PROSPECTOR®

Prepared For

Learning Sample

14 June 2004

Feedback Report

In addition to your self-ratings,
this report includes your ratings from:

1	Boss
0	Superior
4	Peers
3	Direct Reports
1	Others

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INTRODUCTION

Prospector provides feedback on two types of behaviors: the skills most often found in successful executives, and the learning behaviors needed to acquire these skills. After reviewing your feedback report, we recommend you use the Prospector Development Planning Guide to analyze the results and create your plan for development.

LEADERSHIP DIMENSIONS

The Overview Charts

Importance for Success and Average Scores

You were asked to select the five (5) dimensions most important for success in your organization. The results listed under "Importance for Success" indicate how many dimensions were selected by all observers, your boss and yourself. The data listed under "Average Scores" is the average (raw score) of all the items.

Prospector uses a 7-point response scale.

> 1 = Very Strongly Disagree
> 2 = Strongly Disagree
> 3 = Disagree
> 4 = Neutral
> 5 = Agree
> 6 = Strongly Agree
> 7 = Very Strongly Agree

Norm Group Comparisons: By Self and All Observers

This table shows your Self and All Observers scores relative to the scores of other individuals in your norm or reference group. From this graph you can see if your scores are low, in the mid-range, or high as compared to the norm.

Norm Group Comparisons: By Rater Category

The data on this table divide the All Observers score into Boss, Superior, Peers, and Direct Reports categories, and compares them to the norm or reference group

Remember, your scores are being compared to a norm group. Scores in the middle of the graph do not mean that you are an "average" leader. For many of the Prospector dimensions, mid-range scores often translate into raw scores that are high.

Guide for Interpretation:

- Organizations differ in how important various dimensions are for success. On which dimensions do your views match those of your Boss and others and where do they not match?

- In which dimensions did you receive your highest and lowest ratings from others?

- Were there any wide differences between your Self and All Observers scores? Pay particular attention to areas in which you rated yourself high and your observers rated you low. These are potential blind spots.

- Where are the scores from the various rater groups similar and where do they diverge? What might be the reasons for this?

LEADERSHIP COMPETENCIES

Importance For Success And Average Scores

	Dimension	Importance for Success			Average Scores	
		All Observers	Boss	Self	All Observers	Self
Learning to Learn	Seeks Opportunities to Learn	1		✔	[5.31]	6.20
	Seeks and Uses Feedback	4	✔		5.04	6.00
	Learns from Mistakes	8	✔		5.20	5.40
	Open to Criticism	7	✔		4.93	6.33
Learning to Lead	Committed to Making a Difference	3		✔	[5.67]	6.50
	Insightful: Sees Things from New Angles	4		✔	[5.64]	6.00
	Has the Courage to Take Risks	2		✔	4.94	5.25
	Brings Out the Best in People	7	✔	✔	5.11	5.80
	Acts with Integrity	7	✔		5.25	6.75
	Seeks Broad Business Knowledge	2			[5.94]	6.00
	Adapts to Cultural Differences	0			5.09	5.80

The center columns of the table summarize "Most Important for Success" information. It indicates how many Observers (excluding Self) considered the dimension to be one of the "Most Important for Success" in your organization, which dimensions were selected by your Immediate Boss, and which ones you selected.

