



- Confidential -

This Report Prepared for:

DOE JOHN Q  
XYZ Company

Edge 360 for Individual Contributors  
February, 2006

The following assessment report has been generated from the responses provided by selected members of this individual's work group, supervisors, peers, subordinates, and internal or external customers. The specific content and findings of this report should be used only to benchmark, determine developmental needs, and track the progress of such development. These results must not be used as the sole basis for selection decisions, or as the basis for any disciplinary action.



# Edge 360 for Individual Contributors Individual Feedback Report

**Participant's Name:** DOE JOHN Q

**Organization:** XYZ Company

**Report Date:** February, 2006

**T**his **Edge 360 for Individual Contributors Individual Feedback Report** has been prepared specifically for you.

The information contained in this report is based on information about your leadership skills and performance collected on the assessment questionnaire you and others completed recently. These assessment questionnaires were completed by you and others around you - your supervisor, peers, subordinates, and customers.

You and your other assessors answered questions as to how frequently you performed 45 specific leadership behaviors. You were also asked to rank the relative importance of 7 specific leadership tasks. Finally, an opportunity was offered to give written comments regarding your strengths as a leader, as well as any areas which might benefit from further development of your leadership skills.

## Feedback is Essential for Development

The former Mayor of New York City, Ed Koch, used to greet constituents on the streets of his city with the simple question, "How am I doing?" And he listened to their responses, good and bad.

Mayor Koch recognized that getting constant feedback on his performance (especially from those most affected by his performance) was essential to his continued success as a leader.

The value of the information in this report is in the use to which you put these results. What is most important is not what this report says, but what you do with the information it contains.

The data contained in this report will help you measure your current progress as a leader, provide a benchmark for comparison as you continue to develop and implement your leadership skills, and provide ongoing motivation and direction for self-development. Your continuing development as a leader is so important to your organization and to those with whom you work that they have agreed to invest the time necessary to give you this detailed feedback. Your job is to accept, understand, and use the feedback which has been offered to you.

# Soliciting and Accepting Feedback

As leaders rise through the hierarchies of their organizations, they often receive less and less honest information about themselves and their performance. With most positions of leadership comes perceived power and authority. Subordinates and others are sometimes fearful of displeasing those in leadership positions and often may give less than frank and candid feedback on a leader's performance when asked directly, face to face, as Ed Koch asked his constituents on the streets of New York.

A 360° assessment process such as this offers others an opportunity to give you accurate and helpful feedback in a constructive and confidential manner.

## Strengths & Needs . . . as well as Unseen Strengths & Blind Spots

This feedback may help to validate your own self-perceptions. It is unlikely that you have reached your position in your organization by behaving in a random way. You already have an understanding of appropriate leadership behavior and probably have a pretty good idea of your own strengths and needs. But honest and reliable feedback is necessary to test your own perceptions, recognize previously unseen strengths, and become aware of blind spots in your own self-perceptions.

## Self-Perception vs. Reality

Humans are said to be the only animals capable of self-deception. On occasion, our self-perceptions may be creating blind spots in our view of ourselves. We may think of a particular leadership task as one of our towering strengths while others around us may see that, in reality, this task is more of a glaring need. We need feedback from others to make sure that our view of ourselves is completely realistic.

## Feedback Is an Investment

When others give you feedback in a 360° assessment process such as this, they become involved in the process of improvement. They have invested time, energy, and thought into your development as a leader and have become actively involved in your growth and continued improvement. They are more likely to continue to support your development when you ask for their feedback, act on their feedback, and follow through with them afterwards.

## Three more quick points before we turn to the reports . . .

1. This feedback report is simply information. It is *not* a "report card" or an appraisal of your worth as a leader, or as a person.
2. The feedback contained in this report is inherently *subjective*. In other words, this information is based on the perceptions and opinions of others.
3. In your development as a leader, what matters most is how *you* evaluate this information - what it means to you, not what it means to others around you.

# Interpreting Your Reports

Your Individual Feedback Report is actually a collection of several different types of reports. Each of these sets of reports looks at the information collected in different ways.

## Task Summary Reports

The Task Summary Reports give a bird's-eye view of your assessment results. In completing your 360° assessment questionnaire, your assessors rated how frequently you performed 45 specific leadership behaviors. These 45 behaviors can be linked together to form a group of 7 discrete leadership tasks, such as Managing Change or Coaching Employees. Each leadership task contains several leadership behaviors. The Task Summary Reports show your overall ratings for each of these leadership tasks. There are two reports, one in alphabetical order by task and the second in order by performance rating with your highest rated leadership task at the top.

## Gap Analysis Reports

The Gap Analysis Reports show how you rated yourself in each of the leadership tasks compared to how your supervisor, your subordinates, your peers, and your customers rated you. These reports are important for spotting *unseen strengths* - areas in which you may have rated your performance significantly lower than others did, as well as *blind spots* - those tasks in which you may have rated yourself significantly higher than others did. Highlighting these gaps can be a source of excellent insight and the starting point for discussion with others as to why your ratings might have differed.

## Importance Rankings Report

The Importance Rankings Report shows the overall importance rankings given for each of the leadership tasks and how each group of raters (yourself, your supervisor, your subordinates, your peers, and your customers) ranked the importance of each leadership task. This information can be useful as you attempt to prioritize the areas in which you seek further development. These reports can also highlight tasks in which you and others may hold significantly different opinions as to the relative importance of that particular task and may serve as an excellent discussion starter exploring these differing perceptions.

## Importance / Performance Grid

As a follow-up to the Importance Rankings Report, the Importance / Performance Grid sets up a four-quadrant view of your performance ratings compared to the overall importance rankings given by your raters. This report can help prioritize areas for development as well as identify areas of strength you can build on. For example, you may wish to focus your development efforts on those tasks which were rated "high" in importance in which your performance level was "low."

### **Strengths / Needs Report**

The Strengths / Needs Report lists your 20 top-rated and your 20 lowest-rated of the rated behavior items. This report will help you identify those specific behaviors which are recognized by your raters as particular strengths, as well as those behaviors which may need further attention and development work.

### **Task Detail Report**

The Task Detail Report gives the most comprehensive look at your assessment results. For each of the leadership tasks assessed, you will see how each of the rater groups (self, supervisor, subordinates, peers, and customers) rated you. You will also see each behavior item which contributed to this task score and the detailed ratings report for each item.

# Task Summary Reports

# Task Summary Reports

The following Task Summary Reports give an overall view of the results of your 360° assessment and are compiled from the responses given by up to five groups of raters: yourself, your supervisor(s), your subordinates, your peers, and your customers.

## 45 Behaviors Rated

Your raters responded to 45 very specific statements regarding your leadership behaviors. These behavior statements included items such as *"Counsels Employees on their career goals"* and *"Allows team members to have influence in making decisions."* Your raters were asked to rate how frequently you performed a given behavior using the following six-point scale:

## Six-Point Scale

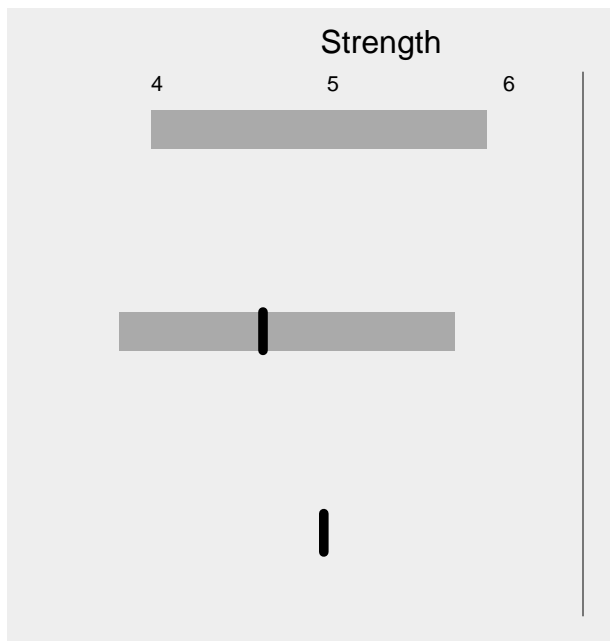
1. Almost Never
2. Not Usually
3. Sometimes
4. Often
5. Usually
6. Almost Always

## 7 Leadership Tasks

These specific leadership behaviors can be grouped within discrete leadership tasks. For instance, the following two items, *"Effectively determines the root cause of a problem"* and *"Brainstorms possible alternatives in making a decision,"* are both part of the overall leadership task called *"Problem Solving & Decision Making."*

## "Average All" Rating

The ratings you received from all your raters for each item were averaged together to give an "Average All" score for each item. The average item scores for each item pertaining to one leadership task were then averaged together to determine an "Average All" score for each of the tasks. These "Average All" scores for each task were used in producing the following Task Summary Reports.



You will notice that most tasks on the report have a **gray bar** on the chart to the right of the task name. This gray bar shows the range of item scores you received for that task.

The "Average All" score for each task is represented on the following charts by a **thick black line** and the score itself is indicated by the number to the left of the graph.

