
20/20 Insight Special Report



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Demo 360 Dana Pritchard 2013

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Category Summary - Scale Comparison

This report section displays the category scores for the "Rating" and "Importance" scales used in the project.

Results are displayed both as a bar graph and in numerical form. The category names appear on the left side of the page. Your self-ratings are not included in these averages.

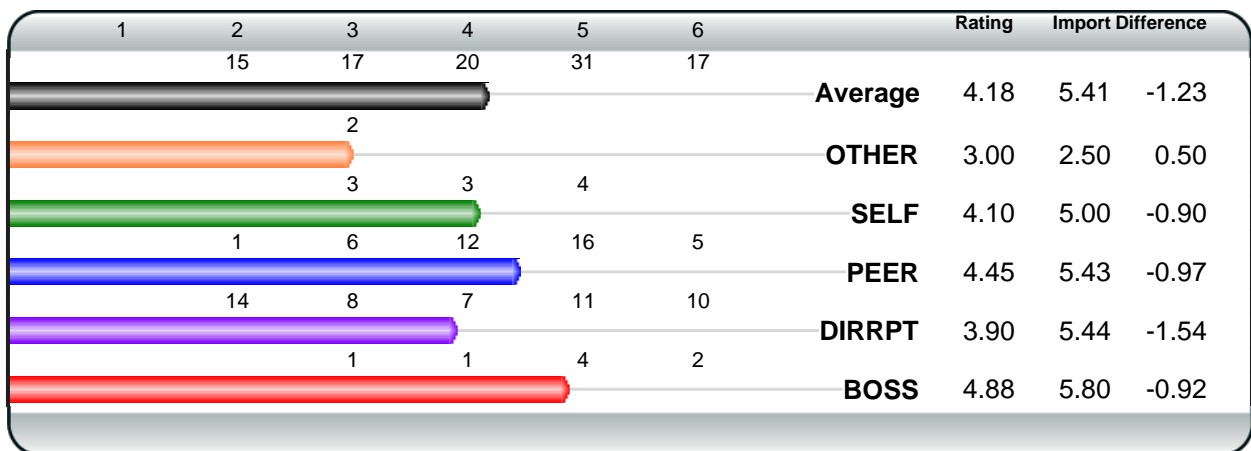
Column 1: Displays scores for all items within a category for the "Rating" scale.

Column 2: Displays scores for all items within a category for the "Importance" scale.

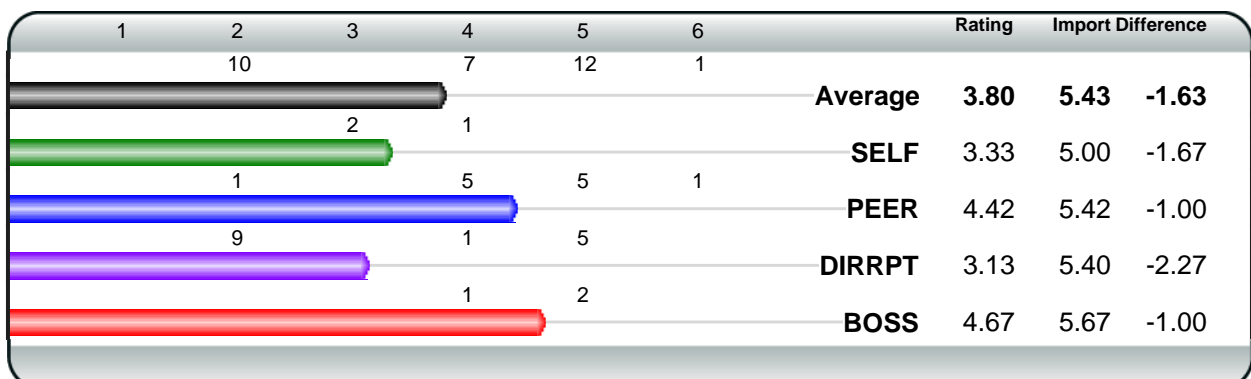
Column 3: Reports the difference between these two sets of scores.

Categories are listed from most positive difference to most negative difference.

Overall Score:

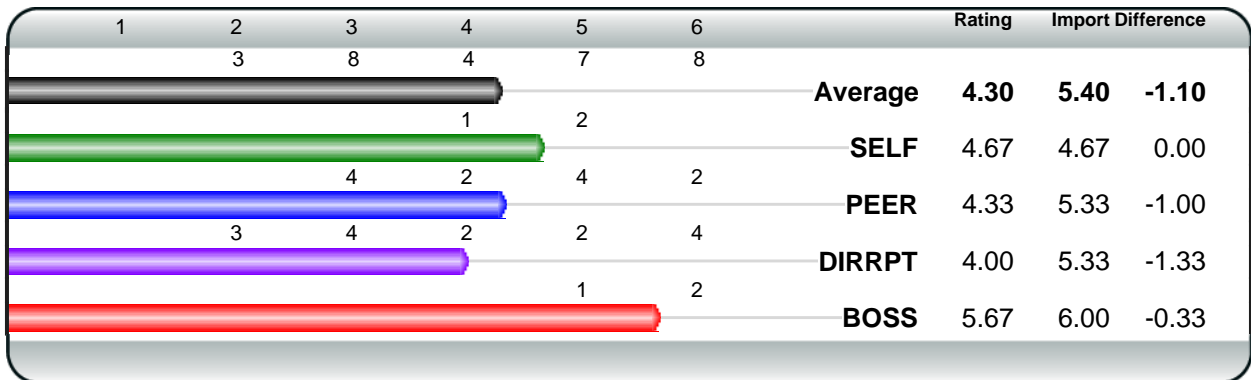


Listening

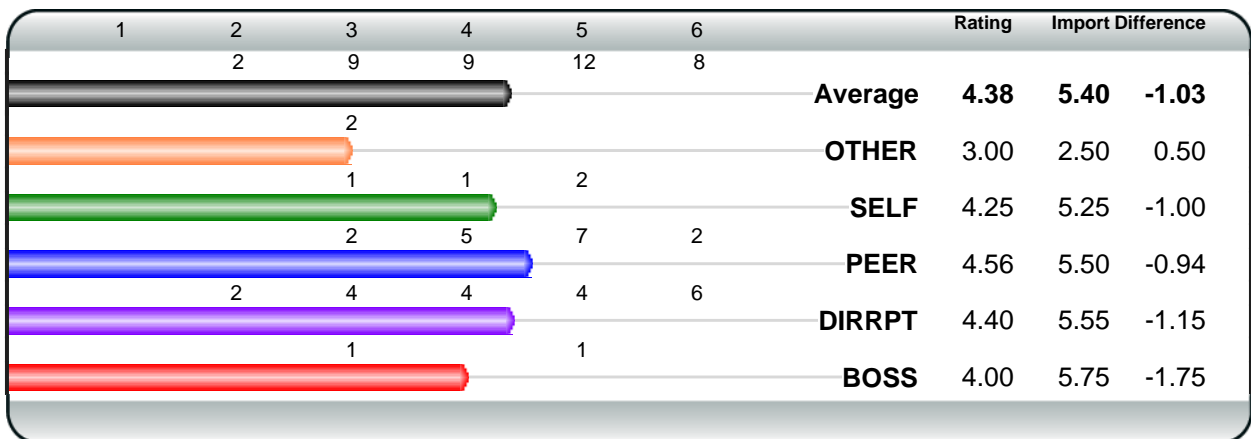


Category Summary - Scale Comparison

Dialogue



Feedback



Item Ratings - Scale Comparison

This section displays the item scores for the primary and secondary scales, along with the difference between the two.

Results are displayed both as a bar graph and in numerical form. Your self-ratings are not included in these averages.

The category name appears on the left, and the items related to that category are listed below.

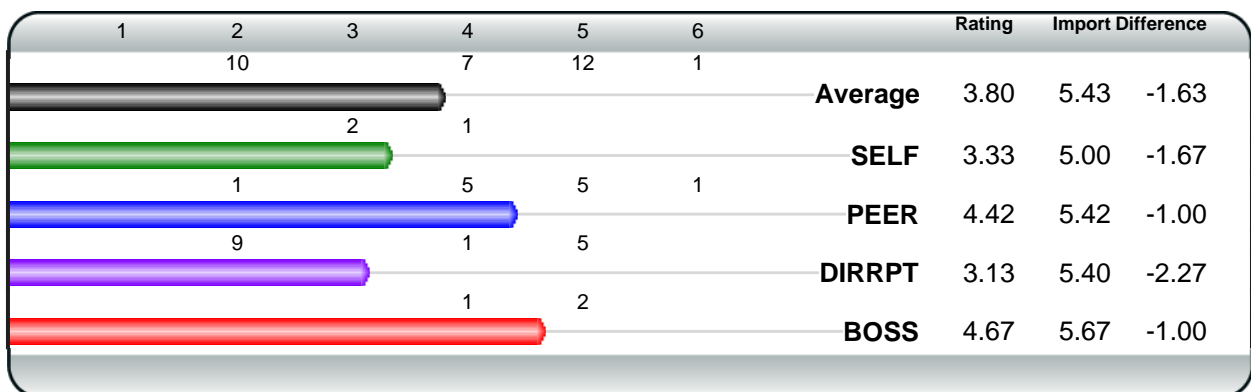
Column 1: Displays scores for each item within a category for the "Rating" scale.

Column 2: Displays scores for each item within a category for the "Importance" scale.

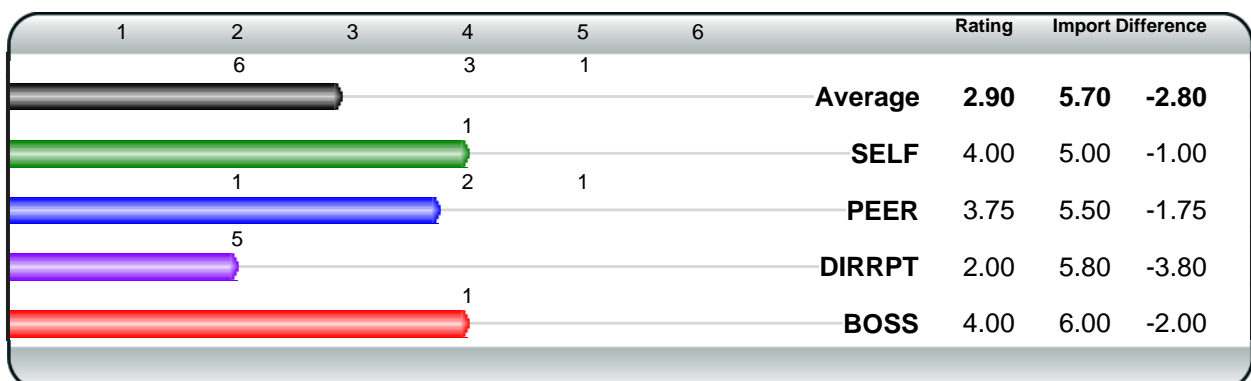
Column 3: Reports the difference between these two sets of scores.

