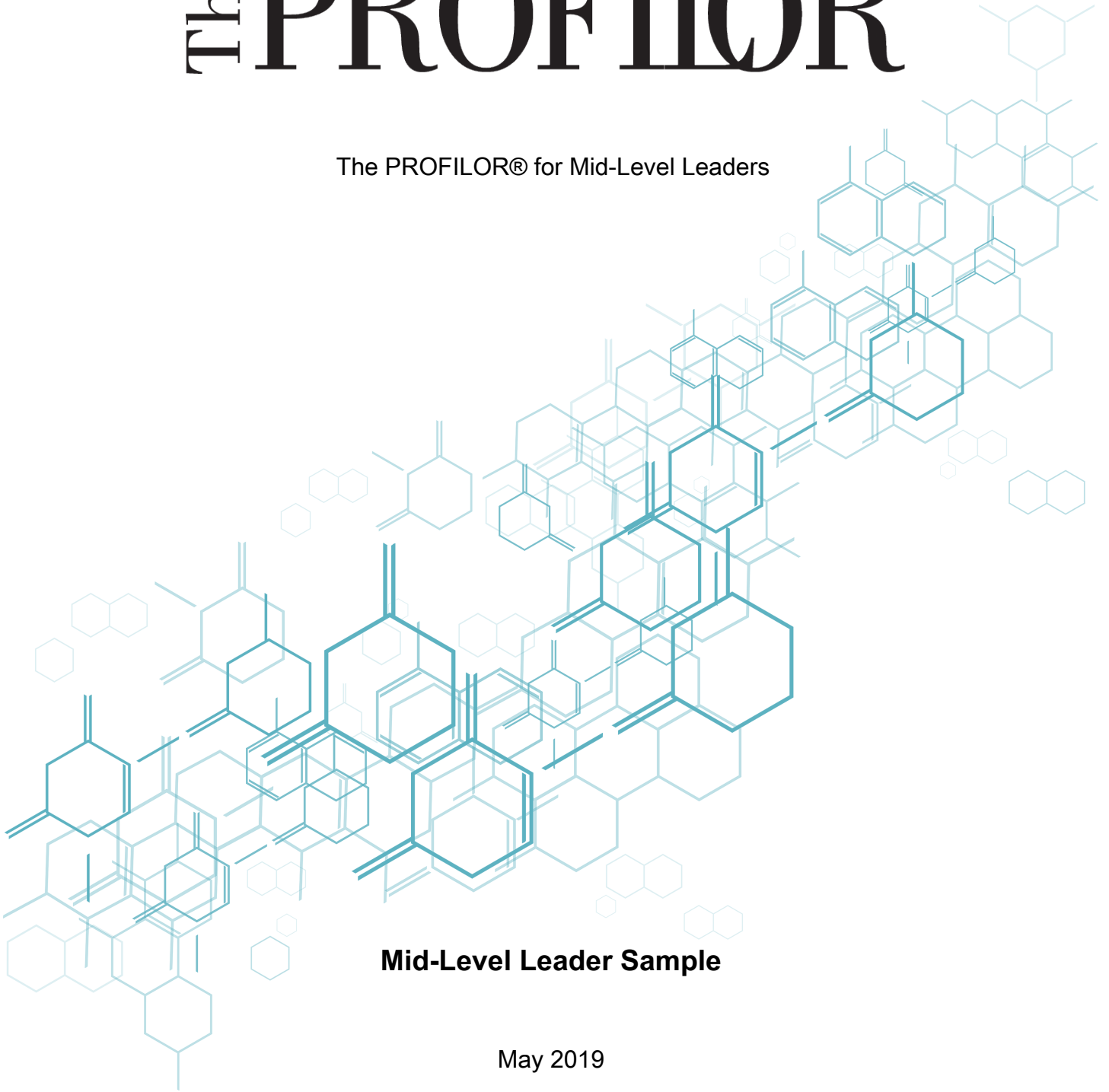


The PROFILOR®

The PROFILOR® for Mid-Level Leaders

Mid-Level Leader Sample

May 2019



Introduction

The PROFILOR® Feedback Report provides you with information about how others view you in your current role. Respondents provided feedback on the extent to which you demonstrate core competencies.

The feedback in this report provides valuable insights that are:

- Anonymous (with the exception of Manager ratings), which might encourage a greater degree of honesty and directness.
- Comprehensive, in that it comes from a range of people with whom you work. In this report, "Average" represents all respondents, except self.
- Specific and job-related, providing a clear understanding of strengths and development opportunities in relation to competency expectations in your current role.

Table of Contents

Participation Summary	3
Competency	4
Definitions	4
Overview	6
Perspective Comparison	7
Focus Areas	14
Highest and Lowest Summary	14
Largest Differences	15
Targeted Development Priorities	16
Item Detail	19
Development Suggestions	41
Comments	48
Planning Your Development	51

The PROFILOR® is an instrument developed to provide feedback and development focus and recommendations to individuals about their skill strengths and development needs. It should not be used as the sole source of information concerning selection, promotion, salary review and adjustment, de hiring (firing) and/or deselection decisions.

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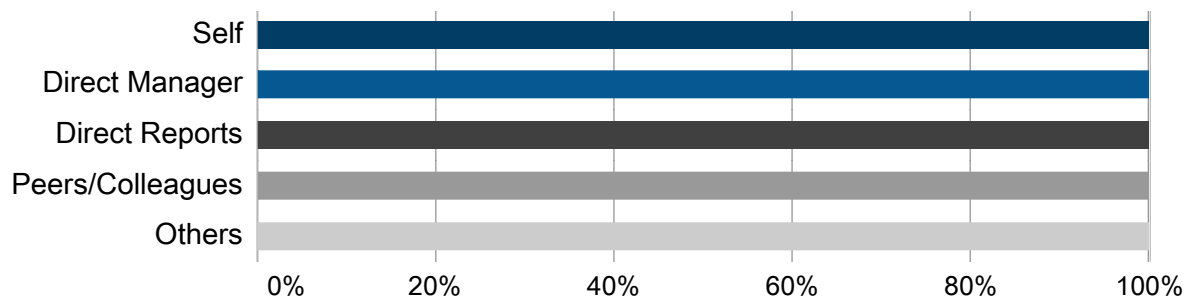
Participation Summary

Your feedback results are based on the survey ratings submitted by those you invited to respond. This page lists the names of those you invited, the number of responses received, and the respondent completion rate.

Respondent Status Table

Perspective	Invitations Sent	Surveys Completed	Invited to Respond
Self	1	1	Mid-Level Leader Sample
Direct Manager	1	1	James Jorgeson
Direct Reports	2	2	Bradley Emerson, Naomi Wilson
Peers/Colleagues	2	2	Ralph Esteban, Kimberly Karson
Others	2	2	Ruth Hardy, Theresa Zimmerman

Respondent Completion Rate



Definitions

This section includes a short definition of each of the competencies measured by The PROFILOR®. The competencies are organized based on leadership factors important for your success.

THOUGHT LEADERSHIP

Make Sound Decisions

Makes timely decisions based on accurate logic; Looks beyond symptoms to identify causes of problems; Makes decisions in the face of uncertainty; Takes all important issues into account when making decisions

Act Strategically

Balances big-picture concerns with day-to-day activities; Stays informed about industry practices and new developments; Understands the organization's mission and strategies

Think Creatively

Approaches problems with curiosity and open-mindedness; Creatively integrates different ideas and perspectives; Stimulates creative thinking in others; Generates innovative ideas and solutions to problems

Use Financial Data

Draws accurate conclusions from financial and other quantitative information; Readily identifies soft spots in budgets and profit plans; Grasps the full meaning and interrelationships of key financial indicators

RESULTS LEADERSHIP

Meet Customer Needs

Meets commitments to customers/clients; Continually searches for ways to improve customer/client service; Impresses customers with exceptional service or work; Seeks feedback from customers

Build Realistic Plans

Develops realistic plans, action steps, and timetables for projects and assignments; Identifies specific action steps and accountabilities; Prepares realistic estimates of budget, staff, and other resources

Manage Execution

Conveys clear expectations for assignments; Delegates enough of own work to others; Monitors progress of others and redirects efforts when goals are not being met; Continually looks for ways to improve processes, products, and/or services

Show Drive and Initiative

Establishes aggressive goals and drives for results; Readily puts in extra time and effort; Tackles problems and works to resolve them without delay; Establishes high standards of performance

Definitions

PEOPLE LEADERSHIP

Build Support

Gives compelling reasons for ideas; Anticipates and responds effectively to the positions and reactions of others; Builds support for own ideas through contacts with others; Knows which battles are worth fighting

Motivate Others

Conveys trust in people's competence to do their jobs; Creates a feeling of energy, excitement, and personal investment; Inspires people to excel; Rewards people for good performance

Develop Others

Attracts high caliber talent; Gives clear, motivating, and constructive feedback; Provides challenging assignments to facilitate individual development; Willingly shares expertise and experience with others

Promote Teamwork

Promotes teamwork among groups; discourages "we vs. they" thinking; Facilitates the discussion and resolution of different views; Involves others in shaping plans and decisions that affect them; Contributes fair share of effort to the team's work

Foster Open Communication

Keeps people up-to-date with information; Listens attentively and with empathy to concerns expressed by others; Encourages others to express their views, even contrary ones; Speaks clearly and concisely

Establish Relationships

Relates to people in an open, friendly, and accepting manner; Develops relationships with key people in other functions and at other levels; Expresses disagreement tactfully and sensitively; Creates an environment in which people from diverse backgrounds feel comfortable

PERSONAL LEADERSHIP

Establish Trust

Treats people fairly; Shows consistency between words and actions; Accepts responsibility for own mistakes; Encourages discussion of ethical considerations before decisions are made

Show Adaptability

Responds resourcefully to new demands and challenges; Works effectively in ambiguous situations; Adapts behavior in response to feedback and experience; Deals constructively with own failures and mistakes

Overview

This is a high-level summary of your average rating for each competency. You can also see the competencies you selected as “Critically Important” compared to those selected by your Manager(s). These are indicated with a black star. The 25th and 75th percentiles are depicted with gray circles. The norm group is composed of participants who have previously completed The PROFILOR® survey.

Competency Average Ratings and Importance

By comparing your view with those of your Manager(s), you will be able to see similarities or differences that could be the source of a useful alignment conversation during your development discussion.

The remaining sections of your report will provide details for each of these ratings.

Competency	Average	Not At All	To Some Extent	To A Very Great Extent	Self	Direct Manager
Build Realistic Plans	4.06					★
Promote Teamwork	4.06					★
Make Sound Decisions	3.98				★	★
Show Drive and Initiative	3.98				★	
Motivate Others	3.94				★	
Establish Trust	3.94					★
Act Strategically	3.91				★	
Build Support	3.88					★
Establish Relationships	3.88				★	
Show Adaptability	3.85				★	★
Use Financial Data	3.84				★	
Manage Execution	3.83				★	★
Develop Others	3.81				★	★
Meet Customer Needs	3.75				★	★
Foster Open Communication	3.70				★	★
Think Creatively	3.66					★

★ = Very Important

★ = Critically Important

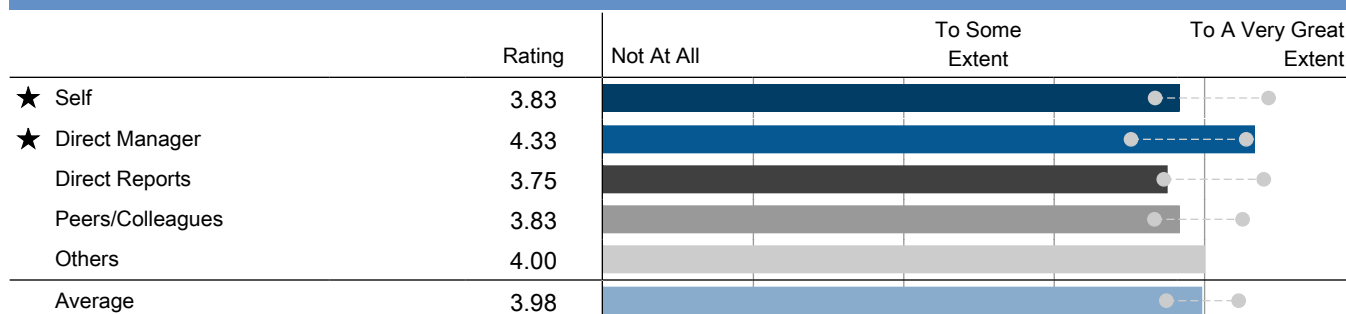
● = 25th and 75th percentile of norm group: Mid-Level Leader Global

Perspective Comparison

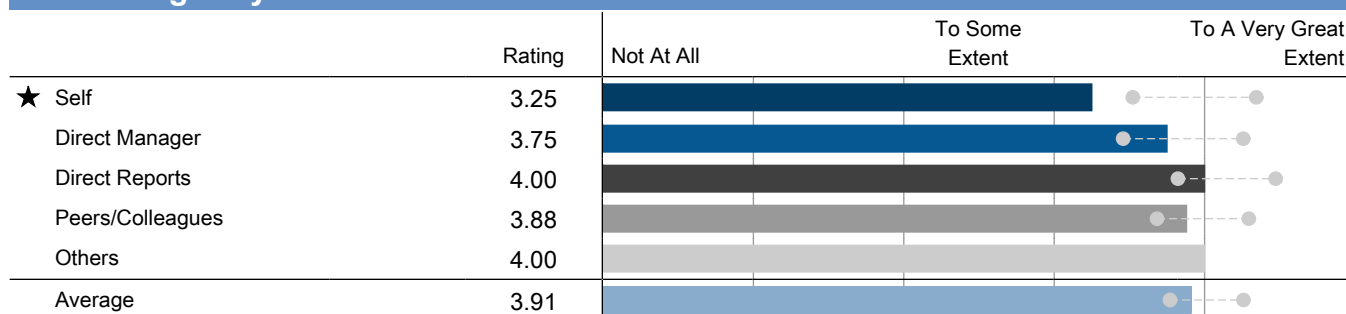
This section displays the average ratings you received from the different groups of respondents. You can also see how your results compare to the norm.

