General: Manager 360 Full Feedback Report

for Suzanne Sample

2/15/2020

General: Manager	
Decisive Judgment	Making good decisions in a timely and confident manner.
Championing Change	Taking action to support and implement change initiatives effectively.
Planning And Organizing	Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.
Driving For Results	Challenging, pushing the organization and themselves to excel and achieve.
Managing Others	Directing and leading others to accomplish organizational goals and objectives.
Coaching And Developing Others	Advising, assisting, mentoring and providing feedback to others to encourage and inspire the development of work-related competencies and long-term career growth.
Relationship Management	Developing and maintaining positive relationships with individuals outside their work group.
Business Acumen	Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective.
Integrity	Upholding a high standard of fairness and ethics in everyday words and actions.
Written Communication	Having the skills to communicate to others in a written format.

General: Manager
Your Summary Competency Ratings

▌ = All   ✳ = Self (1)   ☉ = Boss (3)   ☐ = Peer (3)   ▽ = DirRpt (3)   ⧄ = Other (3)

| Competency	Average Score		By Group		↑↓	📄
	1 2 3 4 5		1 2 3 4 5			
Decisive Judgment		3.24			2	
Championing Change		2.67			8	•
Planning And Organizing		2.83			5	
Driving For Results		2.67			8	•
Managing Others		2.91			4	
Coaching And Developing Others		3			3	
Relationship Management		2.75			7	
Business Acumen		2.83			5	
Integrity		2.62			10	•
Written Communication		3.94			1	

↑↓ This column shows the rank order of your scores on each competency from highest to lowest. (1-10)

📄 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:

- Integrity
- Championing Change
- Driving For Results
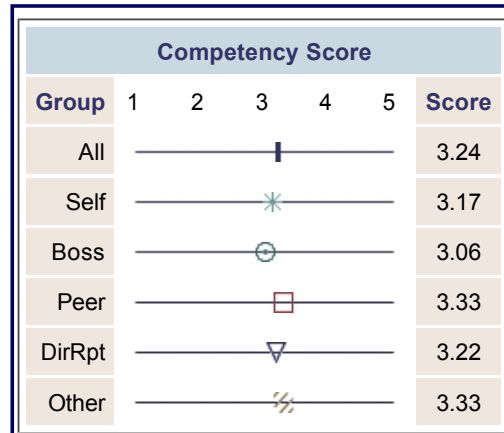
COMPETENCY RESULTS

Relative Competency Rank

10	9	8	7	6	5	4	3	**2**	1
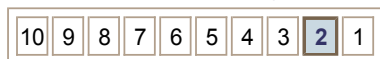
Low.......   ....**High**

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.

Competency Score						
Group	1	2	3	4	5	Score
All						3.24
Self						3.17
Boss						3.06
Peer						3.33
DirRpt						3.22
Other						3.33

Behavior Strengths and Weaknesses Comparison Key: **+** = mean rating above 3.75 **-** = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
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						

( ) = no rating

See Appendix for actual scores and template ranges.

COMPETENCY RESULTS

Relative Competency Rank

| 10 | 9 | **8** | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
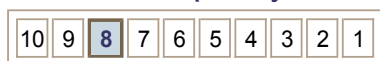
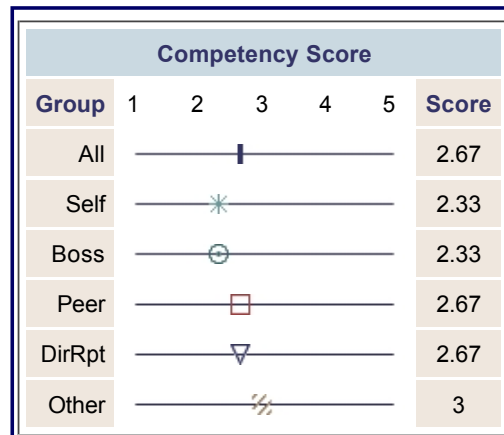**Low**.......   ....**High**

Strongly Disagree = **1**   ...   Strongly Agree = **5**

Championing Change

Taking action to support and implement change initiatives effectively.

People who display this competency actively lead change efforts through their words as well as their actions. They build the support of those affected by the change initiative and take personal responsibility to ensure that changes are successfully implemented.

Competency Score						
Group	1	2	3	4	5	**Score**
All						2.67
Self						2.33
Boss						2.33
Peer						2.67
DirRpt						2.67
Other						3

Behavior Strengths and Weaknesses **Comparison Key:** **+** = mean rating above 3.75 **-** = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
1. Accepts change openly and willingly	**+**	**+**	**-**	**-**		
2. Readily adapts and adjusts to new or changing circumstances	**-**	**-**				
3. Is willing to change the way he/she works by adopting new methods, processes, etc.	**-**	**-**				
4. Anticipates the need for change	**-**	**-**	**-**	**-**		**-**
5. Actively promotes change initiatives in his/her group or the organization as a whole	**-**	**-**				
6. Assumes personal responsibility to see that necessary change is adopted and effectively implemented	**-**	**-**				

( ) = no rating

See <u>Appendix</u> for actual scores and template ranges.

COMPETENCY RESULTS

Relative Competency Rank

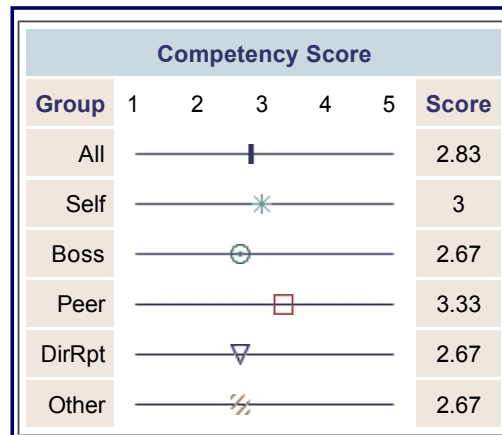| 10 | 9 | 8 | 7 | 6 | **5** | 4 | 3 | 2 | 1 |

Low.......   ....**High**

Strongly Disagree = **1**   ...   Strongly Agree = **5**

Planning And Organizing

Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.

People who are competent at planning and organizing efficiently manage their time and the time of others and effectively handle multiple demands and competing deadlines. They identify goals, develop plans, estimate time frames and monitor progress.

Competency Score						
Group	1	2	3	4	5	**Score**
All						2.83
Self						3
Boss						2.67
Peer						3.33
DirRpt						2.67
Other						2.67

Behavior Strengths and Weaknesses **Comparison Key:** **+** = mean rating above 3.75 **-** = mean rating below 2.25	**Self**	**Boss**	**Peer**	**DirRpt**	**Other**	**All**
1. Sets realistic goals and manages progress toward goal completion						
2. Identifies and uses good processes and procedures for managing work						
3. Develops contingency plans in anticipation of possible obstacles						
4. Effectively manages his/her own time						
5. Effectively manages the time of others						
6. Effectively manages multiple projects, demands and competing deadlines						
7. Consistently attains goals because of his/her planning and organizing abilities						

(   ) = no rating

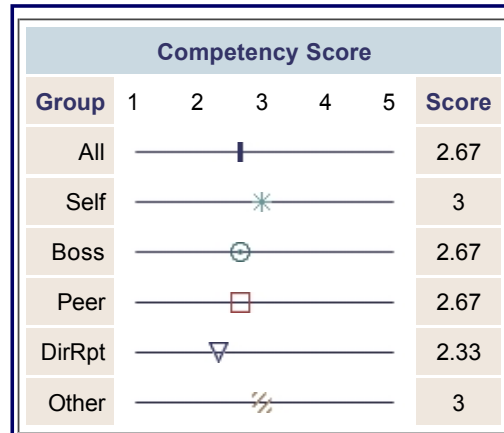See Appendix for actual scores and template ranges.

Relative Competency Rank

| 10 | 9 | **8** | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
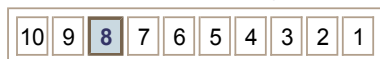
Low....... ....**High**

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.