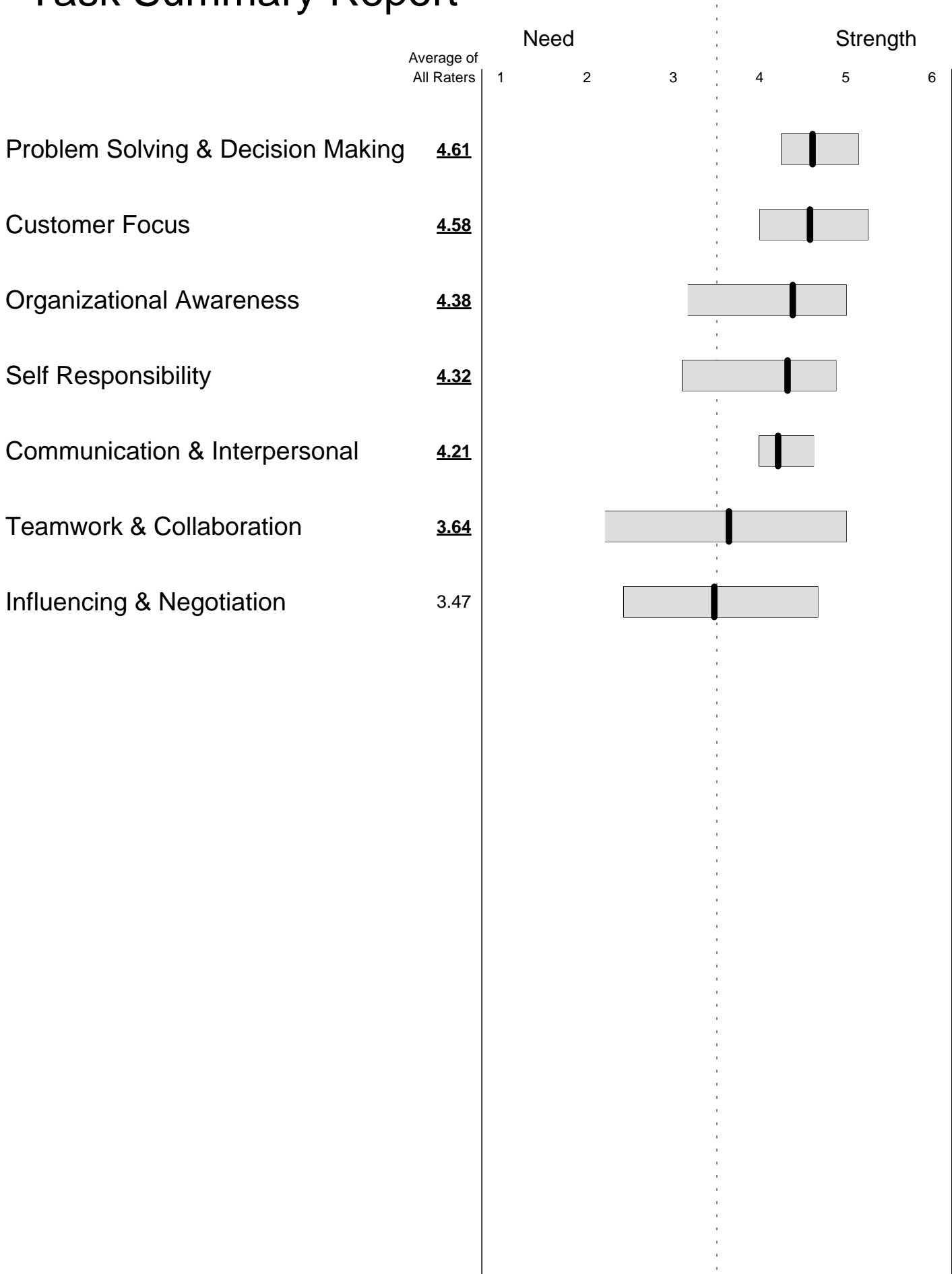
If there is no gray bar, **only a black vertical line**, then all raters gave you that same rating - there was no variance in their ratings.

The first Task Summary Report shows the tasks and their scores in alphabetical order by task. The second Task Summary Report shows the tasks sorted by performance, with the highest rated task listed at the top.

# Task Summary Report



# Task Summary Report



# Gap Analysis Reports

# Gap Analysis Reports

The following Gap Analysis Reports are among the most powerful reports in this package. These reports will show you how your own evaluation of your performance compares to that given by your supervisor, subordinates, peers, and customers.

1. The first question this report answers is "**How do others view my performance for each leadership task?**"



The gray bar shows the range of scores given by all the others, besides yourself, who rated your performance - your supervisor, subordinates, peers, and customers.



The dark gray vertical line shows the average of all the scores given by yourself and all others.

2. The next question is "**How does my supervisor (or my subordinate group, or peer group, etc.) view my performance for each leadership task?**"



Each Gap Analysis Report shows how a specific group rated your performance for each leadership task. In this case, your supervisor's rating is shown. The supervisor's rating is indicated by the white square which appears on the gray bar.

3. The third question is "**How did I rate myself on each leadership task?**"



Your own rating for each task is indicated by the black dot. You can see at a glance whether your own rating is higher or lower than that given by your supervisor. You can see how close your own rating was to the overall average score given by all others. You can also see whether your own rating was within the range of ratings given by all others, or whether - as in the example at left - your rating of your own performance was different than the rating given by all others.

4. Finally, we can ask, "**Are there any significant gaps between my own ratings of my performance, and the ratings given by my supervisor (or my subordinates, or peers, etc.) for these leadership tasks?**"



If a significant gap (greater than one point on the scale) appears between the rating you have given yourself and the rating given by the comparison group - in this case, your supervisor - then your attention is called to that gap by the placement of a line connecting the two ratings.



If you rated yourself significantly higher (greater than one point on the scale) than the comparison group rated you, then a bold black line connects the two ratings and calls your attention to a potential **blind spot** - an area in which you may be overrating your own performance. The number to the left of the scale shows the size of the gap.

If you rated yourself significantly lower (greater than one point on the scale) than the comparison group rated you, then a dotted gray line connects the two ratings and calls your attention to a potential **hidden strength** - an area in which you may be underrating your own performance. The number to the right of the scale shows the size of the gap.

