem Solving</b>	3.5	0	0	1	1	0	0	0
Is prepared and organized for meetings and discussions.	<b>Oral Presentation</b>	4.0	0	0	0	2	0	0	0
Writes in a logical and organized manner.	<b>Written Communication</b>	4.0	0	0	1	0	1	0	0
Gathers enough information and data before making a decision.	<b>Decisiveness/Judgement</b>	4.0	0	0	0	2	0	0	0
Maintains close contact and communication with others (i.e., keeps others well informed).	<b>Two-Way Feedback</b>	4.5	0	0	0	1	1	0	0
Communicates and expresses ideas in a manner that persuades and influences others.	<b>Leadership/Influence</b>	4.5	0	0	0	1	1	0	0
Demonstrates a willingness to take charge, direct and lead others.	<b>Leadership/Influence</b>	4.5	0	0	1	0	0	1	0
Summarizes what others have said in order to clarify understanding.	<b>Listening</b>	4.5	0	0	0	1	1	0	0
Maintains appropriate eye contact and attentive non-verbal behavior when being spoken to.	<b>Listening</b>	4.5	0	0	0	1	1	0	0
Demonstrate sensitivity towards diversity in the workplace (e.g., gender, ethnicity, age, sexual preference, etc.) and treats others in a fair and consistent manner.	<b>Interpersonal Sensitivity</b>	4.5	0	1	0	0	0	0	1

# PERFORMANCE VIEW360

## Least Frequent Behaviors - Manager

Least Frequent Behaviors	Competency	Average Score	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
Shows an interest in and is considerate of the feelings of others.	<b>Interpersonal Sensitivity</b>	4.5	0	0	0	1	1	0	0
Handles questions in meetings, discussions, and presentations in a responsive, non-defensive, and diplomatic manner.	<b>Oral Presentation</b>	4.5	0	0	0	1	1	0	0
States complex information, thoughts and ideas simply, clearly and concisely.	<b>Oral Communication</b>	4.5	0	0	0	1	1	0	0
Makes a decision confidently and quickly when necessary.	<b>Decisiveness/Judgement</b>	4.5	0	0	1	0	0	1	0

# PERFORMANCE VIEW360

## Least Frequent Behaviors - Peer

The following behaviors were identified by your respondents as your least frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your least frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 7).

These represent behaviors perceived by others as infrequently practiced. As such, you should consider practicing these behaviors more frequently or helping others understand when you do demonstrate them.

Least Frequent Behaviors	Competency	Average Score	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
Established realistic plans and schedules to complete specific tasks, projects and assignments.	<b>Planning/Organizing</b>	4.5	0	0	0	2	2	0	0
Develops supportive, helpful and friendly working relationships with others.	<b>Collaboration</b>	4.5	0	0	0	2	2	0	0
Directs and organizes others so that tasks, projects, and assignments can be completed on time.	<b>Task/Project Management</b>	4.8	0	0	0	1	3	0	0
Makes an effort to resolve interpersonal conflicts with others.	<b>Negotiation/Conflict Management</b>	4.8	0	0	0	1	3	0	0
Demonstrates a willingness to assert his/her ideas and opinions in the face of opposition and challenge.	<b>Leadership/Influence</b>	4.8	0	0	0	1	3	0	0
Maintains appropriate eye contact and attentive non-verbal behavior when being spoken to.	<b>Listening</b>	5.0	0	0	0	2	0	2	0
Summarizes what others have said in order to clarify understanding.	<b>Listening</b>	5.0	0	0	0	0	4	0	0
Keeps track of details and follows up on tasks and assignments.	<b>Task/Project Management</b>	5.0	0	0	0	2	0	2	0
Creates and generates innovative and creative solutions to problems.	<b>Problem Solving</b>	5.0	0	0	0	0	4	0	0
Provides timely and ongoing feedback to others regarding working relationships and job performance.	<b>Team Support</b>	5.0	0	0	0	2	1	0	1

# PERFORMANCE VIEW360

## Least Frequent Behaviors - Peer

Least Frequent Behaviors	Competency	Average Score	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
Writes in a logical and organized manner.	<b>Written Communication</b>	<b>5.0</b>	0	0	0	1	2	1	0
Maintains eye contact when speaking to others.	<b>Oral Communication</b>	<b>5.0</b>	0	0	0	1	2	1	0
Keeps others informed with relevant information in a timely manner.	<b>Two-Way Feedback</b>	<b>5.0</b>	0	0	0	0	4	0	0
Resists reacting defensively and keeps an open mind when others disagree with him/her.	<b>Negotiation/Conflict Management</b>	<b>5.0</b>	0	0	0	0	4	0	0



# PERFORMANCE VIEW360

## Least Frequent Behaviors - Team Member

The following behaviors were identified by your respondents as your least frequently demonstrated behaviors and grouped by relevant competency. They are rank ordered so that the first item is perceived to be your least frequently demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 7).

These represent behaviors perceived by others as infrequently practiced. As such, you should consider practicing these behaviors more frequently or helping others understand when you do demonstrate them.