THOUGHT LEADERSHIP

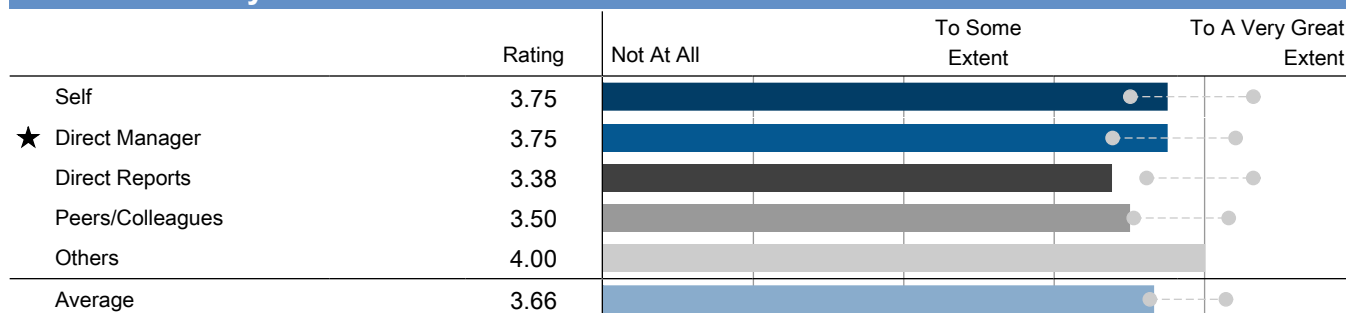
Make Sound Decisions



Act Strategically



Think Creatively

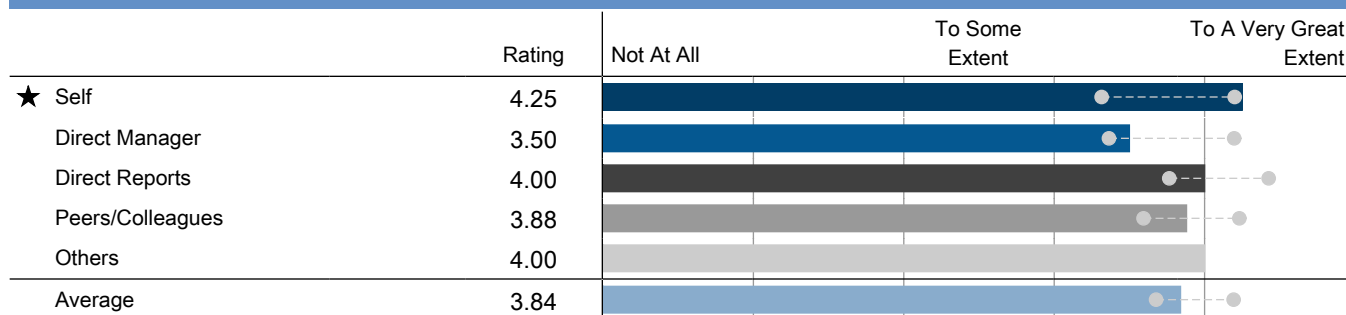


★ = Critically Important

● = 25th and 75th percentile of norm group: Mid-Level Leader Global

Perspective Comparison

Use Financial Data



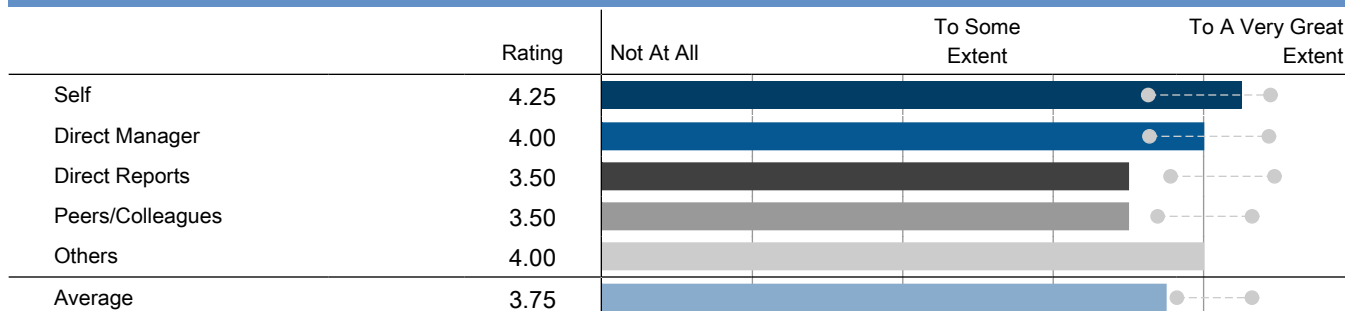
★ = Critically Important

●—● = 25th and 75th percentile of norm group: Mid-Level Leader Global

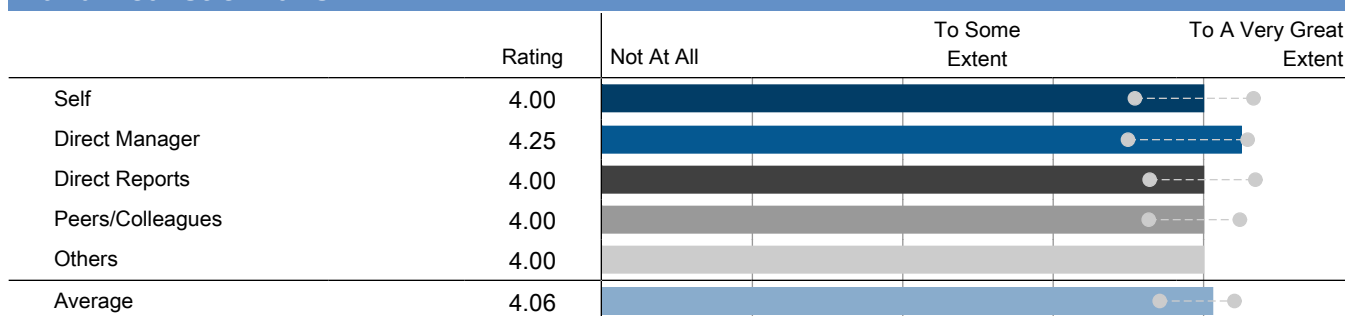
Perspective Comparison

RESULTS LEADERSHIP

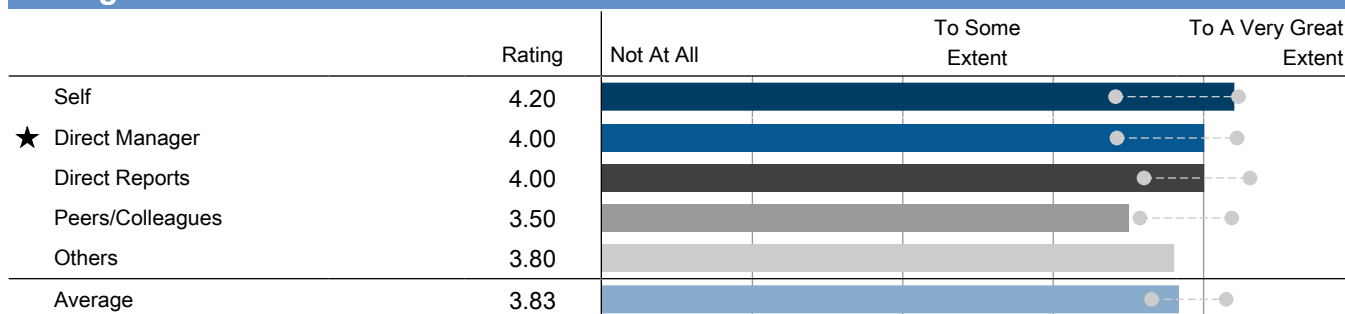
Meet Customer Needs



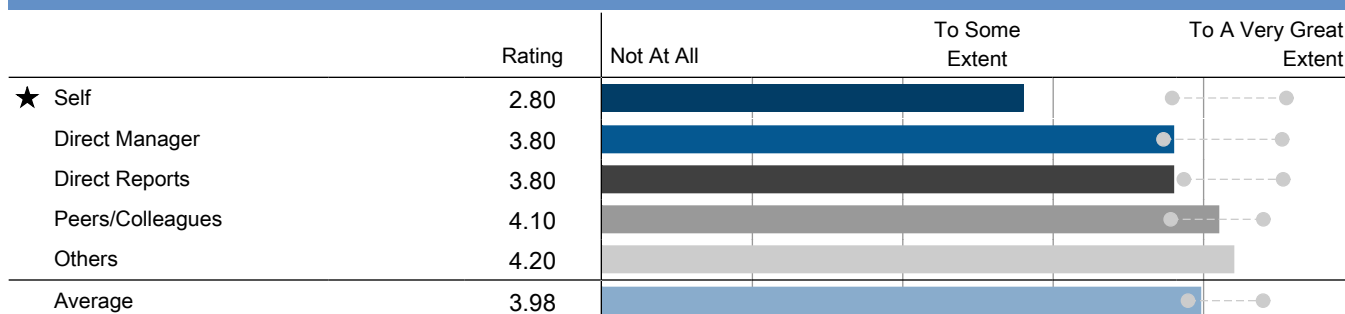
Build Realistic Plans



Manage Execution



Show Drive and Initiative



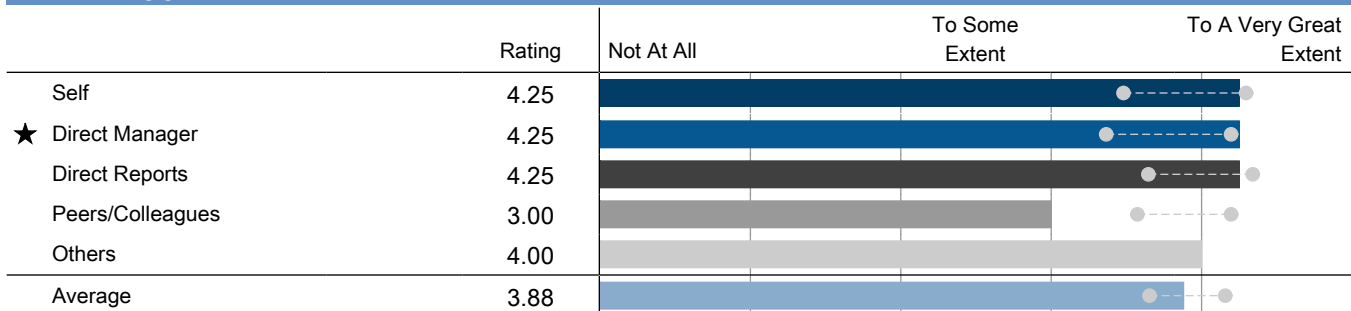
★ = Critically Important

●● = 25th and 75th percentile of norm group: Mid-Level Leader Global

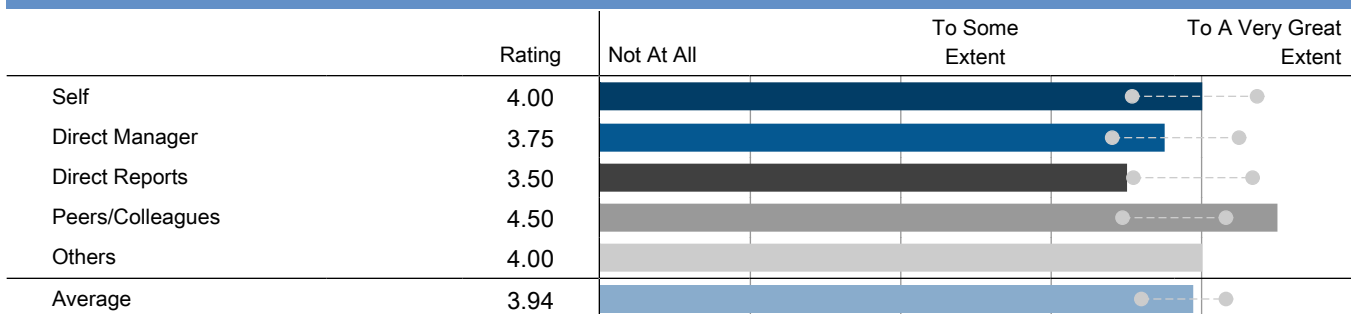
Perspective Comparison

PEOPLE LEADERSHIP

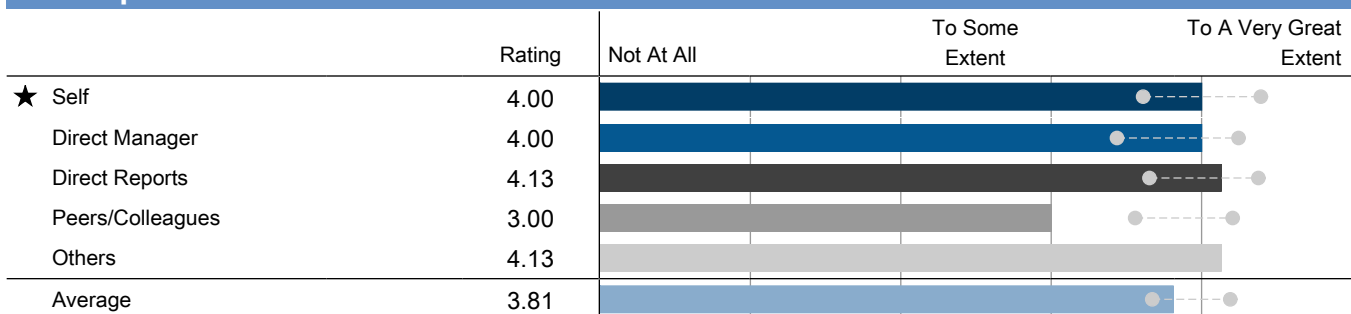
Build Support



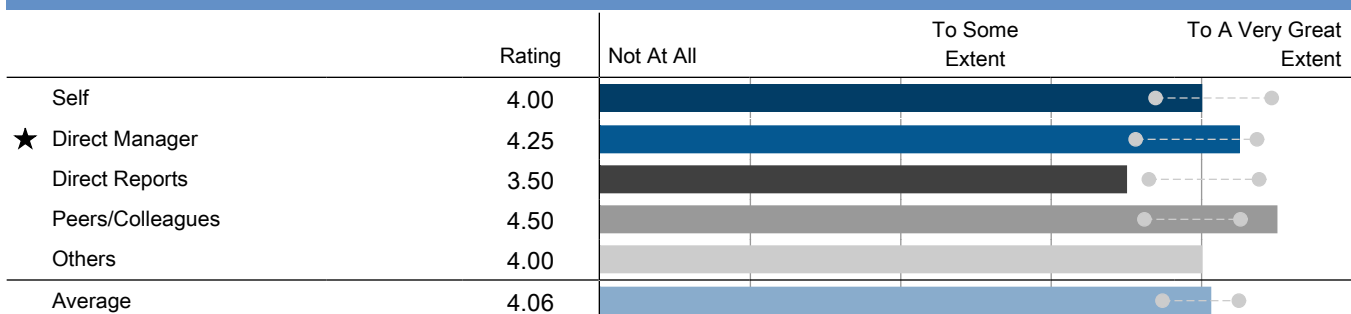
Motivate Others



Develop Others



Promote Teamwork

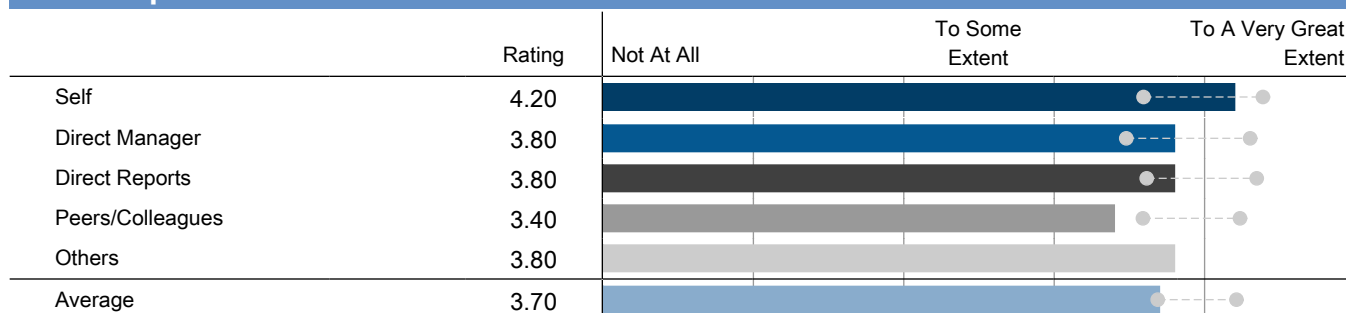


★ = Critically Important

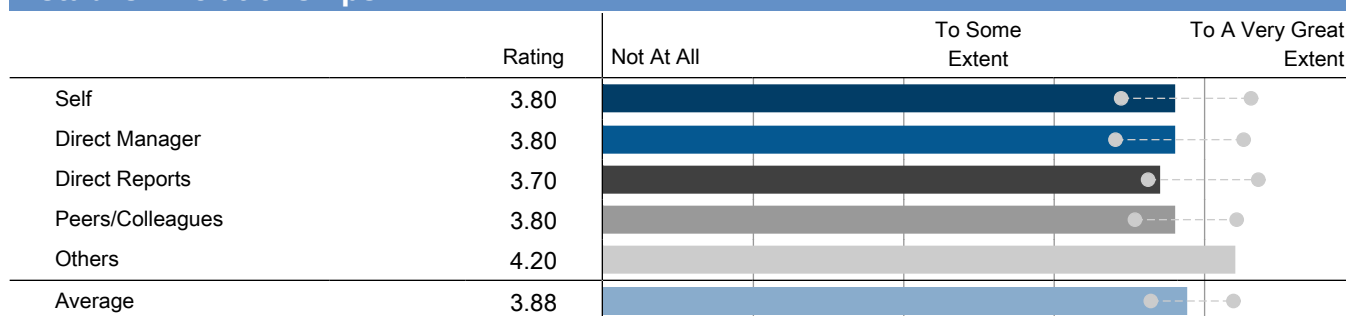
●● = 25th and 75th percentile of norm group: Mid-Level Leader Global

Perspective Comparison

Foster Open Communication



Establish Relationships



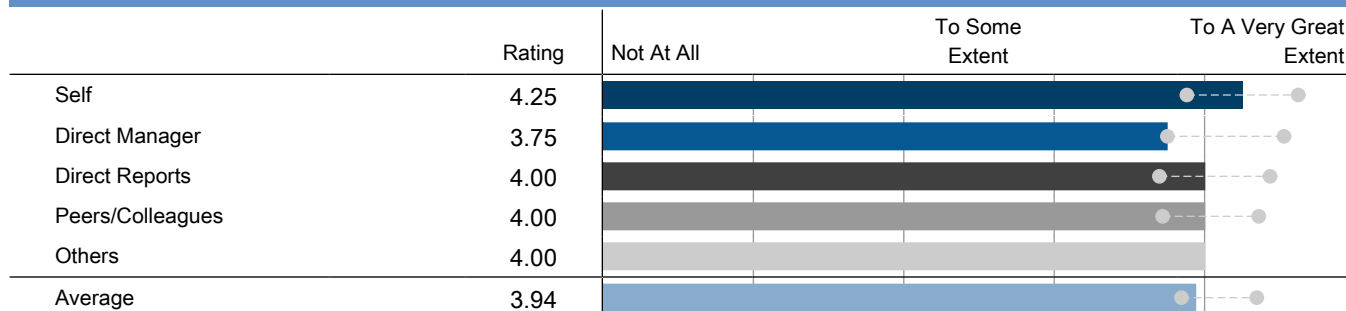
★ = Critically Important

●—● = 25th and 75th percentile of norm group: Mid-Level Leader Global

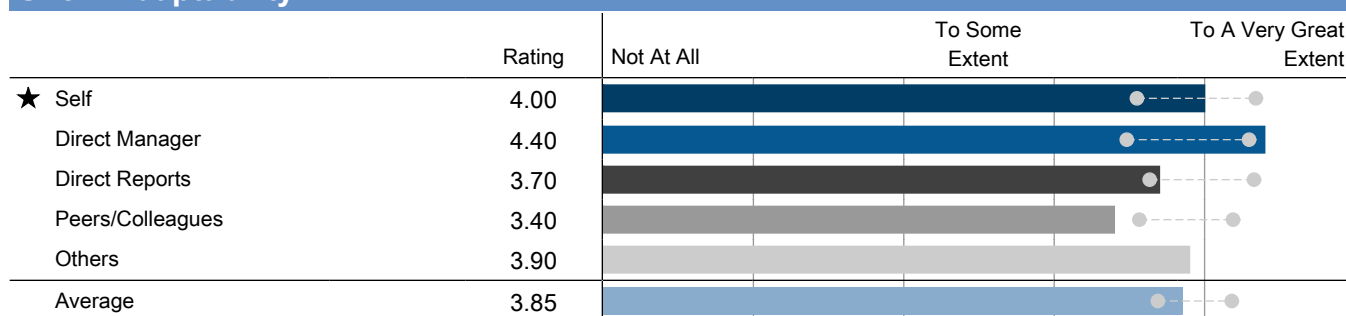
Perspective Comparison

PERSONAL LEADERSHIP

Establish Trust



Show Adaptability



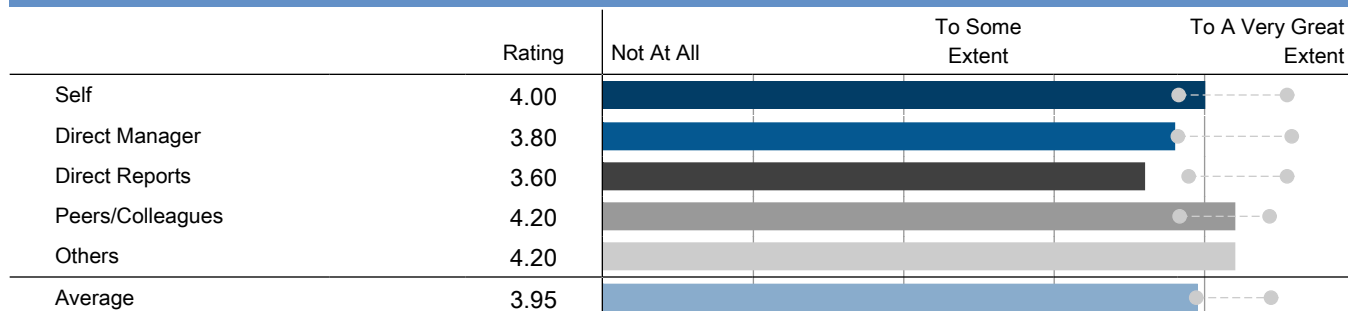
★ = Critically Important

●—● = 25th and 75th percentile of norm group: Mid-Level Leader Global

Perspective Comparison

COMPOSITE

Overall Performance



★ = Critically Important

●—● = 25th and 75th percentile of norm group: Mid-Level Leader Global

Highest and Lowest Summary

This section displays your highest- and lowest-rated items respectively, averaged across all respondent groups except self. Additionally, the competency name for the item is provided. Consider the highest-rated items as your strengths and the lowest-rated items opportunities; you can focus on both in a development plan.

Highest Items

Item	Average	Competency
34. Tackles problems head-on and works to resolve them without delay	4.75	Show Drive and Initiative
26. Prepares realistic estimates of budget, staff, and other resources	4.50	Build Realistic Plans
30. Monitors progress of others and redirects efforts when goals are not being met	4.50	Manage Execution
58. Compromises to build give-and-take relationships with others	4.50	Establish Relationships
74. Gets work done on time	4.50	Overall Performance

Lowest Items

Item	Average	Competency
3. Makes decisions in the face of uncertainty	3.25	Make Sound Decisions
11. Approaches problems with curiosity and open-mindedness	3.25	Think Creatively
55. Listens attentively and with empathy to concerns expressed by others	3.25	Foster Open Communication
59. Develops relationships with key people in other functions and at other levels	3.25	Establish Relationships
63. Accepts responsibility for own mistakes	3.25	Establish Trust

* additional items have tied with last item on the list

Largest Differences

This page displays up to five hidden strengths and potential blind spots. Hidden strengths are items rated highest by others and lowest by Self (“pleasant surprises”), where the gap is 0.5 or more. Blind spots are items rated highest by Self and lowest by others (“opportunities”), where the gap is 0.5 or more.

Hidden Strengths

Item	Self	Average	Difference from Self	Competency
33. Readily puts in extra time and effort	2.00	3.75	1.75	Show Drive and Initiative
35. Establishes high standards of performance for employees	2.00	3.75	1.75	Show Drive and Initiative
26. Prepares realistic estimates of budget, staff, and other resources	3.00	4.50	1.50	Build Realistic Plans
58. Compromises to build give-and-take relationships with others	3.00	4.50	1.50	Establish Relationships
1. Applies accurate logic in solving problems	3.00	4.25	1.25	Make Sound Decisions

* additional items have tied with last item on the list

Blind Spots

Item	Self	Average	Difference from Self	Competency
11. Approaches problems with curiosity and open-mindedness	5.00	3.25	-1.75	Think Creatively
59. Develops relationships with key people in other functions and at other levels	5.00	3.25	-1.75	Establish Relationships
63. Accepts responsibility for own mistakes	5.00	3.25	-1.75	Establish Trust
31. Plans and conducts meetings to make effective use of time	5.00	3.38	-1.62	Manage Execution
15. Draws accurate conclusions from financial and other quantitative information	5.00	3.50	-1.50	Use Financial Data

Targeted Development Priorities

Your feedback may have revealed some insights about your strengths and development opportunities. This section identifies the competencies your Direct Manager believes require critical focus, and their related items. Notice if the items in each of these critical competencies are rated high or low to determine whether you can leverage the item as a strength or target it as an area of development.

