



## **Sample Sales Director Model 360 Feedback Report**

*for* Doug Example

4/27/1999

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**THE MODEL**Doug Example  
4/27/1999**Sample Sales Director Model**

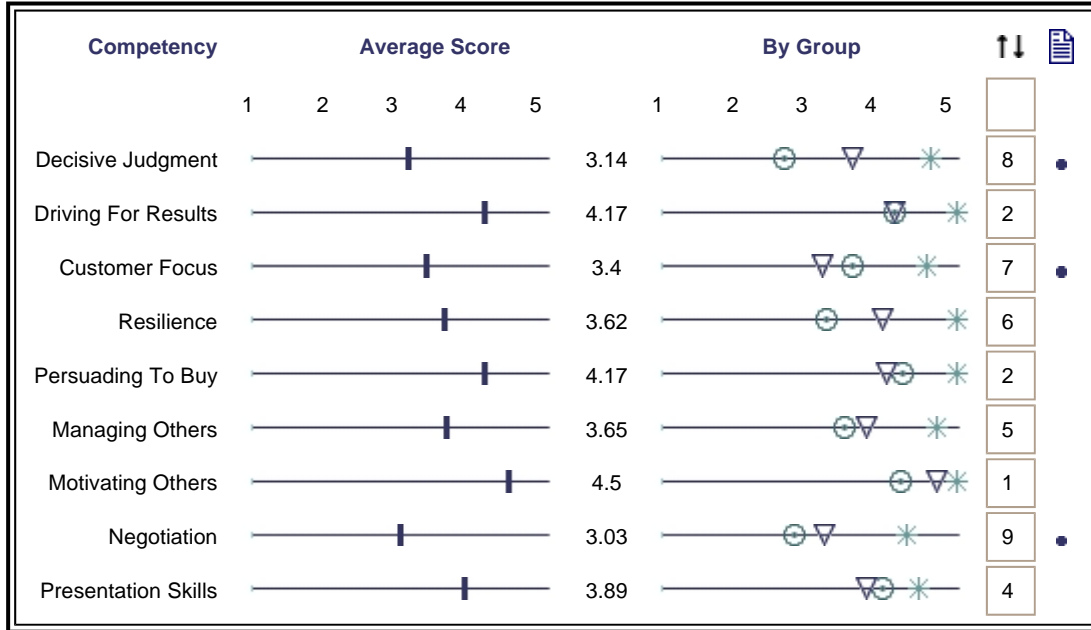
|                            |   |
|----------------------------|---|
| <b>Decisive Judgment</b>   | Making good decisions in a timely and confident manner.   |
| <b>Driving For Results</b> | Challenging, pushing the organization and themselves to excel and achieve.  |
| <b>Customer Focus</b>      | Anticipating customers' needs and designing, promoting or supporting the delivery of products and services that exceed customers' expectations. |
| <b>Resilience</b>          | Effectively dealing with work related problems, pressure, and stress in a professional and positive manner.                                     |
| <b>Persuading To Buy</b>   | Convincing others to buy a product or service.  |
| <b>Managing Others</b>     | Directing and leading others to accomplish organizational goals and objectives.   |
| <b>Motivating Others</b>   | Inspiring others to perform well by actively conveying enthusiasm and a passion for doing a good job.   |
| <b>Negotiation</b>         | Identifying the needs and motives of both parties involved and working toward mutually beneficial agreements.                                   |
| <b>Presentation Skills</b> | Having the skills to effectively communicate to an audience in a formal setting.  |

**OVERALL SUMMARY**

Doug Example  
4/27/1999

**Sample Sales Director Model**  
*Your Summary Competency Ratings*

■ = ALL \* = Self (1) ⊕ = Boss (1) ▽ = DirRpt (3)



↑↓ This column shows the rank order of your scores on each competency starting with "1" as your highest score and "9" as your lowest.

📄 Detailed results are provided for each competency on the following pages. From these results, Assess 360 has attempted to determine those competencies you should consider first in a developmental plan. Based on this, developmental suggestions are provided in this report for the following competencies:

- Negotiation
- Decisive Judgment
- Customer Focus

## COMPETENCY RESULTS

### Relative Competency Rank



Low.....

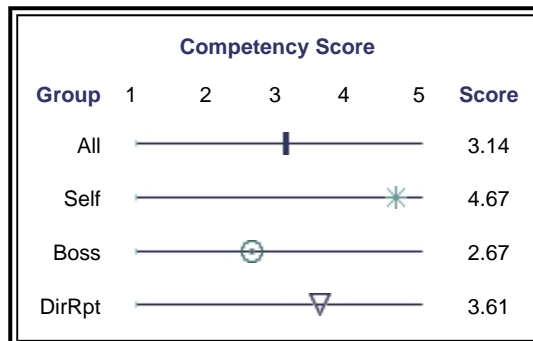
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

### Decisive Judgment

Making good decisions in a timely and confident manner.

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



| Behavior Strengths and Weaknesses<br>+ = above norm (or 3.75 and up) - = below norm (or 2.25 and down) | Competency Score |      |        |
|--|------------------|------|--------|
|  | Self             | Boss | DirRpt |
| 1. Takes personal responsibility for making decisions  | +                | +    |        |
| 2. Wisely considers alternatives and possible consequences   | +                | -    |        |
| 3. Makes good decisions  | +                | -    |        |
| 4. Decides in a timely manner  | +                | +    | +      |
| 5. Decides with conviction and does not second guess the decision without very good new information    | +                | -    |        |
| 6. Confidently takes action based on his/her decisions   | +                |      | +      |

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

## COMPETENCY RESULTS

### Relative Competency Rank



Low.....

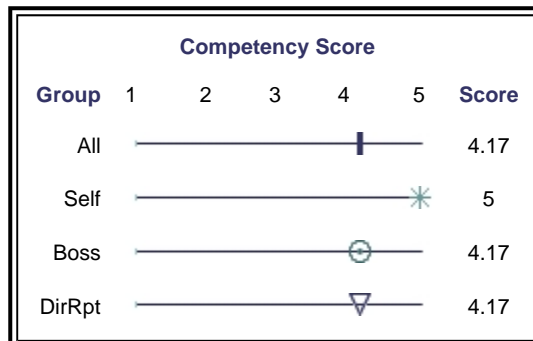
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

### Driving For Results

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

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



| Behavior Strengths and Weaknesses<br>+ = above norm (or 3.75 and up) - = below norm (or 2.25 and down) | Competency Score |      |        |
|--|------------------|------|--------|
|  | Self             | Boss | DirRpt |
| 1. Challenges self and the organization to set high expectations                                       | +                | +    | +      |
| 2. Sets or helps to set appropriate goals and objectives   | +                | +    | +      |
| 3. Exerts the personal effort and hard work to achieve results   | +                | +    | +      |
| 4. Does not give up easily, persists   | +                | +    |        |
| 5. Overcomes obstacles to achieve results  | +                | +    | +      |
| 6. Achieves results  | +                | +    | +      |

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

## COMPETENCY RESULTS

### Relative Competency Rank



Low.....

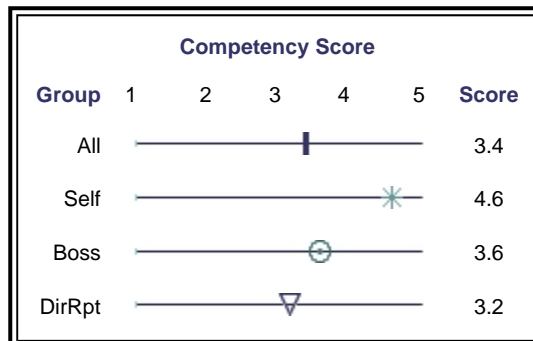
.....High

### Customer Focus

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

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

Strongly Disagree = 1 ... Strongly Agree = 5



| Behavior Strengths and Weaknesses<br>+ = above norm (or 3.75 and up) - = below norm (or 2.25 and down)                       | Self  | Boss | DirRpt |
|--|---|------|--------|
|  | 1. Actively gathers information about customers' businesses and works to understand their business perspectives | +    | +      |
| 2. Listens to and values customers' needs, suggestions and feedback  | +   |      |        |
| 3. Anticipates customers' needs  | +   | +    |        |
| 4. Within his/her areas of control, will develop or customize products and services to better meet the needs of the customer | +   |      |        |
| 5. Actively champions the fulfillment of customers' needs within his/her group and the organization as a whole               | +   | +    |        |

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

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## COMPETENCY RESULTS

### Relative Competency Rank



Low.....