Least Frequent Behaviors	Competency	Average Score	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
Summarizes what others have said in order to clarify understanding.	<b>Listening</b>	5.0	0	0	1	0	1	2	0
Delivers oral presentations that are persuasive, clear & logically organized.	<b>Oral Presentation</b>	5.0	0	0	0	1	2	1	0
Gathers enough information and data before making a decision.	<b>Decisiveness/Judgement</b>	5.0	0	0	1	0	2	0	1
Uses appropriate grammar, tense and language in written communication.	<b>Written Communication</b>	5.3	0	0	0	0	3	1	0
Writes complex and/or technical information in a clear manner.	<b>Written Communication</b>	5.3	0	0	0	0	3	1	0
Gathers and utilizes available information in order to understand and solve organizational issues and problems.	<b>Problem Solving</b>	5.3	0	0	0	1	1	2	0
Acknowledges and recognizes the contributions and accomplishments of others.	<b>Team Support</b>	5.3	0	0	0	0	3	1	0
Makes an effort to resolve interpersonal conflicts with others.	<b>Negotiation/Conflict Management</b>	5.3	0	0	0	1	1	2	0
Discusses possible "win-win" solutions and seeks agreement on specific actions when conflict arise.	<b>Negotiation/Conflict Management</b>	5.3	0	0	0	1	1	2	0
Makes it easy for others to disclose, share and openly talk about their ideas, problems, and concerns.	<b>Interpersonal Sensitivity</b>	5.5	0	0	0	1	1	1	1
Keeps track of details and follows up on tasks and assignments.	<b>Task/Project Management</b>	5.5	0	0	0	1	1	1	1

# PERFORMANCE VIEW360

## Least Frequent Behaviors - Team Member

Least Frequent Behaviors	Competency	Average Score	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
Maintains close contact and communication with others (i.e., keeps others well informed).	<b>Two-Way Feedback</b>	5.5	0	0	0	0	2	2	0
Provides timely and ongoing feedback to others regarding working relationships and job performance.	<b>Team Support</b>	5.5	0	0	0	0	2	2	0
Effectively handles complaints and disagreements in meetings and presentations.	<b>Oral Presentation</b>	5.5	0	0	0	1	0	3	0
Generates multiple solutions to solving a problem.	<b>Problem Solving</b>	5.5	0	0	0	0	2	2	0
Considers the consequences and outcomes of decisions.	<b>Decisiveness/Judgement</b>	5.5	0	0	0	0	2	2	0
Demonstrates a willingness to take charge, direct and lead others.	<b>Leadership/Influence</b>	5.5	0	0	0	1	1	1	1

# PERFORMANCE VIEW360

## Behavior Summary

The average score for each PerformanceView360 competency and specific questions are summarized below for each rater category (1 to 7 frequency scale with higher scores corresponding to more frequently observed behavior). If the symbol AP appears instead of a score it means anonymity protection (i.e., fewer than a specified minimum number of people from a particular rater group have responded, the score is not shown to protect anonymity). If the symbol NR appears instead of a score it means no people from a particular rater group have responded. The competencies are presented in descending order based on the average scores of all raters. If the symbol **AP** appears instead of a score it means anonymity protection (i.e., fewer than a specified minimum number of people from a particular rater group have responded, the score is not shown to protect anonymity). If the symbol **NR** appears instead of a score it means no people from a particular rater group have responded. The competencies are presented in descending order based on the average scores of all raters.

The number in parentheses next to the average score is an index of or measure of rater agreement. The range of scores for this statistical measure of rater agreement is 0 to 1 where "1" represents total agreement by all raters. A score closer to "0" suggests that there exists a wider level of disagreement among raters in their perceptions of how frequently you demonstrate specific actions or behaviors. The higher the agreement score, the greater the consistency and agreement among raters. An agreement score of less than .50 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 raters providing you with feedback.

Questions	Self	Manager	Peer	Team Member	Average
<b>Two-Way Feedback</b>	<b>4.80 (0.87)</b>	<b>5.70 (0.63)</b>	<b>5.65 (0.74)</b>	<b>6.15 (0.74)</b>	<b>5.86 (0.70)</b>
Updates others in a prompt and timely manner on developments that affect his/her job, tasks, and assignments.	5.00 (1.00)	6.00 (0.67)	6.00 (0.76)	6.25 (0.72)	6.10 (0.72)
Communicates information needed by others in a prompt and timely manner.	4.00 (1.00)	6.50 (0.83)	5.50 (0.71)	6.25 (0.72)	6.00 (0.70)
Informs others about relevant aspects of tasks, projects and assignments in a timely manner.	5.00 (1.00)	6.00 (1.00)	5.50 (0.71)	6.25 (0.72)	5.90 (0.72)
Keeps others informed with relevant information in a timely manner.	5.00 (1.00)	5.50 (0.50)	5.00 (1.00)	6.50 (0.83)	5.70 (0.67)
Maintains close contact and communication with others (i.e., keeps others well informed).	5.00 (1.00)	4.50 (0.83)	6.25 (0.86)	5.50 (0.83)	5.60 (0.73)
<b>Oral Communication</b>	<b>4.60 (0.73)</b>	<b>5.40 (0.73)</b>	<b>5.80 (0.67)</b>	<b>5.90 (0.74)</b>	<b>5.76 (0.71)</b>
Clearly expresses and requests information from others.	5.00 (1.00)	6.50 (0.83)	6.25 (0.72)	5.75 (0.57)	6.10 (0.65)
Provides clear, concise, and logical answers to questions.	5.00 (1.00)	5.50 (0.83)	6.25 (0.72)	5.75 (0.86)	5.90 (0.77)
States complex information, thoughts and ideas simply, clearly and concisely.	5.00 (1.00)	4.50 (0.83)	5.75 (0.64)	6.00 (0.76)	5.60 (0.66)
Speaks clearly and concisely when communicating with others.	5.00 (1.00)	5.00 (1.00)	5.75 (0.72)	5.75 (0.86)	5.60 (0.78)
Maintains eye contact when speaking to others.	3.00 (1.00)	5.50 (0.83)	5.00 (0.76)	6.25 (0.86)	5.60 (0.73)