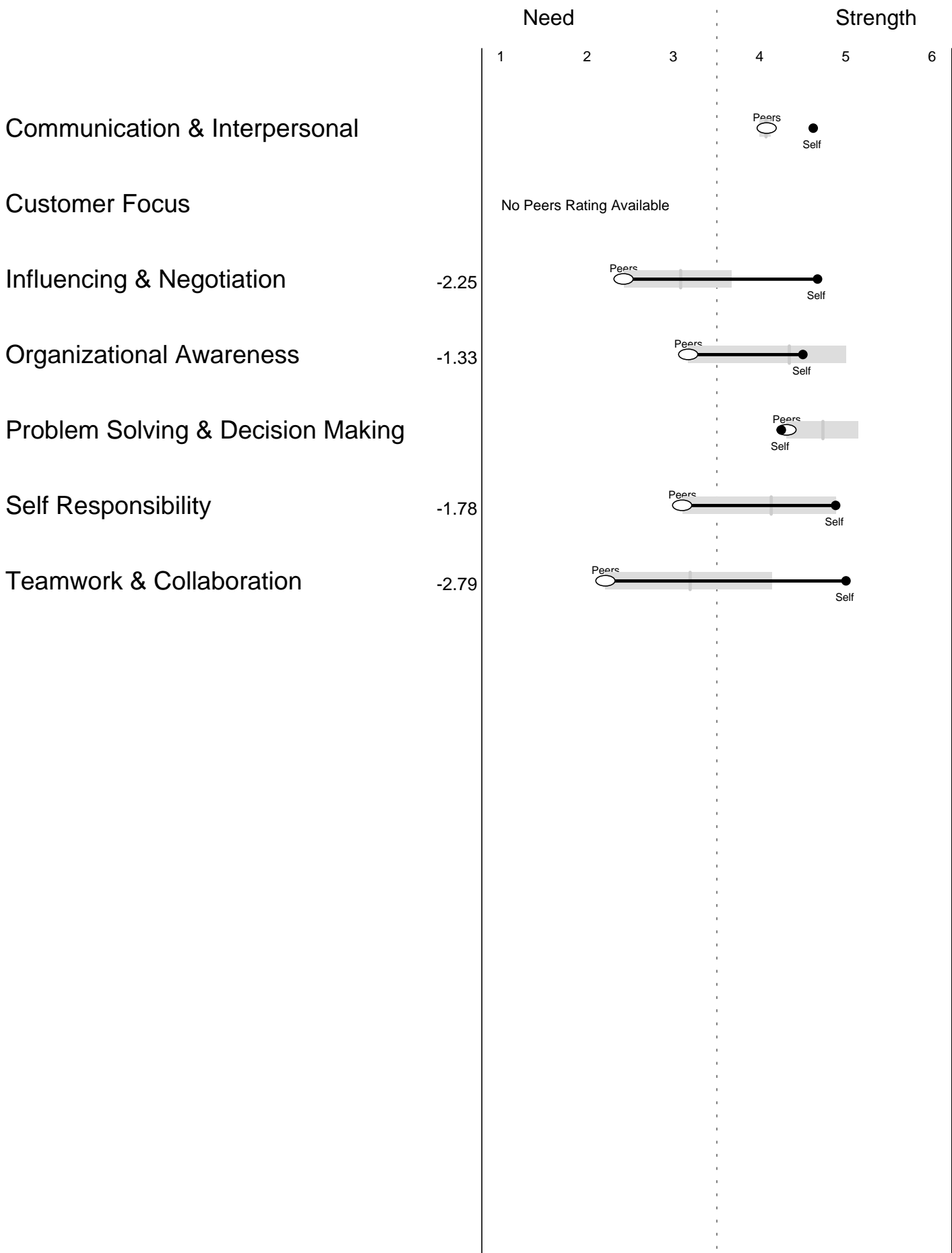
# Gap Analysis Report

## Supervisor Comparison



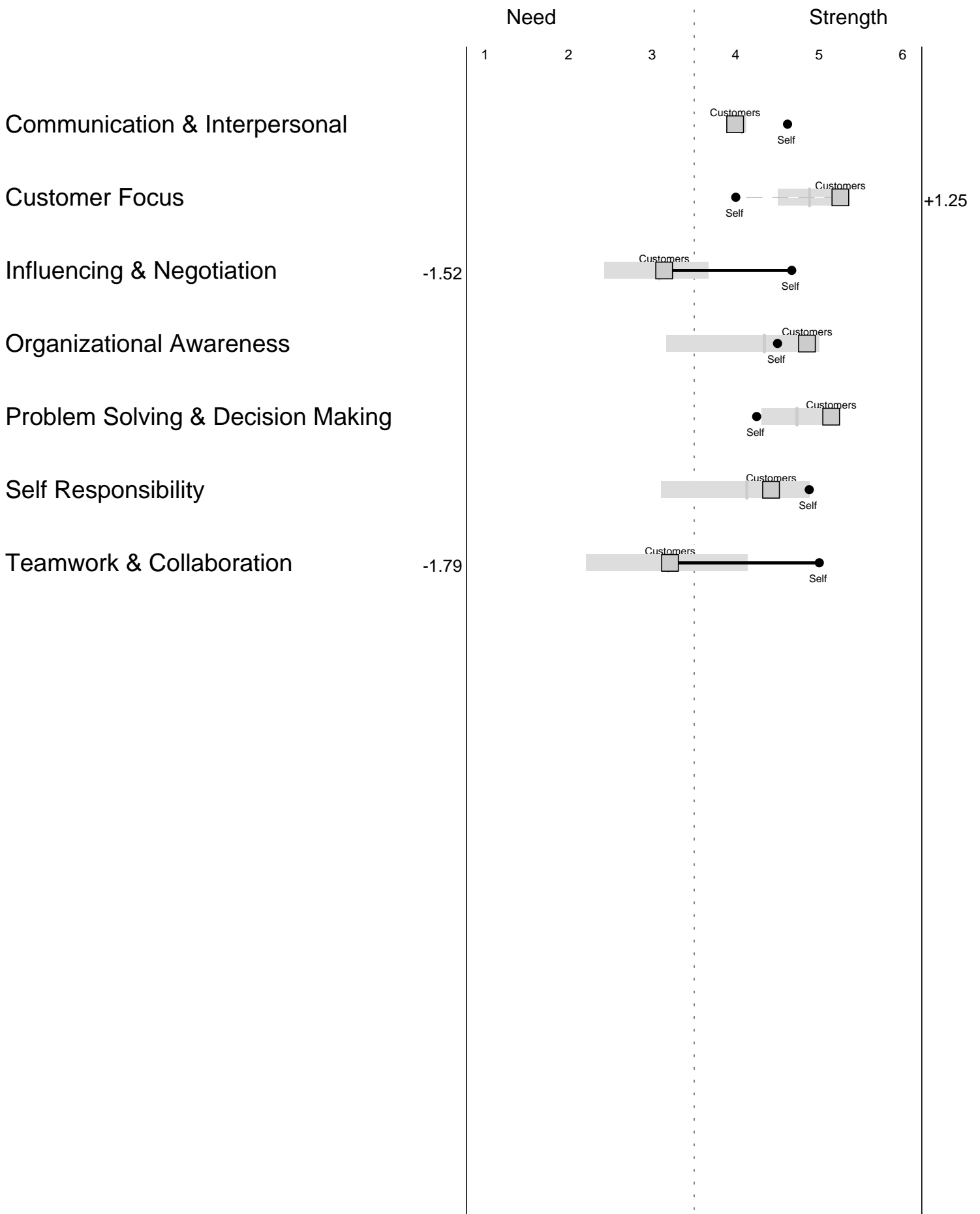
# Gap Analysis Report

## Peers Comparison



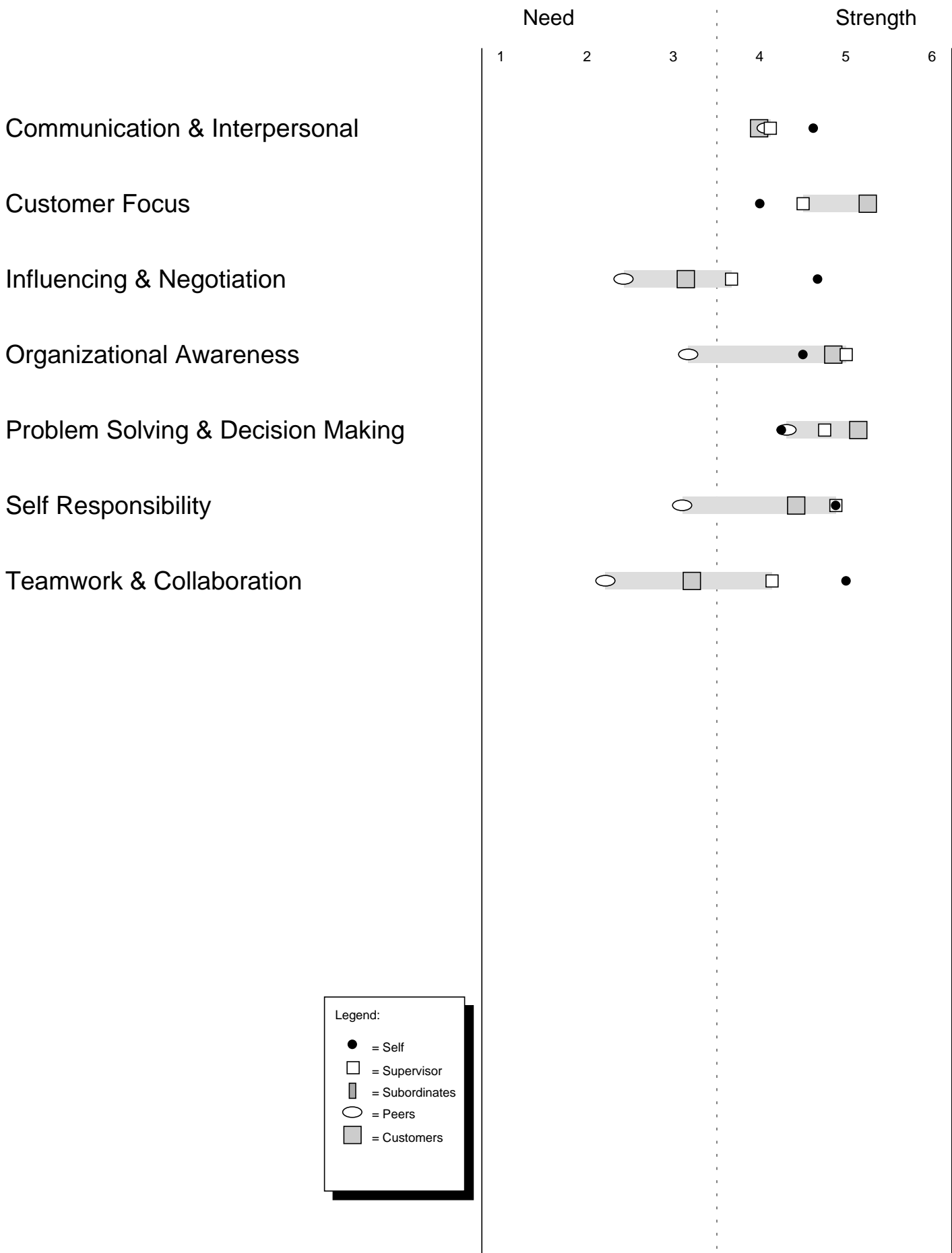
# Gap Analysis Report

## Customers Comparison



# Gap Analysis Report

## All Rater Comparison



**Legend:**

- = Self
- = Supervisor
- ▒ = Subordinates
- = Peers
- = Customers

# Importance Rankings Reports

## Importance / Performance Grid

# Importance Rankings Report

## 7 Leadership Tasks

You, and the others who rated you, were asked to rate the importance of each of the 7 leadership tasks assessed by the **Edge 360 for Individual Contributors**. You were asked to specify which of these leadership tasks were the most important to your job.

## Importance Ratings

The ratings given by all raters were averaged. Based on the average importance rating given by all raters, the leadership tasks were sorted and listed in alphabetical/descending order.

## Average Importance

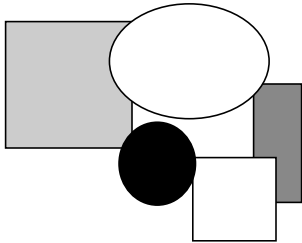
The average importance rating is listed in the column to the left of the graph marked "**Average All.**"

Critically Important

Very Important

Important

The **gray bar** is a graphic depiction of the average importance rating. Any rating higher than 1.33 falls into the *Critical* column, any average rating falling between 0.67 and 1.33 falls into the *Very Important* column, and any average rating below 0.67 falls into the *Important* column.



The average importance rating given by each rater group (Self, Supervisor, Subordinates, Peers, and Customers) for each task is shown on the report by a symbol placed in the appropriate column. Your **Self** rating is indicated by the black dot (●), the **Supervisor** rating is indicated by the white square (□), the **Subordinate** rating is indicated by the dark gray rectangle (■), the **Peer** rating is indicated by the white oval (○), and the **Customer** rating is indicated by the large gray box (■).

