



Individual Report

Prepared for: John Doe

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Introduction

Report Overview

Recently, you completed the PS Leader assessment. You may recall that you were asked to provide two ratings for a number of leadership behaviors. For each behavior, you rated the level of proficiency that is required in the job and you rated your current level of proficiency. Your supervisor and others may have completed an assessment for you as well. This report presents your assessment results. The report sections included in this report include:

1. EXECUTIVE SUMMARY

The Executive Summary provides you with an overview of your results. It is the only section in this feedback report that provides you with competency-level results. You will find two reports in this section:

- Job Requirements Comparison
- Competency Ranking

As you review these reports, remember that not all competencies will have equal importance for your job. Consider your own personal goals, your organization's goals, and any other influencing factors as you interpret these reports.

In addition, keep in mind that a competency score is the average of all of the behaviors that are related to the competency. The behavior-level reports presented in the Development Needs and Support Data sections of this report will give you more detailed information about your results.

2. DEVELOPMENT NEEDS

The Development Needs section of your feedback highlights the behaviors in which you have relatively stronger development needs. The results presented in this section are behavior-level results. The information is presented in one report:

- Overview of Development Needs

3. SUPPORT DATA

This section of your feedback presents detailed results of your PS Leader assessment. It provides results from everyone who provided ratings on each behavior (ratings from your peers and subordinates have been averaged).

4. DEVELOPMENT SUGGESTIONS

This section of your feedback provides suggested development activities you can undertake to help you improve in certain areas. The development suggestions are based on the Development Needs section of your report. Twelve sets of suggestions are included for some of your highest development needs.

Job Requirements Comparison

| Competency | Self Required Proficiency | Supervisor Required Proficiency |
|---|------------------------------|------------------------------------|
| Action Orientation Takes action and risks when needed; makes difficult decisions when necessary. | 4.0 | 3.7 |
| Budgeting Prepares and justifies budget; monitors expenses. | 3.0 | 4.0 |
| Business Knowledge Stays informed on all aspects of the business that impacts or influences decision making. | 2.0 | 3.5 |
| Change Management Champions organizational change; plans for managing change and helping the workforce deal with work-related transitions. | 2.3 | 3.0 |
| Coaching Ensures task assignments are understood and appropriate; adapts leadership style to situations and people; empowers, motivates, and guides others; provides feedback effectively; and provides opportunities for career development. | 3.2 | 3.4 |
| Commitment to Workforce Diversity Manages workforce diversity by being sensitive to differences; provides employment and development opportunities for a diverse workforce. | 4.5 | 3.5 |
| Conflict Resolution and Negotiation Anticipates and seeks to resolve confrontations, disagreements, and complaints in a constructive manner; negotiates to find mutually acceptable solutions. | 3.5 | 3.3 |
| Creativity and Innovation Identifies new possibilities and solutions; fosters innovation among others. | 2.5 | 3.0 |
| Flexibility Adapts to change in the work environment; effectively copes with stress. | 4.0 | 3.7 |
| Human Resource Management Applies effective practices in recruitment, selection, performance appraisal, recognition, and corrective/disciplinary action; promotes affirmative employment, good labor relations, and employee wellbeing. | 2.7 | 3.4 |
| Influencing Networks with, and provides information to, key groups and individuals; appropriately uses persuasion and authority in dealing with others to achieve goals. | 2.4 | 3.8 |
| Interpersonal Skills Considers and responds appropriately to the needs, feelings, capabilities and interests of others; provides feedback; treats others equitably. | 4.0 | 3.0 |

| Competency | Self Required Proficiency | Supervisor Required Proficiency |
|---|---------------------------|---------------------------------|
| Listens Actively The ability to listen effectively and to respond to others needs, feelings, and/or capabilities. | 3.5 | 3.5 |
| Planning and Executing Establishes policies, guidelines, plans, and priorities; identifies required resources; plans and coordinates with others; monitors progress and evaluates outcomes; improves organizational efficiency and effectiveness. | 3.4 | 3.1 |
| Problem Solving and Decision Making Recognizes and defines problems; analyzes relevant information; considers a variety of factors in selecting alternative solutions. | 2.7 | 3.3 |
| Quality Centered Actively seeks customer input; ensures customer needs are met; continuously seeks to improve the quality of services, products, and processes. | 4.0 | 3.7 |
| Results Focus Works persistently to achieve goals and overcome obstacles; takes advantage of opportunities to further goals; displays accountability for results. | 3.0 | 2.0 |
| Role Modeling Leads by example; shows congruence between words and actions; follows through on arguments. | 4.0 | 3.3 |
| Self Development Realistically assesses own strengths, weaknesses, and impact on others; seeks feedback from others; invests in own development; maintains technical proficiency. | 3.3 | 3.3 |
| Team Leadership Fosters cooperation, communication, and consensus among groups. | 2.7 | 3.0 |
| Technology Management and Application Applies new technologies to organizational needs; ensures staff are trained and capable. | 3.5 | 3.5 |
| Time Management Manages time efficiently. | 5.0 | 4.0 |
| Visioning Creates a vision for the organization; promotes wide ownership and commitment to the vision; ensures actions are consistent with the vision. | 2.3 | 2.7 |
| Writing Communicates effectively in writing; reviews and critiques others' writing. | 3.5 | 4.0 |

Competency Ranking

Least Development Needs

| | SELF | SUPERVISOR | DIRECT REPORT | PEER |
|----|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 1 | Problem Solving and Decision Making | <i>Visioning</i> | <i>Business Knowledge</i> | <i>Interpersonal Skills</i> |
| 2 | Team Leadership | Team Leadership | Creativity and Innovation | Conflict Resolution and Negotiation |
| 3 | <i>Visioning</i> | <i>Change Management</i> | Results Focus | Planning and Executing |
| 4 | <i>Business Knowledge</i> | Results Focus | <i>Visioning</i> | <i>Change Management</i> |
| 5 | Budgeting | <i>Interpersonal Skills</i> | Writing | Coaching |
| 6 | Influencing | Creativity and Innovation | <i>Flexibility</i> | Creativity and Innovation |
| 7 | Writing | Commitment to Workforce Diversity | <i>Change Management</i> | Commitment to Workforce Diversity |
| 8 | Technology Management and Application | Listens Actively | Self Development | Self Development |
| 9 | Results Focus | Planning and Executing | Budgeting | Influencing |
| 10 | <i>Change Management</i> | Conflict Resolution and Negotiation | Commitment to Workforce Diversity | Listens Actively |
| 11 | Human Resource Management | Action Orientation | <i>Interpersonal Skills</i> | Action Orientation |
| 12 | Self Development | Problem Solving and Decision Making | Listens Actively | Human Resource Management |
| 13 | Conflict Resolution and Negotiation | <i>Role Modeling</i> | Team Leadership | Team Leadership |
| 14 | Listens Actively | Self Development | Influencing | Problem Solving and Decision Making |
| 15 | Coaching | Technology Management and Application | Human Resource Management | <i>Role Modeling</i> |
| 16 | Creativity and Innovation | Coaching | Planning and Executing | <i>Business Knowledge</i> |
| 17 | Planning and Executing | Budgeting | Coaching | Technology Management and Application |
| 18 | <i>Quality Centered</i> | Human Resource Management | <i>Role Modeling</i> | Budgeting |
| 19 | <i>Interpersonal Skills</i> | <i>Business Knowledge</i> | Action Orientation | <i>Flexibility</i> |
| 20 | Action Orientation | Influencing | Problem Solving and Decision Making | <i>Time Management</i> |
| 21 | <i>Flexibility</i> | <i>Quality Centered</i> | Conflict Resolution and Negotiation | Writing |
| 22 | <i>Role Modeling</i> | <i>Flexibility</i> | <i>Time Management</i> | <i>Quality Centered</i> |
| 23 | Commitment to Workforce Diversity | <i>Time Management</i> | Technology Management and Application | Results Focus |
| 24 | <i>Time Management</i> | Writing | <i>Quality Centered</i> | <i>Visioning</i> |