Competency Score						
Group	1	2	3	4	5	Score
All						2.67
Self						3
Boss						2.67
Peer						2.67
DirRpt						2.33
Other						3

Behavior Strengths and Weaknesses Comparison Key: **+** = mean rating above 3.75 **-** = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
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						

( ) = no rating

See Appendix for actual scores and template ranges.

Relative Competency Rank

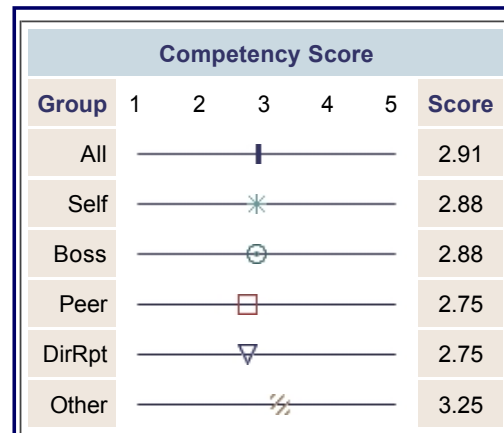| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
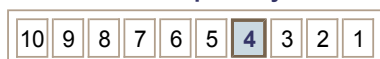
Low....... ....**High**

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.

	Competency Score					
Group	1	2	3	4	5	**Score**
All						2.91
Self						2.88
Boss						2.88
Peer						2.75
DirRpt						2.75
Other						3.25

| **Behavior Strengths and Weaknesses** Comparison Key: **+** = mean rating above 3.75 **-** = mean rating below 2.25	**Self**	**Boss**	**Peer**	**DirRpt**	**Other**	**All**
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 counsels, 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					-	

(   ) = no rating

See Appendix for actual scores and template ranges.

COMPETENCY RESULTS

Relative Competency Rank

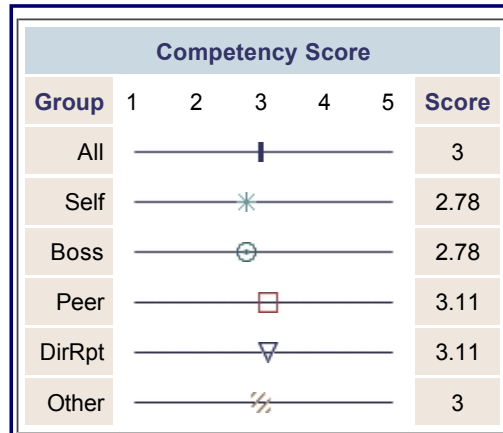| 10	9	8	7	6	5	4	**3**	2	1
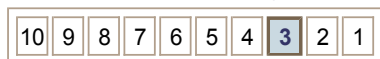
Low.......   ....**High**

Strongly Disagree = **1**   ...   Strongly Agree = **5**

Coaching And Developing Others

Advising, assisting, mentoring and providing feedback to others to encourage and inspire the development of work-related competencies and long-term career growth.

People who display this competency are sincerely interested in the development and success of others. They provide honest feedback and guidance in a supportive manner and assist others in meeting individual goals and challenges. In all, they are positive, objective and fair.

Competency Score						
Group	1	2	3	4	5	**Score**
All						3
Self						2.78
Boss						2.78
Peer						3.11
DirRpt						3.11
Other						3

Behavior Strengths and Weaknesses Comparison Key: **+** = mean rating above 3.75 **-** = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
1. Has valuable knowledge or experience worth sharing in a coaching role	+	+	-	-		
2. Demonstrates a sincere interest in the development and success of others	-	-				
3. Conveys high expectations for others	-	-				
4. Regularly provides others with helpful guidance and advice	-	-				
5. Helps others find opportunities to grow					+	
6. Gives objective and truthful feedback and opinions					+	
7. Is supportive					+	
8. Is not overly critical or condescending			+	+	-	
9. Consistently grows and develops the people around him/her			+	+	-	

( ) = no rating

See Appendix for actual scores and template ranges.

COMPETENCY RESULTS

Relative Competency Rank

10	9	8	7	6	5	4	3	2	1
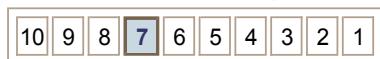
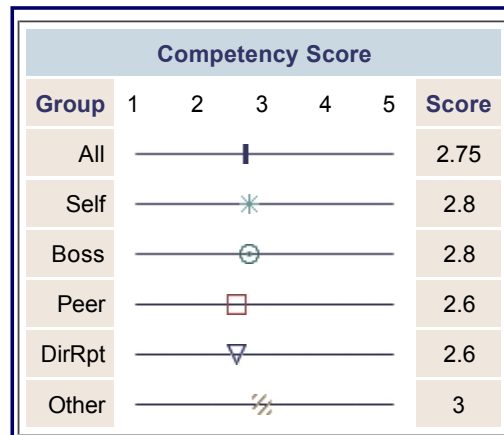**Low**.......   ....**High**

Strongly Disagree = **1**   ...   Strongly Agree = **5**

Relationship Management

Developing and maintaining positive relationships with individuals outside their work group.

People who are competent at relationship management actively seek opportunities to build relationships important to their business. They are in frequent contact with internal or external customers to assure satisfaction. They consider how their actions or decisions may impact other groups or departments and work collaboratively to accomplish work goals.

Competency Score						
Group	1	2	3	4	5	**Score**
All						2.75
Self						2.8
Boss						2.8
Peer						2.6
DirRpt						2.6
Other						3

Behavior Strengths and Weaknesses Comparison Key: **+** = mean rating above 3.75 **-** = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
1. Values relationships within, across and outside the organization	-	-				
2. Actively builds and maintains relationships that support business goals	+	+	-	-		
3. Personalizes work relationships to facilitate smooth operations	+	+	-	-		
4. Allocates time and effort to understanding and meeting the needs of internal or external customers	-	-				
5. Displays good social skills	-	-				

( ) = no rating

See Appendix for actual scores and template ranges.

COMPETENCY RESULTS

Relative Competency Rank

10	9	8	7	6	**5**	4	3	2	1

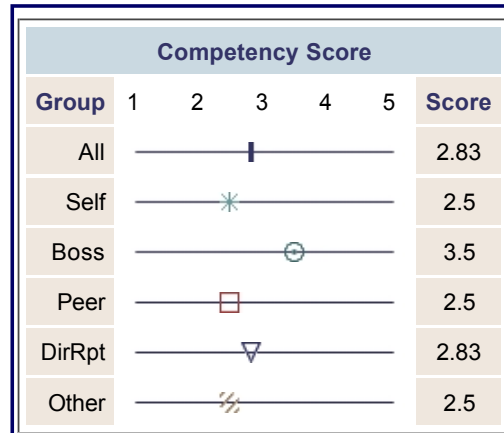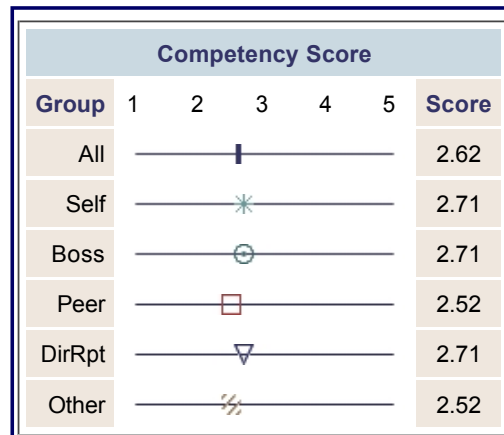**Low**.......   ....**High**

Strongly Disagree = **1**   ...   Strongly Agree = **5**

Business Acumen*

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

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

Competency Score						
Group	1	2	3	4	5	**Score**
All						2.83
Self						2.5
Boss						3.5
Peer						2.5
DirRpt						2.83
Other						2.5

Behavior Strengths and Weaknesses Comparison Key: **+** = mean rating above 3.75 **-** = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
1. Has an excellent understanding of general business concepts						
2. Effectively applies his/her general business knowledge to the issues faced in this organization	**-**	**+**	**-**		**-**	
3. Has an excellent understanding of general accounting and financial concepts						
4. Applies his/her understanding of general business, accounting and financial concepts well to the issues faced in this organization						

( ) = no rating

See Appendix for actual scores and template ranges.