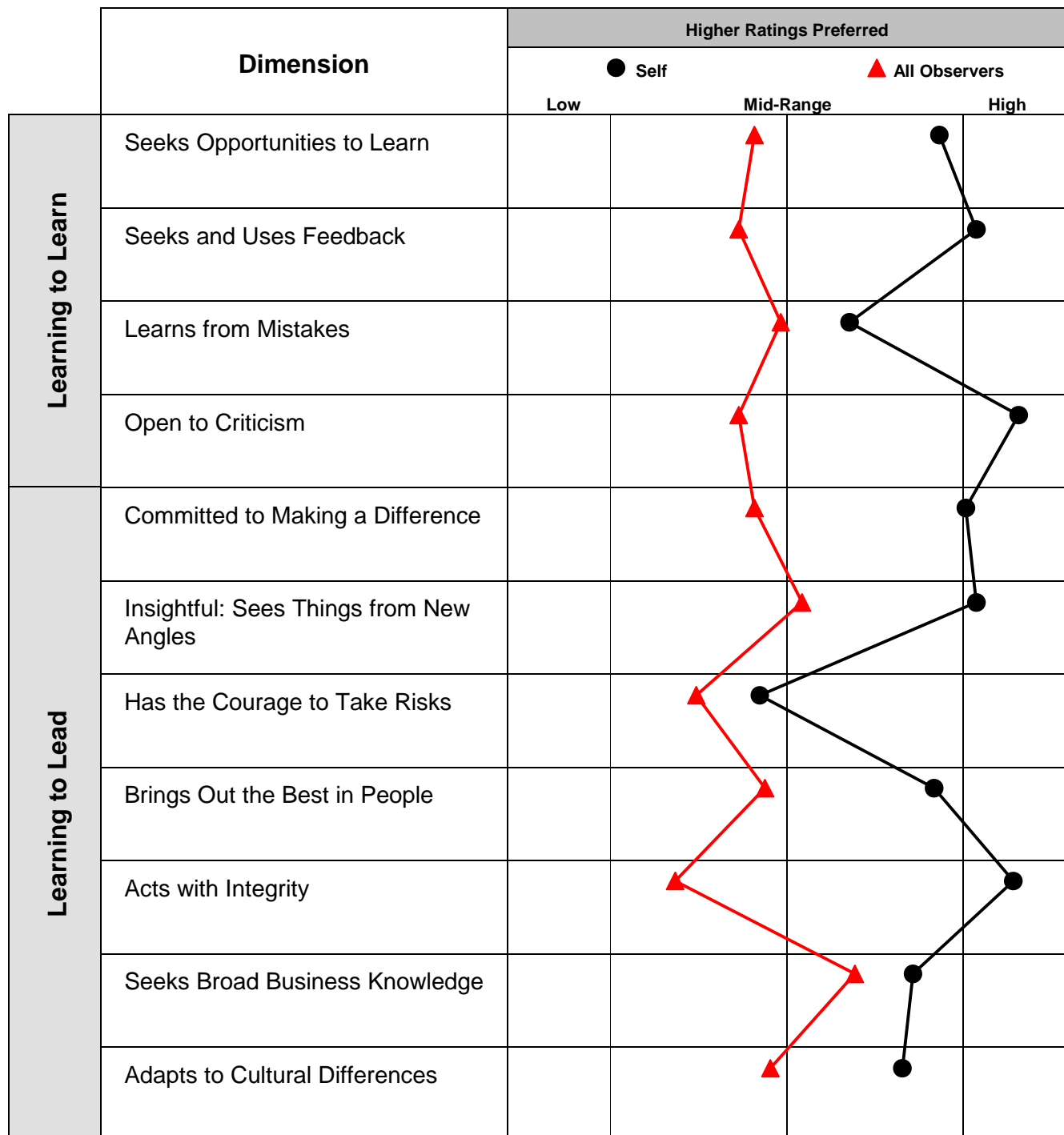The columns on the right show the "Average Scores" for all the questions (items) in the dimensions. Higher ratings are preferred here. Your All Observers score includes everyone who completed a survey except yourself. The detailed item scores for each dimension are shown in the Comprehensive Data section.

Key:

[ ] = highest rated dimensions by All Observers

____ = lowest rated dimensions by All Observers

LEADERSHIP DIMENSIONS

Norm Group Comparisons: Self and All Observers

	Dimension	Higher Ratings Preferred			
		● Self		▲ All Observers	
		Low	Mid-Range		High
Learning to Learn	Seeks Opportunities to Learn			▲	●
	Seeks and Uses Feedback			▲	●
	Learns from Mistakes			● ▲	
	Open to Criticism			▲	●
Learning to Lead	Committed to Making a Difference			▲	●
	Insightful: Sees Things from New Angles			▲	●
	Has the Courage to Take Risks		▲	●	
	Brings Out the Best in People			▲	●
	Acts with Integrity		▲		●
	Seeks Broad Business Knowledge			▲	●
	Adapts to Cultural Differences		▲	●	

LEADERSHIP DIMENSIONS

Norm Group Comparisons: By Rater Category

	Dimension	Higher Ratings Preferred		
		★ Boss　　　　　　▼ Superior ◆ Peers　　　　　■ Direct Reports		
		Low	Mid-Range	High
Learning to Learn	Seeks Opportunities to Learn			
	Seeks and Uses Feedback			
	Learns from Mistakes			
	Open to Criticism			
Learning to Lead	Committed to Making a Difference			
	Insightful: Sees Things from New Angles			
	Has the Courage to Take Risks			
	Brings Out the Best in People			
	Acts with Integrity			
	Seeks Broad Business Knowledge			
	Adapts to Cultural Differences			

LEADERSHIP DIMENSIONS
Comprehensive Data

The following pages show dimension and item level data including:

Definition of the Dimension

Breakout of Dimension Scores
Prospector uses a 7-point response scale; higher ratings are preferred.

> 1 = Very Strongly Disagree
> 2 = Strongly Disagree
> 3 = Disagree
> 4 = Neutral
> 5 = Agree
> 6 = Strongly Agree
> 7 = Very Strongly Agree

Scores are plotted relative to scores of individuals in your norm or reference group. The All Observers score does not include your self score.