# PERFORMANCE VIEW360

## Behavior Summary Continued

Questions	Self	Manager	Peer	Team Member	Average
<b>Team Support</b>	<b>5.40 (0.55)</b>	<b>5.90 (0.69)</b>	<b>5.55 (0.71)</b>	<b>5.90 (0.72)</b>	<b>5.76 (0.71)</b>
Expresses confidence in the skills and abilities of others.	5.00 (1.00)	6.00 (0.67)	5.75 (0.86)	6.50 (0.71)	6.10 (0.72)
Encourages cooperation and teamwork among people who depend on each other to get work done.	4.00 (1.00)	5.00 (1.00)	6.00 (1.00)	6.00 (0.76)	5.80 (0.80)
Takes the initiative and offers formal and informal assistance, coaching, and training to others.	4.00 (1.00)	5.50 (0.83)	5.25 (0.72)	6.25 (0.72)	5.70 (0.70)
Acknowledges and recognizes the contributions and accomplishments of others.	7.00 (1.00)	6.00 (0.67)	5.75 (0.72)	5.25 (0.86)	5.60 (0.73)
Provides timely and ongoing feedback to others regarding working relationships and job performance.	7.00 (1.00)	7.00 (1.00)	5.00 (0.59)	5.50 (0.83)	5.60 (0.63)
<b>Task/Project Management</b>	<b>6.00 (0.70)</b>	<b>5.90 (0.69)</b>	<b>5.40 (0.73)</b>	<b>6.00 (0.70)</b>	<b>5.74 (0.70)</b>
Plans ahead and follows through to get assignments done on time.	7.00 (1.00)	6.50 (0.83)	5.75 (0.86)	6.25 (0.72)	6.10 (0.77)
Completes tasks, projects and assignments on time.	5.00 (1.00)	6.00 (1.00)	5.75 (0.86)	6.25 (0.86)	6.00 (0.85)
Meets deadlines and requests from others in a timely basis.	5.00 (1.00)	5.50 (0.50)	5.75 (0.72)	6.25 (0.72)	5.90 (0.65)
Directs and organizes others so that tasks, projects, and assignments can be completed on time.	7.00 (1.00)	6.00 (0.67)	4.75 (0.86)	5.75 (0.72)	5.40 (0.69)
Keeps track of details and follows up on tasks and assignments.	6.00 (1.00)	5.50 (0.83)	5.00 (0.67)	5.50 (0.63)	5.30 (0.67)
<b>Planning/Organizing</b>	<b>4.80 (0.56)</b>	<b>5.60 (0.78)</b>	<b>5.55 (0.69)</b>	<b>5.95 (0.73)</b>	<b>5.72 (0.72)</b>
Organizes and manages time productively.	4.00 (1.00)	5.50 (0.83)	6.00 (0.67)	6.50 (0.83)	6.10 (0.72)
Plans what resources are needed to carry out a task, project or assignment.	7.00 (1.00)	6.50 (0.83)	5.75 (0.72)	6.00 (0.67)	6.00 (0.70)
Effectively schedules work activities, tasks, projects and assignments.	5.00 (1.00)	6.00 (1.00)	5.75 (0.72)	5.75 (0.86)	5.80 (0.80)
Establishes a logical sequence of steps to ensure that work assignments are completed on time.	3.00 (1.00)	5.00 (1.00)	5.75 (0.86)	5.75 (0.86)	5.60 (0.84)
Established realistic plans and schedules to complete specific tasks, projects and assignments.	5.00 (1.00)	5.00 (1.00)	4.50 (0.83)	5.75 (0.64)	5.10 (0.69)
<b>Collaboration</b>	<b>5.80 (0.75)</b>	<b>6.00 (0.70)</b>	<b>5.30 (0.76)</b>	<b>6.00 (0.82)</b>	<b>5.72 (0.74)</b>
Works collaboratively with others.	5.00 (1.00)	7.00 (1.00)	5.25 (0.86)	6.25 (0.86)	6.00 (0.74)