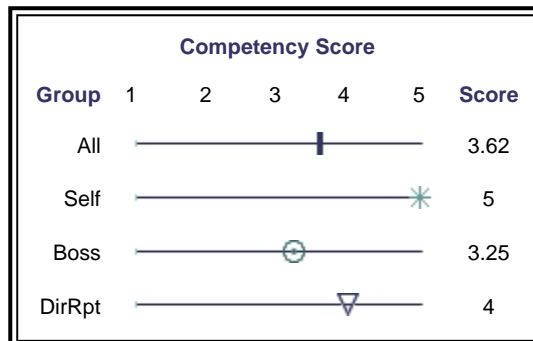
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

### Resilience

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

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



| Behavior Strengths and Weaknesses<br>+ = above norm (or 3.75 and up) - = below norm (or 2.25 and down)   | Competency Score |      |        |
|--|------------------|------|--------|
|  | Self             | Boss | DirRpt |
| 1. Is consistently positive in his/her attitudes about work  | +                | +    | +      |
| 2. Consistently behaves in a professional manner, regardless of circumstances                            | +                | -    |        |
| 3. Maintains a positive attitude despite stress and frustration  | +                |      |        |
| 4. Recovers quickly from disappointment, customer rejection, unfulfilled expectations and other setbacks | +                | +    | +      |

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

## COMPETENCY RESULTS

### Relative Competency Rank



Low.....

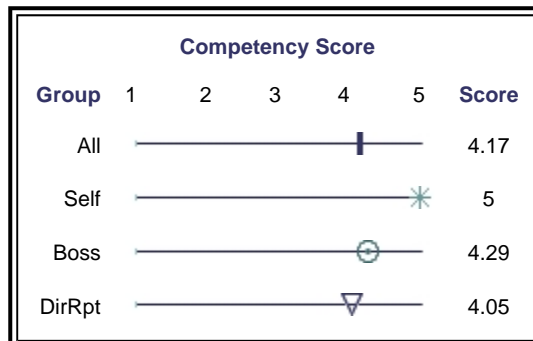
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

### Persuading To Buy

Convincing others to buy a product or service.

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



| Behavior Strengths and Weaknesses  |      |      |        |
|--|------|------|--------|
|  | Self | Boss | DirRpt |
| <b>+</b> = above norm (or 3.75 and up) <b>-</b> = below norm (or 2.25 and down)  |      |      |        |
| 1. Has the courage or strength of purpose to sell                                | +    | +    | +      |
| 2. Is highly knowledgeable about the product or service that is being promoted   | +    | +    | +      |
| 3. Attempts to understand his/her audience and adapt his/her message to fit them | +    |      |        |
| 4. Uses direct persuasion in sales discussions or presentations                  | +    | +    | +      |
| 5. Anticipates and confidently addresses objections or concerns                  | +    | +    |        |
| 6. Is persistent and assertive without being excessively pushy                   | +    | +    |        |
| 7. Effectively persuades others to buy   | +    | +    | +      |

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

## COMPETENCY RESULTS

### Relative Competency Rank



Low.....

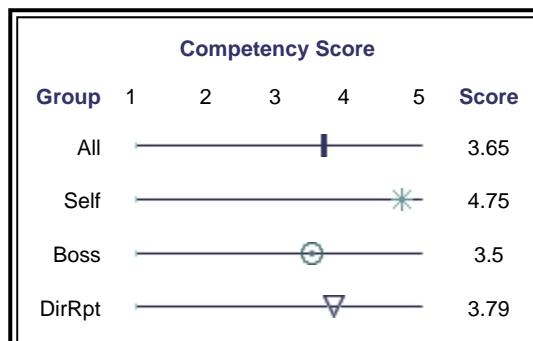
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

### Managing Others

Directing and leading others to accomplish organizational goals and objectives.

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



| Behavior Strengths and Weaknesses<br>+ = above norm (or 3.75 and up) - = below norm (or 2.25 and down)   | Competency Score |      |        |
|--|------------------|------|--------|
|  | Self             | Boss | DirRpt |
| 1. Has a desire to lead or direct others and exerts the effort to do so  | +                | +    | +      |
| 2. Inspires others to perform by setting a good example of hard work and a willingness to extend him/herself to meet objectives  | +                | +    | +      |
| 3. Knows the strengths and weaknesses of each of the members of his/her group  | +                | -    |        |
| 4. Sensibly delegates and assigns tasks to others according to their capacities  | +                | -    | -      |
| 5. Is fair and objective and does not play favorites   | +                |      | +      |
| 6. Educates, trains and otherwise prepares his/her people to be effective in their jobs  | +                | +    | +      |
| 7. Holds others accountable for results and responsibly councils, reprimands or takes other necessary action when others do not perform at the level of their capability | +                | +    | +      |
| 8. Assumes personal responsibility for the success or failure of his/her group, collectively and individually  | +                | +    | +      |

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

Doug Example  
4/27/1999

## COMPETENCY RESULTS

### Relative Competency Rank



Low.....

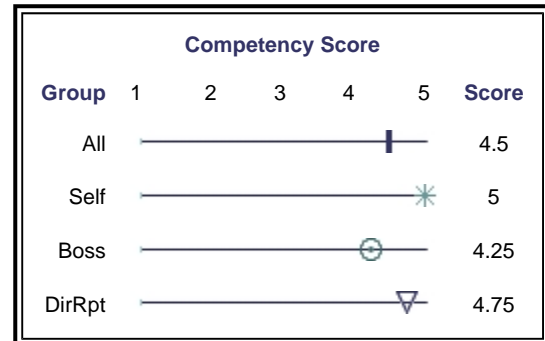
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

### Motivating Others

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

People who display this competency encourage and inspire others.



| Behavior Strengths and Weaknesses<br>+ = above norm (or 3.75 and up) - = below norm (or 2.25 and down) | Self  | Boss | DirRpt |
|--|---|------|--------|
|  | 1. Displays a personal passion and self-motivation to perform at a high level | +    | +      |
| 2. Places a high value on creating and maintaining high levels of passion and enthusiasm in others     | +   | +    | +      |
| 3. Adapts his/her motivational style to fit different people   | +   | +    | +      |
| 4. Generates enthusiasm and passion in most or all of the people with whom he/she works                | +   | +    | +      |

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

Doug Example  
4/27/1999

## COMPETENCY RESULTS

### Relative Competency Rank



Low.....

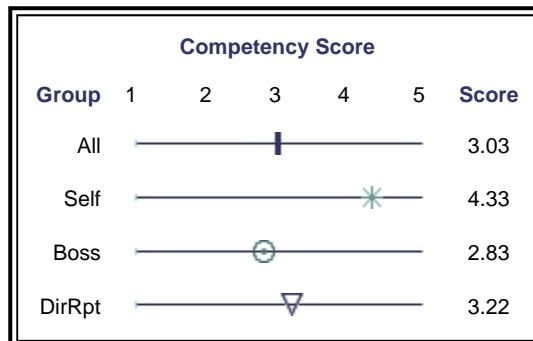
.....High

### Negotiation

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

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

Strongly Disagree = 1 ... Strongly Agree = 5



| Behavior Strengths and Weaknesses<br>+ = above norm (or 3.75 and up) - = below norm (or 2.25 and down)                    | Competency Score |      |        |
|---|------------------|------|--------|
|   | Self             | Boss | DirRpt |
| 1. Tries to understand the issues from the other party's perspective  | +                | -    |        |
| 2. Influences the other party to see the issues from his/her perspective  | +                | +    | +      |
| 3. Tries to establish a discussion framework that recognizes that both parties must prosper                               | +                | -    |        |
| 4. Does not concede so much that his/her organization cannot profit from the agreement                                    | +                | +    |        |
| 5. Does not exact concessions from the other party that are so high that the other party cannot profit from the agreement | +                | -    |        |
| 6. Reaches agreements that are mutually beneficial  | +                |      |        |

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

Doug Example  
4/27/1999

### COMPETENCY RESULTS

**Relative Competency Rank**



Low.....