Think Creatively

Self	Direct Manager		Average	Not At All	To Some Extent	To A Very Great Extent	Highest / Lowest Rated Items
	★						
Think Creatively			3.66				↓
11.	Approaches problems with curiosity and open-mindedness		3.25				
12.	Creatively integrates different ideas and perspectives		4.25				
13.	Stimulates creative thinking in others		3.50				
14.	Generates innovative ideas and solutions to problems		3.63				

Build Support

Self	Direct Manager		Average	Not At All	To Some Extent	To A Very Great Extent	Highest / Lowest Rated Items
	★						
Build Support			3.88				
37.	Anticipates and responds effectively to the positions and reactions of others		4.00				
38.	Gives compelling reasons for ideas		4.25				
39.	Knows which battles are worth fighting		3.50				
40.	Builds support for own ideas through contacts with others		3.75				

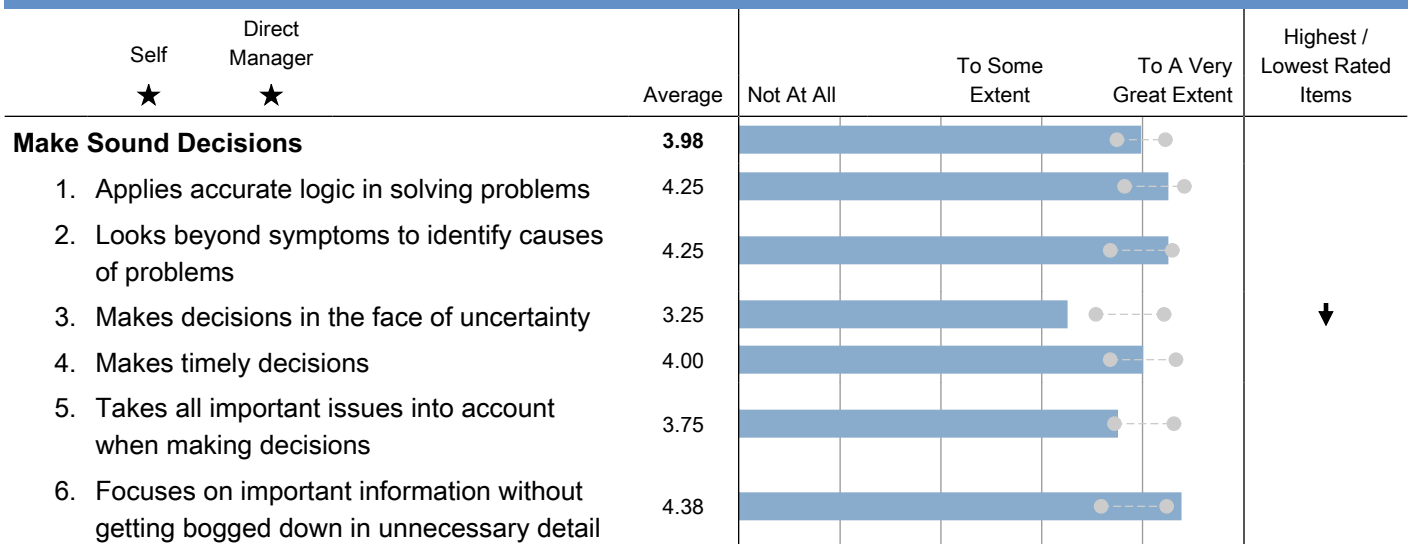
★ = Very Important

★ = Critically Important

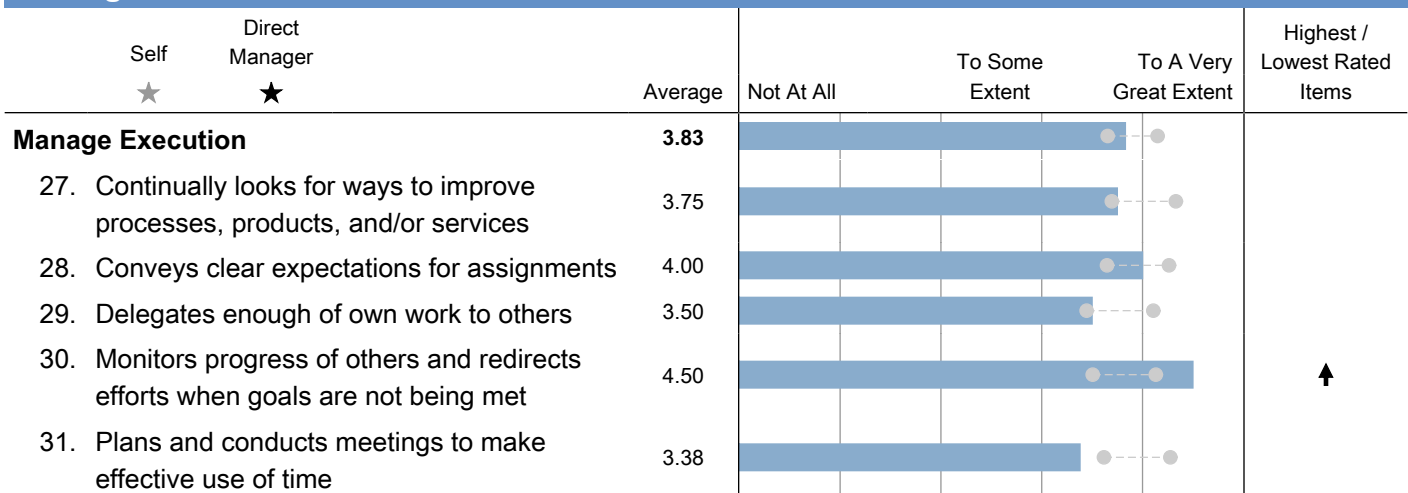
●—● = 25th and 75th percentile of norm group: Mid-Level Leader Global

Targeted Development Priorities

Make Sound Decisions



Manage Execution

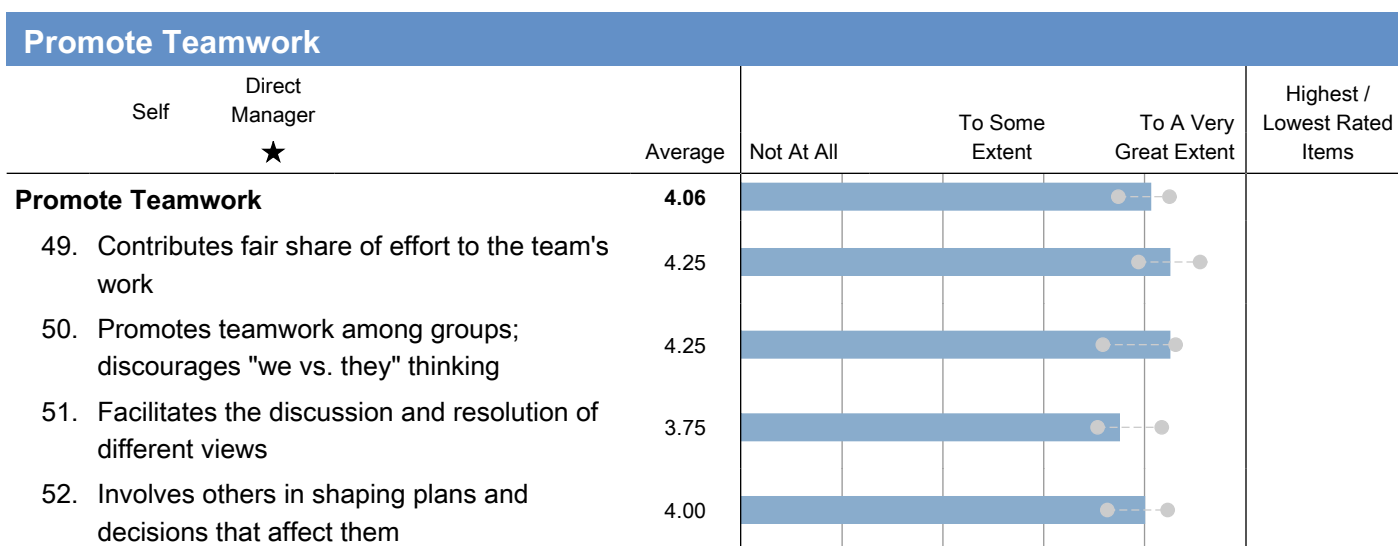


★ = Very Important

★ = Critically Important

●● = 25th and 75th percentile of norm group: Mid-Level Leader Global

Targeted Development Priorities



★ = Very Important

★ = Critically Important

●● = 25th and 75th percentile of norm group: Mid-Level Leader Global

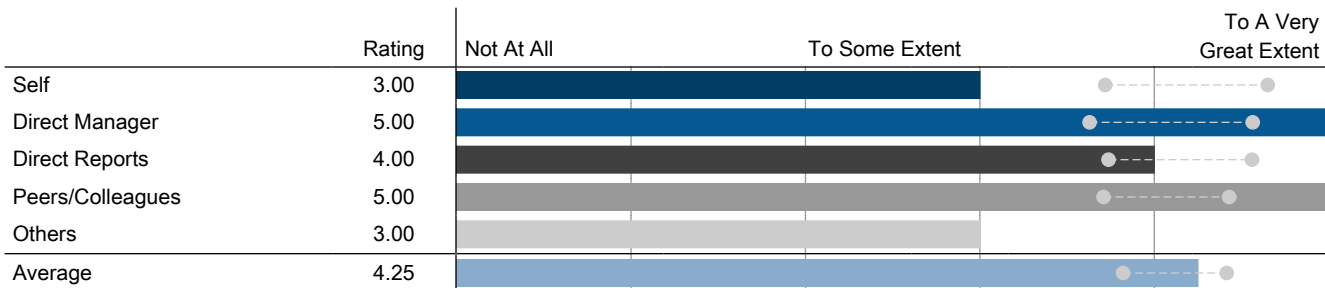
Item Detail

This section reports the average ratings you received from each respondent group for each question on the survey. This more detailed feedback can help you understand the impact you may have with different groups and provide behaviorally-specific direction when planning your development.

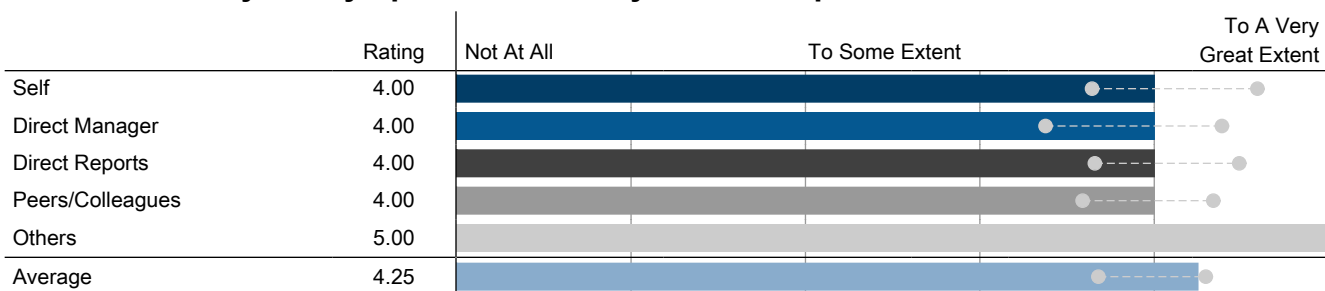
THOUGHT LEADERSHIP

Make Sound Decisions (3.98)

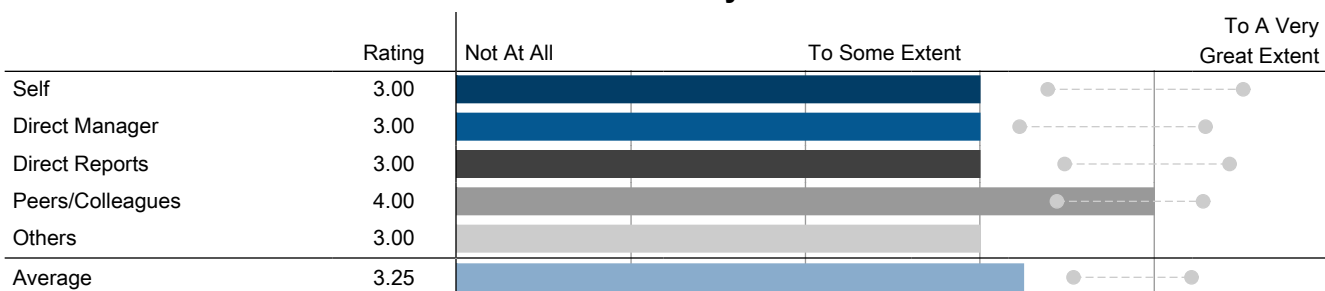
1. Applies accurate logic in solving problems



2. Looks beyond symptoms to identify causes of problems

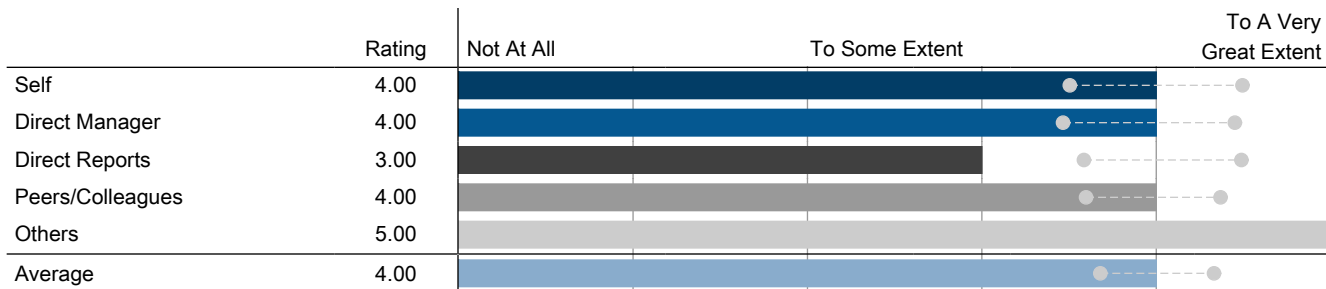


3. Makes decisions in the face of uncertainty

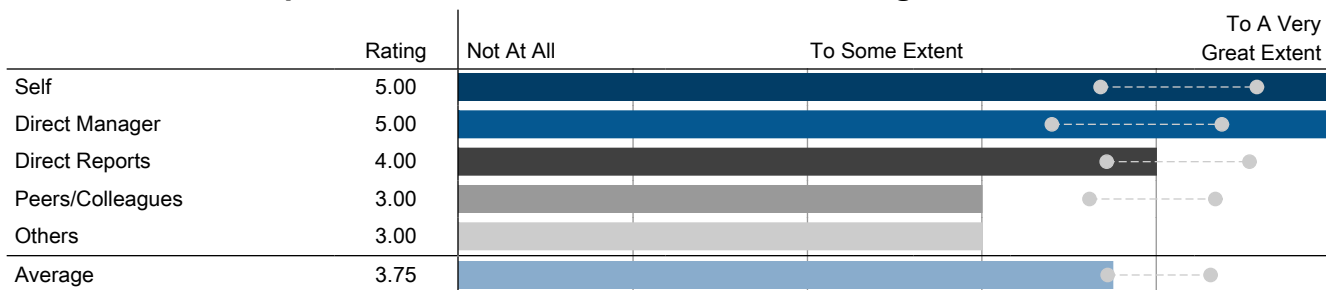


Item Detail

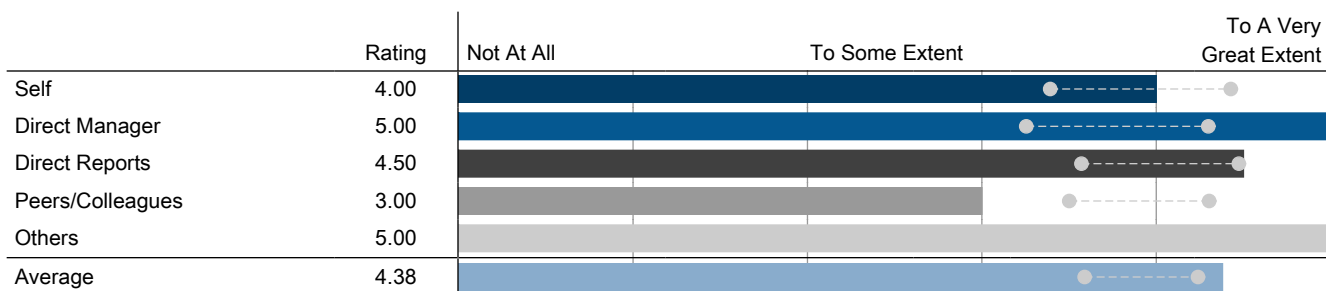
4. Makes timely decisions



5. Takes all important issues into account when making decisions

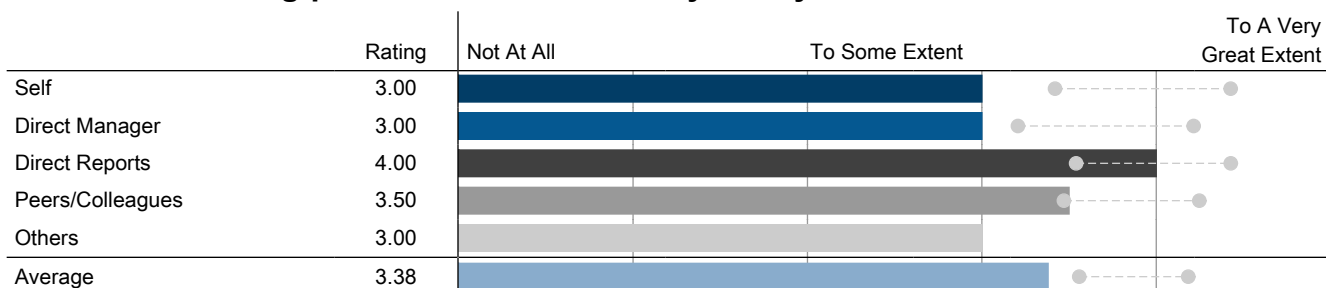


6. Focuses on important information without getting bogged down in unnecessary detail



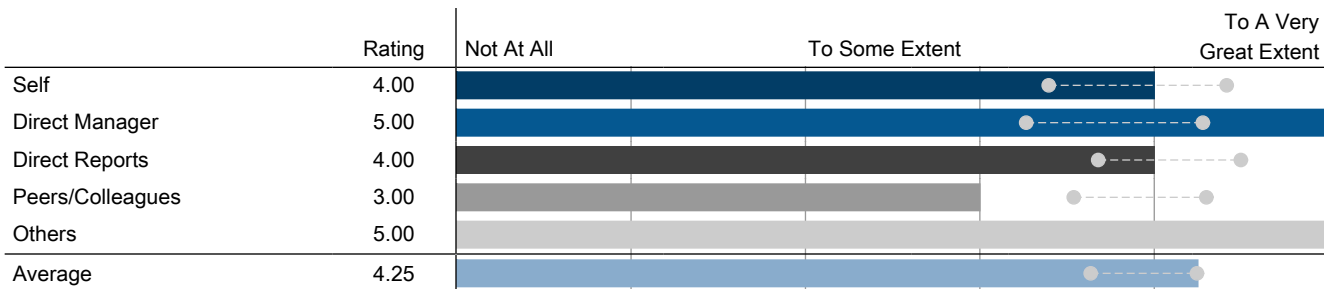
Act Strategically (3.91)

7. Balances big-picture concerns with day-to-day activities

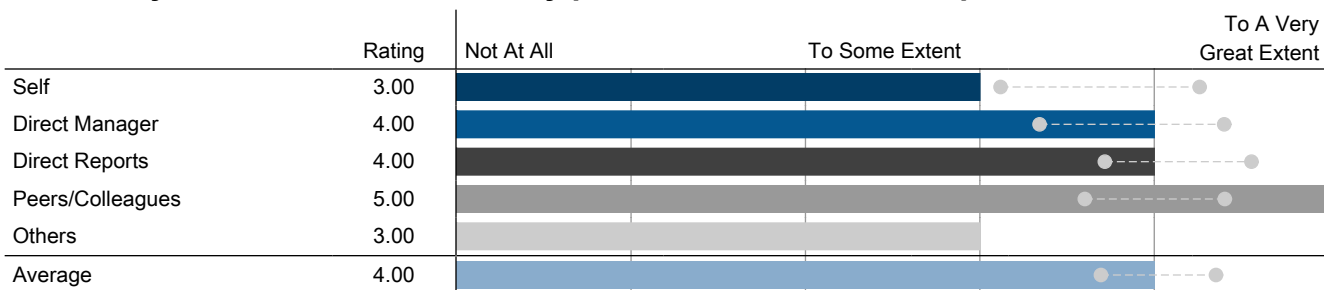


Item Detail

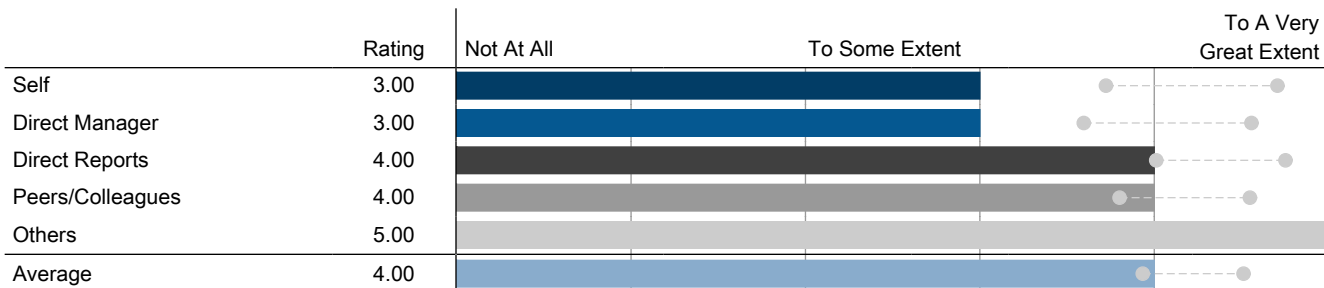
8. Identifies efforts that will have the greatest strategic impact