# PERFORMANCE VIEW360

## Behavior Summary Continued

Questions	Self	Manager	Peer	Team Member	Average
<b>Collaboration</b>	<b>5.80 (0.75)</b>	<b>6.00 (0.70)</b>	<b>5.30 (0.76)</b>	<b>6.00 (0.82)</b>	<b>5.72 (0.74)</b>
Develops cooperative, rather than, competitive working relationships with others.	6.00 (1.00)	5.50 (0.83)	6.00 (0.76)	6.00 (0.76)	5.90 (0.77)
Develops supportive, helpful and friendly working relationships with others.	5.00 (1.00)	7.00 (1.00)	4.50 (0.83)	6.00 (0.76)	5.60 (0.63)
Actively involves others in his/her decision-making, planning, and problem solving tasks when appropriate.	7.00 (1.00)	5.50 (0.83)	5.25 (0.86)	6.00 (1.00)	5.60 (0.84)
Solicits and values the thoughts, opinions, feedback, and ideas of others.	6.00 (1.00)	5.00 (1.00)	5.50 (0.83)	5.75 (0.86)	5.50 (0.83)
<b>Written Communication</b>	<b>6.00 (1.00)</b>	<b>5.50 (0.63)</b>	<b>5.70 (0.72)</b>	<b>5.80 (0.73)</b>	<b>5.70 (0.70)</b>
Uses written communications effectively and appropriately.	6.00 (1.00)	6.50 (0.83)	6.00 (0.76)	6.25 (0.72)	6.20 (0.75)
Writes in a clear, direct, and organized manner.	6.00 (1.00)	6.00 (0.67)	5.25 (0.72)	6.50 (0.83)	5.90 (0.69)
Uses appropriate grammar, tense and language in written communication.	6.00 (1.00)	6.00 (1.00)	6.25 (0.86)	5.25 (0.86)	5.80 (0.80)
Writes complex and/or technical information in a clear manner.	6.00 (1.00)	5.00 (1.00)	6.00 (0.76)	5.25 (0.86)	5.50 (0.78)
Writes in a logical and organized manner.	6.00 (1.00)	4.00 (0.67)	5.00 (0.76)	5.75 (0.72)	5.10 (0.65)
<b>Leadership/Influence</b>	<b>5.40 (0.84)</b>	<b>5.60 (0.60)</b>	<b>5.60 (0.69)</b>	<b>5.80 (0.66)</b>	<b>5.68 (0.66)</b>
Builds strategic alliances and networks with key people within and outside the organization.	5.00 (1.00)	6.50 (0.83)	5.75 (0.64)	6.00 (0.76)	6.00 (0.70)
Capable of adjusting his/her leadership style to persuade, motivate and influence others.	6.00 (1.00)	6.00 (1.00)	5.50 (0.83)	6.00 (0.67)	5.80 (0.75)
Demonstrates a willingness to take charge, direct and lead others.	6.00 (1.00)	4.50 (0.50)	6.25 (0.72)	5.50 (0.63)	5.60 (0.57)
Demonstrates a willingness to assert his/her ideas and opinions in the face of opposition and challenge.	5.00 (1.00)	6.50 (0.83)	4.75 (0.86)	5.75 (0.72)	5.50 (0.69)
Communicates and expresses ideas in a manner that persuades and influences others.	5.00 (1.00)	4.50 (0.83)	5.75 (0.72)	5.75 (0.57)	5.50 (0.63)
<b>Problem Solving</b>	<b>5.00 (0.79)</b>	<b>5.50 (0.57)</b>	<b>5.40 (0.71)</b>	<b>5.95 (0.71)</b>	<b>5.64 (0.67)</b>
Takes the initiative in identifying work related problems that need to be solved.	4.00 (1.00)	5.00 (1.00)	6.00 (0.76)	6.50 (0.83)	6.00 (0.74)
Considers alternatives and generates contingency plans in solving problems.	5.00 (1.00)	6.00 (0.67)	5.25 (0.57)	6.50 (0.71)	5.90 (0.59)