Greatest Development Needs

Overview of Development Needs

Self Perceptions

| You view the following as the greatest development needs: | | Competency Linkage |
|---|--|------------------------|
| 49 | Organizes resources, establishes priorities, and schedules work so that available resources are used most efficiently. | Planning and Executing |
| 63 | Recognizes and takes advantage of opportunities to further goals and objectives. | Results Focus |
| 59 | Integrates customer needs and expectations into the development and delivery of services or products. | Quality Centered |
| 61 | Seeks ways to continuously improve the quality of services, products, and processes. | Quality Centered |
| 67 | Demonstrates and encourages high standards of honesty, integrity, trust, and respect for others. | Role Modeling |

Supervisor Perceptions

| You view the following as the greatest development needs: | | Competency Linkage |
|---|---|-------------------------------------|
| 7 | Understands how the business operates to accomplish its mission, including the business's component operations, strategic priorities, and organizational roles. | Business Knowledge |
| 9 | Considers individuals' interests and abilities in assigning work. | Coaching |
| 11 | Inspires, motivates, and guides others toward goal accomplishment. | Coaching |
| 13 | Challenges direct reports and others to achieve their potential. | Coaching |
| 19 | Facilitates the resolution of individual and group confrontations and disagreements in a constructive manner. | Conflict Resolution and Negotiation |

Overview of Development Needs

Direct Report Perceptions

| You view the following as the greatest development needs: | | Competency Linkage |
|---|---|-------------------------------------|
| 12 | Empowers others by sharing power and authority commensurate with delegated responsibilities. | Coaching |
| 32 | Takes appropriate corrective/disciplinary actions with employees. | Human Resource Management |
| 55 | Anticipates potential problems, issues, and opportunities. | Problem Solving and Decision Making |
| 59 | Integrates customer needs and expectations into the development and delivery of services or products. | Quality Centered |
| 61 | Seeks ways to continuously improve the quality of services, products, and processes. | Quality Centered |

Peer Perceptions

| You view the following as the greatest development needs: | | Competency Linkage |
|---|--|-------------------------------------|
| 52 | Identifies how organizational or program results will be measured. | Planning and Executing |
| 57 | Uses qualitative and quantitative data and analytical tools in problem solving. | Problem Solving and Decision Making |
| 64 | Puts priority on getting results and displays accountability for those results. | Results Focus |
| 66 | Shows congruence between words and actions, and follows through on commitments. | Role Modeling |
| 30 | Uses the performance management process to establish performance expectations, assess employee performance, give timely feedback, and conduct formal performance appraisals. | Human Resource Management |

Support Data

Overview

The Support Data section of your report includes the scores for each individual behavior according to each rater category. Scores are provided for current proficiency, required proficiency, and the gap between the two.

Job Strengths

You can identify your highest job strengths in this section. Your highest job strengths are pairings of high required proficiency with high current proficiency. Your highest job strengths only include Tasks or Competencies where "current proficiency ratings" are equal to or greater than "required proficiency ratings". The "gap" (see column on next page) for highest job strengths should be 0 or a positive number.

Task Scores

| Competencies/Tasks | | Required Proficiency | Current Proficiency | Gap | |
|--|---------------|----------------------|---------------------|------------|-------------|
| Action Orientation | | Self | 4.0 | 3.0 | -1.0 |
| | | Supervisor | 3.7 | 4.0 | 0.3 |
| | | Direct Report | 3.3 | 2.0 | -1.3 |
| | | Peer | 4.3 | 3.7 | -0.6 |
| 1. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations. | Self | N/A | N/A | N/A | |
| | Supervisor | 4.0 | 3.0 | -1.0 | |
| | Direct Report | 3.0 | 2.0 | -1.0 | |
| | Peer | 5.0 | 5.0 | 0.0 | |
| 2. Takes calculated risks to move initiatives forward. | Self | 4.0 | 3.0 | -1.0 | |
| | Supervisor | 3.0 | 5.0 | 2.0 | |
| | Direct Report | 3.0 | 1.0 | -2.0 | |
| | Peer | 5.0 | 3.0 | -2.0 | |
| 3. Initiates appropriate action without being directed to do so. | Self | 4.0 | 3.0 | -1.0 | |
| | Supervisor | 4.0 | 4.0 | 0.0 | |
| | Direct Report | 4.0 | 3.0 | -1.0 | |
| | Peer | 3.0 | 3.0 | 0.0 | |
| Budgeting | | Self | 3.0 | 3.5 | 0.5 |
| | | Supervisor | 4.0 | 4.0 | 0.0 |
| | | Direct Report | 3.0 | 3.0 | 0.0 |
| | | Peer | 4.0 | 2.5 | -1.5 |
| 4. Prepares and justifies budgets for own organization, projects, and activities. | Self | 2.0 | 4.0 | 2.0 | |
| | Supervisor | 4.0 | 4.0 | 0.0 | |
| | Direct Report | 2.0 | 3.0 | 1.0 | |
| | Peer | 4.0 | 2.0 | -2.0 | |
| 5. Tracks expenses and monitors against budget to ensure cost-effective resource management. | Self | 4.0 | 3.0 | -1.0 | |
| | Supervisor | N/A | N/A | N/A | |
| | Direct Report | 4.0 | 3.0 | -1.0 | |
| | Peer | 4.0 | 3.0 | -1.0 | |
| Business Knowledge | | Self | 2.0 | 3.0 | 1.0 |
| | | Supervisor | 3.5 | 3.0 | -0.5 |
| | | Direct Report | 3.0 | 4.5 | 1.5 |
| | | Peer | 4.5 | 3.5 | -1.0 |
| 6. Keeps up-to-date on the industry, competition, trends, and developments affecting the business. | Self | 3.0 | 2.0 | -1.0 | |
| | Supervisor | 2.0 | 3.0 | 1.0 | |
| | Direct Report | 2.0 | 5.0 | 3.0 | |
| | Peer | 4.0 | 3.0 | -1.0 | |
| 7. Understands how the business operates to accomplish its mission, including the business's component operations, strategic priorities, and organizational roles. | Self | 1.0 | 4.0 | 3.0 | |
| | Supervisor | 5.0 | 3.0 | -2.0 | |
| | Direct Report | 4.0 | 4.0 | 0.0 | |
| | Peer | 5.0 | 4.0 | -1.0 | |