Items are listed from most positive difference to most negative difference within each category.

Listening



6. Listens to others without reacting emotionally.



What you LIKE: - Behaviors or conditions you hope will continue

- *Willing to listen.*

What you DON'T LIKE: - Behaviors or conditions that bother you and why

Item Ratings - Scale Comparison

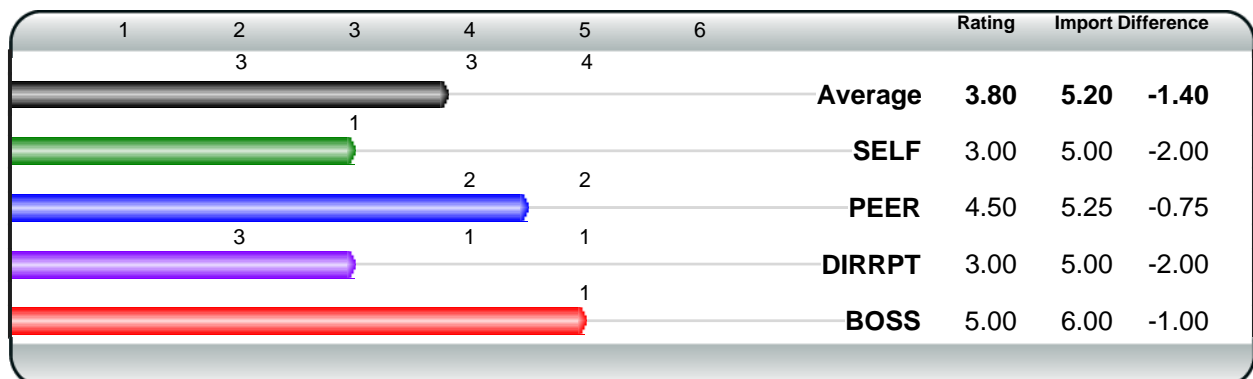
What you DON'T LIKE: - Behaviors or conditions that bother you and why - (cont'd)

- Self: Depending on what others are saying I sometimes react emotionally.
- Hot-tempered at times, especially when someone brings you bad news.
- It's hard to predict how you'll react, what will set you off. From time to time you react with real anger.
- This is one of the most important things for you to work on.
- You lose your temper easily. You react to everything instead of listening to the entire story.

What you WANT: - Improvements that you desire

- A calm response.
- Control your temper.
- I would like to be able to talk to you about things without you immediately reacting negatively.
- I would like to see you take a step back and listen with open ears. There is no need for you to react so quickly. We are on your side, and we are simply trying to improve the skills of everyone on the team so that we can be a better team.
- It may be hard, but I encourage you to be more self-aware about this. Feel the anger, but check your attitude. Put the hot feelings aside. Listen for the useful material that's in the disturbing message.
- More self-control. The quick temper, no matter how short-lived, isn't helpful or appreciated.
- React more calmly.

7. When listening, summarizes the speaker's thoughts, feelings and ideas.



What you DON'T LIKE: - Behaviors or conditions that bother you and why

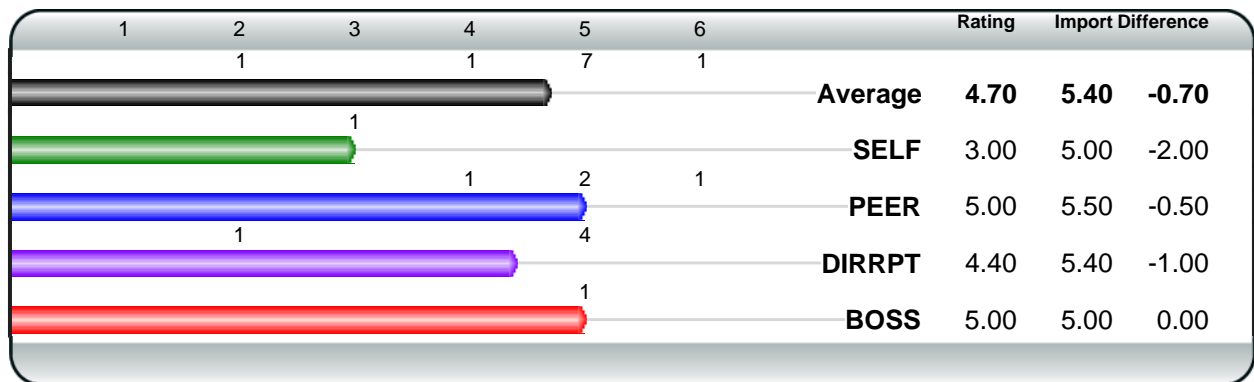
- I've observed that it's hard for you to do this when you're angry.
- Sometimes you aren't as receptive to new ideas as you are to good arguments.
- You don't listen well enough to summarize the speaker's thoughts, feelings and ideas.

What you WANT: - Improvements that you desire

- Give ideas more of a hearing.
- If you would do this, people would feel more like you're really trying to understand what they're saying.

Item Ratings - Scale Comparison

5. Listens to others without interrupting.



What you LIKE: - Behaviors or conditions you hope will continue

- This is one of the best things about you. When I'm talking to you, I know I have your full attention.
- You usually don't interrupt. Maybe sometimes, but no big deal, no more than anyone else.

What you DON'T LIKE: - Behaviors or conditions that bother you and why

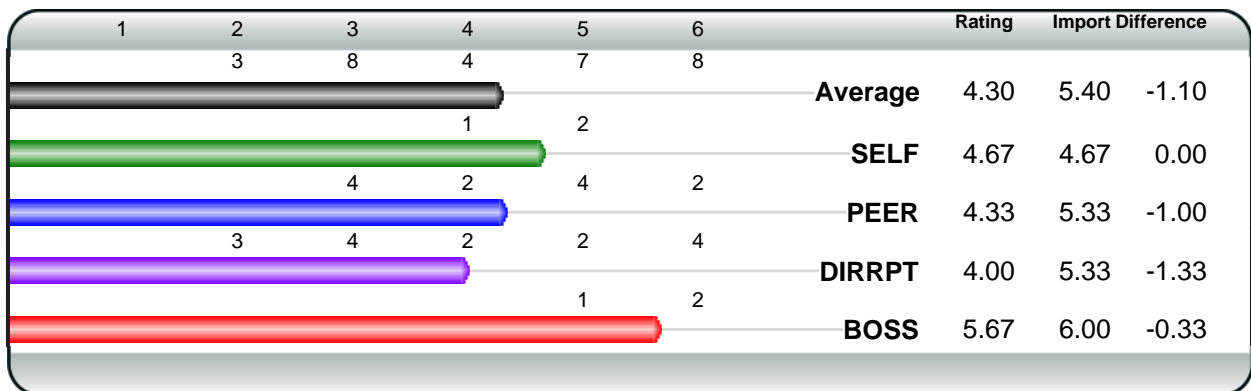
- Self: I do not always listen to others without interrupting. I have to put in my two cents worth.
- I've gotten irritated with you at times when you don't let me finish what I'm trying to say. It's like you think what you have to say is more important.
- Most of the time you cut us off when you are tired of listening or don't have time.
- Sometimes you get impatient and finish my sentence when I hesitate.

What you WANT: - Improvements that you desire

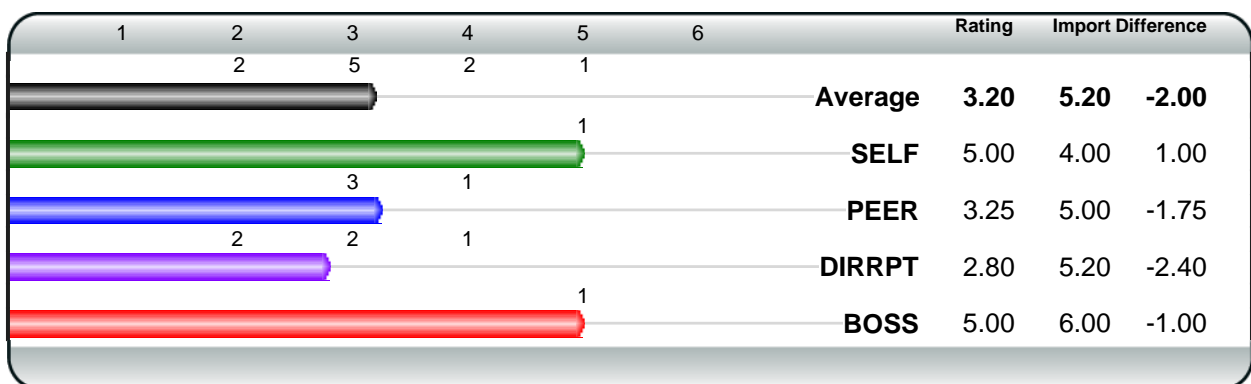
- Be more patient - I might just need more time than you do to think about how I want to say something.
- Keep allowing me to talk to you with your full attention.
- Let me finish my sentences!
- Try to listen more often because most of the things we have to say are pretty important.

Item Ratings - Scale Comparison

Dialogue



10. Demonstrates a willingness to change an opinion.



What you LIKE: - Behaviors or conditions you hope will continue

- Self: The fact that in this company we are allowed to express ourselves openly.
- You have set opinions, usually good ones.
- You're fairly open-minded.