# PERFORMANCE VIEW360

## Behavior Summary Continued

Questions	Self	Manager	Peer	Team Member	Average
<b>Problem Solving</b>	<b>5.00 (0.79)</b>	<b>5.50 (0.57)</b>	<b>5.40 (0.71)</b>	<b>5.95 (0.71)</b>	<b>5.64 (0.67)</b>
Generates multiple solutions to solving a problem.	5.00 (1.00)	6.50 (0.83)	5.25 (0.86)	5.50 (0.83)	5.60 (0.78)
Gathers and utilizes available information in order to understand and solve organizational issues and problems.	6.00 (1.00)	6.50 (0.83)	5.50 (0.71)	5.25 (0.72)	5.60 (0.69)
Creates and generates innovative and creative solutions to problems.	5.00 (1.00)	3.50 (0.83)	5.00 (1.00)	6.00 (0.76)	5.10 (0.65)
<b>Listening</b>	<b>5.00 (0.70)</b>	<b>5.60 (0.63)</b>	<b>5.30 (0.76)</b>	<b>5.90 (0.67)</b>	<b>5.60 (0.68)</b>
Waits out silences and listens patiently without interrupting.	6.00 (1.00)	5.50 (0.83)	6.00 (1.00)	6.25 (0.86)	6.00 (0.85)
Is willing to take the time to understand and listen to others.	4.00 (1.00)	6.50 (0.83)	5.25 (0.86)	6.50 (0.83)	6.00 (0.74)
Listens to what others say in a way that expresses understanding (e.g., summarizes or paraphrases statements).	5.00 (1.00)	7.00 (1.00)	5.25 (0.72)	6.00 (0.76)	5.90 (0.69)
Maintains appropriate eye contact and attentive non-verbal behavior when being spoken to.	6.00 (1.00)	4.50 (0.83)	5.00 (0.67)	5.75 (0.64)	5.20 (0.64)
Summarizes what others have said in order to clarify understanding.	4.00 (1.00)	4.50 (0.83)	5.00 (1.00)	5.00 (0.59)	4.90 (0.72)
<b>Interpersonal Sensitivity</b>	<b>5.20 (0.75)</b>	<b>5.30 (0.48)</b>	<b>5.45 (0.73)</b>	<b>5.80 (0.69)</b>	<b>5.56 (0.65)</b>
Makes an effort to understand and take an interest in how others are feeling.	5.00 (1.00)	6.50 (0.83)	5.25 (0.86)	5.75 (0.72)	5.70 (0.74)
Shows an interest in and is considerate of the feelings of others.	6.00 (1.00)	4.50 (0.83)	5.50 (0.83)	6.25 (0.72)	5.60 (0.69)
Develops and maintains warm, friendly, and sensitive relationships with others.	6.00 (1.00)	5.50 (0.83)	5.50 (0.63)	5.75 (0.72)	5.60 (0.69)
Makes it easy for others to disclose, share and openly talk about their ideas, problems, and concerns.	4.00 (1.00)	5.50 (0.50)	5.50 (0.63)	5.50 (0.63)	5.50 (0.60)
Demonstrate sensitivity towards diversity in the workplace (e.g., gender, ethnicity, age, sexual preference, etc.) and treats others in a fair and consistent manner.	5.00 (1.00)	4.50 (0.17)	5.50 (0.83)	5.75 (0.72)	5.40 (0.55)
<b>Negotiation/Conflict Management</b>	<b>5.20 (0.56)</b>	<b>5.40 (0.60)</b>	<b>5.25 (0.65)</b>	<b>5.85 (0.72)</b>	<b>5.52 (0.65)</b>
Resists reacting defensively and keeps an open mind when others disagree with him/her.	7.00 (1.00)	6.00 (0.67)	5.00 (1.00)	6.50 (0.83)	5.80 (0.71)
Recognizes that diverse points of view must be encouraged, acknowledged and accepted.	3.00 (1.00)	3.50 (0.83)	5.75 (0.72)	6.50 (0.83)	5.60 (0.57)

# PERFORMANCE VIEW360

## Behavior Summary Continued

Questions	Self	Manager	Peer	Team Member	Average
<b>Negotiation/Conflict Management</b>	<b>5.20 (0.56)</b>	<b>5.40 (0.60)</b>	<b>5.25 (0.65)</b>	<b>5.85 (0.72)</b>	<b>5.52 (0.65)</b>
Discusses possible "win-win" solutions and seeks agreement on specific actions when conflict arise.	6.00 (1.00)	6.50 (0.83)	5.50 (0.45)	5.25 (0.72)	5.60 (0.57)
Allows for disagreements to emerge and to be discussed openly.	5.00 (1.00)	5.50 (0.83)	5.25 (0.64)	5.75 (0.86)	5.50 (0.73)
Makes an effort to resolve interpersonal conflicts with others.	5.00 (1.00)	5.50 (0.83)	4.75 (0.86)	5.25 (0.72)	5.10 (0.77)
<b>Decisiveness/Judgement</b>	<b>5.20 (0.75)</b>	<b>5.00 (0.53)</b>	<b>5.55 (0.73)</b>	<b>5.70 (0.68)</b>	<b>5.50 (0.65)</b>
Considers the consequences and outcomes of decisions.	6.00 (1.00)	6.00 (0.67)	6.00 (0.76)	5.50 (0.83)	5.80 (0.75)
Makes timely decisions under time pressure.	5.00 (1.00)	5.00 (0.33)	6.00 (0.76)	5.75 (0.86)	5.70 (0.63)
Sticks with a decision or course of action unless it is obvious that it is incorrect.	6.00 (1.00)	5.50 (0.83)	5.25 (0.72)	6.00 (0.76)	5.60 (0.73)
Makes a decision confidently and quickly when necessary.	4.00 (1.00)	4.50 (0.50)	5.25 (0.72)	6.25 (0.72)	5.50 (0.60)
Gathers enough information and data before making a decision.	5.00 (1.00)	4.00 (1.00)	5.25 (0.86)	5.00 (0.53)	4.90 (0.65)
<b>Oral Presentation</b>	<b>4.80 (0.67)</b>	<b>4.80 (0.61)</b>	<b>5.50 (0.75)</b>	<b>5.65 (0.72)</b>	<b>5.42 (0.69)</b>
Restates and clarifies important points and questions from others during meetings and presentations.	4.00 (1.00)	6.50 (0.83)	5.25 (0.72)	6.00 (0.76)	5.80 (0.71)
Effectively handles complaints and disagreements in meetings and presentations.	6.00 (1.00)	5.50 (0.83)	5.50 (0.83)	5.50 (0.71)	5.50 (0.78)
Is prepared and organized for meetings and discussions.	6.00 (1.00)	4.00 (1.00)	5.75 (0.86)	6.00 (0.76)	5.50 (0.69)
Handles questions in meetings, discussions, and presentations in a responsive, non-defensive, and diplomatic manner.	4.00 (1.00)	4.50 (0.83)	5.50 (0.83)	5.75 (0.72)	5.40 (0.73)
Delivers oral presentations that are persuasive, clear & logically organized.	4.00 (1.00)	3.50 (0.83)	5.50 (0.63)	5.00 (0.76)	4.90 (0.62)

# PERFORMANCE VIEW360

## Feedback Interpretation

### **Listening**

*Actively listens and understands the verbal communication of others.*

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.

