



## 360 Report™

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## Devine Inventory 360™ Summary

The Devine Inventory 360 Report is organized into the following eight sections:

### **SECTION I: DEVINE'S BEHAVIOR & COMPETENCY DEFINITIONS**

This section is a reference on the Devine behaviors and competencies reviewed in this report. Page 5 lists the Devine Inventory™ behaviors and definitions. Page 6 lists the competencies, their definitions and the corresponding Devine Inventory™ behaviors that are related to each competency.

### **SECTION II: OVERVIEW**

#### **Overview of Behavior Ratings - Self vs. All Participants**

This graph helps you gain insight into how well you know your strengths and needs compared to the perceptions of all others (i.e., “all participants”) who have completed the 360° for you. Each vertical bar on the graph represents the percentage of responses that fell into one of six rating categories: Solid Strength, Talented, Satisfactory, Opportunity, Caution, and Don't Know/No Responses. Your responses to the questions are rolled up into the percentage of times you rated yourself as a Strength (70+%), Talented (60%--69%), etc. All participants' responses are shown as a single average percentage.

#### **Interpretation Suggestions:**

- For each of the rating categories, did your percentage closely match that of the participants?
- Note the categories of most agreement (your percentage and the participants' percentage are within 5% of each other).
- Note the categories of greatest differences between your percentages and the participants. For example, do the participants feel you have more or less “opportunities” than you feel you have?
- For categories with the greatest gap between your percentage and the participants, this may mean that you have strengths or potential opportunities for development that you do not recognize in yourself.
- Overall, are you satisfied with the ratio of your strengths compared to opportunities or caution areas? If not, what might be some of the reasons?

#### **Overview of Behavior Ratings - By Participant Groups**

This graph provides overview percentage scores classified by each of the 4 groups of participants -- direct reports; peers; supervisor and customers/others. All responses to the questions are rolled up and shown as a single average percentage. (Note: To maintain anonymity, no scores are shown for groups with less than three participants, excluding the supervisor).

#### **Interpretation Suggestions:**

- How did you self score yourself compared to other groups?
- Where are the largest gaps or differences between your percentages and other groups?
- Which participant groups gave you the highest responses?
- In which groups were there agreements (similar percentages)? Disagreements?
- What conclusions or trends can you draw from the participant groups? For example, did your peers typically rate you lower than your supervisor? Were your direct reports more positive than customers/others? Reflect on possible causes for these differences.

### **SECTION III: COMPETENCY RATINGS OVERVIEW**

This section reviews each of the competencies, listed in priority order of importance, with your actual self score compared to the average score of all participants combined. This page helps you better understand your competency strengths and opportunities as compared to the participants' evaluation of your competencies. The total range of responses from the highest to the lowest reported within each competency are shaded grey.

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### **Interpretation Suggestions:**

- Underline your top 3 competency “strengths” identified by both you and your participants (i.e., in the top quartile).
- Circle your bottom 3 competency “opportunities or cautions” identified by both you and your participants (i.e., in the bottom quartile).
- Identify those competencies with the greatest gaps between your scores and the participants’ scores.
- Make some notes on what might deter your performance on the job because of these gaps.

### **SECTION IV: COMPETENCY RATINGS DETAILS**

For each of the competencies, a breakout is provided showing you each of the average ratings by participant category (supervisors, direct reports, peers, customers and all participants). This section helps you better understand which participant groups agree or disagree with your self rating. (NOTE: If you took the Devine Inventory assesment, your score is indicated as "Reference DI Score").

### **Interpretation Suggestions:**

- Using the “Gap from Self Rating” column, review your scores that had the greatest gaps to determine which of your participants perceived your performance in this competency to be different from your own perceptions.
- Look at the scores between rater groups. Are some of the rater groups consistently higher than others? For example, do your direct reports score you higher than your supervisor? Than your peers? What might be the impact of this on your performance?
- List those competencies where you believe you have the most opportunity to improve.

### **SECTION V: BLIND SPOTS**

This section summarizes the results of Section IV on two separate charts. It shows you the competencies where you and the collective group of all participants have the most differences or gaps (Blind Spots). If the column “Gap From Self Rating” is a positive number, you are perceived to have a strength by the participants that you yourself may not realize. This is a potential Blind Spot and a potential strength that you may need to further leverage. If you have a “gap” score that is negative, then you believe you have a strength that others do not realize or see in you. This again is a blind spot that may need attention.

The first chart on the top of the page compares you against the average ratings of all participants. The second chart shows your self scores against each of the participant groups, such as peers, supervisors, direct reports, etc. At a glance you can quickly see on this chart the participant groups with whom you have the greatest gaps.

### **Interpretation Suggestions:**

- Strength Blind Spots: Which competencies do participants give you a score higher than you give yourself (i.e., positive rating gap)? List the three with the greatest gaps. What can you do to leverage these blind spots to increase your performance?
- Development Blind Spots: Which competencies do you give yourself a higher score than other participants (i.e., negative rating gap)? List the three with the greatest gaps. These are development opportunities. What can you do to develop these competencies?
- Blind Spots by Participant Groups: Using the second chart, review the participant groups where you have the largest gaps or differences? List the two groups with the greatest negative differences. Describe what may have caused these differences. What can you do to close these gaps?
- What can you learn about yourself that others see or don't see in you? How can you improve your own self perceptions?

## Devine Inventory 360™ Summary

### **SECTION VI: BEHAVIORS SUMMARY**

This section focuses on each of the 33 behaviors that relate or link to the 12 competencies. Your 11 highest scored behaviors are listed first. Next, your 11 lowest scored behaviors are listed. The remaining 11 of the 33 behaviors are listed last.

For each of the 33 behaviors, the definition is shown below the behavior, along with those competencies that relate to this behavior and the importance rank shown in parentheses. Each participant group is listed with the number of participants who rated you shown in parentheses. The overall average score for each participant group is shown in the ratings boxes.

The gap between your self rating and each rating group is shown in the last column as a positive (i.e., others rate you higher than you do) or a negative (i.e., others rate you lower than you do).

The last row in the chart is shown as “All Participants.” This shows overall average score for all participants and the difference between your self rating for this behavior and the participants’ average rating.

#### **Interpretation Suggestions:**

- From your 11 highest scored behaviors, list the three highest behaviors. These are your behavioral strengths.
- From your 11 lowest scored behaviors, list the lowest three. If these behaviors are critical-to-success in your job, then these may represent your behavioral development opportunities.
- Review the competencies listed under each of your lowest rated behaviors. Are any of the competencies repeated in these behaviors? Write the competencies that show up most often within your lowest rated behaviors.
- What common themes or conclusions can you draw from your list of low behaviors and competencies? What causes your low behavior and competency areas to be adversely affecting your performance? What are the consequences if you do not succeed in addressing these needs?
- Which development opportunities might have the most impact on increasing your performance? List the top two development opportunities.
- What can you do to improve in those areas of greatest need?

### **VII. RATER COMMENTS**

If a rater chose to write any comments, these comments are reported verbatim in this section. If a comment is directly related to a specific behavior, the behavior is listed. General comments that have no direct correlation to a behavior are also shown.

### **VIII. YOUR GROWTH & DEVELOPMENT PLAN**

The Growth & Development Plan form is a tool to help you document your top 3-5 strengths and your 1 or 2 development needs that you and your supervisor agree will be most important for your growth over the next year.