Importance for Success
This table shows whether or not the dimension is perceived to be among the most important for success in your organization.

Item-level Feedback
Scores from all of the questions (items) are presented under the corresponding dimension, with the following exception: to ensure anonymity, a minimum of three raters from the Peers and Direct Reports categories are needed to receive item-level feedback.

Brackets and Underlines: Highest- and Lowest-Rated Items
Within each rater group, the highest 5% of items and all tied scores are indicated by a [bracket] and the lowest 5% of all items and all tied scores are underlined.

Rater Disagreement: The Asterisk*
An asterisk (*) by an item indicates a gap of at least three points between two or more individuals in the same rater group.

Greatest Differences
This page summarizes the 15 items with the largest gaps between Self and All Observers.

Guide for Interpretation:

- How do your responses compare to those of your observers? How do the scores from the different rater groups compare to each other?

- Are there areas where you consistently rate yourself lower or higher than others rate you?

- How do your scores compare to those of your norm group?

Seeks Opportunities to Learn

Seeks out experiences that may change perspective or provide an opportunity to learn new things.

	Your Score	Low		Mid-Range		High
Self	6.20				●	
All Observers	5.31			▲		
Boss	5.40			★		
Superior	--					
Peers	5.00		◆			
Direct Reports	5.60			■		
Others	5.60					

Most Important For Success

All Observers	Boss	Self
1		✔

	Higher Ratings Preferred					
	Self	Boss	Superior	Peers	Direct Reports	Others
Has grown over time.	5.00	6.00		5.25	6.00	4.00
Takes advantage of opportunities to do new things.	6.00	[7.00]		5.50	5.33	6.00
Treats all situations as an opportunity to learn something.	7.00	6.00		4.75	5.67	6.00
Has developed significant new skills over time.	7.00	4.00		4.75	5.33	6.00
Seeks experiences that will change his/her perspective.	6.00	4.00		4.75	5.67	6.00

Key:

[ ]	=	Highest 5% of rated items (plus ties) for each rater group
___	=	Lowest 5% of rated items (plus ties) for each rater group
*	=	Gap of at least 3 points between raters from one category

LEADERSHIP COMPETENCIES

Seeks and Uses Feedback

Pursues, responds to and uses feedback.

	Your Score	Low	Mid-Range		High
Self	6.00				●
All Observers	5.04		▲		
Boss	5.60			★	
Superior	--				
Peers	4.75		◆		
Direct Reports	5.13	■			
Others	5.40				

Most Important For Success

All Observers	Boss	Self
4	✔	

	Higher Ratings Preferred					
	Self	Boss	Superior	Peers	Direct Reports	Others
Learns from experience.	5.00	6.00		5.00	5.33	4.00
Pursues feedback even when others are reluctant to give it.	5.00	6.00		4.75	5.33	6.00
Is not afraid to ask others about his/her impact on them.	7.00	6.00		5.00	5.33	6.00
Responds effectively when given feedback.	6.00	5.00		4.50	5.00	[7.00]
Has changed as a result of feedback.	7.00	5.00		4.50	4.67	4.00

Key:

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___	= Lowest 5% of rated items (plus ties) for each rater group
*	= Gap of at least 3 points between raters from one category

Learns from Mistakes

Able to learn from mistakes; changes direction when the current path is not working.

	Your Score	Low	Mid-Range	High
Self	5.40		●	
All Observers	5.20		▲	
Boss	5.00	★		
Superior	--			
Peers	5.15		◆	
Direct Reports	5.33		■	
Others	5.20			

Most Important For Success

All Observers	Boss	Self
8	✓	

	Higher Ratings Preferred					
	Self	Boss	Superior	Peers	Direct Reports	Others
Can make mid-course corrections.	6.00	6.00		5.75	5.67	6.00
Deals well with failure.	4.00	5.00		3.50*	5.67	6.00
Is able to change ineffective behavior without being defensive.	6.00	4.00		5.00*	5.00	4.00
Learns from mistakes.	5.00	5.00		5.75*	5.67	6.00
Is able to start over after setbacks.	6.00	5.00		5.75	4.67	4.00

Key:
[   ]   = Highest 5% of rated items (plus ties) for each rater group
___   = Lowest 5% of rated items (plus ties) for each rater group
*   = Gap of at least 3 points between raters from one category

LEADERSHIP COMPETENCIES

Open to Criticism

Handles criticism effectively; does not act threatened or get overly defensive when others (especially superiors) are critical.