You expressed a moderately high level of active listening skills compared to others that have taken PerformanceView360. 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.

You demonstrated a moderately high level of active listening skills compared to others that have taken PerformanceView360. 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.

Some developmental suggestions for continuing to improve 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 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, 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 READINGS- 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>



# PERFORMANCE VIEW360

## Feedback Interpretation Continued

### **Two-Way Feedback**

*Keeps 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.

You expressed a moderate level of two way information sharing compared to others that have taken PerformanceView360. As a result, you generally keep others informed about important aspects of tasks, projects and assignments, solicit feedback from other team members and communicate information needed by others in a prompt and timely manner.

You demonstrated a moderately high level of two way information sharing compared to others that have taken PerformanceView360. 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.

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 READINGS-** 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, [www.richmond.edu/academics/business/departments/Mgmt\\_inst/](http://www.richmond.edu/academics/business/departments/Mgmt_inst/); Leadership through People Skills, Psychological Associates, 800-345-6525, <http://www.q4solutions.com>

# PERFORMANCE VIEW360

## Feedback Interpretation Continued

### Written Communication

*Expresses 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.

You expressed a high level of written communication skills compared to others that have taken PerformanceView360. As a result, you may almost always use written communications effectively and appropriately within your organization.

You demonstrated a moderately high level of written communication skills compared to others that have taken PerformanceView360. As a result, you may almost always use written communications effectively and appropriately within your organization.

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 READINGS- 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; 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.

# PERFORMANCE VIEW360

## Feedback Interpretation Continued

### **Oral Communication**

*Conveys oral thoughts and ideas in a clear, concise and persuasive 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.

You expressed a moderate level of oral communication skills compared to others that have taken PerformanceView360. In general, you frequently communicate in a fairly clear, concise, and confident manner with others.

You demonstrated a moderately high level of oral communication skills compared to others that have taken PerformanceView360. In general, you almost always communicate in a clear, concise, and confident manner with others.

Some developmental suggestions for continuing to improve 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 READINGS- *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 SEMINARS- National Training Laboratories (800) 777-5227, [www.ntl.org](http://www.ntl.org); Center for Creative Leadership (919) 228-7210, [www.ccl.org](http://www.ccl.org); American Management Association (800) 262-9699, <http://www.amanet.org>

# PERFORMANCE VIEW360

## Feedback Interpretation Continued

### **Oral Presentation**

*Presents individual and organizational viewpoints to groups in a clear and persuasive 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.

You expressed a moderate level of oral presentation skills compared to others that have taken PerformanceView360. As a result, you tend to be generally comfortable speaking in front of both small and large groups at work.

You demonstrated a moderately high level of oral presentation skills compared to others that have taken PerformanceView360. As a result, you tend to be extremely comfortable, persuasive and effective speaking in front of both small and large groups at work.

Some developmental suggestions for continuing to improve your oral presentation skills include: 1) Learn how to effectively handle difficult questions and objections during presentations; 2) Enhance the visual nature of your presentations through slides, graphics, charts, etc.; 3) Practice using humor to entertain and persuade others; Listen to other effective orators and speakers for relevant stories, analogies and approaches to creating impact and commanding attention; 4) 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 5) Solicit feedback from a trusted friend or colleague about your oral presentation style and approach. Analyze how you can become more comfortable and effective speaking in front of both large and small groups.

SUGGESTED READINGS- *Persuasive Business Speaking*. E. Snyder (1990), AMACOM; *The Courageous Messenger: How to Successfully Speak Up at Work*, K. Ryan (1996), Jossey-Bass; *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.

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>

# PERFORMANCE VIEW360

## Feedback Interpretation Continued

### **Planning/Organizing**

*Manages time, sets realistic and measurable goals and allocates 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.

You expressed a moderate level of planning and organizing compared to others that have taken PerformanceView360. As a result, you may sometimes respond to the most important aspects of your job, rather than the urgent. It would appear that you could continue to improve your overall effectiveness by effectively managing your time and further developing your project planning skills.

You demonstrated a moderately high level of planning and organizing compared to others that have taken PerformanceView360. 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.

Some developmental suggestions for continuing to improve 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 READINGS-** 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/>

# PERFORMANCE VIEW360

## Feedback Interpretation Continued

### **Task/Project Management**

*Utilizes 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.

You expressed a high level of task/project management skills compared to others that have taken PerformanceView360. 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.

You demonstrated a moderately high level of task/project management skills compared to others that have taken PerformanceView360. 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.