- Using the results of your Core360°, complete each of the three sections of this form.
- Meet with your supervisor to discuss your development plan ideas.
- Commit to development actions with your supervisor.
- Establish a follow-up date with your supervisor to review your progress.

## Section I: Behavior Definitions

### **Behavior**

Affiliation  
Assertiveness  
Authority Relationships  
Closure  
Communications  
Competitive Style  
Concentration  
Conflict Management  
Creativeness  
Decisiveness  
Detail Orientation  
Ego  
Emotional Composure  
Empathy  
Goal Orientation  
Influence  
Initiative  
Instructiveness  
Intensity  
Learning  
Listening  
Mobility  
Negotiating  
Planning  
Presentation Style  
Response to Change  
Schedule Orientation  
Self Responsibility  
Sociability  
Structure  
Task Completion  
Time Competency  
Vitality

### **Definition**

Supporting the organization's goals and directives.  
Being assertive and taking charge.  
Demonstrating cooperation and respect for leaders.  
Agreeing upon and completing courses of action with others.  
Giving and receiving information.  
Obtaining advantage through team or individual effort(s).  
Focusing and avoidance of distractions.  
Weighing in on and resolving differences.  
Envisioning new options, either practical or theoretical.  
Choosing a course of action with speed and ease.  
Attention to facts and experiences making one a competent and skilled expert.  
Gaining respect and demonstrating confidence.  
Maintaining professionalism and poise.  
Sensing what others are feeling and responding to their needs.  
Ambition and desire to be the best.  
Gaining acceptance of ideas.  
Taking action without being told.  
Coaching, teaching or sharing information with others.  
The amount of pressure and stress one feels.  
Advancing knowledge, skills and abilities.  
Seeking to understand what others are saying.  
Accommodating to requirements for moving about and/or travel.  
Bargaining effectively for a strongly held position.  
Thinking and organizing strategies, for either near or long-term.  
Holding others' attention while presenting.  
Modifying work practices to accommodate new direction.  
Creating and meeting time commitments.  
Taking personal accountability.  
Building a network of relationships.  
Creating order and staying organized.  
Staying with a task until it has been thoroughly accomplished.  
Managing time efficiently.  
Maintaining energy and stamina.

## Section I: Competency Definitions

### Adaptability: Deals with unexpected challenges or circumstances

Decisiveness	Emotional Composure	Learning	Mobility
Response to Change	Self Responsibility		

### Administrative/Clerical Skills: Displays transactional and organizational expertise used to process information

Affiliation	Authority Relationships	Closure	Communications
Listening	Schedule Orientation	Structure	Task Completion

### Customer Service Orientation: Conveying sensitivity to others and sharing appropriate information to cooperatively resolve their concerns (inside and outside the organization)

Communications	Conflict Management	Emotional Composure	Empathy
Influence	Instructiveness	Listening	Self Responsibility

### Dependability/Reliability: Displays predictability in conforming to expectations for completing work

Affiliation	Authority Relationships	Concentration	Listening
Schedule Orientation	Self Responsibility	Structure	Task Completion

### Expressiveness: Displays strong human relationship and interpersonal abilities

Communications	Empathy	Instructiveness	Listening
Presentation Style	Sociability		

### Leadership Effectiveness: Integrates resources to meet objectives and ensure competitive advantage

Assertiveness	Competitive Style	Decisiveness	Goal Orientation
Influence	Initiative	Time Competency	

### Problem Solving: Defines complex problems and brings about viable solutions

Closure	Communications	Creativeness	Emotional Composure
Learning	Negotiating	Planning	Self Responsibility

### Sales Effectiveness: Persuades through relationships based on mutual trust and commitment

Assertiveness	Closure	Ego	Goal Orientation
Influence	Negotiating	Sociability	

### Strategic Thinking: Develops broad, long-ranged objectives and plans that meet contingencies

Concentration	Creativeness	(Inv) Detail Orientation	Goal Orientation
Listening	Planning	Structure	

### Stress Tolerance: Reacts to duress in a balanced manner needed to sustain performance levels

Decisiveness	Emotional Composure	(Inv) Intensity	Learning
Response to Change	Vitality		