What you DON'T LIKE: - Behaviors or conditions that bother you and why

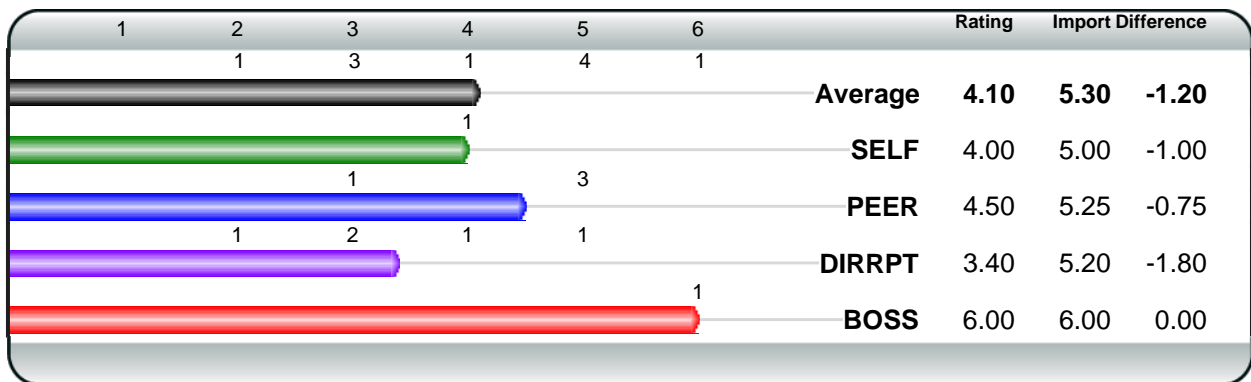
- Self: Sometimes others are too harsh when it comes to discussing a difference of opinion.
- You don't seem to like to entertain other people's opinions.
- You don't show much willingness to change your opinion. It seems as though once you have made up your mind, you don't want to listen to anything else.

What you WANT: - Improvements that you desire

- Consider new ideas and opinions - they could be better than the one you have.
- Keep working on this.
- Show more of an open mind.
- Take time to hear other people's ideas and opinions. Then, if you do agree with them, don't be afraid to say you were wrong and then change your opinion.

Item Ratings - Scale Comparison

9. Uses consideration and tact when offering opinions.



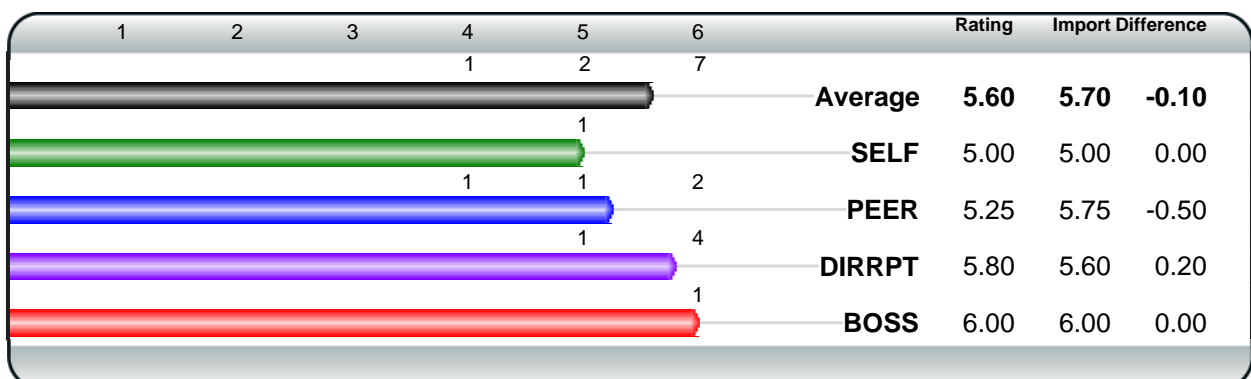
What you LIKE: - Behaviors or conditions you hope will continue

- You're a very confident person, and you state your positions very definitely. But you're not overbearing, and I like that.

What you WANT: - Improvements that you desire

- Self: To be a more effective speaker.

8. States own opinions clearly.



What you LIKE: - Behaviors or conditions you hope will continue

- I like how you stick up for us and how you are not afraid to speak your mind.
- I like the fact that you are not afraid to give your opinion about things.
- It is a good thing to voice your opinion.
- Self: The ability to openly discuss opinions with others in a positive forum.
- Very articulate. Outspoken. You don't hold anything back. Everyone knows how you feel about things.
- You never leave any doubt about where you stand on something!
- You're really effective about stating your position.

What you DON'T LIKE: - Behaviors or conditions that bother you and why

- Self: I don't always
- The way you go about voicing your opinion is not always the best.

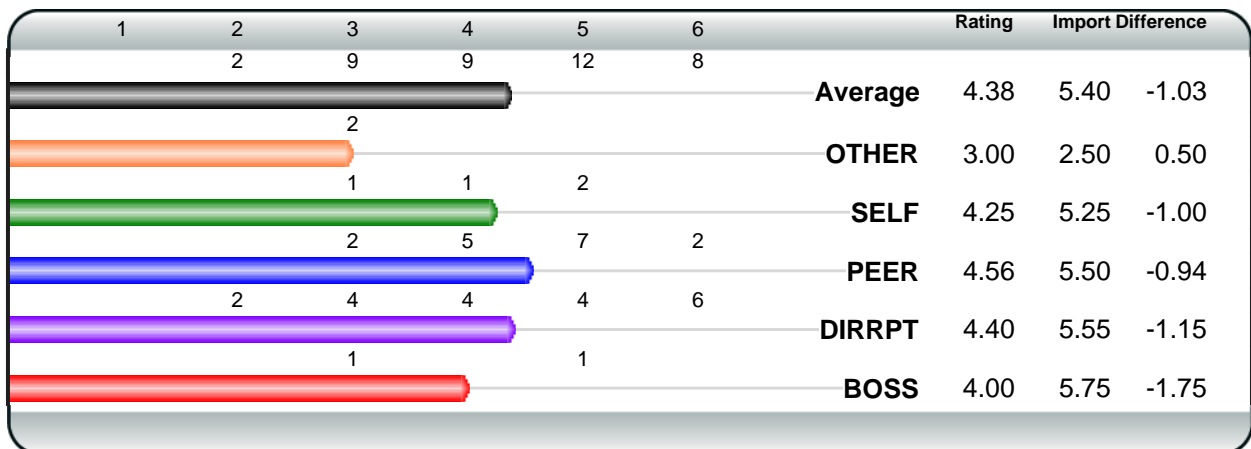
Item Ratings - Scale Comparison

What you WANT: - Improvements that you desire

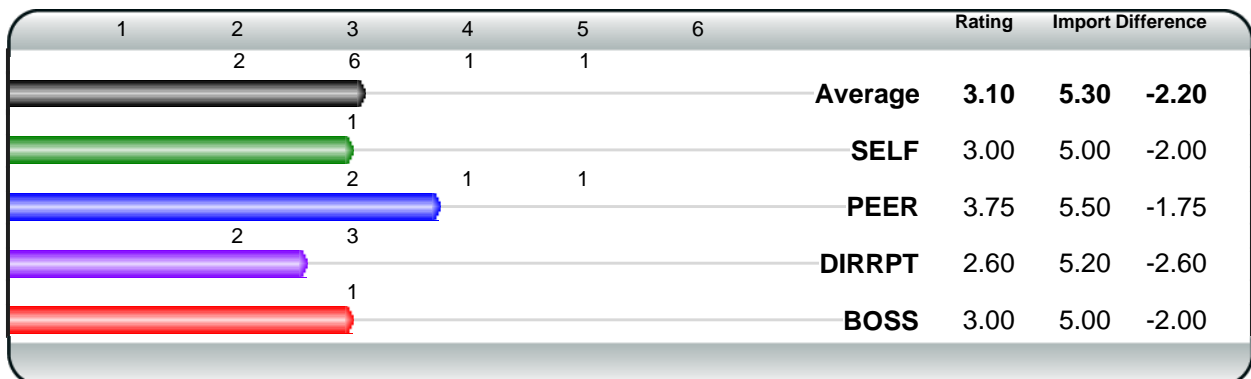
- *Could be more diplomatic at times.*
- *We want to hear your opinion because we value it, but be more diplomatic in your approach. If you do this, you will get a better reaction/response from the person to whom you are giving your opinion.*

Item Ratings - Scale Comparison

Feedback



4. Receives constructive feedback without reacting defensively.



What you LIKE: - Behaviors or conditions you hope will continue

- I honestly feel that in the end you accept and internalize my criticisms.

What you DON'T LIKE: - Behaviors or conditions that bother you and why

- I don't feel that I can come to you and give you constructive feedback without you jumping on me.
- It seems hard for you to accept my feedback initially. I hear stories and sometimes excuses, when actually all I want you to do is hear me out and start thinking about solutions.
- It's difficult to talk to you sometimes if we have a concern. You seem to immediately get on the defensive.
- I've seen you jump all over someone when they try to make a suggestion, and it discourages me from speaking up. It's too risky. But the problem then is that you don't find out what's bothering us.
- People tend to tip-toe around you and don't tell you the truth because they're afraid of your reaction.
- When I've given you feedback, you try to justify or explain away your behavior.

What you WANT: - Improvements that you desire

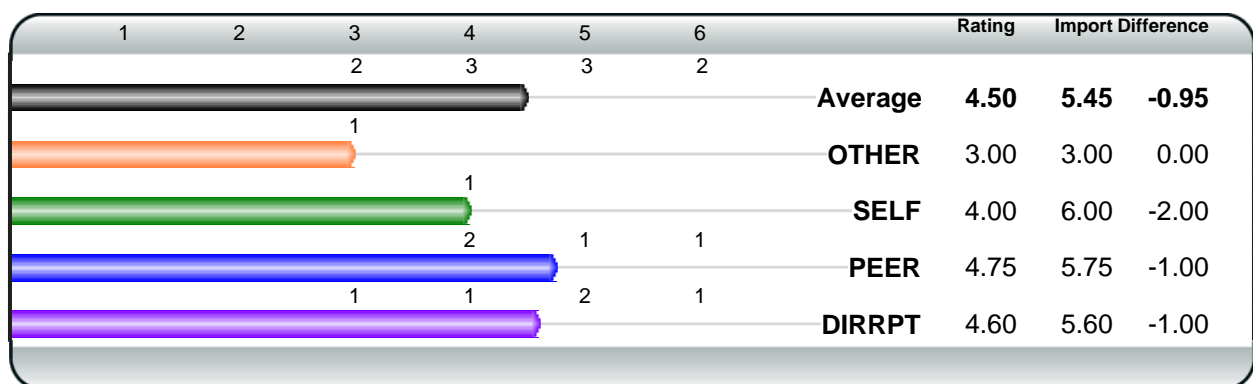
- Ask more questions to find out what the other person needs from you instead of defending your behavior.
- Be aware of your feelings of defensiveness and do your best to overcome them.