	Your Score	Low	Mid-Range	High
Self	6.33			●
All Observers	4.93		▲	
Boss	4.67		★	
Superior	--			
Peers	4.67		◆	
Direct Reports	5.44		■	
Others	4.67			

Most Important For Success

All Observers	Boss	Self
7	✓	

	Higher Ratings Preferred					
	Self	Boss	Superior	Peers	Direct Reports	Others
Is not threatened by criticism.	6.00	5.00		4.75*	6.00	4.00
Does not appear brittle--as if criticism might cause him/her to break.	7.00	5.00		5.00	5.33	6.00
Takes criticism well.	6.00	4.00		4.25	5.00	4.00

Key:

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*	= Gap of at least 3 points between raters from one category

LEADERSHIP COMPETENCIES

Committed to Making a Difference

Demonstrates a strong commitment to the success of the organization and is willing to make personal sacrifices to contribute to that success.

	Your Score	Low		Mid-Range		High
Self	6.50				●	
All Observers	5.67			▲		
Boss	5.75			★		
Superior	--					
Peers	5.44		◆			
Direct Reports	5.58		■			
Others	6.75					

Most Important For Success

All Observers	Boss	Self
3		✔

	Higher Ratings Preferred					
	Self	Boss	Superior	Peers	Direct Reports	Others
Clearly demonstrates his/her commitment to seeing the organization succeed.	6.00	6.00		5.75	[6.33]	[7.00]
Tries very hard to have a positive impact on the business.	7.00	6.00		5.75	4.33	[7.00]
Is passionate about seeing the business succeed.	6.00	6.00		[6.00]	[6.33]	[7.00]
Is willing to make substantial personal sacrifices for the sake of the business.	7.00	5.00		4.25*	5.33	6.00

Key:

[ ]	= Highest 5% of rated items (plus ties) for each rater group
___	= Lowest 5% of rated items (plus ties) for each rater group
*	= Gap of at least 3 points between raters from one category

LEADERSHIP COMPETENCIES

Insightful: Sees Things from New Angles

Other people admire this person's intelligence, particularly his/her ability to ask insightful questions.

	Your Score	Low	Mid-Range	High
Self	6.00			●
All Observers	5.64		▲	
Boss	6.00		★	
Superior	--			
Peers	5.56		◆	
Direct Reports	5.50	■		
Others	6.00			

Most Important For Success

All Observers	Boss	Self
4		✔

	Higher Ratings Preferred					
	Self	Boss	Superior	Peers	Direct Reports	Others
Is good at identifying the most important part of a complex problem or issue.	7.00	6.00		[6.00]	5.67	[7.00]
Is admired by others for his/her intelligence.	6.00	6.00		[6.00]	5.33	4.00
Shows impressive mental agility.	6.00	6.00		5.50	5.67	6.00
Is good at asking insightful questions.	5.00	6.00		4.75	5.33	[7.00]

Key:

[   ]   = Highest 5% of rated items (plus ties) for each rater group

___   = Lowest 5% of rated items (plus ties) for each rater group

*   = Gap of at least 3 points between raters from one category

LEADERSHIP COMPETENCIES

Has the Courage to Take Risks

Will take a stand when others disagree, go against the status quo, persevere in the face of opposition.

	Your Score	Low	Mid-Range	High
Self	5.25		●	
All Observers	4.94	▲		
Boss	5.50		★	
Superior	--			
Peers	4.38	◆		
Direct Reports	5.00	■		
Others	6.50			

Most Important For Success

All Observers	Boss	Self
2		✔

	Higher Ratings Preferred					
	Self	Boss	Superior	Peers	Direct Reports	Others
Will persevere in the face of obstacles or criticism when he/she believes what he/she is doing is right.	6.00	6.00		5.00	5.33	[7.00]
Acts when others hesitate or just talk.	6.00	5.00		5.00	5.00	[7.00]
Is willing to go against the grain.	5.00	6.00		4.25	5.33	[7.00]
Takes personal as well as business risks.	4.00	5.00		3.25	4.33	5.00

Key:
[   ] = Highest 5% of rated items (plus ties) for each rater group
___   = Lowest 5% of rated items (plus ties) for each rater group
*   = Gap of at least 3 points between raters from one category

LEADERSHIP COMPETENCIES

Brings Out the Best in People

Has a special talent with people that is evident in his/her ability to pull people together into highly effective teams.