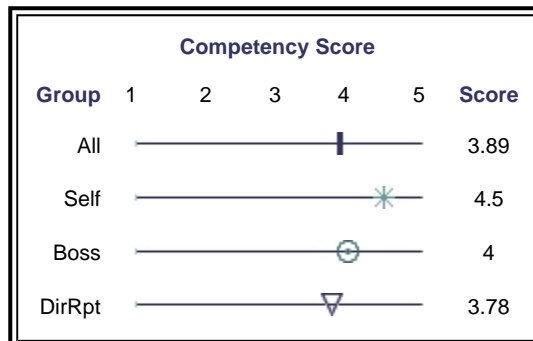
.....High

### Presentation Skills\*

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

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

Strongly Disagree = 1 ... Strongly Agree = 5



| <b>Behavior Strengths and Weaknesses</b>   |      |      |        |
|--|------|------|--------|
|  | Self | Boss | DirRpt |
| <b>+ = above norm (or 3.75 and up) - = below norm (or 2.25 and down)</b>                       |      |      |        |
| 1. Is able to organize and articulate his/her thoughts and ideas clearly                       | +    | +    | +      |
| 2. Uses visual presentation tools to deliver information in a straight-forward and logical way | +    |      |        |
| 3. Is well prepared before he/she presents   | +    | +    |        |
| 4. Presents a mix of broad issues and detail appropriate for the audience                      | +    | +    | +      |
| 5. Delivers smoothly   | +    | +    | +      |
| 6. Engages the audience  | +    | +    | +      |

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

**COMMENTS**

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Doug Example  
4/27/1999

No comments were recorded.

Doug Example  
4/27/1999

## Development Suggestions

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

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

Doug Example  
4/27/1999

## DEVELOPMENT SUGGESTIONS

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### Negotiation

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

#### Adopt a Win-Win Approach

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

#### Know Your Counterpart(s)

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

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

#### Develop a Sound Negotiation Strategy

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

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



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

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

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

### Use Positive Assertiveness

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

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

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



#### Books

[Getting to Yes: Negotiating Agreement Without Giving In](#) Roger Fisher, William Ury and Bruce Patton (Editor). [Overview](#)

[Negotiating Skills for Managers](#) Steven Cohen. [Overview](#)

[Essentials of Negotiation](#) Roy J. Lewicki (Editor), David Saunders, Bruce Barry and John Minton. [Overview](#)

[A Woman's Guide to Successful Negotiating: How to Convince, Collaborate, & Create Your Way to Agreement](#) Lee E. Miller and Jessica Miller. [Overview](#)

[Global Business Negotiations: A Practical Guide](#) Claude Cellich and Subhash C. Jain. [Overview](#)

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

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

[The Dynamics of Conflict Resolution: A Practitioner's Guide \(2000\)](#) Bernard Mayer and Bernard S. Mayer. [Overview](#)



#### Multimedia

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

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

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

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

[How to Listen](#) Harvard Business Online. [Overview](#)

[How to Manage Conflict, Anger & Emotion](#) CareerTrack. [Overview](#)

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

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### On-line Learning

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

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

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

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

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

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

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

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### Public Courses

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

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

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

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

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

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

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

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

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

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

[Negotiating Skills](#) Washington, University of. [Overview](#)



## DEVELOPMENT SUGGESTIONS

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### Decisive Judgment



We all know that making the wrong decision can have significant consequences. Likewise, failing to make a timely decision can lead to lost opportunities. Decision makers in the business environment must constantly seek to balance decision quality against timeliness.

If you received feedback suggesting that you need to improve in this area, avoid the tendency to simply make all decisions faster. This singular approach will not satisfy every situation, and may lead to serious mistakes. To properly address this competency in the many different circumstances that require making decisions and acting on the basis of those decisions, you should develop a set of strategies for recognizing key aspects of each decision situation and adjusting your decision making style to fit the situation.

Below are a few guidelines to help get you started. The resources listed at the end of this section provide more detailed guidance.

#### Identify the problem situation

Problems vary. So do the best methods for solving them. To help you understand the problem-solving situation you are faced with, think about decisions varying along two dimensions:

- Complexity - the degree to which a decision or problem is difficult to reduce or analyze.
- Consequence - the importance of the result produced by the decision.

How much time you invest, the extent you involve others, and the general approach you use should all vary according to the complexity and consequence of the decision. Here are some guidelines for each decision type:

#### High complexity, high consequence

This is a high-stakes decision. The problem is not easy to analyze - perhaps there are many conditions that must be satisfied, the information is ambiguous, many parties have a stake in the decision, and/or the options are not well defined. In addition, the consequences of a poor decision are high - perhaps it impacts many people or is difficult to reverse. The best approach in this type of situation is to take your time and involve others. Use all the tools at your disposal and draw on the expertise of all involved.

#### Low complexity, low consequence

On the other end of the spectrum are decisions that are simple and of little consequence. The best approach here is to just make a decision yourself without wasting your time or that of others. Use a simple decision technique if you need to employ any tool at all. If the decision proves incorrect, you can probably change it later without substantial cost.

**High complexity, low consequence**

Be careful not to waste too much time on this type of decision. Even though it is complex, it has little importance. Often the best approach is to ask an expert for a solution. The expert will have done the complex analysis already, which will save you from investing your resources.

**Low complexity, high consequence**

This type of decision looks deceptively simple. Often the consequences are not immediately apparent. Given the importance of the consequences, it is a good idea to involve others and invest a reasonable amount of time evaluating the options.

**Apply the best method**

An old axiom states, "If the only tool you have is a hammer, every problem looks like a nail." Everyone knows some tools and techniques for decision-making - "trust your instincts", "ask the expert", "do the numbers", etc. Naturally, people tend to rely on decision-making techniques that are familiar and have served them well in the past. Unfortunately, many of us continue to apply the same techniques no matter what type of decision we face.

Timely and effective decision-making requires preparation. Start by filling your decision-making "toolbox" with a diversity of techniques. A huge array of decision-making tools and techniques exist. A few of these techniques are mentioned here; more can be found in the resources listed at the end of this developmental suggestion.

- *Logic Techniques.* Logic techniques are methods of critically analyzing options and recognizing assumptions. Some of these are as simple as writing down a list of pros and cons. Others are more complex, such as decision trees, SWOT analyses, root cause analyses, utility trees, and force field analyses.
- *Quantitative Analysis Tools.* Some decisions lend themselves well to data or numerical analysis. As with logic techniques, these tools vary in complexity. A quick examination of data averages or trends can often shed light on a decision. In other cases, complex statistical analyses may be more appropriate.
- *Involving Others.* Involving others can significantly improve both decision quality and group adoption of the decision. An expert's advice can often reduce the complexity of a decision. A trusted mentor can often help you clarify your ideas. Groups are a good source for brainstorming new ideas or approaches.

Make a conscious effort to try some of the less familiar techniques. Push yourself to incorporate new methods into your decision-making "toolbox," even if they seem uncomfortable at first.

In addition, there are a variety of things you can do to build your general decision-making abilities, regardless of the specific tools or techniques you employ. Here are a few ideas:

- Seek opportunities to expand your knowledge of other work areas or specialties. Volunteer to be on a task force that will expose you to new situations and different departments within the organization. Seeing the problems and solutions from a different perspective is likely to provide you with more insight.
- Take a course on decision-making or problem solving. These courses can teach you techniques to analyze information. Many of these decision or problem solving techniques can easily be incorporated into your day-to-day work.
- Ask someone to be your mentor. Pick a person who is recognized as a good and wise decision maker. Ask to "shadow" them as they make both ordinary day-to-day decisions and highly complex, critical decisions. Try to learn how they determine which decisions can be made quickly without special consideration and which require more careful and thorough consideration. Discuss your decision situations and learn from their advice.
- Join a professional association to learn best practices. Try to find three useful solutions from other companies and implement them in your organization.
- Subscribe to a business journal that offers case studies of important business decisions. Consider implementing one or

more of these solutions in your organization.

- Take a refresher course or a short-term management development program. This could be a for-credit course from a local college or a correspondence course if there is not a school close by. If the decisions you are making are more technical in nature, enroll in a training program or courses directly related to your area of specialty.