Item Ratings - Scale Comparison

What you WANT: - Improvements that you desire - (cont'd)

- *Be more open to receiving feedback. Think of it as an opportunity to grow. Ask for feedback from a variety of people so you get used to it.*
- *I would like you to create a "Safe" environment where I would feel more comfortable in coming to you to give feedback.*
- *I'd like to see you be more open to our concerns, and to listen when we need to address something.*
- *Stay calm when someone tries to talk to you. Make it safe for us to approach you so we don't have to worry about your reaction.*
- *Self: To be able to react well to constructive feedback. I sometimes get defensive with feedback.*

2. Before giving constructive feedback, affirms the positive contributions of the individual.



What you LIKE: - Behaviors or conditions you hope will continue

- *eodeideoebcf*
- *Very direct and honest. You focus on the important stuff.*
- *You are very careful when giving constructive feedback. You use caution and you gather both positive and negative traits about the person so that it seems to balance out.*

What you DON'T LIKE: - Behaviors or conditions that bother you and why

- *I don't see you do this much, and the people on your team could probably use it since you all work at such a high pace.*
- *I've observed you several times giving feedback when you're angry. It's during those times that you have nothing positive to say to the employee you're counseling.*
- *More often than not, you just start right in with the criticism.*
- *This is the only time we see you acting with any caution and reserve for other people's feelings.*
- *You seem "in your face" when others let you down. Need to say something, but maybe there's a better way to say it. You can hurt people's feelings, leave a bad taste.*

What you WANT: - Improvements that you desire

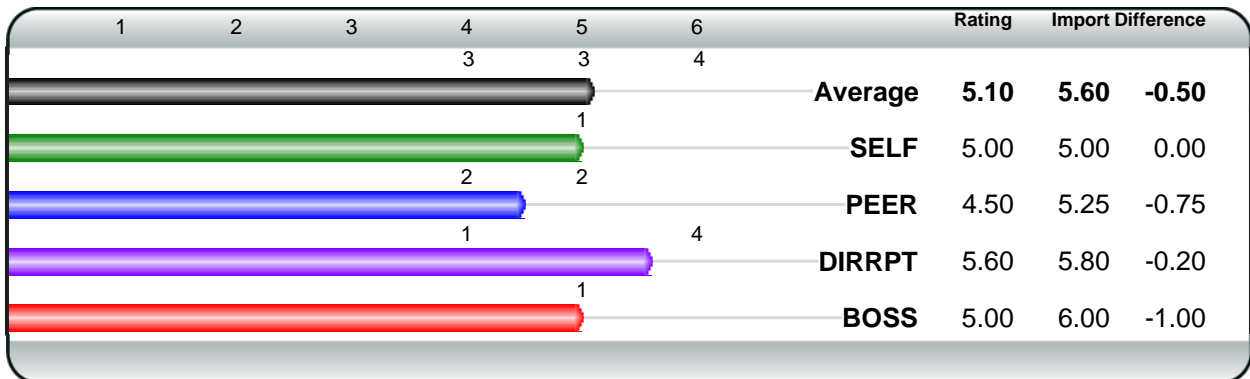
- *I wish this behavior could be displayed on a daily basis. It would make life much easier at work.*
- *I'd like to see you take your anger out of all constructive feedback. It might help you to wait a day or two in order for your anger to subside. Also keep in mind that people aren't perfect, and we all make mistakes.*
- *Let us know when you notice we're doing something especially well so we'll know to keep doing it.*

Item Ratings - Scale Comparison

What you WANT: - Improvements that you desire - (cont'd)

- *Say something good along with the bad. Usually, things are not all bad.*
- *Try to think of something positive to say before you start criticizing - there needs to be a balance.*

1. When praising performance, mentions specific details.



What you LIKE: - Behaviors or conditions you hope will continue

- *I liked it when you sat in on a presentation I had done and gave me feedback about how it went.*
- *It really is encouraging to me the way you mention specific details about a project and how I handled them.*
- *When one of us has done something outstanding, you praise us extremely well. You get the group together and explain the good deed and why you are so proud of that employee.*

What you DON'T LIKE: - Behaviors or conditions that bother you and why

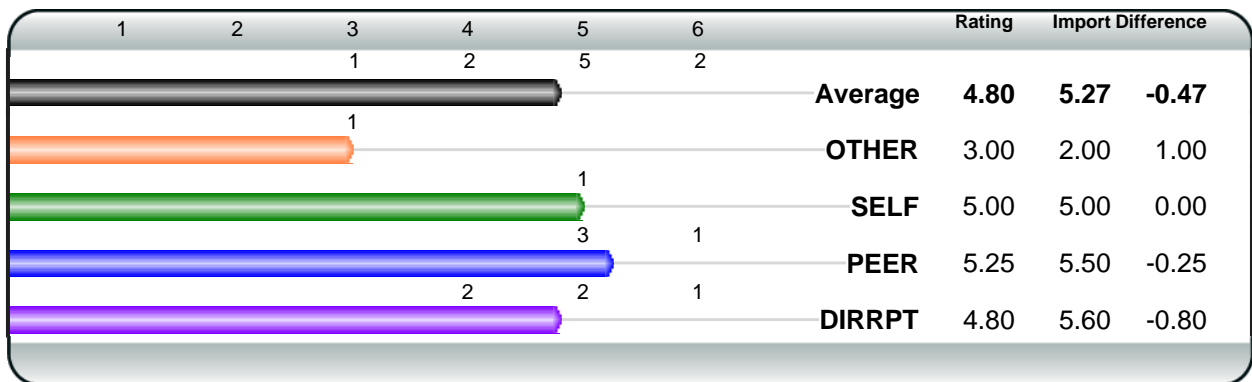
- *I'm sure that most of your positive feedback is done in private, but I've noticed a few missed opportunities, and you seem to be a little vague with your praise.*
- *It's rare that you give me positive feedback or affirm me when I have accomplished something.*

What you WANT: - Improvements that you desire

- *Consider affirming what you like in the people around you.*
- *Focus in on what they did well and describe it to them.*
- *I'd like you to sit in on more presentations in the future. It helped me to get your ideas about how I presented.*
- *Please continue to recognize attention to detail and praising good actions.*

Item Ratings - Scale Comparison

3. When giving constructive feedback, asks for desired future actions.



What you LIKE: - Behaviors or conditions you hope will continue

- *She's super!*
- *Asking for desired future actions allows us to come up with our own plan for improvement. This is a positive thing, because it makes us look within ourselves for areas to improve. A person grows and gains wisdom from an experience like that.*
- *You're always very clear with me about what you want.*
- *You're usually pretty clear what you want.*

Highest-Rated Items

This section reports the scores of your 5 highest-rated items across all categories. Your self-ratings are not included in these averages.

Results are displayed both as a bar graph and in numerical form, from highest to lowest.

Items are shown on the left side of the page, with the related category in parenthesis below it.

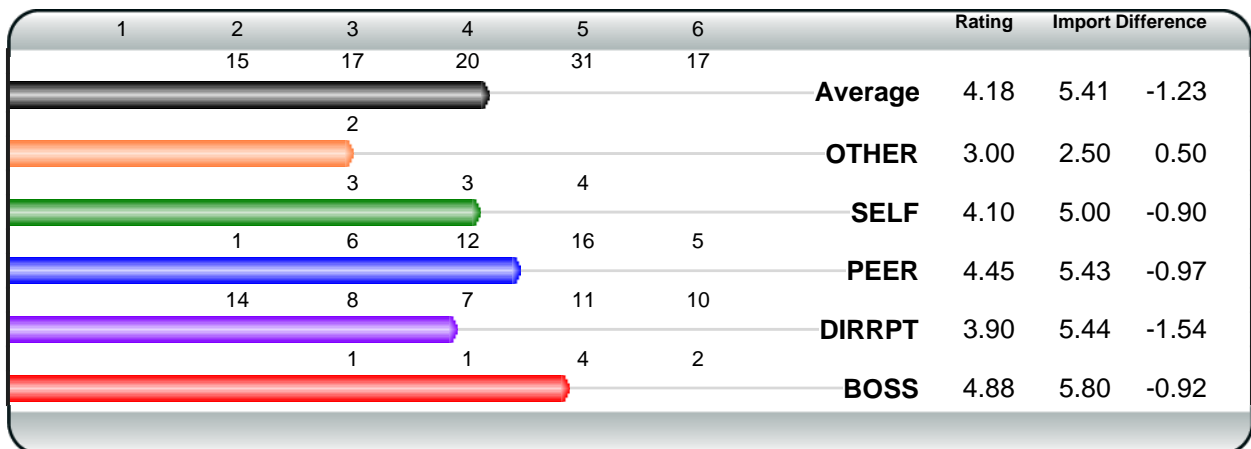
Column 1: Displays scores for the five highest-rated items for the "Rating" scale.

Column 2: Displays scores for the five highest-rated items for the "Importance" scale.

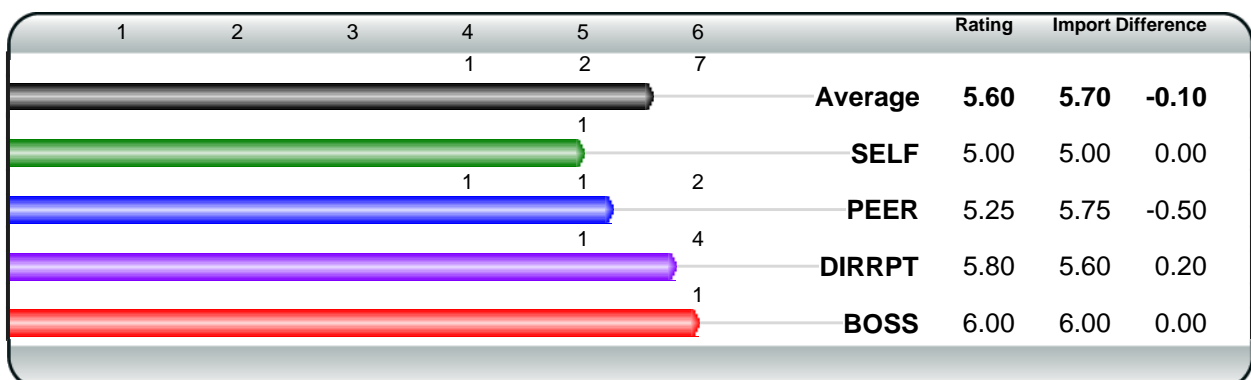
Column 3: Reports the difference between these two sets of scores.

Items are listed from most positive difference to most negative difference.

