

Leadership Skills

Individual Feedback Report - Sample

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Current co-worker feedback was provided by 10 raters
in the following categories:

1 Boss

3 Peers

5 Direct Reports

0 Internal Customers

0 External Customers

1 Others

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Overview of Your Management Skills

This Feedback Report provides you with feedback from others on your current level of managerial skills. The skills are broadly grouped into four categories:

- **Task Management:** skills that address defining and structuring work activities
- **Team Development:** skills involved in motivating and developing team members
- **Business Values:** actions embodying strategic values and business orientations
- **Leadership:** skills that establish the personal credibility and vision for other people to follow

The purpose is to give you information from others about your relative strengths and weaknesses, and help you compare your management skills to those of high-performance managers. Additionally, you can compare your self-ratings to the perceptions of your co-workers. Finally, this assessment allows you the opportunity to explore what co-workers see as the most important skill areas for your current role.

Your Results Are Shown in Graphic Form

In the graphic on the next page, each skill area is represented by two bars. In any skill area, your self-assessment score is represented by the thinner bar. Your score from others—the main focus of the feedback—is represented by the dark, wider bar. If co-workers provided too few ratings to generate a credible score, an “X” (for insufficient data) replaces the wide bar.

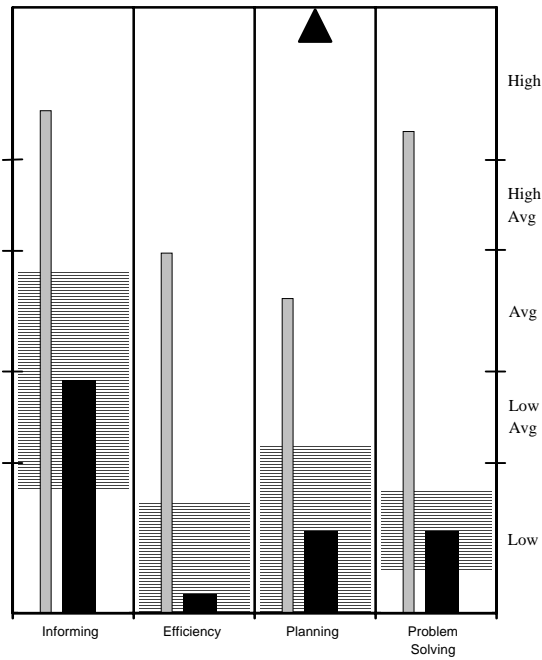
In reading the graphic, a higher score is represented by a taller bar. The bars are scaled in standardized score units to compare your results to a managerial norm group. For any skill area, about 40% of all managers will be in the “average” range. (In “statistic-speak,” this range is literally plus-or-minus 0.5 standard deviations around the norm group mean.) About 20% will be in the “low average” range and 20% in the “high average” range. About 10% will be in the “low” range and 10% in the “high” range.

As you look at your graphic, you may find your results on two or more skill areas look very much alike. It may be hard to tell which score is higher even though, in fact, the ratings differ slightly. The narrative discussion of your results in this report accurately reflects the relative positions of your scores.

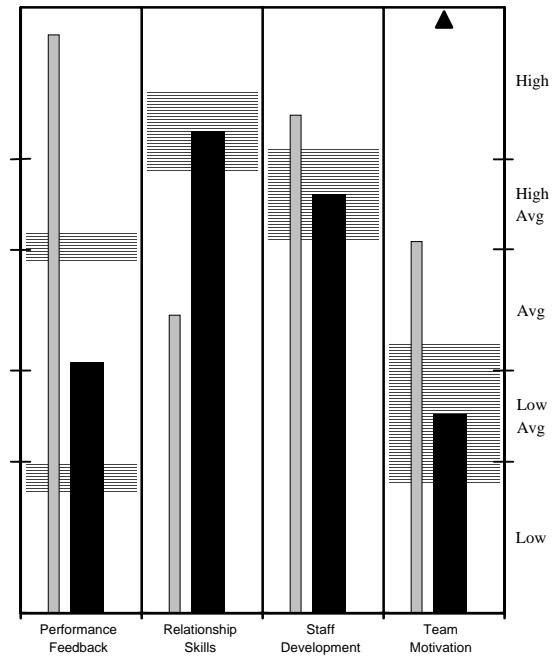
The amount of variation among ratings from others, the “spread,” is indicated by a gray rectangle that appears behind the dark bar. It is centered so that half of the rectangle is above the top of the dark bar and the other half is below. The “spread” indicates the general amount of disparity in the ratings for a skill area, not the highest and lowest ratings (which can place too much emphasis on one extreme rater). For a skill area where your ratings from others are very similar to each other, the spread indicator is relatively narrow. Where raters have a wider range of opinions, the spread indicator is wider. Where your raters are noticeably split into two contrasting descriptions, the spread indicator is split in two equal parts with one part above the top of the dark bar and the other below it.

A triangle at the top of a skill area indicates that co-workers identified that skill as one of the five most important for your position. A larger triangle at the top of a skill area indicates that co-workers identified that skill as either the single most important or tied with something else for the single most important.

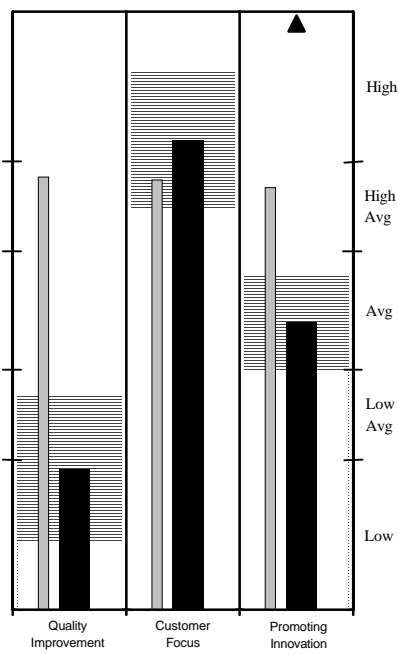
Task Management



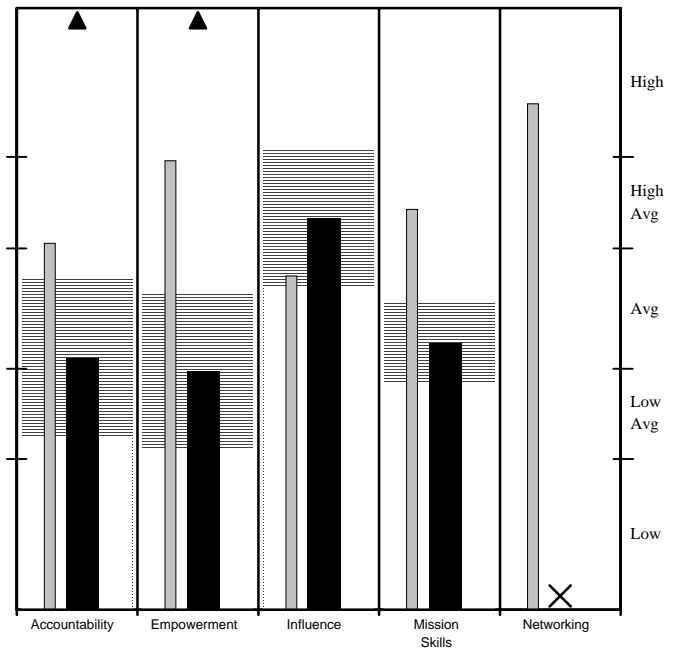
Team Development



Business Values



Leadership



Rating by Self

Rating by Co-workers

Spread of Co-worker ratings

Rated Most Important by Co-workers

Insufficient Data

Rated Important by Co-workers

Your Most Important Skill Areas

Raters provided information about which skills they consider most important for your job. The way they see it, the most important area of skill currently is:

- Planning—organizing the work and setting priorities so that everyone knows what to do.

Of all the areas, this is described as the one at which a person in your job most needs to excel. Other areas that are described as highly important are:

- Team Motivation—making it rewarding to work hard; mobilizing and inspiring others to be very productive.
- Promoting Innovation—showing foresight and encouraging new ideas; helping others see new possibilities.
- Accountability—exemplifying responsible and honest behavior; practicing what is preached.
- Empowerment—pushing decision-making authority and responsibility downward; giving team members "ownership" of their work.

The information regarding which skills others believe are important for your position may help you understand the way they view your role. You may discover that others have not identified the same skill areas that you think are most important. Discussing any differences in perception about the importance of specific skill areas might be a relatively non-threatening way for you to begin a discussion of your role and skills as a manager and leader. It is certainly a safe way to engage your boss in a coaching conversation with you.

As a general principle, you may be better off devoting your energy to developing your skills in the more important areas, even if some other skills are less well developed.

Your Highest Scores

According to the ratings by your co-workers, the three skill areas in which you are the most effective are:

- Relationship Skills
- Customer Focus
- Staff Development

For example, you can see that Relationship Skills is your best skill area—it has the tallest wide, dark bar. The fact that this dark bar extends into the top quarter of the chart means that your score from co-workers in this skill area is within the

range of high-performance management. Co-workers are very consistent in their ratings as shown by the small size of the spread indicator. You can see that you do not rate Relationship Skills as being your greatest strength, because it does not have the tallest thin bar. Not only that, but you perceive yourself as being substantially less skilled than your co-workers do.

Based on your three highest scores, some of the things your co-workers see you doing best include:

- Almost always listening carefully to other people, showing considerable sensitivity to their feelings and showing that you care about them
- Going out of your way to get ideas from customers, always listening intently to what they say they want and acting quickly on complaints or suggestions
- Being a good coach, arranging for specific activities as training vehicles and helping team members learn to improve their skills

Your Lowest Scores

According to the reports from your co-workers, these are the three skill areas in which you now show the most room for improvement:

- Efficiency
- Problem Solving
- Planning

Efficiency is your lowest score—it has the shortest wide bar. Your score in this skill area is far below average compared to other managers. Co-workers are very consistent in their descriptions. You can see that you do not perceive this as your greatest weakness. Indeed, you perceive yourself as being substantially more skilled than your co-workers do. You may be very surprised by this.

Looking at your three lowest scores identified above, here are some examples of how co-workers see your performance in these areas:

- Being disorganized, often duplicating efforts or wasting time on low-priority tasks
- Not getting straight to the heart of problems and not cutting through confusion to provide quick alternatives for accomplishing goals
- Providing insufficient task structure so that people often do not know exactly what to do, what their priorities are, and how their work affects others

Spread of Co-Worker Ratings

For most skill areas, co-workers were in reasonably good agreement among themselves in their ratings of your skills. However, co-workers had considerable variety in their observations about the following skill areas:

- Informing
- Performance Feedback

In each of these areas, your co-workers have a wide spread of opinion. Different co-workers describe your skills differently. The reasons for mixed feedback are unclear. Possibly you act differently with some people or in some situations. Possibly different co-workers have different standards. Possibly there have been a few key incidents which have greatly affected, positively or negatively, the perceptions of several of your raters. It might be worthwhile for you to explore the reasons behind the differences among co-worker ratings in these few skill areas.

Comparing the Assessment Results from Yourself and Others

You can see in the graphic that you give yourself noticeably higher ratings than your co-workers tend to do. This is a common occurrence. Possibly you are a more generous rater, inclined to report that you "always" or "almost always" do a certain thing. Possibly your relations with co-workers are strained, and their feelings "color" their objective assessments, which would be a powerful message in its own right. A different possibility is that you set less demanding standards than other people do; you might see yourself as very skilled, while other people still see considerable room for improvement.

Another aspect of this issue is that you and your co-workers are not in good agreement about your pattern of relative strengths and weaknesses. As an example, you describe Relationship Skills as one of your three least developed skill areas, but co-workers describe it as one of your three best developed! The skill areas they identify as being most developed are not always among the highest scores from your self-assessment, and the areas they identify as least developed are not always among the lowest scores from your self-assessment. This information suggests that you do not necessarily have a good grasp of what others experience as your relative strengths and weaknesses.

Much of this feedback probably comes as an unpleasant surprise to you. If you are like other managers who have received such feedback, you may feel defensive. Sometimes the first impulse is denial, looking for flaws in the feedback process or disbelieving the results—"I asked the wrong people," "Was it scored correctly?" or "There has been a mistake." A second impulse is often resentment, questioning co-workers' motives or powers of observation. A common reaction is to blame others, pointing at the lack of cooperation or at the impact of recent uncontrollable events. Sometimes the defensiveness expresses itself as anger, and managers have

confronted the feedback facilitator or their co-workers. More often, though, the defensive reaction is pained withdrawal. Each of these defensive reactions is normal. The main thing is to recognize them as natural reactions and not let them interfere with your ability to use the feedback to your best advantage.

This feedback may be especially valuable to you. Because the assessments from your co-workers are so different than your self-assessment, you are finding out many things you did not know before. In effect, your co-workers are helping you find ways to improve your skills and advance your career by helping you see development opportunities that otherwise you might not recognize.

Breakout of Ratings from Different Sources

Different people may see you in different situations. For that reason, the ratings from different sources—bosses, peers, direct reports, and so on—are displayed separately in the breakout graphic which follows. Each source is represented by a narrow bar. The legend at the bottom provides a key to the shading used for each type of source. The ratings here are scaled exactly the same way as in the main Overview graphic.

The bar for a skill area does not appear if there were too few ratings from a particular source to give a credible score. For any specific skill area, the display of the boss's ratings requires at least one rater for a majority of items in the skill area, while the minimum requirement for each of the other sources is at least 3 raters for a majority of the items in the skill area.

Your breakout graphic shows the ratings from:

- 1 boss
- 3 peers
- 5 direct reports

Not all the possible breakout categories appear in your breakout graphic. Specifically, your breakout does not include the following:

- internal customer ratings, because there is no skill area where 3 or more internal customers provided ratings for a majority of the items
- external customer ratings, because there is no skill area where 3 or more external customers provided ratings for a majority of the items
- additional ratings, because there is no skill area where 3 or more additional raters provided ratings for a majority of the items

Be cautious about the conclusions you draw by comparing the ratings in this graphic, or by comparing these ratings with the composite ratings from all co-workers shown earlier. Ratings from a small number of raters are less reliable, statistically, than ratings from a larger group. For example, if one or two people

moved elsewhere, their replacements might describe your skills somewhat differently, even if your skills have not changed. To be a concern, the difference in the ratings must be a relatively large difference. For a skill area displayed in these graphics, a “large difference” is about 1 inch, as a rule of thumb. In that context, resist the temptation to overanalyze small differences.

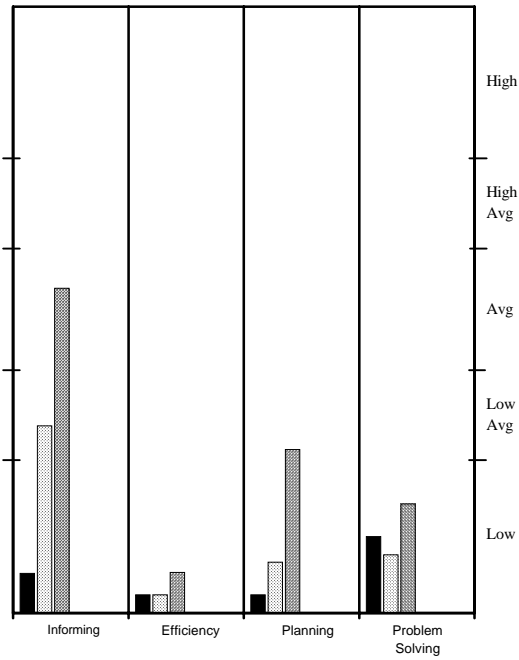
Individuals can give different ratings because:

- they differ in their personal observational skills
- people remember different events, and remember them differently depending on whether the event touched one of their “hot buttons”
- they may feel apprehension about the possible personal consequences of giving a leader lower (but accurate) ratings
- some people are well placed to benefit from your leadership practices, others less well placed

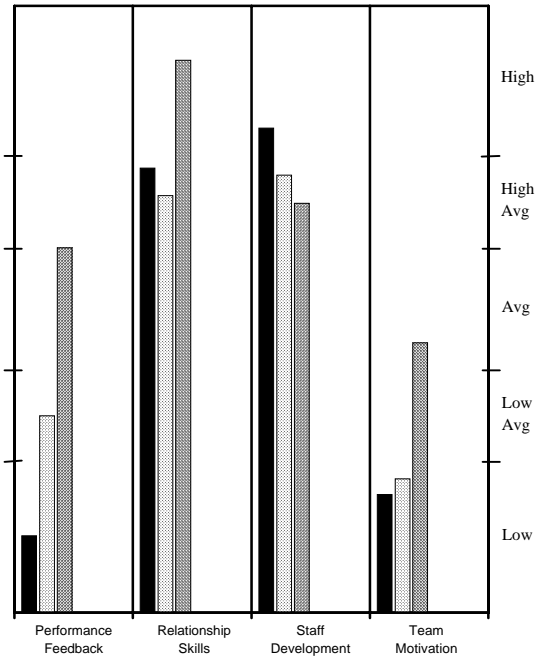
This should not lead you to believe that your ratings depend entirely on who rated you. The reality is that they are rating the same person—you—seen in mainly the same situations. Research involving 360-degree leadership feedback is very clear in finding that most raters typically provide similar ratings of the same leader, even though there is room for one or two raters to be quite different.

Despite these caveats, this breakout graphic can provide helpful clues about where you might go to seek answers to the question “What can I do that is different from what I have been doing in the past?”