### Avoid common biases

Here are a few of the common biases that result in poor decisions. Make a conscious effort to avoid these decision biases:

#### **Most recent information.**

*"The information I received most recently affects my decision more than it should."* Be sure to review all the facts before making a decision, not just the ones that you encountered most recently.

#### **Confirmation.**

*"I only pay attention to the information that confirms what I already believe."* Discipline yourself to be receptive to all credible information, regardless of whether it confirms or disconfirms the decision you favor. Be especially objective in your evaluations when you know that you have strong prior opinions.

#### **False correlation.**

*"I assume there is a cause-and-effect relationship between two things because they appear to occur together."* Remember, many things happen together simply by chance or because a third thing is causing both. Look for true causality not just coexistence.

#### **Overconfidence.**

*"I have so much confidence in my judgment that I fail to fact-find or I ignore the facts available to me before making a decision."* Remember, many of the worst mistakes are made when people make decisions "blind" - without good information - or on the basis of their "instincts" or feelings.

### Act with confidence

One of the most important steps in decision-making is to take action. If you tend to overthink problems, try the following suggestions:

- *Trust yourself.* Once you have made up your mind on the basis of good information, try not to second-guess yourself. If you notice yourself being hesitant after you have reviewed all the data, try to figure out why you are lacking confidence in the decision. What is making you nervous about taking action? Evaluate past decisions to see if you were nervous prior to acting on them. Is this a natural response for you? If so, try to accept this nervousness as normal and move ahead with the decision.
- *Display confidence in yourself and your decisions.* Use clear, firm language when talking about your decisions. Avoid equivocation and vacillation -- "Well.... I think we should do this.... but then again, maybe we should do that..."
- *Before working on a decision, set a deadline for making the decision.* Work within that time frame and hold yourself accountable for taking action. If you take longer, evaluate why you took longer and what you could have done differently to improve your decision time.
- *Be proactive.* Plan ahead for any important decisions you anticipate in the future. Begin to gather the required information beforehand so that you will be ready when the time comes.



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

[The Thinker's Toolkit: Fourteen Powerful Techniques for Problem Solving \(1998\)](#) Morgan D. Jones. [Overview](#)

[Judgment under Uncertainty : Heuristics and Biases \(1999\)](#) Daniel Kahneman, Paul Slovic, Amos Tversky (Editors). [Overview](#)

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

[Risk Assessment and Decision Making in Business and Industry: A Practical Guide \(1999\)](#) Glenn Robert Koller. [Overview](#)

[Creative Problem Solver's Toolbox: A Complete Course in the Art of Creating Solutions to Problems of Any Kind \(1993\)](#) Richard Fobes. [Overview](#)



#### Multimedia

[Problem Solving for Decision Makers](#) Harvard Business Online. [Overview](#)

[Smart Choices: A Practical Guide to Making Better Decisions](#) Harvard Business Online. [Overview](#)

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

[What You Don't Know About Making Decisions](#) Harvard Business Online. [Overview](#)

[Defining Moments: A Framework for Moral Decisions](#) Harvard Business Online. [Overview](#)

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

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

[What Titans Can Teach Us](#) Harvard Business Online. [Overview](#)



#### On-line Learning

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

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

[Effective Decision Making](#) Corpedia Education. [Overview](#)

[Accepting the Decision: Implement Decisions](#) Serebra. [Overview](#)

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

[Idea Mining: Advanced Strategic Thinking - From Idea to Decision to Action to Knowledge](#) National Technological University. [Overview](#)

[Selecting the Solution: Group-Based Solutions](#) Serebra. [Overview](#)



#### Public Courses

[Problem Solving](#) Management Concepts Incorporated. [Overview](#)

**Essentials of Management** Pennsylvania, University of. [Overview](#)

**Strategic Decision Making & Critical Thinking** Cornell University. [Overview](#)

**Looking Glass Experience** Center for Creative Leadership. [Overview](#)

**Critical Thinking: Real-World, Real-Time Decisions** Pennsylvania, University of. [Overview](#)

**Management Essentials for the Experienced Professional** New York University. [Overview](#)

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

Doug Example  
4/27/1999

## DEVELOPMENT SUGGESTIONS

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### Customer Focus

Only the customer can define the quality of product and service, not the organization. People who exhibit a strong customer focus understand this. They understand that customer needs should influence departmental or organizational strategies.

#### Understand the Customer

Meeting and exceeding customer expectations is a result of understanding and anticipating their needs. Know your customer. Know their business. Know what helps them to succeed. If you offer something of value to their business, and if you do this consistently, you will gain customer support and loyalty.

- Understand your customer's industry. Learn about the specific challenges and opportunities they face, their goals and strategy, their industry climate, and how their business model differs from competing models. Attend industry conferences and identify key themes. Share what you have learned with others around you, as well as the customer, for their feedback and insight.
- Analyze your organization's customer behavior information. What products are increasing in sales? What products are decreasing? What services are most utilized? What type of customer is utilizing your products or services most? Least? How are your customers finding you? (Or, how are you finding your customers?) Identify themes.
- Talk to your customers. Ask for and encourage feedback and suggestions on how you can help them be more effective. Talk to them about how they utilize your products and services. What do they find the most useful? The least useful? What are their recommendations? Information directly from the customer is the most valuable in anticipating their needs.
- Survey the customers of your customer to learn how they view your customer's products. Read advertising and recruiting messages from your customer. What image are they trying to portray? What is the message to their customers and their potential employees? What is their culture? What do they value?



As some good managers have put it, "You must either serve the customer directly, or you must serve someone else who does."

Maintaining a customer focus in your organization is more than providing good customer service. Certainly one of the outcomes of a customer focus is that those members of your organization who interact directly with customers will provide good service. However, in organizations with a strong customer focus, other people (those in engineering, production, accounting, etc.) are also concerned with meeting or exceeding customer expectations - producing new products the customer wants, providing consistent quality and timely deliveries, sending invoices that make sense to the customer, etc. They assume personal responsibility for ensuring that their part of the business anticipates and serves customer needs or makes it possible for someone else in the organization to do so.

#### Create a Customer-First Strategy

Use your understanding of the customer to anticipate their needs and to design or improve offerings beyond their expectations. As you do, consider the following suggestions:

- Focus on what you do best. Customers expect quality. Focus your efforts on those things that you can do well. Try to resist the urge to develop products and offer services that customers may need, but that are not within your core expertise.
- Consider partnerships. Increasingly, customers want one-stop providers. Instead of attempting to offer all types of products and services, seek out strategic partnerships with other groups - either inside or outside your organization. These partnerships should be with groups who add value to the customer, complement what you

offer and are committed to customer-first values.

- Do not over-engineer your offering. Sometimes the best offerings are the simplest. Listen closely to what your customer wants and what features they consider the most important. If they are price-sensitive, they may not want to pay for extra features. If they are time-sensitive, they may not be able to wait while you finish the latest feature. Improve your offerings incrementally if necessary.
- Know your competition. How will you distinguish your product or service? How can your offering add greater value for the customer?
- Go beyond your product or service. What other aspects of your business affect the customer? Billing? Customer relations? Warehouse and delivery? The customer considers all of these things and more in evaluating your offering. Manage them all to meet or exceed customer expectations.

### Support a Customer-First Culture

Make a customer-first attitude part of your organizational culture. The implicit values, attitudes and assumptions of the people in your organization, even the ones who have little contact with the customer, can promote or detract from customer initiatives. You want a culture in which everyone asks him- or herself how he or she can help serve the customer need, can improve the offering to better suit the customer, etc.

To build and maintain a customer-centered culture you should clearly align employee performance expectations with the resulting impact on the customer.

- Do your people know what the customer wants and needs? Regularly discuss the customer, customer needs and customer behaviors with your group. Challenge them to actively learn about the customer and their needs.
- Are their performance evaluations influenced by customer-related issues? Are people rewarded for customer-oriented behaviors? Try to link performance reviews, compensation, recognition, etc. to outcomes important to the customer.