	Your Score	Low	Mid-Range	High
Self	5.80			●
All Observers	5.11		▲	
Boss	5.20		★	
Superior	--			
Peers	5.20		◆	
Direct Reports	4.73	■		
Others	5.80			

Most Important For Success

All Observers	Boss	Self
7	✓	✓

		Higher Ratings Preferred			
	Self	Boss	Superior	Peers	Direct Reports	Others
Is able to pull people together around a common goal.	6.00	[7.00]		5.00	4.67	6.00
Is able to draw out the best in people.	5.00	[7.00]		4.75*	5.00	5.00
Can turn a group into a high-performing team.	7.00	4.00		5.75	4.67	6.00
Is able to achieve consensus even when people disagree on the best course of action.	5.00	4.00		[6.00]	5.33	5.00
Has a special talent for dealing with people.	6.00	4.00		4.50*	4.00	[7.00]

Key:

[ ]	= Highest 5% of rated items (plus ties) for each rater group
___	= Lowest 5% of rated items (plus ties) for each rater group
*	= Gap of at least 3 points between raters from one category

LEADERSHIP COMPETENCIES

Acts with Integrity

Tells the truth and is described by others as honest; consistently takes responsibility for his/her actions.

	Your Score	Low	Mid-Range	High
Self	6.75			●
All Observers	5.25	▲		
Boss	6.75			★
Superior	--			
Peers	5.00	◆		
Direct Reports	5.00	■		
Others	5.50			

Most Important For Success

All Observers	Boss	Self
7	✔	

	Higher Ratings Preferred					
	Self	Boss	Superior	Peers	Direct Reports	Others
Can be depended on to tell the truth regardless of the circumstances.	7.00	[7.00]		5.50	5.67	[7.00]
Takes responsibility for his/her actions -- Does not blame others.	7.00	6.00		5.00	5.67	2.00
Is seen by others as an honest person.	6.00	[7.00]		4.50*	4.33*	[7.00]
Is not self-promoting or arrogant.	7.00	[7.00]		5.00	4.33	6.00

Key:

[ ]	= Highest 5% of rated items (plus ties) for each rater group
___	= Lowest 5% of rated items (plus ties) for each rater group
*	= Gap of at least 3 points between raters from one category

LEADERSHIP COMPETENCIES

Seeks Broad Business Knowledge

Has an understanding of the business that goes beyond his/her own limited area; seeks to understand both the products/services and the financial aspects of the business.

	Your Score	Low	Mid-Range	High
Self	6.00		●	
All Observers	5.94		▲	
Boss	6.25		★	
Superior	--			
Peers	5.81	◆		
Direct Reports	5.92	■		
Others	6.25			

Most Important For Success

All Observers	Boss	Self
2		

	Higher Ratings Preferred					
	Self	Boss	Superior	Peers	Direct Reports	Others
Has a solid understanding of our products and services.	6.00	6.00		5.75*	6.00	6.00
Knows how the various parts of the organization fit together.	5.00	6.00		5.25	5.67	6.00
Knows the business.	7.00	6.00		[6.00]	[6.33]	6.00
Understands the financial side of the business.	6.00	[7.00]		[6.25]	5.67	[7.00]

Key:
[　] = Highest 5% of rated items (plus ties) for each rater group
＿＿ = Lowest 5% of rated items (plus ties) for each rater group
* = Gap of at least 3 points between raters from one category

LEADERSHIP COMPETENCIES

Adapts to Cultural Differences

Enjoys the challenge of working in and experiencing cultures different from his/her own; is sensitive to cultural differences.

	Your Score	Low	Mid-Range	High
Self	5.80		●	
All Observers	5.09	▲		
Boss	5.00	★		
Superior	--			
Peers	5.10	◆		
Direct Reports	5.13	■		
Others	5.00			

Most Important For Success

All Observers	Boss	Self
0		

	Higher Ratings Preferred					
	Self	Boss	Superior	Peers	Direct Reports	Others
Is sensitive to differences between cultures.	5.00	6.00		5.50*	5.67	6.00
When working with people from other cultures, works hard to understand their perspectives.	6.00	6.00		4.50	5.33	6.00
Likes to experience different cultures.	6.00	5.00		[6.00]*	6.00	4.00
Is quick to change his/her behavior to fit with a new environment; for example, when he/she is assigned to a foreign country.	6.00	4.00		4.75	4.33	5.00
Enjoys the challenge of working in countries other than his/her own.	6.00	4.00		4.75	4.33	4.00

Key:

[ ]	= Highest 5% of rated items (plus ties) for each rater group
___	= Lowest 5% of rated items (plus ties) for each rater group
*	= Gap of at least 3 points between raters from one category

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LEADERSHIP COMPETENCIES

Greatest Differences Between Self and All Observers Scores

Listed below are the 15 items on which your Self scores and All Observers scores with the largest gaps.