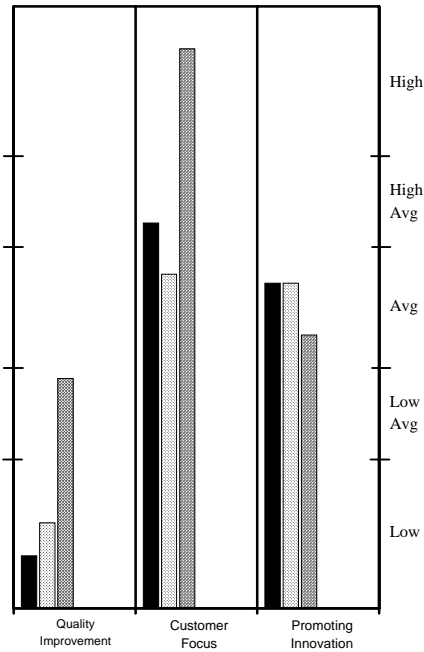
Task Management



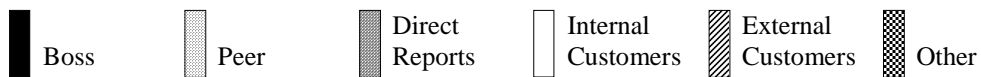
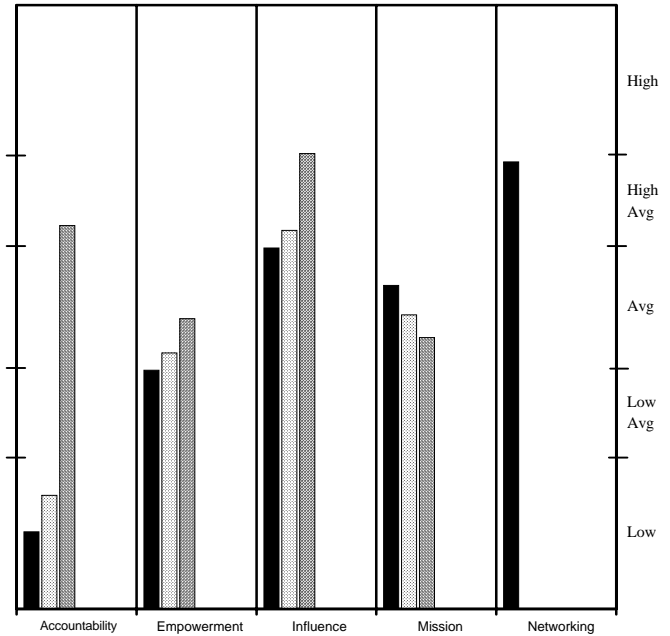
Team Development



Business Values



Leadership



Current Development Directions

Based only on your current results, the following skill areas seem to be the best candidates for efforts aimed at further development:

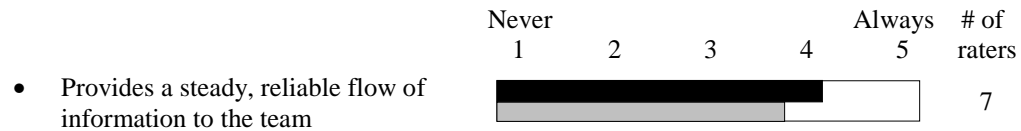
- **Planning**—organizing the work and setting priorities so that everyone knows what to do.
- **Team Motivation**—making it rewarding to work hard; mobilizing and inspiring others to be very productive.
- **Accountability**—exemplifying responsible and honest behavior; practicing what is preached.
- **Empowerment**—pushing decision-making authority and responsibility downward; giving team members "ownership" of their work.

These skill areas are among the most important for your position, and they are among your less well-developed skills. Development in one or more of these areas may have greater beneficial impact than development in other areas.

In selecting a specific skill area for development, use the feedback from others, advice from your coach or mentor, and your own good judgment. Consider which skills will have the biggest impact on improving your effectiveness and success in your current situation. Also take into account your long-term career goals and any foreseeable changes to your role.

Skill Area Detail

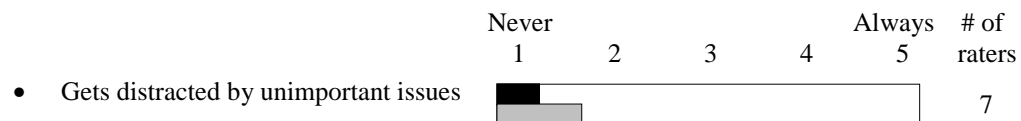
The discussion of each skill area will show you how others rated you on each of the items measuring that skill area. For example, here is what a hypothetical rating might look like on one of the items in Informing:



The scale at the top of the display is the same the raters used in making the ratings, 1 (“Never”) through 5 (“Always”). In this sample, the length of the dark horizontal bar shows the average rating from others in your current assessment. The length of the bottom bar shows the results of the average leader in the norm group. On the item displayed here, the average is about 3.8 for leaders in the norm group. The number of people who provided ratings for your current assessment is shown to the right of the item display. For example, on the item displayed here, you see that the average rating in the current assessment is about 4.3, and 7 people provided ratings. Overall, these results suggest a relatively high level of skill at this aspect of Informing.

You may notice that the bottom bars are seldom centered near “3.0” on the five-point scale. They are usually closer to the high end of the scale, meaning that an average manager has good skills. In effect, your skills are compared to a high standard.

Here is another example of feedback about a specific item. This item is from the Efficiency skill area and this time it describes a counter-productive behavior:



An ideal manager would be described as “Never” doing this behavior. For counter-productive behaviors, longer shaded bars show higher levels of undesired behavior—and less skill.

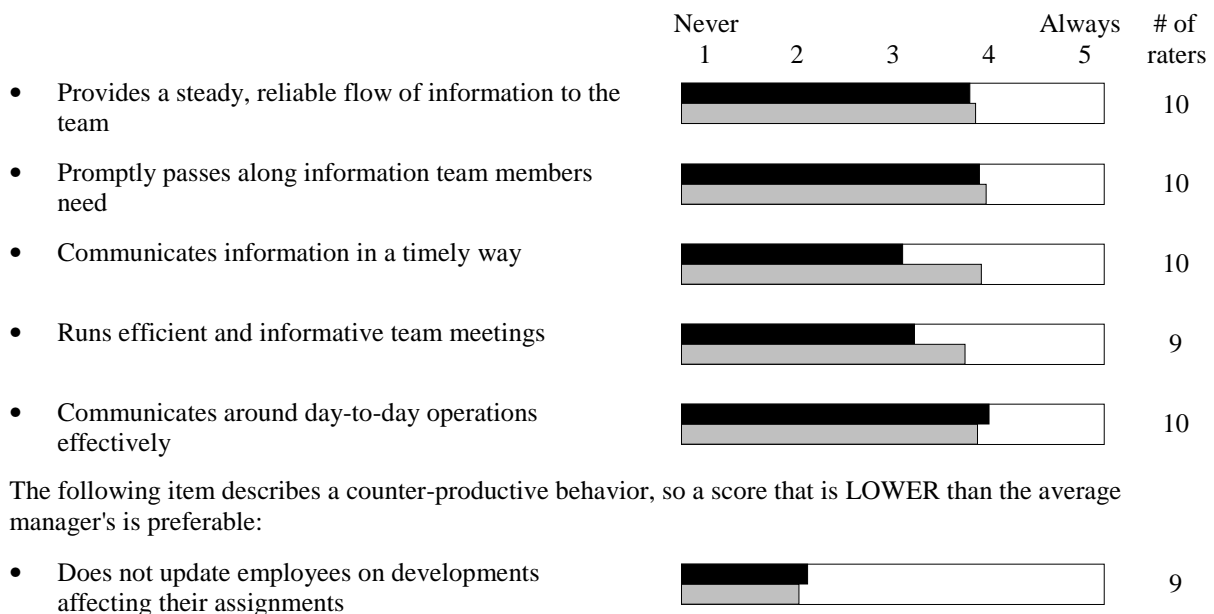
INFORMING

Informing is a measure of how well you assure a consistent, timely flow of information to team members. The scale assesses how well you support them by passing on relevant information to keep them up to date and in the know. Providing information is like providing light—most people do not like to be left in the dark.

Your Results

As you can see from the Overview graphic, co-workers rate Informing as one of your lower scores. They describe your Informing skills as lower than many other managers'. Your self-description is much more positive than your co-workers' descriptions of how well you inform them; possibly you overestimate your skills in this area. There is a gap here in perceptions and/or expectations.

Here are your ratings by co-workers on the Informing items:



Development Priority

Co-workers do NOT rank Informing as one of the five most important skill areas for someone in your job.

Developing your skills in Informing may be a MODERATE priority for you.

- Informing is NOT one of the most important skill areas for your role.
- Informing is one of your lower scores from co-workers.

Potential Barriers

Barriers to keeping your team well informed might include:

- Difficulty arranging times to meet with all team members at once
- Continual distractions making it hard to remember what you intended to tell whom
- An agenda so filled with other matters that there is no time for informal communications with team members
- An organization-wide atmosphere of secrecy and mistrust

However, research into the nature of managerial jobs consistently finds that managers typically spend more time communicating than doing anything else. Managers act as "linchpins," providing channels of communication within the team, and between the team and the rest of the organization. Skill at performing that communication role can be improved through systematic effort and feedback from others.

Relations With Other Skills

Informing is most closely related to Planning, Performance Feedback, and Efficiency. Planning and Performance Feedback are both important topics of communication, dealing respectively with priorities and work assignments, and how well performance meets requirements. Efficiency is related to the clarity and effectiveness of communication.

Options For Development

Attitudes and Values

- Search your own experience for incidents in which a superior kept you in the dark, either deliberately or inadvertently. Was it a comfortable experience for you? You probably managed to find out things on your own and learned some valuable skills in doing so, but did you ever feel as if you were re-inventing the wheel? Were these incidents really more useful than incidents in which a superior was very informative about defining your objectives, identifying possible resources, outlining likely problems, and suggesting possible strategies?

Knowledge and Understanding

- Explore the difference in perception between you and your co-workers. You do not describe your Informing skills the way they do. What are they taking into consideration that you are not? How do your expectations compare to

theirs? What are the typical situations that they think of when they assess your Informing skills? Are there key incidents that dominate their impressions?

Involving Others

- Meet with your co-workers to find out why their perceptions are so different from each other. See if they can identify factors that influence how you keep them individually informed. For example, does the office layout affect your communication patterns? Are you much more informative about issues involving certain projects? How is the communication flow affected by interpersonal relations? Are some types of meetings run more efficiently than others? Find out what ideas your co-workers have.

Actions

- Remember that what is meaningful to you may not be meaningful to someone else. So make sure you always talk to your team members using concepts and examples that they can relate to.

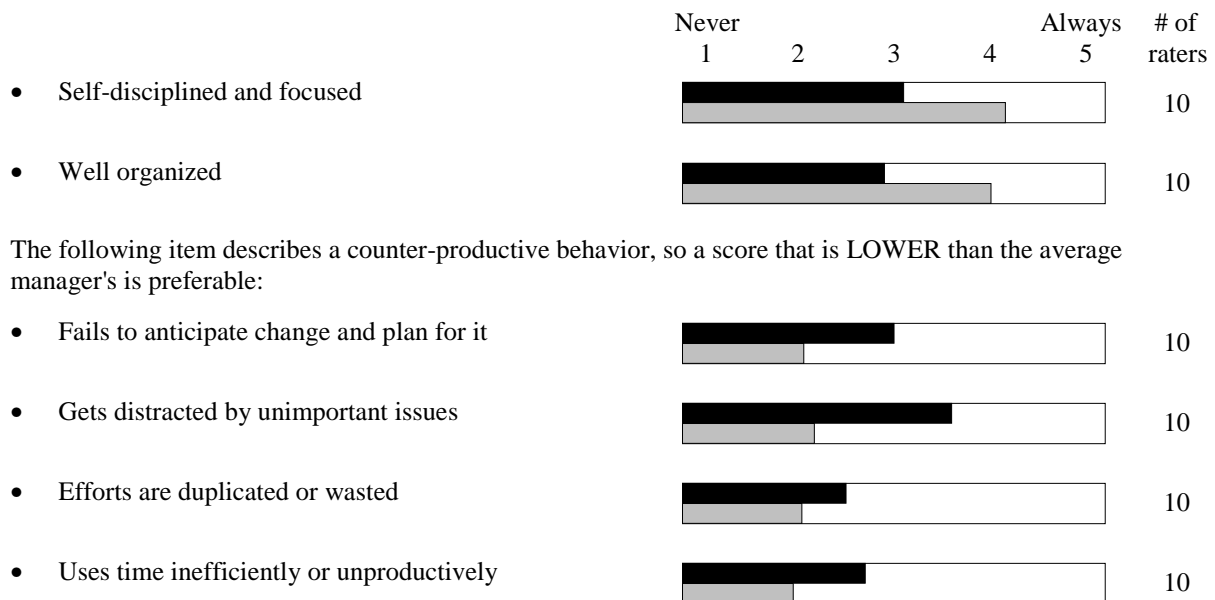
EFFICIENCY

The **Efficiency** scale provides information about your effectiveness in using time and resources to deal with the important issues at hand. The more effective managers have greater skill at staying goal oriented and structuring work productively. A high score for Efficiency would indicate that you avoid duplication of effort, build flexibility into your schedule, and stay focused on priorities when tangential problems occur. Efficient managers are like circus ringmasters, making sure the main events are going well in the center ring and not wasting too much time on the sideshows.

Your Results

Efficiency is your lowest score, based on descriptions from your co-workers. Your skill in making the best use of your energy is described as being substantially lower than many other managers. In the graphic summarizing your results, you can see that you describe yourself as notably more efficient than your co-workers do. Possibly you over-estimate your degree of organization and focus, because your co-workers have a different image of your use of time and resources.

Here are your ratings by co-workers on the Efficiency items:



Development Priority

Co-workers do NOT rank Efficiency as one of the five most important skill areas for someone in your job.

Developing your skills in Efficiency may be a MODERATE priority for you.

- Efficiency is NOT one of the most important skill areas for your role.
- Efficiency is one of your lower scores from co-workers.

Potential Barriers

To sustain focus and efficiency, managers sometimes must overcome obstacles, such as:

- Unpredictable changes in needs and priorities by major clients or customers
- Restructuring or other types of turmoil within the organization
- Temptations to spend energy on less productive but "interesting" activities

Managers are more effective when they strive to focus their energies on high priorities and spend as little time as possible on less productive tasks. This is well established by research and everyday observation. It is also the basic theme of "management by objectives" and many time-management workshops.

Relations With Other Skills

The efficient use of personal time and resources is related to other management skills, notably in the areas of Planning, Problem Solving, Accountability, and Informing. The related skills include organizing priorities, tackling problems in a systematic manner, making only commitments that can reasonably be kept, and communicating fully but concisely.

Options For Development

Attitudes and Values

- Raise your awareness about "locus of control" issues. How strongly do you believe that you ultimately control the way you choose to spend your time? How much do you feel like you are in charge of your time, and how much do you feel like you are at the mercy of other people's requests and demands? How much influence can you exert in controlling the frequency and timing of interruptions when you need to work undisturbed? How can you take better command of your working time?

Knowledge and Understanding

- Re-examine your standards of efficiency, in view of the wide gap between the way you describe your efficiency and the way others describe it. For example, how clear is it to co-workers what your priorities are? How much do they agree that your priorities are appropriate? What activities that you think are valuable do they think are time wasters?

Involving Others

- Ask your team: How can I use my time better? What do I do that wastes your time and hinders your performance? What can I do to help you make better use of your time and achieve better results? How can our meetings be shorter and more productive? How can I eliminate some of the paperwork I end up doing?

Actions

- Make sure your work efforts are aimed at specific objectives. "Specific" means that they are measurable, attainable, have due dates, and are written. For example, each Friday take about 20 minutes to plan the coming week by outlining your specific objectives. Elaborate on these objectives by listing the activities that will accomplish them. Estimate the time required for each activity. At the end of the week, review your progress against your objectives.

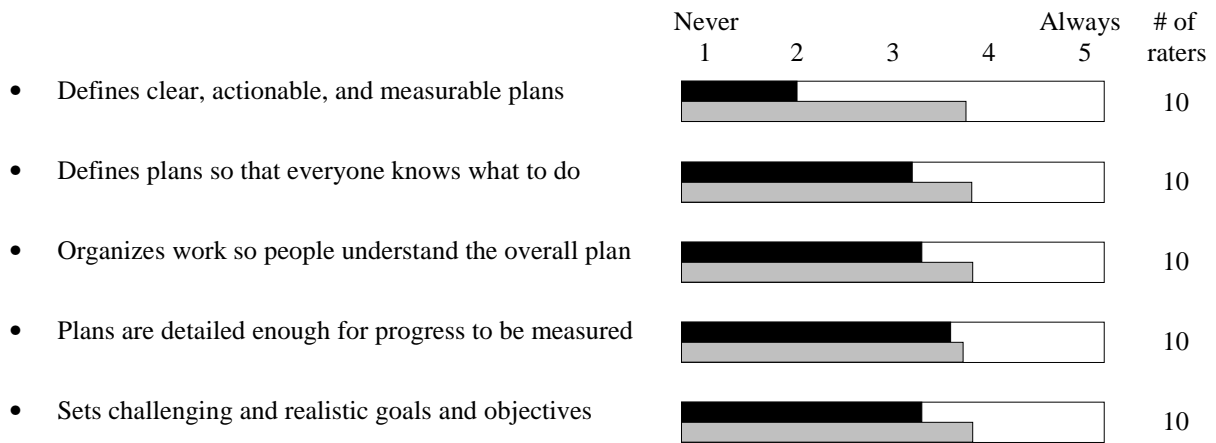
PLANNING

The **Planning** scale measures the degree to which you organize work and set priorities so that everyone knows what to do. This includes providing structure for tasks and setting challenging yet realistic goals. A high score on the Planning scale would mean that you set priorities clarifying which work is most important, organize and coordinate activities, and provide detailed plans that enable progress to be charted.

Your Results

Co-workers rate Planning as one of your three lowest scores. They describe your Planning skills as quite a bit lower than those of most managers. Your own description of your practices related to Planning is much more positive than your co-workers' descriptions; possibly you overestimate your skill in this area.

Here are your ratings by co-workers on the Planning items:



The following item describes a counter-productive behavior, so a score that is LOWER than the average manager's is preferable:



Development Priority

Co-workers rank Planning as the most important skill area for someone in your job.

Developing your skills in Planning may be a HIGH priority for you.

- Planning is one of the five most important skill areas for your role.
- Planning is not one of your higher scores from co-workers.

Potential Barriers

Some barriers you might encounter include:

- Reluctance to make one goal a top priority at the expense of other worthwhile goals
- Not knowing how to coordinate the team's plans with the rest of the company structure
- Uncertainty about striking the best balance between "top-down" and "bottom-up" planning—how much input to seek from your team while making plans

Despite these difficulties, planning is so fundamental to good management that it cannot be ignored. For example, research shows that planning occupies more and more of your time—and becomes more crucial to your success—as you move into higher levels of management.

Relations With Other Skills

Scores on Planning tend to be most closely related to scores on Efficiency, Informing, Quality Improvement, and Performance Feedback. These other scales are concerned in important ways with focusing on personal and team priorities, communicating details about new tasks and quality requirements, and providing feedback about performance in relation to deadlines and goals.

Options For Development

Attitudes and Values

- Examine your attitudes related to planning. Which do you value more highly, structure or flexibility? How often do you feel frustrated by having to change priorities, task specifications, or schedules? How often do you feel that putting a plan on paper is a waste of effort, because everything changes so fast anyway? How do these feelings influence the way you organize work and explain priorities to your team?
- Consider your typical time frame. Start by reviewing your activities for the past week. How many hours did you set aside for planning? (If it was a small amount, is that because you have a short time horizon and are dealing primarily with what happens right now?) In your planning, how far into the future do you typically go? When do your plans start getting hazy about priorities or the organization of the work—tomorrow, next week, next month, or next year? How does your personal time horizon affect your planning skills and your team members' sense of the structure you provide?