| Competencies/Tasks | | Required Proficiency | Current Proficiency | Gap |
|---|---------------|----------------------|---------------------|------|
| Coaching | | | | |
| | Self | 3.2 | 3.0 | -0.2 |
| | Supervisor | 3.4 | 3.2 | -0.2 |
| | Direct Report | 3.9 | 3.6 | -0.3 |
| | Peer | 3.1 | 3.0 | -0.1 |
| 8. Explains work tasks so that employees clearly understand their job assignments and expectations. | Self | 4.0 | 3.0 | -1.0 |
| | Supervisor | 2.0 | 3.0 | 1.0 |
| | Direct Report | 3.0 | 4.0 | 1.0 |
| | Peer | 4.0 | 2.0 | -2.0 |
| 9. Considers individuals' interests and abilities in assigning work. | Self | 5.0 | 3.0 | -2.0 |
| | Supervisor | 5.0 | 3.0 | -2.0 |
| | Direct Report | 5.0 | 5.0 | 0.0 |
| | Peer | 4.0 | 3.0 | -1.0 |
| 10. Adjusts leadership style to fit a variety of situations and people. | Self | 2.0 | 4.0 | 2.0 |
| | Supervisor | 3.0 | 3.0 | 0.0 |
| | Direct Report | 3.0 | 3.0 | 0.0 |
| | Peer | 2.0 | 4.0 | 2.0 |
| 11. Inspires, motivates, and guides others toward goal accomplishment. | Self | 1.0 | 1.0 | 0.0 |
| | Supervisor | 5.0 | 3.0 | -2.0 |
| | Direct Report | 5.0 | 3.0 | -2.0 |
| | Peer | N/A | N/A | N/A |
| 12. Empowers others by sharing power and authority commensurate with delegated responsibilities. | Self | 3.0 | 3.0 | 0.0 |
| | Supervisor | 3.0 | 2.0 | -1.0 |
| | Direct Report | 5.0 | 2.0 | -3.0 |
| | Peer | 2.0 | 3.0 | 1.0 |
| 13. Challenges direct reports and others to achieve their potential. | Self | 5.0 | 5.0 | 0.0 |
| | Supervisor | 5.0 | 3.0 | -2.0 |
| | Direct Report | 4.0 | 5.0 | 1.0 |
| | Peer | 3.0 | 4.0 | 1.0 |
| 14. Provides positive feedback in a manner that reinforces and elicits desirable behavior. | Self | 3.0 | 3.0 | 0.0 |
| | Supervisor | 2.0 | 4.0 | 2.0 |
| | Direct Report | 2.0 | 3.0 | 1.0 |
| | Peer | 4.0 | 2.0 | -2.0 |
| 15. Provides constructive feedback in a timely manner. | Self | 4.0 | 4.0 | 0.0 |
| | Supervisor | 4.0 | 3.0 | -1.0 |
| | Direct Report | 5.0 | 3.0 | -2.0 |
| | Peer | 4.0 | 2.0 | -2.0 |
| 16. Determines employees' needs and provides opportunities for career development. | Self | 2.0 | 1.0 | -1.0 |
| | Supervisor | 2.0 | 5.0 | 3.0 |
| | Direct Report | 3.0 | 4.0 | 1.0 |
| | Peer | 2.0 | 4.0 | 2.0 |
| Commitment to Workforce Diversity | | | | |
| | Self | 4.5 | 3.0 | -1.5 |
| | Supervisor | 3.5 | 4.0 | 0.5 |
| | Direct Report | 3.5 | 3.5 | 0.0 |
| | Peer | 4.0 | 4.0 | 0.0 |
| 17. Manages workforce diversity by being sensitive to employees with gender, racial, social, educational, and other individual differences. | Self | 5.0 | 3.0 | -2.0 |
| | Supervisor | 5.0 | 4.0 | -1.0 |
| | Direct Report | 5.0 | 4.0 | -1.0 |
| | Peer | 5.0 | 3.0 | -2.0 |
| 18. Provides employment and development opportunities for a diverse workforce. | Self | 4.0 | 3.0 | -1.0 |
| | Supervisor | 2.0 | 4.0 | 2.0 |
| | Direct Report | 2.0 | 3.0 | 1.0 |
| | Peer | 3.0 | 5.0 | 2.0 |

| Competencies/Tasks | | Required Proficiency | Current Proficiency | Gap |
|---|---------------|----------------------|---------------------|------|
| Conflict Resolution and Negotiation | Self | 3.5 | 3.8 | 0.3 |
| | Supervisor | 3.3 | 3.5 | 0.2 |
| | Direct Report | 4.0 | 3.0 | -1.0 |
| | Peer | 3.5 | 3.8 | 0.3 |
| 19. Facilitates the resolution of individual and group confrontations and disagreements in a constructive manner. | Self | 5.0 | 3.0 | -2.0 |
| | Supervisor | 5.0 | 3.0 | -2.0 |
| | Direct Report | 4.0 | 3.0 | -1.0 |
| | Peer | 5.0 | 3.0 | -2.0 |
| 20. Addresses and seeks to resolve formal and informal complaints from employees. | Self | 3.0 | 3.0 | 0.0 |
| | Supervisor | 2.0 | 4.0 | 2.0 |
| | Direct Report | 3.0 | 3.0 | 0.0 |
| | Peer | 2.0 | 4.0 | 2.0 |
| 21. Identifies and understands the interests of others in the negotiation process. | Self | 3.0 | 5.0 | 2.0 |
| | Supervisor | 4.0 | 3.0 | -1.0 |
| | Direct Report | 5.0 | 3.0 | -2.0 |
| | Peer | 5.0 | 3.0 | -2.0 |
| 22. Negotiates to find mutually acceptable solutions. | Self | 3.0 | 4.0 | 1.0 |
| | Supervisor | 2.0 | 4.0 | 2.0 |
| | Direct Report | 4.0 | 3.0 | -1.0 |
| | Peer | 2.0 | 5.0 | 3.0 |
| Creativity and Innovation | Self | 2.5 | 1.5 | -1.0 |
| | Supervisor | 3.0 | 3.5 | 0.5 |
| | Direct Report | 3.0 | 4.0 | 1.0 |
| | Peer | 3.5 | 3.5 | 0.0 |
| 23. Reshapes ideas and information in ways that reveal new possibilities. | Self | 1.0 | 1.0 | 0.0 |
| | Supervisor | 4.0 | 3.0 | -1.0 |
| | Direct Report | N/A | N/A | N/A |
| | Peer | 5.0 | 4.0 | -1.0 |
| 24. Creates an environment that encourages imaginative solutions to work-related situations and problems. | Self | 4.0 | 2.0 | -2.0 |
| | Supervisor | 2.0 | 4.0 | 2.0 |
| | Direct Report | 3.0 | 4.0 | 1.0 |
| | Peer | 2.0 | 3.0 | 1.0 |
| Flexibility | Self | 4.0 | 2.7 | -1.3 |
| | Supervisor | 3.7 | 3.0 | -0.7 |
| | Direct Report | 3.5 | 4.0 | 0.5 |
| | Peer | 4.0 | 2.3 | -1.7 |
| 25. Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles. | Self | 4.0 | 2.0 | -2.0 |
| | Supervisor | 5.0 | 3.0 | -2.0 |
| | Direct Report | 4.0 | 4.0 | 0.0 |
| | Peer | 5.0 | 3.0 | -2.0 |
| 26. Copes effectively with personal and job pressures that cause stress. | Self | 3.0 | 3.0 | 0.0 |
| | Supervisor | 2.0 | 3.0 | 1.0 |
| | Direct Report | 3.0 | 4.0 | 1.0 |
| | Peer | 4.0 | 2.0 | -2.0 |
| 27. Responds to reversals and setbacks in a constructive manner. | Self | 5.0 | 3.0 | -2.0 |
| | Supervisor | 4.0 | 3.0 | -1.0 |
| | Direct Report | N/A | N/A | N/A |
| | Peer | 3.0 | 2.0 | -1.0 |