	All Observers	Self
Has changed as a result of feedback.	4.56	7.00
Is willing to make substantial personal sacrifices for the sake of the business.	4.89	7.00
Has developed significant new skills over time.	5.00	7.00
Takes responsibility for his/her actions -- Does not blame others.	5.00	7.00
Is not self-promoting or arrogant.	5.11	7.00
Does not appear brittle--as if criticism might cause him/her to break.	5.22	7.00
Can turn a group into a high-performing team.	5.22	7.00
Treats all situations as an opportunity to learn something.	5.33	7.00
Is not afraid to ask others about his/her impact on them.	5.33	7.00
Takes criticism well.	4.44	6.00
Tries very hard to have a positive impact on the business.	5.44	7.00
Enjoys the challenge of working in countries other than his/her own.	4.44	6.00
Has a special talent for dealing with people.	4.56	6.00
Is quick to change his/her behavior to fit with a new environment; for example, when he/she is assigned to a foreign country.	4.56	6.00
Is able to change ineffective behavior without being defensive.	4.78	6.00

WRITTEN COMMENTS

Raters were asked to provide verbatim comments that relate to the participant's willingness to seek out and engage in growth opportunities (challenges) and his/her openness to learning.

Self

- Open to the input of others

Boss

- Enjoys tackling new opportunities; learns quickly. Becomes defensive when makes a mistake.

All Other Raters

- Drives hard to accomplish challenges; looks for new business opportunities.

- Enjoys solving problems.

- Needs to take responsibility for own mistakes.

- Does not take criticism well.

Guide for Interpretation:

- How do your comments compare to those of others? What patterns do you see?

- If you received feedback on leadership competencies, how are the written comments related to feedback you received in that section of leadership competencies? How are the comments consistent or inconsistent with comments from other sources?

PROSPECTOR®

I.   IDENTIFYING YOUR STRENGTHS AND DEVELOPMENT NEEDS

The data in your feedback report can sometimes seem overwhelming. This Development Planning Guide is structured to help you sort through these data and to create a specific development plan for increasing your effectiveness.

The exercises in this section compare your responses to those of your raters. These responses are found on the page entitled, "Importance for Success and Average Scores" at the beginning of your feedback report. Under the heading Average Scores, compare your own score (Self) to the score from your raters (All Observers). Here is an example:

EXAMPLE:		
CONFIRMED STRENGTHS: You rated yourself high, and your observers rated you high.		
Areas of Agreement	**My Score**	**Observers' Score**
Seeks Broad Business Knowledge	*6.00*	*5.94*
Insightful	*6.00*	*5.64*

1.   CONFIRMED STRENGTHS: You rated yourself high, and your observers rated you high.

Areas of Agreement	My Score	Observers' Score

These *confirmed strengths* are often the most neglected part of the feedback report, as participants typically rush past this section to bear down on the development needs. It is critical that you clearly recognize what you do well for two reasons. First, you need to capitalize on your strengths in order to make changes in other areas. Second, careers seldom derail just because development needs surface; rather, it is the additional impact of overdependence on strengths that can cause problems.

2. **UNRECOGNIZED STRENGTHS:** You rated yourself low, and your observers rated you high.

Areas of Disagreement	My Score	Observers' Score

These areas may be *unrecognized strengths*. You may be better in these areas than you realize, or you may have exceptionally high expectations of yourself. This is good news, and you should adjust your perception of yourself to take into account this new information.

3. **CONFIRMED DEVELOPMENT NEEDS:** You rated yourself low, and your observers rated you low.

Areas of Agreement	My Score	Observers' Score

Although it is never easy to see that we have *development needs*, it helps to know that we have an accurate perception of some of these areas. You may have considered these development needs in the past and may already be motivated to make changes, or you may have decided that they do not impact your effectiveness. If the latter is the case, it may be time to reconsider, especially if your role has changed.

4. **UNRECOGNIZED DEVELOPMENT NEEDS:** You rated yourself high, and your observers rated you low.

Areas of Disagreement	My Score	Observers' Score

These potential *blind spots* may represent misconceptions you have about your performance. At a minimum they represent a departure from the way you perceive your performance and the way it is perceived by others. Do not dismiss the importance of this feedback. At the same time, allow yourself some time to reflect on the items in this box before jumping into action to correct them all. For example, being shy or quiet may not give your raters the opportunity to know you well, so you may be perceived as aloof, cold, or unavailable. Even if you do not consider these perceptions accurate, people make decisions based on them, and you may pay a price for being perceived in a certain way. Blind spots sometimes require more data gathering on your part.

II.   PRIORITIZING YOUR DATA

You may have already noted a number of different areas you would like to develop. Our advice is not to try to change too many behaviors at the same time. Instead, you need to sift through these data and set priorities. The following questions are designed to help you create development goals that are relevant to your current effectiveness and future potential.