Some developmental suggestions for continuing to improve your task/project management skills might include: 1) Determine what tasks, projects, and assignments could be 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. Analyze the barriers to completing tasks and assignments on time and with quality; 4) Enroll in a class or workshop on project planning, meeting management and group facilitation; 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 READINGS-** Motivation and Goal Setting: How to Set and Achieve Goals and Inspire Others, J. Cairo (1998), Career Press; Effective Meetings for Busy People: Let's Decide It and Go Home, W. Carnes (1987), IEEE Press; 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.

**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>

# PERFORMANCE VIEW360

## Feedback Interpretation Continued

### **Problem Solving**

*Analyzes a situation, identifies alternative solutions, and develops 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.

You expressed a moderately high level of problem analysis skills compared to others that have taken PerformanceView360. As a result, you typically approach the identification and solution of organizational problems in a very organized, systematic, or logical manner.

You demonstrated a moderately high level of problem analysis skills compared to others that have taken PerformanceView360. As a result, you typically approach the identification and solution of organizational problems in a very organized, systematic, or logical manner.

Some developmental suggestions for continuing to improve 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 READINGS-** 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>

# PERFORMANCE VIEW360

## Feedback Interpretation Continued

### **Decisiveness/Judgement**

*Makes 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.

You expressed a moderately 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.

You demonstrated a moderately 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.

Some developmental suggestions for continuing to improve 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 READINGS- 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](http://www.aptt.com)



# PERFORMANCE VIEW360

## Feedback Interpretation Continued

### **Collaboration**

*Develops and maintains 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.

You expressed a moderately high level of teamwork/collaboration skills compared to others that have taken PerformanceView360. 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.

You demonstrated a moderately high level of teamwork/collaboration skills compared to others that have taken PerformanceView360. 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.

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 too abrasive, controlling or domineering; 2) Confront issues and not people to work more cooperatively together-work to find "win-win" solutions to resolve interpersonal differences with others; 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; and 4) 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 READINGS- Emotional Intelligence at Work: The Untapped Edge for Success, H. Weisinger (1997), Jossey-Bass; Team Players and Teamwork, G. Parker (1990), Jossey-Bass; The Team-Building Source Book, S. Phillips & Robin Elledge (1994), Pfeiffer & Company; 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; Improving Work Groups. Francis, Dave, and Young, Don, San Diego, CA: Pfeiffer & Company, 1992; Team Players and Teamwork: The New Competitive Business Strategy. Parker, Glenn M., San Francisco: Jossey-Bass Inc, Publishers, 1996.

SUGGESTED SEMINARS- Leadership and High Performance Teams, Center for Creative Leadership, 336-545-2810, [www.ccl.org](http://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/](http://www.ntl.org/); Transforming the Way We Work: Implementing Collaboration in the Workplace.

# PERFORMANCE VIEW360

## Feedback Interpretation Continued

University of North Carolina, The Kenan-Flagler Business School, (800) 862-3932 or 919/962-3123, <http://www.kenanflagler.unc.edu/>

# PERFORMANCE VIEW360

## Feedback Interpretation Continued

### **Interpersonal Sensitivity**

*Takes actions 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.

You expressed a moderately high level of interpersonal sensitivity compared to others that have taken PerformanceView360. 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.

You demonstrated a moderately high level of interpersonal sensitivity compared to others that have taken PerformanceView360. 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.

Some developmental suggestions for continuing to develop your interpersonal sensitivity skills might include: 1) Continue to 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) It's easier to work with people if they feel that you are comfortable with them. If you tend to create an initial impression of extreme seriousness, intensity or come across as somewhat sarcastic, people may be hesitant to open up and work with you. Identify any occasions in which you might be using sarcasm or humor in a way that may offend others, monitor your non-verbal behavior, and learn more about your team member's interests; and 3) If others see you as sometimes lacking in warmth and sensitivity, determine what you might be doing to create this impression. Is it that you are sometimes preoccupied with current tasks or appear uninterested in their problems? Is it that they rarely see you or when you do you hardly have enough time to interact with them? Try to look at yourself as others see you. Consider making changes based upon your analysis.

**SUGGESTED READINGS-** Goleman, D. (1998). Working with emotional intelligence. New York: Bantam Books; Goleman, D. (1998). What makes a leader? Harvard Business Review, November-December; The Handbook of Emotional Intelligence : Theory, Development, Assessment, and Application at Home, School and in the Workplace (2000), Reuven Bar-On (Editor), James D. A. Parker (Editor), Jossey-Bass; Cherniss, C. and Adler, M. (2000). Promoting Emotional Intelligence in Organizations. Alexandria, Virginia: ASTD

**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](http://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>

# PERFORMANCE VIEW360

## Feedback Interpretation Continued

### **Negotiation/Conflict Management**

*Negotiates and effectively resolves 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.

You expressed a moderately high level of conflict management skills compared to others that have taken PerformanceView360. 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.

You demonstrated a moderately high level of conflict management skills compared to others that have taken PerformanceView360. 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.

Some developmental suggestions for continuing to improve 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 READINGS-** Getting to Yes: Negotiating Agreement without Giving In, R. Fisher & W. Ury (1981), Penguin Books; 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; The Art of Closing a Deal: How to Be a Master Closer in Everything You Do, F. Acuff (1991), Warner Books; Think Before You Speak: The Complete Guide to Strategic Negotiation, R. Lewicki (1996), John Wiley & Sons.