COMPETENCY RESULTS

Relative Competency Rank

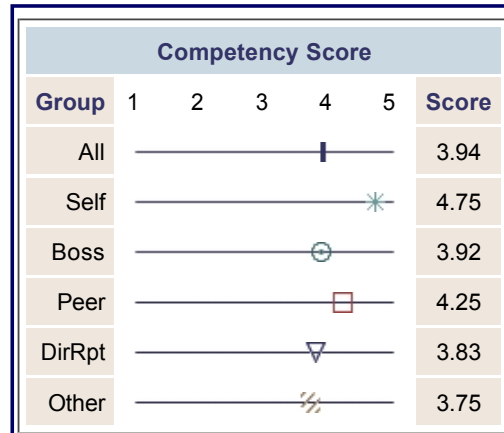| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
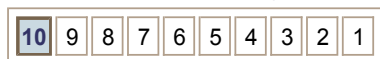
Low.......   ....**High**

Strongly Disagree = **1**   ...   Strongly Agree = **5**

Integrity*

Upholding a high standard of fairness and ethics in everyday words and actions.

People who display this competency conscientiously and reliably behave in an ethical and honest manner in their dealings with management, peers, direct reports and customers. They are fair in their expectations of others and behave toward others with equal fairness.

Competency Score						
Group	1	2	3	4	5	Score
All						2.62
Self						2.71
Boss						2.71
Peer						2.52
DirRpt						2.71
Other						2.52

Behavior Strengths and Weaknesses Comparison Key: **+** = mean rating above 3.75 **-** = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
1. Is ethical and honest in all his/her business dealings	-	-	-	-	-	-
2. Is ethical and honest in all his/her dealings with people	+	+	+	+	+	+
3. Is fair in his/her expectations of others			-		-	
4. Holds him/herself to a high standard and will do what is right in spite of the consequences for him/herself						
5. Does not promise that which he/she cannot deliver	-	-	-	-	-	-
6. Delivers what he/she has promised						
7. Is worthy of the personal trust of others	-	-	-	-	-	-

( ) = no rating

See Appendix for actual scores and template ranges.

Relative Competency Rank

10	9	8	7	6	5	4	3	2	1
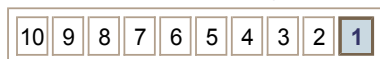
Low....... ....**High**

Strongly Disagree = **1**   ...   Strongly Agree = **5**

Written Communication*

Having the skills to communicate to others in a written format.

People who are competent in written communication are able to organize and articulate their thoughts well in formal and informal writings. They adjust their message, vocabulary and form of writing to best speak to their audience.

Competency Score						
Group	1	2	3	4	5	**Score**
All						3.94
Self						4.75
Boss						3.92
Peer						4.25
DirRpt						3.83
Other						3.75

Behavior Strengths and Weaknesses Comparison Key: **+** = mean rating above 3.75 **-** = mean rating below 2.25	Self	Boss	Peer	DirRpt	Other	All
1. Is able to organize and articulate his/her thoughts well in informal writings	+	+	+	+	+	+
2. Is able to organize and articulate his/her thoughts well in formal writings	+	+	+	+	+	+
3. Uses good grammar, spelling and sentence construction in formal and informal writings	+		+			+
4. Adjusts his/her message, vocabulary and form of writing to best speak to the audience	+					

( ) = no rating

See Appendix for actual scores and template ranges.

HIGHEST AND LOWEST RATED BEHAVIORS

This section lists the ten highest and ten lowest rated behaviors. More than ten will be listed when behaviors tied for rank.

Highest Rated Behaviors	Lowest Rated Behaviors
1. Makes good decisions (4.58) (Decisive Judgment)	1. Does not promise that which he/she cannot deliver (1.83) (Integrity*)
2. Is able to organize and articulate his/her thoughts well in informal writings (4.33) (Written Communication*)	2. Decides with conviction and does not second guess the decision without very good new information (1.83) (Decisive Judgment)
3. Is able to organize and articulate his/her thoughts well in formal writings (4.33) (Written Communication*)	3. Is ethical and honest in all his/her business dealings (2) (Integrity*)
4. Takes personal responsibility for making decisions (4) (Decisive Judgment)	4. Is worthy of the personal trust of others (2) (Integrity*)
5. Is ethical and honest in all his/her dealings with people (4) (Integrity*)	5. Holds others accountable for results and responsibly counsels, reprimands or takes other necessary action when others do not perform at the level of their capability (2) (Managing Others)
6. Uses good grammar, spelling and sentence construction in formal and informal writings (3.83) (Written Communication*)	6. Anticipates the need for change (2) (Championing Change)
7. Adjusts his/her message, vocabulary and form of writing to best speak to the audience (3.25) (Written Communication*)	7. Effectively applies his/her general business knowledge to the issues faced in this organization (2.33) (Business Acumen*)
8. Helps others find opportunities to grow (3.25) (Coaching And Developing Others)	8. Is fair in his/her expectations of others (2.5) (Integrity*)
9. Gives objective and truthful feedback and opinions (3.25) (Coaching And Developing Others)	9. Challenges self and the organization to set high expectations (2.67) (Driving For Results)
10. Is supportive (3.25) (Coaching And Developing Others)	10. Sets or helps to set appropriate goals and objectives (2.67) (Driving For Results)
11. Consistently grows and develops the people around him/her (3.25) (Coaching And Developing Others)	11. Exerts the personal effort and hard work to achieve results (2.67) (Driving For Results)
12. Has a desire to lead or direct others and exerts the effort to do so (3.25) (Managing Others)	12. Does not give up easily, persists (2.67) (Driving For Results)
13. Inspires others to perform by setting a good example of hard work and a willingness to extend him/herself to meet objectives (3.25) (Managing Others)	13. Overcomes obstacles to achieve results (2.67) (Driving For Results)
14. Knows the strengths and weaknesses of each of the members of his/her group (3.25) (Managing Others)	14. Achieves results (2.67) (Driving For Results)
15. Educates, trains and otherwise prepares his/her people to be effective in their jobs (3.25) (Managing Others)	

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. Written Communication
2. Decisive Judgment
3. Coaching And Developing Others
4. Managing Others
5. Planning And Organizing
6. Business Acumen
7. Relationship Management
8. Championing Change - *following*
9. Driving For Results - *following*
10. Integrity - *following*

Integrity

When business leaders are asked to describe the best managers and professionals, "high integrity" and "strong work ethic" often top the list. Doing what is right and fair, following through with your commitments, and being trustworthy and honest are key to long-term success in your job.

You may be considering this suggestion because others gave you feedback that you should improve in this area, or you may have decided you want to further improve in an area of strength.

It is beyond the scope of this developmental suggestion to address the particulars of the many different moral, ethical or legal situations you may encounter during the course of your career. However, the following four topics provide good general guidance for most of the situations you will encounter.

Do the right thing, every time

Behaving with integrity is probably easiest in the presence of others. Knowing that others will observe and judge often puts us on our best behavior. Sometimes, in situations where no one is directly observing or where an action cannot easily be linked back to the individual, people are tempted to relax their standards and act in their own best interest rather than doing what is fairest or best.

- Be consistently fair, honest and ethical regardless of the situation or the people involved.

- When making a decision, consider the ethical implications. Think about how you would feel if you were on the front page of the newspaper defending your actions. Thinking about how you might answer to a large group, person of authority or the media might help you to make the decision that is most ethical.

- If you do not know the answer to something, do not be afraid to admit it.