Knowledge and Understanding

- Find out why your co-workers perceive your planning skills differently from the way you do. Are there specific incidents which stand out for them? What are their perceptions about how effectively other teams plan their work? What do they see that you do not, and what do you see they do not? Are there gaps in communications about plans?
- Use technical aids such as Gantt charts, milestone scheduling, Program Evaluation and Review Technique (PERT), or Critical Path Method (CPM). Sources of information include R. Miller's time-honored **Schedule, Cost, and Profit Control with PERT** (1963); J. Riggs and C. Heath's **Guide to Cost Reduction through Critical Path Scheduling** (1966); and T.M. McCann and H.W. Lanford's article "Effective Planning and Control of Large Projects—Using Work Breakdown Structure" in **Long Range Planning** (April 1983). There is also software available for use on personal computers, designed to help managers with project planning, such as Symantec's **Timeline** and Microsoft's **Microsoft Project for Windows**. From a very different perspective, it may be helpful to read Stephen Covey's 1989 book, **The 7 Habits of Highly Effective People**, especially around the issues of being proactive and beginning with the end in mind.

Involving Others

- Consider the value of making stronger efforts to keep team members aware of plans and contingencies. Meetings can be vehicles for keeping everyone up to date about the status of milestones, schedules, and goals.
- Get help from a mentor or superior who is skilled at planning. This may be fairly easy to do, especially if couched in terms of helping to prepare a budget!

Actions

- Allow yourself more hours for planning, budgeting, and goal setting. Most plans require some thoughtful research, and cannot be produced immediately.
- Give yourself feedback about the effectiveness of your planning. For example, keep track of the percentage of deadlines your team meets. Whenever a deadline is missed, have a short meeting to explore how the plan went awry. The emotional tone of these meetings should be "How can we be more realistic in our plans?", rather than "Why did you screw up?"

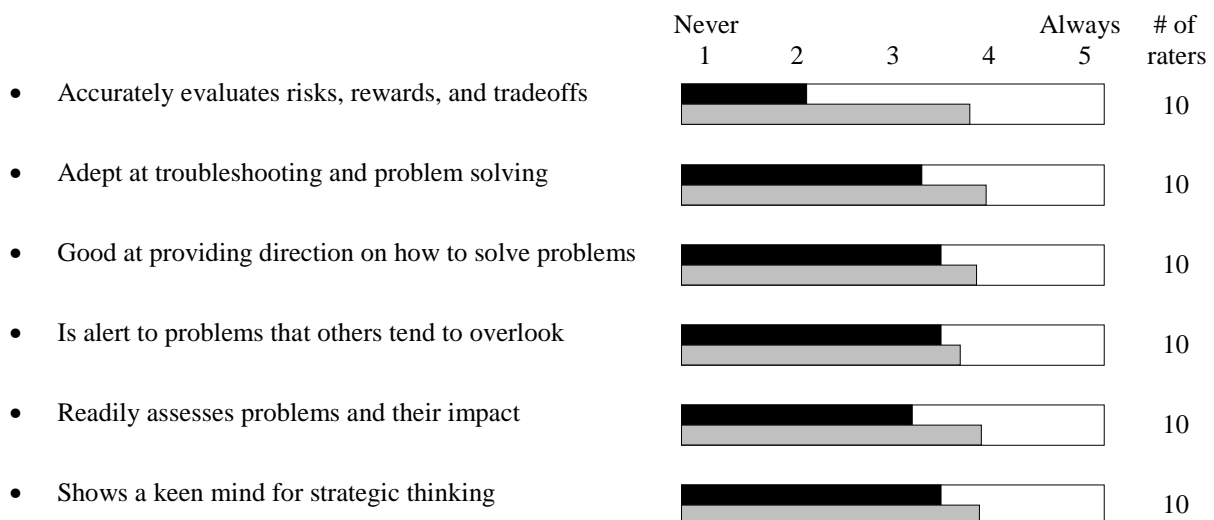
PROBLEM SOLVING

Problem Solving is a measure of how well you are able to assess problems and find solutions. Experience, creativity, and evaluative thinking skills are ingredients that go into good business judgment about what will work best. A high score on this scale would indicate that you are good at trouble-shooting to find a problem's source, at estimating tradeoffs to decide on the best solution, and at thinking in strategic "big picture" terms.

Your Results

Based on reports from co-workers, as shown earlier in the Overview graphic, Problem Solving is one of your three lowest scores. Co-workers regard your Problem Solving skills as very low relative to most managers'. You rate your Problem Solving skills much higher than do your co-workers. This suggests you have some blind spots where their feedback may be especially helpful for your development.

Here are your ratings by co-workers on the Problem Solving items:



Development Priority

Co-workers do NOT rank Problem Solving as one of the five most important skill areas for someone in your job.

Developing your skills in Problem Solving may be a MODERATE priority for you.

- Problem Solving is NOT one of the most important skill areas for your role.
- Problem Solving is one of your lower scores from co-workers.

Potential Barriers

Barriers to more effective problem-solving skills might include:

- Difficulty in evaluating risks, resulting either in excessive caution or in over-optimism about potential outcomes
- Technological changes that make a manager's technical skills out-of-date
- Emotional reactions to the stress of urgent problems

Nevertheless, problem handling is a very important part of most managerial roles. Researchers confirm what you probably experience on a daily basis: managers are continually asked to provide direction, resolve conflicts, and make decisions as ways of dealing with immediate problems. Skill at problem solving usually relies on several steps, including a realistic assessment of the problem's importance, some fact-finding to further diagnose the nature of the problem, the development of several creative alternatives, a decision on the best course of action, and influencing others to adopt the proposed solution. Surprisingly often, the key lies in simplifying the problem by redefining it in an insightful way.

Relations With Other Skills

Skills in Problem Solving are closely related to skills in Influence, Efficiency, Planning, and Promoting Innovation. Solving problems can partly depend on persuading other people to try something different (Influence), responding in an organized and systematic way (Efficiency and Planning), and envisioning new possibilities (Promoting Innovation).

Options For Development

Attitudes and Values

- Reflect on your typical way of thinking about complicated problems. For example, do you tend to focus more on the technical aspects or the social aspects? Do most problems seem to come down to marketing issues (or financial, human resource, production operations, customer service, and so on)? How do you check to make sure you do not have a blind spot that prevents you from seeing a problem from the most useful angle?

Knowledge and Understanding

- Take a close look at reasons why your co-workers hold a different view than you about your problem-solving skills. Do they define "problem" the same way you do, or is their definition narrower or broader? Are there certain types of problems that dominate their thinking? What do they see that you have

overlooked? What are some key problem-solving incidents that stand out in their memories?

Involving Others

- Get someone who has previously filled your type of work role, or who is adept at trouble-shooting, to consider your problem and help you learn how to diagnose and solve it.

Actions

- Before tackling any problem, ask yourself how important the problem is in relation to your team's goals. How much of your time is this problem worth? Can you let someone else take care of this problem? What would happen if you postponed dealing with it, or ignored it altogether?

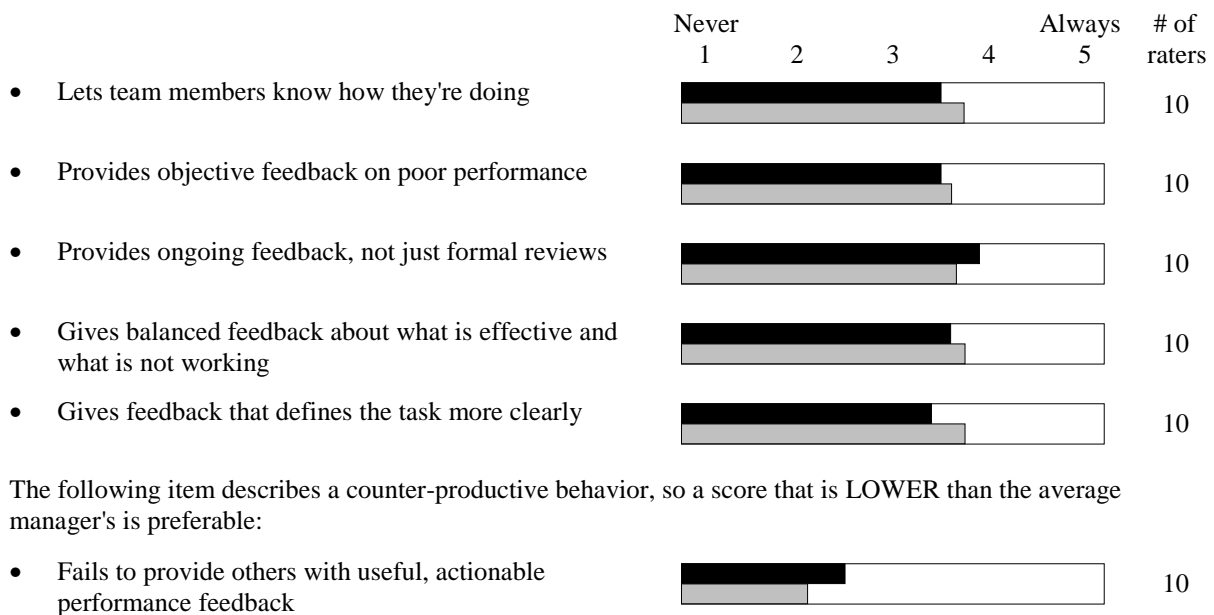
PERFORMANCE FEEDBACK

Performance Feedback describes the degree to which you give useful, informal feedback to team members to let them know how they are doing. The feedback should be very timely, and specific enough that team members know what they did well and what they need to do to improve. A high score for Performance Feedback would indicate that you use objective feedback to address problems of poor performance, give recognition for work done well, and provide useful advice on how team members can do better.

Your Results

Co-workers describe Performance Feedback as being in about the middle of your scores—not one of your highest or lowest—as you can see in the Overview graphic. Co-workers describe your skill at Performance Feedback as being about the same as many other managers'. Your own description of your practices related to Performance Feedback is much more positive than your co-workers' descriptions; possibly you overestimate your skill in this area.

Here are your ratings by co-workers on the Performance Feedback items:



Development Priority

Co-workers do NOT rank Performance Feedback as one of the five most important skill areas for someone in your job.

Developing your skills in Performance Feedback may be a LOW priority for you.

- Performance Feedback is NOT one of the most important skill areas for your role.
- Performance Feedback is NOT one of your lower scores from co-workers.

Potential Barriers

Many managers face obstacles to providing good feedback, including:

- Heavy workloads that prevent them from spending time observing their teams' work
- Difficulty explaining the difference between good and bad performance
- Discomfort at confronting poor performance directly

However, feedback is required for almost all kinds of learning. The absence of feedback can be demotivating and stress-producing, like trying to drive blindfolded. Feedback is an important element in both teaching and motivating, because it guides team members by measuring task performance, and gives the reinforcement and praise that we all need in recognition of our work efforts.

Relations With Other Skills

Performance Feedback is related to some other management skills, most notably Staff Development, Quality Improvement, Planning, and Informing. The common element among these skill areas is the interest in helping team members improve by providing useful information.

Options For Development

Attitudes and Values

- Ask yourself how your general management values affect the way you give feedback. For example, if you believe in an "empowering" style of management, does this imply that frequent performance feedback would exert too much control?

Knowledge and Understanding

- Meet with your team members to compare your and their perceptions. What are some of the things that guide their thinking? What do they look for from you in terms of performance feedback?

Involving Others

- Find out why your co-workers hold widely different opinions of your Performance Feedback skills. How are the differences related to different tasks, expectations, skill levels, personalities, interpersonal relationships? What do your co-workers think about their differences of opinion?

Actions

- Compare your team members' performance and results to explicit expectations and requirements. Show areas in which they have fallen short of requirements and areas in which they have exceeded expectations.

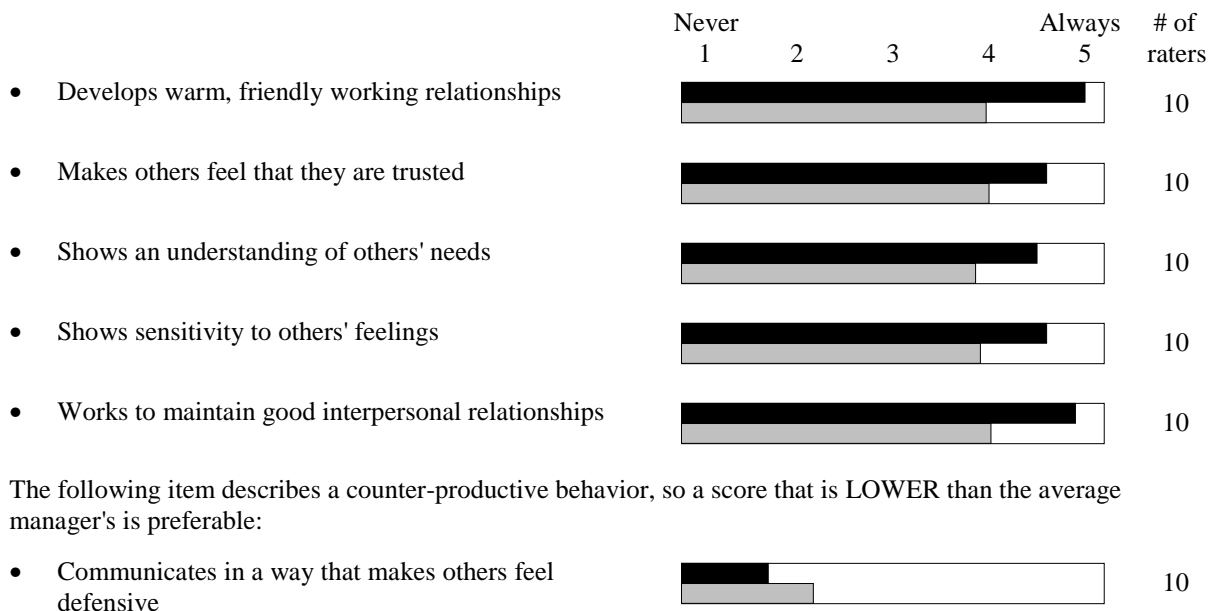
RELATIONSHIP SKILLS

The **Relationship Skills** scale provides information about your ability to develop and maintain warm and friendly relationships around work. These skills help build trusting, cooperative relationships that boost morale and enable high team performance. A high score on this scale would show that you are a good listener, pay attention to other people's feelings, develop trust with others, and make a visible effort to develop good relationships on a personal level. Essentially, you want to send the message: "I care about you personally." This gives others a much higher level of emotional security, making them more willing to talk openly and honestly about their problems or ideas at work.

Your Results

From your co-workers' descriptions, Relationship Skills is your highest score. They depict you as having skills at the level of high-performance management. You depict your Relationship Skills as being much lower than your co-workers do. Although you might be sensitive to ways your interpersonal dealings could be warmer and more open, the ratings from your co-workers are more positive than your own.

Here are your ratings by co-workers on the Relationship Skills items:



Development Priority

Co-workers do NOT rank Relationship Skills as one of the five most important skill areas for someone in your job.

Developing your skills in Relationship Skills may be a LOW priority for you.

- Relationship Skills is NOT one of the most important skill areas for your role.
- Relationship Skills is NOT one of your lower scores from co-workers.

Relations With Other Skills

As a general rule, Relationship Skills tend to be related to Team Motivation, Empowerment, and Networking. The common issues pertain to inspiring trust, helping others feel good about their efforts, and making personal contact in ways not directly required by work.

Keep Up The Good Work

As a manager with excellent skills at building and maintaining relationships, improvement might not be your top priority. However, you may still want to look for ways to use these skills to enhance your effectiveness in other areas.

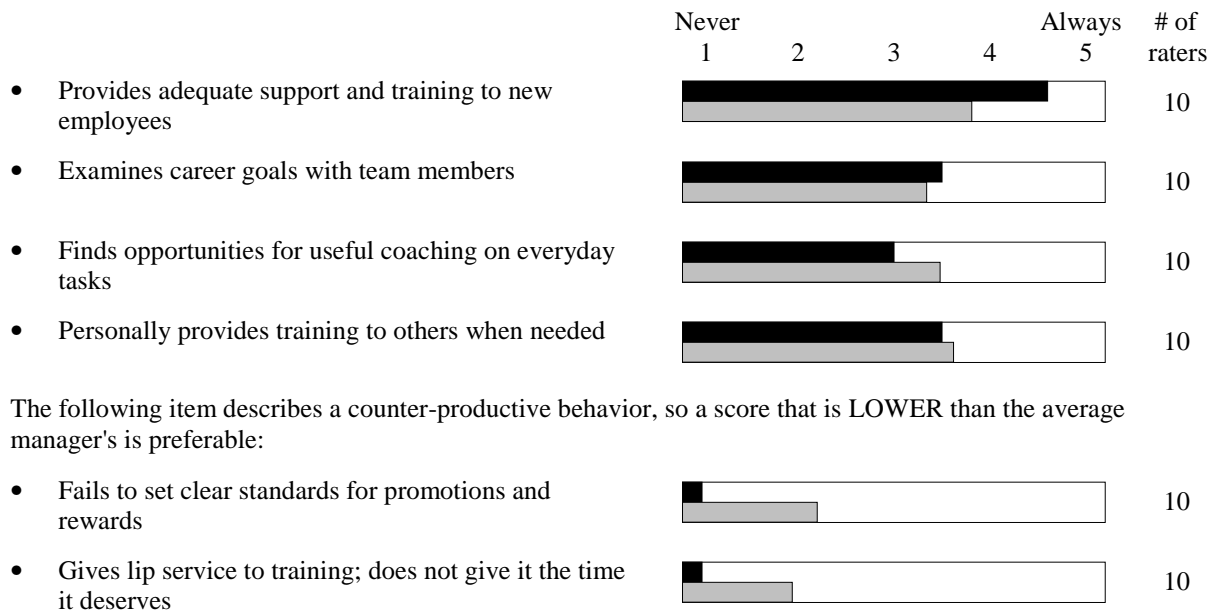
STAFF DEVELOPMENT

Staff Development reflects the effort you put into training team members, improving their skill levels, and addressing their career development needs. As a start, this means a clear mutual expectation for each team member's performance and investing the time required to impart the necessary skills and knowledge. It also means staying in touch with team members' performances and career aspirations to continually provide learning experiences that will raise their skills to new heights.

Your Results

Staff Development is one of your three highest scores from co-workers. They portray your skills in this area as higher than those of most managers. The way you portray your Staff Development skills is generally similar to the way they portray it, allowing for the usual minor discrepancies.

Here are your ratings by co-workers on the Staff Development items:



Development Priority

Co-workers do NOT rank Staff Development as one of the five most important skill areas for someone in your job.

Developing your skills in Staff Development may be a LOW priority for you.

- Staff Development is NOT one of the most important skill areas for your role.
- Staff Development is NOT one of your lower scores from co-workers.

Relations With Other Skills

Staff Development skills are closely related to skills in Quality Improvement, Performance Feedback, and Planning. The common threads are: continually encouraging improvement, providing feedback to guide performance improvement, and developing plans which provide enough resources for training and development activities.

Options For Development

Attitudes and Values

- Examine your role on the team—how often are you a coach and mentor? What do you like about being a coach and mentor? In your coaching role, what kinds of frustrations or satisfactions do you get from the time you put toward developing the talents of your people?

Knowledge and Understanding

- Think about reasons why your team members do not always perform at uniformly high levels. What can be addressed by training or development in knowledge, technical skills, and attitudes toward work?