Overall Score:

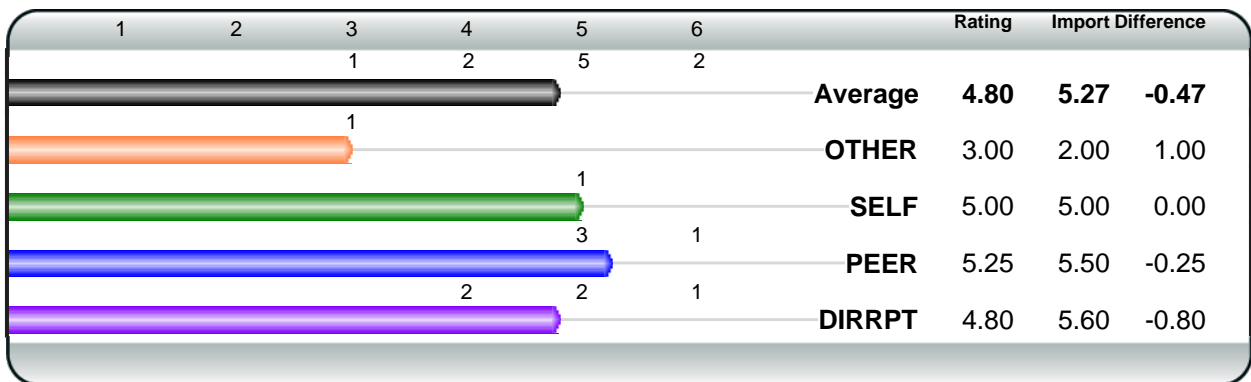


8. States own opinions clearly.

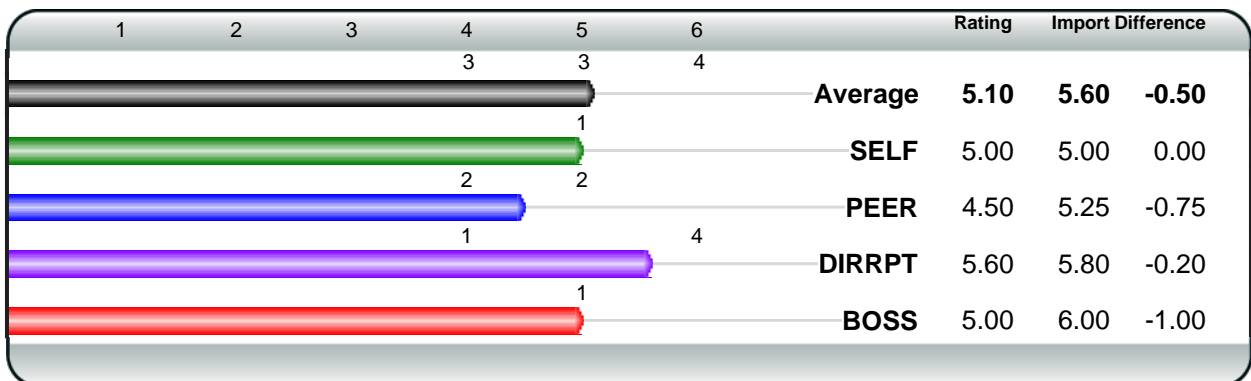


Highest-Rated Items

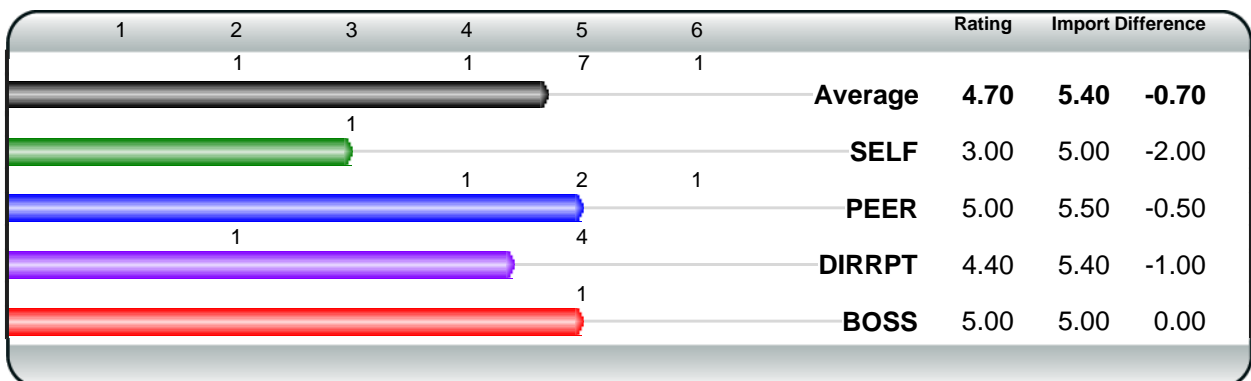
3. When giving constructive feedback, asks for desired future actions.



1. When praising performance, mentions specific details.

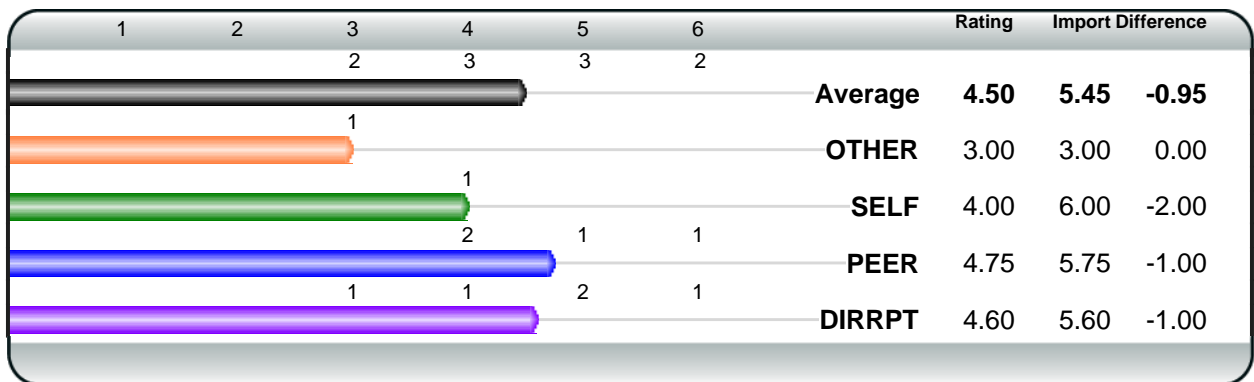


5. Listens to others without interrupting.



Highest-Rated Items

2. Before giving constructive feedback, affirms the positive contributions of the individual.



Lowest-Rated Items

This section reports the scores of your five lowest-rated items across all categories. Your self-ratings are not included in these averages.

Results are displayed both as a bar graph and in numerical form, from lowest to highest.

Items are shown on the left side of the page, with the related category in parenthesis below it.

Column 1: Displays scores for the five lowest-rated items for the "Rating" scale.

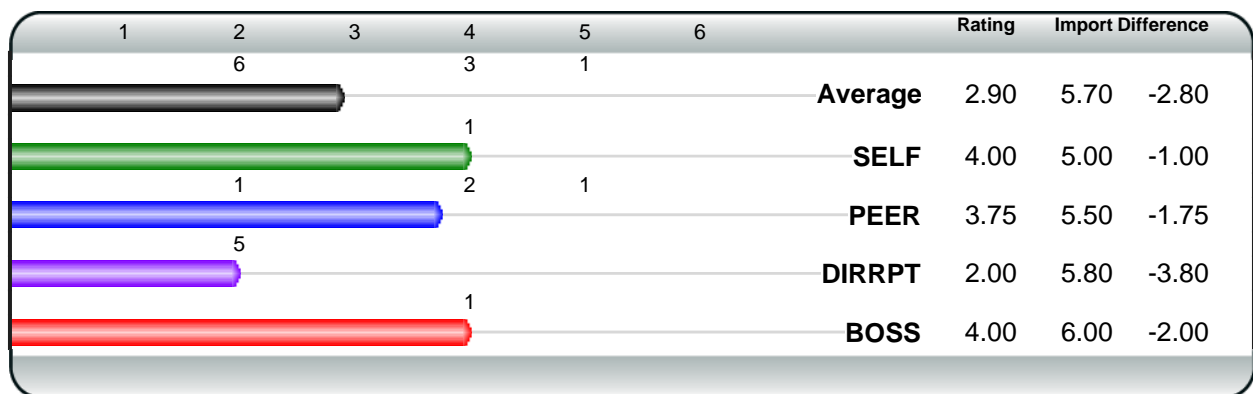
Column 2: Displays scores for the five lowest-rated items for the "Importance" scale.

Column 3: Reports the difference between these two sets of scores.

Items are listed from most negative difference to most positive difference.

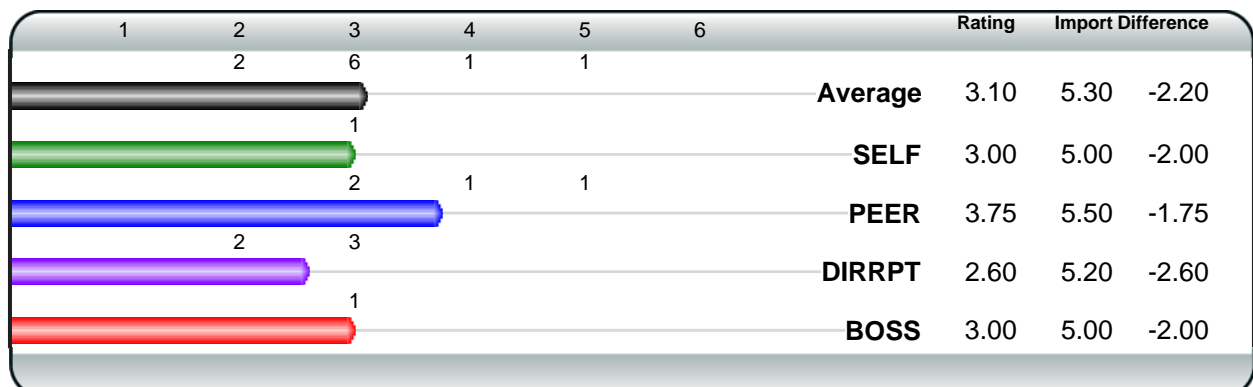
6. Listens to others without reacting emotionally.