- If you make a mistake, admit it and do what you can to correct it. People will respect your honesty.

- Always think before you act. Place the needs of the organization and the needs of others above those of your own.

- Do not be afraid to do what must be done, if it is the right thing, even if others resist or you must suffer some as a result.
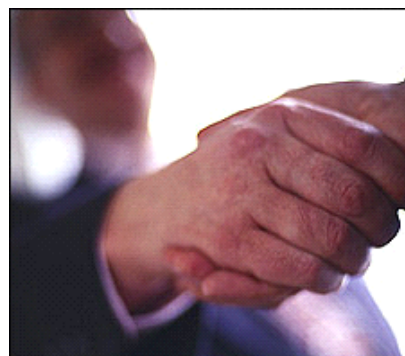
People who demonstrate integrity

- Act ethically in all situations

- Consistently treat others fairly

- Tell the truth

- Follow through on their commitments

- Do not ignore the wrong doing of others

Keep your commitments

For some of us, the most difficult aspect of integrity is consistently doing the things we have promised. Especially in modern, ever-changing work environments it is difficult to keep all of our commitments. We should hold ourselves to high standards in this area and be the type of people others can count on to deliver what we said we would.

- Carefully consider what will be required and what other things you have previously committed to before you commit to something new. Do not agree to anything you cannot or will not do.

- If people ask for things you cannot deliver, negotiate for assistance or a change in your other commitments before you agree to the new requirement.

- For those commitments you accept, do everything you can do to deliver what you promised or something better, on time.

- Keep the people who are depending upon your results informed on your progress so they can properly plan related activities. Be honest and candid.

- If, despite your best efforts, it becomes clear that you cannot provide what you promised or you cannot deliver it on time, inform the people affected as early as possible, problem-solve additional resources and alternative solutions and give them the chance to adjust their plans based on revised expectations.

Do not allow bias to influence your behavior

Most of us, if we are not careful, are capable of responding to certain people or situations in a biased manner - making unfair and subjective judgments or decisions based on feelings or attitudes that are not appropriate. Being objective and fair is a clear mark of integrity.

Often times it is surprising to learn that we in fact hold biases against some people and express favoritism toward others. Self-awareness, introspection and constant monitoring of our decisions are required to minimize bias. Consider the following suggestions.

- Strive to be consistently fair to everyone.

- Look back at your past actions to see if you have been unfair in your treatment of others. Is there a certain person or group of people that you tend to treat differently? Do you tend to trust certain people because they are friends or similar to you? Becoming aware of these biases will help you to avoid being unfair.

Character is who you are and what you do when no one is looking.
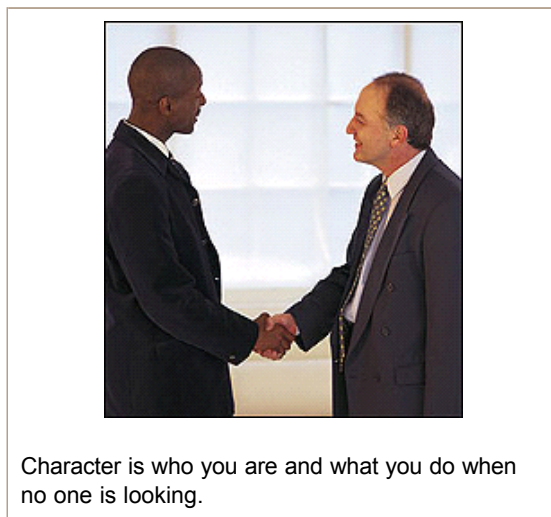
- Practice the mental exercise of exchanging people in situations where you made a judgment. Ask yourself, if you exchanged Bob for Fred and Bob behaved in the exact same way that Fred did, would your response have been the same?

- Ask those you trust to point out situations in which you have exhibited bias or made unfair judgments.

- Make up for past situations. If you have been unfair to someone in the past, discuss the matter with them and try to make amends. Correct the past unfairness, if possible. Make a conscious, consistent effort to be fair with them in the future.

Do not ignore unethical behavior

Ignoring the unethical behavior of others is also unethical and can lead to great harm for the company, yourself and all concerned. How can you behave with integrity in this type of situation? Consider the following suggestions:

- First, confirm the authenticity of the unethical behavior. Are you sure that this person is really doing what you suspect and would an outside, objective observer judge this behavior to be unethical? If you are uncertain, discuss the situation with a friend or trusted colleague. If the situation is sensitive, speak with an objective person outside the organization, such as a clergy member or counselor.

- Play out likely scenarios of what might happen if you do not do something about what you have discovered. What if it continues and becomes worse? What effect will it have on the company? On coworkers?

- Address the situation directly with the person involved. Tell them you think what they are doing is wrong and try to convince them to change their behavior. Be aware that almost everyone will be offended at some level by this type of discussion and that many will argue the virtue of their actions. Imagine someone addressing a similar issue with you and how you might react. Use this personal perspective to approach the discussion with humility and tact.

- If necessary, bring the issue to the attention of your superior or some higher authority. Escalating to this level requires judgment of the severity of the issue and the harm that may be done. Clearly, when the activity is illegal or has done great harm you must escalate, even if the person promises to stop the unethical behavior. If, however, the behavior caused no great harm and he/she improves, it may not be necessary to report him/her.

Books
Credibility: How Leaders Gain and Lose It, Why People Demand It James M. Kouzes & Barry Z. Posner , 2011. Overview
Trust in the Balance: Building Successful Organizations on Results, Integrity, and Concern Robert Bruce Shaw , 1997. Overview
Ethics at Work Alice Darnell Lattal; Ralph W. Clark , 2005. Overview
Questions of Character: Illuminating the Heart of Leadership Through Literature Joseph L., Jr. Badaracco , 2006. Overview
Trust Rules: How to Tell the Good Guys from the Bad Guys in Work and Life Linda K. Stroh , 2009. Overview
Dreammakers : Putting Vision and Values to Work Michele Hunt , 2011. Overview
The Leadership Challenge Workbook James M. Kouzes, Barry Z. Possner , 2012. Overview
The Titleless Leader: How to Get Things Done When You're Not in Charge Nan S Russell , 2012. Overview
Trust Works!: Four Keys to Building Lasting Relationships Cynthia Olmstead, Martha Lawrence, Ken Blanchard , 2013. Overview
The Social Styles Handbook: Adapt Your Style to Win Trust Tom Kramlinger, Larry Wilson , 2011. Overview
Smart Trust: The Defining Skill that Transforms Managers into Leaders Stephen Covey, Greg Link, Rebecca Merrill , 2013. Overview

Business Ethics : Ethical Decision Making and Cases O. C. Ferrell, John Fraedrich and Linda Ferrell Overview
Defining Moments: When Managers Must Choose Between Right and Right Joseph L., Jr Badaracco Overview

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Multimedia
What Followers Expect from Leaders: How to Meet People's Expectations and Build Credibility Jossey-Bass , 1988. Overview
Defining Moments: When Managers Come to Moral Crossroads Harvard Business Online , 1997. Overview
The Ethics-Rooted Organization American College of Healthcare Executives Overview
Decision to Trust Harvard Business Online , 2006. Overview
Integrity: Without It, Nothing Works Harvard Business Online , 2009. Overview
The Speed of Trust Unabridged National Seminars Group Overview
Nurturing a High Integrity Culture Harvard Business Online , 2013. Overview
Leadership in the Age of Transparency Harvard Business Online , 2010. Overview
The Bottom-line Benefits of Ethics Code Commitment Harvard Business School Publishing eLearning , 2010. Overview

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On-line Learning
How to Establish Confidence & Credibility in the Workplace - Online Audio National Seminars Group Overview
Building Cooperation & Trust with Your Employees National Seminars Group Overview
Negotiation Essentials Notre Dame, University of Overview
Improving Your Communication: Skills for Success National Seminars Group Overview
The Secret to Developing Peak Performers National Seminars Group Overview
PrimeCompliance™ Code of Conduct PrimeLearning Overview
PrimeCompliance™ Workplace PrimeLearning Overview
PrimeCompliance™ Business Ethics PrimeLearning Overview
Negotiating Support and Buy-In for Your Agenda Cornell University Overview
PrimeEffectiveness PrimeLearning Overview

Championing Change

Change is an inevitable part of the modern business environment. Organizations, and the people within them, must constantly re-invent themselves to remain competitive. As a result, today's leaders must do more than manage the status quo; leaders must be champions of the change process. But becoming an effective change agent is not easy. While change may be inevitable, the success of change initiatives is not. The skills and techniques of successful change facilitation are complex and, thus, beyond the scope of this report. The following broad suggestions will get you started on the path to becoming a champion of positive change in your organization. The additional recommended resources are more comprehensive.