Involving Others

- Share the responsibility for staff development by asking your most capable team members to take roles in tutoring others. Underline the responsibility by giving them feedback, recognition, and special rewards for effective performance in their tutor roles.

Actions

- Meet with each team member to create an individualized career development plan, if you have not already done so. The plan should address realistic short-term and long-term goals, with specific development activities outlined. Part of the plan should explicitly address the standards for promotions and rewards.

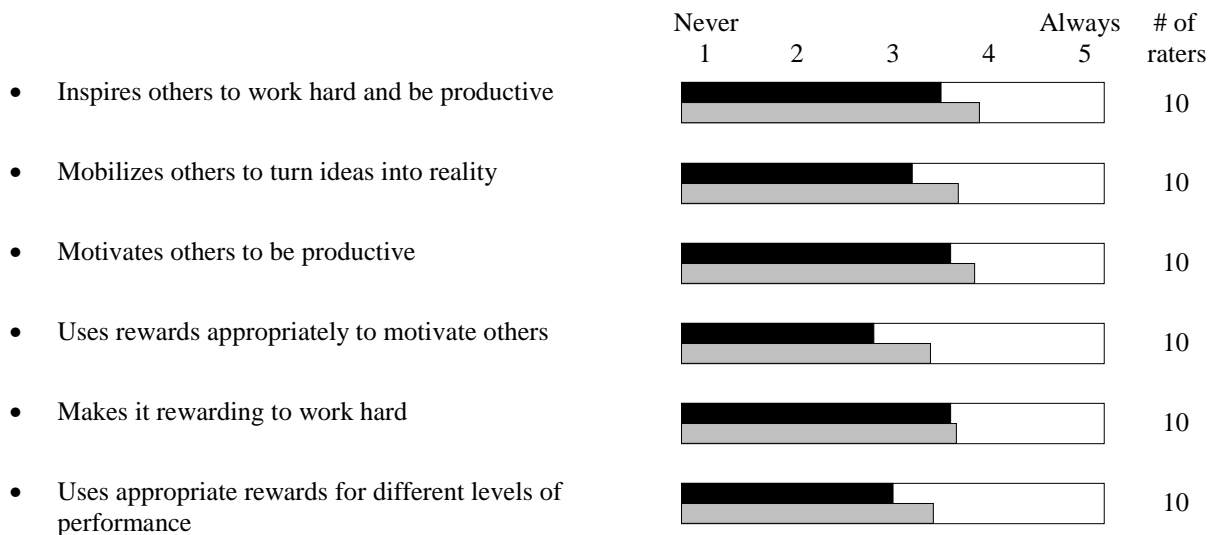
TEAM MOTIVATION

Team Motivation assesses your skill in motivating others to work hard by making good performance rewarding and satisfying. Effective managers stimulate productive activity by steering motivational forces in directions that energize others to transform ideas into action. A strong manager can be seen as a generator producing "positive energy" that propels the team to look forward to a high level of achievement.

Your Results

Team Motivation is one of your lower scores, in the eyes of your co-workers. They see your skills in this area as lower than many other managers. In assessing yourself, you describe your skills somewhat more positively than your co-workers do.

Here are your ratings by co-workers on the Team Motivation items:



Development Priority

Co-workers rank Team Motivation as one of the five most important skill areas for someone in your job.

Developing your skills in Team Motivation may be a HIGH priority for you.

- Team Motivation is one of the five most important skill areas for your role.
- Team Motivation is not one of your higher scores from co-workers.

Potential Barriers

Factors hindering a manager's role as a motivator might include:

- A personal style that is very easy-going and low-energy
- Conflicting values and motives among team members
- Externally imposed events, such as a reduction in force
- A demanding and perfectionistic attitude, quick to point out flaws but slow to recognize virtues

Motivating the team is a key managerial role. The ability to motivate others is well recognized in management research as vital for managerial effectiveness. There is more to this than simply using the proverbial "carrot and a stick." People are attracted to positive, rewarding work experiences and repelled by punishment, so effective managers use many "carrots" and few "sticks." Moreover, they use different kinds of "carrots" depending on the kind of individual they seek to motivate. Their "carrots" might be tangible, such as rewards for a high level of accomplishment, or intangible, such as support for an individual's intrinsic desire for achievement. Finally, they set a personal example by maintaining high levels of energy and activity, leading others to adopt a faster pace themselves.

Relations With Other Skills

Inspiring and motivating your team is a complex skill that depends on many other aspects of managerial effectiveness. For that reason, Team Motivation tends to be strongly related to many other scales, including Empowerment, Mission Skills, Networking, Problem Solving, Relationship Skills, and Planning.

Options For Development

Attitudes and Values

- Assess your own energy level at work. What percent of the time are you enthusiastic and energetic, and what percent of the time might you appear indifferent and lethargic? Can you generate excitement and maintain a fast pace for a long time before you find yourself running out of steam? Identify things that drain your energy and things that recharge you, so that you more consistently are an energetic role-model to your team.
- Examine whether your overall attitude is positive and enthusiastic. When you look at someone's work, how much do you comment on what was done well and how much on what was done badly? Is your typical reaction overwhelmingly positive, or are you typically critical? Imagine that you are one of your own team members sitting on the other side of the desk: would you feel inspired and highly motivated?

Knowledge and Understanding

- Make a written list of all the things you can use as positive reinforcers for your team. Be creative in thinking along many different lines: economic incentives, tickets to popular events, extra long weekends, parties, flowers or plants, being taken to lunch, verbal recognition, special training arrangements, plaques or trophies, publicity in the company newsletter, and so on. Use as many of these ideas as possible.
- Watch closely the behavior of a manager who you know is exceptionally inspirational and motivating. Try to pick out the special things this person does that others see as inspiring.

Involving Others

- Have a discussion with team members, individually or as a group, to hear what they say about what helps get them really excited and willing to work their hardest. (You may have to ask the question in different ways, to get past facile answers like "More money.") Are the answers what you expected? Are the answers the same for everyone? Are the answers the same for each kind of task that team members have to perform?
- Seek meaningful ways to involve the entire team in the planning and decision making around the unit's work. Allow them to feel ownership themselves for the team's problems and successes, as a way of calling forth self-motivation and esprit de corps.

Actions

- Ask your company's training department about team building exercises for developing a higher level of trust and interpersonal understanding. These exercises should help you get a better feel for the moods and attitudes of your team members, and help you find an appropriate way to motivate more effectively and lead the team.
- Celebrate successes frequently. Make a point of having a mini-party with the team to recognize the accomplishment of a milestone. Develop enjoyable rituals that become a traditional part of life at work.

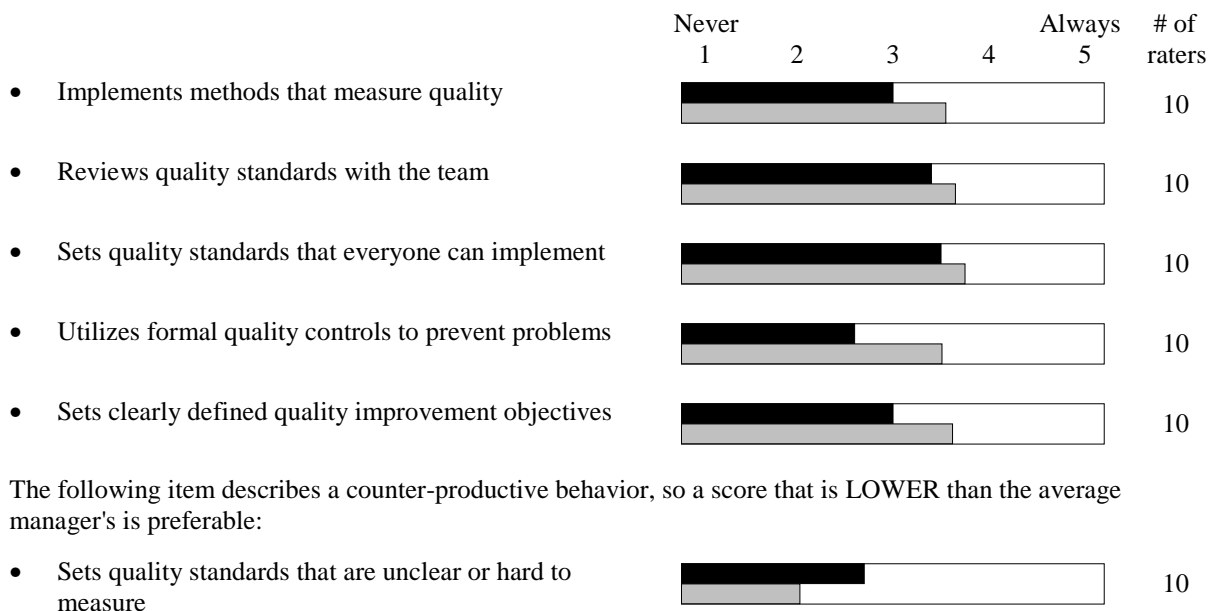
QUALITY IMPROVEMENT

Quality Improvement measures the degree to which you emphasize high quality and take action to improve it. In addition to verbally emphasizing the importance of continually improving on quality, a concerned manager frequently works with team members to reach understandings about the aspects of quality that apply to their activities. A manager with a high Quality Improvement score creates specifications that are clearly understood by the team, uses techniques to measure quality objectively, and aggressively pursues the team's ideas on how to improve quality.

Your Results

Co-workers rate Quality Improvement as one of your lower skill areas. They report your skills to be significantly lower than those of an average manager. The graphic summary of scores shows that your self-report is considerably higher than the average of your co-workers' reports. You may be unaware of some quality improvement issues that are apparent to your co-workers.

Here are your ratings by co-workers on the Quality Improvement items:



Development Priority

Co-workers do NOT rank Quality Improvement as one of the five most important skill areas for someone in your job.

Developing your skills in Quality Improvement may be a MODERATE priority for you.

- Quality Improvement is NOT one of the most important skill areas for your role.
- Quality Improvement is one of your lower scores from co-workers.

Potential Barriers

A manager's skill at improving quality can be hindered by:

- Pressures for immediate production
- Perceptions that the team's work does not readily lend itself to being defined and measured in terms of quality
- A corporate climate that suppresses open examinations of quality by reacting punitively to any signs of inadequacy

However, quality is increasingly recognized as a competitive tool which has a strong impact on profitability. For example, research by the Strategic Planning Institute ("Profit Impact of Market Strategy") suggests that higher quality means higher revenues. But "quality" can have the following aspects: performance (greater capacity), features (more bells and whistles), reliability (less downtime), conformance to requirements (fewer defects), durability (longer life), serviceability (speed of repair), and aesthetics. The pursuit of higher quality is no luxury. For example, improvement in "conformance to requirements" quality actually lowers production costs by reducing rework, waste, and post-sales service. Continual quality improvement relies on a management commitment to learn from customers, measure quality, provide feedback, train employees, and coordinate the efforts of the total organization.

Relations With Other Skills

Quality Improvement skills are closely related to skills in Planning, Performance Feedback, and Staff Development. The common themes are, respectively, specifying clear goals, comparing actual performance to standards, and fostering the continual pursuit of improvement.

Options For Development

Attitudes and Values

- Take a look at the way you communicate your values about quality. Do you talk about quality to customers? Do you personally train others about quality issues? Do you report measures of quality improvement along with other results? In a crunch, do you lower quality standards to meet a deadline, or do you miss the deadline to maintain the quality standards? Convince others that you are serious about high quality.

Knowledge and Understanding

- Talk to co-workers to find out why their views of your Quality Improvement skills are different from yours. Are their expectations dramatically different?

What is their experience with other teams and other managers? Can they think of key incidents to illustrate their observations?

Involving Others

- Meet with your team as soon as possible to develop clear measures of quality. Involve your team in identifying what aspects are important, and what would be effective ways to measure them.

Actions

- Sharpen your measurement of quality and publicly post the results. Use this feedback as a stimulus to your team members to find ways to improve.

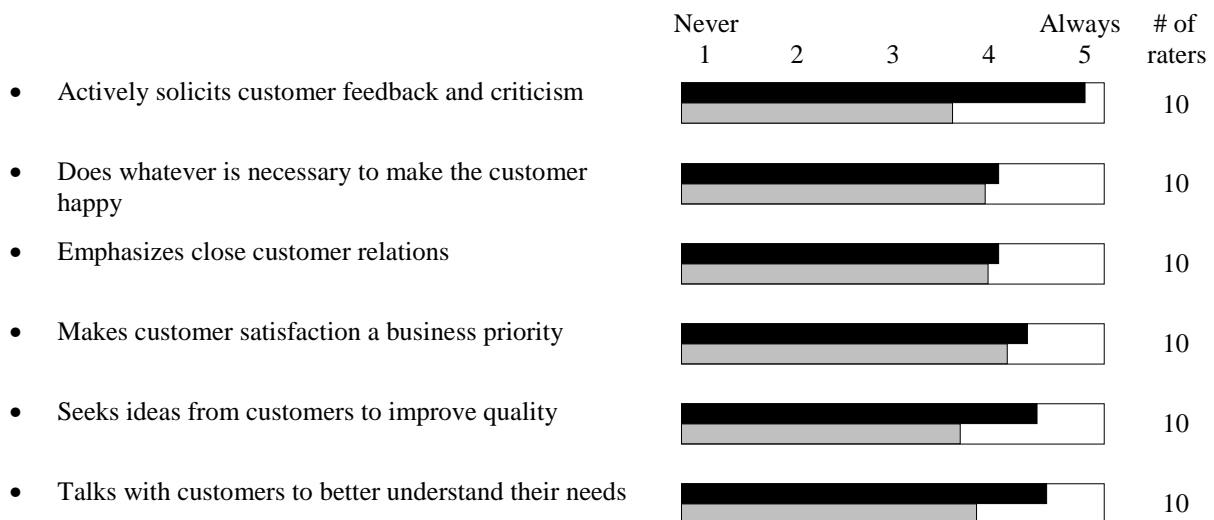
CUSTOMER FOCUS

Customer Focus measures your concern for ensuring that you stay alert to your customers' expectations about quality, service, and responsiveness. This includes the recognition that customers are a major source of valuable information about how your operations can become more successful. A manager who gets high scores on the Customer Focus scale stays close to customers by anticipating their needs, by treating their comments or criticisms as useful information, and by seeing the business from their perspective, the way customers experience it. The underlying philosophy is that you can only succeed in the long run if you excel at knowing what your customers want and making them thoroughly satisfied.

Your Results

Co-workers rate Customer Focus as one of your three highest scores. They portray your skills as being exceptionally high—at the level of high-performance management. Your own rating of your skills is probably very realistic, since it is very close to the rating from your co-workers.

Here are your ratings by co-workers on the Customer Focus items:



Development Priority

Co-workers do NOT rank Customer Focus as one of the five most important skill areas for someone in your job.

Developing your skills in Customer Focus may be a LOW priority for you.

- Customer Focus is NOT one of the most important skill areas for your role.
- Customer Focus is NOT one of your lower scores from co-workers.

Relations With Other Skills

Your skills at focusing on your customers are related to other management skills, especially Promoting Innovation, Mission Skills, and Networking. Together the skills are about fostering new ideas, identifying ways for the organization to fill worthwhile needs, and reaching out to develop a broad base of useful resources.

Keep Up The Good Work

You have already developed successful techniques for staying close to your customers. Your strategy not only enables you to build customer loyalty, but it can help you anticipate new market developments and identify trends. Although you can never be too closely attuned to your customer's needs, further development of Customer Focus skills need not be your highest priority.

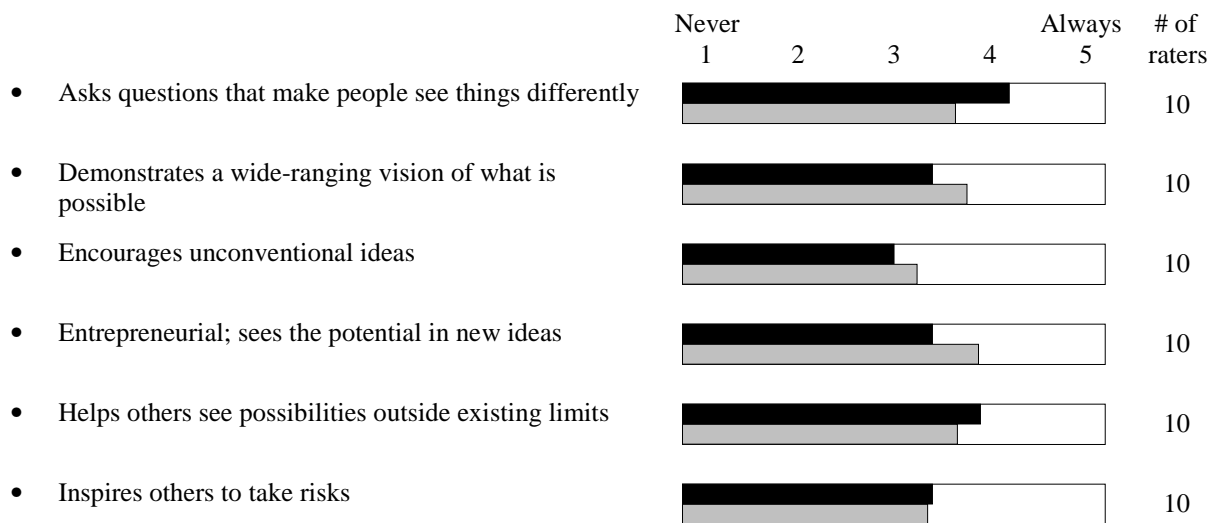
PROMOTING INNOVATION

Promoting Innovation measures the extent to which you share a desire for new ideas with others in inspirational ways. Here, the habit of being alert to emerging opportunities is combined with a pattern of behavior that encourages creative action by others. High scores on this scale would indicate that you have the foresight to see beyond current conditions, you inspire others to see new possibilities, and you have a talent for fostering new ideas and innovations. Such a leader shapes a team which is future-oriented and innovation-seeking.

Your Results

Promoting Innovation is one of your higher scores from co-workers. Notwithstanding, they see your skills as roughly comparable to those of an average manager. Although you see yourself as more skilled than they do, that difference in perception is not large enough to be noteworthy.

Here are your ratings by co-workers on the Promoting Innovation items:



Development Priority

Co-workers rank Promoting Innovation as one of the five most important skill areas for someone in your job.

Developing your skills in Promoting Innovation may be a MODERATE priority for you.

- Promoting Innovation is one of the five most important skill areas for your role.
- Promoting Innovation is one of your higher scores from co-workers.
- Your skills in this area are about the same as those of a typical leader or manager.

Potential Barriers

Many managers must overcome a variety of personal and external obstacles, including:

- "Not Invented Here" syndrome, resistance to ideas that did not originate with the managers
- Hesitancy to commit resources to actions based on what others might see as high risk or precarious assumptions
- Demand for immediate results, which hampers experimenting with new ideas

Still, the ability to promote innovation is very important. Many research studies conclude that the most effective managers and leaders have a strong emphasis on promoting innovation. This is described typically as directing and energizing innovative learning, or as creating a corporate capacity for innovation. Innovation can take many forms: new products, features, services, production techniques, uses, or markets. The impact of countless small incremental improvements has been shown ultimately to equal the impact of radically new, "breakthrough" technologies.