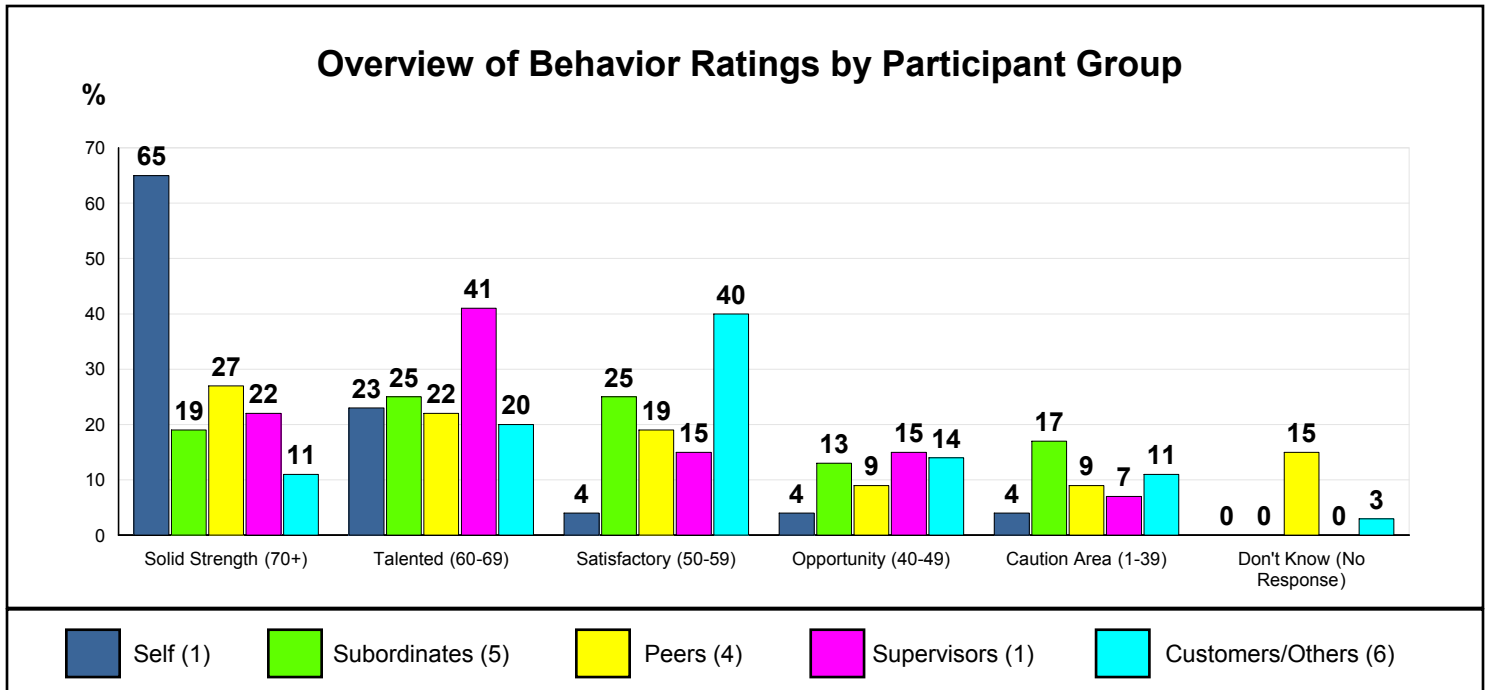
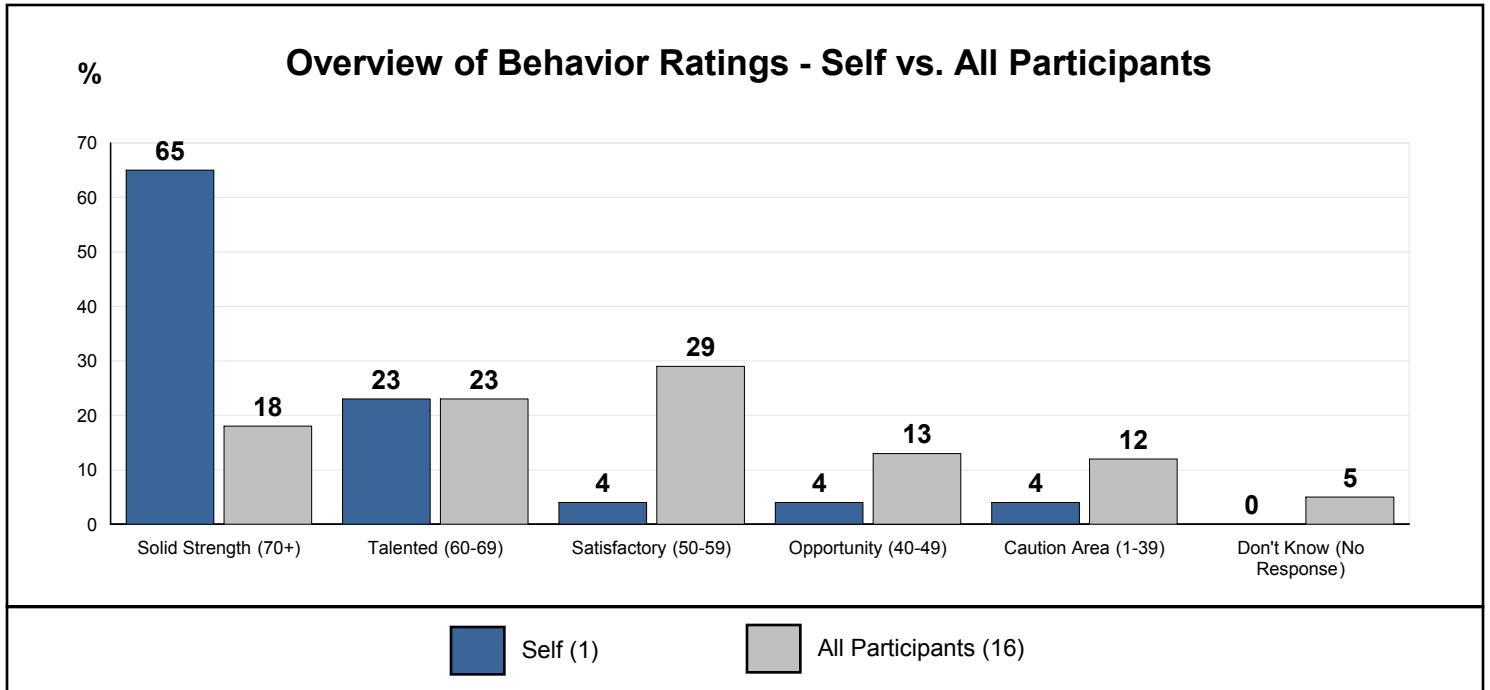
### Technical Support Skills: Applies knowledge and skills related to work specialization

Closure	Concentration	Detail Orientation	Emotional Composure
Learning	Negotiating	Self Responsibility	Task Completion

### Work Effectiveness: Efficiently executes tasks to achieve desired results

Closure	Concentration	Listening	Schedule Orientation
Structure	Task Completion		

## Section II: Overview



## Section III: Competency Ratings Overview

Importance Rank	Competency		0	10	20	30	40	50	60	70	80	90	100
1	Customer Service Orientation	Self (1)											98
		All Participants (16)									79		
2	Leadership Effectiveness	Self (1)										87	
		All Participants (16)								70			
3	Adaptability	Self (1)											92
		All Participants (16)								67			
4	Problem Solving	Self (1)											97
		All Participants (16)								68			
5	Expressiveness	Self (1)											96
		All Participants (16)										84	
6	Technical Support Skills	Self (1)											97
		All Participants (16)								66			
7	Strategic Thinking	Self (1)											89
		All Participants (16)								65			
8	Work Effectiveness	Self (1)											88
		All Participants (16)								70			
9	Dependability/Reliability	Self (1)											92
		All Participants (16)								62			
10	Administrative/Clerical Skills	Self (1)											90
		All Participants (16)								69			
11	Stress Tolerance	Self (1)											93
		All Participants (16)								70			
12	Sales Effectiveness	Self (1)											91
		All Participants (16)								74			

Importance Rank represents which competencies are most important for success based on combined input from all participants.

Shaded cells represent the range of ratings given by individual participants.



## Section IV: Competency Ratings Details

### 1 Customer Service Orientation: Conveying sensitivity to others and sharing appropriate information to coopera

Reference DI Score: 53

	Group Ratings	Gap from Self Rating
Self (1)	98	
Supervisors (1)	90	-8
Direct Reports (5)	79	-19
Peers (3)	86	-12
Customers/Others (6)	62	-36
All Participants (15)	79	-19

### 2 Leadership Effectiveness: Integrates resources to meet objectives and ensure competitive advantage

Reference DI Score: 55

	Group Ratings	Gap from Self Rating
Self (1)	87	
Supervisors (1)	80	-7
Direct Reports (5)	65	-22
Peers (3)	68	-19
Customers/Others (6)	66	-21
All Participants (15)	69	-18

### 3 Adaptability: Deals with unexpected challenges or circumstances

Reference DI Score: 81

	Group Ratings	Gap from Self Rating
Self (1)	92	
Supervisors (1)	73	-19
Direct Reports (5)	60	-32
Peers (4)	76	-16
Customers/Others (6)	59	-33
All Participants (16)	67	-25



**4 Problem Solving:** Defines complex problems and brings about viable solutions

Reference DI Score: 24	Group Ratings	Gap from Self Rating
Self (1)	97	
Supervisors (1)	83	-14
Direct Reports (5)	56	-41
Peers (4)	72	-25
Customers/Others (6)	61	-36
All Participants (16)	68	-29

**5 Expressiveness:** Displays strong human relationship and interpersonal abilities

Reference DI Score: 42	Group Ratings	Gap from Self Rating
Self (1)	96	
Supervisors (1)	85	-11
Direct Reports (5)	85	-11
Peers (2)	92	-4
Customers/Others (5)	76	-20
All Participants (13)	84	-12

**6 Technical Support Skills:** Applies knowledge and skills related to work specialization

Reference DI Score: 53	Group Ratings	Gap from Self Rating
Self (1)	97	
Supervisors (1)	85	-12
Direct Reports (5)	54	-43
Peers (4)	68	-29
Customers/Others (6)	59	-38
All Participants (16)	66	-31