You can easily see how your rating compares to the importance rating given by your supervisor or others and see where differences of opinion as to the relative importance of a task may exist. These differences, if significant (for instance, when you think a task is merely important, but your supervisor believes it to be critically important), may be a signal that some discussion is needed regarding the priorities you set in your job.

# Importance / Performance Grid

<b>Need</b>	
High Importance / Low Performance	High Importance / High Performance
Low Importance / Low Performance	Low Importance / High Performance

This report shows the correlation between the importance rankings of the leadership tasks given by your raters, and the rating of your performance in those same tasks. The tasks are listed on the grid in descending order of importance.

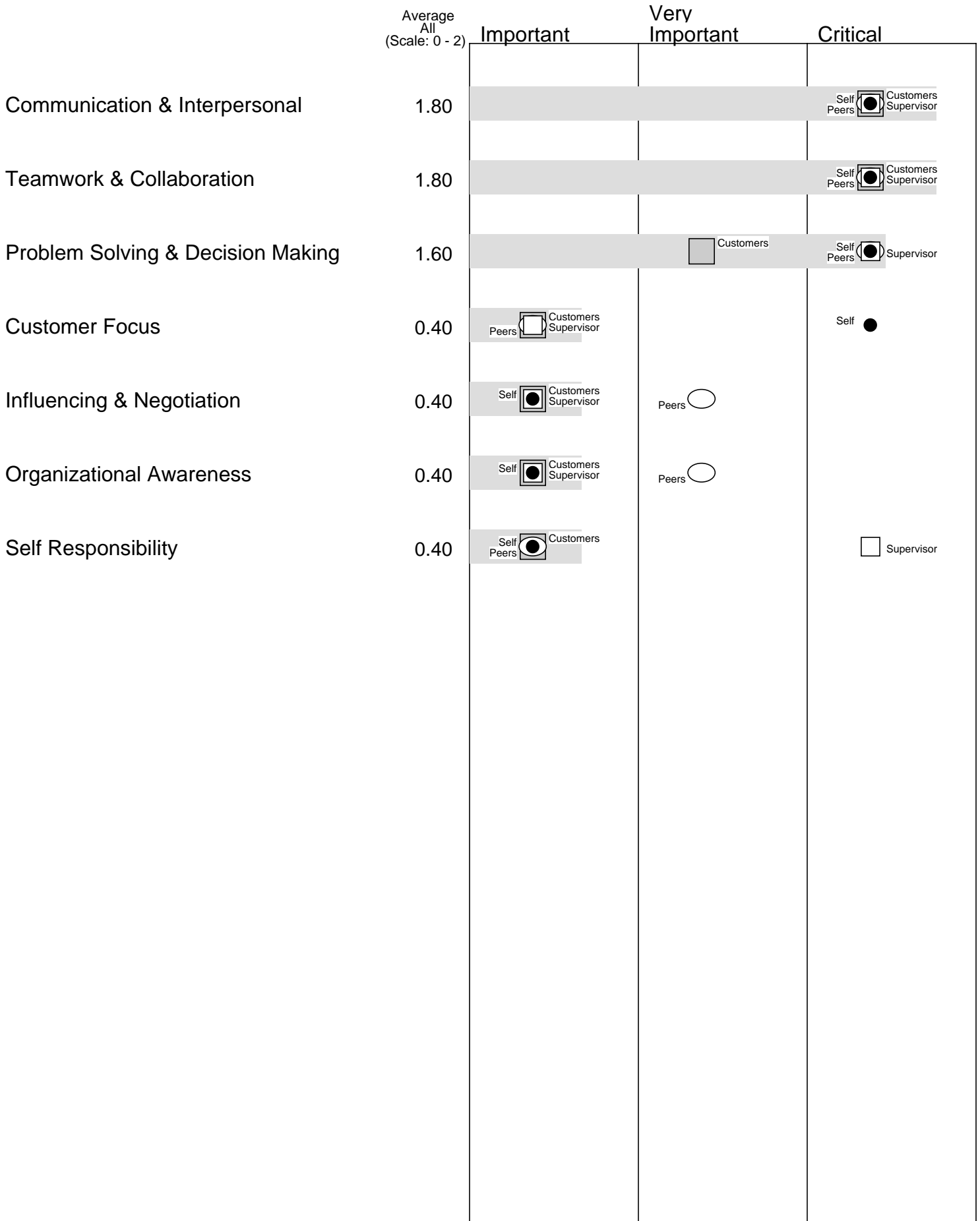
Any tasks rated *high in importance* (1.0 or greater on a scale of 0 to 2) but *low in performance* (less than 5 on a scale of 1 to 6) are shown in the upper left quadrant of the grid. These items can be considered **immediate development needs** and should probably be the focus of additional training and development efforts.

	<b>Strength</b>
High Importance / Low Performance	High Importance / High Performance
Low Importance / Low Performance	Low Importance / High Performance

Those tasks that are *high in importance* (1.0 or greater on a scale of 0 to 2) and *high in performance* (5 or greater on a scale of 1 to 6) are listed in the upper right quadrant of the grid and can be considered **strengths** and could be tasks in which you might consider mentoring others.

This report can help you prioritize any training and development needs and highlight any strengths.

# Importance Rankings Report



# Importance / Performance Grid

<p><b>High Importance / Low Performance</b> Importance greater than or equal to 1 on scale of 0-2 Performance less than 5 on scale of 1-6</p>	<p><b>High Importance / High Performance</b> Importance greater than or equal to 1 on scale of 0-2 Performance greater than or equal to 5 on scale of 1-6</p>
<ol style="list-style-type: none"><li>1. Communication &amp; Interpersonal</li><li>2. Teamwork &amp; Collaboration</li><li>3. Problem Solving &amp; Decision Making</li></ol>	
<p><b>Low Importance / Low Performance</b> Importance less than 1 on scale of 0-2 Performance less than 5 on scale of 1-6</p>	<p><b>Low Importance / High Performance</b> Importance less than 1 on scale of 0-2 Performance greater than or equal to 5 on scale of 1-6</p>
<ol style="list-style-type: none"><li>4. Customer Focus</li><li>5. Influencing &amp; Negotiation</li><li>6. Organizational Awareness</li><li>7. Self Responsibility</li></ol>	

# Strengths / Needs Report

# Strengths / Needs Report

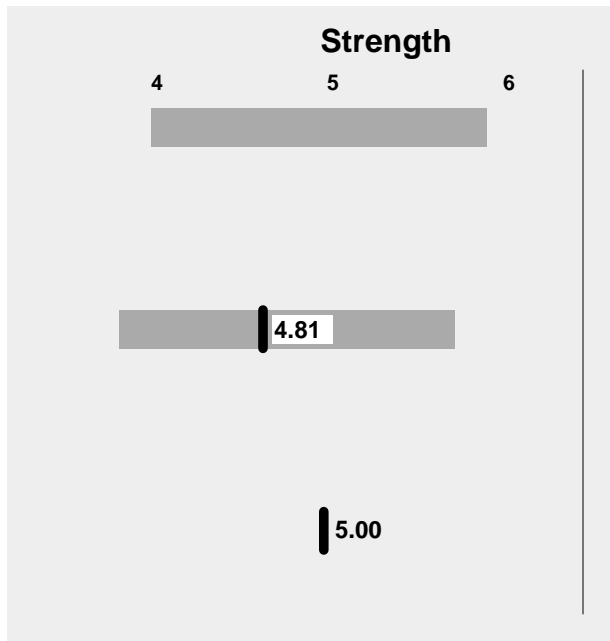
## 20 Highest-Rated Behaviors

&

## 20 Lowest-Rated Behaviors

The Strengths / Needs Report lists your 20 highest-rated behaviors and your 20 lowest-rated behaviors of the behavior items assessed.

Each listed strength or need includes the leadership task from which the item is taken, the text of the behavior statement (and item #) as it was printed in the assessment questionnaire, and a graphic depiction of the overall average rating you received for that item.