9. Stays informed about industry practices and new developments

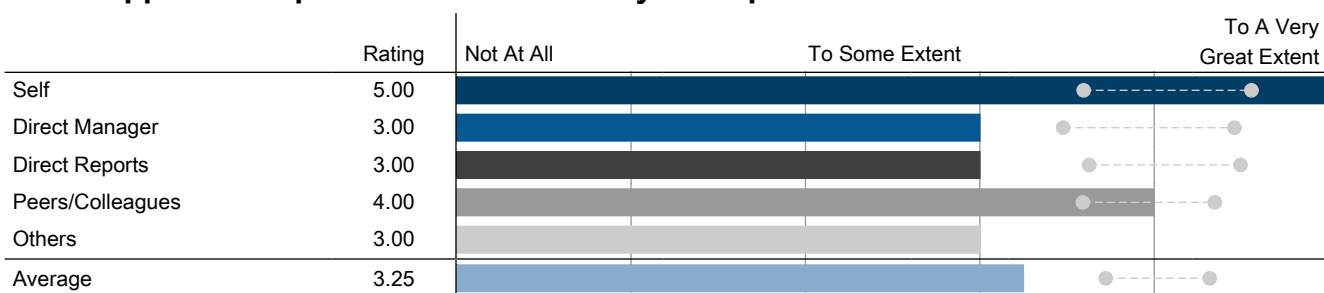


10. Understands the organization's mission, strategies, strengths, and weaknesses



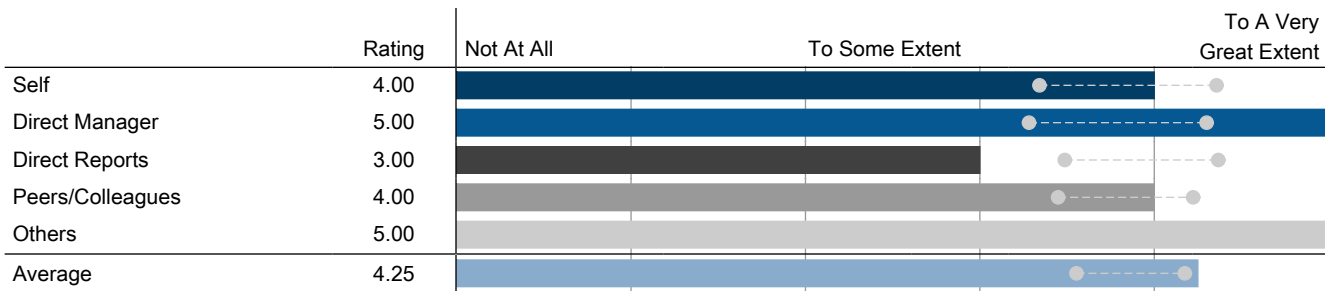
Think Creatively (3.66)

11. Approaches problems with curiosity and open-mindedness

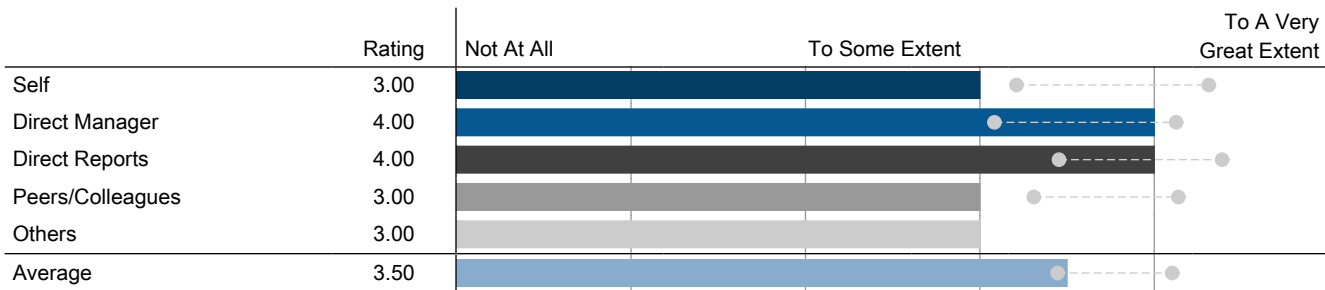


Item Detail

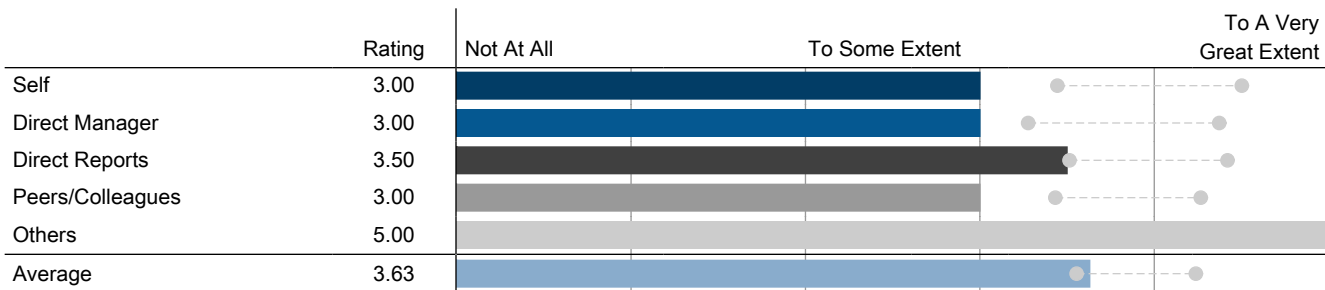
12. Creatively integrates different ideas and perspectives



13. Stimulates creative thinking in others

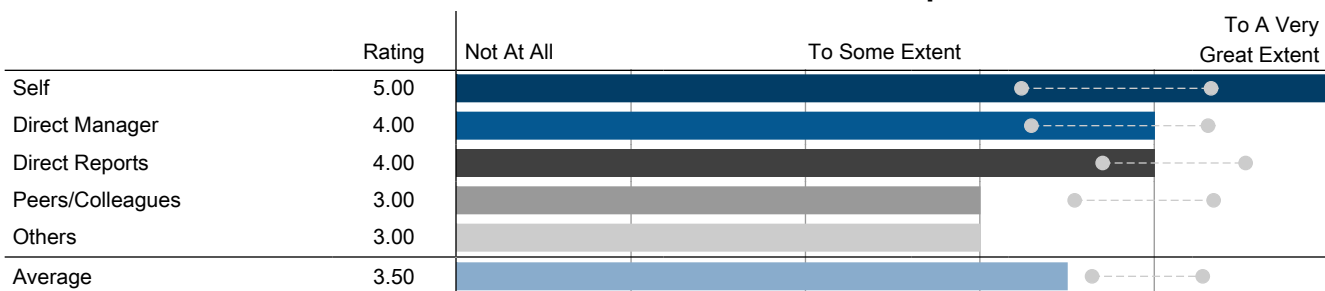


14. Generates innovative ideas and solutions to problems



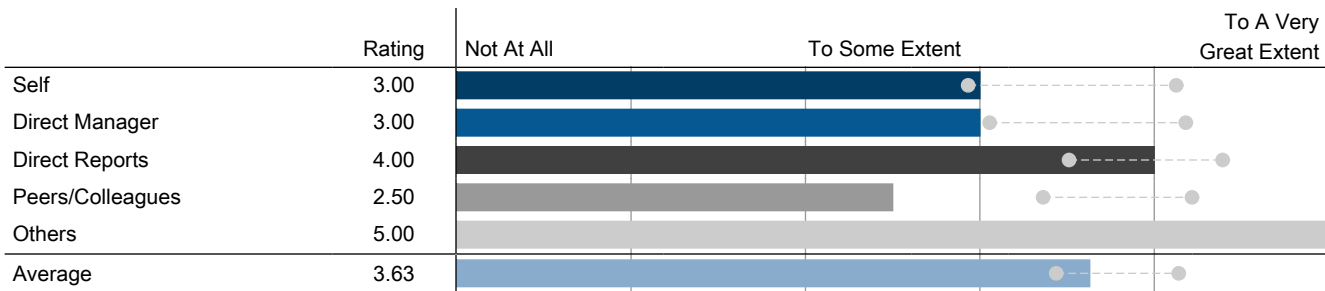
Use Financial Data (3.84)

15. Draws accurate conclusions from financial and other quantitative information

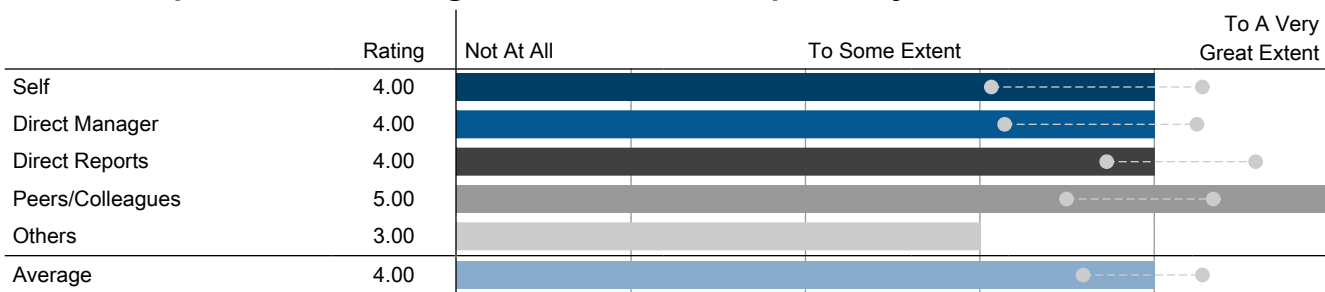


Item Detail

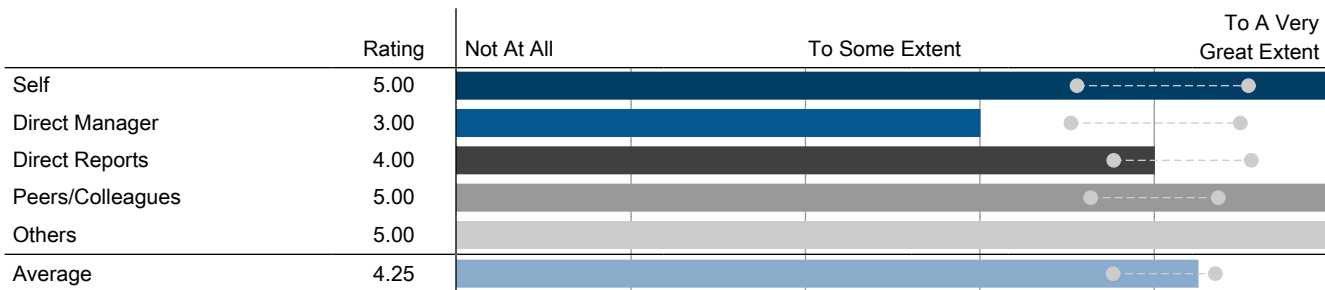
16. Readily identifies soft spots in budgets and profit plans



17. Grasps the full meaning and interrelationships of key financial indicators



18. Strives to maintain the highest quality while managing costs

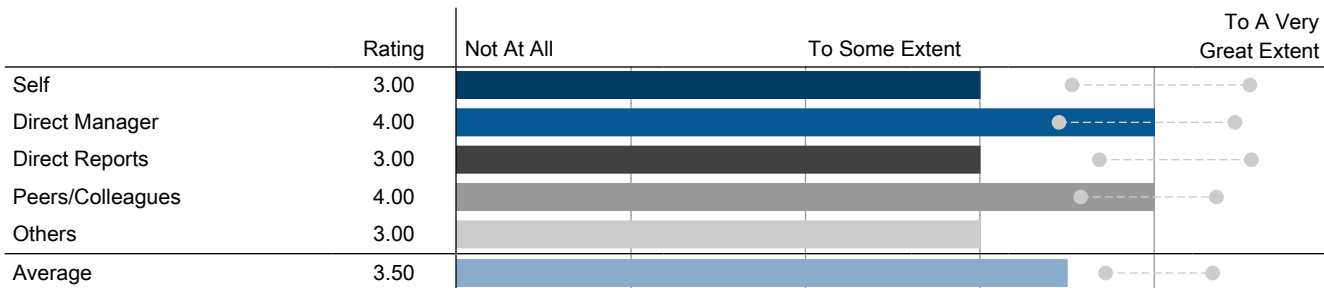


Item Detail

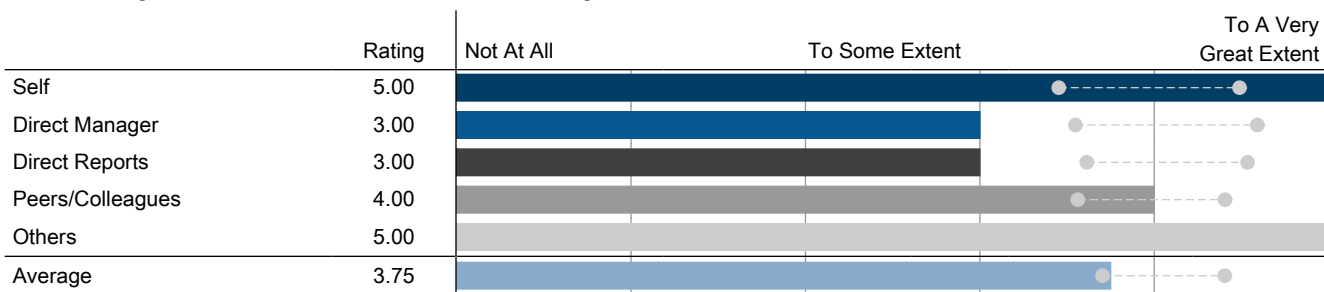
RESULTS LEADERSHIP

Meet Customer Needs (3.75)

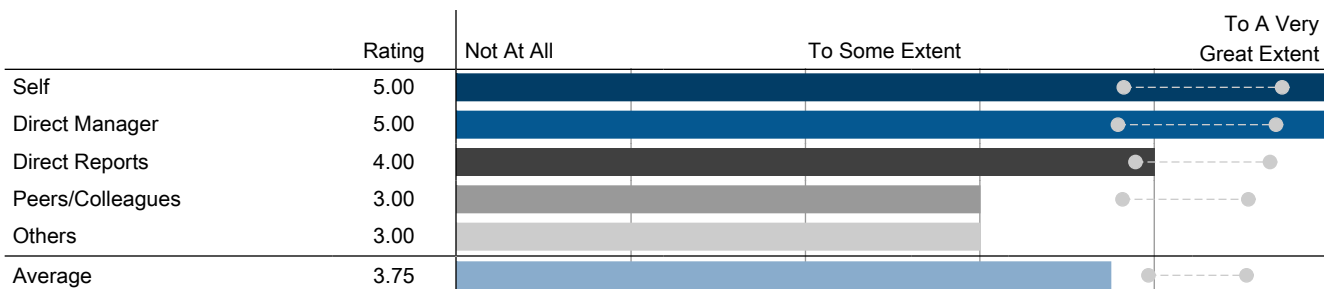
19. Continually searches for ways to improve customer/client service



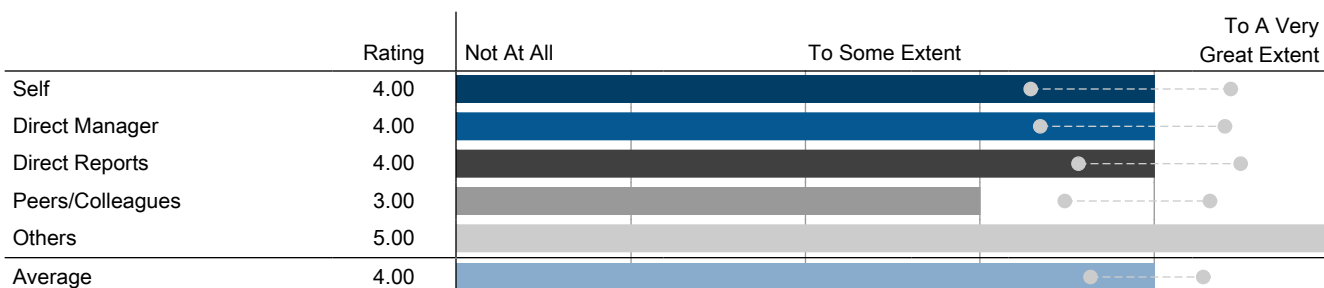
20. Impresses customers with exceptional service or work



21. Meets commitments to customers/clients



22. Seeks feedback from customers

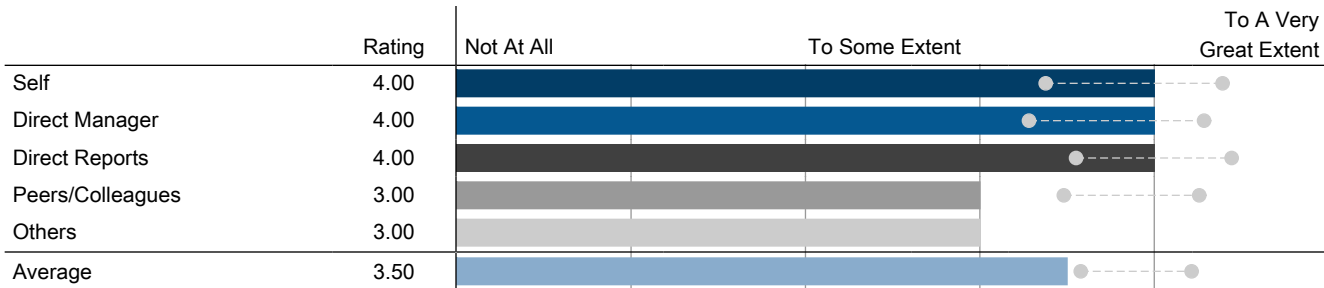


●● = 25th and 75th percentile of norm group: Mid-Level Leader Global

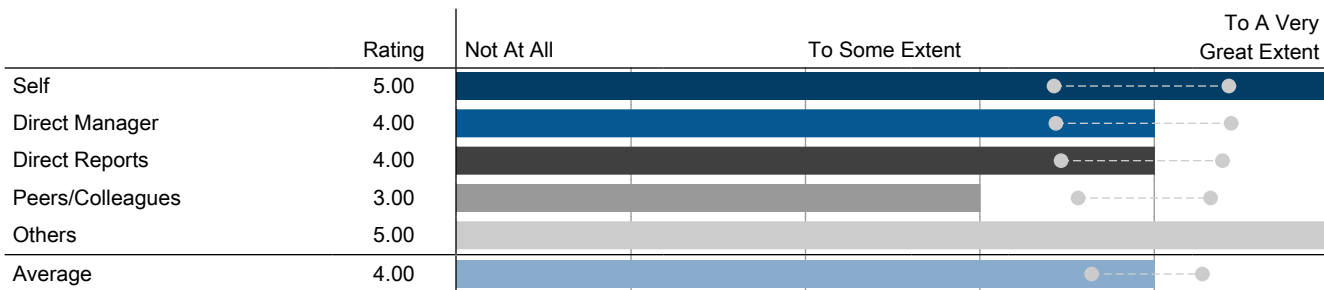
Item Detail

Build Realistic Plans (4.06)

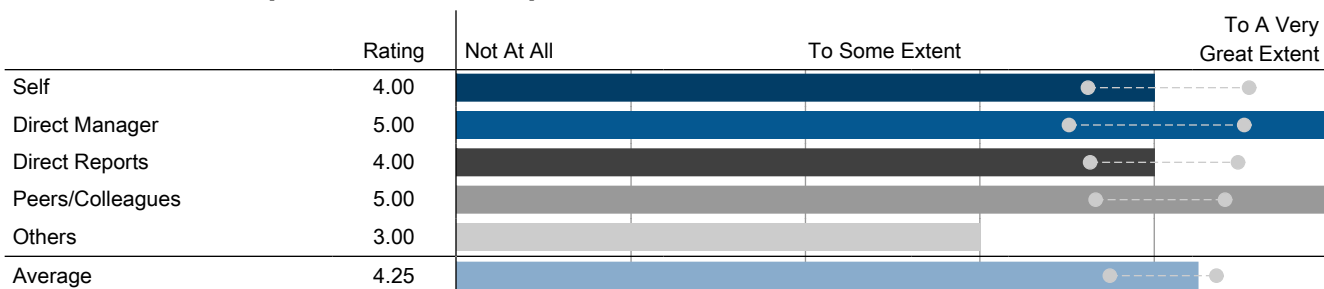
23. Anticipates problems and develops contingency plans



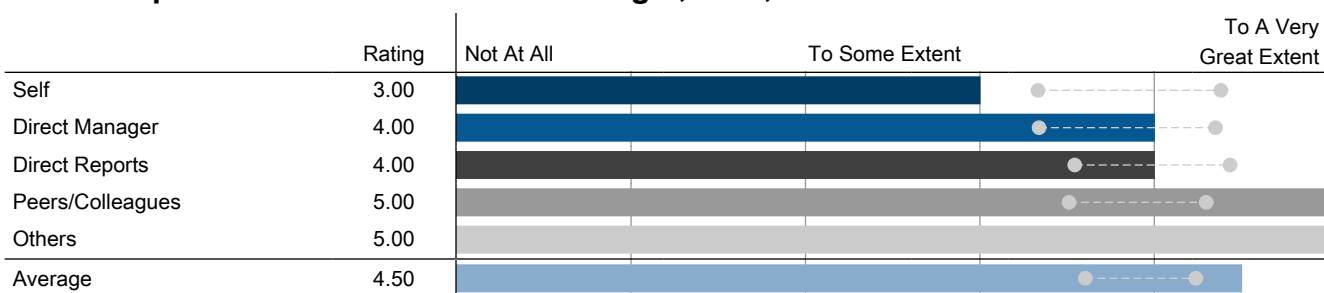
24. Develops realistic plans, action steps, and timetables for projects and assignments