### Continually Evaluate the Success of Your Strategy

How do you know that if your strategy is having an impact on customer retention and loyalty? The following are ways that you can evaluate your progress:

- Implement a feedback gathering process to track your progress. Gather information from customer focus groups, customer surveys, and direct feedback from salespeople or other customer contact positions.
- Carefully track your customer retention statistics. What are the trends? What type of customers are you retaining? What types of customers are you losing? (Large vs. small companies, industry type, type of product or service they buy, long-term vs. short-term customer?)
- Use information systems and technology to your advantage. What data or information can you gather from your current accounting system, order-tracking system, etc. that will help you in evaluating your success? Meet with your IT group to learn more about what type of data is being gathered. Are there other sources of information?



#### Books

[How Customers Think: Essential Insights into the Mind of the Market \(2003\)](#) Gerald Zaltman. [Overview](#)

[Driving Customer Equity : How Customer Lifetime Value is Reshaping Corporate Strategy \(2000\)](#) Roland T. Rust, Valerie A. Zeithaml, Katherine N. Lemon. [Overview](#)

[Creating a Customer-Centered Culture: Leadership in Quality, Innovation, and Speed \(1993\)](#) Robin L. Lawton. [Overview](#)

[Customer Satisfaction Is Worthless, Customer Loyalty Is Priceless : How to Make Customers Love You, Keep Them Coming Back and Tell Everyone They Know \(1998\)](#) Jeffrey Gitomer. [Overview](#)

[Customer Care Excellence: How to Create an Effective Customer Focus \(2002\)](#) Sarah Cook. [Overview](#)

[Best Practices in Customer Service \(1999\)](#) Ron Zemke, John A. Woods (Editors). [Overview](#)

[Customer Value Management \(1999\)](#) Raymond E Kordupleski, Rodger W Gallagher. [Overview](#)

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

[Customer Focus: A Strategy for Success \(1998\)](#) Roger Langevin, Bill Christopher (Editor). [Overview](#)

[Accelerating Customer Relationships: Using CRM and Relationship Technologies \(2000\)](#) Ronald S. Swift. [Overview](#)

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## Multimedia

[Why Customers Matter](#) Harvard Business Online. [Overview](#)

[Customer Profitability and Lifetime Value](#) Harvard Business Online. [Overview](#)

[Can Selling Be Globalized?: The Pitfalls of Global Account Management](#) California Management Review. [Overview](#)

[Customer Relationship Management: In B2C Markets, Often Less Is More](#) California Management Review. [Overview](#)

[Customers as Innovators: A New Way to Create Value](#) Harvard Business Online. [Overview](#)

[The Customer Pyramid: Creating and Serving Profitable Customers](#) California Management Review. [Overview](#)

[Avoid the Four Perils of CRM](#) Harvard Business Online. [Overview](#)

[What's the Cure for Customer Fatigue?](#) Harvard Business Online. [Overview](#)

[Get Inside the Lives of Your Customers](#) Harvard Business Online. [Overview](#)

[Bottom-Feeding for Blockbuster Businesses](#) Harvard Business Online. [Overview](#)

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## On-line Learning

[Keeping Customers Coming Back](#) The Entrepreneurship Institute of Canada. [Overview](#)

[Making Customers Happy](#) The Entrepreneurship Institute of Canada. [Overview](#)

[Customer Relations Management](#) INSEAD. [Overview](#)

[Customer Relationship Management \(CRM\) and Sales Process Improvements](#) York University - Schulich School of Business. [Overview](#)

[Excelling at Customer Care: Customers Define Success](#) Serebra. [Overview](#)

[Harvard ManageMentor Module: Focusing on Your Customer](#) Harvard Business Online. [Overview](#)

[PrimeCustomer Care](#) PrimeLearning.com. [Overview](#)

[Service Success](#) Harvard Business Online. [Overview](#)

[Customer Care: Who is the Customer?](#) Serebra. [Overview](#)

[Strategic Sales Promotion and Tactical Customer Relationship Marketing \(CRM\)](#) York University - Schulich School of Business. [Overview](#)

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

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## Public Courses

[Measuring and Managing Customer Satisfaction and Loyalty](#) American Society for Quality (ASQ). [Overview](#)

[Managing Customer Retention](#) Manchester Business School. [Overview](#)

[Strategic Marketing Management](#) Harvard Business School. [Overview](#)

[Customer Satisfaction Research](#) Burke Institute. [Overview](#)

[Achieving Breakthrough Value: Leveraging Employee and Customer Satisfaction for Profit and Growth](#) Harvard Business School. [Overview](#)

[Consumer Marketing Strategy](#) Northwestern University. [Overview](#)

[Managing Customer Value](#) Duke University. [Overview](#)

[Marketing Management and Customer Focus Strategies](#) Pittsburgh, University of. [Overview](#)

[Strategic Customer Management](#) Emory University. [Overview](#)

[Sales Directors' Strategy Workshop](#) Cranfield University. [Overview](#)

## ACTION PLANNING

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Doug Example  
4/27/1999

### Overview

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

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

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

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

### Process

The career development process includes three stages:

- Awareness
- Goal Setting
- Action Planning

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

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

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

### Additional Resources

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

## ACTION PLANNING

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Doug Example  
4/27/1999

### Self Awareness

#### *Capitalizing On Strengths*

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

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

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

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

*Strength:* I plan and organize well.

*Contribution:*

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

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

#### *Recognizing Areas for Improvement*

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

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

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

*Area for Improvement:* Decisive Judgment

*Limitations:*

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

## ACTION PLANNING

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Doug Example  
4/27/1999

### Goal Setting

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

*Example goals to capitalize on strengths might be:*

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

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

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

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

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

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

## ACTION PLANNING

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Doug Example  
4/27/1999

### Building Your Development Action Plans

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

The key elements in an Action Plan are:

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

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

## ACTION PLANNING

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Doug Example  
4/27/1999

### Implementation

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

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

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

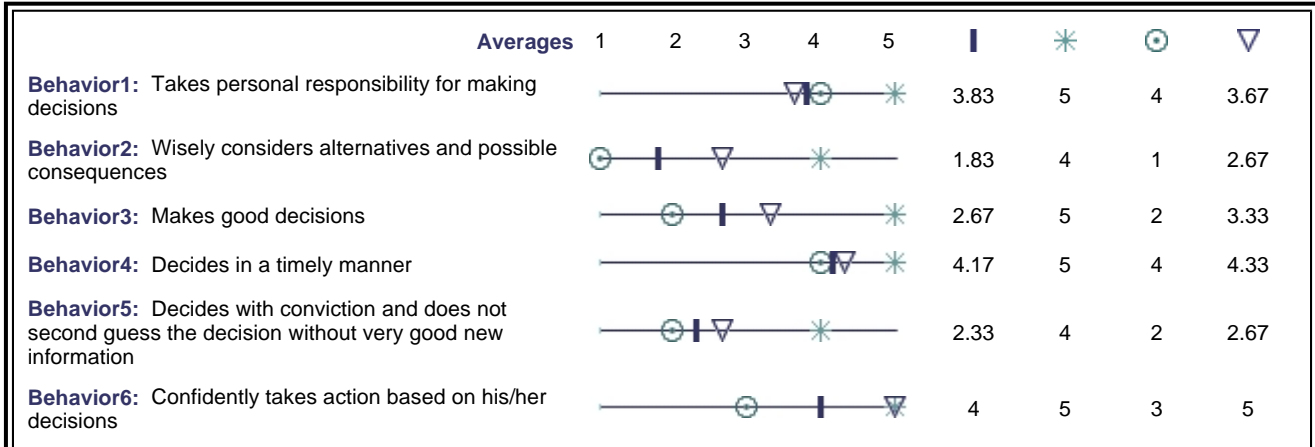
- Do not give up. Commit to pursuing your goals and persist in your efforts.
- Review your action plan often to ensure that you are on the right path and working to achieve your goals within your time frame.
- Reward yourself when you meet your goals and desired outcomes.
- Continual improvement is the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