Relations With Other Skills

Skills in Promoting Innovation are closely related to other management skills, especially in Problem Solving, Team Motivation, Influence, and Mission Skills. These skills together include recognizing the opportunities in "problem" situations, acknowledging the value of team members' ideas, persuading others to see things in a new way, and maintaining a firm vision of the company's future.

Options For Development

Attitudes and Values

- Make a habit of telling co-workers they are "creative" and "innovative," and frequently point out specific examples. This will help shape a team climate that values innovation.

Knowledge and Understanding

- Look to your customers as a fertile source of ideas for new products, new services, new markets, and so on. What do they complain about? What do they wish they could get? Innovations are more likely to succeed if customers are directly involved from the beginning; how can you facilitate this?

Involving Others

- Start an "Innovation of the Week" campaign within your team. This will help bring out a lot of little innovations, which over time add up to major changes.

Actions

- Arrange "Forward-Thinking Conferences," bringing in outside specialists to help anticipate future problems and opportunities. Give team members some ownership of innovation issues by giving them rotating responsibility for conducting the conferences.

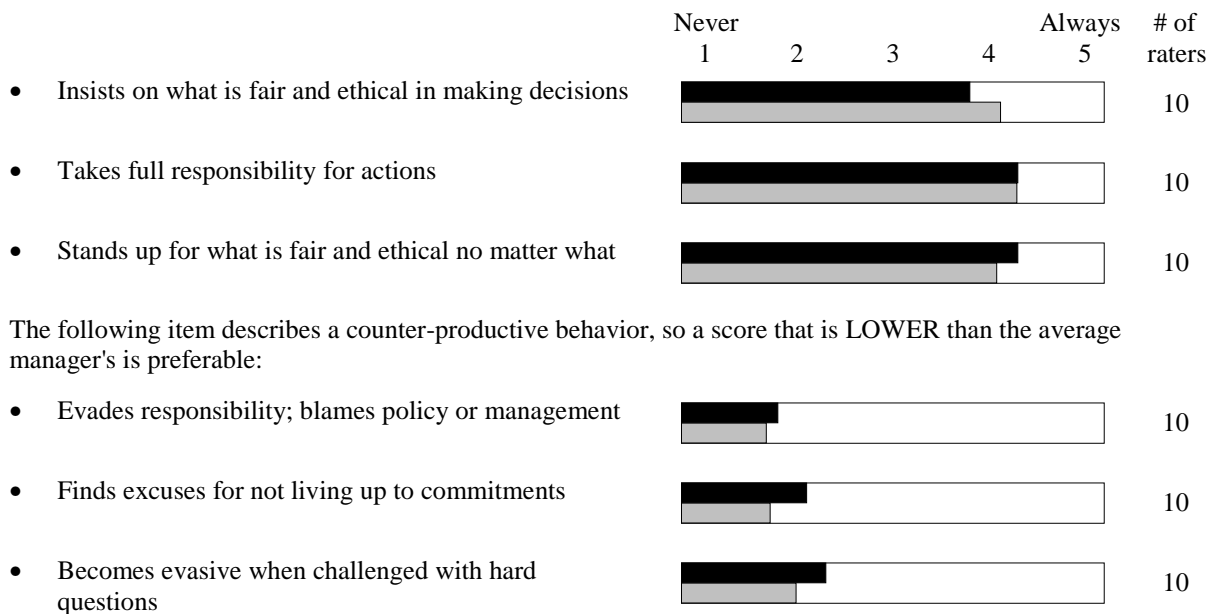
ACCOUNTABILITY

Accountability measures the extent to which you personally exemplify responsible, ethical, and honest behavior. Your values and expectations are communicated more clearly by your actions than by your words. A high score on Accountability would indicate that you honor commitments, stress personal accountability, and never make excuses to avoid responsibility for failures. Exhorting others to fulfill their promises only works for leaders who act that way themselves. Managers with high accountability "practice what they preach."

Your Results

Your Accountability score lies in the middle of your other scores, according to your co-workers' ratings. They report that your skills at showing accountability are comparable to those of most managers. If you look at the Overview's graphic summary of scores, you can see that your self-report for Accountability is somewhat higher than the one by your co-workers.

Here are your ratings by co-workers on the Accountability items:



Development Priority

Co-workers rank Accountability as one of the five most important skill areas for someone in your job.

Developing your skills in Accountability may be a HIGH priority for you.

- Accountability is one of the five most important skill areas for your role.
- Accountability is not one of your higher scores from co-workers.

Potential Barriers

Forces that make it harder for managers to exemplify personal accountability include:

- A corporate culture in which mistakes are treated punitively and greatly affect a manager's career—such an environment puts pressure on you to cover up errors or shift responsibility
- Emotional investment in a self-image of high competence, making it difficult not to agree to commitments even when you know it will be very difficult to keep your word
- Conflict situations, in which a manager hopes to avoid dealing with conflict by denying major responsibility for the situation. However, your skill at maintaining personal accountability has a strong impact on your team.

To be an effective leader, you must send constant messages, by words and by actions, that your goals are worthy and your methods are principled. This earns your team's respect and trust. You add to that trust when you back up your words by action. Paradoxically, you also add to that trust when you make a well-intended mistake, if your team sees you admitting to the mistake and trying to learn from it. But you dilute your team's trust whenever you deny that you have made a mistake or evade responsibility. If you are not fully committed to stand behind your actions, how can you expect your team to stand behind you?

Relations With Other Skills

Demonstrating accountability is typically related to other skill areas, especially Efficiency, Team Motivation, and Planning. The common element is skill at tuning all of your actions to be perfectly consistent with the values and goals you publicly put forth.

Options For Development

Attitudes and Values

- Think about your attitudes toward mistakes. Can you tolerate mistakes made by others, communicating that you view them as "learning experiences?" How easily can you admit to having made mistakes yourself? When someone criticizes something you have done, is your reaction mostly objective or mostly defensive?
- Think about your motivations in connection with incidents in which your accountability and integrity could have been better. When you do things that might reflect poorly on your integrity, what are your motivations and what

personal needs are you trying to serve? When you neglect to do things that would bolster your accountability and integrity, what motivations are missing and what alternate needs are you trying to serve instead?

Knowledge and Understanding

- Examine the accountability of your team members. Identify occasions when they failed to follow through on a commitment, or when they made excuses for sub-par results. Do you feel that you are in a strong moral position to question them gently about these lapses in accountability? Or would they be able to point out that you do the same things yourself? What techniques can you adopt that would help you encourage accountability in your team members?
- Make a list of all the people who you think expect your work to be perfect. How do their demands for perfection affect your tendency to present your work in its best possible light, even to the extent of glossing over potential problems or blaming others for delays? What are some things you can do to make their expectations more realistic without detracting from your good reputation?

Involving Others

- Ask one of your closest team members to act out a typical situation in which accountability might become an issue. You should play the part of your superior, a team member, or a customer. The other person should pretend to be you, and run through the scenario twice, once to show what it is you personally do, and a second time to show what you could do that would be better.
- Re-examine the way you and your co-workers hold each other accountable. Are there ways in which you effectively avoid bringing up certain issues about each other's performance? Talk to your team about finding ways to make it easier for each other to act accountably, and harder for each other not to.

Actions

- Be more aware that your co-workers learn something from virtually every action you take. Each of your actions provides clues to them about what you really value. Sometimes the clues are subtle, sometimes not. For example, a manager's attendance at monthly quality assurance meetings probably communicates louder than memos and statements that quality is important.
- Set the best possible example for your team. Use day planners, scheduling calendars, daily reminders from support staff—whatever it takes—to make sure you get done the things you said you would.

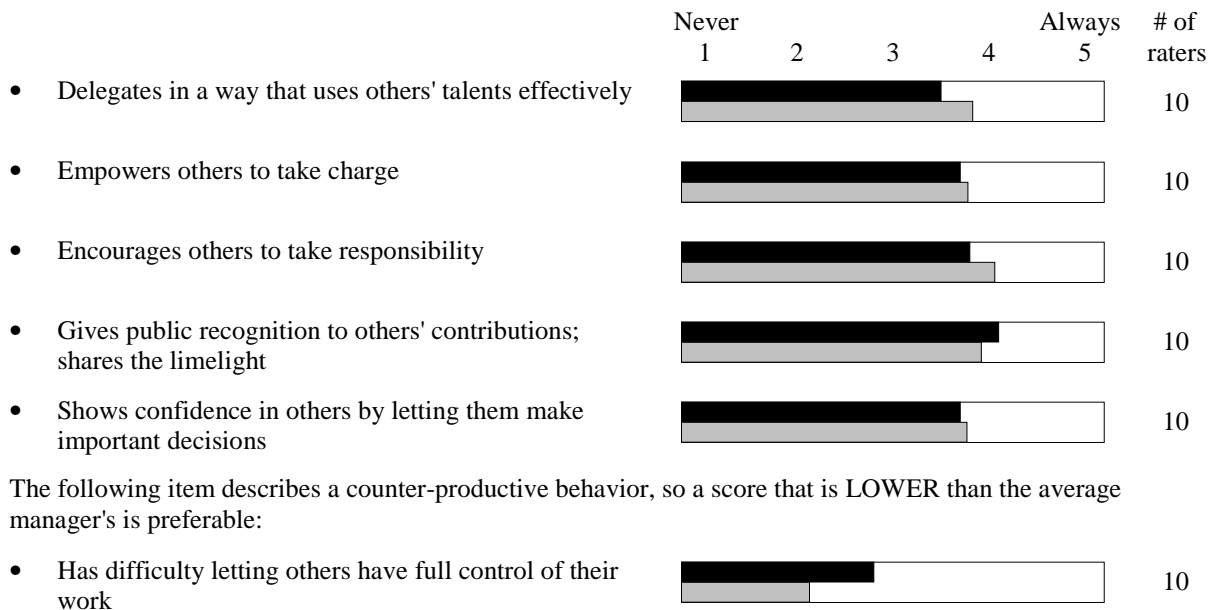
EMPOWERMENT

The **Empowerment** scale measures your tendency to push decision-making authority and responsibility downward, giving team members "ownership" of their work. This goes beyond merely assigning tasks: you empower team members by demonstrating faith in them to take complete charge within their sphere of operation. This means clearly communicating confidence in their abilities, and making them responsible for solving the problems they encounter.

Your Results

Empowerment is approximately in the middle of your other scores, as the Overview graphic shows. Despite that, co-workers see your Empowerment skills as lower than those of many managers. Yet you rate your Empowerment skills considerably higher than your co-workers do. You may have a blind spot in this area.

Here are your ratings by co-workers on the Empowerment items:



Development Priority

Co-workers rank Empowerment as one of the five most important skill areas for someone in your job.

Developing your skills in Empowerment may be a HIGH priority for you.

- Empowerment is one of the five most important skill areas for your role.
- Empowerment is not one of your higher scores from co-workers.

Potential Barriers

Some of the barriers to a more empowering style might include:

- Very inexperienced team members
- An organizational culture that creates strong expectations for a controlling style of management
- A belief that the best way to ensure good results is by retaining personal control

The hardest struggle will probably be within yourself, as you resist your natural desire to exercise control, and you deliberately stretch your trust in your team members' judgment by giving them larger and more important tasks to do entirely on their own. Research clearly shows that team members perform better when they are empowered. You only become empowering when you "really let go" and rely on team members' self-motivation to get the job done right.

Relations With Other Skills

As a rule, Empowerment skills are most closely related to Team Motivation, Relationship Skills, Planning, and Mission Skills. This is because an empowering style is aided by using motivational techniques that reinforce team members' initiative, by providing personal support, by defining desired results well in advance, and by providing a strong sense of purpose to guide all activities.

Options For Development

Attitudes and Values

- Make two lists. In the first, list all the types of decisions for which you have been willing to let other team members have the final say. In the second, list all the types of decisions for which you always have the final say. Compare the two lists. What messages are implicitly being sent to co-workers by these two lists?
- Maintain the self-esteem of co-workers. On a daily basis, in every important contact, recognize what they have done well. Listen attentively to what they have to say, absorbing both their comments and their feelings about each issue. Build up their positive feelings about themselves by showing them that their efforts make a difference. Impart the attitude that they are capable and valued people, able to make good things happen.

Knowledge and Understanding

- Meet with team members to compare their perceptions of your empowerment skills with your own. What do they think is needed for them to feel that their efforts have a great impact and that they "own" their work?
- Be more aware of your team members' strengths. Think of their job qualifications, skills, and accomplishments. How can you help each to make the most of their strengths by giving them the resources and total authority to undertake projects?

Involving Others

- Find a skilled mentor who will help you develop a more empowering style.
- Open a discussion with team members about how the team can become more empowered. Listen for their good ideas, and avoid being defensive or denying what they say. In listening, respond with empathy by considering the emotional tone of team members' comments. Above all, show respect by acting on their ideas. If there is any doubt about whether to use a suggestion, do not make the decision yourself but have the team decide.

Actions

- Work hard toward developing each member of your team to be capable of taking over for you in a crunch; you are not making yourself dispensable, you are giving yourself room to maneuver. Experiment with something outside your comfort zone: the next time a decision needs to be made, ask another team member to make the decision, no matter what it is.
- Avoid "micro-managing." By concentrating only on major issues, reduce dramatically your level of involvement in task details. Get your team members to take care of more details themselves. Help them plan, be available for teaching, but otherwise let them run their own shows.

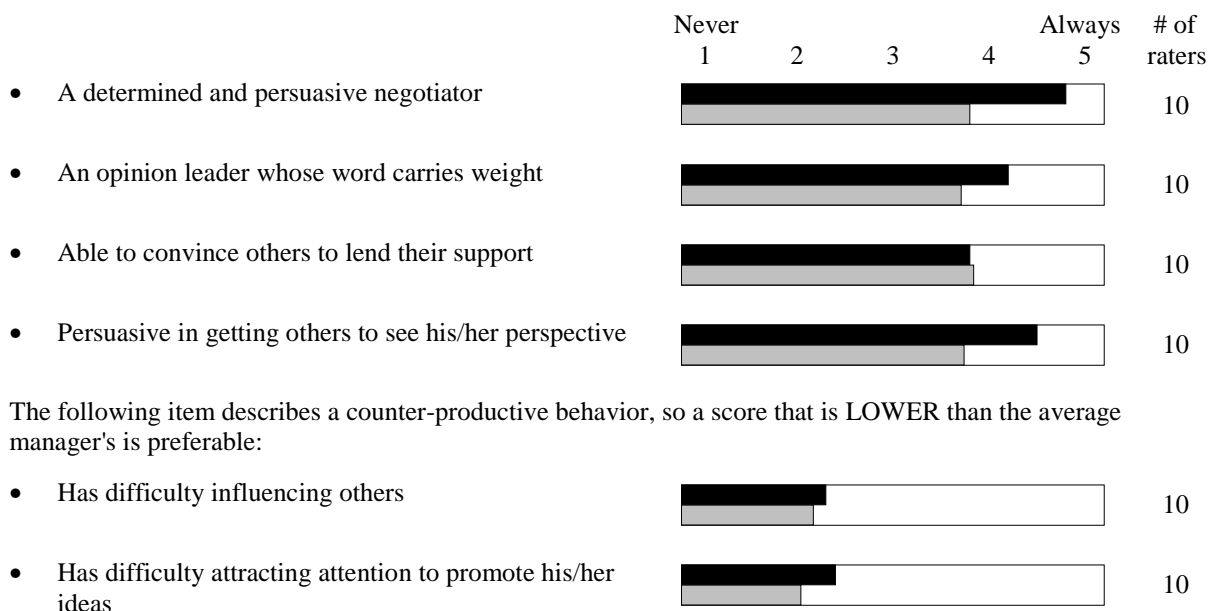
INFLUENCE

Influence measures your ability to express your ideas in ways that lead others to share your perspective and reach agreement. It reflects high levels of communication and political skills. These skills usually involve not only presenting facts clearly and appealing to shared values but also assessing other persons' emotional readiness and anticipating their unspoken concerns. Managers with high scores on Influence are important leaders in shaping popular opinion, successful at drawing attention to the right issues, and effective in gaining the cooperation of others.

Your Results

Influence is one of your higher scores, judging from co-workers' responses. They assess your skills at influencing others to be strong, relative to most managers. In your self-assessment, you appraise your skills as being at essentially the same level as your co-workers do.

Here are your ratings by co-workers on the Influence items:



Development Priority

Co-workers do NOT rank Influence as one of the five most important skill areas for someone in your job.

Developing your skills in Influence may be a LOW priority for you.

- Influence is NOT one of the most important skill areas for your role.
- Influence is NOT one of your lower scores from co-workers.

Relations With Other Skills

Your skills at influencing and persuading co-workers are affected by your other management skills, especially in the areas of Networking, Mission Skills, Team Motivation, and Problem Solving. That is, your influence is affected by your skills at staying in touch with broad political and social currents, appealing directly to important shared values, and developing good ideas for dealing with problems.

Options For Development

Attitudes and Values

- Imagine how an advertising agency would plan a campaign around an issue that is important to you in your company or in your team. You, the agency, will succeed by making ideas attention-getting and attractive to the audience. How much of your campaign should be based on pure logic and reason? What attitudes and values in your audience do you need to "tap?" How should your "commercials" and "advertisements" address people's needs and values, quite apart from any rational appeal? What do you feel will be the best mix of "hard sell" and "soft sell?" What basic human emotions will you aim for—humor, fear, love, excitement, curiosity, greed, envy, joy?

Knowledge and Understanding

- Make a list of "sales techniques" to be used when you want to persuade co-workers to do something. What would a good salesperson tell you about more effective ways to sell your ideas?

Involving Others

- Imagine yourself in a co-worker's position. Write down what you think others would say about why you are not more influential. What would they tell you to do? Check out your conclusions with a trusted co-worker.

Actions

- Be the first to speak up at meetings about issues which concern you. Part of being influential is simply defining which matters get discussed and from what perspective.