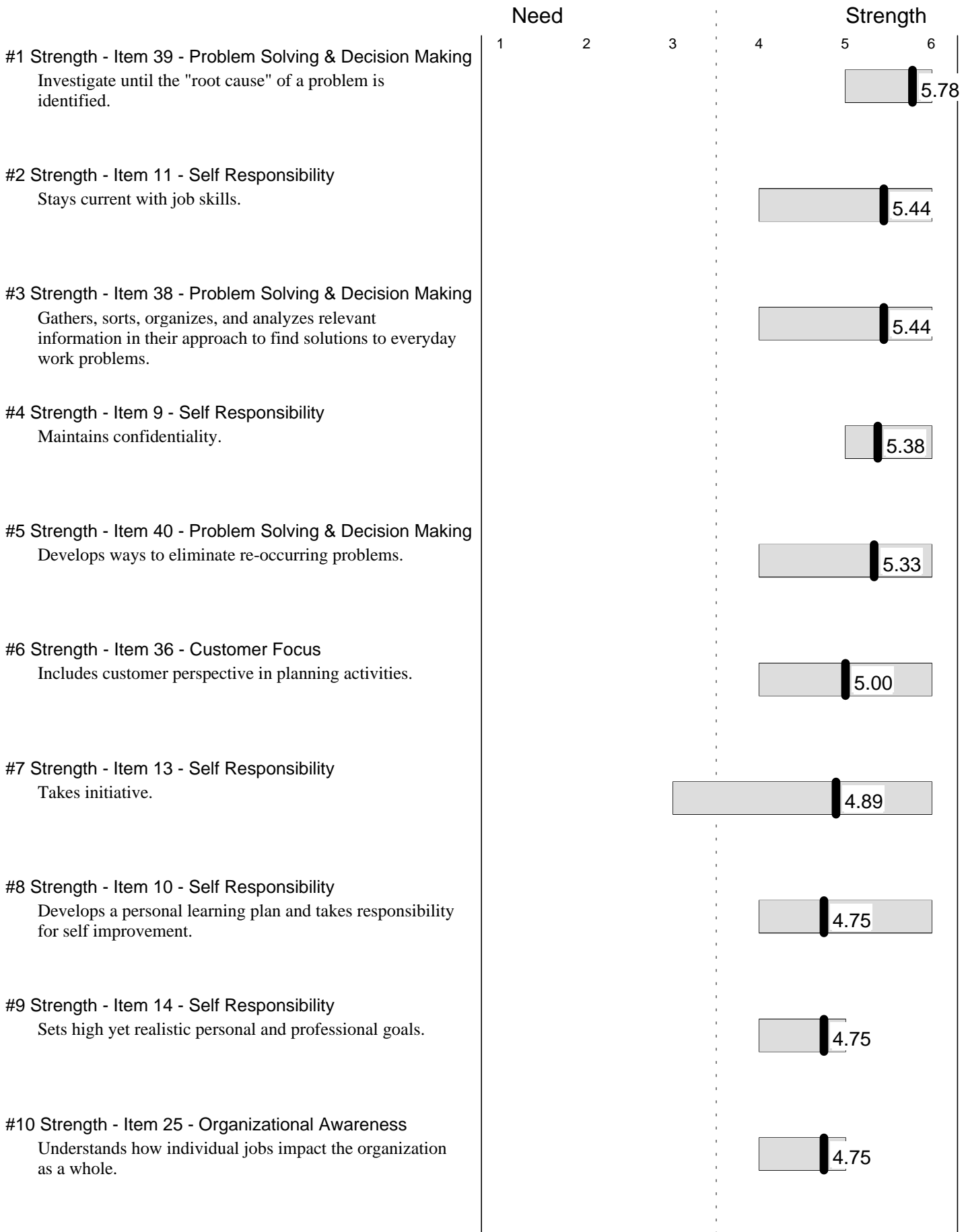


The gray bar indicates the range of scores given on that item by all the rating groups (Self, Supervisor, Subordinates, Peers, and Customers).

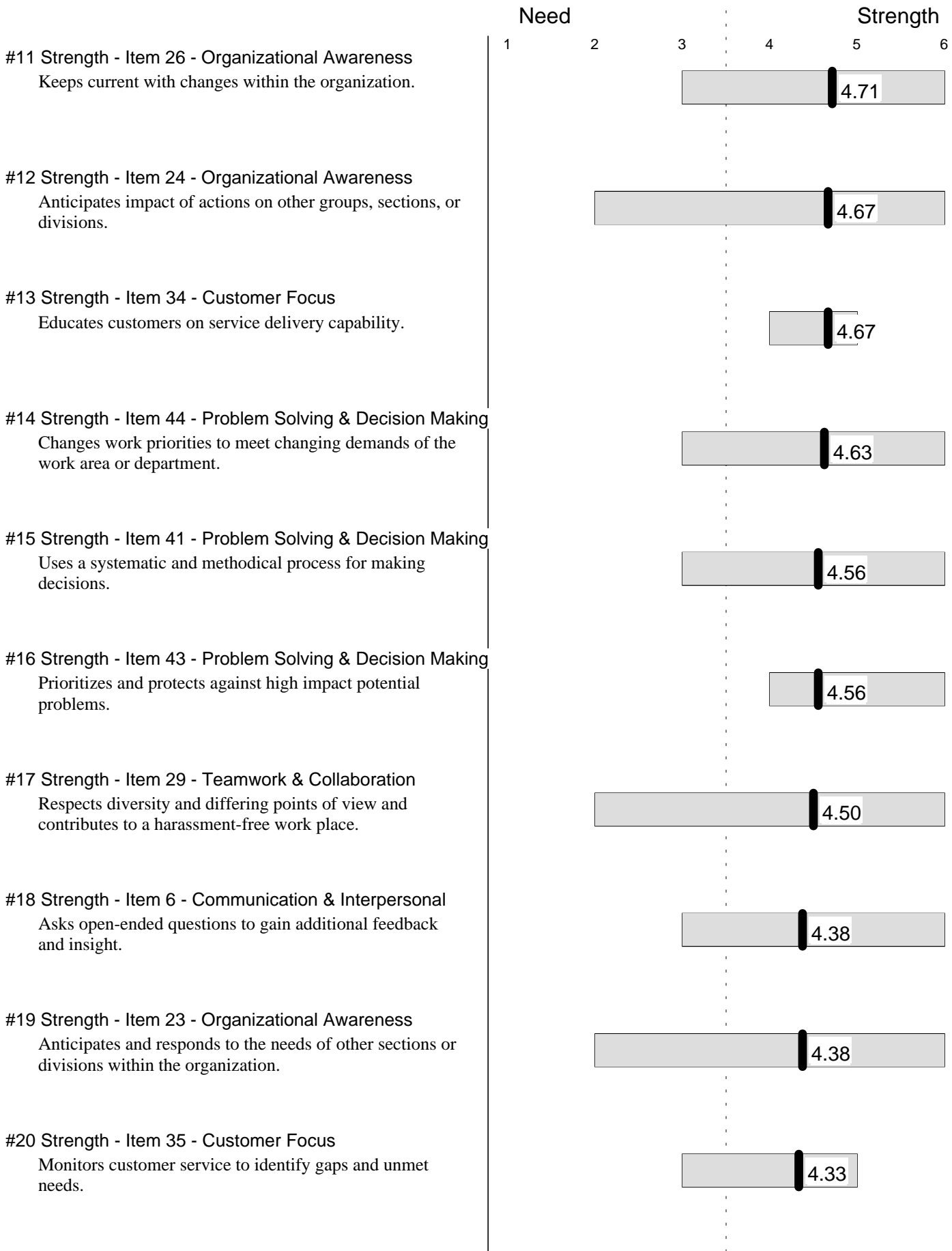
The vertical black line indicates the average of all ratings (including your own). The average rating score is printed to the right of the vertical black line.

If there is no gray bar, then all raters gave you the same rating for that item - there was no variance between the ratings.