**SUGGESTED SEMINARS-** Assertiveness Skills. Management Concepts Incorporated, (703) 790-9595. <http://www.mgmtconcepts.com> ; Responding to

# PERFORMANCE VIEW360

## Feedback Interpretation Continued

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>

# PERFORMANCE VIEW360

## Feedback Interpretation Continued

### **Team Support**

*Assists, motivates, encourages, and supports 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.

You expressed a moderately high level of providing team support compared to others that have taken PerformanceView360. 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.

You demonstrated a moderately high level of providing team support compared to others that have taken PerformanceView360. 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.

Some developmental suggestions for continuing to enhance and develop 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 READINGS-** 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>

# PERFORMANCE VIEW360

## Feedback Interpretation Continued

### **Leadership/Influence**

*Utilizes appropriate interpersonal styles and approaches in facilitating a group 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.

You expressed a moderately high level of leadership/influence skills compared to others that have taken PerformanceView360. 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.

You demonstrated a moderately high level of leadership/influence skills compared to others that have taken PerformanceView360. 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.

Some developmental suggestions for continuing to improve 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) 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; 5) Before going into a session where you will be presenting your point of view, spend some time thinking about and investigating the other person's position and needs. What is important to them? What are their goals? What can you do for them? The answers to these kinds of questions will give you the information you need to frame your argument during the discussion; 6) Seek common ground. Finding areas of agreement is often the critical first step in achieving "win/win" outcomes; 7) Always involve the people who will be affected by change in the planning and implementation process; 8) When planning change, ensure that objectives, responsibilities, and time frames are defined and clearly communicated to people; and 9) 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 READINGS- Goleman, D., McKee, A. & Boyatzis, R. (2002). *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston: Harvard University Press; *Principle-Centered leadership*, S. Covey (1991), Summit Books; *Credibility: How Leaders Gain and Lose It, Why People Demand It*, J. Kouzes (1995), Jossey-Bass; *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*, J. Kouzes & B. Posner (1987), Jossey-Bass; *The Transformational Leader*, N. Tichy & M. Devanna (1986), The Free Press; *The Art of Self Leadership: Strategies for Personal Effectiveness in Your Life and Work*, C. Manz (1984), Prentice-Hall.

# PERFORMANCE VIEW360

## Feedback Interpretation Continued

SUGGESTED SEMINARS- Leading and Developing High Performance Teams, Center for Creative Leadership, (336) 545-2810, [www.ccl.org](http://www.ccl.org) ; Negotiation and Influence Strategies, Stanford Graduate School of Business, Office of Executive Education; Stanford Business School; (650) 723-3341, [www.gsb.stanford.edu](http://www.gsb.stanford.edu)



# PERFORMANCE VIEW360

## Open Ended Comments Summary Introduction

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

The questions were:

- ✓ Please provide any written comments you have regarding the Strengths of the individual in the space provided below
- ✓ Please provide any written comments you have regarding the Development Areas of the individual in the space provided below

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?

# PERFORMANCE VIEW360

## Open Ended Comments Summary

### STRENGTHS

#### **Manager:**

Great team player. Ethical and dependable. A pleasure to work with.

Reliable and dependable. Goes the extra mile. Great addition to the team.

#### **Peer:**

Outstanding multitasker. Reliable.

Logical, consistent and available. Asset to the organization.

Intelligent, thorough, reliable and dependable. Understands the nature of the business and implements great strategies for advancement.

Great attitude. Very organized and consistent.

#### **Team Member:**

Great technical skills. The "go-to" person of the department who always has the answers.

# PERFORMANCE VIEW360

## Open Ended Comments Summary Continued

### DEVELOPMENT AREAS

**Manager:**

Gets weak under pressure. Needs to be comfortable with making timely decisions.

Improve confidence in taking charge and making firm decisions. Has to learn that you can't please all of the people, all of the time.

**Peer:**

Doesn't express confidence when making a decision that we all may not agree with.

**Team Member:**

Needs to learn how to make firm decisions amongst peers. Express more confidence in this area.

# PERFORMANCE VIEW360

## Development Planning Guide

### 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:

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

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

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

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

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# PERFORMANCE VIEW360

## Development Planning Guide Continued

### Deciding What Skills To Work On

The table below summarizes the 14 PerformanceView360 Competencies. Place a check next to the ones you rate as being most important to your current position below and place a check next to those skills that the majority of others see as possible development areas. Any competency with both columns checked suggests more critical development areas. These should be considered as part of your development plan.

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

# PERFORMANCE VIEW360

## Development Planning Guide Continued

### Focusing On Development

List three competency strengths based upon your PerformanceView360 results below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List three possible development competency areas based upon your PerformanceView360 results below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The PerformanceView360 is an instrument developed to provide feedback and developmental focus and recommendations about skill strengths and development needs. The action planning process helps to increase your success. Research suggests 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

# PERFORMANCE VIEW360

## Development Planning Guide Continued

Competency:	
Development Activities:	Target Dates:
Support/Resources Required:	
Measures of Success:	
Results/Outcomes:	