| Competencies/Tasks | | Required Proficiency | Current Proficiency | Gap |
|--|---------------|----------------------|---------------------|------|
| Human Resource Management | Self | 2.7 | 2.9 | 0.2 |
| | Supervisor | 3.4 | 3.1 | -0.3 |
| | Direct Report | 3.9 | 3.7 | -0.2 |
| | Peer | 3.6 | 2.3 | -1.3 |
| 28. Plans for needed or mandated changes in the size and composition of staff. | Self | 2.0 | 3.0 | 1.0 |
| | Supervisor | 3.0 | 4.0 | 1.0 |
| | Direct Report | 1.0 | 3.0 | 2.0 |
| | Peer | 3.0 | 2.0 | -1.0 |
| 29. Takes an active role in recruiting and/or retaining staff. | Self | 4.0 | 3.0 | -1.0 |
| | Supervisor | 4.0 | 3.0 | -1.0 |
| | Direct Report | 5.0 | 5.0 | 0.0 |
| | Peer | 3.0 | 2.0 | -1.0 |
| 30. Uses the performance management process to establish performance expectations, assess employee performance, give timely feedback, and conduct formal performance appraisals. | Self | 1.0 | 3.0 | 2.0 |
| | Supervisor | 3.0 | 3.0 | 0.0 |
| | Direct Report | 4.0 | 4.0 | 0.0 |
| | Peer | 5.0 | 2.0 | -3.0 |
| 31. Recognizes and rewards performance based on standards and organizational goals. | Self | 1.0 | 1.0 | 0.0 |
| | Supervisor | 4.0 | 1.0 | -3.0 |
| | Direct Report | 5.0 | 5.0 | 0.0 |
| | Peer | 5.0 | 4.0 | -1.0 |
| 32. Takes appropriate corrective/disciplinary actions with employees. | Self | 4.0 | 3.0 | -1.0 |
| | Supervisor | 3.0 | 4.0 | 1.0 |
| | Direct Report | 5.0 | 2.0 | -3.0 |
| | Peer | 3.0 | 2.0 | -1.0 |
| 33. Uses human resources practices that promote good labor-management and employee relations. | Self | 4.0 | 3.0 | -1.0 |
| | Supervisor | 4.0 | 3.0 | -1.0 |
| | Direct Report | 4.0 | 3.0 | -1.0 |
| | Peer | 3.0 | 2.0 | -1.0 |
| 34. Supports programs and activities that deal with employee well-being such as safety, health, and family life. | Self | 3.0 | 4.0 | 1.0 |
| | Supervisor | 3.0 | 4.0 | 1.0 |
| | Direct Report | 3.0 | 4.0 | 1.0 |
| | Peer | 3.0 | 2.0 | -1.0 |

| Competencies/Tasks | | Required Proficiency | Current Proficiency | Gap |
|---|---------------|----------------------|---------------------|------|
| Influencing | | | | |
| | Self | 2.4 | 2.6 | 0.2 |
| | Supervisor | 3.8 | 3.4 | -0.4 |
| | Direct Report | 3.6 | 3.4 | -0.2 |
| | Peer | 3.6 | 2.8 | -0.8 |
| 35. Networks with key individuals or groups to accomplish goals. | Self | 1.0 | 1.0 | 0.0 |
| | Supervisor | 5.0 | 5.0 | 0.0 |
| | Direct Report | 4.0 | 3.0 | -1.0 |
| | Peer | 3.0 | 2.0 | -1.0 |
| 36. Informs management, employees, and others of program objectives and developments. | Self | 3.0 | 2.0 | -1.0 |
| | Supervisor | 3.0 | 4.0 | 1.0 |
| | Direct Report | 3.0 | 4.0 | 1.0 |
| | Peer | 3.0 | 2.0 | -1.0 |
| 37. Represents/promotes the organization or program to others. | Self | 5.0 | 4.0 | -1.0 |
| | Supervisor | 4.0 | 3.0 | -1.0 |
| | Direct Report | 5.0 | 3.0 | -2.0 |
| | Peer | 4.0 | 3.0 | -1.0 |
| 38. Persuades management, employees, peers, and others to "buy into" a course of action. | Self | 2.0 | 5.0 | 3.0 |
| | Supervisor | 3.0 | 4.0 | 1.0 |
| | Direct Report | 2.0 | 3.0 | 1.0 |
| | Peer | 5.0 | 2.0 | -3.0 |
| 39. Uses power, authority, and influence appropriately to achieve goals. | Self | 1.0 | 1.0 | 0.0 |
| | Supervisor | 4.0 | 1.0 | -3.0 |
| | Direct Report | 4.0 | 4.0 | 0.0 |
| | Peer | 3.0 | 5.0 | 2.0 |
| Interpersonal Skills | | | | |
| | Self | 4.0 | 3.0 | -1.0 |
| | Supervisor | 3.0 | 3.5 | 0.5 |
| | Direct Report | 3.5 | 3.5 | 0.0 |
| | Peer | 2.5 | 5.0 | 2.5 |
| 40. Considers and responds appropriately to the needs, feelings, and capabilities of others. | Self | 4.0 | 3.0 | -1.0 |
| | Supervisor | 2.0 | 4.0 | 2.0 |
| | Direct Report | 2.0 | 4.0 | 2.0 |
| | Peer | 2.0 | 5.0 | 3.0 |
| 41. Creates a work environment where individuals are treated equitably. | Self | 4.0 | 3.0 | -1.0 |
| | Supervisor | 4.0 | 3.0 | -1.0 |
| | Direct Report | 5.0 | 3.0 | -2.0 |
| | Peer | 3.0 | 5.0 | 2.0 |
| Change Management | | | | |
| | Self | 2.3 | 2.3 | 0.0 |
| | Supervisor | 3.0 | 3.7 | 0.7 |
| | Direct Report | 3.0 | 3.3 | 0.3 |
| | Peer | 3.3 | 3.3 | 0.0 |
| 42. Champions organizational change based upon a strategic view of the future. | Self | 2.0 | 4.0 | 2.0 |
| | Supervisor | 2.0 | 4.0 | 2.0 |
| | Direct Report | 2.0 | 4.0 | 2.0 |
| | Peer | 4.0 | 2.0 | -2.0 |
| 43. Develops strategies, policies, and procedures to manage change. | Self | 1.0 | 1.0 | 0.0 |
| | Supervisor | 4.0 | 3.0 | -1.0 |
| | Direct Report | 4.0 | 2.0 | -2.0 |
| | Peer | 3.0 | 5.0 | 2.0 |
| 44. Plans for and helps employees understand, accept, and effectively deal with work-related transitions. | Self | 4.0 | 2.0 | -2.0 |
| | Supervisor | 3.0 | 4.0 | 1.0 |
| | Direct Report | 3.0 | 4.0 | 1.0 |
| | Peer | 3.0 | 3.0 | 0.0 |

| Competencies/Tasks | | Required Proficiency | Current Proficiency | Gap | |
|--|---------------|----------------------|---------------------|------------|-------------|
| Listens Actively | | Self | 3.5 | 3.5 | 0.0 |
| | | Supervisor | 3.5 | 4.0 | 0.5 |
| | | Direct Report | 3.5 | 3.5 | 0.0 |
| | | Peer | 3.5 | 2.5 | -1.0 |
| 45. Listens to others and shows understanding of what they are saying. | Self | 4.0 | 3.0 | -1.0 | |
| | Supervisor | 4.0 | 4.0 | 0.0 | |
| | Direct Report | 5.0 | 3.0 | -2.0 | |
| | Peer | 4.0 | 3.0 | -1.0 | |
| 46. Makes clear and effective oral presentations to individuals and groups. | Self | 3.0 | 4.0 | 1.0 | |
| | Supervisor | 3.0 | 4.0 | 1.0 | |
| | Direct Report | 2.0 | 4.0 | 2.0 | |
| | Peer | 3.0 | 2.0 | -1.0 | |
| Planning and Executing | | Self | 3.4 | 3.0 | -0.4 |
| | | Supervisor | 3.1 | 3.4 | 0.3 |
| | | Direct Report | 4.0 | 3.8 | -0.2 |
| | | Peer | 3.1 | 3.1 | 0.0 |
| 47. Establishes policies or guidelines for the organization or program area. | Self | 3.0 | 1.0 | -2.0 | |
| | Supervisor | 4.0 | 3.0 | -1.0 | |
| | Direct Report | 5.0 | 3.0 | -2.0 | |
| | Peer | 3.0 | 5.0 | 2.0 | |
| 48. Develops and adjusts strategic and other long-term plans. | Self | 3.0 | 4.0 | 1.0 | |
| | Supervisor | 3.0 | 4.0 | 1.0 | |
| | Direct Report | 2.0 | 4.0 | 2.0 | |
| | Peer | 3.0 | 2.0 | -1.0 | |
| 49. Organizes resources, establishes priorities, and schedules work so that available resources are used most efficiently. | Self | 5.0 | 2.0 | -3.0 | |
| | Supervisor | 5.0 | 3.0 | -2.0 | |
| | Direct Report | 5.0 | 4.0 | -1.0 | |
| | Peer | 3.0 | 5.0 | 2.0 | |
| 50. Ensures that activities, services, or products meet organizational mission, management policies, and customer needs. | Self | 2.0 | 4.0 | 2.0 | |
| | Supervisor | 2.0 | 4.0 | 2.0 | |
| | Direct Report | 3.0 | 5.0 | 2.0 | |
| | Peer | 3.0 | 4.0 | 1.0 | |
| 51. Coordinates with other parts of the organization to accomplish goals. | Self | 4.0 | 3.0 | -1.0 | |
| | Supervisor | N/A | N/A | N/A | |
| | Direct Report | 4.0 | 2.0 | -2.0 | |
| | Peer | 3.0 | 5.0 | 2.0 | |
| 52. Identifies how organizational or program results will be measured. | Self | 3.0 | 3.0 | 0.0 | |
| | Supervisor | 1.0 | 4.0 | 3.0 | |
| | Direct Report | 5.0 | 3.0 | -2.0 | |
| | Peer | 5.0 | 1.0 | -4.0 | |
| 53. Monitors programs and/or activities and assures that discrepancies are identified and corrected when necessary. | Self | 5.0 | 3.0 | -2.0 | |
| | Supervisor | 4.0 | 3.0 | -1.0 | |
| | Direct Report | 5.0 | 4.0 | -1.0 | |
| | Peer | 2.0 | 1.0 | -1.0 | |
| 54. Identifies ways to improve the efficiency and effectiveness of procedures, processes, and structures. | Self | 2.0 | 4.0 | 2.0 | |
| | Supervisor | 3.0 | 3.0 | 0.0 | |
| | Direct Report | 3.0 | 5.0 | 2.0 | |
| | Peer | 3.0 | 2.0 | -1.0 | |