**APPENDIX: Detailed Results**

**Decisive Judgment**

█ = All \* = Self ⊕ = Boss ▽ = DirRpt

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



| Responses        | Self * |   |   |   |   | Boss ⊕ |   |   |   |   | DirRpt ▽ |   |   |   |   | All █ |   |   |   |   |
|------------------|--------|---|---|---|---|--------|---|---|---|---|----------|---|---|---|---|-------|---|---|---|---|
|                  | 1      | 2 | 3 | 4 | 5 | 1      | 2 | 3 | 4 | 5 | 1        | 2 | 3 | 4 | 5 | 1     | 2 | 3 | 4 | 5 |
| <b>Behavior1</b> |        |   |   |   | 1 |        |   |   | 1 |   |          |   | 1 | 2 |   |       |   | 1 | 3 | 1 |
| <b>Behavior2</b> |        |   |   | 1 |   | 1      |   |   |   |   |          | 1 | 2 |   |   | 1     | 1 | 2 | 1 |   |
| <b>Behavior3</b> |        |   |   |   | 1 |        | 1 |   |   |   |          |   | 2 | 1 |   |       | 1 | 2 | 1 | 1 |
| <b>Behavior4</b> |        |   |   |   | 1 |        |   |   | 1 |   |          |   |   | 2 | 1 |       |   |   | 3 | 2 |
| <b>Behavior5</b> |        |   |   | 1 |   |        | 1 |   |   |   |          | 1 | 2 |   |   |       | 2 | 2 | 1 |   |
| <b>Behavior6</b> |        |   |   |   | 1 |        |   | 1 |   |   |          |   |   |   | 3 |       |   | 1 |   | 4 |

**APPENDIX: Detailed Results**

Doug Example  
4/27/1999

**Driving For Results**

█ = All \* = Self ⊕ = Boss ▽ = DirRpt

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

|   | Averages |  |  |  |  | 1    | 2 | 3 | 4    | 5 | █ | * | ⊕ | ▽ |
|---|----------|--|--|--|--|------|---|---|------|---|---|---|---|---|
| <b>Behavior1:</b> Challenges self and the organization to set high expectations |          |  |  |  |  | 4.83 | 5 | 5 | 4.67 |   | * | ⊕ | ▽ |   |
| <b>Behavior2:</b> Sets or helps to set appropriate goals and objectives         |          |  |  |  |  | 4.17 | 5 | 4 | 4.33 |   | * | ⊕ | ▽ |   |
| <b>Behavior3:</b> Exerts the personal effort and hard work to achieve results   |          |  |  |  |  | 4.17 | 5 | 4 | 4.33 |   | * | ⊕ | ▽ |   |
| <b>Behavior4:</b> Does not give up easily, persists                             |          |  |  |  |  | 3.67 | 5 | 4 | 3.33 |   | * | ⊕ | ▽ |   |
| <b>Behavior5:</b> Overcomes obstacles to achieve results                        |          |  |  |  |  | 4    | 5 | 4 | 4    |   | * | ⊕ | ▽ |   |
| <b>Behavior6:</b> Achieves results  |          |  |  |  |  | 4.17 | 5 | 4 | 4.33 |   | * | ⊕ | ▽ |   |

| Responses        | Self * |   |   |   |   | Boss ⊕ |   |   |   |   | DirRpt ▽ |   |   |   |   | All █ |   |   |   |   |
|------------------|--------|---|---|---|---|--------|---|---|---|---|----------|---|---|---|---|-------|---|---|---|---|
|                  | 1      | 2 | 3 | 4 | 5 | 1      | 2 | 3 | 4 | 5 | 1        | 2 | 3 | 4 | 5 | 1     | 2 | 3 | 4 | 5 |
| <b>Behavior1</b> |        |   |   |   | 1 |        |   |   |   | 1 |          |   |   | 1 | 2 |       |   |   | 1 | 4 |
| <b>Behavior2</b> |        |   |   |   | 1 |        |   |   | 1 |   |          |   |   | 2 | 1 |       |   |   | 3 | 2 |
| <b>Behavior3</b> |        |   |   |   | 1 |        |   |   | 1 |   |          |   | 1 |   | 2 |       |   | 1 | 1 | 3 |
| <b>Behavior4</b> |        |   |   |   | 1 |        |   |   | 1 |   |          |   | 2 | 1 |   |       |   | 2 | 2 | 1 |
| <b>Behavior5</b> |        |   |   |   | 1 |        |   |   | 1 |   |          |   | 1 | 1 | 1 |       |   | 1 | 2 | 2 |
| <b>Behavior6</b> |        |   |   |   | 1 |        |   |   | 1 |   |          |   | 1 |   | 2 |       |   | 1 | 1 | 3 |

**APPENDIX: Detailed Results**

**Customer Focus**

█ = All \* = Self ⊕ = Boss ▽ = DirRpt

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

|   | Averages | 1 | 2 | 3 | 4 | 5 | █    | * | ⊕ | ▽    |
|---|----------|---|---|---|---|---|------|---|---|------|
| <b>Behavior1:</b> Actively gathers information about customers' businesses and works to understand their business perspectives              |          |   |   |   |   |   | 4    | 4 | 4 | 4    |
| <b>Behavior2:</b> Listens to and values customers' needs, suggestions and feedback  | 2.83     |   |   |   |   |   | 2.83 | 5 | 3 | 2.67 |
| <b>Behavior3:</b> Anticipates customers' needs  | 3.5      |   |   |   |   |   | 3.5  | 5 | 4 | 3    |
| <b>Behavior4:</b> Within his/her areas of control, will develop or customize products and services to better meet the needs of the customer | 3.17     |   |   |   |   |   | 3.17 | 4 | 3 | 3.33 |
| <b>Behavior5:</b> Actively champions the fulfillment of customers' needs within his/her group and the organization as a whole               | 3.5      |   |   |   |   |   | 3.5  | 5 | 4 | 3    |

| Responses        | Self * |   |   |   |   | Boss ⊕ |   |   |   |   | DirRpt ▽ |   |   |   |   | All █ |   |   |   |   |
|------------------|--------|---|---|---|---|--------|---|---|---|---|----------|---|---|---|---|-------|---|---|---|---|
|                  | 1      | 2 | 3 | 4 | 5 | 1      | 2 | 3 | 4 | 5 | 1        | 2 | 3 | 4 | 5 | 1     | 2 | 3 | 4 | 5 |
| <b>Behavior1</b> |        |   |   | 1 |   |        |   |   | 1 |   |          |   |   | 3 |   |       |   |   | 5 |   |
| <b>Behavior2</b> |        |   |   |   | 1 |        |   | 1 |   |   |          | 1 | 2 |   |   |       | 1 | 3 |   | 1 |
| <b>Behavior3</b> |        |   |   |   | 1 |        |   |   | 1 |   |          |   | 3 |   |   |       |   | 3 | 1 | 1 |
| <b>Behavior4</b> |        |   |   | 1 |   |        |   | 1 |   |   |          |   | 2 | 1 |   |       |   | 3 | 2 |   |
| <b>Behavior5</b> |        |   |   |   | 1 |        |   |   | 1 |   |          | 2 |   |   | 1 |       | 2 |   | 1 | 2 |

Doug Example  
4/27/1999

**APPENDIX: Detailed Results**

**Resilience**

█ = All \* = Self ⊕ = Boss ▽ = DirRpt

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

|   | Averages | 1 | 2 | 3 | 4 | 5 | █    | * | ⊕ | ▽    |
|---|----------|---|---|---|---|---|------|---|---|------|
| <b>Behavior1:</b> Is consistently positive in his/her attitudes about work  |          |   |   |   |   |   | 4.17 | 5 | 4 | 4.33 |
| <b>Behavior2:</b> Consistently behaves in a professional manner, regardless of circumstances                            |          |   |   |   |   |   | 2    | 5 | 1 | 3    |
| <b>Behavior3:</b> Maintains a positive attitude despite stress and frustration  |          |   |   |   |   |   | 3.33 | 5 | 3 | 3.67 |
| <b>Behavior4:</b> Recovers quickly from disappointment, customer rejection, unfulfilled expectations and other setbacks |          |   |   |   |   |   | 5    | 5 | 5 | 5    |

| Responses        | Self * |   |   |   |   | Boss ⊕ |   |   |   |   | DirRpt ▽ |   |   |   |   | All █ |   |   |   |   |
|------------------|--------|---|---|---|---|--------|---|---|---|---|----------|---|---|---|---|-------|---|---|---|---|
|                  | 1      | 2 | 3 | 4 | 5 | 1      | 2 | 3 | 4 | 5 | 1        | 2 | 3 | 4 | 5 | 1     | 2 | 3 | 4 | 5 |
| <b>Behavior1</b> |        |   |   |   | 1 |        |   |   | 1 |   |          |   |   | 2 | 1 |       |   |   | 3 | 2 |
| <b>Behavior2</b> |        |   |   |   | 1 | 1      |   |   |   |   |          |   | 3 |   |   | 1     |   | 3 |   | 1 |
| <b>Behavior3</b> |        |   |   |   | 1 |        |   | 1 |   |   |          |   | 1 | 2 |   |       |   | 2 | 2 | 1 |
| <b>Behavior4</b> |        |   |   |   | 1 |        |   |   |   | 1 |          |   |   |   | 3 |       |   |   |   | 5 |