25. Identifies specific action steps and accountabilities



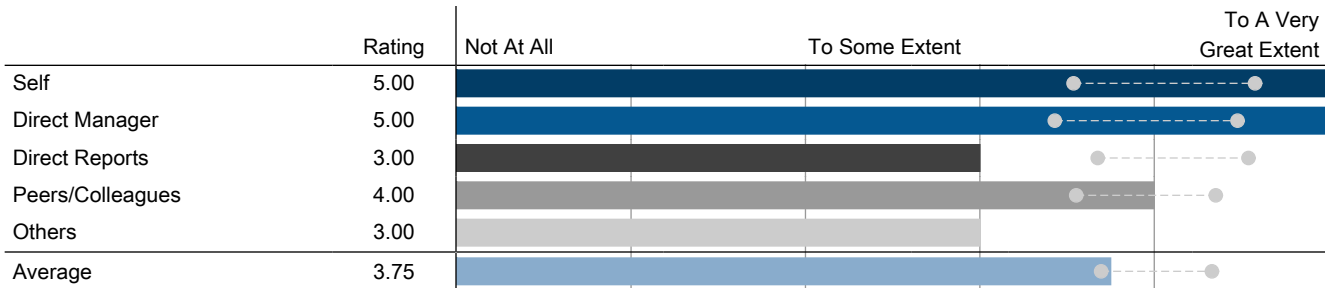
26. Prepares realistic estimates of budget, staff, and other resources



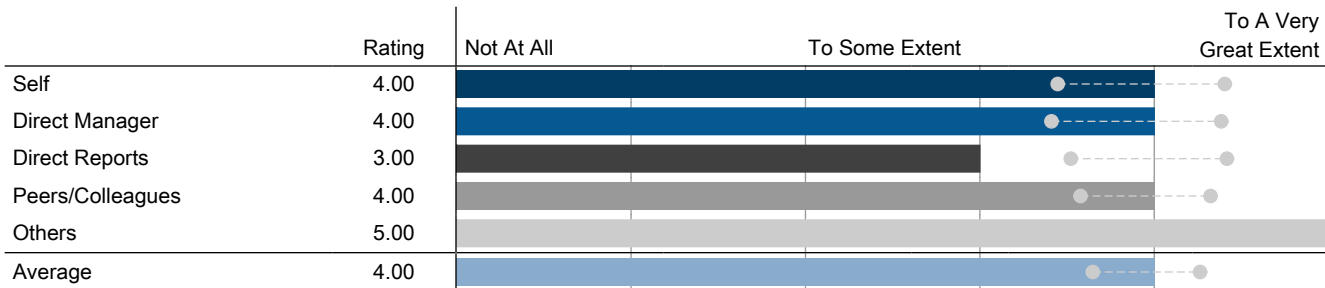
Item Detail

Manage Execution (3.83)

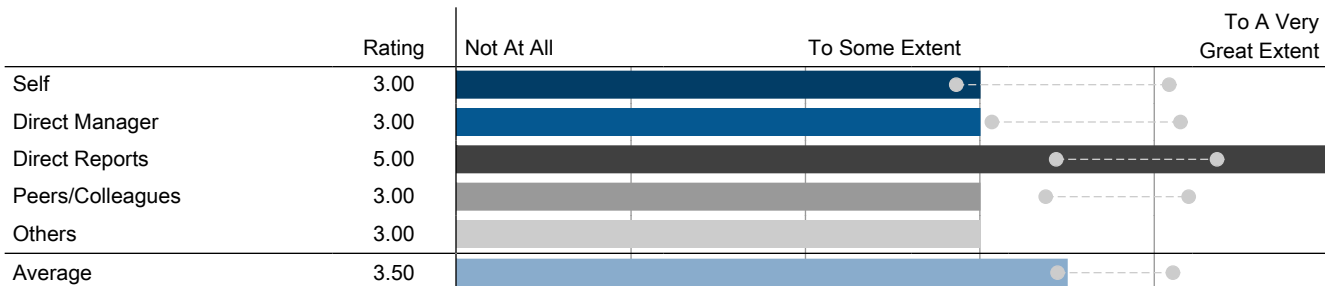
27. Continually looks for ways to improve processes, products, and/or services



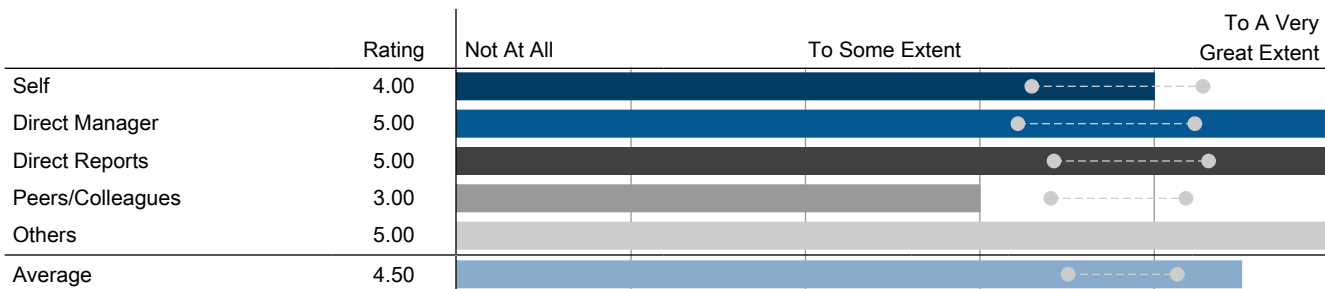
28. Conveys clear expectations for assignments



29. Delegates enough of own work to others

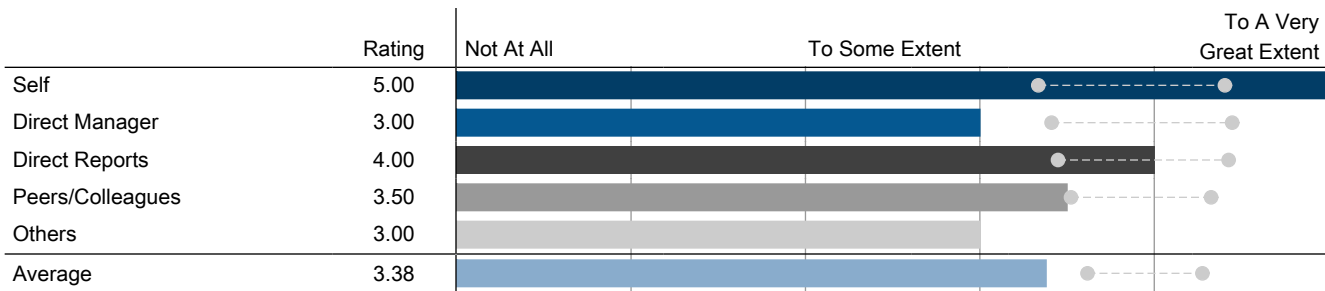


30. Monitors progress of others and redirects efforts when goals are not being met



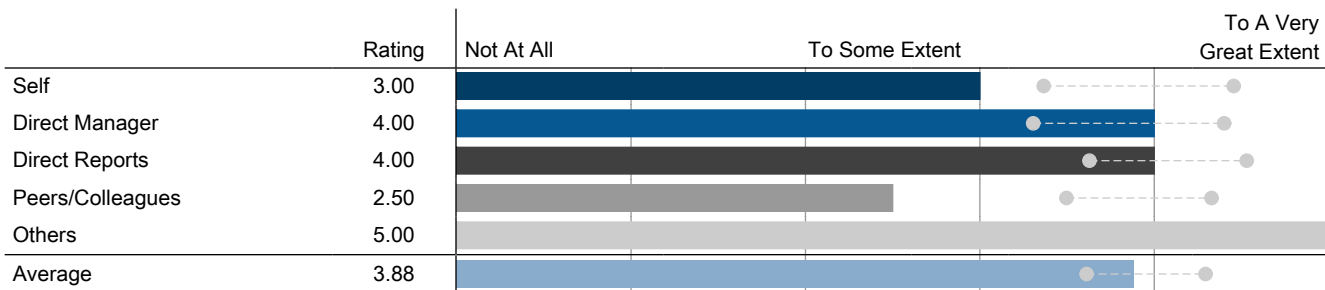
Item Detail

31. Plans and conducts meetings to make effective use of time

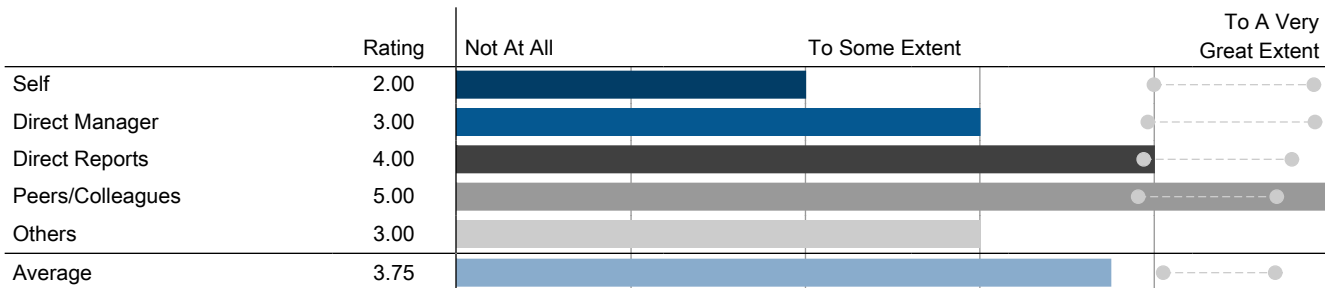


Show Drive and Initiative (3.98)

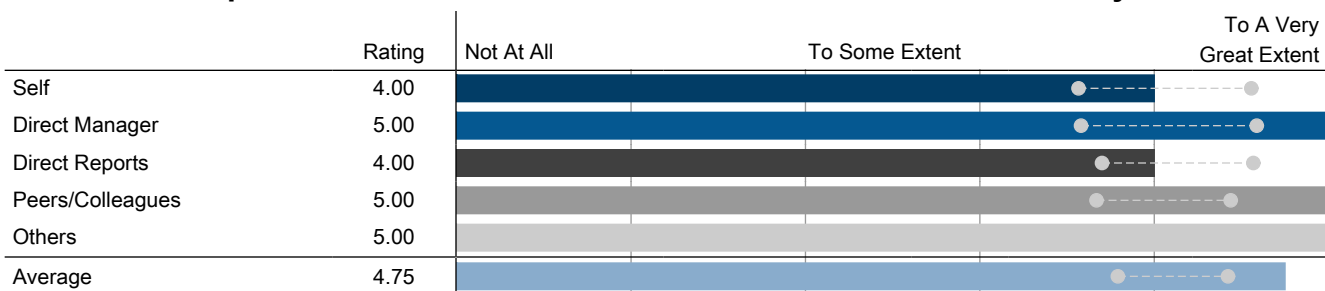
32. Establishes aggressive goals and drives for results



33. Readily puts in extra time and effort



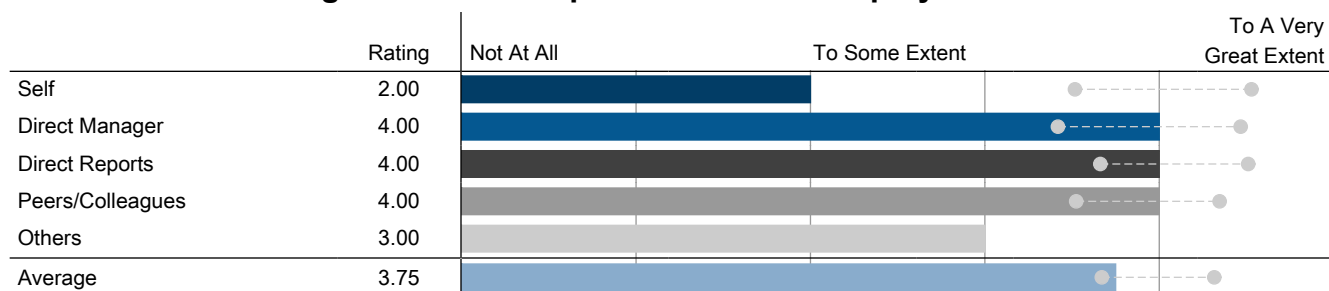
34. Tackles problems head-on and works to resolve them without delay



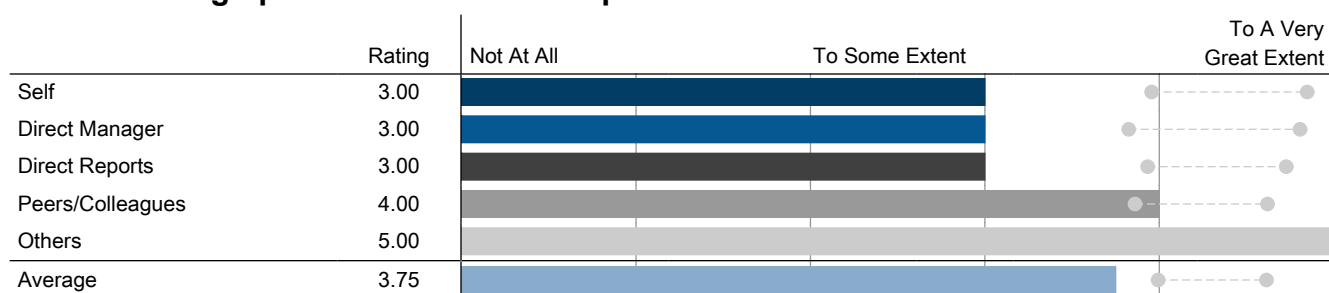
●● = 25th and 75th percentile of norm group: Mid-Level Leader Global

Item Detail

35. Establishes high standards of performance for employees



36. Sets high personal standards of performance

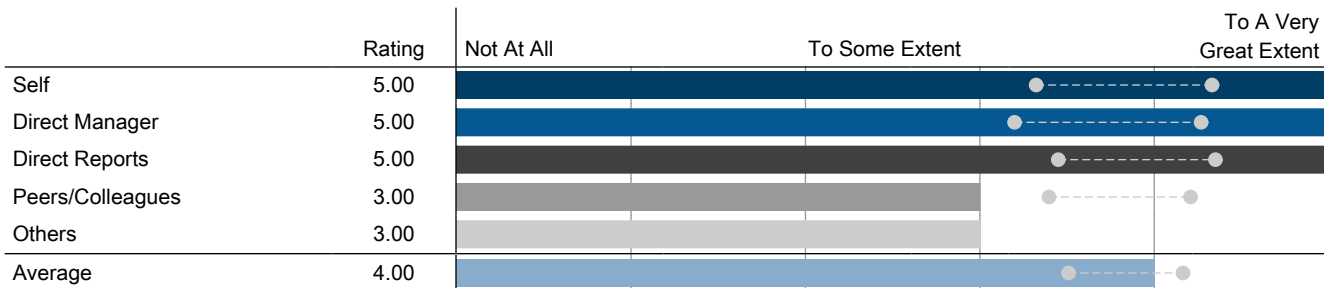


Item Detail

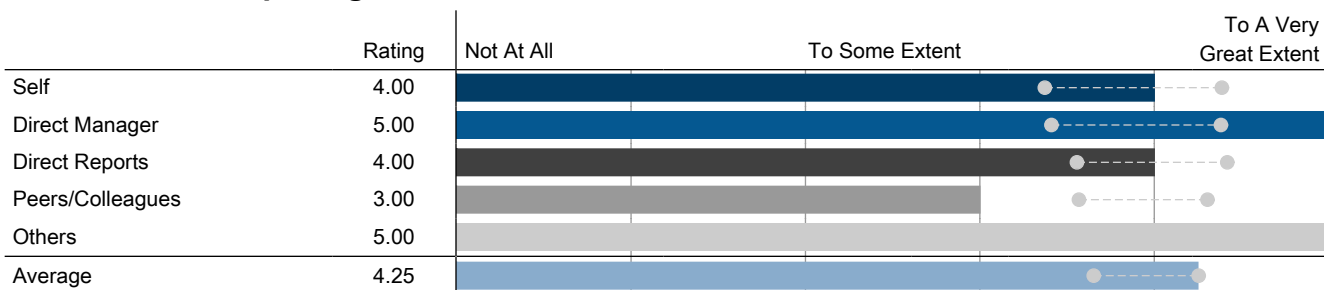
PEOPLE LEADERSHIP

Build Support (3.88)

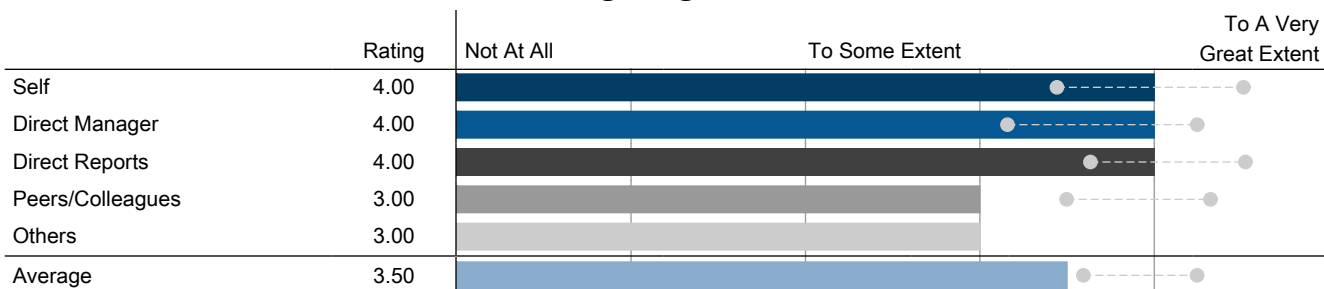
37. Anticipates and responds effectively to the positions and reactions of others



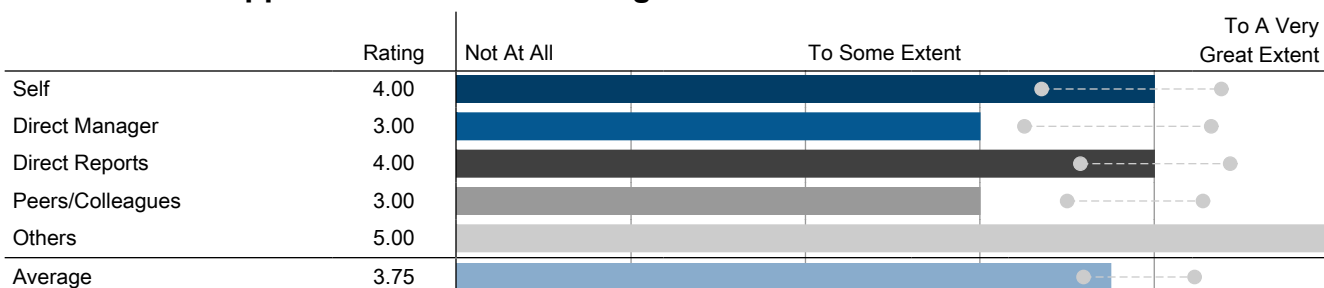
38. Gives compelling reasons for ideas



39. Knows which battles are worth fighting



40. Builds support for own ideas through contacts with others

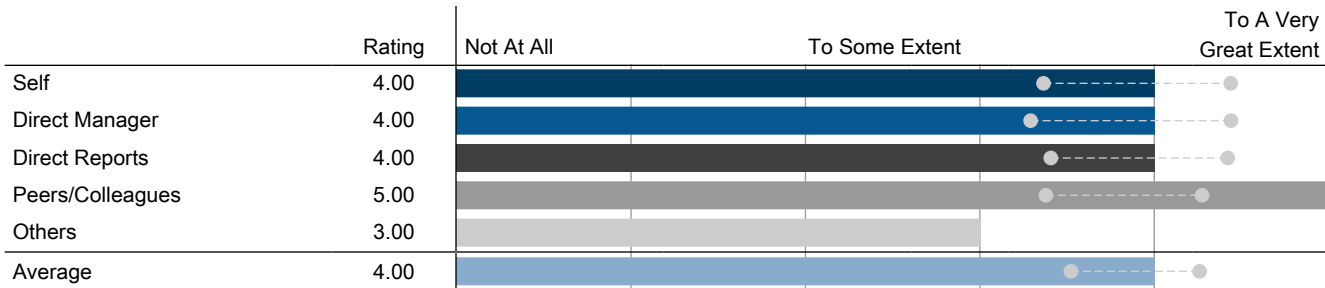


●● = 25th and 75th percentile of norm group: Mid-Level Leader Global

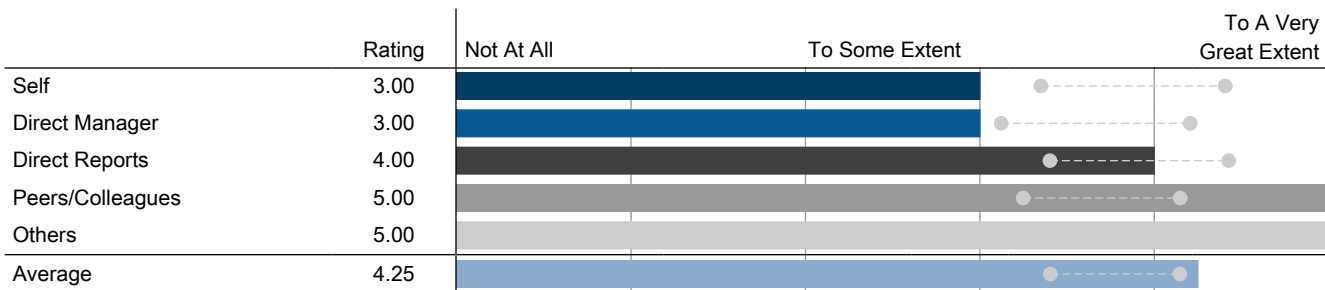
Item Detail

Motivate Others (3.94)