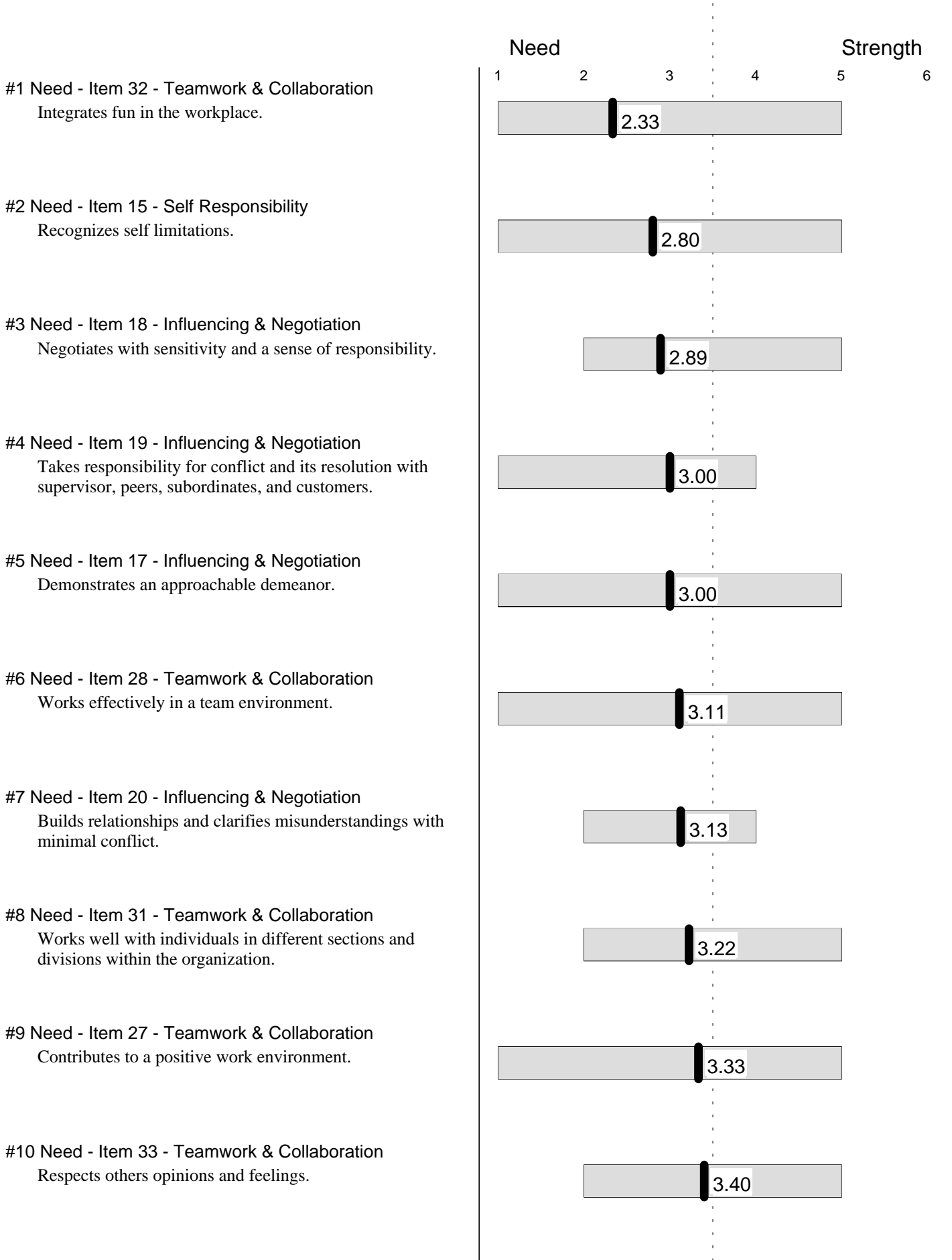
# Strengths / Needs Report



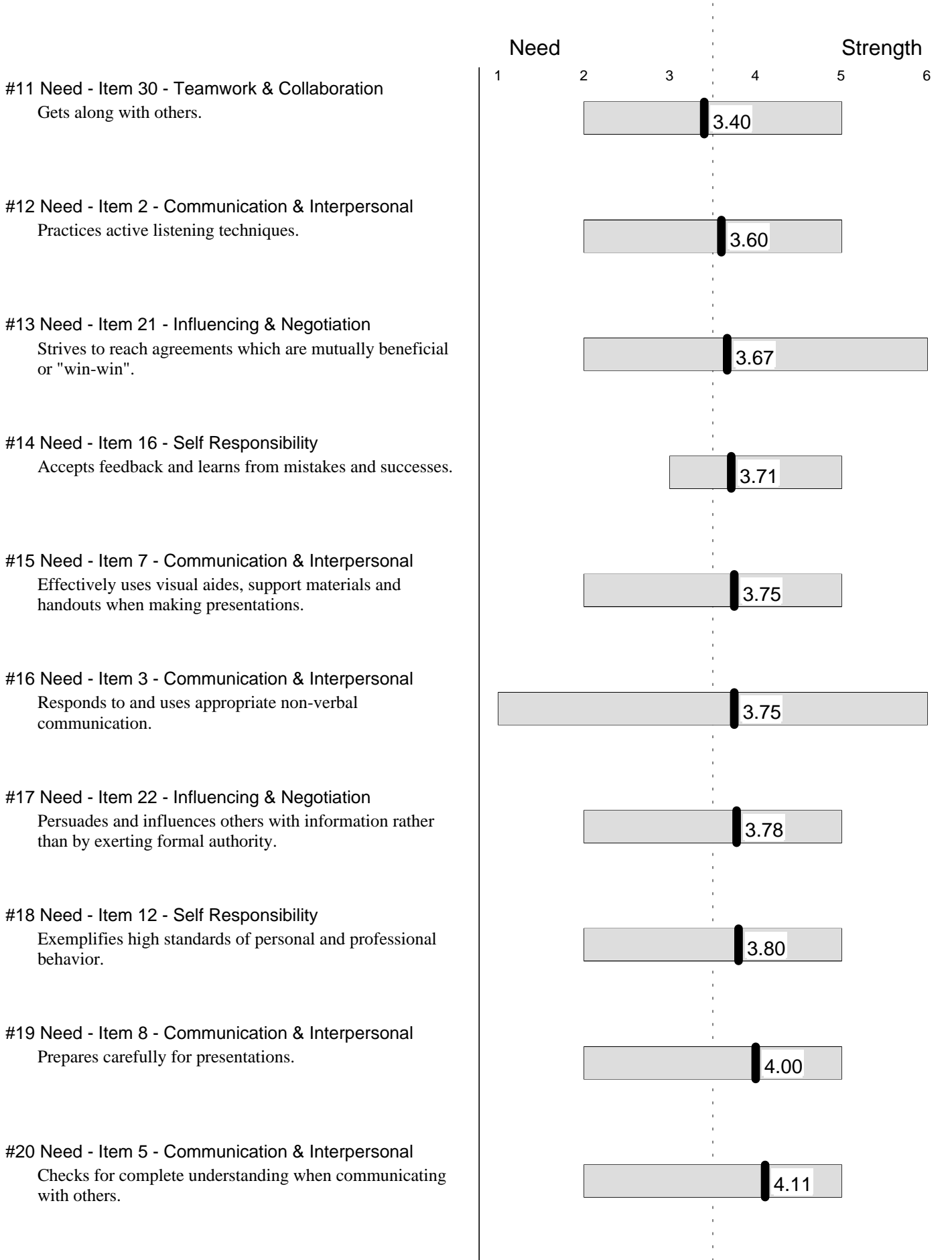
# Strengths / Needs Report Strengths



# Strengths / Needs Report Needs



# Strengths / Needs Report Needs



# Item Detail / Frequency Distribution Report

# Item Detail / Frequency Distribution Report

This report offers the most detailed look at the results of your **Edge 360 for Individual Contributors** assessment.

## Avoid "Paralysis By Analysis"

For many participants, this report provides more information than is really necessary to receive a benefit from this type of assessment. Concentrating on all the nitty-gritty details of an assessment such as this can sometimes create a kind of "paralysis by analysis." You can become so consumed by details that you lose sight of the overall picture - failing to see the forest for the trees. Having said that, however, this report can be very useful in pinpointing training needs and other areas for focus. For instance, if you show a training need in a particular task, it can be helpful to examine the individual behavior statements that describe that task and see if improvements in one or two specific behaviors could improve your overall performance of that task.

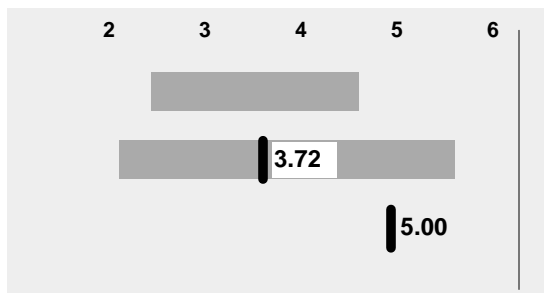
## Item Detail

### Task Ratings From Each Rating Group

The Item Detail shows your overall ratings for each of the leadership tasks measured by this assessment as rated by yourself, your supervisor, subordinates, peers, and customers.

### Avg Others Avg All

In addition to ratings from each rater group, you will see two more ratings: Avg Others and Avg All. The Avg Others rating is the average rating from all the raters except for yourself. The Avg All rating is the average rating from all the raters including yourself.



The gray bar shows the range of ratings given by the rating group.

The vertical black line indicates the average rating for that rating group. This average rating score is printed to the right of the vertical black line.

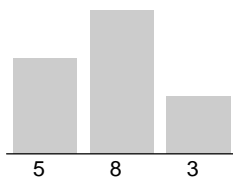
If there is no gray bar, then all the raters in that group gave you the same rating - there was no variance in their ratings.

## Number of Raters

- Self (1)
- Supervisor (1)
- Subordinates (3)
- Peers (3)
- Customers (2)
- Avg Others (9)
- Avg All (10)

Beside each rating group's label you will see a number in parentheses. This number reflects how many persons in that rating group gave a response for that particular item. For instance, the Self category will usually show "(1)" because you were the only rater counted in this category. If you failed to respond to an item, or chose "Not Sure" for that item on the assessment questionnaire, you would see "(0)" beside the Self label and no score would be shown on the graph.

## Frequency Distribution



The bar graph indicates what percentage of your raters gave you a specific rating. The taller the bar graph, the higher the percentage of raters giving that rating. Bar graphs are shown for ratings 1 through 6, as well as "n/a" which means that no rating was given by the rater.

The numbers underneath each bar graph indicate the number of raters giving that particular rating.

# Item Detail / Frequency Distribution Report

## Communication & Interpersonal

		1	2	3	4	5	6	1	2	3	4	5	6	n/a
<b>Item #1</b> Expresses verbal ideas clearly.	Self (1) Supervisor (1) Peers (2) Customers (6) Avg Others (9) Avg All (10)					5.0	6.0							
<b>Item #2</b> Practices active listening techniques.	Self (1) Supervisor (1) Peers (2) Customers (6) Avg Others (9) Avg All (10)					4.0	4.0							
<b>Item #3</b> Responds to and uses appropriate non-verbal communication.	Self (1) Supervisor (1) Peers (1) Customers (5) Avg Others (7) Avg All (8)					4.0	5.0							
<b>Item #4</b> Allows others to express emotions even when they are upset or angry.	Self (1) Supervisor (1) Peers (2) Customers (3) Avg Others (6) Avg All (7)					4.0	6.0							
<b>Item #5</b> Checks for complete understanding when communicating with others.	Self (1) Supervisor (1) Peers (2) Customers (5) Avg Others (8) Avg All (9)					5.0	5.0							
<b>Item #6</b> Asks open-ended questions to gain additional feedback and insight.	Self (1) Supervisor (1) Peers (2) Customers (4) Avg Others (7) Avg All (8)					4.0	5.0							

Communication & Interpersonal (cont'd)