(Listening)



4. Receives constructive feedback without reacting defensively.

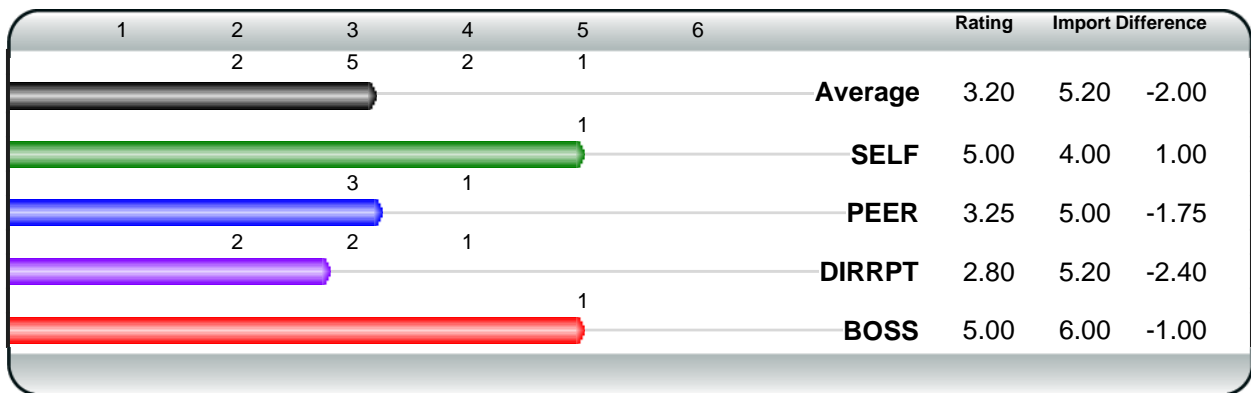
(Feedback)



Lowest-Rated Items

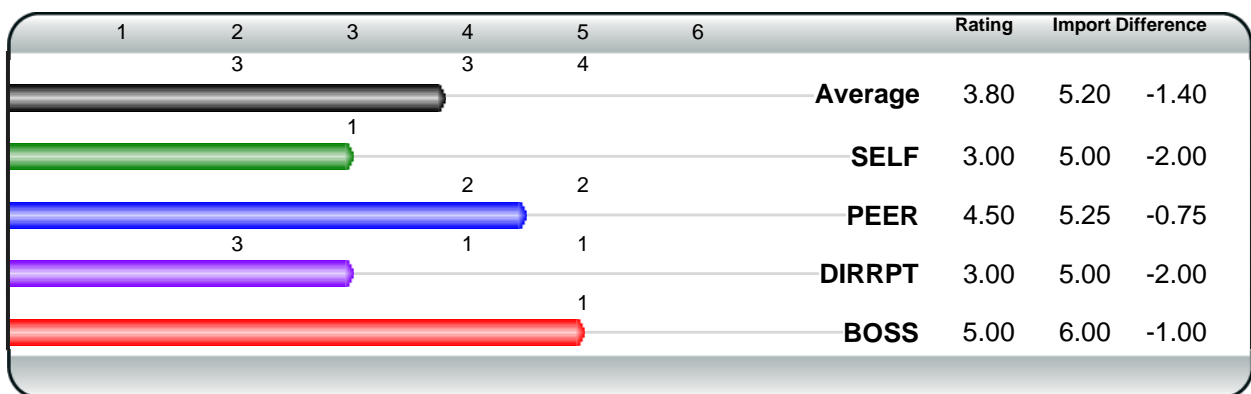
10. Demonstrates a willingness to change an opinion.

(Dialogue)



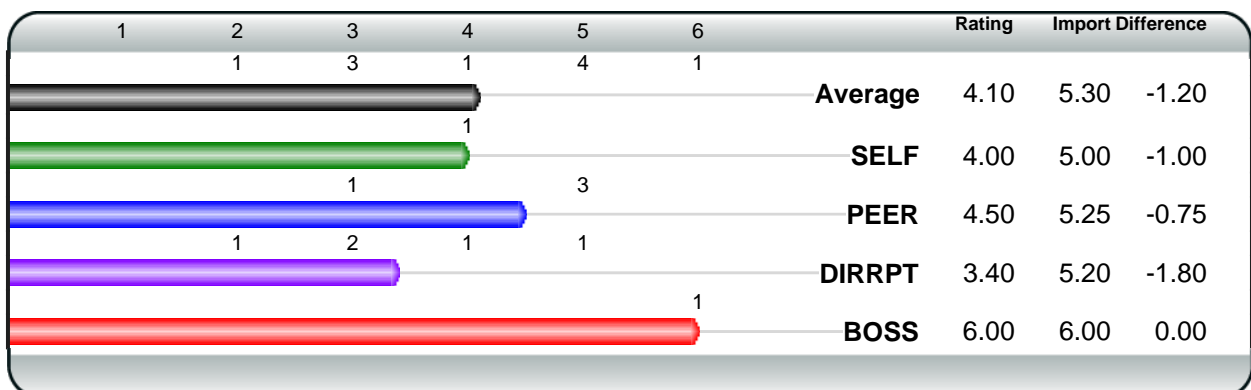
7. When listening, summarizes the speaker's thoughts, feelings and ideas.

(Listening)



9. Uses consideration and tact when offering opinions.

(Dialogue)



Recommendations for Development

This section reports the scores of your five lowest-rated items across all categories. Your self-ratings are not included in these averages.

Results are displayed both as a bar graph and in numerical form, from lowest to highest.

Items are shown on the left side of the page, with the related category in parenthesis below it.

Column 1: Displays scores for the five lowest-rated items for the "Rating" scale.

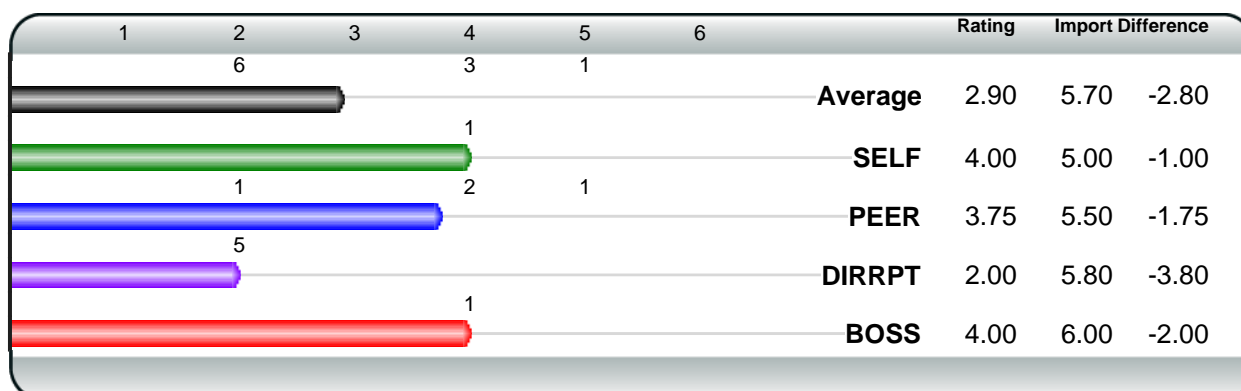
Column 2: Displays scores for the five lowest-rated items for the "Importance" scale.

Column 3: Reports the difference between these two sets of scores.

Beneath the bar graph are the development recommendations for that item. Development recommendations include: Item Description – A brief explanation of the specific behavior described in the item and why the behavior is important in the workplace. Developmental Recommendation – Describes possible reasons for the low ratings, to help you analyze the cause. A list of recommended follow-up development actions that can improve performance is also provided. Recommended Resources – A list of references which includes books, magazine articles, videos and other media available for you to use for your personal and professional development.

6. Listens to others without reacting emotionally.

(Listening)



Sometimes what people tell each other can be upsetting. They may express a point of view that others strongly disagree with. Hearing unexpected news about accidents, mistakes, errors, opposition or other problems can cause an immediate reaction. Especially upsetting is criticism or the message that others are responsible for something bad that has happened. Feelings of concern, disappointment, frustration and anger can quickly cascade into an outburst.

Under pressure, listeners who show their feelings easily may react with an emotional outburst. Behavior such as this can create barriers to communication. People may decide to filter the information or keep it to themselves rather than deal with this person's negative reaction.

What lower ratings may mean:

The people who gave you feedback may feel uncomfortable with the way you express negative emotions.

- They may have noticed that you lose your temper when you hear bad news.

Recommendations for Development

- They may be afraid to tell you things that may set you off.
- Maybe you've experienced a number of disappointments recently.
- You may feel that it's good and natural to express how you feel.
- Perhaps you grew up with people who shouted when communicating.
- You may not realize the adverse impact your outbursts can have.
- You may believe it's better for people to know when you are upset.

Recommended follow-up development actions:

- If the comments in your report don't describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you don't want them to feel uncomfortable with the way you react to unpleasant news. Ask them what improvements they would like to see in the way you express your emotions.
- Identify one or two individuals who never seem to lose their cool. Arrange a meeting so that you can ask: "Surely you get mad from time to time, but you never seem to lose your temper. What's your method for staying cool when you are feeling upset?"
- Appreciate that few people will interpret an emotional outburst in a positive way. They may think of it as a temper tantrum. They may see your outbursts as immature or aggressive behavior. You can be sure that displays of anger make others feel uncomfortable. People want their coworkers to think clearly in adversity, and they may doubt your effectiveness. They may think, "If you are capable of this, what else are you capable of?"
- If you become upset while listening to someone, put your feelings aside until the conversation is over. If you have an outburst during the middle of a conversation, you are likely to create a major barrier to communication. Get the message first; react later.
- Consider that showing anger is not the only way to express it, and it is probably not the best. There is a big difference between acting out your emotions--shouting, accusing, cursing, slamming doors or throwing things--and stating, "This is upsetting. I'm angry about this."
- The best way to deal with your anger is to give constructive feedback to the people who are responsible for whatever has upset you. The following approach is recommended:
 1. Put the behavior in context. "Normally your estimates are close."
 2. Describe the behavior. "The May estimates didn't take our new product line into account. They are 50% under our actual expenses, so we're going to have delays."
 3. State how you feel and why. "I'm upset and disappointed. We've been talking about the new product line for months, and now this error will cost us several thousand dollars."
 4. Reaffirm the desired performance. "I know you can handle this, and I trust there will be no more oversights in the future."
- Consider believing in and doing things based on these positive attitudes:
 - "It's OK for people to know I'm upset-- it's not OK for me to act it out."
 - "When the messenger brings bad news, I won't shoot him."

Recommended Resources

Brady, Mark. *Wisdom of Listening*. Wisdom Publications, 2003.