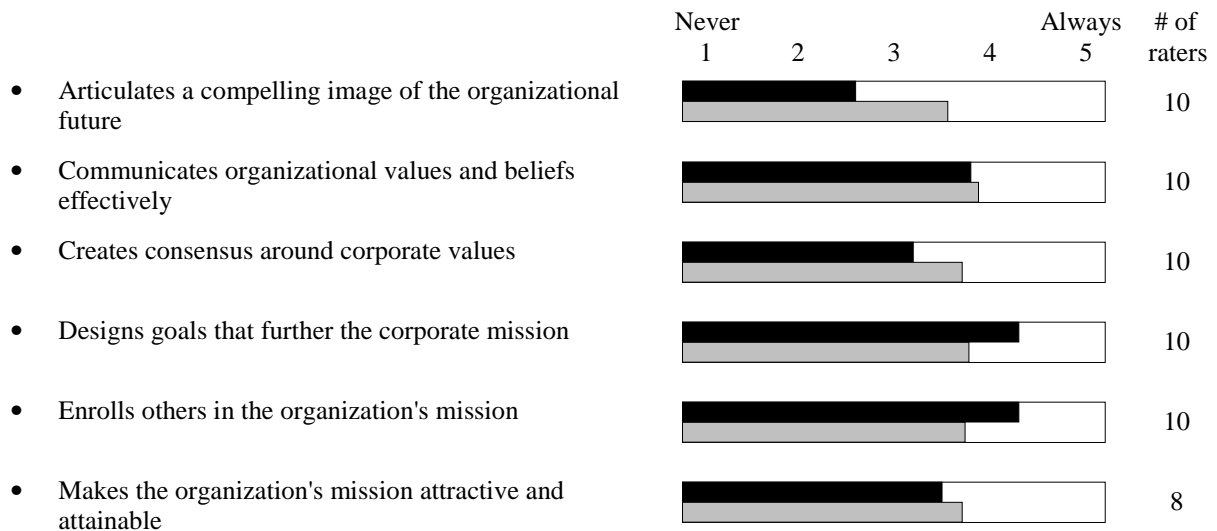
MISSION SKILLS

Mission Skills assesses how well you create a compelling picture of the organization's values and purpose. Your articulation of the corporate mission provides the motivation and direction for others. A high score on this scale would show that you inspire broad agreement about the organization's values, excite others about the organization's future, and enroll them in achieving difficult goals that help to accomplish the organization's mission. Imbuing others with their own driving sense of mission is a crucial part of leadership.

Your Results

Co-workers rate Mission Skills as one of your higher scores. They rate your skills as being about average in relation to those of a typical manager. This offers a moderate contrast with your own view, because you describe your Mission Skills in somewhat more positive terms.

Here are your ratings by co-workers on the Mission Skills items:



Development Priority

Co-workers do NOT rank Mission Skills as one of the five most important skill areas for someone in your job.

Developing your skills in Mission Skills may be a LOW priority for you.

- Mission Skills is NOT one of the most important skill areas for your role.
- Mission Skills is NOT one of your lower scores from co-workers.

Potential Barriers

Developing and sharing a clear, compelling vision is seldom easy. Factors that inhibit a manager's success might include:

- Vacillation or uncertainty about what the corporate mission really is or should be, and how the team fits into it
- Lack of contact with your organization's ultimate customers, where your team's actions are so far removed from the eventual impact on customers that the impact is not seen and heard
- A rules-oriented company culture where actions are guided "by the book," not by a personal sense of mission

On the other hand, a sense of mission is the heart of leadership. Without a clear, convincing vision of where you want to go, you may stay in charge of your team, but you will never lead it. When you create a single, driving sense of purpose, each team member can act with a minimum of further guidance—because the guidance is already there in the shared sense of mission. Each day, in many ways, the leader must work to reinforce awareness of the mission and show how it is accomplished by details of everyday work. Otherwise, the "mission" becomes a platitude and loses its motivational force to provide meaning for the team's tasks.

Relations With Other Skills

Your skills at creating a strong sense of mission are related to other management skills, especially Networking, Influence, and Team Motivation. The combined skills help to maintain a strong awareness of your team's place in its context, shaping consensus about common goals, and enabling the team to see the value of its work.

Options For Development

Attitudes and Values

- Recognize that leading others to a consensus on an overarching mission enters into the domain of values and emotions. Purely rational and analytic approaches are likely to have limited effectiveness. Instead, what strategies can you use that are more suited to clarifying values and shaping cultural norms?

Knowledge and Understanding

- Compare the task of enrolling others in the corporate mission to the task of shaping a new local culture. How does this new culture provide direction and meaning for the activities that go on in it? Who are the heroes in this culture? How are norms communicated and reinforced? How do the "folk stories"

within this culture reveal its values? In what ways can you influence the development of this culture?

Involving Others

- Talk to your team members about their attitude toward the company's mission. Do they have the feeling that a "statement of mission" is just a platitude, a kind of obligatory preface to an operations manual? Do they feel like they know what the company's mission really is, and how it affects what they do? Do they feel like all their activities are relevant to the mission? Do they feel like all the functions that support the team—such as the rules that guide hiring and salary decisions—are aligned with the mission?

Actions

- Recognize heroes. Publicly praise people who heroically go beyond—or even ignore—the usual rules but act consistently with the mission. For example, an "employee of the month" award could be based solely on actions and accomplishments that best exemplify the mission.

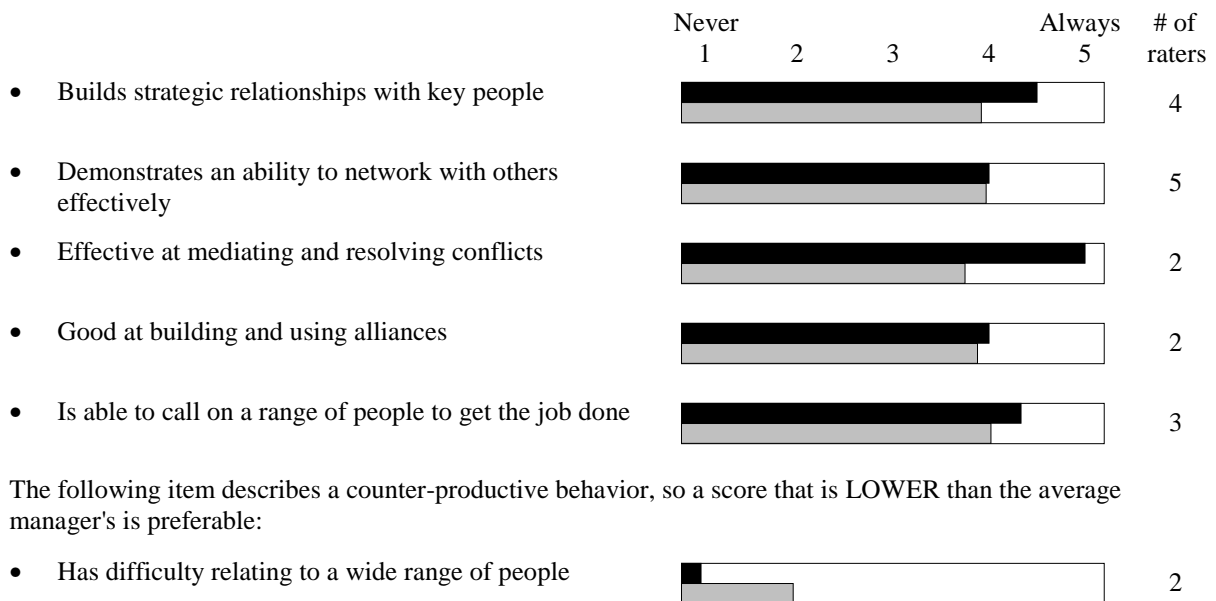
NETWORKING

Networking gauges your skill at developing useful contacts with a variety of people in diverse locations. This interpersonal and operating savvy involves sharing interests and information with people who may be inside or outside the obvious work-related communication channels. It pays to be well connected.

Your Results

Co-workers had difficulty rating you in the area of Networking. They selected the "Unable to Rate" option so frequently that a credible overall score cannot be reported. Your self-assessment ratings suggest that you see your skills in this area to be exceptionally well developed compared to other managers.

Here are your ratings by co-workers on the Networking items:



Development Priority

Co-workers do NOT rank Networking as one of the five most important skill areas for someone in your job.

Developing your skills in Networking may be a MODERATE priority for you.

- Networking is NOT one of the five most important skill areas for your role.
- Co-workers who provided you with feedback frequently selected "Unable to Rate" as their response to items that deal with this skill area. This is a signal that your actions in this area are not visible to the people around you.

Potential Barriers

Although networking activities are almost entirely under managers' own control, there may be forces that make some managers less likely to network as effectively as others. These include:

- Strong time pressures, so that every minute is spent on activities directly related to the immediate tasks
- Being introverted, making it less likely for managers to introduce themselves and get to know a wide range of other people
- A negative attitude toward "organizational politics"

Modern companies are made of interdependent functions and operations. Managers may have authority within their own departments, yet they very often need the cooperation of people in other departments to get things done. In fact, they sometimes need the cooperation of people completely outside the company. When the organization's formal structures do not give them the authority needed, managers turn to social channels. Research shows that managers who develop many contacts, friendships, and allies are more effective. Effectiveness is greater when this social network includes people in more powerful positions, and when the network extends throughout the entire organization and beyond.

Relations With Other Skills

Networking skills are most closely related to Influence, Mission Skills, Team Motivation, and Relationship Skills. The overlapping skills are ways of expressing and sharing mutual interests with others, keeping a high awareness of the broad organizational context, supporting and rewarding others, and dealing with people on a close interpersonal level.

Options For Development

Attitudes and Values

- Look at networking in the context of "lifelong learning." Many top managers approach their work and their life as a process of continual improvement and growth. Networking can be a valuable way of finding out new information, learning new skills, and getting a new perspective on issues. If you have negative feelings about the potentially insincere and manipulative aspects of networking, what changes in attitudes about networking would reinforce your ability to learn from others on an on-going basis?

Knowledge and Understanding

- Give yourself feedback. Start a log to record how often you network outside familiar channels, and with whom. This can be as simple as jotting a note in

your day planner each time, and then reviewing your notes after a couple of months. Who is in your network? What percentage of contacts are initiated by you, instead of by them?

Involving Others

- Learn from people who are adept at networking. Talk to them to find out how they got that way. How did they usually meet the people they know? How do they maintain contact?

Actions

- Become active in a relevant professional organization, local civic clubs, or on a committee of an industrial association. This is a time-honored way to meet people with similar interests.

Breakout of Item Results from Different Raters

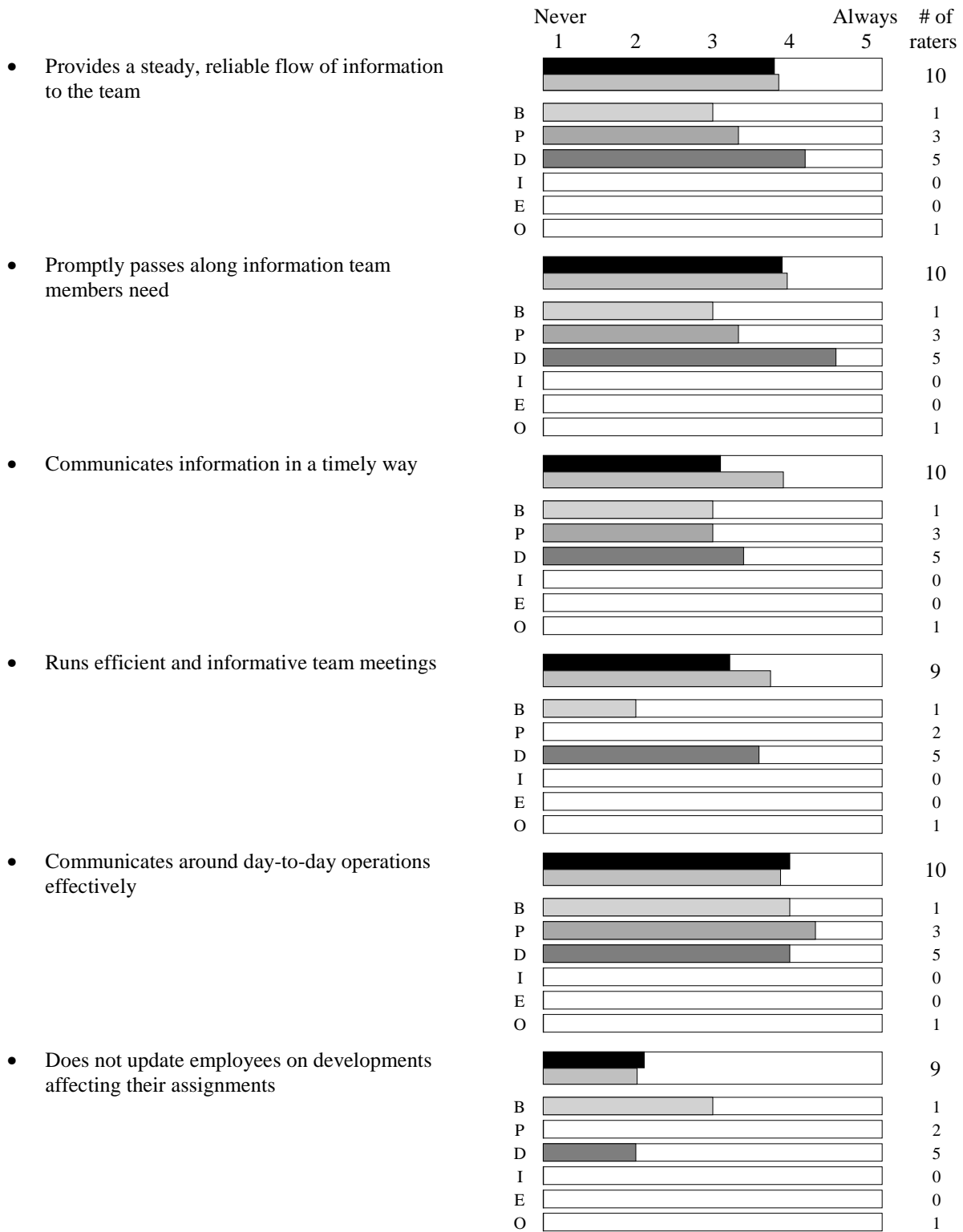
This section of the report displays the results for each item in the assessment. The purpose of this section is to show you how individuals in each rater category responded to each assessment item. If no results are displayed at all, it may be that all your raters are in the same rater category (all were peers, direct reports, and so on) so the "item breakout" is not needed. Alternatively, it may be that you were assessed by fewer than three direct reports, three peers, three internal customers, and so on—there is no single category of rater containing enough data for a display, so the "item breakout" is skipped because it would be empty.

For each assessment item, the top dark bar shows the combined, average rating for all raters who provided feedback to you in the current assessment. The shaded bar below that shows the results of an average leader in the norm group. (These two bars are exactly the same as the ones in the Skill Area Detail section.) The narrower bars that follow show results broken out separately—where possible—by boss, peers, direct reports, internal customers, external customers, and others. The letters **B**, **P**, **D**, **I**, **E**, and **O** precede the breakout item bars for **B**osses, **P**eers, **D**irect Reports, **I**nternal Customers, **E**xternal Customers, and **O**thers, respectively. The total number of people who provided valid ratings is shown to the right of the item display.

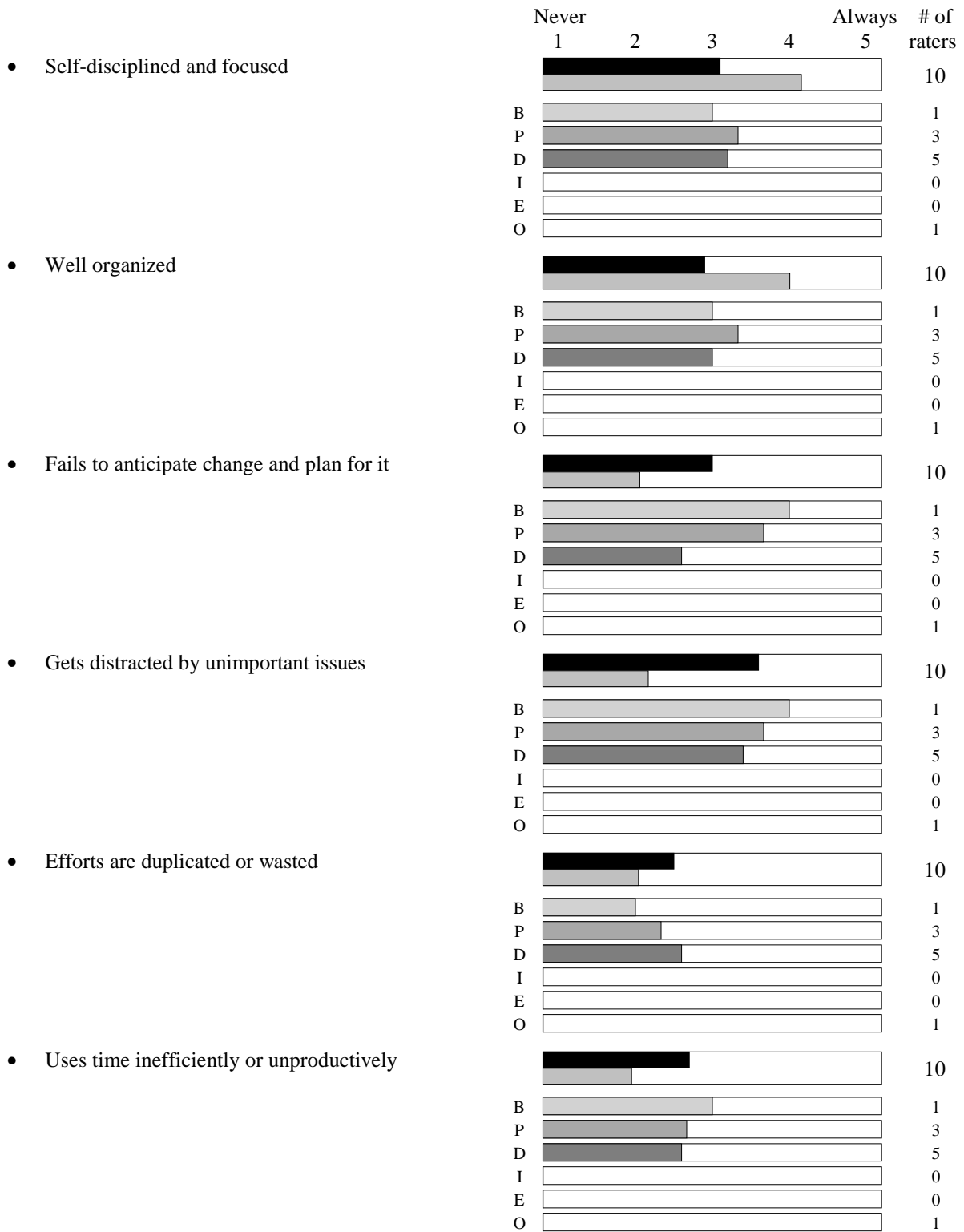
The following rules govern the display of ratings:

- The average rating for each assessment item (the top dark bar) is based on the total number of raters who were able to respond to the item. This number of raters may be less than the total number of raters who assessed you because certain raters may have been unable to respond to the specific item.
- For ratings to be displayed for the boss category, at least one boss must have responded to a majority of the items and the boss must have indicated that he or she agreed to have his or her results shown separately. If the boss did not agree, his or her results are included in the average rating but are not "broken out" separately. If you were rated by two or more bosses, the average rating of the bosses is displayed regardless of whether or not the individual bosses gave consent to have their results "broken out" separately.
- For assessment item ratings to be displayed for each of the other rater categories, at least three raters in the category must respond to the assessment item. If less than three raters were able to respond, a bar with no shading is displayed.