**7 Strategic Thinking:** Develops broad, long-ranged objectives and plans that meet contingencies

Reference DI Score: 30	Group Ratings	Gap from Self Rating
Self (1)	89	
Supervisors (1)	64	-25
Direct Reports (5)	68	-21
Peers (4)	69	-20
Customers/Others (6)	60	-29
All Participants (16)	65	-24

**8 Work Effectiveness:** Efficiently executes tasks to achieve desired results

Reference DI Score: 59	Group Ratings	Gap from Self Rating
Self (1)	88	
Supervisors (1)	76	-12
Direct Reports (5)	72	-16
Peers (4)	71	-17
Customers/Others (6)	61	-27
All Participants (16)	70	-18

**9 Dependability/Reliability:** Displays predictability in conforming to expectations for completing work

Reference DI Score: 69	Group Ratings	Gap from Self Rating
Self (1)	92	
Supervisors (1)	42	-50
Direct Reports (5)	75	-17
Peers (4)	65	-27
Customers/Others (6)	67	-25
All Participants (16)	62	-30



**10 Administrative/Clerical Skills:** Displays transactional and organizational expertise used to process information

Reference DI Score: 67	Group Ratings	Gap from Self Rating
Self (1)	90	
Supervisors (1)	54	-36
Direct Reports (5)	80	-10
Peers (4)	72	-18
Customers/Others (6)	71	-19
All Participants (16)	69	-21

**11 Stress Tolerance:** Reacts to duress in a balanced manner needed to sustain performance levels

Reference DI Score: 67	Group Ratings	Gap from Self Rating
Self (1)	93	
Supervisors (1)	74	-19
Direct Reports (5)	65	-28
Peers (4)	78	-15
Customers/Others (6)	63	-30
All Participants (16)	70	-23

**12 Sales Effectiveness:** Persuades through relationships based on mutual trust and commitment

Reference DI Score: 15	Group Ratings	Gap from Self Rating
Self (1)	91	
Supervisors (1)	86	-5
Direct Reports (5)	66	-25
Peers (3)	71	-20
Customers/Others (6)	71	-20
All Participants (15)	73	-18



## Section V: Blind Spots

### Self Rating vs. All Raters

(Importance Rank) Competency	Self Rating	Group Rating	Gap from Self Rating
(6) Technical Support Skills	97	All Participants (16) 66	-31
(9) Dependability/Reliability	92	All Participants (16) 62	-30
(4) Problem Solving	97	All Participants (16) 68	-29
(3) Adaptability	92	All Participants (16) 67	-25
(7) Strategic Thinking	89	All Participants (16) 65	-24
(11) Stress Tolerance	93	All Participants (16) 70	-23
(10) Administrative/Clerical Skills	90	All Participants (16) 69	-21
(1) Customer Service Orientation	98	All Participants (15) 79	-19
(2) Leadership Effectiveness	87	All Participants (15) 69	-18
(8) Work Effectiveness	88	All Participants (16) 70	-18
(12) Sales Effectiveness	91	All Participants (15) 73	-18
(5) Expressiveness	96	All Participants (13) 84	-12



## Section V: Blind Spots

### 20 Largest Gaps (Self Rating vs. Participant Group)

(Importance Rank) Competency	Self Rating		Group Rating	Gap from Self Rating
(9) Dependability/Reliability	92	Supervisors (1)	42	-50
(6) Technical Support Skills	97	Direct Reports (5)	54	-43
(4) Problem Solving	97	Direct Reports (5)	56	-41
(6) Technical Support Skills	97	Customers/Others (6)	59	-38
(4) Problem Solving	97	Customers/Others (6)	61	-36
(1) Customer Service Orientation	98	Customers/Others (6)	62	-36
(10) Administrative/Clerical Skills	90	Supervisors (1)	54	-36
(3) Adaptability	92	Customers/Others (6)	59	-33
(3) Adaptability	92	Direct Reports (5)	60	-32
(6) Technical Support Skills	97	All Participants (16)	66	-31
(9) Dependability/Reliability	92	All Participants (16)	62	-30
(11) Stress Tolerance	93	Customers/Others (6)	63	-30
(4) Problem Solving	97	All Participants (16)	68	-29
(6) Technical Support Skills	97	Peers (4)	68	-29
(7) Strategic Thinking	89	Customers/Others (6)	60	-29
(11) Stress Tolerance	93	Direct Reports (5)	65	-28
(9) Dependability/Reliability	92	Peers (4)	65	-27
(8) Work Effectiveness	88	Customers/Others (6)	61	-27
(7) Strategic Thinking	89	Supervisors (1)	64	-25
(4) Problem Solving	97	Peers (4)	72	-25

## Section VI: Behaviors Summary

### 11 Highest Scored Behaviors (Self-Rating)

1	Mobility	Accommodating to requirements for moving about and/or travel Applies To: (3) Adaptability	Group Ratings	Gap from Self Rating
Reference DI Score: 5				
	Self (1)		99	
	Supervisors (1)		51	-48
	Direct Reports (5)		54	-44
	Peers (2)		62	-37
	Customers/Others (5)		57	-41
	All Participants (13)		56	-43
2	Schedule Orientation	Creating, managing and meeting calendar obligations Applies To: (8) Work Effectiveness, (9) Dependability/Reliability, (10) Administrative/Clerical Skills	Group Ratings	Gap from Self Rating
Reference DI Score: 5				
	Self (1)		99	
	Supervisors (1)		59	-40
	Direct Reports (5)		59	-39
	Peers (2)		77	-21
	Customers/Others (5)		60	-38
	All Participants (13)		63	-36
3	Instructiveness	Coaching, teaching or sharing information with others Applies To: (1) Customer Service Orientation, (5) Expressiveness	Group Ratings	Gap from Self Rating
Reference DI Score: 5				
	Self (1)		96	
	Supervisors (1)		79	-17
	Direct Reports (5)		67	-28
	Peers (4)		74	-21
	Customers/Others (6)		51	-44
	All Participants (16)		67	-29



**4 Closure** **Agreeing upon and completing courses of action with others**  
Applies To: (4) Problem Solving, (6) Technical Support Skills, (8) Work Effectiveness, (10) Administrative/Clerical Skills, (12) Sales Effectiveness

Reference DI Score: 4	Group Ratings	Gap from Self Rating
Self (1)	95	
Supervisors (1)	74	-21
Direct Reports (5)	56	-38
Peers (4)	72	-23
Customers/Others (6)	57	-37
All Participants (16)	64	-31

**5 Emotional Composure** **Maintaining professionalism and poise**  
Applies To: (1) Customer Service Orientation, (3) Adaptability, (4) Problem Solving, (6) Technical Support Skills, (11) Stress Tolerance

Reference DI Score: 3	Group Ratings	Gap from Self Rating
Self (1)	91	
Supervisors (1)	72	-19
Direct Reports (5)	57	-33
Peers (4)	62	-29
Customers/Others (6)	51	-39
All Participants (16)	60	-31

**6 Conflict Management** **Weighing in on and resolving differences**  
Applies To: (1) Customer Service Orientation

Reference DI Score: 5	Group Ratings	Gap from Self Rating
Self (1)	88	
Supervisors (1)	73	-15
Direct Reports (5)	55	-32
Peers (3)	64	-23
Customers/Others (6)	51	-36
All Participants (15)	60	-28





**7 Empathy** **Sensing what others are feeling and responding to their needs**  
Applies To: (1) Customer Service Orientation, (5) Expressiveness

Reference DI Score: 3	Group Ratings	Gap from Self Rating
Self (1)	86	
Supervisors (1)	65	-21
Direct Reports (5)	68	-17
Peers (2)	74	-12
Customers/Others (5)	59	-26
All Participants (13)	66	-20

**8 Listening** **Seeking to understand what others are saying**  
Applies To: (1) Customer Service Orientation, (5) Expressiveness, (7) Strategic Thinking, (8) Work Effectiveness, (9) Dependability/Reliability, (10) Administrative/Clerical Skills

Reference DI Score: 5	Group Ratings	Gap from Self Rating
Self (1)	85	
Supervisors (1)	67	-18
Direct Reports (5)	66	-18
Peers (4)	72	-13
Customers/Others (6)	55	-29
All Participants (16)	65	-20

**9 Presentation Style** **Holding others' attention while presenting**  
Applies To: (5) Expressiveness

Reference DI Score: 3	Group Ratings	Gap from Self Rating
Self (1)	82	
Supervisors (1)	61	-21
Direct Reports (5)	63	-18
Peers (2)	78	-4
Customers/Others (5)	59	-23
All Participants (13)	65	-17



**10** **Task Completion** **Staying with a task until it has been thoroughly accomplished**  
Applies To: (6) Technical Support Skills, (8) Work Effectiveness, (9) Dependability/Reliability, (10) Administrative/Clerical Skills

Reference DI Score: 5	Group Ratings	Gap from Self Rating
Self (1)	81	
Supervisors (1)	64	-17
Direct Reports (5)	58	-22
Peers (4)	65	-15
Customers/Others (6)	56	-24
All Participants (16)	60	-21

**11** **Planning** **Thinking and organizing strategies, for either near or long-term**  
Applies To: (4) Problem Solving, (7) Strategic Thinking

Reference DI Score: 4	Group Ratings	Gap from Self Rating
Self (1)	80	
Supervisors (1)	65	-15
Direct Reports (5)	47	-32
Peers (4)	63	-16
Customers/Others (6)	56	-23
All Participants (16)	57	-23

## Behaviors Summary

### 11 Lowest Scored Behaviors (Self-Rating)

33	Intensity	Effectively controlling stress Applies To: (11) Stress Tolerance		
Reference DI Score: 5			<b>Group Ratings</b>	<b>Gap from Self Rating</b>
		Self (1)	22	
		Supervisors (1)	49	+27
		Direct Reports (5)	42	+20
		Peers (3)	61	+39
		Customers/Others (5)	46	+24
		All Participants (14)	49	+27
32	Ego	Gaining respect and demonstrating confidence Applies To: (12) Sales Effectiveness		
Reference DI Score: 1			<b>Group Ratings</b>	<b>Gap from Self Rating</b>
		Self (1)	39	
		Supervisors (1)	58	+19
		Direct Reports (5)	58	+19
		Peers (4)	43	+4
		Customers/Others (6)	57	+18
		All Participants (16)	54	+15
31	Time Competency	Managing time efficiently Applies To: (2) Leadership Effectiveness		
Reference DI Score: 3			<b>Group Ratings</b>	<b>Gap from Self Rating</b>
		Self (1)	48	
		Supervisors (1)	41	-7
		Direct Reports (5)	39	-8
		Peers (4)	49	+1
		Customers/Others (6)	46	-1
		All Participants (16)	43	-5



**30** **Vitality** **Maintaining energy and stamina**  
Applies To: (11) Stress Tolerance

Reference DI Score: 3	Group Ratings	Gap from Self Rating
Self (1)	49	
Supervisors (1)	40	-9
Direct Reports (5)	38	-10
Peers (4)	53	+4
Customers/Others (6)	44	-4
All Participants (16)	43	-6

**29** **Goal Orientation** **Seeking challenges toward reaching objectives**  
Applies To: (2) Leadership Effectiveness, (7) Strategic Thinking, (12) Sales Effectiveness

Reference DI Score: 3	Group Ratings	Gap from Self Rating
Self (1)	52	
Supervisors (1)	40	-12
Direct Reports (5)	41	-11
Peers (4)	47	-4
Customers/Others (6)	50	-1
All Participants (16)	44	-8

**28** **Response to Change** **Modifying work practices to accommodate new direction**  
Applies To: (3) Adaptability, (11) Stress Tolerance

Reference DI Score: 8	Group Ratings	Gap from Self Rating
Self (1)	59	
Supervisors (1)	45	-14
Direct Reports (5)	53	-5
Peers (4)	63	+4
Customers/Others (6)	49	-9
All Participants (16)	52	-7



**27 Learning** **Advancing knowledge, skills and abilities**  
Applies To: (3) Adaptability, (4) Problem Solving, (6) Technical Support Skills, (11) Stress Tolerance

Reference DI Score: 6	Group Ratings	Gap from Self Rating
Self (1)	59	
Supervisors (1)	48	-11
Direct Reports (5)	47	-11
Peers (4)	56	-2
Customers/Others (6)	43	-15
All Participants (16)	48	-11

**26 Affiliation** **Supporting the organization's goals and directives**  
Applies To: (9) Dependability/Reliability, (10) Administrative/Clerical Skills

Reference DI Score: 5	Group Ratings	Gap from Self Rating
Self (1)	62	
Supervisors (1)	14	-48
Direct Reports (5)	67	+5
Peers (4)	43	-18
Customers/Others (6)	63	+1
All Participants (16)	46	-16

**25 Authority Relationships** **Demonstrating cooperation and respect for leaders**  
Applies To: (9) Dependability/Reliability, (10) Administrative/Clerical Skills

Reference DI Score: 5	Group Ratings	Gap from Self Rating
Self (1)	62	
Supervisors (1)	12	-50
Direct Reports (5)	65	+3
Peers (4)	44	-17
Customers/Others (6)	66	+4
All Participants (16)	46	-16



**24 Creativeness** **Envisioning new options, either practical or theoretical**  
Applies To: (4) Problem Solving, (7) Strategic Thinking

Reference DI Score: 3	Group Ratings	Gap from Self Rating
Self (1)	63	
Supervisors (1)	58	-5
Direct Reports (5)	56	-6
Peers (2)	64	+1
Customers/Others (6)	55	-7
All Participants (14)	58	-5

**23 Influence** **Gaining acceptance of ideas**  
Applies To: (1) Customer Service Orientation, (2) Leadership Effectiveness, (12) Sales Effectiveness

Reference DI Score: 5	Group Ratings	Gap from Self Rating
Self (1)	66	
Supervisors (1)	68	+2
Direct Reports (5)	60	-5
Peers (3)	63	-2
Customers/Others (6)	50	-15
All Participants (15)	60	-6

## Behaviors Summary

### 11 Other Behaviors (Self-Rating)

**12 Structure** **Creating order and staying organized**  
Applies To: (7) Strategic Thinking, (8) Work Effectiveness, (9) Dependability/Reliability, (10) Administrative/Clerical Skills