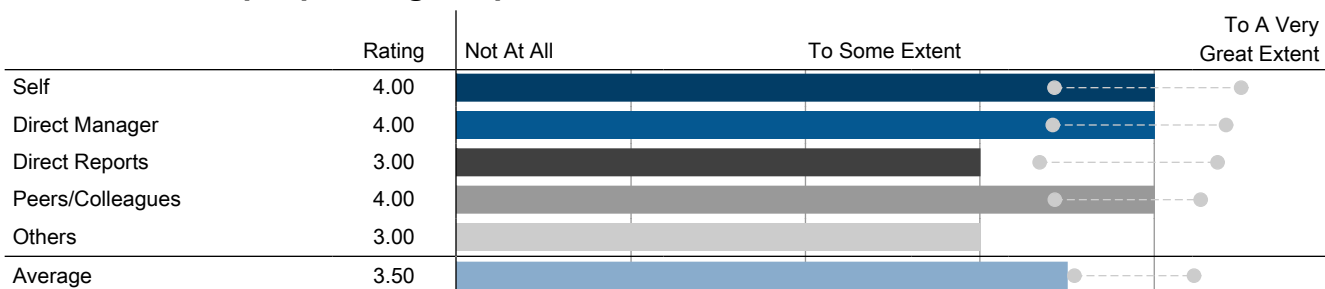
41. Creates a feeling of energy, excitement, and personal investment



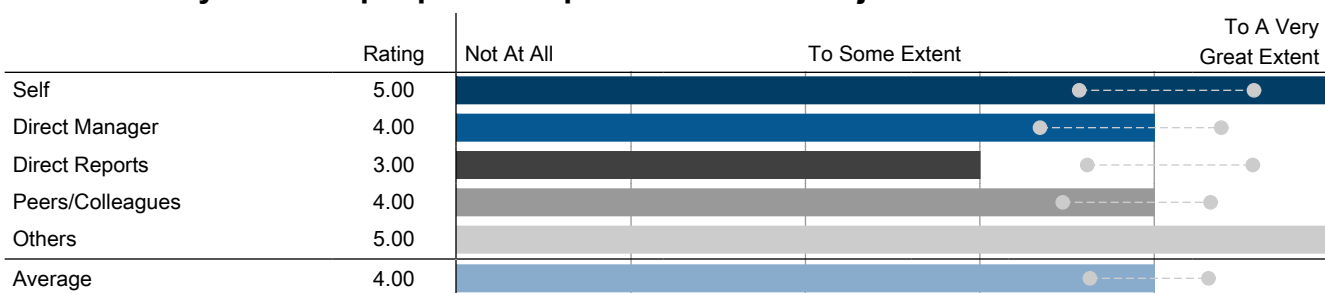
42. Inspires people to excel



43. Rewards people for good performance



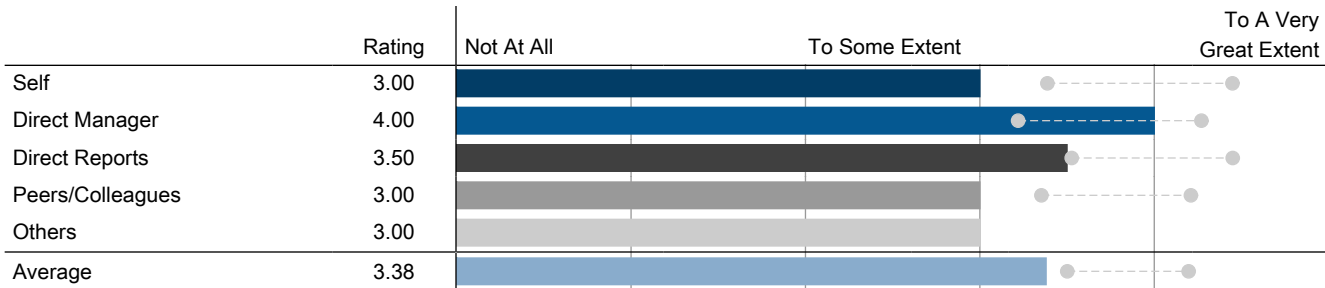
44. Conveys trust in people's competence to do their jobs



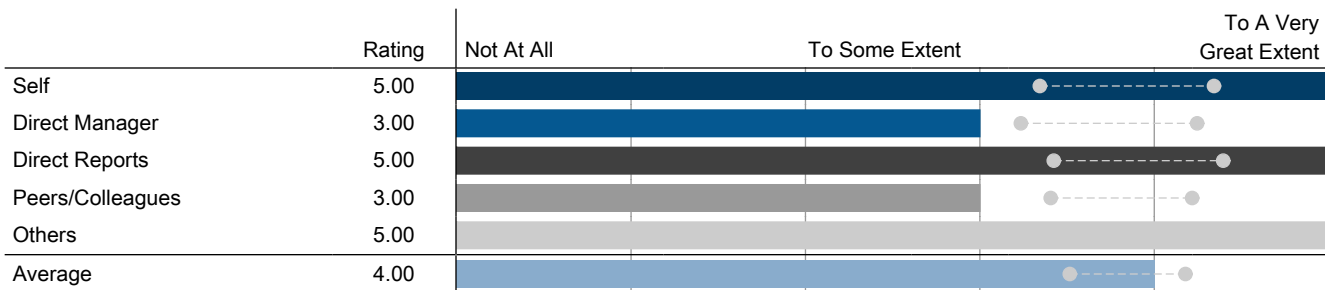
Item Detail

Develop Others (3.81)

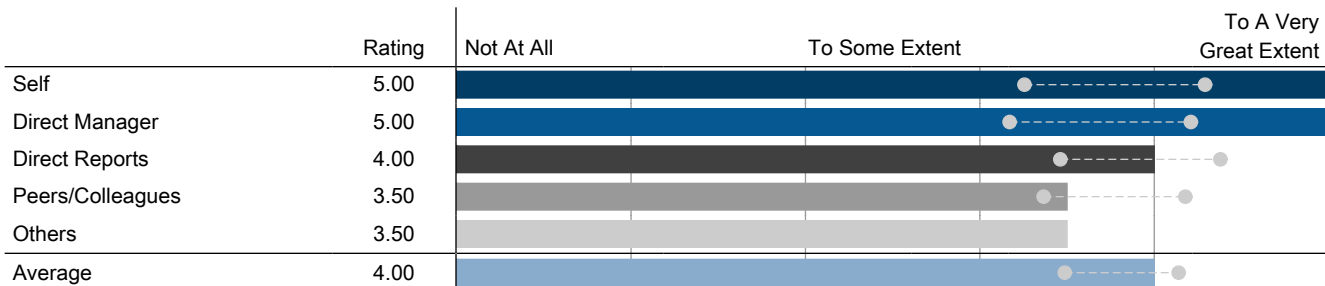
45. Attracts and selects high caliber talent



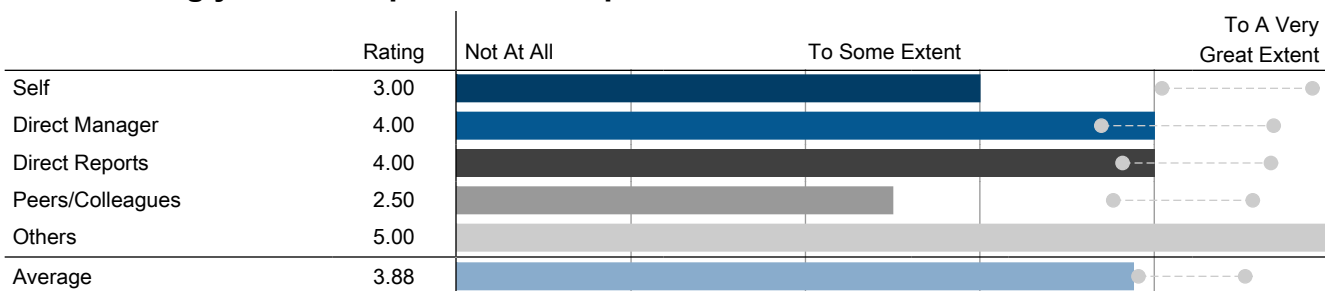
46. Gives clear, motivating, and constructive feedback



47. Provides challenging assignments to facilitate individual development



48. Willingly shares expertise and experience with others

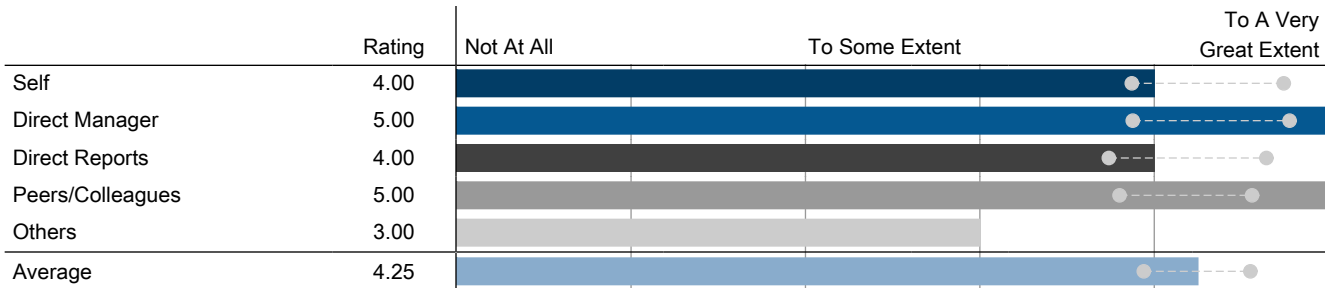


●● = 25th and 75th percentile of norm group: Mid-Level Leader Global

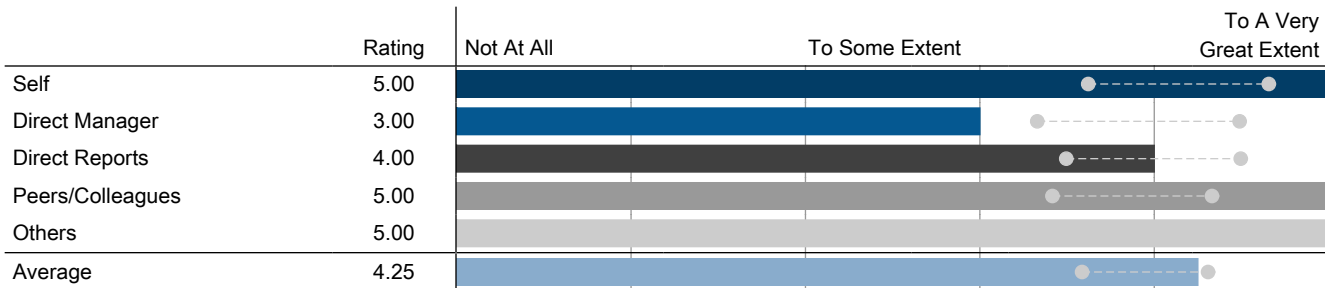
Item Detail

Promote Teamwork (4.06)

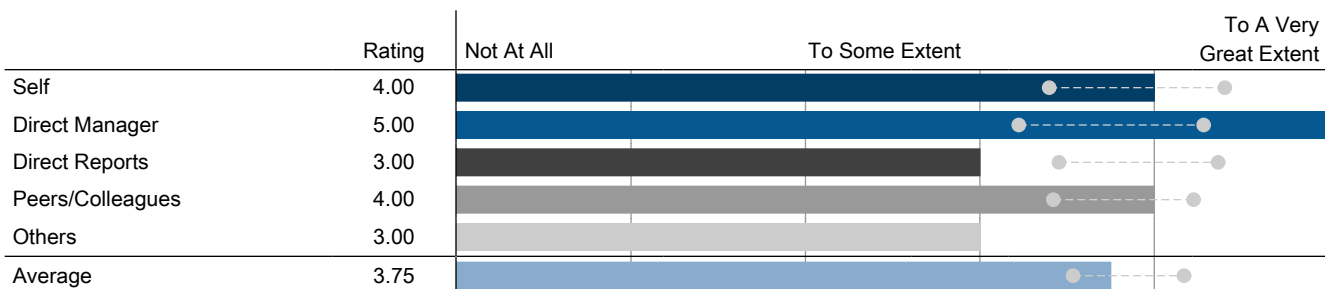
49. Contributes fair share of effort to the team's work



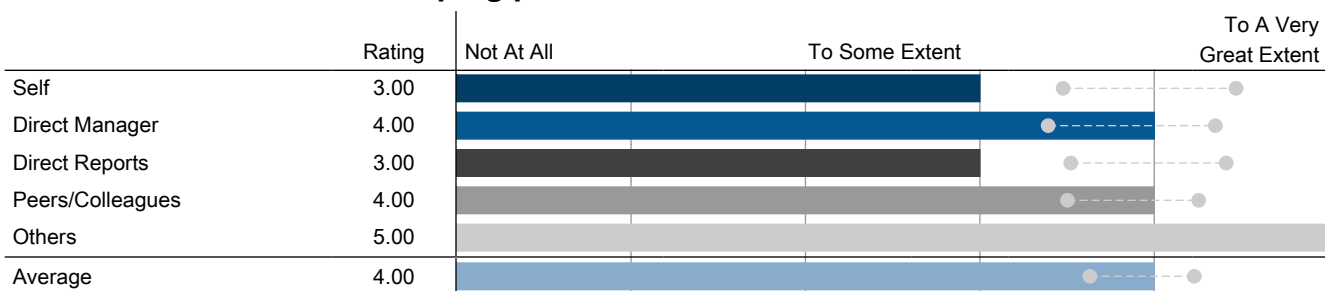
50. Promotes teamwork among groups; discourages "we vs. they" thinking



51. Facilitates the discussion and resolution of different views



52. Involves others in shaping plans and decisions that affect them

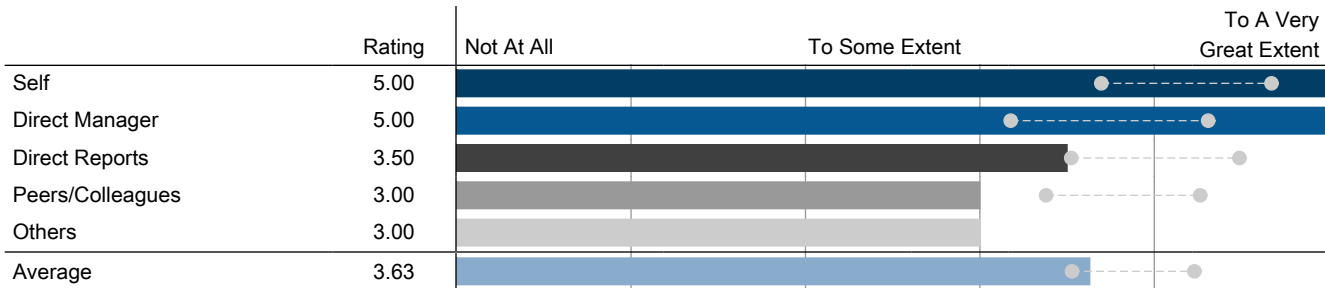


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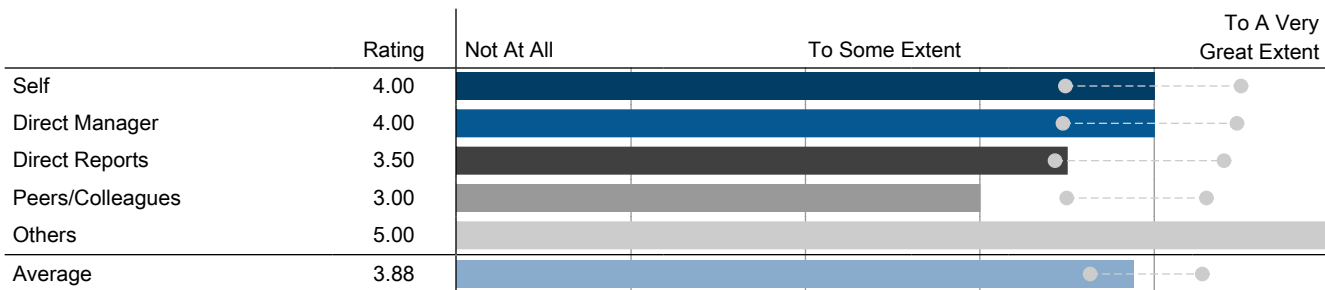
Item Detail

Foster Open Communication (3.70)

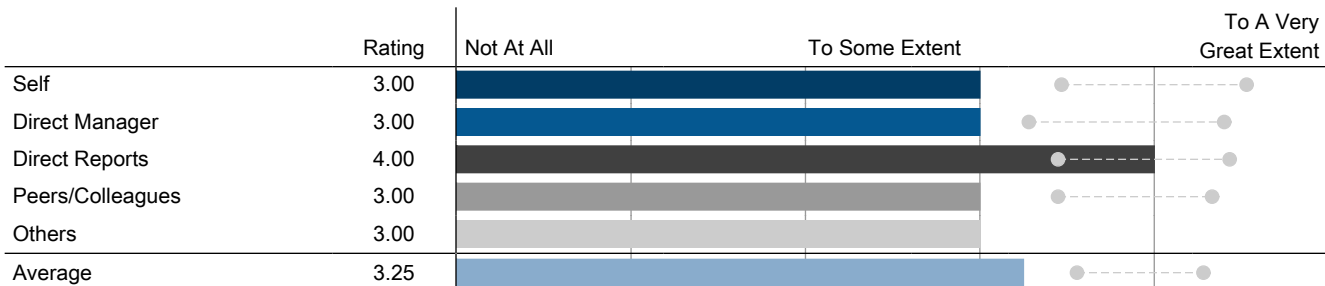
53. Encourages others to express their views, even contrary ones



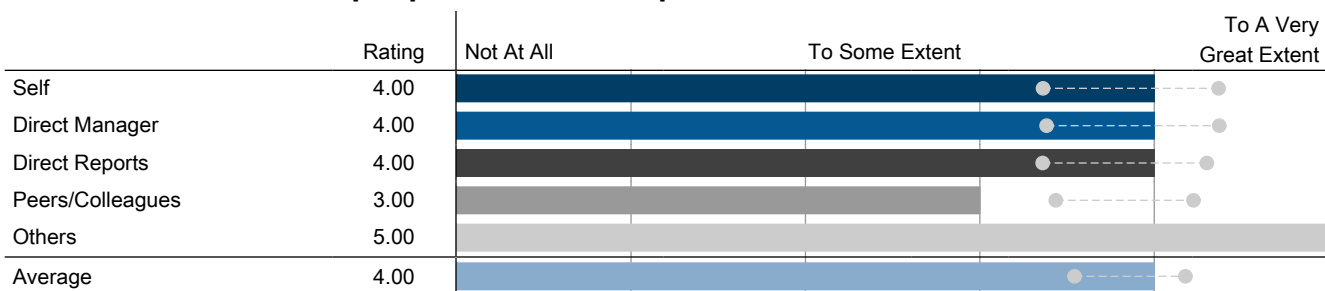
54. Keeps people up-to-date with information