Customer Focus

		1	2	3	4	5	6	1	2	3	4	5	6	n/a
	Self				4.00									
	Supervisor				4.50									
	Customers					5.25								
	Avg Others				4.88									
	Avg All				4.58			0	0	1	4	6	1	28
<b>Item #34</b> Educates customers on service delivery capability.	Self (1)					5.0								
	Supervisor (1)				4.0									
	Customers (1)					5.0								
	Avg Others (2)				4.5									
	Avg All (3)				4.7			0	0	0	1	2	0	7
<b>Item #35</b> Monitors customer service to identify gaps and unmet needs.	Self (1)			3.0										
	Supervisor (1)					5.0								
	Customers (1)					5.0								
	Avg Others (2)				5.0									
	Avg All (3)				4.3			0	0	1	0	2	0	7
<b>Item #36</b> Includes customer perspective in planning activities.	Self (1)				4.0									
	Supervisor (1)					5.0								
	Customers (1)													
	Avg Others (2)				5.5									
	Avg All (3)				5.0			0	0	0	1	1	1	7
<b>Item #37</b> Takes responsibility for action from customer feedback.	Self (1)				4.0									
	Supervisor (1)				4.0									
	Customers (1)					5.0								
	Avg Others (2)				4.5									
	Avg All (3)				4.3			0	0	0	2	1	0	7

Influencing & Negotiation

		1	2	3	4	5	6	1	2	3	4	5	6	n/a
	Self					4.67								
	Supervisor			3.67										
	Peers	2.42												
	Customers			3.14										
	Avg Others			3.08				3	12	15	12	8	1	9
	Avg All			3.47										
<b>Item #17</b> Demonstrates an approachable demeanor.	Self (1)					5.0								
	Supervisor (1)					5.0								
	Peers (2)	2.0												
	Customers (6)			2.7										
	Avg Others (9)			2.8				2	3	1	1	3	0	0
	Avg All (10)			3.0										
<b>Item #18</b> Negotiates with sensitivity and a sense of responsibility.	Self (1)					4.0								
	Supervisor (1)			3.0										
	Peers (2)	2.0												
	Customers (5)			3.0										
	Avg Others (8)			2.8										
	Avg All (9)			2.9				0	4	3	1	1	0	1
<b>Item #19</b> Takes responsibility for conflict and its resolution with supervisor, peers, subordinates, and customers.	Self (1)					4.0								
	Supervisor (1)					4.0								
	Peers (1)	1.0												
	Customers (3)			3.0										
	Avg Others (5)			2.8										
	Avg All (6)			3.0				1	1	1	3	0	0	4
<b>Item #20</b> Builds relationships and clarifies misunderstandings with minimal conflict.	Self (1)					4.0								
	Supervisor (1)			3.0										
	Peers (2)			3.0										
	Customers (4)			3.0										
	Avg Others (7)			3.0										
	Avg All (8)			3.1				0	2	3	3	0	0	2
<b>Item #21</b> Strives to reach agreements which are mutually beneficial or "win-win".	Self (1)						6.0							
	Supervisor (1)			3.0										
	Peers (2)			3.5										
	Customers (5)			3.4										
	Avg Others (8)			3.4										
	Avg All (9)			3.7				0	1	4	2	1	1	1
<b>Item #22</b> Persuades and influences others with information rather than by exerting formal authority.	Self (1)					5.0								
	Supervisor (1)					4.0								
	Peers (2)			3.0										
	Customers (5)			3.8										
	Avg Others (8)			3.6										
	Avg All (9)			3.8				0	1	3	2	3	0	1

Organizational Awareness

		1	2	3	4	5	6	1	2	3	4	5	6	n/a
<b>Item #23</b>	Self (1)					5.0								
Anticipates and responds to the needs of other sections or divisions within the organization.	Supervisor (1)					5.0								
	Peers (1)	2.0												
	Customers (5)					4.6								
	Avg Others (7)					4.3								
	Avg All (8)					4.4								
<b>Item #24</b>	Self (1)					5.0								
Anticipates impact of actions on other groups, sections, or divisions.	Supervisor (1)					5.0								
	Peers (2)					3.5								
	Customers (5)					5.0								
	Avg Others (8)					4.6								
	Avg All (9)					4.7								
<b>Item #25</b>	Self (1)					5.0								
Understands how individual jobs impact the organization as a whole.	Supervisor (1)					5.0								
	Peers (1)					4.0								
	Customers (5)					4.8								
	Avg Others (7)					4.7								
	Avg All (8)					4.8								
<b>Item #26</b>	Self (1)					3.0								
Keeps current with changes within the organization.	Supervisor (1)					5.0								
	Customers (5)					5.0								
	Avg Others (6)					5.0								
	Avg All (7)					4.7								



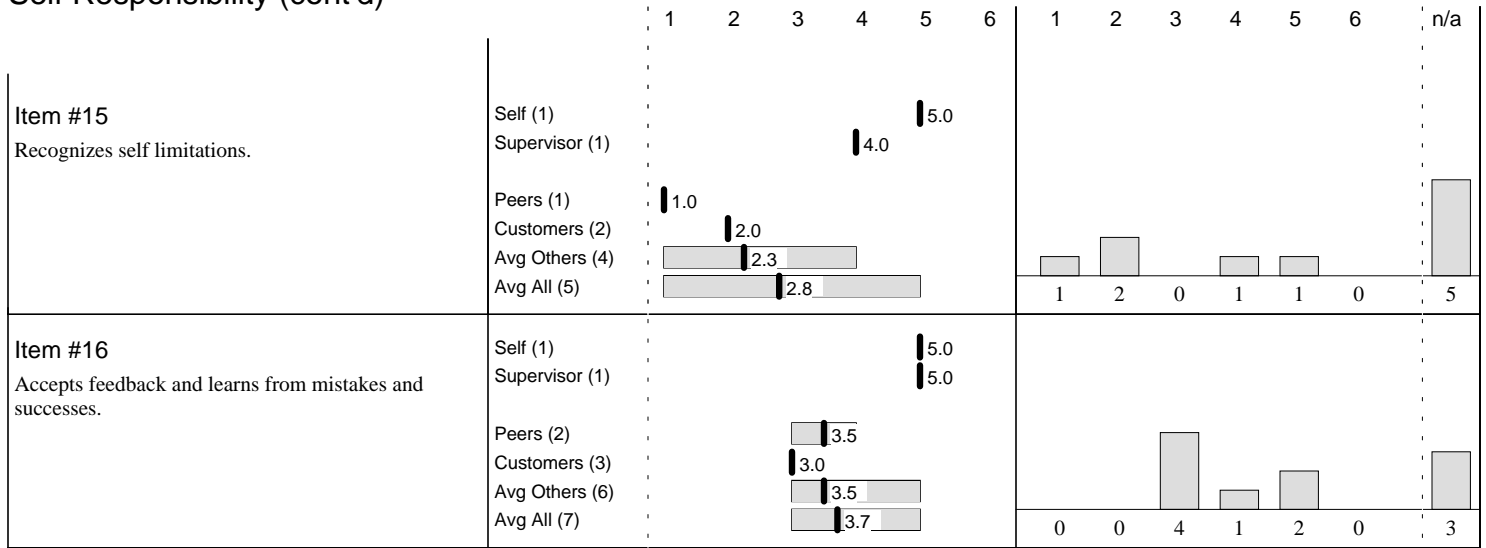
Problem Solving & Decision Making (cont'd)

		1	2	3	4	5	6	1	2	3	4	5	6	n/a
<b>Item #44</b> Changes work priorities to meet changing demands of the work area or department.	Self (1)				4.0									
	Supervisor (1)					5.0								
	Peers (1)			3.0										
	Customers (5)					5.0								
	Avg Others (7)					4.7								
	Avg All (8)					4.6								
								0	0	1	2	4	1	2
<b>Item #45</b> Is able to make decisions based on an appropriate level of information (i.e. 80/20 rule).	Self (1)				4.0									
	Supervisor (1)					5.0								
	Peers (1)			3.0										
	Customers (4)					4.5								
	Avg Others (6)					4.3								
	Avg All (7)					4.3								
								0	0	2	2	2	1	3

Self Responsibility

		1	2	3	4	5	6	1	2	3	4	5	6	n/a
	Self					4.88								
	Supervisor					4.88								
	Peers			3.10										
	Customers					4.42								
	Avg Others					4.13								
	Avg All					4.32		1	5	6	7	27	10	24
<b>Item #9</b> Maintains confidentiality.	Self (1)					5.0								
	Supervisor (1)						6.0							
	Customers (6)					5.3						5	3	2
	Avg Others (7)					5.4								
	Avg All (8)					5.4		0	0	0	0	5	3	2
<b>Item #10</b> Develops a personal learning plan and takes responsibility for self improvement.	Self (1)					4.0								
	Supervisor (1)					4.0								
	Customers (2)					5.5								
	Avg Others (3)					5.0						2	1	1
	Avg All (4)					4.8		0	0	0	2	1	1	6
<b>Item #11</b> Stays current with job skills.	Self (1)					5.0								
	Supervisor (1)					5.0								
	Peers (2)					5.0								
	Customers (5)					5.8								
	Avg Others (8)					5.5						1	3	5
	Avg All (9)					5.4		0	0	0	1	3	5	1
<b>Item #12</b> Exemplifies high standards of personal and professional behavior.	Self (1)					5.0								
	Supervisor (1)					5.0								
	Peers (2)			2.0										
	Customers (6)					4.0								
	Avg Others (9)					3.7								
	Avg All (10)					3.8								
								0	3	1	1	5	0	0
<b>Item #13</b> Takes initiative.	Self (1)					5.0								
	Supervisor (1)					5.0								
	Peers (2)					4.0								
	Customers (5)					5.2								
	Avg Others (8)					4.9								
	Avg All (9)					4.9								
								0	0	1	0	7	1	1
<b>Item #14</b> Sets high yet realistic personal and professional goals.	Self (1)					5.0								
	Supervisor (1)					5.0								
	Customers (2)					4.5								
	Avg Others (3)					4.7								
	Avg All (4)					4.8								
								0	0	0	1	3	0	6