| Competencies/Tasks | | Required Proficiency | Current Proficiency | Gap |
|---|---------------|----------------------|---------------------|------|
| Problem Solving and Decision Making | Self | 2.7 | 3.7 | 1.0 |
| | Supervisor | 3.3 | 3.3 | 0.0 |
| | Direct Report | 4.3 | 3.5 | -0.8 |
| | Peer | 3.8 | 2.5 | -1.3 |
| 55. Anticipates potential problems, issues, and opportunities. | Self | N/A | N/A | N/A |
| | Supervisor | 5.0 | 4.0 | -1.0 |
| | Direct Report | 5.0 | 2.0 | -3.0 |
| | Peer | 2.0 | 4.0 | 2.0 |
| 56. Recognizes and defines a problem or issue, gathers the data, and distinguishes between relevant and irrelevant information. | Self | 2.0 | 4.0 | 2.0 |
| | Supervisor | 2.0 | 2.0 | 0.0 |
| | Direct Report | 4.0 | 2.0 | -2.0 |
| | Peer | 4.0 | 2.0 | -2.0 |
| 57. Uses qualitative and quantitative data and analytical tools in problem solving. | Self | 4.0 | 3.0 | -1.0 |
| | Supervisor | 4.0 | 3.0 | -1.0 |
| | Direct Report | 5.0 | 5.0 | 0.0 |
| | Peer | 5.0 | 2.0 | -3.0 |
| 58. Considers the values, risks, impact, and implications of decisions in evaluating and choosing alternative solutions. | Self | 2.0 | 4.0 | 2.0 |
| | Supervisor | 2.0 | 4.0 | 2.0 |
| | Direct Report | 3.0 | 5.0 | 2.0 |
| | Peer | 4.0 | 2.0 | -2.0 |
| Quality Centered | Self | 4.0 | 3.3 | -0.7 |
| | Supervisor | 3.7 | 3.0 | -0.7 |
| | Direct Report | 4.7 | 2.7 | -2.0 |
| | Peer | 4.3 | 2.7 | -1.6 |
| 59. Integrates customer needs and expectations into the development and delivery of services or products. | Self | 5.0 | 3.0 | -2.0 |
| | Supervisor | 4.0 | 3.0 | -1.0 |
| | Direct Report | 5.0 | 2.0 | -3.0 |
| | Peer | 4.0 | 3.0 | -1.0 |
| 60. Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met. | Self | 2.0 | 4.0 | 2.0 |
| | Supervisor | 2.0 | 3.0 | 1.0 |
| | Direct Report | 4.0 | 3.0 | -1.0 |
| | Peer | 4.0 | 2.0 | -2.0 |
| 61. Seeks ways to continuously improve the quality of services, products, and processes. | Self | 5.0 | 3.0 | -2.0 |
| | Supervisor | 5.0 | 3.0 | -2.0 |
| | Direct Report | 5.0 | 3.0 | -2.0 |
| | Peer | 5.0 | 3.0 | -2.0 |
| Results Focus | Self | 3.0 | 3.3 | 0.3 |
| | Supervisor | 2.0 | 2.3 | 0.3 |
| | Direct Report | 3.0 | 3.7 | 0.7 |
| | Peer | 4.3 | 2.0 | -2.3 |
| 62. Works persistently toward agreed-upon goals despite opposition, distractions, and setbacks. | Self | 2.0 | 4.0 | 2.0 |
| | Supervisor | 2.0 | 4.0 | 2.0 |
| | Direct Report | 2.0 | 4.0 | 2.0 |
| | Peer | 4.0 | 2.0 | -2.0 |
| 63. Recognizes and takes advantage of opportunities to further goals and objectives. | Self | 5.0 | 2.0 | -3.0 |
| | Supervisor | 1.0 | 1.0 | 0.0 |
| | Direct Report | 5.0 | 3.0 | -2.0 |
| | Peer | 4.0 | 2.0 | -2.0 |
| 64. Puts priority on getting results and displays accountability for those results. | Self | 2.0 | 4.0 | 2.0 |
| | Supervisor | 3.0 | 2.0 | -1.0 |
| | Direct Report | 2.0 | 4.0 | 2.0 |
| | Peer | 5.0 | 2.0 | -3.0 |