55. Listens attentively and with empathy to concerns expressed by others

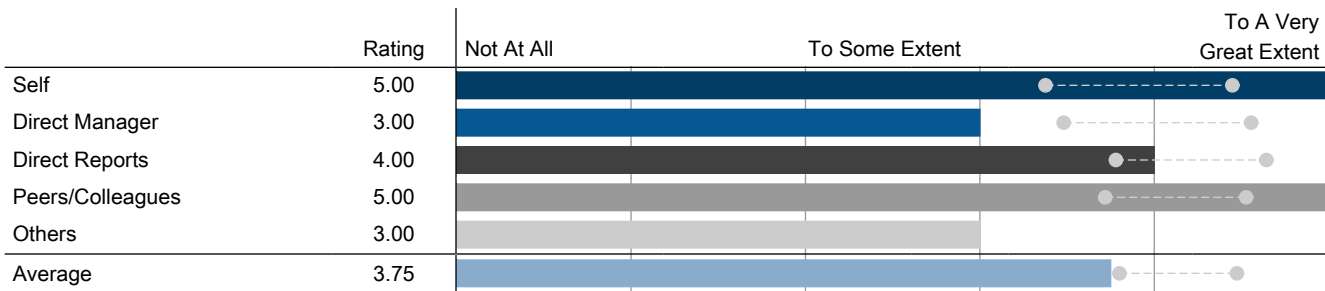


56. Makes sure that people have no "surprises"



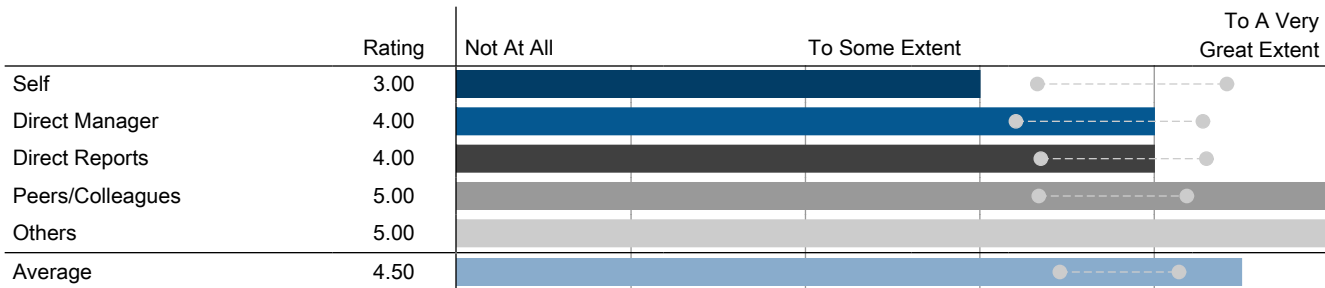
Item Detail

57. Speaks clearly and concisely

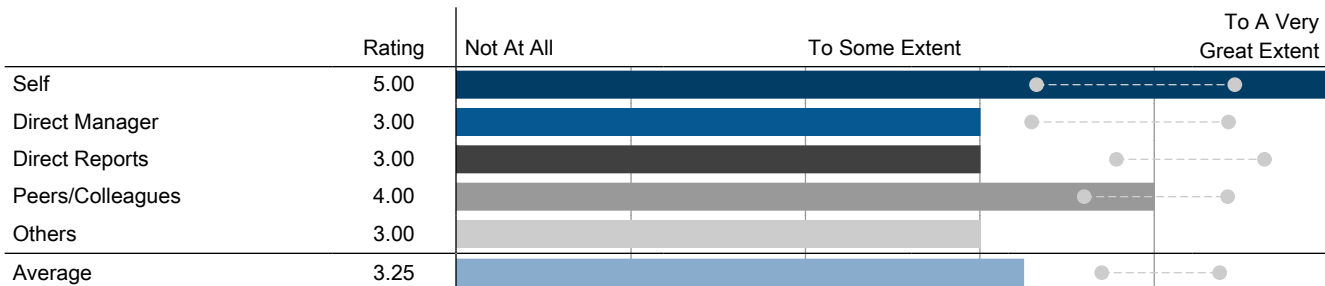


Establish Relationships (3.88)

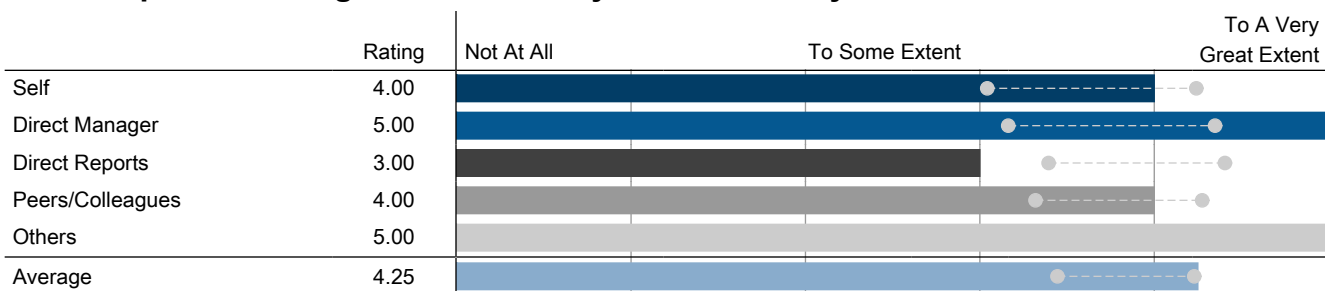
58. Compromises to build give-and-take relationships with others



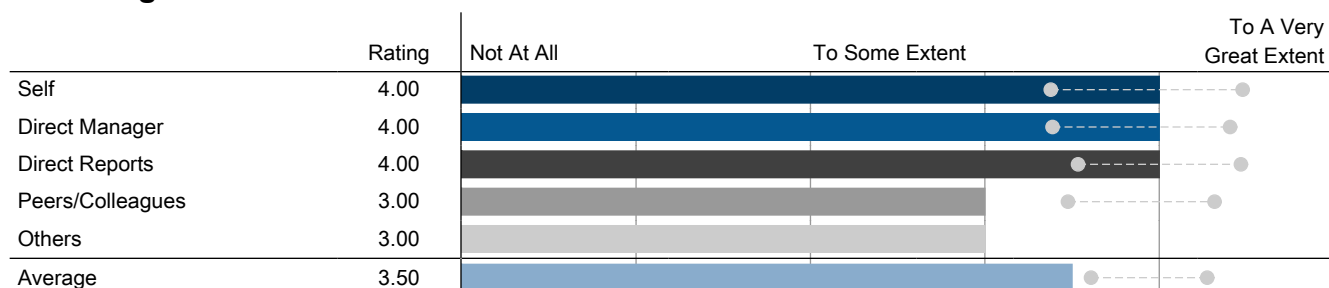
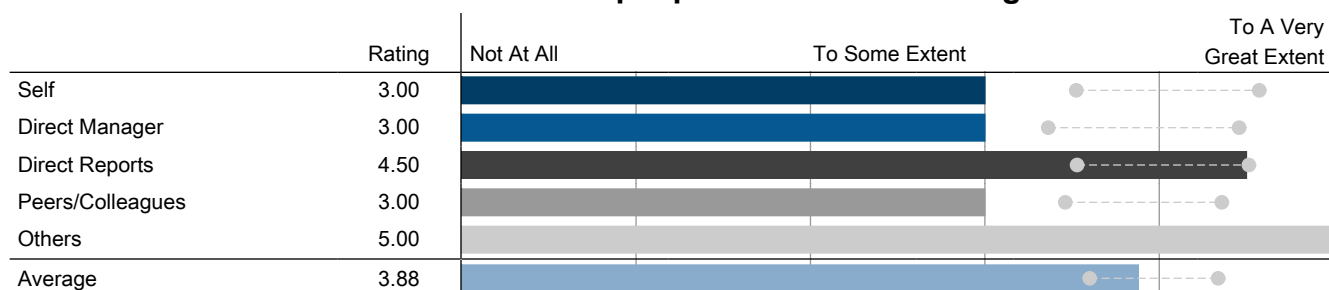
59. Develops relationships with key people in other functions and at other levels



60. Expresses disagreement tactfully and sensitively



Item Detail

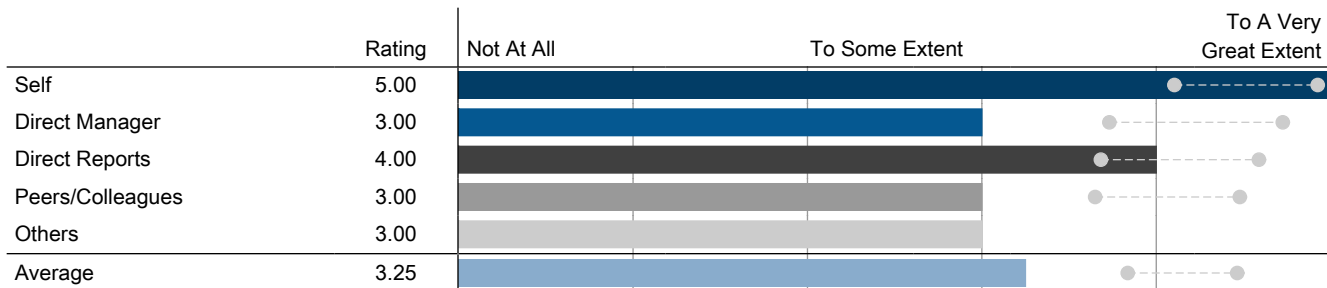
61. Helps people from diverse cultures/ backgrounds/ lifestyles succeed in the organization**62. Creates an environment in which people from diverse backgrounds feel comfortable**

Item Detail

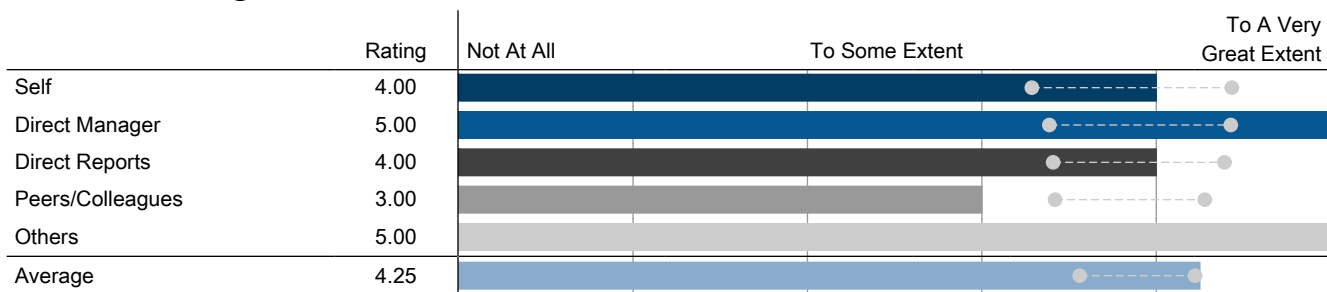
PERSONAL LEADERSHIP

Establish Trust (3.94)

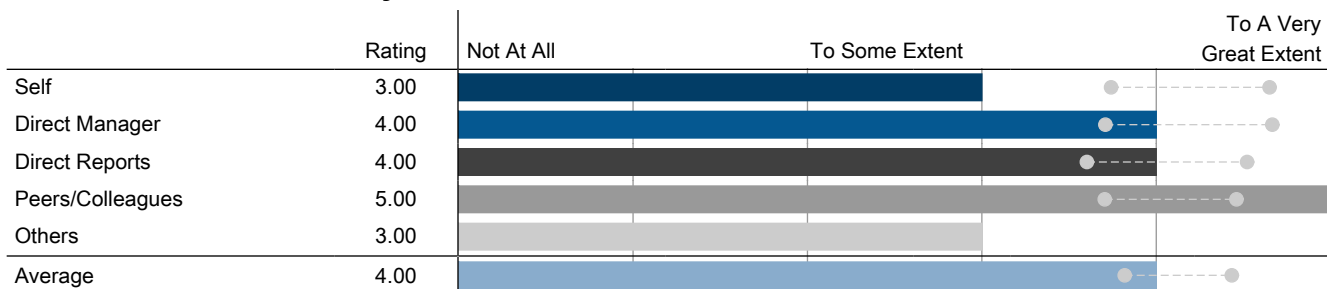
63. Accepts responsibility for own mistakes



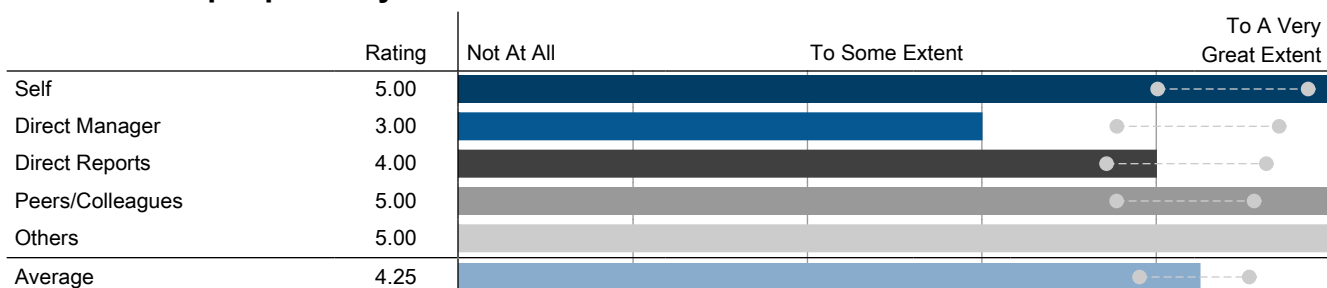
64. Encourages discussion of ethical considerations before decisions are made



65. Shows consistency between words and actions



66. Treats people fairly

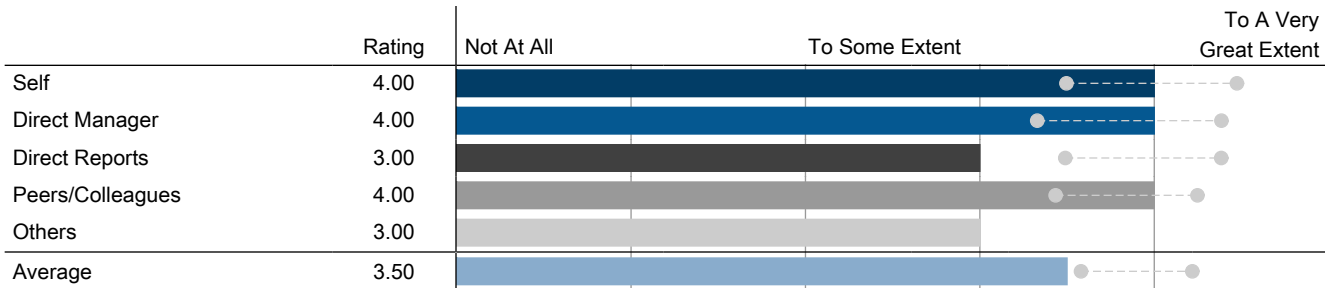


●● = 25th and 75th percentile of norm group: Mid-Level Leader Global

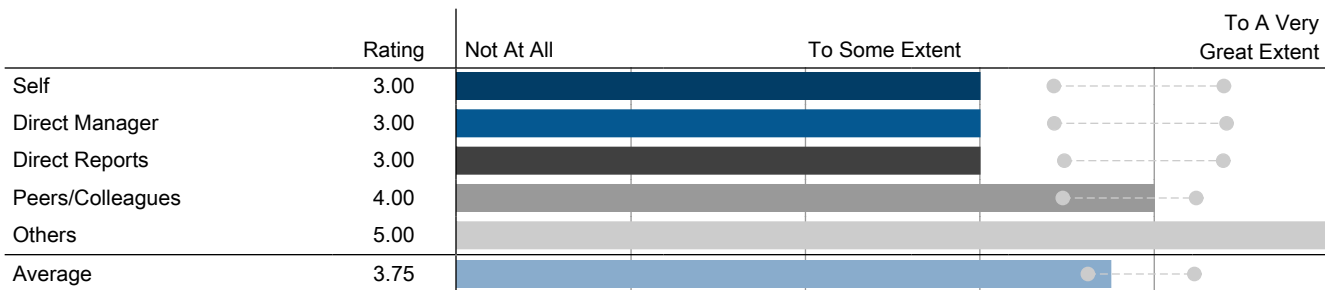
Item Detail

Show Adaptability (3.85)

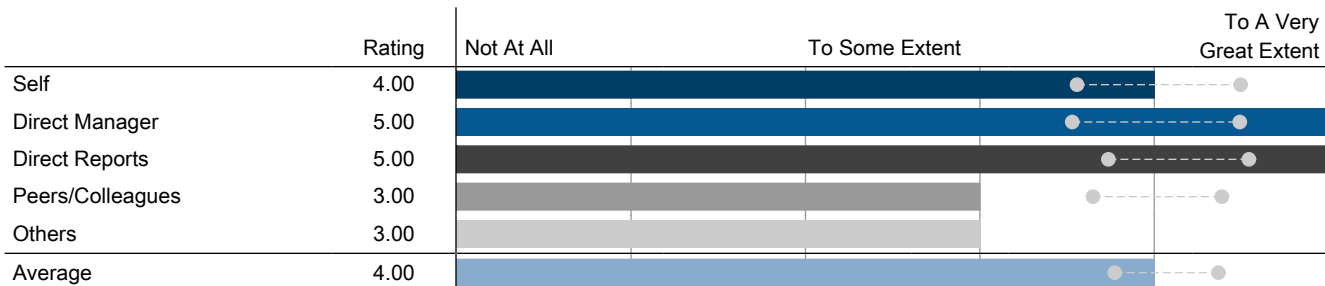
67. Adapts behavior in response to feedback and experience



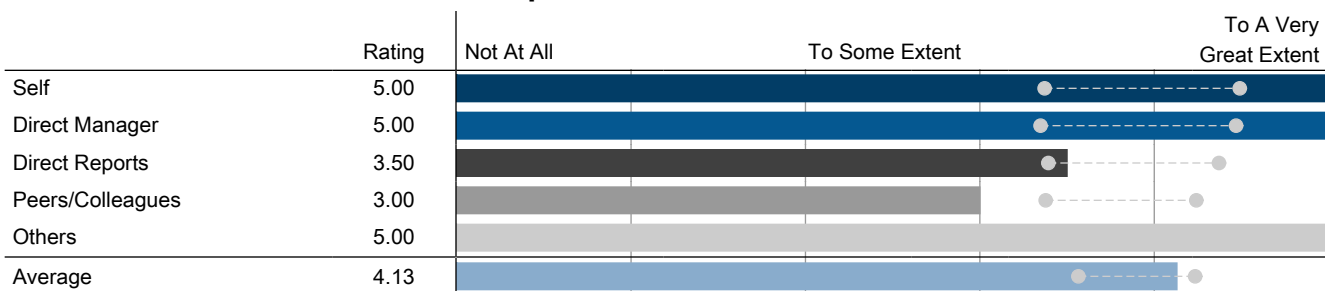
68. Deals constructively with own failures and mistakes



69. Responds resourcefully to new demands and challenges

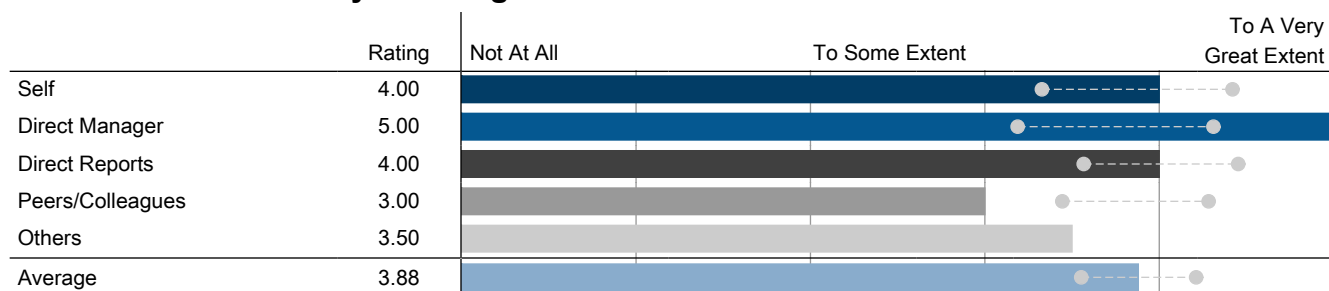


70. Seeks feedback to enhance performance



Item Detail

71. Works effectively in ambiguous situations

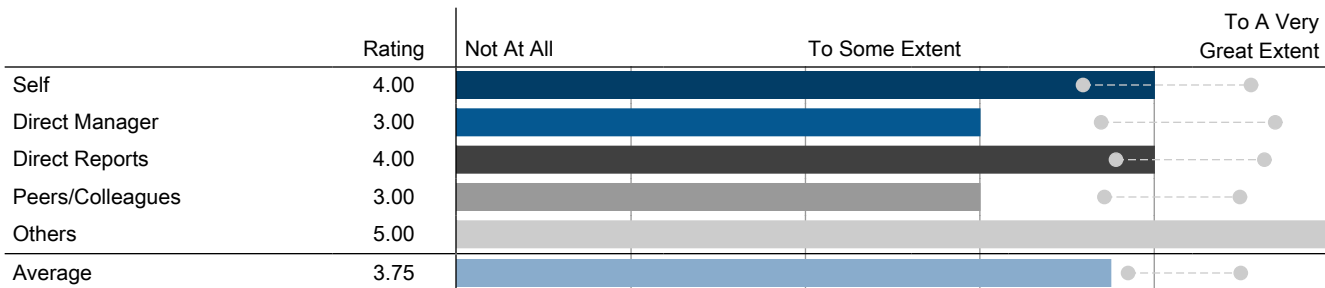


Item Detail

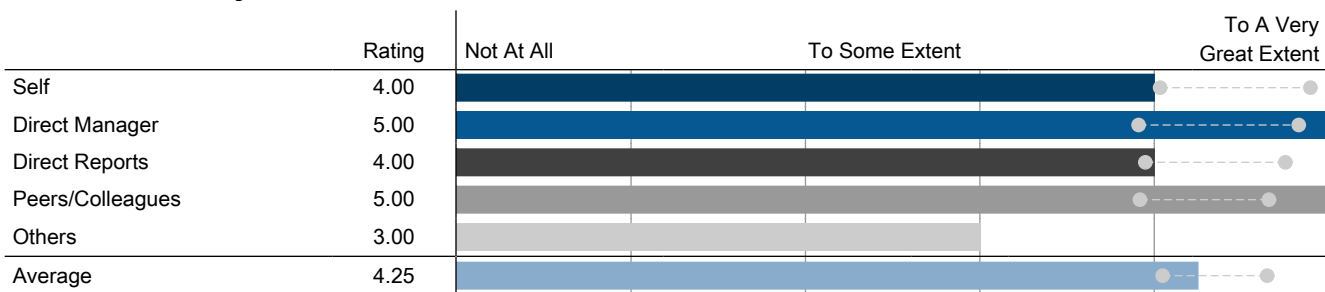
COMPOSITE

Overall Performance (3.95)