Choose Your Battles Carefully

Choose your change initiatives carefully and thoughtfully. Even the most change-oriented people have limits on their ability to adapt. When inundated with change messages, there is a risk that people will begin to view each new change initiative as the latest fad likely to be soon replaced by a different fad. In these circumstances many people, especially the most resistant to change, will ignore a new initiative hoping that it will eventually go away or be replaced by something they like better.

How do you decide which change initiatives to champion? Consider the following:

- Remember that the change must have both real value and perceived value to the people affected. As you evaluate your change initiatives, ask yourself what real, tangible value will be created. Then ask yourself how others will perceive the value you see. Will the value be obvious to them or will it be difficult to convince them?

- Link change to broader business goals. Make sure you have a clear business strategy and that the proposed initiative is well aligned with this strategy. If you cannot clearly align an initiative with critical aspects of business strategy, it may not merit consideration.

Plant the seeds of change.

Change has become a fact of life in today's business environment. Change leaders must foster a working environment that prepares people to accept and embrace change. Set the tone by continuously engaging everyone in discussions concerning the changes that have occurred in the market, industry, technology, competitors and the customer in the past five years. Challenge them to anticipate future changes and how these changes will affect their business areas or direct role. Encourage them to take personal responsibility for proactively adapting to changing needs and expectations.

- Think of change efforts consuming precious resources (time, money and energy). Is the expected result worth the cost? If there several possible initiatives, which is likely to produce the most valuable result for the least cost?

Lay the Groundwork

Change, by its nature, tends to create disorganization and turmoil. Careful planning beforehand can reduce much of this turmoil and prevent resistance to change.

Consider the culture. Every organization has a collective personality or culture. Carefully consider the culture of your organization before planning the introduction of your initiative.

- Is it a fast-paced, innovative culture? Is it steady and consistent? How is power and influence distributed in the organization? In general, how open are people to change?

- What behaviors are rewarded in the organization? What behaviors are discouraged?

- What other change initiatives have been implemented in the past? Talk to those who were involved. What went right? What went wrong? What barriers did they face?

- Can the organization adopt a radical change or would a series of incremental steps to the same objective be better accepted?

Target key influencers. Change is inherently about changing the behavior of people in your organization. As you think about your campaign, think about the people involved. Enlist the aid of key influence leaders in the organization - people whom others respect and look to for their opinions on important issues. If you do not have credible people involved in or actively supporting the change effort, it is likely to fail. Look for people who have:

- *Power* -- not all of the top executives must be involved, but you do need some power and authority on your side to prove that this is an important initiative.

- *Credibility* - involve people who are trusted and believed in by others in the organization.

- *Experience* - involve people who know the organization well and have experience in effectively introducing change.

Anticipate obstacles. Anticipate obstacles, resistance, and reactions to the change before moving forward with implementation.

- Identify the biggest challenges you think you will face based on organizational culture and dynamics. Create a group to help you brainstorm possible ways to address these obstacles. Use this information to help you shape your communication message.

- Who will be impacted by the change? Who has the most to win? Who has the most to lose? Who will feel threatened by the change? For example, if you are introducing a new technology that will make customer interactions more efficient, does that mean you may need fewer customer service representatives? Think about the potential reactions of different parties involved and develop a plan to address these reactions.

Craft your message. The success of a change initiative often hinges on a well-crafted information campaign. You must create a communication campaign that speaks clearly and directly to those involved.

- Keep your message positive and emphasize the important results the change will yield.

- Keep your campaign message simple. Although the change initiative and the underlying issues may be complex, find a way to conceptualize the change and the reason for change in a way that people can easily understand and personalize. Analogies and stories are great ways to communicate a complex message.

- Make sure that your message links the change results to the business direction and goals.

- Test your message with different groups to make sure it has the desired effect and makes sense to all. People will gravitate to a message that appeals to their common sense.

- Create a message for each stage of the initiative. What is the message? Who is the target audience? Should there be different variations of the message for different groups? How will we reach them?

Shepherd the Change

Change is difficult for people. Change requires people to make a conscious effort to modify their habits, and, without an ongoing impetus to change, then will tend to fall back to old habits. Successful change initiatives require ongoing facilitation and management until the new behaviors become comfortable habits.

Communicate regularly. Most resistance or anxiety about change comes from a lack of understanding. Eliminate as much ambiguity as is possible by informing people well.

o Follow up. Many change agents make the mistake of developing a great "kick-off" message but then failing to communicate ongoing progress, successes, setbacks, etc. Give those affected regular updates.

o Use multiple formats. Different people respond better to different media. Most are better influenced when the message is reinforce by multiple sources. Use combinations of letters, memos, emails, bulletin boards, websites, informational meetings and supervisor briefings.

o Encourage two-way communication. Dialogues create more commitment than monologues and the process of responding to objections or requests for information will help you to refine your message.

o Be honest. Hiding and obscuring the negative aspects of the change will undermine your credibility and may, ultimately, sabotage the change effort. Be open about the downsides of the change and try to help people see the necessity of paying this short-term cost to achieve the long-term gain. If you are uncertain about how the change will impact a specific group, admit it and assure the group that you will continue to communicate with them as the change is implemented.

Empower and reward positive change. People often want to change, but do not know how to start. Provide resources to help people understand how to integrate the change into their own work and empower them to implement these changes. Then reward those who demonstrate positive change.

o Help people to know what will be expected of them during and after the change. What skills will they need? How will their role change? Help them to assess their current skills and to formulate a plan to gain the skills that are necessary in the new environment.

o Identify those people who are more likely to embrace change and solicit their help as you introduce the change to others. Ask your supporters to promote the benefits of the initiative to others and to help you overcome potential barriers. Reward their support with public recognition.

o Allow others the freedom to indirectly or directly control change. Look for ways to allow others to participate in the change process.

Discourage resistance. A certain amount of resistance is inevitable in any change initiative. While the main focus of your effort should be to encourage positive change, you may need to take some steps to discourage resistance as well.

o Expect and plan for resistance. Allow for a defined grace period while people become accustomed to the change. After the grace period, clearly communicate expectations and the consequences for negative or inconsistent behaviors.

o Remove barriers. Use input from resisters to find barriers to adoption. Try to remove these barriers.

o Walk the talk. Model the new behaviors for others with your own activities. Require your managers to do the same. For example, do not send top management to an expensive retreat while championing a cost-cutting initiative.

Maintain momentum. Organizations typically expend the greatest effort at the beginning of a change initiative. Remember, however, change initiatives are often most vulnerable after the initial phase (six to twelve months after their introduction) when the organization is still in transition. People tire of the topic, messages are lost, and the change falters or never takes hold. This is where your true change leadership skills come into play.

o Continue to communicate. Continue to send clear messages regarding the change. Continue to spotlight people who have been champions for the change effort. Report stories about how the change is having an impact on customers, workforce productivity, etc.

o Provide ongoing commitment in the form of financial resources, time investment, and priorities. Be constant and unwavering.

o Once a change has been implemented, make sure that it becomes ingrained in your culture. Incorporate it into your business vision, departmental strategy, etc. Make sure that it becomes part of new-hire indoctrination and training.