For each of the areas you noted in the previous exercise, ask yourself these questions:
- How important is this area in my current job?
- What challenges will I face in my career over the next year or two?
- How will developing in this area enable me to meet those challenges more effectively?
- Is it worth the time and effort it will take to change in this area?
- How motivated am I to develop in this area?

III.   IDENTIFYING AND ARTICULATING YOUR GOALS

You are most likely to make changes when you set clear and specific goals with observable outcomes. For example, the goal "I will improve my communication skills" is too general and is much less likely to be accomplished than the goal "For the next four months, I will not interrupt Mary in our Tuesday staff meetings."

In the space below, identify two or three goals that you will set as a result of your feedback. Remember to select clear, specific, and assessable goals. Choose goals that are important to you and that you can commit to accomplishing. Keep in mind that these goals do not necessarily have to be in low scoring areas. They can be in an area in which you are doing fine if achieving them would increase your level of effectiveness. The key elements are that the goals are important to you and your current job and that improving them can positively affect your potential, your performance, and even your personal life.

Goal 1. _____

Goal 2. _____

Goal 3. _____

IV.   CREATING DEVELOPMENTAL RELATIONSHIPS

Research shows that creating developmental relationships can increase the likelihood of reaching development goals. These developmental relationships should represent one of three functions: assessment, challenge, or support.

1. *Assessment* refers to continuous feedback about your performance, either through formal means such as this survey or informal means during day-to-day contact. You can get information from someone who can provide in-the-moment feedback regarding your work, or you might take ideas to someone acting as a sounding board and get his or her reactions. Ask for feedback from people who have the opportunity to observe your behavior, who have an interest in your improved effectiveness (or will benefit along with you), and who are able to speak to you directly, honestly, and specifically. The key is to continue to ask, and then to listen.

   Identify one or more individuals who can provide assessment relationships to help you reach your goal(s).

   _____

2. *Challenges* are an aspect of development meant to push you beyond your normal comfort zone. This can mean partnering with others who have differing perspectives from your own and exploring those differences. It can involve receiving new job responsibilities or temporary assignments that stretch your capabilities. A strong motivator can be to have someone hold you accountable for the goals you set in your development. Emulating a role model (or trying not to emulate a negative role model) can move you to try new skills and behaviors.

    Identify one or more individuals you can depend on to provide challenge.

    _____

3. *Support* is another important facet of development. For example, it is highly recommended to have your manager's support for your development plan. In addition, having someone who can offer emotional support, show confidence in your abilities, encourage you, and celebrate your achievements along the way is invaluable to your development efforts.

    Who will be able to provide professional and personal support?

    _____

There is no prototype for a developmental relationship—no single role or combination of roles that has to be present in order to make a relationship developmental. Exposure to a wide range of viewpoints is important, as overdependence on one individual can limit your development. The key is that relationships have the power to shape lives and influence personal development.

To move forward with these relationships…
•   Decide which ones could be most beneficial for your current goals.
•   Find the right people to fill those roles.
•   Do not overlook peers, direct reports, and relationships outside of work.
•   Realize that developmental relationships do not have to be long-term or intensely personal to be beneficial.

V.   PLANNING YOUR DEVELOPMENT

There is a common tendency to think that every development need can be improved by reading the latest management handbook or attending a course. Research conducted on the way in which individuals learn, grow, and change indicates otherwise. The vast majority of leaders (more than 90 percent) report that change results from using new behaviors on the job.

As a result, a practical plan for development should capitalize on the opportunities you have at hand every day in your current work situation. The forms on the following pages are structured to assist you in establishing a plan for development for each of your goals. Remember to be as clear and specific as possible when defining your goals.

Goal Worksheet

GOAL (copy from section III of this guide):

TIME FRAME FOR COMPLETION:

ACTION STEPS

1. Modifying behavior: What will I do differently to reach this goal? (You can look at the specific items within competencies on your feedback report for action-oriented ideas.)

2. Developmental relationships (copy from section IV of this guide)

   Assessment: Who can I trust to observe me and give me feedback on the impact of my behaviors?

   Challenge: Who can be a role model or help hold me accountable for making changes?

   Support: Who can provide professional or personal support?

3. Practice: How will I use new or modified behaviors on the job?

4. Reading, coursework, training: How will I add to my knowledge base?

EXPECTED OUTCOMES

1. How will I know when I have achieved this goal?

 2. What other people will notice and be impacted?

 3. What difference will they notice?

TRADE-OFFS

1. What will I have to give up to reach this goal?

2. What will I gain if reach this goal?

Goal Worksheet

GOAL (copy from section III of this guide):

TIME FRAME FOR COMPLETION:

ACTION STEPS

1. Modifying behavior: What will I do differently to reach this goal? (You can look at the specific items within competencies on your feedback report for action-oriented ideas.)