Goleman, Daniel. *Emotional Intelligence: 10th Anniversary Edition: Why It Can Matter More than IQ*. Bantam,

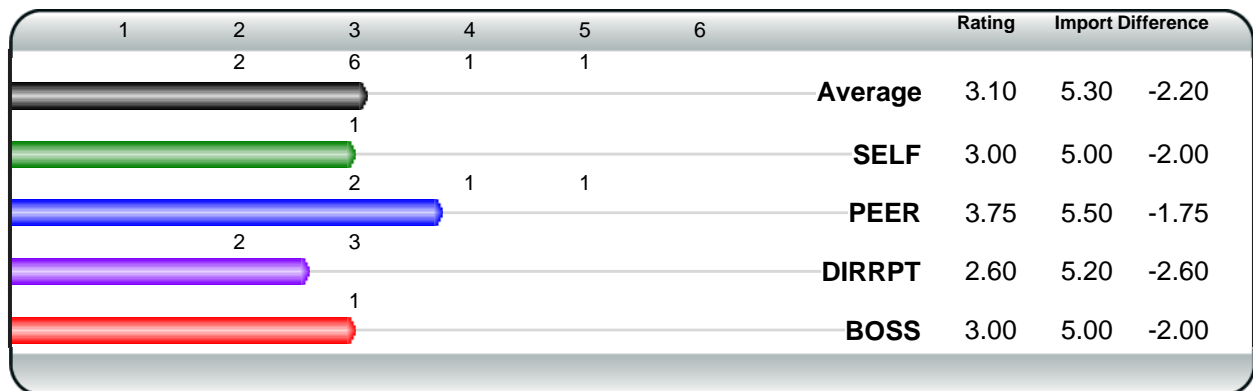
Recommendations for Development

2005.

Steil, Lyman K., and Richard K. Bommelje. *Listening Leaders: The Ten Golden Rules to Listen, Lead and Succeed*. Beaver's Pond Press, 2004.

4. Receives constructive feedback without reacting defensively.

(Feedback)



Not everyone feels comfortable telling others about shortcomings. They may not want to cause hurt feelings, or they may not know a polite way of expressing it. They may not be sure the feedback is wanted. To ensure that people continue to volunteer constructive feedback, the people who ask for it need to be careful not to react negatively. Although feelings of defensiveness are inevitable, people hearing evaluations of their work should set these feelings aside and show appreciation instead. This response will convince others that the evaluation is truly welcomed.

If people in the workplace want to learn about blind spots in their performance, they must respond to feedback graciously. They need to keep in mind that people who give feedback usually are not trying to hurt or be critical, but are genuinely trying to help them improve. They need to listen actively to be sure that they clearly understand the points people are trying to make, thank them for sharing the information and affirm a commitment to improve.

What lower ratings may mean:

The people who gave you feedback may feel that you do not always welcome constructive feedback.

- They may have noticed defensiveness when they try to give you feedback.
- They may feel you are trying to shift the blame or excuse your behavior.
- Maybe the kind of feedback you get is mostly negative--not constructive.
- Perhaps the feedback catches you by surprise.
- You may not be sure how to respond to constructive feedback.
- Possibly you feel that other people can't judge your contributions.
- You may feel that most feedback is given to hurt, not to help.
- You may not know how to deal with your feelings of defensiveness.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.

Recommendations for Development

- Perhaps the people who work around you expect more of you than you realize. Tell them that you want their constructive feedback. Ask them how they would like you to improve the way you react to it.
- Identify someone who usually doesn't get defensive when offered feedback. If possible, study this person's on-the-job behavior. Consider asking this person to observe you and give you feedback.
- Consider that the most valuable feedback you can receive is (1) not verification of a strength, but an area that you can improve, and (2) something you don't already know about. This kind of information could catch you by surprise, and you will probably feel defensive. It is natural to feel uncomfortable or even angry. Rather than react defensively, discipline yourself to do this:
 - Remember that constructive feedback is a gift.
 - Say nothing until the other person is completely finished.
 - Listen actively to make sure you understand. Restate the main points.
 - Fight the urge to deny, downplay, explain, justify or argue.
 - Thank the person for giving it.
- Appreciate that even if most people don't give feedback well, they don't give it to hurt. They do it because if you perform better, it'll make their work easier. Remember that people who give feedback may feel they are taking a risk. You might become defensive, angry and resentful. This is why even though constructive feedback almost never feels good, you should always think of it as a gift.
- Most people don't give feedback well. The feedback may be emotional, vague or not to the point. Instead of getting upset, help the person say it right.
 - "Could you give me an example?"
 - "What did I do that caused you to feel this way?"
 - "Tell me how you would like me to act in this situation."
- Remember the basic rule of motivation: if doing something feels bad, after a while people will stop doing it. Be careful that you do not make people regret giving you feedback. You will be in big trouble if you are making mistakes and people decide not to tell you about them, thinking to themselves, "It's not worth it." If you're smart, you'll think of ways to make people feel rewarded for taking the risk of offering you constructive feedback. As a minimum, thank people for their feedback. Examples:
 - "Look, I really appreciate your honesty."
 - "Thanks for bringing this to my attention."
 - "This is definitely something I need to pay attention to."
 - "I value your opinion. I plan to work on this."
 - "Your feedback means a lot to me."
 - "This information will be helpful to me."
- Consider believing in and doing things based on these positive attitudes:
 - "Feedback is the breakfast of champions."
 - "Constructive feedback is a priceless gift."

Recommended Resources

Falkman, Joseph. *The Power of Feedback*. Wiley, 2006.

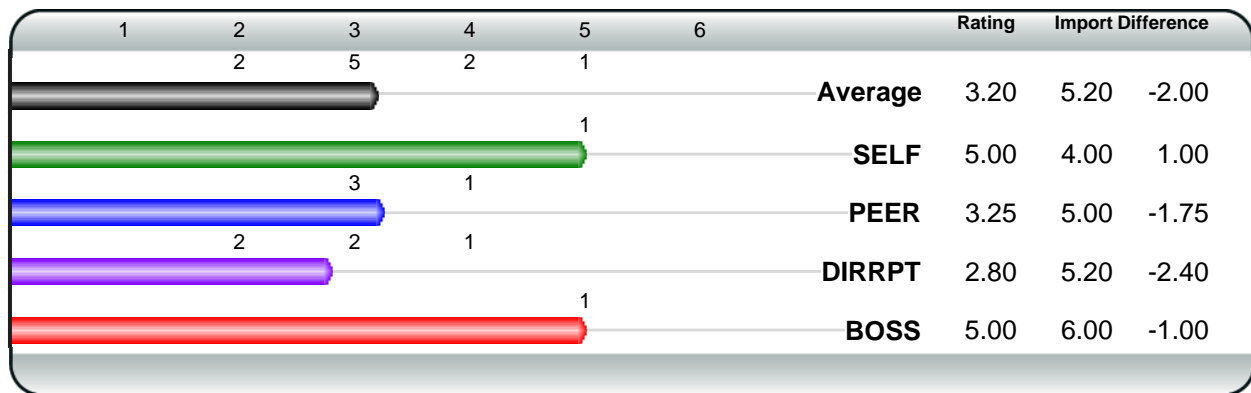
Goleman, Daniel. *Emotional Intelligence: 10th Anniversary Edition: Why It Can Matter More than IQ*. Bantam, 2005.

London, Manuel. *Job Feedback: Giving, Seeking, and Using Feedback for Performance Improvement, 2nd Ed.* LEA, 2003.

Recommendations for Development

10. Demonstrates a willingness to change an opinion.

(Dialogue)



The desired end result of dialogue is learning. When people hear evidence or arguments they haven't considered before, they gain a broader perspective and understanding of things. They may even change opinions they have held for a long time.

If people are unwilling to alter their points of view, how can they expect others to do so? Coworkers must not confuse stubbornness with strength and close their minds to new learning. Their coworkers will be resentful if they believe certain individuals have formed wrong conclusions and will not listen to other arguments or evidence.

What lower ratings may mean:

The people who gave you feedback may feel that you are not always open to changing your opinion.

- They may have tried in vain to get you to consider new ideas.
- They may feel you usually don't want to hear their points of view.
- You may feel that no more thinking is needed.
- You may be convinced you are right about most things.
- Certain long-held beliefs may be a big part of your thinking.
- Possibly you don't respect the opinions of your coworkers.
- Maybe you feel changing a point of view is a sign of weakness.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you want to be open to new thinking. Ask them what improvements they would like to see in the way you accept new opinions.
- Identify someone who has an open mind. If possible, study how this person receives other people's ideas. Consider asking this person to observe you when in dialogue and give you feedback.
- Make a list of ten very strongly held beliefs. Place a check next to those that you would be willing to change if adequate reasoning and evidence were presented to you.
- Identify topics for which you do not hold firm beliefs. Seek opportunities to learn from other people's

Recommendations for Development

opinions in these areas.

- Recall a conversation during which the other person was unwilling to examine your reasoning or consider changing an opinion. How did you feel about that person? What did you learn about keeping your mind open during dialogue?
- Sometimes people change their thinking, but others aren't aware of it right away. Look for an opportunity to demonstrate your willingness to change your mind. The moment you realize that you are willing to shift your point of view, say so to the team. Example: "I must say these are convincing arguments. I believe you are right. This is a more valid way of looking at the issue than the one I've been using."
- Consider believing in and doing things based on these positive attitudes:
"The world is changing rapidly. We must all learn and change with it."
"Learning can keep me young--it causes physical growth in my brain."

Recommended Resources

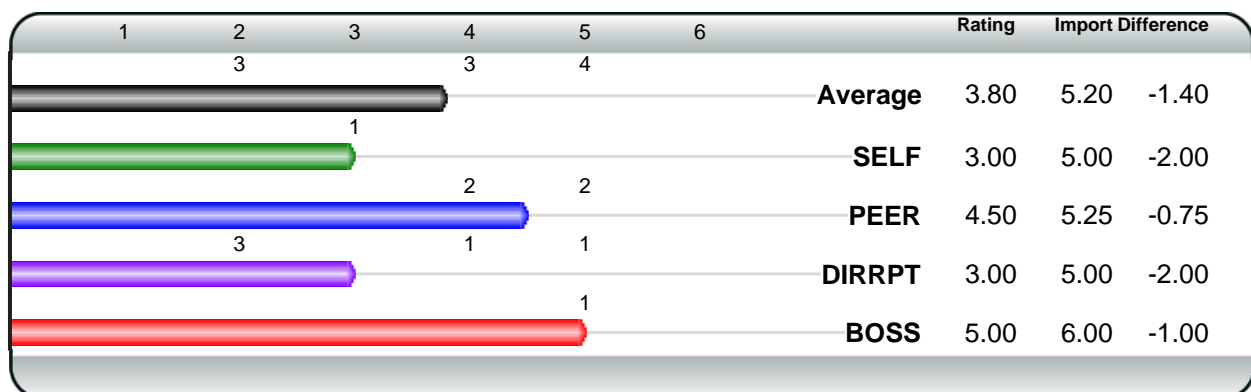
Isaacs, William. *Dialogue: The Art of Thinking Together*. Currency, 1999.