Include key behavioral elements in performance appraisals and promotion evaluations.

📖 Books

The Heart of Change: Real-Life Stories of How People Change Their Organizations John P. Kotter, Dan S. Cohen , 2012. Overview

The 2000 Percent Solution: Free Your Organization from "Stalled" Thinking to Achieve Exponential Success Donald Mitchell , 2003. Overview

Leading with Authenticity in Times of Transition Kerry A. Bunker & Michael Wakefield , 2005. Overview

Leading Change John P. Kotter , 2012. Overview

A Sense of Urgency John P. Kotter , 2008. Overview

Our Iceberg Is Melting: Changing and Succeeding Under Any Conditions John Kotter, Holger Rathgeber, Peter Mueller, Spenser Johnson , 2006. Overview

Harvard Business Review on Leading Through Change Harvard Business School Press , 2006. Overview

The Heart of Change Field Guide: Tools and Tactics for Leading Change in Your Organization Dan S. Cohen , 2005. Overview

Switch: How to Change Things When Change Is Hard Chip Heath, Dan Heath , 2010. Overview

The Change Champion's Field Guide: Strategies and Tools for Leading Change in Your Organization Louis Carter, Roland Sullivan, Marshall Goldsmith, David Ulrich, Norm Smallwood , 2013. Overview

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📷 Multimedia

The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators Audible.com , 2012. Overview

Change Management and Strategic Planning Kantola Productions Overview

Shaping Strategy in a World of Constant Disruption Harvard Business Online , 2008. Overview

Leading Change: Why Transformation Efforts Fail Harvard Business Online , 2007. Overview

HBR's 10 Must Reads: The Essentials Harvard Business Online , 2010. Overview

Building a Strategy-Focused Organization Harvard Business School , 2008. Overview

Tear Down These Walls!: How to Leverage Intellectual Capital Harvard Business Online , 2002. Overview

The Hard Side of Change Management Harvard Business Online , 2005. Overview

Moments of Greatness: Entering the Fundamental State of Leadership Harvard Business Online , 2005. Overview

Change Through Persuasion Harvard Business Online , 2005. Overview

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Managing Strategic Change Cornell University Overview

Negotiating Support and Buy-In for Your Agenda Cornell University Overview

Mapping the Political Terrain of Allies and Resistors Cornell University Overview

Mobilizing the Coalition for Action Cornell University Overview

Developing an Agenda for Change Cornell University Overview

Strategic Leadership Notre Dame, University of Overview

Planning and Managing Change American Management Association Overview

Leading in the Face of Change Center for Creative Leadership Overview

Establishing Momentum: Managing Structure, Resources, and Performance Cornell University Overview

Sustaining Momentum: Motivating Through Vision, Culture, and Political Agility Cornell University Overview

Driving For Results

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

Identify the target

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

- **Specific.** Set goals that are specific rather than general. For example, a specific goal like "increase production by 10%" is more effective than a general goal like "do your best."

- **Public.** Everyone in the organization should know and understand the goal, key milestones and progress to attainment.

- **Participative.** People are more likely to adopt goals as their own if they have participated in the goal setting process.

- **Challenging, but attainable.** In general, higher goals lead to higher results. However, people must believe the goal is attainable or they will not commit to it.

- **Measurable.** Progress to goal achievement should be measurable by objective standards and regular progress feedback should be available to all people involved. Progress feedback is an important motivator for most people and will reinforce the achievement of milestones and ultimate objectives.

Take personal responsibility

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

Focus

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

- Review your priorities at the start of each workday. Give precedence to activities and tasks that support your goal by working on them first.

- Discipline yourself to have "focus time." Focus time is a period of time you set aside to concentrate all your efforts on accomplishing your goal. Minimize distractions during your "focus time" by shutting your

Personal Responsibility

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

- Take personal responsibility by asking questions that include "I," such as "What can I do…" Initiative starts with you; do not wait for someone else to make improvements happen.

- Avoid blaming others by asking yourself

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

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

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

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

Demonstrate enthusiasm

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

- Words make a difference. Try to be aware of the message you are communicating to others through your comments, jokes, and expressions. Strive to consistently communicate a positive attitude and avoid making discouraging remarks about the organization, the workload, or group goals. Good or bad, others will take their cue from you.

- Demonstrate your willingness to put in extra effort to achieve results. Let others see you working hard to meet or exceed goals. Offer to put in extra time to help others complete tasks related to your goals.

- Meet commitments and deadlines. If you fall behind schedule, go to work early, work late or skip lunch rather than asking for an extension. Others will see your commitment and are likely to follow your example.

Challenge others

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

Empowerment

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

- Solicit input from other team members at the start of projects and throughout the initiative. Brainstorm ideas. Ask for input on decisions.

- Delegate responsibility for various aspects of the project. Ask for volunteers or assign a part of the project as a developmental opportunity for a specific team member. Delegating responsibility will help others grow in their careers and will allow you more time to focus on higher order activities.

Support

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

- Try to learn each team member's capabilities and understand their perspective of the job or project. What is working well and what can be done to improve? What challenges will each individual have in trying to accomplish the group goal?

- Investigate and understand the amount of work required for each task and the methods used to accomplish the task. Where in

the process are obstacles likely to exist? Tap the expertise of key team members to prepare for and overcome these potential setbacks.

- Strive to spend 20% of your day helping others achieve their results. Avoid detailed control of their activities, but be available to provide support on difficult issues. As problems arise, try to demonstrate how to solve the problem and discuss possible solutions rather than just providing the answers or doing the work yourself. At every opportunity, attempt to teach people how to solve the problem rather than just giving them the solution.

- People vary in their desire for structure and guidance. Some people enjoy the freedom to accomplish goals in their own way, while other prefer the comfort of structure and guidance. Adapt your style according to individual preferences and needs.

Feedback and reward

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

- Recognize good performance. Make a point of saying someone has done good work when they have, and make some of this praise public.

- Share the credit for achievements. Keeping the credit for yourself may bolster your personal ego in the short-term, but sharing credit will encourage results that will benefit the whole team in the long-term.

- When someone's performance falls below expectations, give him or her clear, unambiguous feedback and improvement guidance. Do this in private and with tact, but do not avoid this important responsibility.

Persist

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

- Stay focused on the objective, and help others to do the same.

- Communicate with your team regularly and maintain a constant message about the importance of goal attainment.

- Recognize when interest wanes or people become discouraged. At these times, redouble your efforts to communicate, support and remove obstacles.

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

Books

Balanced Scorecard Step-by-Step: Maximizing Performance and Maintaining Results Paul R. Niven , 2006. Overview
The Oz Principle: Getting Results Through Individual & Organizational Accountability Roger Connors, Tom Smith, Craig R. Hickman , 2010. Overview
A Sense of Urgency John P. Kotter , 2008. Overview
Business Process Management and the Balanced Scorecard : Focusing Processes on Strategic Drivers Ralph F. Smith , 2006. Overview
Performance Appraisal: Expert Solutions to Everyday Challenges Harvard Business School Press , 2009. Overview
Mindful Leadership: The 9 Ways to Self-Awareness, Transforming Yourself, and Inspiring Others Marla Gonzalez , 2012. Overview
Results That Last: Hardwiring Behaviors That Will Take Your Company to the Top Quint Studer , 2007. Overview
Focus: The Hidden Driver of Excellence Daniel Golemen , 2013. Overview
Key Performance Indicators (KPI): Developing, Implementing, and Using Winning KPIs David Parmenter , 2010. Overview
Leading Your Business Forward: Aligning Goals, People, and Systems for Sustainable Success John Pyecha, Shane Yount, Seth Davies, Anna Versteeg , 2013. Overview