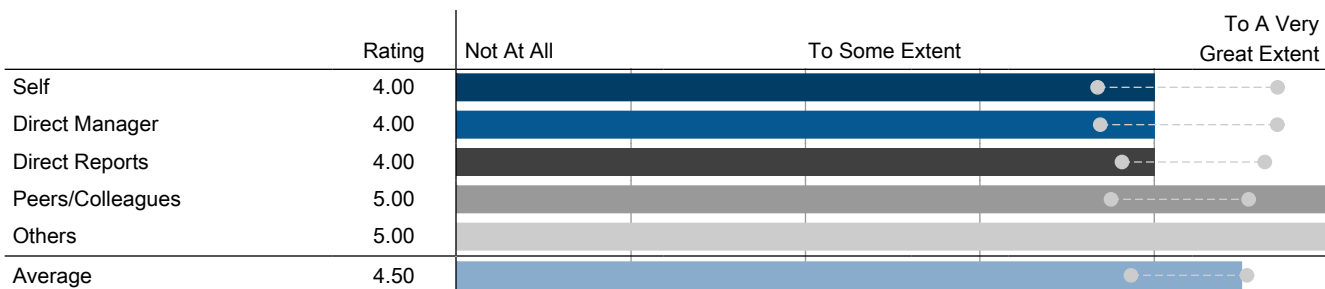
72. Accomplishes a great deal



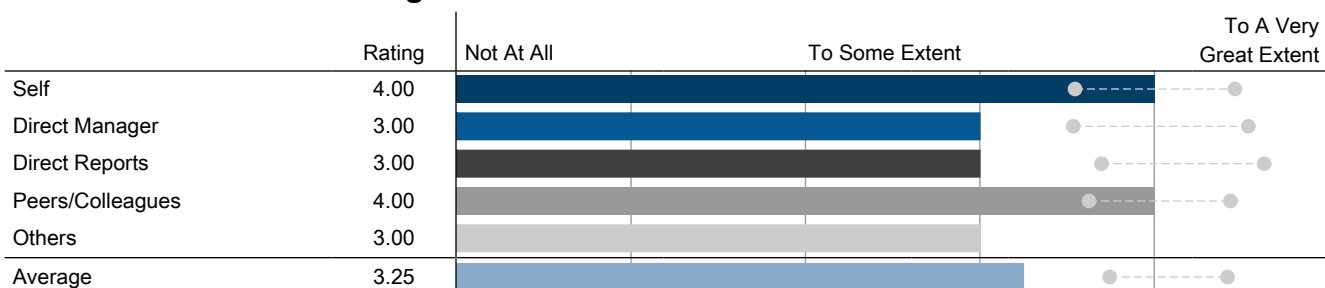
73. Gets the job done



74. Gets work done on time



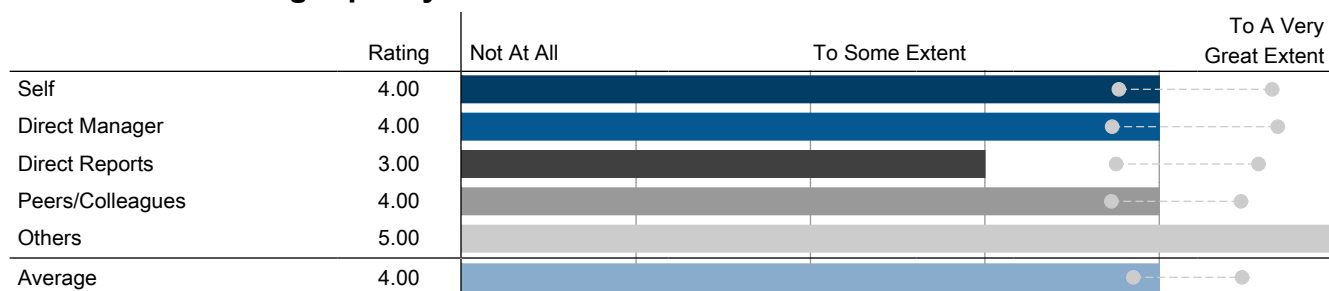
75. Is an effective manager overall



●● = 25th and 75th percentile of norm group: Mid-Level Leader Global

Item Detail

76. Produces high quality work



Development Suggestions

For each of your lowest-rated items, you will see suggestions for on-the-job activities. These suggestions may be helpful as you begin planning the next steps of your development.

3. Makes decisions in the face of uncertainty

Every decision involves an element of risk. Sometimes, however, sound decisions or decision alternatives are discarded because they appear too risky or because the decision maker feels uncomfortable with unproven alternatives.

Calculated risk taking implies that a decision is made with a thorough understanding of the potential risks and benefits involved. The ability to recognize and take calculated risks is a skill required of all managers.

Following are some of the problems commonly experienced in the area of risk taking and suggestions for overcoming each type of problem:

- A need to gather too much data. Fact-finding is a necessary step in the decision-making process. It can, however, be carried to the point where valuable time is wasted. If you have a tendency to gather too much information to ensure that your decisions are well formulated:
 - Try making a decision at an earlier stage in the process.
 - Before all data has been collected, force yourself to make a decision and write it down.
 - Then, analyze the additional data and make a final decision.
 - Compare your final decision to your preliminary one to determine whether the additional information was needed.

If you consistently find that the additional data was not needed, begin making decisions based on less information.

- Lack of knowledge of the true risk level. At times, you may feel uneasy about the level of risk involved because you haven't clearly identified the pros and cons of each alternative. In such cases, write down each alternative and its associated risks and benefits. Then choose the one that provides the greatest benefit, even if it involves some risk.
- Discomfort with the consequences of risk taking. It's not unusual for people to become so uncomfortable about the possible consequences of a risky decision that their discomfort prevents them from taking risks altogether. If you tend to overemphasize the possible negative results of a decision, try the following:
 - Ask yourself, "What is the worst thing that could happen as a result of this decision? How much impact could this 'worst thing' have on me personally, on the organization, or on the work?" Determine what you could do if the worst-case scenario occurred.
 - Develop a strategy for reducing risks. Some risks can be reduced by good planning.
 - If you find yourself concentrating on the negative aspects of an alternative and de-emphasizing its benefits, try substituting positive statements or thoughts for negative statements. This process will help you determine whether the negatives are really as strong as you thought or whether you have gotten yourself into a "rut" by placing too much emphasis on the drawbacks of the alternatives.

Development Suggestions

3. Makes decisions in the face of uncertainty

- Discomfort due to unknown risk factors. In some cases, you may have a vague feeling that a solution carries with it some unknown risks. Rather than allowing these feelings to keep you from trying the solution, attempt to understand what it is that bothers you. Discuss your feelings with someone who has greater insight or experience. Analyze your implementation process and determine points at which the process could be halted — the "go/no go" decision points. Inform others of these points so they will not be surprised if you decide to discontinue the process at some point. Then, if the risk becomes too great, stop the process at one of these points.
- Discomfort in selected areas. If you analyze the various areas in which you must make decisions — hiring, capital expenditures, work flow, organizational structure, and advertising expenditures, to name a few — you will probably find that you are very comfortable with certain kinds of risks and less comfortable with others. In the areas to which you are risk-averse, work at being less cautious.

When dealing with areas of discomfort, turn to others in your organization who seem particularly skilled at making decisions that involve these kinds of risks. Talk with these individuals about how they take risk factors into account in their decisions, and study the way they make decisions. Then apply what you have learned from these people to your own decision-making process.

Development Suggestions

11. Approaches problems with curiosity and open-mindedness

Creative people engage in undisciplined, open-minded, and uncritical thinking in the initial stages of the problem-solving process. Remaining open-minded allows you to generate more alternatives. To increase your use of creative approaches, try the following suggestions:

- Realize that how you view a problem often corresponds to how you approach it. Develop a more positive mindset about problems. Examine what you've done in the past few weeks when faced with new problems. Did you look at these problems as unpleasant or disruptive, or as an adventure or a challenge?
- Look at your style to see if there are certain kinds of problems that excite you, that make you curious and enthusiastic, and others that are unappealing. What are the differences? Frame those problems that don't stimulate you in such a way that they resemble those that do.
- When generating ideas, spend more time in the initial stages of problem formulation. Broadly scan the alternatives, challenging yourself to view the problem from at least three different perspectives — for example, those of your customers, your suppliers, and your competitors. By spending more time defining the problem in a multitude of ways, you will be able to generate a broader range of possible solutions.
- Use the “W” questions (why, where, who, when, and how) more in approaching problems. They'll increase your understanding of the problem and its relation to other problems. These links can lead you to greater enthusiasm and satisfaction.
- Constantly expose yourself to new ideas and trends. Build your intellectual curiosity by developing your knowledge of the world around you. Get into the habit of reading newspapers and periodicals for current events, technical journals for new developments in your field, and books related to your work and life.

Development Suggestions

55. Listens attentively and with empathy to concerns expressed by others

Do you often learn about work concerns through a third party? If people don't communicate directly with you, perhaps they believe you are uninterested in their concerns, or that you won't convey empathy. To develop your ability in this area, try the following suggestions:

- Realize that listening is part of your role as a leader. You need to know what people are thinking and feeling about their work and the organization as a whole.
- Make a strong effort to learn about people's concerns. Whether you are trying to change a process, a system, or culture, you need to hear concerns so you can address them directly and effectively.
- Focus on the moment. Your task is to be present and pay attention to the person speaking. Turn off all other distractions (telephones, computer screen) and put aside other tasks until the conversation is finished.
- Convey your empathy, then ask for more information about the person's thoughts or feelings. For example, say "That must have been very challenging for you. How did you feel?"
- Practice using nonverbal cues (nod your head, lean forward) to show that you are listening.
- Ask open-ended questions and paraphrase people's answers. This will show that you are interested in hearing more, and that you understand what they said.
- Identify people who are considered skilled listeners, such as interviewers on television, and watch them in action. How do they convey interest and empathy? What nonverbal actions do they display? What questions do they ask? How do people respond to them?
- Solicit feedback from trusted colleagues about your ability to show interest and empathy while you listen.

Development Suggestions

59. Develops relationships with key people in other functions and at other levels

Most managers who consistently achieve results or successfully coordinate efforts across functions have already established strong networks and laid the groundwork for gaining cooperation and support.

The following suggestions can help you begin to build beneficial network relationships:

- Identify the managers above you who are able to influence others and accomplish their goals. Talk with these managers and/or their employees about your team's objectives and how they fit with the company's overall mission. Determine what linkages, if any, exist between your responsibilities and theirs. Discuss these common goals and ways that you can help each other. If appropriate, volunteer to act as a resource to the manager and/or the team.
- Volunteer to serve on a committee or work on a special project to get to know higher-level managers. This way, they will have a chance to experience your skills, reliability, and enthusiasm firsthand. Look for opportunities to maintain these relationships after the committee or project work is done.
- Identify the people who hold positions similar to yours. Choose one or two who share common job concerns and problems, and meet with them informally to ask for and share ideas for resolving problems and expediting work flow.
- Identify a person who "knows the ropes" and would be willing to act as your mentor. This person can provide valuable information about key people in other functional areas: who has the authority or the influence to get things done, who can provide advice or political support, who has experience or skills in an area relevant to yours. This person may also be willing to personally introduce you to these people.
- Volunteer to serve on cross-functional committees to get to know managers in other areas. Make an effort to contact these people once your involvement with the committee has ended.
- Get to know other key managers and professionals at levels below yours in the organization. These people are closer to the day-to-day functioning of the organization and can offer a different perspective on how things get done most efficiently. In addition, their cooperation may be essential to you in accomplishing your own goals.
- Attend company social events to meet managers and peers from other functional areas. Company picnics, award banquets, open houses, and company-sponsored charity events are excellent ways to informally meet people from other areas, and provide a basis for future contacts.

Networks are dynamic. Once you've developed a relationship, you can't just sit back and say, "Well, I've done *my* job. Now I'll wait for something to happen." It's important to nurture your network by contacting people periodically, helping when you can, and building linkages between what you and other network members are doing. With proper attention, your network will grow as the years go by. New people will join, others may play less prominent roles as your mutual interests decrease, and still others will become long-lasting friends.

To maintain your network:

- Develop strategies for staying involved. Keep in touch regularly by telephone (once every month or two). Even better, arrange to have lunch or informal get-togethers as often as possible.

Development Suggestions

59. Develops relationships with key people in other functions and at other levels

- Show concern and provide help without being asked when you know that a colleague is swamped or is facing unexpected difficulties.
- Realize that asking for help after having no contact for a long time may feel like manipulation to others. A colleague who hasn't heard from you in several years may not be responsive to your requests for support. Although it takes time and effort to maintain regular contact, the benefits of doing so are well worth the investment.

Development Suggestions

63. Accepts responsibility for own mistakes

Some people believe that learning is merely a matter of motivation. In reality, learning is a reflection of how people think. Viewing mistakes and failures as learning opportunities builds a foundation for further learning. Mistakes often prompt managers to look inward and evaluate their limitations and shortcomings, learning more about themselves in the process. Becoming aware of your weaknesses is an important first step in developing and improving your skills.

Try the following suggestions to turn your mistakes into learning opportunities:

- The next time you attempt something and fail, ask yourself, "What have I learned?" Write down what you learned, as well as possible ways to do things differently the next time.
- Share your mistakes. You will find that talking through a mistake with others will increase your understanding of the situation. Solicit their suggestions and ideas on what you might do differently in the future. When you can openly share your mistakes with others, they will become more comfortable sharing their mistakes with you. You can also learn valuable lessons from others' mistakes.
- Focus on your role in the failure, rather than looking at what others did or didn't do. Avoid any temptation to blame others. Instead, examine what you did or failed to do so that you can learn from your actions to create more success in the future.
- When you make a mistake, ask yourself and others, if appropriate, if you have made a similar mistake in the past. You can gain powerful insights by studying patterns of behavior that have resulted in repeated mistakes, miscalculations, or misreading of a situation.
- If you have not been stretched or challenged lately, ask yourself:
 - Am I challenging myself in my job and outside of work?
 - Am I requesting or hearing feedback from others?
 - Am I taking any risks?
- If you are defensive or you blame others:
 - When you make a mistake, admit it.
 - If others believe you have made a mistake and you disagree, show concern and interest in their point of view. Communicate your understanding of their point of view to them. Clarify your perspective as you work with the other person toward a mutual understanding.

Comments

Respondents were provided an opportunity to answer additional questions related to your strengths and opportunities. Comments appear exactly as entered by each respondent. Take some time to review their specific written comments.

What two or three things does this person do that make him or her most effective?

Direct Manager

- James Jorgeson Comment PROFILOR_CMT_1470

Direct Reports

- Naomi Wilson Comment PROFILOR_CMT_1470
- Bradley Emerson Comment PROFILOR_CMT_1470

Peers/Colleagues

- Ralph Esteban Comment PROFILOR_CMT_1470
- Kimberly Karson Comment PROFILOR_CMT_1470

Others

- Teresa Zimmerman Comment PROFILOR_CMT_1470
- Ruthie Hardy Comment PROFILOR_CMT_1470

Comments

What new skills or behaviors would make this person even more effective? (Consider today's needs and future needs.)

Direct Manager

- James Jorgeson Comment PROFILOR_CMT_1468

Direct Reports

- Naomi Wilson Comment PROFILOR_CMT_1468
- Bradley Emerson Comment PROFILOR_CMT_1468

Peers/Colleagues

- Ralph Esteban Comment PROFILOR_CMT_1468
- Kimberly Karson Comment PROFILOR_CMT_1468

Others

- Teresa Zimmerman Comment PROFILOR_CMT_1468
- Ruthie Hardy Comment PROFILOR_CMT_1468

Comments

What other comments do you have to aid in this individual's personal insight and development?

Direct Manager

- James Jorgeson Comment PROFILOR_CMT_1469

Direct Reports

- Naomi Wilson Comment PROFILOR_CMT_1469
- Bradley Emerson Comment PROFILOR_CMT_1469

Peers/Colleagues

- Ralph Esteban Comment PROFILOR_CMT_1469
- Kimberly Karson Comment PROFILOR_CMT_1469

Others

- Teresa Zimmerman Comment PROFILOR_CMT_1469
- Ruthie Hardy Comment PROFILOR_CMT_1469

Create a Personal Development Plan

A well thought out development plan can help you get started and stay motivated to find the energy and resources to make development happen. Your development plan may consist of two types of objectives.

- Ways to use your strengths to a greater advantage.
- Ways to improve overall performance by working on development needs.

The following steps provide a strategy for creating a realistic, motivating, and actionable plan for your personal development.

FOCUS on priorities. Identify your critical issues and development objectives.

- Choose development targets that will actually make a difference in what you can accomplish and the results that you achieve. Development objectives should give you a tangible payback in helping to achieve your personal goals.
- To help identify potential development objectives, answer the following questions:
 - Where will development add the greatest value to your performance?
 - What are you willing to work on now?
- Your development objective may not necessarily be your lowest rated skill in the feedback report. In choosing your development objective, consider the feedback you received in this report as well as other feedback you have received in the past. A development objective may be a skill you want to improve upon or a strength you want to leverage.
- Don't try to work on everything at once. Set one or two relevant development objectives that are important to you and that you will be motivated to pursue.
- For each development objective, note the skills or behaviors you want to work on as well as the criteria for success. Criteria for success tells you how you will know when you have adequately developed the skill, and should contain a brief description of what the skill looks like when performed well.

Example:

Development Objective: *Become more effective in influencing peers and higher-level managers.*

Criteria for Success: *My peers and higher-level managers seek my advice before making major decisions.*

IMPLEMENT something every day. Stretch your comfort zone daily.

- Translate your development objectives into small, bite-sized action steps. You can probably identify two or three action steps for each development objective.
- Choose on-the-job activities that will help you practice specific skills. Identify actions that will stretch your comfort zone and that you can practice frequently. Note whom you want to involve and target dates for each step.

Example:

Action Step: *Develop strategy for influencing people in meetings*

Whom to involve: *My Manager* Due Date: 5/1

- One easy way to help you focus on your development is to identify "action triggers." Action triggers are situations or events that prompt you to practice new skills. To help you identify common situations in which you can practice the skill and plan what you will do when you encounter those situations, complete the sentences below. Identify two or three action triggers for each development objective.
 - "Every time I see the following situation..." (*What new situations, people or events signal that now is the time to put new behaviors into action?*)
 - "...I will take the following development action." (*What new behavior will you try? Where will you push your comfort zone?*)

Example:

In meetings when I make a suggestion that is ignored, I will speak up and persist with my idea; ask what others think about my suggestions.

- Identify the resources you will need to learn new knowledge or skills.
 - Seek out a coach or mentor.
 - Read books and attend training programs or seminars related to your objective.
- Plan to work on your development a little bit each day. Spending even just five minutes a day working on your development will make a difference.

REFLECT on what happens. Extract maximum learning from your experiences.

- As you complete your learning plan, ask yourself how you will think about:
 - What worked?
 - What didn't work?
 - What do you want to continue doing next time?
 - What do you want to do differently next time?

Example:

Review my development progress first thing each morning when I review my calendar for the day. Note what worked and did not work the prior day and what I will do differently when the next opportunity arises.

- Document how you will plan to reflect, when you will do it, and how you will record your thoughts. If necessary, plan a trigger, such as a weekly meeting with your boss or coach, to help you take time to reflect.

SEEK feedback and support. Learn from people's ideas and perspectives.

- Determine from whom and when you will gather additional feedback about your progress. Specify:
 - Who you will ask for feedback?
 - How often you will ask for feedback?
- Determine how you will get the support and development resources you need. Consider:
 - Which events will give you opportunities for feedback.
 - What kinds of support you need (e.g., time, training, mentoring).

Example:

Talk to my manager after critical meetings where I am trying to be influential.

TRANSFER learning to the next level. Adapt and plan for continued learning.

- Plan how and when you will review and modify your development plan. Schedule times to review your progress and to make changes to your plan.
- Consider how you will take stock of your progress at major milestones and evaluate your progress toward your development goals.
- Plan for when and how you will evaluate what you need to work on next. This may include applying your new skills to other situations, or moving on to new challenges.

Example:

Discuss my progress and current development objectives with my manager at our regular quarterly review meeting.