2. Developmental relationships (copy from section IV of this guide)

    Assessment: Who can I trust to observe me and give me feedback on the impact of my behaviors?

    Challenge: Who can be a role model or help hold me accountable for making changes?

    Support: Who can provide professional or personal support?

3. Practice: How will I use new or modified behaviors on the job?

4. Reading, coursework, training: How will I add to my knowledge base?

EXPECTED OUTCOMES

1. How will I know when I have achieved this goal?

2. What other people will notice and be impacted?

3. What difference will they notice?

TRADE-OFFS

1. What will I have to give up to reach this goal?

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Goal Worksheet

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3. Practice: How will I use new or modified behaviors on the job?

4. Reading, coursework, training: How will I add to my knowledge base?

EXPECTED OUTCOMES

1. How will I know when I have achieved this goal?

2. What other people will notice and be impacted?

3. What difference will they notice?

TRADE-OFFS

1. What will I have to give up to reach this goal?

2. What will I gain if reach this goal?

VI.   FOLLOWING THROUGH

The way you respond publicly to this feedback will help others determine how open you are to feedback in the future. If this kind of assessment is new to your organization, it will also determine how feedback in the service of learning and growth is accepted within your organization.

When you return to work, the people who completed your surveys will probably be curious to see…
- how you reacted to the feedback—pleased, angry, confused, curious
- whether you thought the feedback was helpful
- whether their responses were really anonymous
- whether you will actually change as a result

This is your opportunity to model some behaviors which illustrate key beliefs critical to a learning environment, such as the beliefs that no one is perfect, feedback is an essential step in understanding your effectiveness, new learning takes practice, and making behavior changes is hard work. We suggest that you consider the following actions when you return to work after receiving this feedback:
- **Appreciate.** The people who completed your surveys invested time and honesty. If you do nothing else, remember to say thanks for taking the time.
- **Reassure.** Remind peers and direct reports that their responses were anonymous—that you do not know who said what on your feedback report.
- **Focus.** If you share your learning from the feedback report, pick one or two things to discuss. Do not overwhelm people with all of the data. Do not lead them to believe that you plan to change everything about yourself as a result.
- **Balance.** If you discuss development needs, always present aspects of your strengths also.

ONGOING FEEDBACK

In order to know your plan is effective, you will need to **create and sustain open channels of feedback**. This will allow you to reinforce the changes you are making while working toward your goals and will encourage you to continue. Now that you have set clear and focused goals, you will want to ask for feedback often so as to put your goals into action. In asking for feedback, one model to consider using is the **Situation-Behavior-Impact** model. Have people describe the *situation* they observed, describe your *behavior* during the situation, and then speak about the *impact* your behavior had on others who were involved.

To facilitate open and effective feedback…
- Encourage the person giving you the feedback to be as specific as possible, to offer examples, and to offer alternative behaviors.
- When you receive feedback, do not explain your behavior, defend yourself, or interrupt.
- Paraphrase and summarize the feedback to be sure you clearly understand its intention.
- Be sure to say thank you.
- Respect the decision of individuals who choose not to give you feedback.

Once you have received feedback, you will want to **examine its viability**. To do this, evaluate its *accuracy, value,* and *importance.*
- **Accuracy:** Ask yourself who is giving the feedback, what the intention is, and whether you respect the person's opinion.
- **Value:** Ask yourself whether the feedback will be useful in attaining your goals and whether you want to know more.
- **Importance:** Ask yourself whether the feedback is worthy of action. Not all feedback can or should be acted upon, while some feedback should not be ignored. You must make that determination.

Feedback can enhance your effectiveness even after you have achieved the goals you have set within this guide. By using the skills mentioned here, you can receive feedback throughout your lifetime and continue to enhance both your career and personal life.

STAYING ON TRACK

Individuals often act as if they should be able to use newly acquired skills perfectly from the start, without practice and without backsliding to old habits. These same people would not expect these outcomes when trying to improve in their favorite sports or learning to speak a foreign language. Remember to take this into consideration as you move forward with your development. "Practice makes permanent," and by seeking feedback on an everyday basis, you will find that it becomes easier to ask for and receive, and easier for others to offer—making it a permanent part of your daily routine.

To stay on track with your development, set a time for reviewing the status of your goals after the completion date from your worksheet has passed. Commit to a specific date on which you will revisit this guide, assess your progress, and perhaps set new goals as you continue the development process.

FOLLOW-UP DATES: _____

VII.   SUMMARY

By taking part in this survey, you have collected a straightforward assessment of critical skills, perspectives, and capacities of effectiveness important in your organization. By analyzing these data and completing this guide, you have taken some very important steps in determining how your future will unfold.

All that remains is for you to implement your plan.

VIII. Sources

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