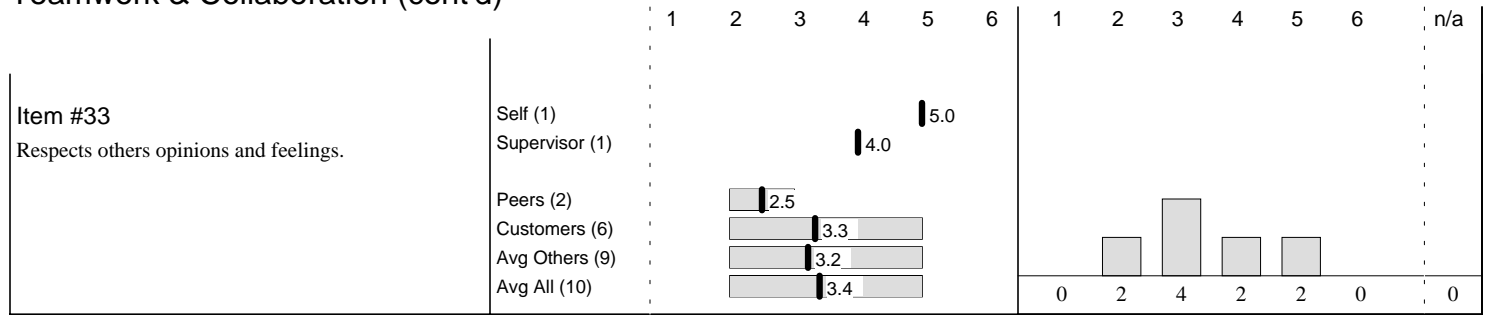
Self Responsibility (cont'd)



Teamwork & Collaboration

		1	2	3	4	5	6	1	2	3	4	5	6	n/a
<b>Item #27</b> Contributes to a positive work environment.	Self (1)					5.0								
	Supervisor (1)					5.0								
	Peers (2)	1.5												
	Customers (5)				3.4									
	Avg Others (8)				3.1									
	Avg All (9)				3.3									
<b>Item #28</b> Works effectively in a team environment.	Self (1)					5.0								
	Supervisor (1)				4.0									
	Peers (2)	2.5												
	Customers (5)				2.8									
	Avg Others (8)				2.9									
	Avg All (9)				3.1									
<b>Item #29</b> Respects diversity and differing points of view and contributes to a harassment-free work place.	Self (1)					5.0								
	Supervisor (1)					6.0								
	Peers (1)	2.0												
	Customers (5)				4.6									
	Avg Others (7)				4.4									
	Avg All (8)				4.5									
<b>Item #30</b> Gets along with others.	Self (1)					5.0								
	Supervisor (1)				4.0									
	Peers (2)	2.5												
	Customers (6)				3.3									
	Avg Others (9)				3.2									
	Avg All (10)				3.4									
<b>Item #31</b> Works well with individuals in different sections and divisions within the organization.	Self (1)					5.0								
	Supervisor (1)			3.0										
	Peers (2)			3.0										
	Customers (5)			3.0										
	Avg Others (8)			3.0										
	Avg All (9)			3.2										
<b>Item #32</b> Integrates fun in the workplace.	Self (1)					5.0								
	Supervisor (1)			3.0										
	Peers (2)	1.5												
	Customers (5)			2.0										
	Avg Others (8)			2.0										
	Avg All (9)			2.3										

Teamwork & Collaboration (cont'd)





# Written Comments

# Written Comments

These written comments have been provided by your assessors to provide further feedback, observations, and suggestions for your continued development. These comments are presented as they have been received, without editing or alterations made.

# Written Comments

Things the person does that should be continued:

- Detailed analysis when new systems/processes are being tested or when problems occur with existing systems.
- He is highly intelligent and extremely detail- oriented. These qualities make him very effective at his programming responsibilities and at analyzing data. He is very dedicated to getting his work done and seems to work best on his own adhering to the schedules and priorities set by his manager.
- He is a very diligent worker. He has exceptional computer/programming skills.
- He is very intelligent and knowledgeable in his area of work and he knows his stuff - to that end he should continue the good work he does.
- He is very methodical and deliberate when addressing an issue which is a good quality for someone in his position. He is very thorough when addressing problems, is effective at identifying all affected areas, and generally does a solid job with resolution. When analyzing an issue or enhancement, he does a good job of weighing alternative approaches so as to take the best possible path to achieve the maximum benefit.
- As far as I know, the work he produces is of good quality. In this area of his job, he should be considered an asset to us.
- He is extremely conscientious with his work. He leaves no stone unturned when investigating a problem, and does a good job analyzing projects from multiple angles. He is meticulous and precise, and will strive to make his projects as perfect as they can possibly be.
- He is very good at problem solving and anticipating potential problems.
- Maintain high level of technical skills

What could this person do to be more effective?

- Improve communication with other departments.
- He seems willing to change and grow his knowledge of the ever-expanding systems.
- I think he needs to learn that sometimes the company may not run in the most efficient manner and that he needs to learn to accept that as part of being part of a large organization.
- He could care to listen to people more, not be condescending and try to be more helpful with questions people have. He tends not to listen carefully and then explains things in a rather complicated way when there is often an easy one line clear answer.
- 1. Improving interpersonal communication skills 2. Work at getting along with fellow workers - both within his own department and within other departments. 3. Become a team player. 4. Work toward understanding the viewpoint of another person before making judgements. 5. Learn how to collaborate with others to obtain effective results. 6. Be more respectful of others - remember, everyone makes contributions in an effective workplace.
- Some improvement with basic interpersonal workplace skills would be appreciated (see #3.) Generally, I know of no one who has problems with the quality of his work, just the way he goes about doing his job, in his interactions with others.

### What could this person do to be more effective? (cont'd)

- He could benefit by making an effort to take his work in stride. He seems to get overly frustrated when things don't work as anticipated, plans change, or he makes a mistake. These reactions can have the unintended affect of alienating co-workers.
- Improve on Teamwork Building.
- Learn more about organization and product lines Improve organizational and time management skills

### What does this person do that should be stopped?

- He often overreacts to initial requests made of him. This is why I believe people find him difficult to approach and go out of their way in order to avoid involving him in team projects or at least communicating to him what is needed. Once he gets over his initial outburst, he is very helpful and dedicated to completing the tasks asked of him.
- He reacts to quickly to news he doesn't like regarding what the company is doing, usually in a heated upset way.
- 1. Stop being confrontational with others. This shows a lack of respect as well as a lack of manners. 2. Stop being rude to others - this is a real problem that turns people off. 3. Stop being obsessed with negatives - how many times does he have to bring up a negative issue (even years after it occurred)? 4. Stop being so self absorbed - other people have commitments and obligations too!
- He should work on some of his interpersonal skills and behaviors. In my dealings with him, I find that, when approached personally, he generally opens the conversation with the fact that he's generally 'too busy' to discuss or devote time to the issue you are bringing to his attention. Yet, when he wants to talk with someone, he'll hover outside conference rooms during meetings until he gets the attention of the person inside that he's seeking.
- He needs to display a greater respect for his co-workers. He needs to be more diplomatic with their opinions, and open when listening to their ideas. He needs to not take things personally when a co-worker has criticism or a differing opinion of a project that he worked on.
- At times, he may not be sensitive to someone else's perspective, especially if it differs from his perspective.

# Action Plans

# Action Plans

Use the following pages to create your own personalized action plan for further development. This action plan should include steps to build on the strengths you have identified, and to further develop areas of need.

1. Select no more than three strengths and three needs to start with and list those on the following pages.
2. State your objective (*what do you want to do?*) regarding this particular strength or need.
3. Plan appropriate actions, learning experiences, and exercises to further develop this area.
4. Identify other people and resources that you can turn to for assistance in developing this area.
5. Finally, set specific target dates or milestones for completion of these development activities.

You might want to turn to your supervisor, peers, or others to help develop your action plan. Discuss this plan with others, get additional ideas and feedback, involve others in helping you achieve your objectives.

As you reach your objectives and complete these plans, turn to a new strength or need and continue to develop your skills and abilities as an effective leader.

# Strengths On Which To Build

<b>Strength:</b>	<b>Objective:</b>		
<b>Actions:</b>	<b>Resources / People:</b>	<b>Milestone / Target Dates:</b>	

<b>Strength:</b>	<b>Objective:</b>		
<b>Actions:</b>	<b>Resources / People:</b>	<b>Milestone / Target Dates:</b>	

<b>Strength:</b>	<b>Objective:</b>		
<b>Actions:</b>	<b>Resources / People:</b>	<b>Milestone / Target Dates:</b>	

# Notes:

# Needs To Address

<b>Need:</b>	<b>Objective:</b>		
<b>Actions:</b>	<b>Resources / People:</b>	<b>Milestone / Target Dates:</b>	

<b>Need:</b>	<b>Objective:</b>		
<b>Actions:</b>	<b>Resources / People:</b>	<b>Milestone / Target Dates:</b>	

<b>Need:</b>	<b>Objective:</b>		
<b>Actions:</b>	<b>Resources / People:</b>	<b>Milestone / Target Dates:</b>	

# Notes: