

Feedback Report

フィードバック

Обратная связь

피드백

HayGroup

Emotional and Social Competency Inventory

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03/20/08

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Rétroaction

Introduction

What Is Emotional and Social Intelligence?

Emotional and Social Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions effectively in ourselves and in others. It describes the behaviors that sustain people in challenging roles, or as their careers become more demanding, and it captures the qualities that help people deal effectively with change.

The Emotional and Social Competency Inventory

Based on decades of research, across hundreds of roles and organizations, the Emotional and Social Competency Inventory (ESCI) model describes 12 competencies that differentiate outstanding from average performers. Although all of the ESCI competencies are important, you may not need to master all of them, in order to be successful. You may draw on different competencies, depending on your strengths, preferences, and the needs of the people and situations you work with.

The Four Clusters

The ESCI clusters highlight four distinct areas of ability:

- Self-Awareness: recognizing and understanding our own emotions
- Social Awareness: recognizing and understanding the emotions of others
- Self-Management: effectively managing our own emotions
- Relationship Management: applying emotional understanding in our dealings with others

Relationship Management is where emotional and social intelligence (or the lack thereof) becomes most visible to others. The competencies in this cluster impact on the motivation and performance of others, but they depend on strengths in the Social Awareness and Self-Management competencies. These clusters provide direction, energy, restraint, and skill to the way we use Relationship Management competencies.

Self-Awareness is at the heart of the model. It describes the ability to understand our emotions, our drives, our strengths and our weaknesses. It enables us to sustain our emotionally and socially intelligent behavior over time, despite setbacks.

Introduction

Your Feedback Report

Your feedback report is organized into seven major sections:

- ESCI Model—a list of the competencies measured in this survey, organized by cluster
- Interpreting Your Feedback—a guide to what you'll see in your ESCI feedback report
- Data Validity—a summary of the source and quality of the feedback data, and of the agreement within rater groups
- ESCI Summary—a summary of your strengths and areas for improvement across the four clusters of emotional competencies
- ESCI Detail— your detailed competency scores, by rater group, with competency definitions
- Item Frequency Report—a distribution of ratings, by rater group, for each item in the ESCI
- Verbatim Comments—written comments about your behavior and performance from those who provided you with feedback

Emotional and Social Competency Inventory



Self-Awareness

- Emotional Self-Awareness

Self-Management

- Achievement Orientation
- Adaptability
- Emotional Self-Control
- Positive Outlook

Social Awareness

- Empathy
- Organizational Awareness

Relationship Management

- Conflict Management
- Coach and Mentor
- Influence
- Inspirational Leadership
- Teamwork

Interpreting Your Feedback

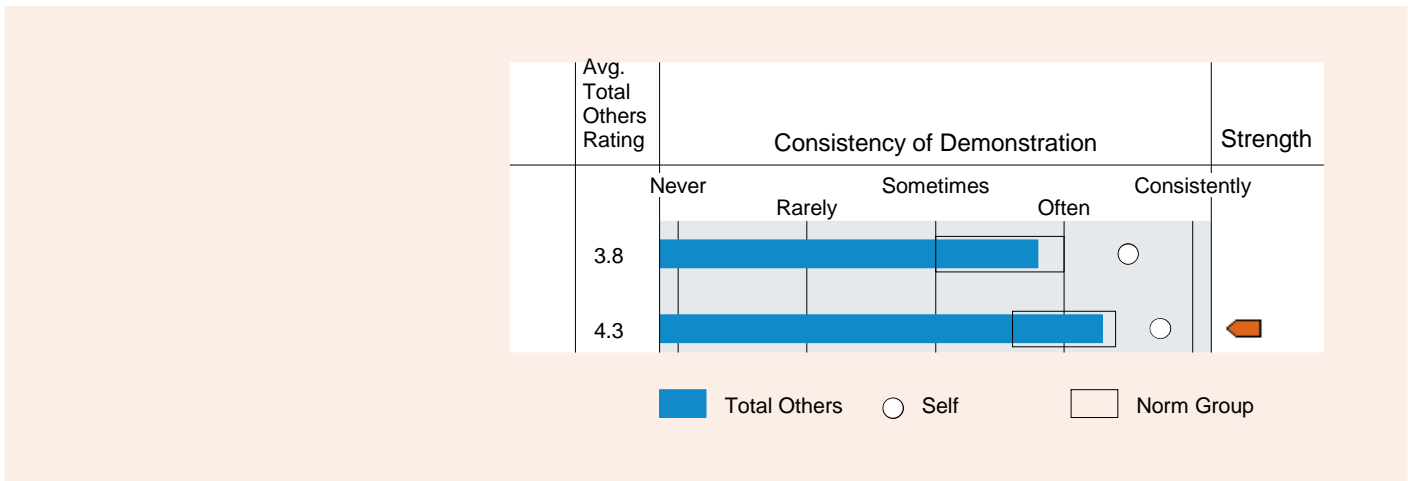
A guide to what you'll see in your ESCI feedback report

Interpreting the ESCI Summary

The ESCI Summary provides an overview of your strengths and areas for improvement. All the competencies measured in this report are listed and organized by cluster.

Competency Scores

To the right of each competency, you will see Avg. Total Others Rating. This is the mean score from everyone, excluding yourself, who provided you with feedback.



The bar represents your Total Others score.

The circle represents your rating, or how you saw yourself on that competency.

Norms: The transparent box represents the norm group. That is, the scores ranging from the 25th percentile to the 75th percentile of others who have taken the ESCI. The norm group shown represents a sample of 1,638 individuals and 17,475 respondents. □ □

- If your Total Others score (represented by the bar) is to the left of this box, it indicates your score is below average for this competency.
- If your Total Others score is to the right of the box, it indicates you are above average on this competency.

When the Total Others score matches or exceeds 85% of the scale, the competency is considered a strength. In this case, an arrow will appear for that competency under the strength column.

Continued

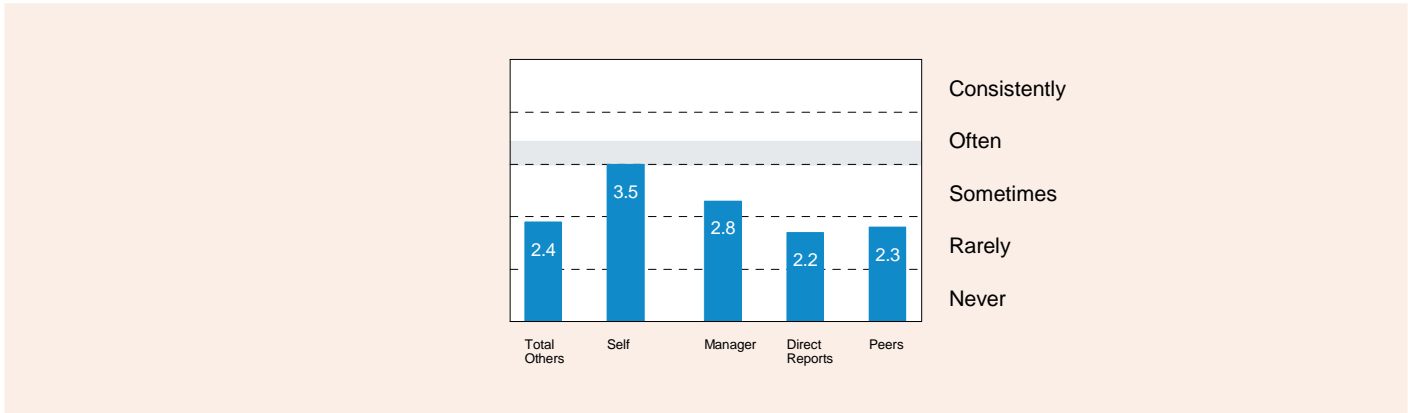
Interpreting Your Feedback

A guide to what you'll see in your ESCI feedback report

Interpreting the Competency Detail

The ESCI competency detail report provides scores by rater group for each of the emotional competencies measured in this report.

Competency Scales: To the right of the graph is the scale the competencies were assessed on. The bar graph represents the average competency score for each rater group.



Norms: The shaded area represents the norm group or average range of scores (i.e. 25th to 75th percentile) for this competency. When a bar is above the shaded area, your rating is considered above average for this competency. When a bar is below the shaded area, it is considered below average for this competency.

Data Validity

Summarizes the source and quality of the feedback data

This report is based on the responses of 6 individuals as shown below.

6 questionnaires were returned in time to be included in this feedback.

The responses were collected between 02/28/2007 and 03/29/2007.

	Questionnaires			Familiarity		Agreement	
	Distb.	Rcvd.	Prcsd.	Low	High	Low	High
Self	1	1	1				
Manager	1	1	1	██████████			
Direct Reports	2	2	2	██████████		██████████	
Peers	2	2	2	██████████		██████████	

Rater Familiarity

When making their ratings, raters indicated their familiarity with your job performance and their frequency of work-related contact with you.

The higher the familiarity, the more attention you should pay to the ratings. Low familiarity can occur when raters report that they are relatively unfamiliar with your job performance, or have relatively infrequent work-related contact with you (or both). You should place less weight on feedback from perspectives with low to moderate familiarity.

Rater Agreement

The level of rater agreement for perspectives with two or more raters is reported above. The higher the agreement, the more consistent the ratings within the rater group's perspective.

Agreement can be low for a number of reasons. Low agreement may indicate that some raters are less familiar with your performance than others. Low agreement may also indicate that the raters interact with you in different situations and see different aspects of your behavior. If the agreement for a perspective is low or moderate you should take time to consider the likely cause of the inconsistency and to adjust your evaluation of the feedback appropriately.

ESCI Summary

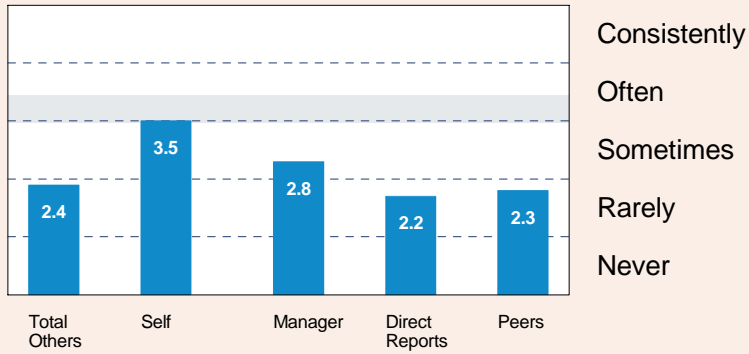
Cluster / Competencies	Avg. Total Others Rating	Consistency of Demonstration	Strength
		Never Rarely Sometimes Often Consistently	
Self-Awareness			
Emotional Self-Awareness	2.4		
Self-Management			
Achievement Orientation	4.3		
Adaptability	4.4		
Emotional Self-Control	3.2		
Positive Outlook	4.1		
Social Awareness			
Empathy	2.3		
Organizational Awareness	4.1		
Relationship Management			
Conflict Management	2.9		
Coach and Mentor	2.1		
Influence	3.7		
Inspirational Leadership	2.6		
Teamwork	2.6		

Total Others Self Norm Group

Self-Awareness

Emotional Self-Awareness

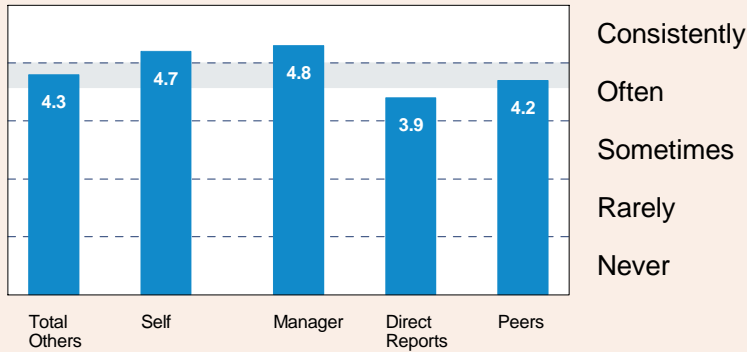
Recognizing how our emotions affect our performance. People who demonstrate this competency know the signals that tell them what they're feeling, and use them as an ongoing guide to how they are doing.



Self-Management

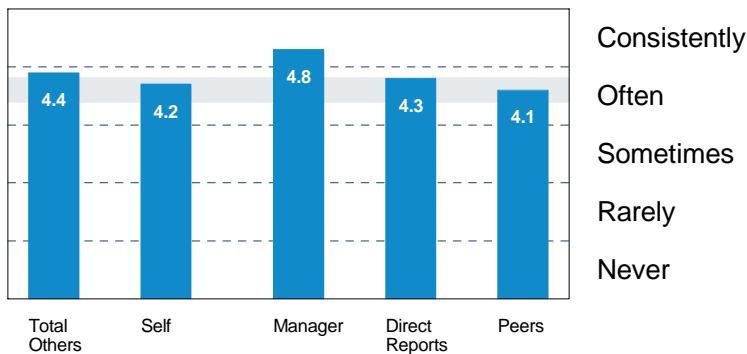
Achievement Orientation

Striving to meet or exceed a standard of excellence. People who demonstrate this competency look for ways to do things better, set challenging goals, and take calculated risks.



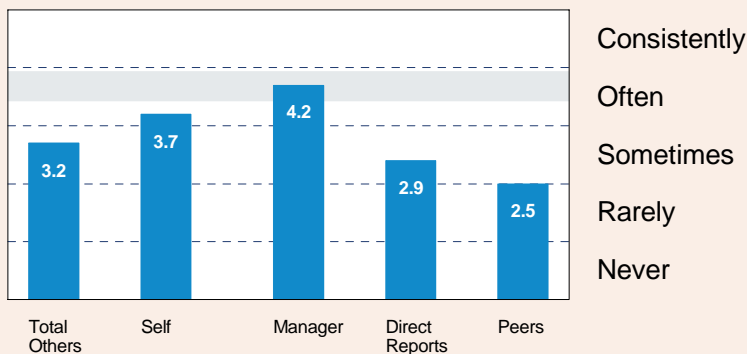
Adaptability

Flexibility in handling change. People who demonstrate this competency willingly change their own ideas or approaches based on new information or changing needs. They are able to juggle multiple demands.



Emotional Self-Control

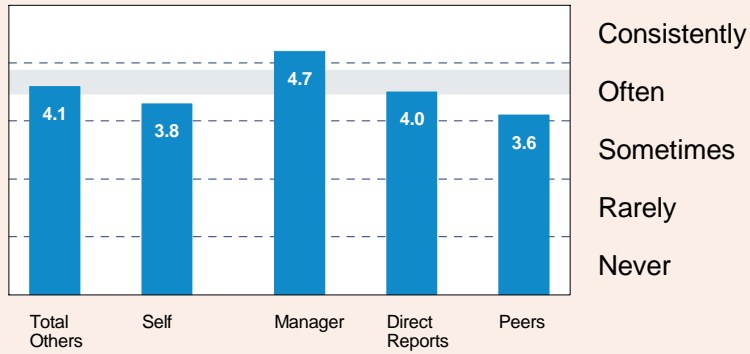
Keeping disruptive emotions and impulses in check. People who demonstrate this competency are able to maintain their effectiveness under stressful or hostile conditions.



Self-Management

Positive Outlook

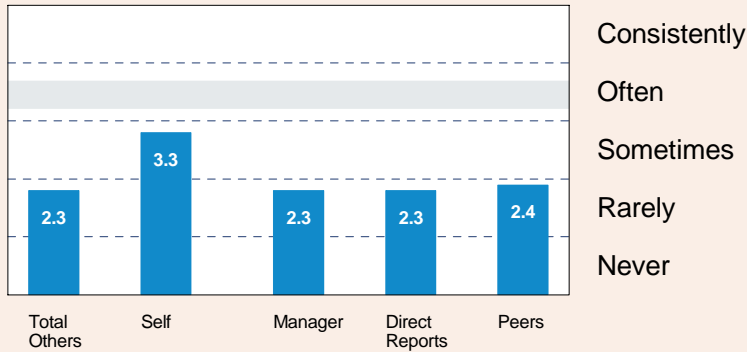
Persistence in pursuing goals despite obstacles and setbacks. People who demonstrate this competency see the positive in people, situations, and events more often than the negative.



Social Awareness

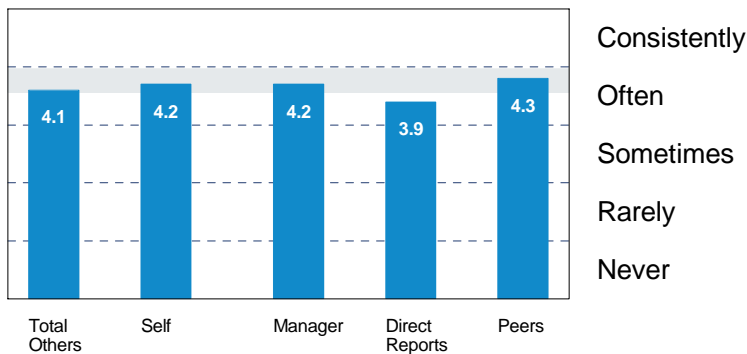
Empathy

Sensing others' feelings and perspectives, and taking an active interest in their concerns. People who demonstrate this competency are able to pick up cues, understanding what is being felt and thought.



Organizational Awareness

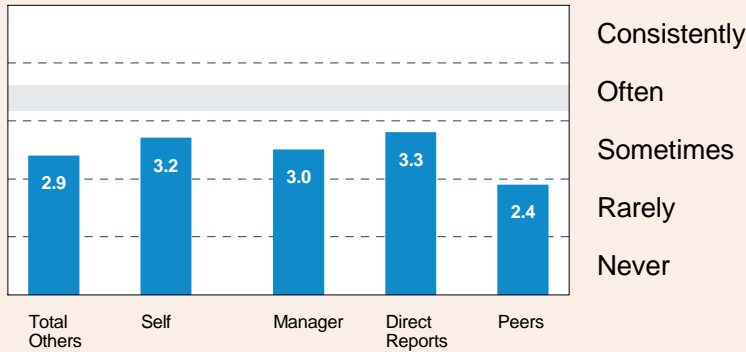
Reading a group's emotional currents and power relationships. People who demonstrate this competency think about power relationships. They can accurately identify influencers, networks and dynamics.



Relationship Management

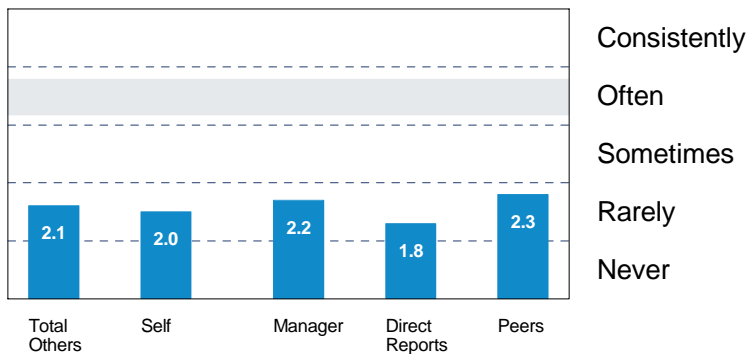
Conflict Management

Negotiating and resolving conflict. People who demonstrate this competency bring disagreements into the open, effectively communicate the different positions and find solutions all can endorse.



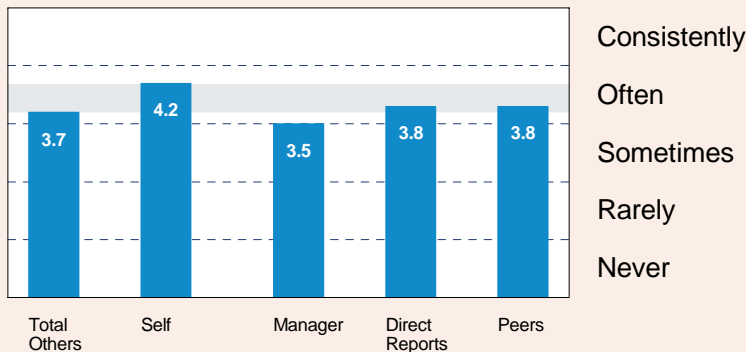
Coach and Mentor

Taking an active interest in others' development needs and bolstering their abilities. People who demonstrate this competency spend time helping people via feedback, support and assignments.



Influence

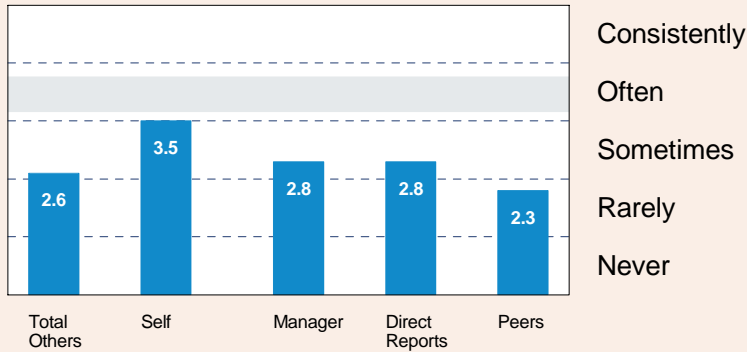
Having a positive impact on others. People who demonstrate this competency persuade or convince others to gain support for an agenda.



Relationship Management

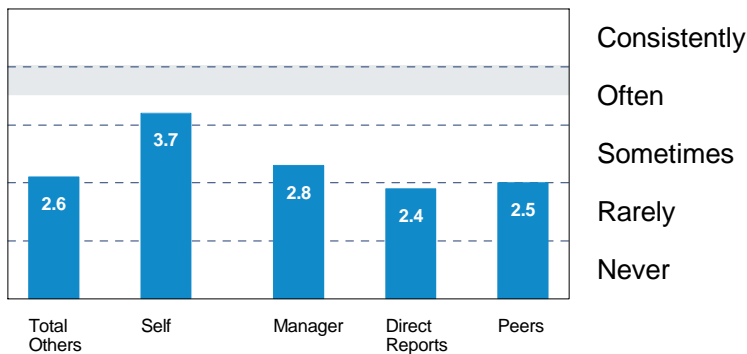
Inspirational Leadership

Inspiring and guiding individuals and groups. People who demonstrate this competency work to bring people together to get the job done. They bring out the best in people.



Teamwork

Working with others towards a shared goal. Creating group synergy in pursuing collective goals. Teamwork is an orientation to work with others interdependently, not separately or competitively.



Item Frequency Report Self-Awareness Cluster

Item #	Emotional Self-Awareness	Self		Manager		Direct Reports		Peers	
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
9	Shows awareness of own feelings	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1	○ ○ ○ ○ ○	1 1
17	Able to describe how own feelings affect own actions	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	2	○ ○ ○ ○ ○	2
29	Acknowledges own strengths and weaknesses	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	2	○ ○ ○ ○ ○	1 1
42	Understands the connection between what is happening and own feelings	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1	○ ○ ○ ○ ○	1 1
55	Describes underlying reasons for own feelings	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	2	○ ○ ○ ○ ○	1 1
58	Does not describe own feelings	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1	○ ○ ○ ○ ○	1 1

* Indicates that some of your assessors did not respond to this item

Item Frequency Report Self-Management Cluster

Item #	Achievement Orientation	Self		Manager		Direct Reports		Peers	
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
4	Initiates actions to improve own performance	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ● ○ ○ ○
15	Does not try to improve	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○	●	○
18	Seeks to improve own self by setting measurable and challenging goals	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○	○	○ ○ ○ ○ ○	○ ● ○ ○ ○
19	Seeks ways to do things better	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○	○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
66	Strives to improve own performance	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○
43	Does not strive to improve own performance	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○

Item #	Adaptability	Self		Manager		Direct Reports		Peers	
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
14	Adapts to shifting priorities and rapid change	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ● ○ ○ ○
24	Adapts by applying standard procedures flexibly	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○
53	Adapts overall strategy, goals, or projects to fit the situation	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○	○	○ ○ ○ ○ ○	○ ● ○ ○ ○
65	Adapts overall strategy, goals, or projects to cope with unexpected events	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○	○	○ ○ ○ ○ ○	○ ● ○ ○ ○
72	Adapts by smoothly juggling multiple demands	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○
44	Has difficulty adapting to uncertain and changing conditions	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○

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Item Frequency Report Self-Management Cluster

Item #	Emotional Self-Control	Self		Manager		Direct Reports		Peers	
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
10	Remains calm in stressful situations	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	● ●
26	Remains composed, even in trying moments	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	● ●
40	Controls impulses appropriately in situations	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	● ●
41	Acts appropriately even in emotionally charged situations	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	● ●
64	Gets impatient or shows frustration inappropriately	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	● ●
7	Loses composure when under stress	○ ○ ○ ○ ○	○	○ ○ ○ ○ ○	○	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○

Item #	Positive Outlook	Self		Manager		Direct Reports		Peers	
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
8	Sees possibilities more than problems	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	● ●
21	Sees the positive in people, situations, and events more often than the negative	○ ○ ○ ○ ○	○	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○
23	Views the future with hope	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	● ●
32	Sees opportunities more than threats	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○
45	Believes the future will be better than the past	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○
35	Sees the positive side of a difficult situation	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	●	○ ○ ○ ○ ○	● ●	○ ○ ○ ○ ○	○ ○

* Indicates that some of your assessors did not respond to this item

Item Frequency Report Social Awareness Cluster

Item #	Empathy	Self		Manager		Direct Reports		Peers			
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently		
12	Understands others from different backgrounds	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
25	Understands others' perspectives when they are different from own perspective	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
28	Understands others by listening attentively	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
50	Understands reasons for others' actions	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
70	Understands others by putting self into others' shoes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
49	Does not understand subtle feelings of others	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Item #	Organizational Awareness	Self		Manager		Direct Reports		Peers			
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently		
11	Understands the informal processes by which work gets done in the team or organization	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20	Understands the values and culture of the team or organization	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
27	Understands social networks	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
52	Understands the informal structure in the team or organization	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
69	Understands the team's or organization's unspoken rules	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
68	Does not understand how to work the system to get a job done	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* Indicates that some of your assessors did not respond to this item

Item Frequency Report

Relationship Management Cluster

Item #	Conflict Management	Self		Manager		Direct Reports		Peers	
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
31	Tries to resolve conflict by finding a position everyone involved can endorse	1		1		1	1	1	1
46	Resolves conflict by bringing it into the open	1		1		2		1	1
48	Tries to resolve conflicts by finding a solution that addresses everyone's interests	1		1		1	1	2	
54	When resolving conflict, de-escalates the emotions in the situation	1		1		2		1	1
59	Tries to resolve conflict by openly talking about disagreements with those involved	1		1		1	1	1	1
51	Allows conflict to fester	1		1		1	1	1	1

Item #	Coach and Mentor	Self		Manager		Direct Reports		Peers	
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently
6	Coaches and mentors others	1		1		2		2	
30	Does not spend time developing others	1		1		1	1	2	
34	Provides on-going mentoring or coaching	1		1		1	1	2	
37	Personally invests time and effort in developing others	1		1		1	1	1	1
38	Cares about others and their development	1		1		2		2	
62	Provides feedback others find helpful for their development	1		1		1	1	2	

* Indicates that some of your assessors did not respond to this item

Item Frequency Report

Relationship Management Cluster

Item #	Influence	Self		Manager		Direct Reports		Peers		
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently	
1	Anticipates how others will respond when trying to convince them	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	1	○ ○ ○ ○ ○	2
3	Convinces others by developing behind-the-scenes support	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	2		○ ○ ○ ○ ○	1 1
13	Convinces others by getting support from key people	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	2		○ ○ ○ ○ ○	1 1
16	Convinces others by engaging them in discussion	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1		○ ○ ○ ○ ○	1 1
22	Convinces others by appealing to their self-interest	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	2		○ ○ ○ ○ ○	1 1
71	Uses multiple strategies when trying to convince others	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1		○ ○ ○ ○ ○	1 1

Item #	Inspirational Leadership	Self		Manager		Direct Reports		Peers		
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently	
36	Leads others by creating a positive emotional tone	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	1	○ ○ ○ ○ ○	2
47	Leads by inspiring people	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1		○ ○ ○ ○ ○	1 1
57	Leads by articulating a compelling vision	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	2		○ ○ ○ ○ ○	1 1
60	Does not inspire loyalty from followers	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1		○ ○ ○ ○ ○	1 1
63	Leads by building pride in the group	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1		○ ○ ○ ○ ○	1 1
67	Leads by bringing out the best in people	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1	○ ○ ○ ○ ○	1 1		○ ○ ○ ○ ○	2

* Indicates that some of your assessors did not respond to this item

Item Frequency Report

Relationship Management Cluster

Item #	Teamwork	Self		Manager		Direct Reports		Peers		
		Never	Consistently	Never	Consistently	Never	Consistently	Never	Consistently	
5	Does not cooperate with others	1			1		1	1		2
33	Works well in teams by being supportive		1	1		1	1			2
39	Works well in teams by soliciting others' input		1		1	1	1		1	1
56	Works well in teams by encouraging participation of everyone present		1		1		2		1	1
61	Works well in teams by being respectful of others		1		1	1	1			2
2	Works well in teams by encouraging cooperation		1		1	2				2

* Indicates that some of your assessors did not respond to this item

Verbatim Comments

Please list this person's key strengths.

Self

I get things done. People can depend on me.

Manager

Jamie gets excellent results and works well when given the lead on a project.

Direct Reports

personal productivity high numbers

Peers

Jamie is hard working and conscientious, there has never been a situation where I have felt that Jamie has not given 100%. Jamie is very ambitious and keen to learn and develop at every opportunity. The results from the team are consistently excellent and he is prepared to go to great lengths to ensure this continues.

No one knows our business like Jamie does - he understands our specialised markets better than any one of us. And he's always used his knowledge - and his phenomenal drive - to get top results. In terms of his achievement drive, influence, client awareness and thought leadership, we can all learn much from Jamie.

Please list specific areas where this person needs to improve, and what would be the payoffs if this person made these improvements?

Self

I guess I could be a little more patient with people who aren't as driven as I am. I can be short with people--cut them off, if I am on a roll, and want to get things done.

Manager

Jamie needs to become more of a team player, and listen to the input from other members of the team. They have really valuable input, that he could learn from.

Continued

Verbatim Comments

Direct Reports

listening skills - better productivity from colleagues, better morale overall, lower turnover rate

Peers

Jamie needs to focus more on his people skills. He is very driven and focused, but sometimes the cost of this is the effect on others in the team. By making more time for the team and listening to their ideas and opinions, Jamie could make great headway by getting them on side and working with them, rather than making them feel isolated frustrated.

Jamie possesses such knowledge and talent, it makes it all the more frustrating that he can be so difficult to work with! Communication is an issue - I often feel he just doesn't take the time to listen, discuss issues, share ideas. His energy and drive has always been awe-inspiring, but it has negative consequences. I almost wish Jamie would slow down enough to take the rest of us with him.