Reference DI Score: 5	Group Ratings	Gap from Self Rating
Self (1)	79	
Supervisors (1)	65	-14
Direct Reports (5)	64	-14
Peers (4)	67	-11
Customers/Others (6)	57	-21
All Participants (16)	63	-16

**13 Self Responsibility** **Taking personal accountability**  
Applies To: (1) Customer Service Orientation, (3) Adaptability, (4) Problem Solving, (6) Technical Support Skills, (9) Dependability/Reliability

Reference DI Score: 5	Group Ratings	Gap from Self Rating
Self (1)	78	
Supervisors (1)	47	-31
Direct Reports (5)	41	-37
Peers (4)	54	-24
Customers/Others (6)	51	-26
All Participants (16)	48	-30

**14 Sociability** **Building a network of relationships**  
Applies To: (5) Expressiveness, (12) Sales Effectiveness

Reference DI Score: 4	Group Ratings	Gap from Self Rating
Self (1)	77	
Supervisors (1)	74	-3
Direct Reports (5)	69	-7
Peers (4)	71	-5
Customers/Others (6)	58	-18
All Participants (16)	68	-9



**15 Concentration** **Focusing and avoidance of distractions**  
Applies To: (6) Technical Support Skills, (7) Strategic Thinking, (8) Work Effectiveness, (9) Dependability/Reliability

Reference DI Score: 5	Group Ratings	Gap from Self Rating
Self (1)	75	
Supervisors (1)	55	-20
Direct Reports (5)	56	-18
Peers (4)	64	-11
Customers/Others (6)	50	-24
All Participants (16)	56	-19

**16 Communications** **Giving and receiving information**  
Applies To: (1) Customer Service Orientation, (4) Problem Solving, (5) Expressiveness, (10) Administrative/Clerical Skills

Reference DI Score: 4	Group Ratings	Gap from Self Rating
Self (1)	73	
Supervisors (1)	66	-7
Direct Reports (5)	62	-10
Peers (4)	69	-3
Customers/Others (6)	49	-23
All Participants (16)	61	-12

**17 Detail Orientation** **Attention to facts and experiences making one a competent and skilled expert**  
Applies To: (6) Technical Support Skills, (7) Strategic Thinking

Reference DI Score: 5	Group Ratings	Gap from Self Rating
Self (1)	73	
Supervisors (1)	69	-4
Direct Reports (5)	43	-29
Peers (4)	56	-16
Customers/Others (6)	58	-14
All Participants (16)	56	-17





**18** **Negotiating** **Bargaining effectively for a strongly held position**  
Applies To: (4) Problem Solving, (6) Technical Support Skills, (12) Sales Effectiveness

Reference DI Score: 3	Group Ratings	Gap from Self Rating
Self (1)	72	
Supervisors (1)	68	-4
Direct Reports (5)	38	-33
Peers (4)	63	-9
Customers/Others (6)	54	-18
All Participants (16)	55	-17

**19** **Competitive Style** **Obtaining advantage through team or individual effort(s)**  
Applies To: (2) Leadership Effectiveness

Reference DI Score: 3	Group Ratings	Gap from Self Rating
Self (1)	71	
Supervisors (1)	67	-4
Direct Reports (5)	57	-14
Peers (2)	72	+1
Customers/Others (6)	54	-16
All Participants (14)	62	-9

**20** **Assertiveness** **Being assertive and taking charge**  
Applies To: (2) Leadership Effectiveness, (12) Sales Effectiveness

Reference DI Score: 6	Group Ratings	Gap from Self Rating
Self (1)	70	
Supervisors (1)	65	-5
Direct Reports (5)	52	-18
Peers (3)	60	-10
Customers/Others (6)	52	-17
All Participants (15)	57	-13



**21** **Decisiveness** **Choosing a course of action with speed and ease**  
Applies To: (2) Leadership Effectiveness, (3) Adaptability, (11) Stress Tolerance

Reference DI Score: 9	Group Ratings	Gap from Self Rating
Self (1)	68	
Supervisors (1)	74	+6
Direct Reports (5)	70	+2
Peers (4)	69	+1
Customers/Others (6)	58	-9
All Participants (16)	67	-1

**22** **Initiative** **Taking action without being told**  
Applies To: (2) Leadership Effectiveness

Reference DI Score: 7	Group Ratings	Gap from Self Rating
Self (1)	67	
Supervisors (1)	69	+2
Direct Reports (5)	65	-1
Peers (4)	63	-3
Customers/Others (6)	56	-10
All Participants (16)	63	-4

## Section VII: Rater Comments

### Comment

### Topic

*Seems to be a private person*  
**Have met husband. Willing to talk about family and personal life.**

Communications, Competitive Style, Creativeness, Empathy, Instructiveness, Listening, Presentation Style, Sociability

*Seems to be a private person*  
**Jamie is consistently open, friendly, and talkative, both within the department and within the company.**

Communications, Competitive Style, Creativeness, Empathy, Instructiveness, Listening, Presentation Style, Sociability

*Seems to be a private person*  
**Jamie is very open**

Communications, Competitive Style, Creativeness, Empathy, Instructiveness, Listening, Presentation Style, Sociability

*Organizes effectively; puts things where they belong*  
**Jamie is a very organized individual.**

Closure, Concentration, Listening, Planning, Schedule Orientation, Structure, Task Completion

*Usually prefers to remain disorganized*  
**Organization is not a problem.**

Closure, Concentration, Listening, Planning, Schedule Orientation, Structure, Task Completion

*Usually prefers to remain disorganized*  
**Jamie is highly organized, so I disagree with this statement.**

Closure, Concentration, Listening, Planning, Schedule Orientation, Structure, Task Completion

*Usually prefers to remain disorganized*  
**Jamie is very organized, and often when things become unorganized, she has to stop and get herself re-organized in order to proceed in an effective manner.**

Closure, Concentration, Listening, Planning, Schedule Orientation, Structure, Task Completion

*Usually prefers to remain disorganized*  
**Jamie makes noticeable efforts to sustain and improve organization.**

Closure, Concentration, Listening, Planning, Schedule Orientation, Structure, Task Completion

*Stays with a job until it is done, despite any difficulties*  
**Took 2 weeks vacation at a busy time of year the first year of taking adoption fulfillment in-house and left it in the hands of a staff member that is not the brightest, who didn't follow the established protocol.**

Concentration, Initiative, Listening, Schedule Orientation, Task Completion, Time Competency