Multimedia

Guide to Getting the Right Work Done Harvard Business Online , 2010. Overview
Leading Across the Ages Harvard Business Online , 2009. Overview
The Adversity Advantage: Turning Everyday Struggles into Everyday Greatness Audible.com , 2007. Overview
Goal Setting And Achieving Ziglar Training Systems , 2002. Overview
Managing Teams for High Performance Harvard Business Online , 2007. Overview
How to Create Stress-Free, Easy-to-Maintain Employee Performance Plans National Seminars Group , 2009. Overview
How to Provide Effective Employee Discipline National Seminars Group , 2008. Overview
Inspire and Motivate Through Performance Reviews National Seminars Group Overview
The Oz Principle: Getting Results Through Individual and Organizational Accountability Unknown , 2009. Overview

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On-line Learning

Managing Performance Cornell University Overview
Motivation & Goal Setting National Seminars Group Overview
Effective Criticism & Discipline Skills for Managers National Seminars Group Overview
Simple, Smart, and Low-Cost Ways to Recognize & Reward Employees National Seminars Group Overview
How to Conduct More Effective Performance Evaluations National Seminars Group Overview
The Supervisors' Guide to Giving On-Target Directions, Helpful Feedback & Constructive Criticism National Seminars Group
Overview
How To Coach Your Team To Exceptional Performance … the Coach Joe Way National Seminars Group Overview
Managing and Achieving Organizational Goals American Management Association Overview
Managing Multiple Projects, Competing Priorities & Tight Deadlines National Seminars Group Overview
Managing Without Authority Stanford University Overview

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 Assess 360 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 Career Development website at www.bigby.com/systems/assessv2/resources/employee. In this website you will find sample action plans, goal setting & action planning worksheets, and more.

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 Assess 360 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')

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.

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.)

ACTION PLANNING

Suzanne Sample
2/15/2020

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.

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Decisive Judgment

▮ = All   ✳ = Self   ☉ = Boss   □ = Peer   ▽ = DirRpt   ▨ = Other

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

Averages	Graph (1–5)	▮ All	✳ Self	☉ Boss	□ Peer	▽ DirRpt	▨ Other
Behavior 1 : Takes personal responsibility for making decisions		4	4	4	4	4	4
Behavior 2 : Wisely considers alternatives and possible consequences		3	3	3	3	3	3
Behavior 3 : Makes good decisions		4.58	4	4	5	4.33	5
Behavior 4 : Decides in a timely manner		3	3	3	3	3	3
Behavior 5 : Decides with conviction and does not second guess the decision without very good new information		1.83	2	1.33	2	2	2
Behavior 6 : Confidently takes action based on his/her decisions		3	3	3	3	3	3

Responses	Self ✳					Boss ☉					Peer □					DirRpt ▽					Other ▨					All ▮				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1				1					3					3					3					3					13	
Behavior 2			1					3					3					3					3					13		
Behavior 3				1					3						3				2	1					3				6	7
Behavior 4			1					3					3					3					3					13		
Behavior 5		1				2	1					3					3					3				2	11			
Behavior 6			1					3					3					3					3					13		

Championing Change

❚ = All ✳ = Self ◉ = Boss ☐ = Peer ▽ = DirRpt ▨ = Other

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

Averages	Chart (1–5)	❚	✳	◉	☐	▽	▨
Behavior 1 : Accepts change openly and willingly		3	5	5	2	2	3
Behavior 2 : Readily adapts and adjusts to new or changing circumstances		2.75	2	2	3	3	3
Behavior 3 : Is willing to change the way he/she works by adopting new methods, processes, etc.		2.75	2	2	3	3	3
Behavior 4 : Anticipates the need for change		2	1	1	2	2	3
Behavior 5 : Actively promotes change initiatives in his/her group or the organization as a whole		2.75	2	2	3	3	3
Behavior 6 : Assumes personal responsibility to see that necessary change is adopted and effectively implemented		2.75	2	2	3	3	3

Responses	Self ✳					Boss ◉					Peer ☐					DirRpt ▽					Other ▨					All ❚				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1					1					3	3					3					3						6	3		4
Behavior 2		1				3							3					3					3				4	9		
Behavior 3		1				3							3					3					3				4	9		
Behavior 4	1					3					3					3							3			4	6	3		
Behavior 5		1				3							3					3					3				4	9		
Behavior 6		1				3							3					3					3				4	9		

Planning And Organizing

❙ = All　✳ = Self　◉ = Boss　☐ = Peer　▽ = DirRpt　▨ = Other

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

Averages	1	2	3	4	5	❙	✳	◉	☐	▽	▨
Behavior 1 : Sets realistic goals and manages progress toward goal completion						2.83	3	2.67	3.33	2.67	2.67
Behavior 2 : Identifies and uses good processes and procedures for managing work						2.83	3	2.67	3.33	2.67	2.67
Behavior 3 : Develops contingency plans in anticipation of possible obstacles						2.83	3	2.67	3.33	2.67	2.67
Behavior 4 : Effectively manages his/her own time						2.83	3	2.67	3.33	2.67	2.67
Behavior 5 : Effectively manages the time of others						2.83	3	2.67	3.33	2.67	2.67
Behavior 6 : Effectively manages multiple projects, demands and competing deadlines						2.83	3	2.67	3.33	2.67	2.67
Behavior 7 : Consistently attains goals because of his/her planning and organizing abilities						2.83	3	2.67	3.33	2.67	2.67

Responses	Self ✳					Boss ◉					Peer ☐					DirRpt ▽					Other ▨					All ❙				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1			1				1	2					2	1			1	2				1	2				3	9	1	
Behavior 2			1				1	2					2	1			1	2				1	2				3	9	1	
Behavior 3			1				1	2					2	1			1	2				1	2				3	9	1	
Behavior 4			1				1	2					2	1			1	2				1	2				3	9	1	
Behavior 5			1				1	2					2	1			1	2				1	2				3	9	1	
Behavior 6			1				1	2					2	1			1	2				1	2				3	9	1	
Behavior 7			1				1	2					2	1			1	2				1	2				3	9	1	

Driving For Results

❙ = All ✳ = Self ☉ = Boss ☐ = Peer ▽ = DirRpt ▨ = Other

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

Averages	1 2 3 4 5	❙	✳	☉	☐	▽	▨
Behavior 1 : Challenges self and the organization to set high expectations	▽❙✳	2.67	3	2.67	2.67	2.33	3
Behavior 2 : Sets or helps to set appropriate goals and objectives	▽❙✳	2.67	3	2.67	2.67	2.33	3
Behavior 3 : Exerts the personal effort and hard work to achieve results	▽❙✳	2.67	3	2.67	2.67	2.33	3
Behavior 4 : Does not give up easily, persists	▽❙✳	2.67	3	2.67	2.67	2.33	3
Behavior 5 : Overcomes obstacles to achieve results	▽❙✳	2.67	3	2.67	2.67	2.33	3
Behavior 6 : Achieves results	▽❙✳	2.67	3	2.67	2.67	2.33	3

Responses	Self ✳					Boss ☉					Peer ☐					DirRpt ▽					Other ▨					All ❙				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1			1				1	2				1	2			1		2				1	1	1			1	3	8	1
Behavior 2			1				1	2				1	2			1		2				1	1	1			1	3	8	1
Behavior 3			1				1	2				1	2			1		2				1	1	1			1	3	8	1
Behavior 4			1				1	2				1	2			1		2				1	1	1			1	3	8	1
Behavior 5			1				1	2				1	2			1		2				1	1	1			1	3	8	1
Behavior 6			1				1	2				1	2			1		2				1	1	1			1	3	8	1