| Competencies/Tasks | | Required Proficiency | Current Proficiency | Gap |
|---|---------------|----------------------|---------------------|------|
| Role Modeling | | | | |
| | Self | 4.0 | 2.7 | -1.3 |
| | Supervisor | 3.3 | 3.3 | 0.0 |
| | Direct Report | 4.3 | 4.0 | -0.3 |
| | Peer | 4.3 | 3.3 | -1.0 |
| 65. Demonstrates a commitment to excellence in own performance, and serves as a role model to organization and employees. | Self | 4.0 | 2.0 | -2.0 |
| | Supervisor | 4.0 | 3.0 | -1.0 |
| | Direct Report | 5.0 | 3.0 | -2.0 |
| | Peer | 4.0 | 3.0 | -1.0 |
| 66. Shows congruence between words and actions, and follows through on commitments. | Self | 3.0 | 3.0 | 0.0 |
| | Supervisor | 2.0 | 4.0 | 2.0 |
| | Direct Report | 3.0 | 5.0 | 2.0 |
| | Peer | 5.0 | 2.0 | -3.0 |
| 67. Demonstrates and encourages high standards of honesty, integrity, trust, and respect for others. | Self | 5.0 | 3.0 | -2.0 |
| | Supervisor | 4.0 | 3.0 | -1.0 |
| | Direct Report | 5.0 | 4.0 | -1.0 |
| | Peer | 4.0 | 5.0 | 1.0 |
| Self Development | | | | |
| | Self | 3.3 | 3.5 | 0.2 |
| | Supervisor | 3.3 | 3.3 | 0.0 |
| | Direct Report | 3.8 | 4.3 | 0.5 |
| | Peer | 3.3 | 2.5 | -0.8 |
| 68. Realistically assesses own strengths, weaknesses, and impact on others. | Self | 1.0 | 4.0 | 3.0 |
| | Supervisor | 3.0 | 4.0 | 1.0 |
| | Direct Report | 2.0 | 5.0 | 3.0 |
| | Peer | 2.0 | 3.0 | 1.0 |
| 69. Seeks and makes use of feedback from others. | Self | 4.0 | 3.0 | -1.0 |
| | Supervisor | 5.0 | 3.0 | -2.0 |
| | Direct Report | 5.0 | 4.0 | -1.0 |
| | Peer | 4.0 | 2.0 | -2.0 |
| 70. Invests time and energy in self-development and growth (training, developmental assignments, continuing education). | Self | 3.0 | 4.0 | 1.0 |
| | Supervisor | 2.0 | 3.0 | 1.0 |
| | Direct Report | 3.0 | 5.0 | 2.0 |
| | Peer | 4.0 | 2.0 | -2.0 |
| 71. Maintains technical proficiency in area of responsibility. | Self | 5.0 | 3.0 | -2.0 |
| | Supervisor | N/A | N/A | N/A |
| | Direct Report | 5.0 | 3.0 | -2.0 |
| | Peer | 3.0 | 3.0 | 0.0 |
| Team Leadership | | | | |
| | Self | 2.7 | 3.7 | 1.0 |
| | Supervisor | 3.0 | 3.7 | 0.7 |
| | Direct Report | 3.7 | 3.7 | 0.0 |
| | Peer | 4.0 | 3.0 | -1.0 |
| 72. Fosters cooperation and teamwork among team members. | Self | 2.0 | 4.0 | 2.0 |
| | Supervisor | 2.0 | 4.0 | 2.0 |
| | Direct Report | 2.0 | 4.0 | 2.0 |
| | Peer | 4.0 | 2.0 | -2.0 |
| 73. Creates an environment that encourages open communication and collective problem solving. | Self | 5.0 | 3.0 | -2.0 |
| | Supervisor | 5.0 | 3.0 | -2.0 |
| | Direct Report | 4.0 | 3.0 | -1.0 |
| | Peer | 4.0 | 4.0 | 0.0 |
| 74. Seeks consensus among diverse viewpoints to build group commitment. | Self | 1.0 | 4.0 | 3.0 |
| | Supervisor | 2.0 | 4.0 | 2.0 |
| | Direct Report | 5.0 | 4.0 | -1.0 |
| | Peer | 4.0 | 3.0 | -1.0 |

| Competencies/Tasks | | Required Proficiency | Current Proficiency | Gap | |
|---|---------------|----------------------|---------------------|------------|-------------|
| Technology Management and Application | | Self | 3.5 | 4.0 | 0.5 |
| | | Supervisor | 3.5 | 3.5 | 0.0 |
| | | Direct Report | 3.5 | 2.0 | -1.5 |
| | | Peer | 4.5 | 3.5 | -1.0 |
| 75. Applies evolving technologies and methodologies to manage and improve organizational effectiveness. | Self | 5.0 | 3.0 | -2.0 | |
| | Supervisor | 5.0 | 3.0 | -2.0 | |
| | Direct Report | 3.0 | 2.0 | -1.0 | |
| | Peer | 5.0 | 4.0 | -1.0 | |
| 76. Ensures staff are trained and capable in new technology. | Self | 2.0 | 5.0 | 3.0 | |
| | Supervisor | 2.0 | 4.0 | 2.0 | |
| | Direct Report | 4.0 | 2.0 | -2.0 | |
| | Peer | 4.0 | 3.0 | -1.0 | |
| Time Management | | Self | 5.0 | 3.0 | -2.0 |
| | | Supervisor | 4.0 | 3.0 | -1.0 |
| | | Direct Report | 4.0 | 3.0 | -1.0 |
| | | Peer | 4.0 | 2.0 | -2.0 |
| 77. Manages own time efficiently. | Self | 5.0 | 3.0 | -2.0 | |
| | Supervisor | 4.0 | 3.0 | -1.0 | |
| | Direct Report | 4.0 | 3.0 | -1.0 | |
| | Peer | 4.0 | 2.0 | -2.0 | |
| Writing | | Self | 3.5 | 4.0 | 0.5 |
| | | Supervisor | 4.0 | 3.0 | -1.0 |
| | | Direct Report | 3.5 | 4.0 | 0.5 |
| | | Peer | 4.0 | 2.0 | -2.0 |
| 78. Communicates facts and ideas in writing in a clear, succinct, and organized manner. | Self | 2.0 | 5.0 | 3.0 | |
| | Supervisor | 3.0 | 3.0 | 0.0 | |
| | Direct Report | 2.0 | 5.0 | 3.0 | |
| | Peer | 4.0 | 2.0 | -2.0 | |
| 79. Reviews and critiques others' writing in a constructive and substantive manner. | Self | 5.0 | 3.0 | -2.0 | |
| | Supervisor | 5.0 | 3.0 | -2.0 | |
| | Direct Report | 5.0 | 3.0 | -2.0 | |
| | Peer | 4.0 | 2.0 | -2.0 | |
| Visioning | | Self | 2.3 | 3.3 | 1.0 |
| | | Supervisor | 2.7 | 4.7 | 2.0 |
| | | Direct Report | 3.3 | 4.0 | 0.7 |
| | | Peer | 4.7 | 2.0 | -2.7 |
| 80. Creates a vision of the organization's future. | Self | 1.0 | 4.0 | 3.0 | |
| | Supervisor | 3.0 | 5.0 | 2.0 | |
| | Direct Report | 2.0 | 4.0 | 2.0 | |
| | Peer | 4.0 | 2.0 | -2.0 | |
| 81. Communicates the vision in a way that promotes wide ownership and commitment. | Self | 4.0 | 3.0 | -1.0 | |
| | Supervisor | 2.0 | 4.0 | 2.0 | |
| | Direct Report | 5.0 | 3.0 | -2.0 | |
| | Peer | 5.0 | 2.0 | -3.0 | |
| 82. Executes the vision by ensuring that actions (e.g., decisions) by self and team are consistent with and support accomplishment of the vision. | Self | 2.0 | 3.0 | 1.0 | |
| | Supervisor | 3.0 | 5.0 | 2.0 | |
| | Direct Report | 3.0 | 5.0 | 2.0 | |
| | Peer | 5.0 | 2.0 | -3.0 | |

Introduction to Development Suggestions

This section includes 12 sets of development suggestions for some of your highest development needs.

These sets of development suggestions are linked to the results of the Overview of Development Needs report. The 3 highest development needs from each rater category determine your development suggestions.

Development suggestions include behavioral tips and managerial practices that can help you improve your skills.

Development Suggestions

Task

7. Understands how the business operates to accomplish its mission, including the business's component operations, strategic priorities, and organizational roles.

Activity:

1. Ask someone who seems particularly savvy about the organization to be your mentor. Ask your manager to suggest someone who could be helpful in this role.
2. Build an informal network with peers in other functional areas to learn more about the work they do.
3. Get to know several people in the sales organization. Salespeople can be good sources of information about the competition and marketing strengths and weaknesses.
4. If your organization is implementing a total quality management program or some other broad-based effort, volunteer to serve on the steering committee or Task force to broaden your perspective and to meet peers from other functional areas.
5. Look for opportunities to socialize with others outside the normal work environment, perhaps at lunch or after hours when informal "bull sessions" about the organization take place.
6. Read as many internal publications as you can, including newsletters and technical publications from other departments.
7. Read your company's corporate history to understand how the business has developed and changed.
8. Study a company-wide organization chart to get a "big picture" of the business as a whole and to understand how the various functions relate to each other.
9. Volunteer to serve on a Task force that is dealing with a problem relevant to the company's future.
10. When your group tries to solve a problem, ask what other parts of the company have a stake in the outcome. Find out whether your group has received input from these stakeholders.

Topic:

1. Assessing the business environment
2. Current topics in Government
3. Current topics in business or management
4. Strategic planning

Task

9. Considers individuals' interests and abilities in assigning work.

Activity:

1. Be sure to track assignments over the long term to avoid giving the best and worst assignments to the same people.
2. Consider employees' special interests and abilities when making assignments to Task forces, committees, or special individual or group projects.
3. Consider having all members of your work unit take an interpersonal style inventory so that everyone understands and develops a healthy respect for style differences within the group.
4. Exploit the skills of different employees in assigning work; at the same time, make assignments with an eye toward stretching employee abilities even further.
5. Have each of your subordinates draft and present to you their ideas of what they should be held accountable for.
6. Help the employee deal realistically with business opportunities and personal qualifications. Help translate these ideas into specific development plans.
7. Provide challenges to your employees. When you see them respond to the challenge, support and reward them.
8. Talk with each of your subordinates to learn what their interests and personal goals are. Keep a record of these and periodically review them with the employee.
9. Enjoy the diversity of dispositions and capabilities in your work unit; capitalize on the diversity by thinking of ways in which each individual's unique talents and preferences can be drawn into the work process.
10. Get to know your employees by leaving your office and observing them at work.

Topic:

1. How to work with others
2. Interpersonal communication, awareness, and effectiveness
3. People skills
4. Task/Job analysis

Task

11. Inspires, motivates, and guides others toward goal accomplishment.

Activity:

1. Analyze yourself and know your position on standards. Communicate these to your employees.
2. Be clear and specific about your expectations from each employee, including deliverables, how performance quality will be measured, and timelines.
3. Break projects into milestones and celebrate at each point when that milestone is reached.
4. Clearly delineate the decisions that employees are fully authorized to make on their own from those that require approval from you or others.
5. Closely link performance and rewards.
6. Create a bulletin board and post project goals and accomplishments to-date.
7. Create rewards that are motivating and meaningful to the employee. Ask the employee for input on what they consider to be a reward.
8. Discuss objectives thoroughly with subordinates.
9. Discuss with employees ways in which you can facilitate their work, and agree on what your mutual responsibilities will be.
10. Encourage employees to consult with you if they are encountering barriers to goal accomplishment.
11. Give timely feedback to any employees who are not meeting expectations.
12. Lead by example and instill your values in everything that you do.
13. Meet with subordinates on a regular basis to discuss objectives and progress made toward meeting goals.
14. Show support and respect to employees when they seek your advice in areas related to their work.
15. To get practice in guiding others, volunteer for a Task leader role that is manageable within your time constraints.
16. Try always to leave time in your day for informal discussions with employees related to their work.
17. When establishing work goals and expectations with an employee, solicit the employee's input on his or her view of the work goals and the best strategy for accomplishing them; to the extent possible, build on the employee's input in establishing expectations.
18. If you have anything negative to say to an employee, always do it in privacy and do not share the information with other employees.

Topic:

1. Inspiring trust and confidence
2. Instilling values
3. Leadership
4. Making personal commitments
5. Maslow's Hierarchy of Needs
6. Mission focus
7. Motivating factors
8. The motivation process

Task

12. Empowers others by sharing power and authority commensurate with delegated responsibilities.

Activity:

1. Among employees, identify skill deficiencies that are barriers to delegation and offer opportunities for employee development in these areas.
2. Arrange individual discussions with subordinates to evaluate workloads. Make adjustments to ensure the amount of delegated work is appropriate.
3. Ask ex-employees, employees, peers, or managers who know you well for their observations of your delegation skills and ideas on how to improve.
4. Ask your employees to complete an anonymous questionnaire that includes items on how well you delegate.
5. Closely observe the management style of someone who is known to empower others, and develop a list of things you can do to behave similarly.
6. Consult with someone you consider an effective delegator and ask them for 'how to' ideas in assigning Tasks and in setting up control and follow-up procedures.
7. Don't allow subordinates to delegate up.
8. Don't necessarily redo delegated assignments; provide feedback to the employee and have him/her redo it.
9. Each month, review your duties and assign 10 percent of your duties to someone else.
10. Even when employees make a mistake, remind yourself that there is often more than one way of performing a duty.
11. Have a written or mental list of subordinate needs and strengths and delegate accordingly.
12. Identify a Task you are unlikely to accomplish without help, and delegate some or all of it.
13. Identify strengths of employees and make job assignments around their strengths.
14. Identify Tasks that are repetitive and time consuming and devise ways to delegate the entire Task or parts of it.
15. Identify Tasks where mistakes are not terribly costly, and delegate those.
16. If you don't think it's worth the time to train someone, identify Tasks that are time consuming and/or repetitive, so that your investment is worthwhile.
17. If you lack confidence in your subordinates' abilities or are a perfectionist, identify relatively minor Tasks that do not require perfection mistakes will have a minor impact.
18. Monitor delegation progress by establishing interim checkpoints.
19. Periodically set time aside to identify responsibilities you are personally handling that potentially could be handled by others.
20. Take on a project that is impossible to do alone; bring in others and share the responsibilities with them.
21. Use "delegating by degree" to expand Tasks you can delegate: obtain approval before proceeding; proceed but keep me informed; proceed without approval.
22. Volunteer to run a Task force or other work group that will require you to delegate to succeed.

Topic:

1. Accountability
2. Building good morale
3. Defining responsibilities
4. Delegation skills
5. Empowerment
6. Identifying and using employee strengths
7. Overcoming employee resistance

Task

32. Takes appropriate corrective/disciplinary actions with employees.

Activity:

1. Be specific with subordinates about their ratings, and help them develop a plan to improve weaknesses and capitalize on strengths.
2. Give feedback as soon as possible.
3. In cases of disciplinary action, get the employee to agree that a problem exists. Then discuss alternate solutions and mutually agree on the best action to solve the problem.
4. Follow up on employee's behavior after taking corrective action.
5. Document all corrective/disciplinary actions taken.
6. Familiarize yourself with organizational procedures to reward and discipline performance.
7. Be consistent and fair in responding to employees-use the same standards for all employees.
8. If an employee has performed a duty poorly, follow up immediately expressing your concerns, trying to understand root causes, offering solutions, and setting clear expectations on how the performance is to be corrected, and by what date.
9. After discussions with the relevant employee, document significant incidents of poor performance or corrective/disciplinary actions taken, sending a copy to the employee.

Topic:

1. Performance management
2. Effective communication skills
3. How to give and receive feedback
4. Assertiveness training
5. Interpersonal communication
6. Assessing strengths and weaknesses
7. Observation skills
8. How to discipline employees

Task

49. Organizes resources, establishes priorities, and schedules work so that available resources are used most efficiently.

Activity:

1. Formulate an operational plan by: defining the objectives; designing the organization in a way to achieve the goals and objectives; assigning responsibilities; allocating the resources; being aware of potential problems.
2. Continuously evaluate how well the organization/department is doing in achieving its objectives. Have regular meetings to keep your department informed.
3. Have a staff meeting to establish priorities. Assign capable subordinates to head up projects and report to you.
4. Create a large bulletin board or whiteboard to list objectives and accomplishments to date toward meeting them.
5. Create a personal checklist to track how many deadlines are met in advance, on time, and are missed.
6. Assess how well you structure your work by consulting with managers, peers, and employees.
7. Develop project management tracking systems that alert you to missed interim dates or deadlines.
8. For each of your unit's goals, develop a detailed plan through consultation with others that specifies how you will accomplish the goal, by when, and the kinds of resource support needed to make it happen.
9. Set aside concentrated time with your staff to jointly develop goals for the work unit.
10. List the resources that will be necessary to reach objectives, and decide how each resource will be obtained. Request that each employee specify his or her resource needs in order to accomplish assignments.

Topic:

1. Operations management
2. Time management
3. Setting priorities
4. Formulating goals
5. Project management
6. Coordination skills

Task

52. Identifies how organizational or program results will be measured.

Activity:

1. Meet with peers and superior and decide how progress and results will be measured. Be sure that all people involved with each project understand these evaluation methods.
2. Provide positive and constructive feedback on a timely basis to subordinates involved in projects. Solicit their input to understand their perceptions of critical outcome and process measures of their organizational contributions.
3. When dividing the project into meaningful steps and planning deadlines for each step, identify key checkpoints when progress will be evaluated.
4. Develop a standard reporting method for use by the head of each project that you are responsible for.
5. Develop standards for each responsibility assigned. Decide how much deviation from standards will be acceptable.
6. Learn about techniques to measure quantitative performance outcomes.
7. Learn about techniques to measure qualitative or process aspects of performance.
8. Review your performance plan currently in place to assure that each of the goals has a clear and measurable outcome that will separate success from failure.
9. Benchmark similar organizational units within and outside your division to understand how they measure performance.
10. For each performance measure, identify where you want to be at each month/quarter of the year.
11. Volunteer to participate on organizational Task forces that develop measures of program efficiency and effectiveness.

Topic:

1. Data collection and analysis
2. Problem solving
3. Organizational performance analysis
4. Statistical process control
5. Quality control

Task

55. Anticipates potential problems, issues, and opportunities.

Activity:

1. Ensure that your superior, peers, and subordinates all share the same objectives.
2. Schedule time into your day to work on problems.
3. Collect or locate references that may help you with future problem solving.
4. Establish an informal network of colleagues who can provide help to each other when problems arise.
5. Keep a record of problems that arise to identify recurrent ones.
6. Consult others about your decision style and speed; consider this information as a basis for improvement.
7. Stay on top of developments and trends in the external and organizational environment so that you can make decisions in anticipation of changes.
8. Before reaching a decision, make sure that all involved agree on the problem definition.

Topic:

1. Business planning
2. Being proactive
3. Risk taking
4. The decision-making process

Task

57. Uses qualitative and quantitative data and analytical tools in problem solving.

Activity:

1. Involve others in your problem-solving process. Ask for help when needed.
2. Invite contributions from others and be willing to listen to and discuss their ideas.
3. Have brainstorming sessions to come up with alternate solutions to problems. Record all ideas without making a judgment of any.
4. Discuss with other managers the data that you collect concerning a problem. Ask them for their diagnosis of the information.
5. Before you begin to try to solve a problem, identify the data that you need to reach a solution and how that data can best be obtained.
6. Consult others about your decision style and speed; consider this information as a basis for improvement.
7. Since most decisions are made with imperfect information, it is important to be conscious of the decision shortcuts all people take, including incomplete consideration of alternatives and the tendency to be unduly influenced by whether the decision is framed as a gain or loss. Develop strategies to counter these tendencies.
8. Accumulate past effective and ineffective decisions to identify systematic factors that account for successful and failed decision processes and outcomes.
9. Develop disciplined decision processes in your work group whereby all elements of the decision must be backed with researched information.
10. Before reaching a decision, make sure that all involved agree on the problem definition.
11. Use a factual approach to decisionmaking by systematically collecting valid and reliable data; rely on these data rather than on emotions, even if the decision is unpopular. In turn, explain decisions in terms of data, not emotions.

Topic:

1. Paired ranking decision-making method
2. The decision-making process
3. Algorithms
4. Brainstorming
5. Programmed and nonprogrammed decisions
6. Mediation
7. Business statistics
8. Quality management tools

Task

59. Integrates customer needs and expectations into the development and delivery of services or products.

Activity:

1. Encourage the improvement of your employees' attitudes, skills, and performances in order to improve the quality of services, products, and processes.
2. Plan for customer satisfaction when developing long- and short-term organizational plans.
3. Know who your customers are and what they want and expect.
4. Use active listening techniques when communicating with the customer. Take notes on conversations that are not documented in writing.
5. Consider rotating through your work unit and taking on the assignments of various employees to understand their jobs and how they interact with their customers.
6. Your managers are your internal customers. View your employees as your internal customers, too, to whom you are accountable.
7. Conduct focus groups with internal and external customers to understand their requirements.
8. Make a point of receiving feedback on a regular basis from a sample of your organization's customers.
9. Avoid introduction of a new work process, service, or product without relying heavily on customer input into the design and development process.
10. Encourage employees to make decisions around the requirements of their customers as their top priority.
11. Be available to your customers for direct contact with you.
12. Consider the "bogus shopper" model, placing yourself in the role of anonymous customer to the organization in order to see firsthand what it's like.

Topic:

1. Customer focus
2. Shared accountability for quality
3. Understanding, helping, and keeping customers
4. Managing a dissatisfied customer
5. Building the customer's confidence
6. Total quality management
7. Total quality service

Task

63. Recognizes and takes advantage of opportunities to further goals and objectives.

Activity:

1. Demonstrate a willingness to experiment with new ideas, and avoid behaviors that stifle departures from the status quo.
2. Understand the economic, sociological, political, and technological factors that affect your organization.
3. Study the demographic trends that could affect both the source of future labor and future markets for your organization's goods and services.
4. Set aside time to attend guest lectures or brown-bag lunches in your organization that are designed to inform employees of sociopolitical trends or developments in technology, policies, or regulations.
5. Make an effort to get to know people outside of your organization who hold positions similar to yours. Get together on a regular basis.
6. Go to seminars and lectures inside and outside the organization to familiarize yourself with trends that may affect the future work of your work unit.
7. Be an active "organizational citizen" by volunteering for Task forces or committees that may end up impacting the work of your unit.
8. Review the mission, evaluate threats and opportunities in the environment, and plan specific actions each year.
9. Set aside concentrated time with your staff to jointly develop goals for the work unit.
10. Ask your superior and others in the organization for help in understanding the organizational mission, management policies, and customer needs. Ensure that your activities, services, and products are in accordance with those issues.
11. Examine projects that have been successfully completed to identify factors accounting for success.
12. If things are not going according to plan, analyze root causes, attempt to correct, and evaluate whether revisions are necessary to the unit's goals and plans.

Topic:

1. Being proactive
2. Risk taking
3. The decision-making process
4. Responding to change
5. Demographic trends
6. Assessing the business environment

Task

64. Puts priority on getting results and displays accountability for those results.

Activity:

1. Take calculated risks-risks to demonstrate your orientation to action.
2. Never say "it can't be done." Instead, focus on how you can make it happen.
3. Spend 5 minutes every day visualizing yourself attaining your goals.
4. Do one thing every day, even if it is a small step, to move toward your goals.
5. Learn to look at negative feedback and criticism as potentially useful information that you need to understand more fully.
6. Keep your goals in front of you at all times-for example, on a mirror at home, in your desk drawer, and so forth.
7. Decide on a clear-cut, long-range goal for yourself. Then establish what you will need to do and what attitudes you will need to have in order to achieve it.
8. Make some form of public commitment to your goals so others will encourage you to reach them.
9. When you make a mistake, learn from it.

Topic:

1. Priority setting
2. Goal setting
3. Assertiveness skills

Comments

| | <i>What does this person do that you would consider role model behavior? Please list 2 or 3 specific items.</i> | <i>What does this person currently do that you recommend be changed or modified in the future? Please list 2 specific items.</i> | <i>Other comments for this individual.</i> |
|-----------------------|---|--|--|
| Supervisor | | | Stay determined on the high priority items. |
| Direct Reports | Superb leader, gets people going in the right direction and keeps them there. Always open to new ideas and a great team facilitator | No attention to detail. Gets projects 90% accomplished and then runs out of steam. Uses "sink or swim" with new employees and lots of them sink. | Try to get the department more in line with the organizations mission. |
| Peers | Everything. great manager | He doesn't spend any time with customers. | Headed in the right direction but lots of room for development. |