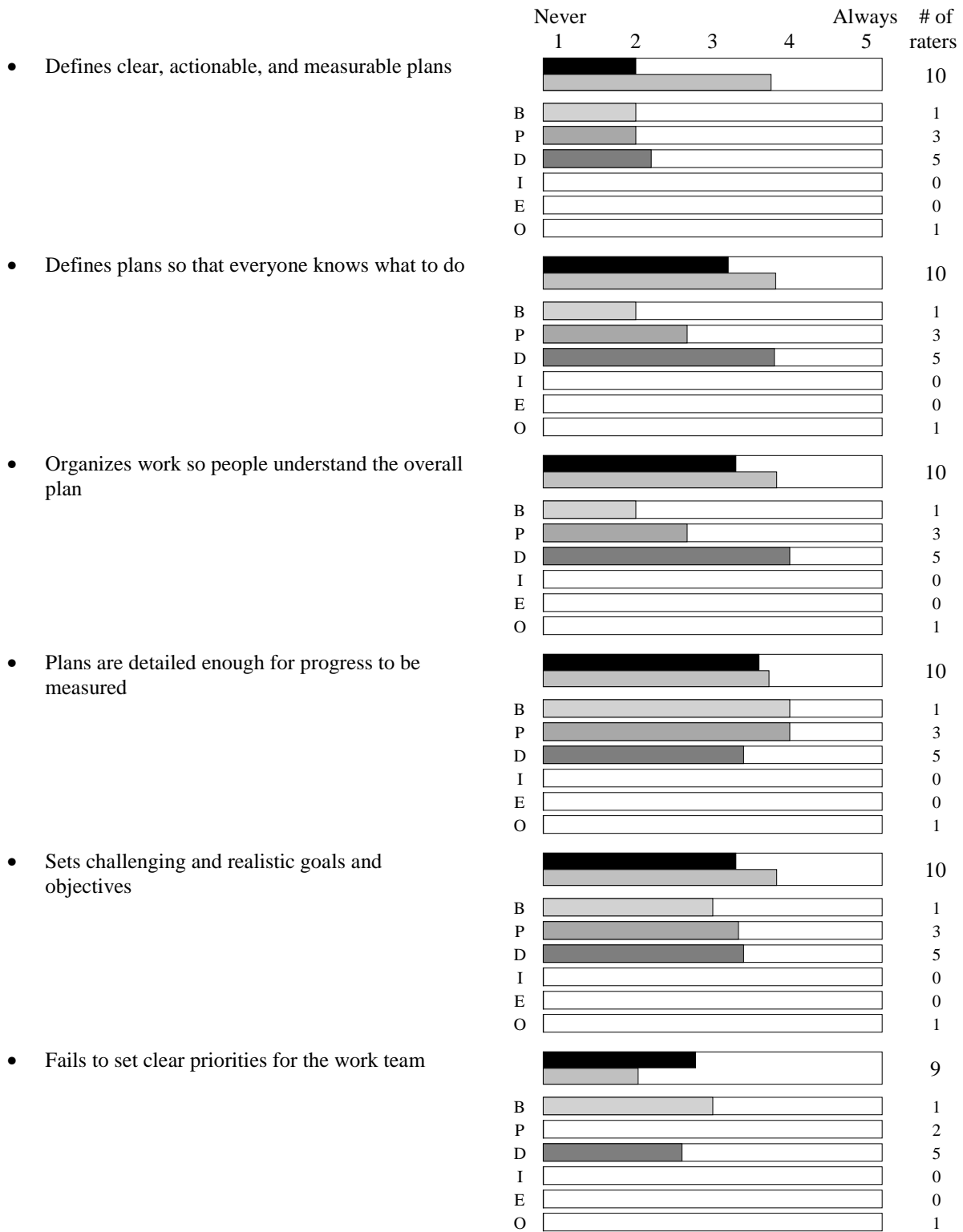
Informing



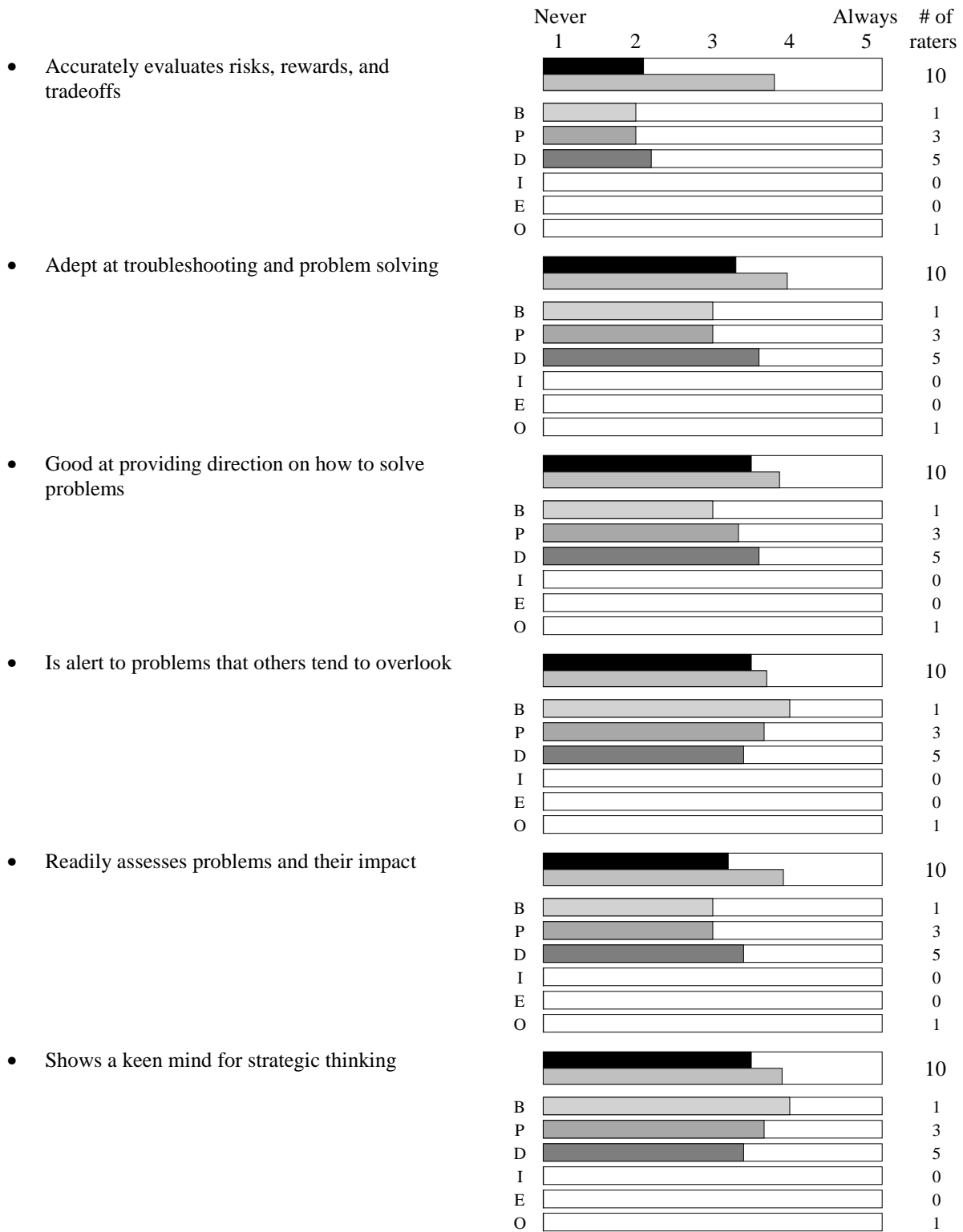
Efficiency



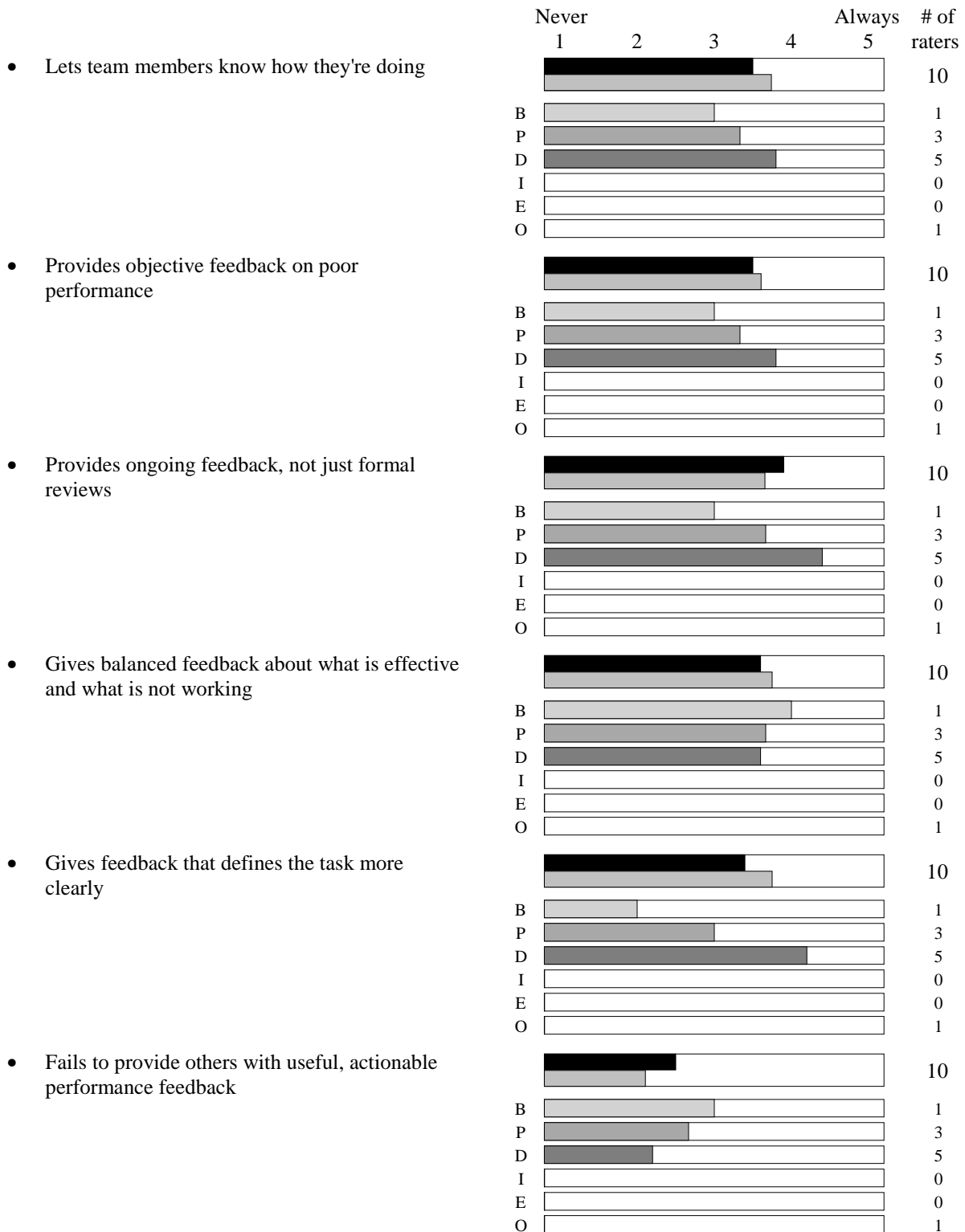
Planning



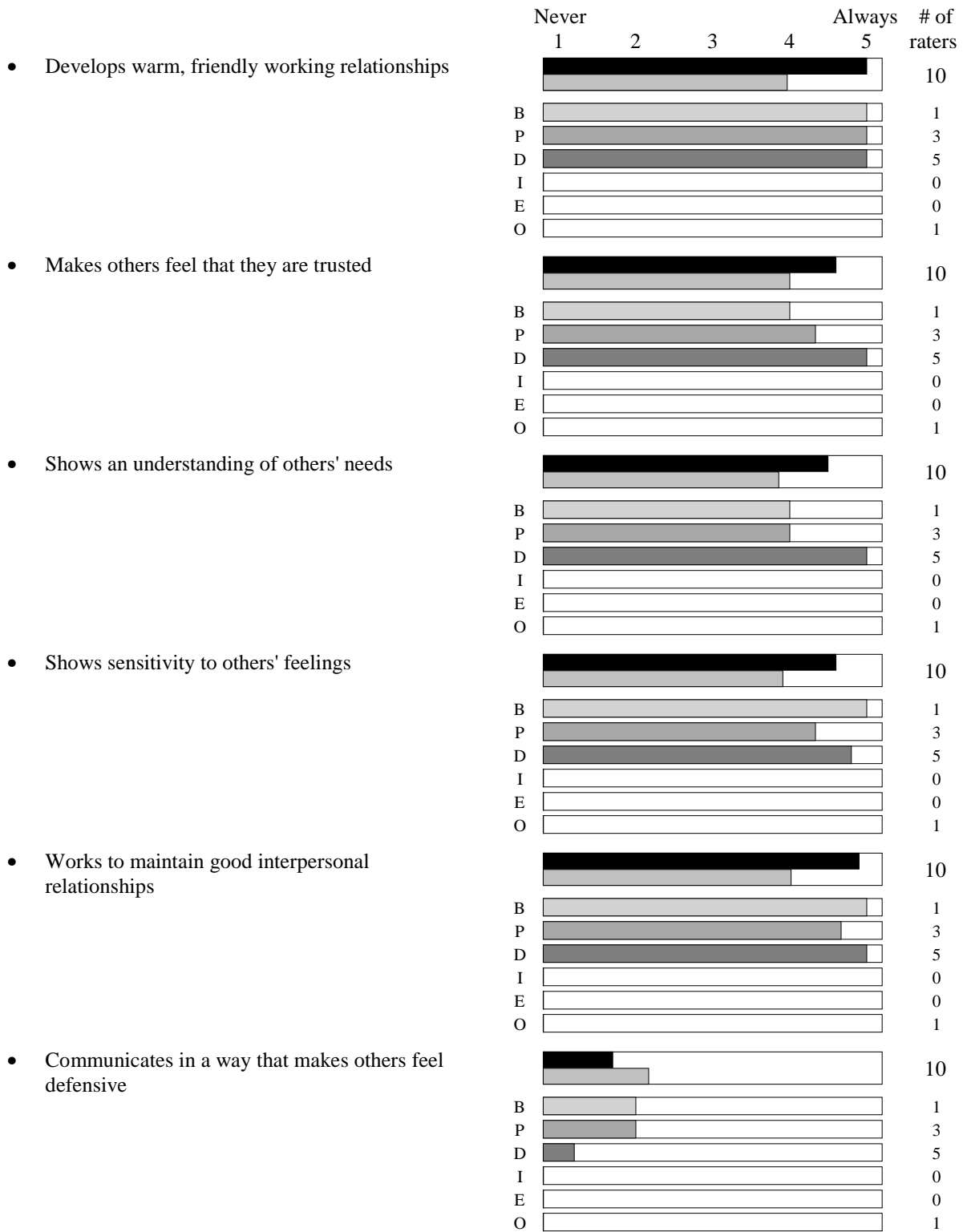
Problem Solving



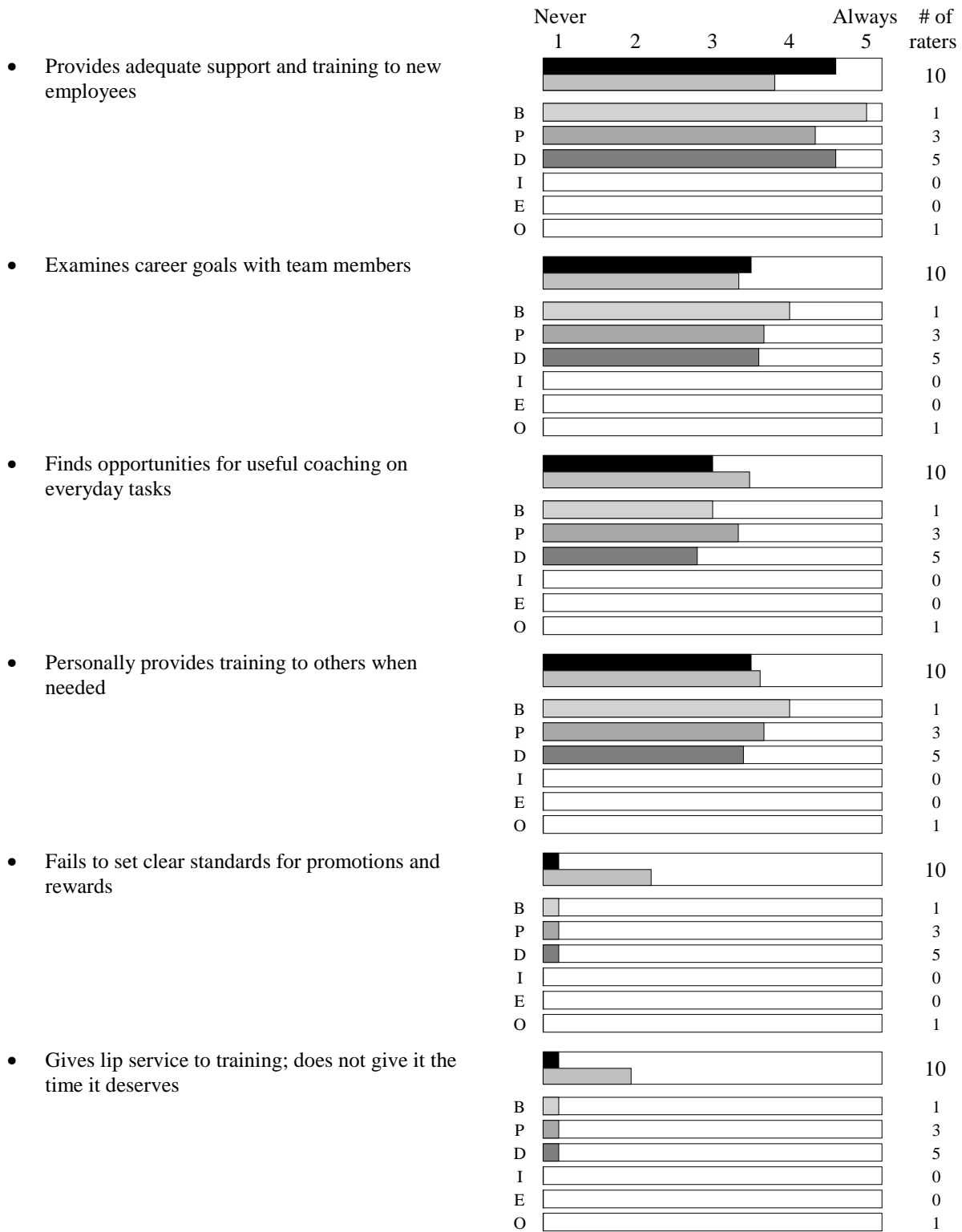
Performance Feedback