<i>Easily adjusts to shifting priorities</i> <b>Shift to more digital components and shifting to adoption order fulfillment has been a difficult adjustment.</b>	Concentration, Initiative, Listening, Schedule Orientation, Task Completion, Time Competency
<i>Is usually fairly intense and earnest</i> <b>Jamie is earnest and sincere.</b>	Closure, Conflict Management, Emotional Composure, Instructiveness, Sociability
<i>Focuses on the "big picture" rather than specific details</i> <b>I would say my strength is in the details however, I always have my eye on the big picture.</b>	Detail Orientation, Listening, Planning, Schedule Orientation, Task Completion
<i>Pays good attention to detail</i> <b>Not enough concern for striving for 100% accuracy for the benefit of customers and sales</b>	Detail Orientation, Listening, Planning, Schedule Orientation, Task Completion
<i>Focuses on the "big picture" rather than specific details</i> <b>Focusing only on the big picture is a problem. This department leader needs to focus on specific details--each and every keystroke and every detail of information given a customer needs to be 100% accurate without accepting a lower standard complacently.</b>	Detail Orientation, Listening, Planning, Schedule Orientation, Task Completion
<i>Focuses on the "big picture" rather than specific details</i> <b>when appropriate, sometimes the specific details can affect the big picture. In my experience I feel Jamie has a good knowledge to discern the difference.</b>	Detail Orientation, Listening, Planning, Schedule Orientation, Task Completion
<i>Compromises and defers to others to reach acceptance</i> <b>No. Goes to her boss to get support to not do what is being requested.</b>	Assertiveness, Closure, Conflict Management, Influence, Intensity
<i>Compromises and defers to others to reach acceptance</i> <b>Jamie is very strong willed, and again, when dealing with strong or aggressive personalities, she has some problems in seeing the business picture and often responds, or wants to respond, based on emotion.</b>	Assertiveness, Closure, Conflict Management, Influence, Intensity
<i>Compromises and defers to others to reach acceptance</i> <b>She is capable of making her own decisions and is confident in herself, but will compromise if it makes the most sense.</b>	Assertiveness, Closure, Conflict Management, Influence, Intensity
<i>Wins most arguments and influences others</i> <b>Eventually we seem to accomplish what is needed, more in spite of her instead of because of her</b>	Assertiveness, Closure, Conflict Management, Influence, Intensity
<i>Wins most arguments and influences others</i> <b>In my experience Jamie is willing to listen to others and all the facts</b>	Assertiveness, Closure, Conflict Management, Influence, Intensity



<p><i>Willing to "go with the flow" and easily adapts to circumstances</i> <b>This depends on the circumstances. I definitely speak up if I think the "go with the flow" is the wrong thing to do.</b></p>	Goal Orientation, Initiative, Time Competency
<p><i>Ambitious; sets challenging goals to be the best</i> <b>I agree with "ambitious," just not that the goals set are "challenging."</b></p>	Goal Orientation, Initiative, Time Competency
<p><i>Has a lot of energy and keeps busy</i> <b>Not around her for a full day of time</b></p>	Concentration, Presentation Style, Vitality
<p><i>Is careful not to develop close relationships in the workplace</i> <b>Jamie intentionally engages with fellow employees on a regular basis, in a personal and professional manner.</b></p>	Creativeness, Empathy, Presentation Style
<p><i>Is careful not to develop close relationships in the workplace</i> <b>Jamie understands the line between business and personal, and does a nice job balancing the two.</b></p>	Creativeness, Empathy, Presentation Style
<p><i>Is careful not to develop close relationships in the workplace</i> <b>This really depends about who we are talking about in the workplace. I don't do things outside of work with people that report to me; however I am friends with many other coworkers.</b></p>	Creativeness, Empathy, Presentation Style
<p><i>Open to others' input; willing to change his/her opinion</i> <b>When dealing with difficult personalities, Jamie often responds from an emotional state rather than fully understanding the business need and is often not willing to change her opinion.</b></p>	Affiliation, Decisiveness, Initiative
<p><i>Willingly makes decisions and stands by them</i> <b>Yes, but even when it is a unilateral decision that is not good for the customer or sales.</b></p>	Affiliation, Decisiveness, Initiative
<p><i>Willing to "take on" those in authority when required</i> <b>This her greatest weakness. Customer Service is about the customer. She is never willing to bend and work around the rules.</b></p>	Affiliation, Authority Relationships
<p><i>Willing to "take on" those in authority when required</i> <b>Not her boss, but other departments</b></p>	Affiliation, Authority Relationships
<p><i>Tries to live up to the expectations of those in authority</i> <b>This is kind of a tricky question. I don't do things just to impress authority; I do things because they are the right things to do.</b></p>	Affiliation, Authority Relationships
<p><i>Prefers the status quo using "tried and true" procedures</i> <b>I'm not afraid to try something new if it will help improve a process.</b></p>	Creativeness, Learning, Planning

<p><i>Prefers the status quo using "tried and true" procedures</i> <b>Again Jamie has been very willing to work as a partner to listen to all the information of an issue and work together to manage the best process for all areas affected</b></p>	Creativeness, Learning, Planning
<p><i>Prefers the status quo using "tried and true" procedures</i> <b>Jamie looks for opportunities to improve processes and procedures. She is always open to change for the betterment of the department.</b></p>	Creativeness, Learning, Planning
<p><i>Always thinks about new ways to do things better</i> <b>Not aware of any changes that have come about proactively by Jamie vs. being thrust upon her.</b></p>	Creativeness, Learning, Planning
<p><i>Usually involves others when making decisions</i> <b>I feel Jamie has a good sense of the impact of the decision and when it is appropriate to involve others or make the decision on her own based on the facts and information.</b></p>	Communications, Instructiveness
<p><i>Prefers working independently or alone</i> <b>I'm okay working alone or with a group.</b></p>	Competitive Style, Creativeness
<p><i>Usually involves others when making decisions</i> <b>Again, this depends on the decision and who it will impact. I sometimes involve others depending on the decision that has to be made i.e procedure change in department</b></p>	Communications, Instructiveness
<p><i>Likes working as part of a team</i> <b>...her customer service team silo, not necessarily a cross-functional team</b></p>	Competitive Style, Creativeness
<p><i>Usually involves others when making decisions</i> <b>I don't feel that she trusts the supervisor from another dept to work to solve problems without involving the executive team.</b></p>	Communications, Instructiveness
<p><i>Usually involves others when making decisions</i> <b>My perception is that she turns to her boss to make decisions for new situations.</b></p>	Communications, Instructiveness
<p><i>Plays down personal accomplishments and successes</i> <b>Statistics she considers satisfactory are used defensively</b></p>	Creativeness, Ego, Sociability
<p><i>Comfortable with present job, living location, and status as far as I know</i></p>	Mobility, Schedule Orientation
<p><i>Comfortable with present job, living location, and status</i> <b>This answer is based on my circumstances at work.</b></p>	Mobility, Schedule Orientation



<p><i>Puts forth immense effort and time to complete tasks</i> <b>Again this depends on task. Some require immense effort and others do not. I'll do whichever is necessary.</b></p>	Intensity, Time Competency
<p><i>Is comfortable with current job knowledge and skill levels</i> <b>I really don't know if she is comfortable with current job knowledge and skill levels or not, but they are not adequate. The move to digital products to fulfill and support and fulfillment of adoption Free With Order that includes digital materials required Inside Sales to train Jamie who struggled such that Inside Sales retained a key role in the process.</b></p>	Communications, Learning
<p><i>Is comfortable with current job knowledge and skill levels</i> <b>I would welcome additional technical training in areas that my Mgr thinks I should know.</b></p>	Communications, Learning
<p><i>Mimimizes conflict to preserve harmony and peace</i> <b>Will deal with conflict when wannated</b></p>	Closure, Negotiating
<p><i>Mimimizes conflict to preserve harmony and peace</i> <b>Doesn't seem to mind being in conflict with the sales department</b></p>	Closure, Negotiating
<p><i>Mimimizes conflict to preserve harmony and peace</i> <b>Jamie does not shy away from difficult conversations. She likes to deal in a peaceful environment, however, if issues arise she will not hesitate to address them.</b></p>	Closure, Negotiating
<p><i>Mimimizes conflict to preserve harmony and peace</i> <b>I will address conflict when necessary. I don't overlook it just to minimize it.</b></p>	Closure, Negotiating
<p><i>Deals with conflict comfortably</i> <b>I have a lot of experience dealing with conflict because it is part of the job. Comfortably is an odd word choice in my opinion but I don't have an issue dealing with conflict.</b></p>	Closure, Negotiating
<p><i>Deals with conflict comfortably</i> <b>Defensively</b></p>	Closure, Negotiating
<p><i>Will confront &amp; assign blame more than others</i> <b>I have never witnessed Jamie placing blame on any others. If an issue arrives she works as a partner to figure the casue and resolve.</b></p>	Self Responsibility