Patterson, Kerry, et al. *Crucial Confrontations*. McGraw-Hill, 2004.

Senge, Peter M., et al. *The Fifth Discipline: The Art & Practice of The Learning Organization*, Rev. Ed. Currency, 2006.

7. When listening, summarizes the speaker's thoughts, feelings and ideas.

(Listening)



Often people have a lot to say, and they do not always say it in an organized, well-supported way. After all that has been said, what has been communicated may not be clear.

It helps if people review frequently what has been said. Simply restating the main point in their own words will help confirm that what the speaker has been trying to say has actually been heard. It'll also confirm how much ground has been covered, so the speaker can think about what remains to be said.

What lower ratings may mean:

The people who gave you feedback may feel that you do not indicate that you have heard everything they have tried to communicate.

Recommendations for Development

- They may not be sure that you heard or understood everything.
- Maybe you feel that you understand perfectly.
- Perhaps you don't feel the need to tell people you got the message.
- You may not appreciate the value of summarizing.
- You may feel that summarizing is a waste of time.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you want to let them know you are hearing everything they say. Ask them what improvements they would like to see in the way you summarize their thoughts, feelings and ideas.
- Identify someone who is good at summing up the meaning of conversation. If possible, study this person's on-the-job behavior. Consider asking this person to observe you and give you feedback.
- To ensure that you are getting the whole message, you should occasionally "review the bidding." Summarize what you believe you have heard so far--the main points. This does not have to be done every couple of minutes. But it will be helpful after you have heard three or four thoughts, feelings or ideas.
- The skill involves putting thoughts, feelings or ideas into your own words. Examples:
 - "Dale, if I've heard you right, you're concerned about three things. First, you don't like the fact that legal decisions get made without your input. Also, you feel that we ought to meet as a team at least once a week. And I believe I also heard you say that we are not following our marketing plan. Is this on target or was there anything else?"
 - "As I understand it, Janet, you're upset because Chuck is usually late with his data. Also, the rest of us are not always on time with our input, either. This causes you to be in a bad time crunch with almost every report. Are these the main things that are bothering you?"
- Summarizing will give the speaker the opportunity to correct you if you misunderstood any of the main points. Also, it may help the speaker avoid repeating any of the points.
- Consider believing in and doing things based on these positive attitudes:
 - "I want others to know that I got the message."
 - "When people try to make several points, I will make sure I got them all."

Recommended Resources

Brady, Mark. *Wisdom of Listening*. Wisdom Publications, 2003.

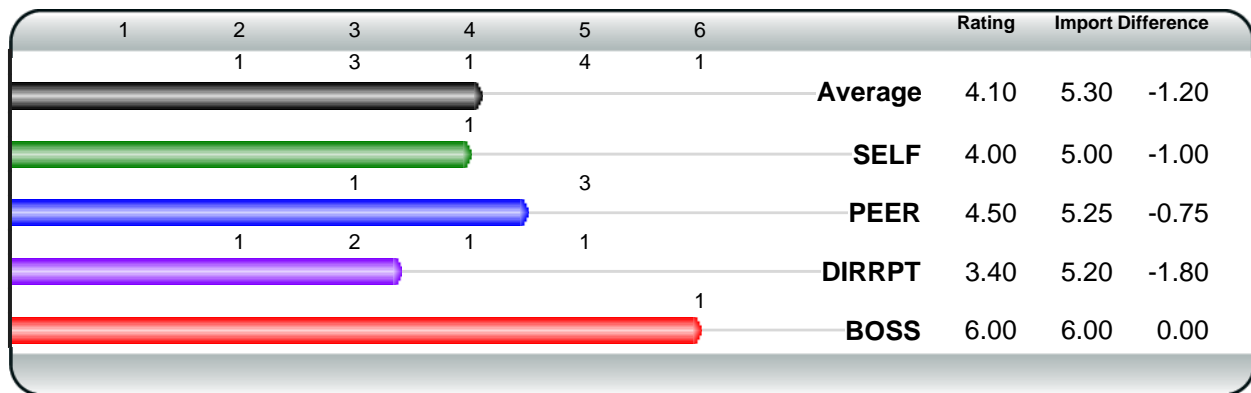
Silberman, Melvin L. *PeopleSmart*. Wiley, 2005.

Steil, Lyman K., and Richard K. Bommelje. *Listening Leaders: The Ten Golden Rules to Listen, Lead and Succeed*. Beaver's Pond Press, 2004.

Recommendations for Development

9. Uses consideration and tact when offering opinions.

(Dialogue)



If a work unit does not consider accurate information, true assumptions and sound reasoning, it may waste resources and suffer setbacks. No single person has access to all the facts, has all the right answers or uses sound reasoning all the time. Therefore, it's important that team members share what they know.

People should be clear thinkers and confident about their ideas. However, they should offer their opinions with tact and consideration, so that everyone considers opinions in the spirit of dialogue. When coworkers express opinions, they should encourage others to examine the thinking behind these opinions. When faced with disagreement, people should express openness to new thinking. When individuals offer opinions as if they were final, absolute or beyond question, others conclude that they are not open to new thinking or that their minds are already made up. As a result, people may stop offering their ideas and opinions.

What lower ratings may mean:

The people who gave you feedback may feel that you sometimes come across as being closed to new thinking.

- They may have noticed that you tend to defend or argue for your ideas.
- They may feel you do not seriously consider their opinions.
- Maybe you feel strongly about your own opinions.
- Perhaps you believe you are absolutely correct about many things.
- Your purpose for sharing an opinion may be to change people's thinking.
- You may be impatient with people who do not follow your reasoning.
- You may feel on the defensive when people disagree with you.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you want to be considerate and tactful when expressing opinions. Ask them what improvements they would like to see in the way you participate in dialogue.
- Identify a considerate, tactful person. If possible, study this person's on-the-job behavior. Consider asking this person to observe you and give you feedback.
- Think of a time when your boss advocated an opinion very forcefully. How did you feel? What impact did this have on your willingness to express your own opinions?

Recommendations for Development

- The next time you think about expressing an opinion, consider doing it in a way that will not discourage members of the group from sharing views that differ from yours.
- Appreciate that dialogue is not at all like debate. Dialogue is not about arguing, justifying and defending one's opinions. It's a process of openly examining conclusions, beliefs, theories, principles, ideas, hypotheses, opinions--any generalization a person may have made based on experience. The purpose is to discover better ways of thinking, borrowing the best aspects of everyone else's thinking.
- If you're not sure how to state an opinion with tact and consideration, here are some examples:
 - "My initial thinking goes like this"
 - "I'm open to new ideas about this. My current notion is that"
 - "Here's my contribution. Tell me what you think"
 - "I need a better handle on this topic. Right now my theory is"
 - "I want to hear your views. For what it's worth, my view is"
 - "My opinion--and it's an informed opinion--goes like this"
 - "Right now I'm operating on the notion that"
- If you catch yourself being dogmatic, consider using more tact and consideration. Here are some examples of asserting opinions in ways that seem abrupt, final or closed-minded:
 - "Here's the way it is:"
 - "The truth is"
 - "I know what I'm talking about"
 - "I can prove to you that"
 - "You will see that"
 - "Listen to me"
- If people disagree with what you feel is a well-founded opinion, avoid getting into debates or arguments. Rather than try to prove that others are wrong, open yourself up to examining their point of view.
Examples:
 - "That's an interesting perspective. I'd like to know more. . . ."
 - "You know, you may be right. I have a couple questions"
 - "That's sounds important. Tell me how you came to that point of view."
 - "I respect that opinion. I'd like to hear your thinking on that topic."
- Consider believing in and doing things based on these positive attitudes:
 - "If I want people to send messages, I have to show I'm ready to receive."
 - "I offer opinions as opinions, not as statements of fact."

Recommended Resources

Covey, Stephen R. *The Seven Habits of Highly Effective People, 15th Anniversary Ed.* Free Press, 2004.

Flick, Deborah L. *From Debate to Dialogue: Using the Understanding Process to Transform our Conversations.* Orchid Publications, 1998. (20/20 Insight classic)

Goleman, Daniel. *Emotional Intelligence: 10th Anniversary Edition: Why It Can Matter More than IQ.* Bantam, 2005.

Summary Questions

This report section displays the narrative comments given by each respondent to the Summary Questions that were included in the project. Responses are grouped by question and are completely anonymous. They may be grouped by rater relationship.

35. What is this person's most outstanding asset?

- *A serious, high-energy person. Very loyal to the company and loaded with experience in the business.*
- *Self: I try to always be positive and encouraging to others. My greatest strength is my ability to interact effectively with management and my peers.*
- *I would have to say your most outstanding asset is your work ethic. You do help us achieve our team goals on time and under cost.*
- *You are a dedicated person who strives to achieve your goals.*
- *You has many assets. You are hard working, you have good work ethics, and you try to help the team achieve their goals.*
- *You have a good work ethic, and work hard to help your team meet their goals in whatever way you can. You're a good example of what a boss can do to help.*
- *You have an admirable work ethic and are decisive. I always know your stand on an issue.*
- *Your ability to get things done. You will push yourself - and others - to meet or exceed the requirements of a project or goal. I really admire that!*
- *Your commitment to doing an excellent job in all you do - and the energy that you do it with!*
- *Your dedication to the company and the quality of our product. This loyalty and the hard-driving approach to achieving our goals has helped make us successful.*
- *Your work ethic. You put a lot of yourself into the job, and the team achieves its goals because of the standards you set.*

36. What do you believe should be this person's #1 priority for development?

- *I believe you should focus on your listening and communication skills as the #1 priority for development. If you improve on those two areas, then the other will come along with that.*
- *I feel that you should work on your listening skills. Once you have made up your mind, and think you are right - that is it.*
- *Increasing your assertiveness skills.*
- *Interpersonal skills. Talking to other people in a way that communicates respect for their ideas, feelings, and opinions. The current behavior has resulted in an atmosphere where team members are reluctant to speak up at times for fear of being put down.*
- *Learn to be a better listener.*
- *Learn to control your anger. I believe this is the crux of your behavioral problems. I think when you get your anger under control, a lot of the other things will begin to fall in place.*
- *Listening and learning to compromise.*
- *Open yourself up to the thoughts and feelings of others. Really come to think of it as valuable and useful to your own success.*

Summary Questions

- *To take some time to listen to the team about some of our ideas and concerns, so that things can truly be a team effort instead of a one-person show.*
- *Your people skills need work, Dana. You have a lot of talent, but you often alienate people because of your defensiveness and anger. You could accomplish even more if you'd learn to control your anger and other emotions when interacting with others.*