Managing Others

I = All ✳ = Self ◉ = Boss □ = Peer ▽ = DirRpt ▨ = Other

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

Averages	All (I)	Self (✳)	Boss (◉)	Peer (□)	DirRpt (▽)	Other (▨)
Behavior 1 : Has a desire to lead or direct others and exerts the effort to do so	3.25	2	2	4	4	3
Behavior 2 : Inspires others to perform by setting a good example of hard work and a willingness to extend him/herself to meet objectives	3.25	4	4	3	3	3
Behavior 3 : Knows the strengths and weaknesses of each of the members of his/her group	3.25	4	4	3	3	3
Behavior 4 : Sensibly delegates and assigns tasks to others according to their capacities	2.75	3	3	2	2	4
Behavior 5 : Is fair and objective and does not play favorites	2.75	3	3	2	2	4
Behavior 6 : Educates, trains and otherwise prepares his/her people to be effective in their jobs	3.25	2	2	4	4	3
Behavior 7 : Holds others accountable for results and responsibly counsels, reprimands or takes other necessary action when others do not perform at the level of their capability	2	2	2	1	1	4
Behavior 8 : Assumes personal responsibility for the success or failure of his/her group, collectively and individually	2.75	3	3	3	3	2

Responses	Self ✳					Boss ◉					Peer □					DirRpt ▽					Other ▨					All I				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1		1						3						3					3				3				4	3	6	
Behavior 2				1					3				3					3					3					9	4	
Behavior 3				1					3				3					3					3					9	4	
Behavior 4			1					3				3					3							3			6	4	3	
Behavior 5			1					3				3					3							3			6	4	3	
Behavior 6		1						3						3					3				3				4	3	6	
Behavior 7		1						3			3					3								3		6	4		3	
Behavior 8			1					3					3					3				3					3	10		

Coaching And Developing Others

❙ = All ✳ = Self ☉ = Boss ☐ = Peer ▽ = DirRpt ⁄⁄ = Other

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

Averages	1 2 3 4 5	❙	✳	☉	☐	▽	⁄⁄
Behavior 1 : Has valuable knowledge or experience worth sharing in a coaching role		2.75	4	4	2	2	3
Behavior 2 : Demonstrates a sincere interest in the development and success of others		2.75	2	2	3	3	3
Behavior 3 : Conveys high expectations for others		2.75	2	2	3	3	3
Behavior 4 : Regularly provides others with helpful guidance and advice		2.75	2	2	3	3	3
Behavior 5 : Helps others find opportunities to grow		3.25	3	3	3	3	4
Behavior 6 : Gives objective and truthful feedback and opinions		3.25	3	3	3	3	4
Behavior 7 : Is supportive		3.25	3	3	3	3	4
Behavior 8 : Is not overly critical or condescending		3	3	3	4	4	1
Behavior 9 : Consistently grows and develops the people around him/her		3.25	3	3	4	4	2

Responses	Self ✳					Boss ☉					Peer ☐					DirRpt ▽					Other ⁄⁄					All ❙				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1				1				3				3						3					3				6	3	4	
Behavior 2		1					3						3					3					3				4	9		
Behavior 3		1					3						3					3					3				4	9		
Behavior 4		1					3						3					3					3				4	9		
Behavior 5			1					3					3					3					3					10	3	
Behavior 6			1					3					3					3					3					10	3	
Behavior 7			1					3					3					3					3					10	3	
Behavior 8			1					3						3				3			3						3	4	6	
Behavior 9			1					3						3				3			3						3	4	6	

Relationship Management

▌ = All   ✳ = Self   ⊙ = Boss   ☐ = Peer   ▽ = DirRpt   ▨ = Other

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

Averages	▌	✳	⊙	☐	▽	▨
Behavior 1 : Values relationships within, across and outside the organization	2.75	2	2	3	3	3
Behavior 2 : Actively builds and maintains relationships that support business goals	2.75	4	4	2	2	3
Behavior 3 : Personalizes work relationships to facilitate smooth operations	2.75	4	4	2	2	3
Behavior 4 : Allocates time and effort to understanding and meeting the needs of internal or external customers	2.75	2	2	3	3	3
Behavior 5 : Displays good social skills	2.75	2	2	3	3	3

Responses	Self ✳					Boss ⊙					Peer ☐					DirRpt ▽					Other ▨					All ▌				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1		1					3						3					3					3				4	9		
Behavior 2				1					3			3					3						3				6	3	4	
Behavior 3				1					3			3					3						3				6	3	4	
Behavior 4		1					3						3					3					3				4	9		
Behavior 5		1					3						3					3					3				4	9		

Business Acumen

❚ = All   ✳ = Self   ⊙ = Boss   ☐ = Peer   ▽ = DirRpt   ⁒ = Other

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

Averages	1	2	3	4	5	❚	✳	⊙	☐	▽	⁒
Behavior 1 : Has an excellent understanding of general business concepts						3	3	3	3	3	3
Behavior 2 : Effectively applies his/her general business knowledge to the issues faced in this organization						2.33	1	5	1	2.33	1
Behavior 3 : Has an excellent understanding of general accounting and financial concepts						3	3	3	3	3	3
Behavior 4 : Applies his/her understanding of general business, accounting and financial concepts well to the issues faced in this organization						3	3	3	3	3	3

Responses	Self ✳					Boss ⊙					Peer ☐					DirRpt ▽					Other ⁒					All ❚				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behavior 1			1					3					3					3					3					13		
Behavior 2	1									3	3					2				1	3					9				4
Behavior 3			1					3					3					3					3					13		
Behavior 4			1					3					3					3					3					13		

Integrity

▌ = All ✳ = Self ⊙ = Boss ☐ = Peer ▽ = DirRpt ▨ = Other

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

Averages	1 2 3 4 5	▌	✳	⊙	☐	▽	▨
Behavior 1 : Is ethical and honest in all his/her business dealings		2	2	2	2	2	2
Behavior 2 : Is ethical and honest in all his/her dealings with people		4	4	4	4	4	4
Behavior 3 : Is fair in his/her expectations of others		2.5	3	3	2	3	2
Behavior 4 : Holds him/herself to a high standard and will do what is right in spite of the consequences for him/herself		3	3	3	3	3	3
Behavior 5 : Does not promise that which he/she cannot deliver		1.83	2	2	1.67	2	1.67
Behavior 6 : Delivers what he/she has promised		3	3	3	3	3	3
Behavior 7 : Is worthy of the personal trust of others		2	2	2	2	2	2

Responses	Self ✳ 1 2 3 4 5	Boss ⊙ 1 2 3 4 5	Peer ☐ 1 2 3 4 5	DirRpt ▽ 1 2 3 4 5	Other ▨ 1 2 3 4 5	All ▌ 1 2 3 4 5
Behavior 1	1	3	3	3	3	13
Behavior 2	1	3	3	3	3	13
Behavior 3	1	3	3	3	3	6 7
Behavior 4	1	3	3	3	3	13
Behavior 5	1	3	1 2	3	1 2	2 11
Behavior 6	1	3	3	3	3	13
Behavior 7	1	3	3	3	3	13

Written Communication

❙ = All   ✳ = Self   ⊙ = Boss   □ = Peer   ▽ = DirRpt   ⁒ = Other

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

Averages	1 2 3 4 5	❙	✳	⊙	□	▽	⁒
Behavior 1 : Is able to organize and articulate his/her thoughts well in informal writings		4.33	5	4.67	4	4.33	4.33
Behavior 2 : Is able to organize and articulate his/her thoughts well in formal writings		4.33	5	4.33	4.67	4	4.33
Behavior 3 : Uses good grammar, spelling and sentence construction in formal and informal writings		3.83	5	3.67	4.67	3.67	3.33
Behavior 4 : Adjusts his/her message, vocabulary and form of writing to best speak to the audience		3.25	4	3	3.67	3.33	3

Responses	Self ✳ 1	2	3	4	5	Boss ⊙ 1	2	3	4	5	Peer □ 1	2	3	4	5	DirRpt ▽ 1	2	3	4	5	Other ⁒ 1	2	3	4	5	All ❙ 1	2	3	4	5
Behavior 1					1				1	2				3					2	1				2	1				8	5
Behavior 2					1				2	1				1	2			1	1	1				2	1			1	6	6
Behavior 3					1			1	2					1	2			1	2				2	1				4	6	3
Behavior 4				1				3					2		1			2	1			1	1	1			1	8	3	1