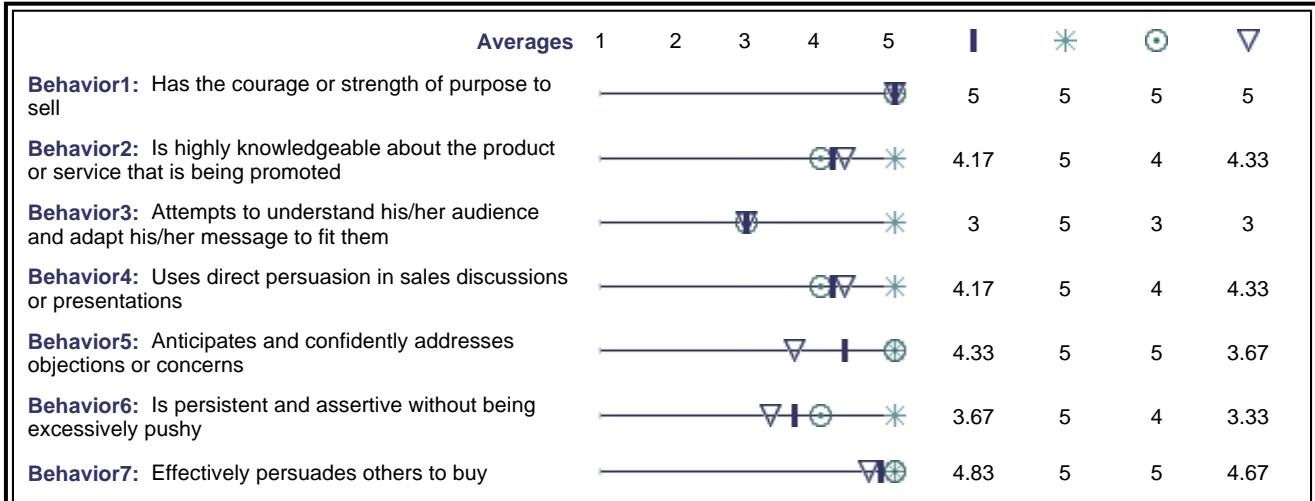
**APPENDIX: Detailed Results**

Doug Example  
4/27/1999

**Persuading To Buy**

█ = All \* = Self ⊕ = Boss ▽ = DirRpt

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



| Responses        | Self * |   |   |   |   | Boss ⊕ |   |   |   |   | DirRpt ▽ |   |   |   |   | All █ |   |   |   |   |
|------------------|--------|---|---|---|---|--------|---|---|---|---|----------|---|---|---|---|-------|---|---|---|---|
|                  | 1      | 2 | 3 | 4 | 5 | 1      | 2 | 3 | 4 | 5 | 1        | 2 | 3 | 4 | 5 | 1     | 2 | 3 | 4 | 5 |
| <b>Behavior1</b> |        |   |   |   | 1 |        |   |   |   | 1 |          |   |   |   | 3 |       |   |   |   | 5 |
| <b>Behavior2</b> |        |   |   |   | 1 |        |   |   | 1 |   |          |   |   | 2 | 1 |       |   |   | 3 | 2 |
| <b>Behavior3</b> |        |   |   |   | 1 |        |   | 1 |   |   |          |   | 3 |   |   |       |   | 4 |   | 1 |
| <b>Behavior4</b> |        |   |   |   | 1 |        |   |   | 1 |   |          |   |   | 2 | 1 |       |   |   | 3 | 2 |
| <b>Behavior5</b> |        |   |   |   | 1 |        |   |   |   | 1 |          |   | 2 |   | 1 |       |   | 2 |   | 3 |
| <b>Behavior6</b> |        |   |   |   | 1 |        |   |   | 1 |   |          | 1 |   | 2 |   |       | 1 |   | 3 | 1 |
| <b>Behavior7</b> |        |   |   |   | 1 |        |   |   |   | 1 |          |   |   | 1 | 2 |       |   |   | 1 | 4 |

**APPENDIX: Detailed Results**

**Managing Others**

█ = All \* = Self ⊕ = Boss ▽ = DirRpt

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

|   | Averages | 1 | 2 | 3 | 4 | 5 | █ | * | ⊕    | ▽ |
|---|----------|---|---|---|---|---|---|---|------|---|
| <b>Behavior1:</b> Has a desire to lead or direct others and exerts the effort to do so  | 4.83     |   |   |   |   | ⊕ | 5 | 5 | 4.67 |   |
| <b>Behavior2:</b> Inspires others to perform by setting a good example of hard work and a willingness to extend him/herself to meet objectives  | 4.17     |   |   |   | ⊕ | ▽ | 4 | 4 | 4.33 |   |
| <b>Behavior3:</b> Knows the strengths and weaknesses of each of the members of his/her group  | 2.17     |   | ⊕ | ▽ |   | * | 5 | 2 | 2.33 |   |
| <b>Behavior4:</b> Sensibly delegates and assigns tasks to others according to their capacities  | 2        |   | ▽ |   |   | * | 5 | 2 | 2    |   |
| <b>Behavior5:</b> Is fair and objective and does not play favorites   | 3.5      |   |   | ⊕ | █ | ▽ | 5 | 3 | 4    |   |
| <b>Behavior6:</b> Educates, trains and otherwise prepares his/her people to be effective in their jobs  | 4        |   |   |   | ▽ |   | 4 | 4 | 4    |   |
| <b>Behavior7:</b> Holds others accountable for results and responsibly councils, reprimands or takes other necessary action when others do not perform at the level of their capability | 4.33     |   |   |   | ⊕ | █ | 5 | 4 | 4.67 |   |
| <b>Behavior8:</b> Assumes personal responsibility for the success or failure of his/her group, collectively and individually  | 4.17     |   |   |   | ⊕ | ▽ | 5 | 4 | 4.33 |   |

| Responses        | Self * |   |   |   |   | Boss ⊕ |   |   |   |   | DirRpt ▽ |   |   |   |   | All █ |   |   |   |   |
|------------------|--------|---|---|---|---|--------|---|---|---|---|----------|---|---|---|---|-------|---|---|---|---|
|                  | 1      | 2 | 3 | 4 | 5 | 1      | 2 | 3 | 4 | 5 | 1        | 2 | 3 | 4 | 5 | 1     | 2 | 3 | 4 | 5 |
| <b>Behavior1</b> |        |   |   |   | 1 |        |   |   |   | 1 |          |   |   | 1 | 2 |       |   |   | 1 | 4 |
| <b>Behavior2</b> |        |   |   | 1 |   |        |   |   | 1 |   |          |   |   | 2 | 1 |       |   |   | 4 | 1 |
| <b>Behavior3</b> |        |   |   |   | 1 |        | 1 |   |   |   |          | 2 | 1 |   |   |       | 3 | 1 |   | 1 |
| <b>Behavior4</b> |        |   |   |   | 1 |        | 1 |   |   |   | 1        | 1 | 1 |   |   | 1     | 2 | 1 |   | 1 |
| <b>Behavior5</b> |        |   |   |   | 1 |        |   | 1 |   |   |          |   | 1 | 1 | 1 |       |   | 2 | 1 | 2 |
| <b>Behavior6</b> |        |   |   | 1 |   |        |   |   | 1 |   |          |   | 1 | 1 | 1 |       |   | 1 | 3 | 1 |
| <b>Behavior7</b> |        |   |   |   | 1 |        |   |   | 1 |   |          |   |   | 1 | 2 |       |   |   | 2 | 3 |
| <b>Behavior8</b> |        |   |   |   | 1 |        |   |   | 1 |   |          |   |   | 2 | 1 |       |   |   | 3 | 2 |