*Accepts responsibility for actions and avoids blaming others*

Self Responsibility

**An example: When several critical keying errors that Jamie had made were reported to her. Instead of addressing them, she sent a report of keying errors of CS staff, leaving herself off of it. She sent it with the statement that error rate was low, which did not accept responsibility for her errors or address preventing the same type of error in the future.**

*Responds to critical problems in a calm, non-emotional manner*

Emotional Composure

**I have not observed an emotional response.**

*Takes charge and influences others*

Influence

**Takes charge, but does not adequately train staff.**

*Overall*

General Comment

**Always a pleasure to work with, personable, polite and comfortable in her role in the organization.**

*Overall*

General Comment

**Approachable, dependable, and honest. Easy to work with and is confident in her abilities to lead.**

*Overall*

General Comment

**Overall Jamie is a good manager. Have noticed that if a person does not agree or jump on board with her idea or what she is doing she kinda of rides that person. No matter how great of a performance she picks at them. You promised confidentiality**

*Overall*

General Comment

**I have a good working relationship with Jamie. We have a good partnership between departments to ensure efficiently towards achieve the end goal with the customer and business in mind.**

*Overall*

General Comment

**Jamie is a very approachable supervisor and is incredibly friendly to all employees. I would like to see more open and constant communication across departments about issues that affect us all, but that is more a criticism of the company in general rather than Jamie herself.**

*Overall*

General Comment

**In all of my dealings with Jamie I can find no weakness in her performance. On a few occasions I have questioned her judgement of a few of her subordinates.**

*Overall*

General Comment

**Jamie is dedicated to her job and always gives 100%**





*Overall*

General Comment

I am very loyal and dedicated professional. I very much enjoy working with groups to help develop their skills and see them grow professionally.

*Overall*

General Comment

(1) Jamie consistently demonstrates an engaging interpersonal manner in the workplace, rooted in her 'customer service orientation' as a leader of the department; she is professional, yet friendly and approachable. (2) Jamie is open to change, the improvement of processes and procedures, and the development of new and essential skills in Customer Service. She sets an example of diligence, organization, and efficiency in implementing these developments. (3) Jamie is eager to partner with other departments such as Marketing, Product Development, or Sales to help further broad initiatives, demonstrating a respect for the company.

*Overall*

General Comment

Still having same issues with Customer Service department, though pressured to mostly replace staff with much more highly qualified staff. Leadership did not change, so results of department did not change.

*Overall*

General Comment

Jamie's job is to ensure that our customers are happy and that her team supports the sales team. There does not seem to be a willingness to be part of the sales team but rather wants to stand alone and make decisions that are not always best for our customers. She should be bringing change and she did accomplish some but she is not always open to suggestions from the sales group. There is a perception that her team is different from the sales team and should not support the efforts of the field.

*Overall*

General Comment

Jamie is a very valued associate of ZB and the Operations' group. She possesses a great deal of knowledge and about customer service and the Highlights' companies. Jamie is very good at making decisions, and is forthcoming in addressing any issues or concerns she may have. Jamie needs to work on her collaboration and interpersonal skills when dealing with difficult personalities such as our sales management staff. Often the emotional side of the situation is the focus rather than the true business need. Jamie also struggles with understanding the bigger picture in terms of the systems that are in place within the company. She has a good understanding of the "transactional" items that need to take place and how to complete those tasks, however, does not have a good grasp of how one element of the system relates to another, and how to leverage the system to enhance the service or efficiency of the work that we do. Overall, Jamie is a very well rounded individual and one that I rely on regular basis. I look forward to see Jamie continually growing in her professional career.



*Believes in the old adage "if it ain't broke, don't fix it"*

General comment

**Jamie encourages departmental and individual development, and consistently looks for improvement opportunities.**

*Believes in own ability to weigh choices and make decisions*

General comment

**Does not enjoy looking at a problem and suggesting a new way to complete the task to help the customer. Too interested in policy and procedure.**

*Values "work output" more than "hours worked"*

General comment

**Jamie has a balanced approach to assessing output and the time required to accomplish collective goals.**

*Willing to make decisions with minimal input and information*

General comment

**The bigger problem is being defensive and uncomfortable with input from sales. She absolutely is willing to make decisions with minimal input and information from sales, and that is the problem.**

*Willing to make decisions with minimal input and information*

General comment

**This really depends on the level of impact for the decision being made. I value input and information when required.**

*Shows up on time consistently*

General comment

**My observation on this question is based on meetings.**

*Believes in own ability to weigh choices and make decisions*

General comment

**Not sure. Whenever I am involved requesting a different process, it is her boss who seems to be involved. She may make many decisions and just turn to him when there is conflict.**

*Believes in the old adage "if it ain't broke, don't fix it"*

General comment

**I fel jamie is very willing to work together to find the best solution for all parties involved.**

*Believes in own ability to weigh choices and make decisions*

General comment

**Yes I feel Jamie displays the confindence to make decisions, she also knows if her knowledge is limited to the subject of the decions to escalate it to a more informed person**

*Trusts and depends upon others with confidence*

General comment

**Too much trust and confidence in the staff in her department has enabled weak staff and issues to continue.**

*Views most change as positive and as an opportunity to grow*

General comment

**Says positive things about change, but changes have been forced on her department because of issues with her department**



*Willing to make decisions with minimal input and information*

General comment

**I feel that Jamie has the confidence to make a decision and collect the facts and determine if more input is required to make the best decision**



## Section VIII: Your Growth & Development Plan

### INSTRUCTIONS:

1. Read your report.
2. Complete each of the three sections below.
3. Be clear, specific and realistic on what you expect from yourself and your supervisor.
4. Meet with your supervisor to discuss your development plan ideas.
5. Listen for understanding.
6. Commit to development actions with your supervisor.
7. Establish a follow-up date with your supervisor.

### STEP 1: YOUR STRENGTHS

From Devine Inventory™ results, list the top 3-5 strengths you consider most critical for successful job performance. Provide on-the-job examples.

Behavioral Strengths	Work Examples



**STEP 2: YOUR DEVELOPMENT NEEDS**

From your Devine Inventory™ results, list below the top two growth and development needs related to your job requirements.

Behavioral Needs	Action Items <i>(completed by employee)</i>

**STEP 3: SUPERVISOR'S COACHING AND SUPPORT**

Identify help and support your supervisor can provide to enhance your performance on the above development needs.

**STEP 4: SIGNATURES**

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

**Follow-Up Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_