Doug Example  
4/27/1999

**APPENDIX: Detailed Results**

**Motivating Others**

█ = All \* = Self ⊕ = Boss ▽ = DirRpt

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

|   | Averages | 1 | 2 | 3 | 4 | 5 | █    | * | ⊕ | ▽    |
|---|----------|---|---|---|---|---|------|---|---|------|
| <b>Behavior1:</b> Displays a personal passion and self-motivation to perform at a high level                      |          |   |   |   |   |   | 4.5  | 5 | 4 | 5    |
| <b>Behavior2:</b> Places a high value on creating and maintaining high levels of passion and enthusiasm in others |          |   |   |   |   |   | 4.33 | 5 | 4 | 4.67 |
| <b>Behavior3:</b> Adapts his/her motivational style to fit different people                                       |          |   |   |   |   |   | 4.17 | 5 | 4 | 4.33 |
| <b>Behavior4:</b> Generates enthusiasm and passion in most or all of the people with whom he/she works            |          |   |   |   |   |   | 5    | 5 | 5 | 5    |

| Responses        | Self *                   |                          |                          |                          |   | Boss ⊕                   |                          |                          |                          |                          | DirRpt ▽                 |                          |                          |                          |   | All █                    |                          |                          |                          |   |
|------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|---|
|                  | 1                        | 2                        | 3                        | 4                        | 5 | 1                        | 2                        | 3                        | 4                        | 5                        | 1                        | 2                        | 3                        | 4                        | 5 | 1                        | 2                        | 3                        | 4                        | 5 |
| <b>Behavior1</b> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | 4 |
| <b>Behavior2</b> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2                        | 3 |
| <b>Behavior3</b> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2                        | 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3                        | 2 |
| <b>Behavior4</b> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5 |

**APPENDIX: Detailed Results**

Doug Example  
4/27/1999

**Negotiation**

█ = All \* = Self ⊕ = Boss ▽ = DirRpt

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

|  | Averages | 1 | 2 | 3 | 4 | 5 | █    | * | ⊕ | ▽    |
|--|----------|---|---|---|---|---|------|---|---|------|
| <b>Behavior1:</b> Tries to understand the issues from the other party's perspective  |          |   |   | ⊕ | █ | ▽ | 2.5  | 4 | 2 | 3    |
| <b>Behavior2:</b> Influences the other party to see the issues from his/her perspective  |          |   |   |   |   | ⊕ | 4    | 4 | 4 | 4    |
| <b>Behavior3:</b> Tries to establish a discussion framework that recognizes that both parties must prosper                               |          |   |   | ⊕ | █ | ▽ | 2.5  | 5 | 2 | 3    |
| <b>Behavior4:</b> Does not concede so much that his/her organization cannot profit from the agreement                                    |          |   |   |   | ▽ | █ | 3.67 | 4 | 4 | 3.33 |
| <b>Behavior5:</b> Does not exact concessions from the other party that are so high that the other party cannot profit from the agreement |          |   |   | ⊕ | █ | ▽ | 2.5  | 5 | 2 | 3    |
| <b>Behavior6:</b> Reaches agreements that are mutually beneficial  |          |   |   |   |   | ⊕ | 3    | 4 | 3 | 3    |

| Responses        | Self * |   |   |   |   | Boss ⊕ |   |   |   |   | DirRpt ▽ |   |   |   |   | All █ |   |   |   |   |
|------------------|--------|---|---|---|---|--------|---|---|---|---|----------|---|---|---|---|-------|---|---|---|---|
|                  | 1      | 2 | 3 | 4 | 5 | 1      | 2 | 3 | 4 | 5 | 1        | 2 | 3 | 4 | 5 | 1     | 2 | 3 | 4 | 5 |
| <b>Behavior1</b> |        |   |   | 1 |   |        | 1 |   |   |   |          |   | 3 |   |   |       | 1 | 3 | 1 |   |
| <b>Behavior2</b> |        |   |   | 1 |   |        |   |   | 1 |   |          |   |   | 3 |   |       |   |   | 5 |   |
| <b>Behavior3</b> |        |   |   |   | 1 |        | 1 |   |   |   |          |   | 3 |   |   |       | 1 | 3 |   | 1 |
| <b>Behavior4</b> |        |   |   | 1 |   |        |   |   | 1 |   |          |   | 2 | 1 |   |       |   | 2 | 3 |   |
| <b>Behavior5</b> |        |   |   |   | 1 |        | 1 |   |   |   |          |   | 3 |   |   |       | 1 | 3 |   | 1 |
| <b>Behavior6</b> |        |   |   | 1 |   |        |   | 1 |   |   |          |   | 3 |   |   |       |   | 4 | 1 |   |

**APPENDIX: Detailed Results**

**Presentation Skills**

| = All  
 \* = Self  
 ⊕ = Boss  
 ▽ = DirRpt

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

|   | Averages | 1 | 2 | 3 | 4 | 5 |      |                                      |                                     |                                     |      |
|---|----------|---|---|---|---|---|------|--------------------------------------|-------------------------------------|-------------------------------------|------|
| <b>Behavior1:</b> Is able to organize and articulate his/her thoughts and ideas clearly                       |          |   |   |   |   |   | 4    | <span style="color: green;">*</span> | <span style="color: blue;">⊕</span> | <span style="color: blue;">▽</span> | 4    |
| <b>Behavior2:</b> Uses visual presentation tools to deliver information in a straight-forward and logical way | 3.17     |   |   |   |   |   | 3.17 | <span style="color: green;">*</span> | <span style="color: blue;">⊕</span> | <span style="color: blue;">▽</span> | 3.33 |
| <b>Behavior3:</b> Is well prepared before he/she presents   | 3.5      |   |   |   |   |   | 3.5  | <span style="color: green;">*</span> | <span style="color: blue;">⊕</span> | <span style="color: blue;">▽</span> | 3    |
| <b>Behavior4:</b> Presents a mix of broad issues and detail appropriate for the audience                      | 4.17     |   |   |   |   |   | 4.17 | <span style="color: green;">*</span> | <span style="color: blue;">⊕</span> | <span style="color: blue;">▽</span> | 4.33 |
| <b>Behavior5:</b> Delivers smoothly   | 4        |   |   |   |   |   | 4    | <span style="color: green;">*</span> | <span style="color: blue;">⊕</span> | <span style="color: blue;">▽</span> | 4    |
| <b>Behavior6:</b> Engages the audience  | 4.5      |   |   |   |   |   | 4.5  | <span style="color: green;">*</span> | <span style="color: blue;">⊕</span> | <span style="color: blue;">▽</span> | 4    |

| Responses        | Self <span style="color: green;">*</span> |                          |                          |                          |                          | Boss <span style="color: blue;">⊕</span> |                          |                          |                          |                          | DirRpt <span style="color: blue;">▽</span> |                          |                          |   |                          | All <span style="color: blue;"> </span> |                          |                          |   |                          |
|------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|---|--------------------------|---|--------------------------|--------------------------|---|--------------------------|
|                  | 1   | 2                        | 3                        | 4                        | 5                        | 1  | 2                        | 3                        | 4                        | 5                        | 1  | 2                        | 3                        | 4 | 5                        | 1                                       | 2                        | 3                        | 4 | 5                        |
| <b>Behavior1</b> | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | 3 | <input type="checkbox"/> | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | 4 | 1                        |
| <b>Behavior2</b> | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | <input type="checkbox"/>                 | <input type="checkbox"/> | 1                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | 2                        | 1 | <input type="checkbox"/> | <input type="checkbox"/>                | <input type="checkbox"/> | 3                        | 1 | 1                        |
| <b>Behavior3</b> | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | <input type="checkbox"/> | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | <input type="checkbox"/> | <input type="checkbox"/>                   | 1                        | 1                        | 1 | <input type="checkbox"/> | <input type="checkbox"/>                | 1                        | 1                        | 3 | <input type="checkbox"/> |
| <b>Behavior4</b> | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | <input type="checkbox"/> | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | 2 | 1                        | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | 4 | 1                        |
| <b>Behavior5</b> | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | <input type="checkbox"/> | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | 3 | <input type="checkbox"/> | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| <b>Behavior6</b> | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1                        | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | 3 | <input type="checkbox"/> | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/> | 3 | 2                        |