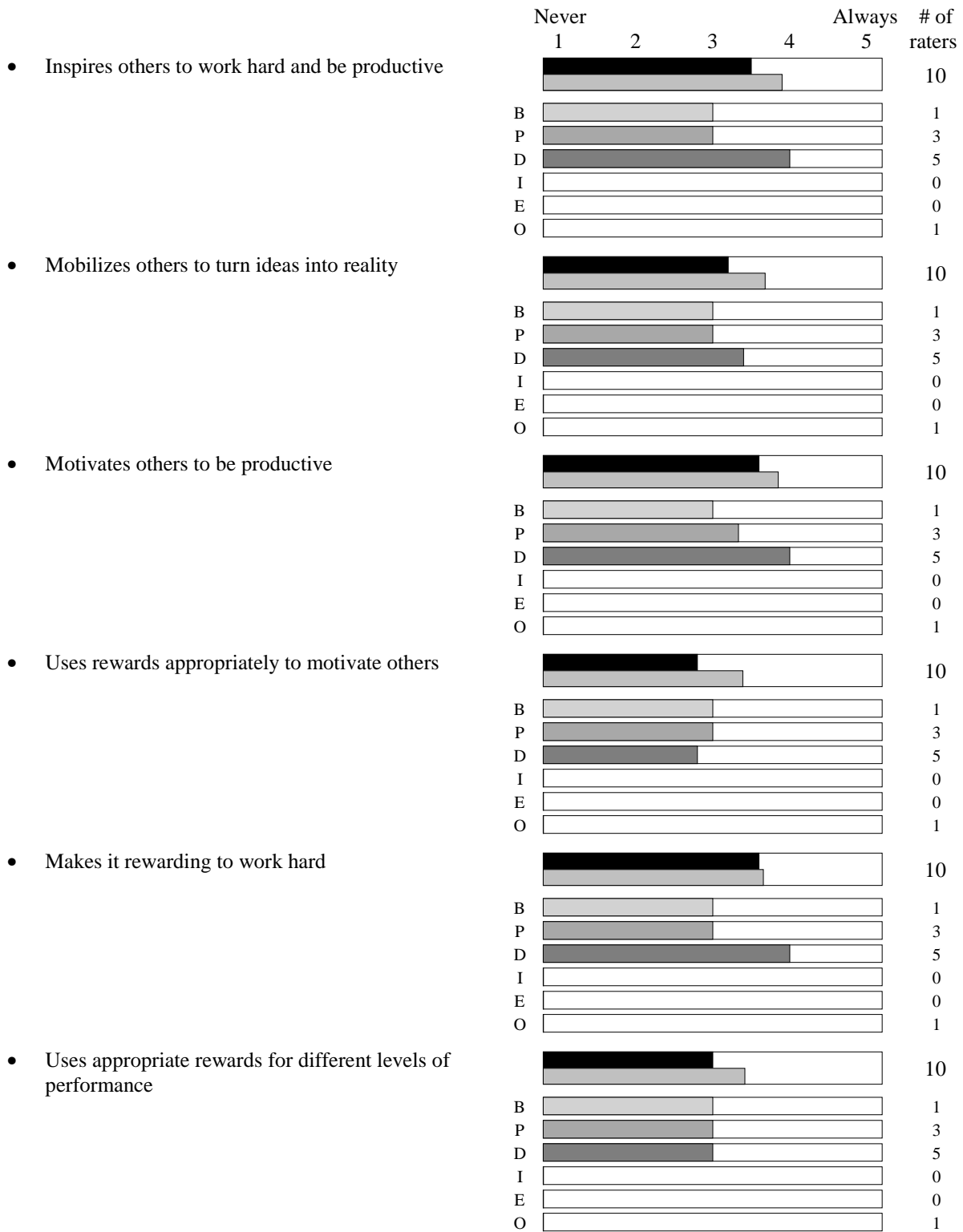
Relationship Skills



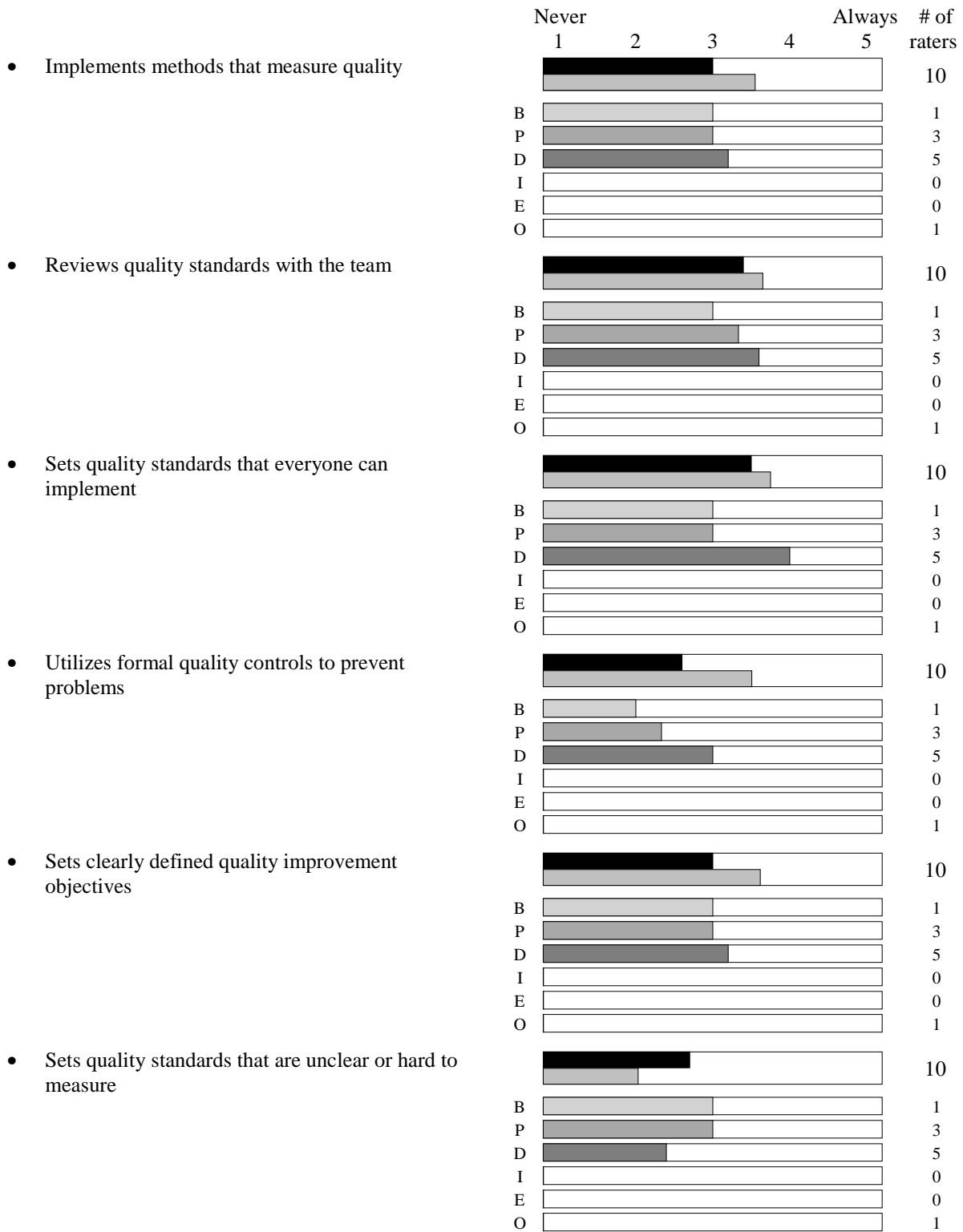
Staff Development



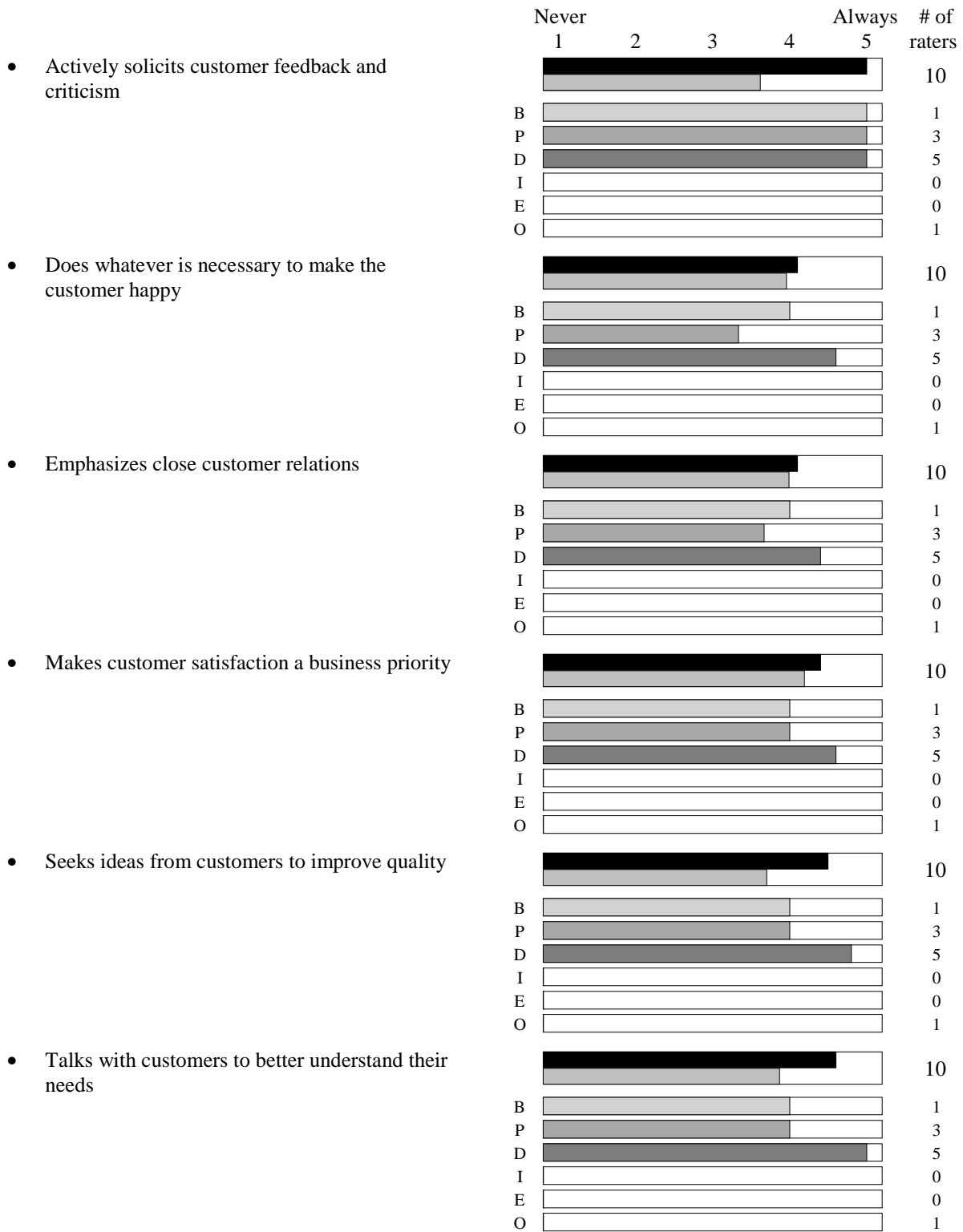
Team Motivation



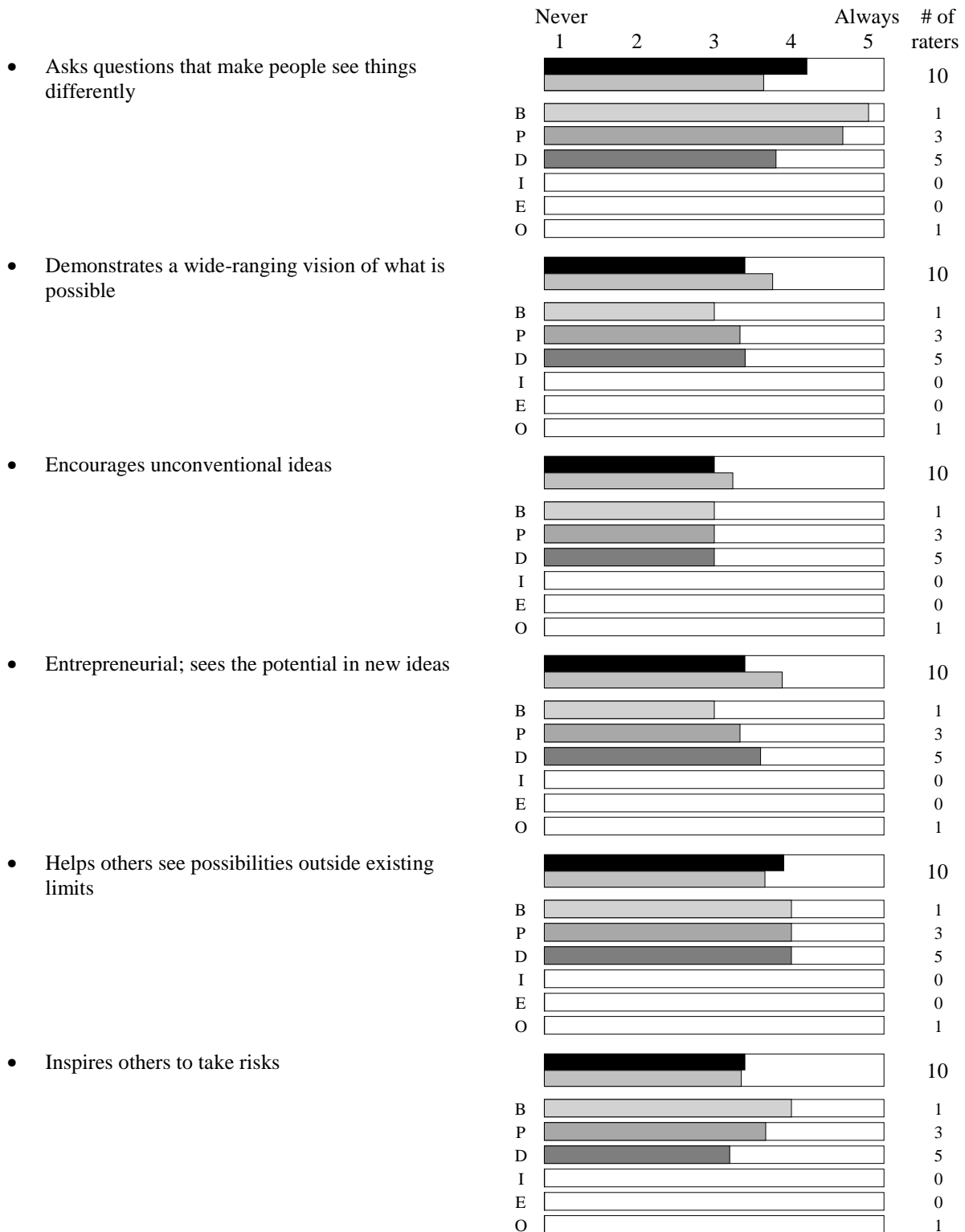
Quality Improvement



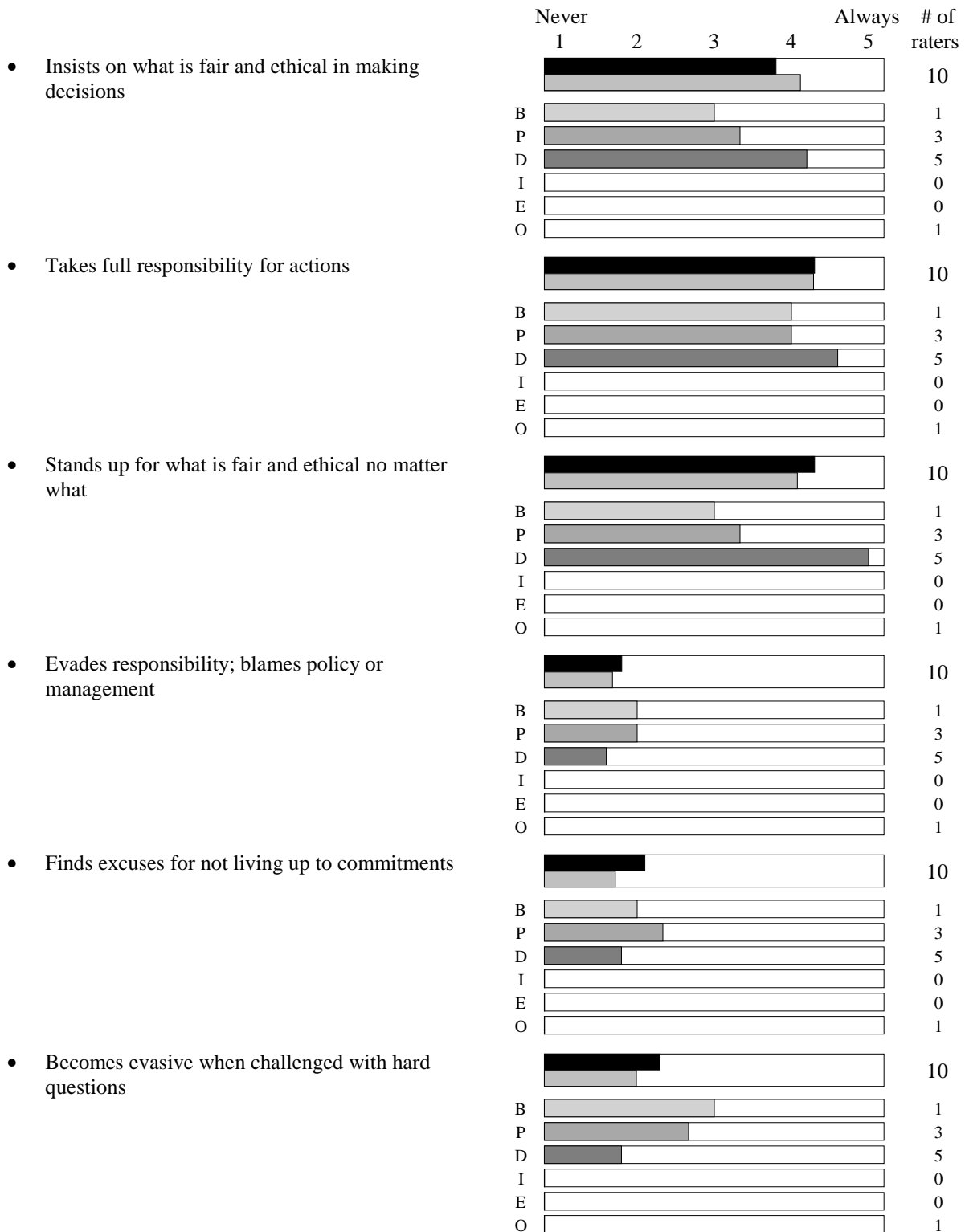
Customer Focus



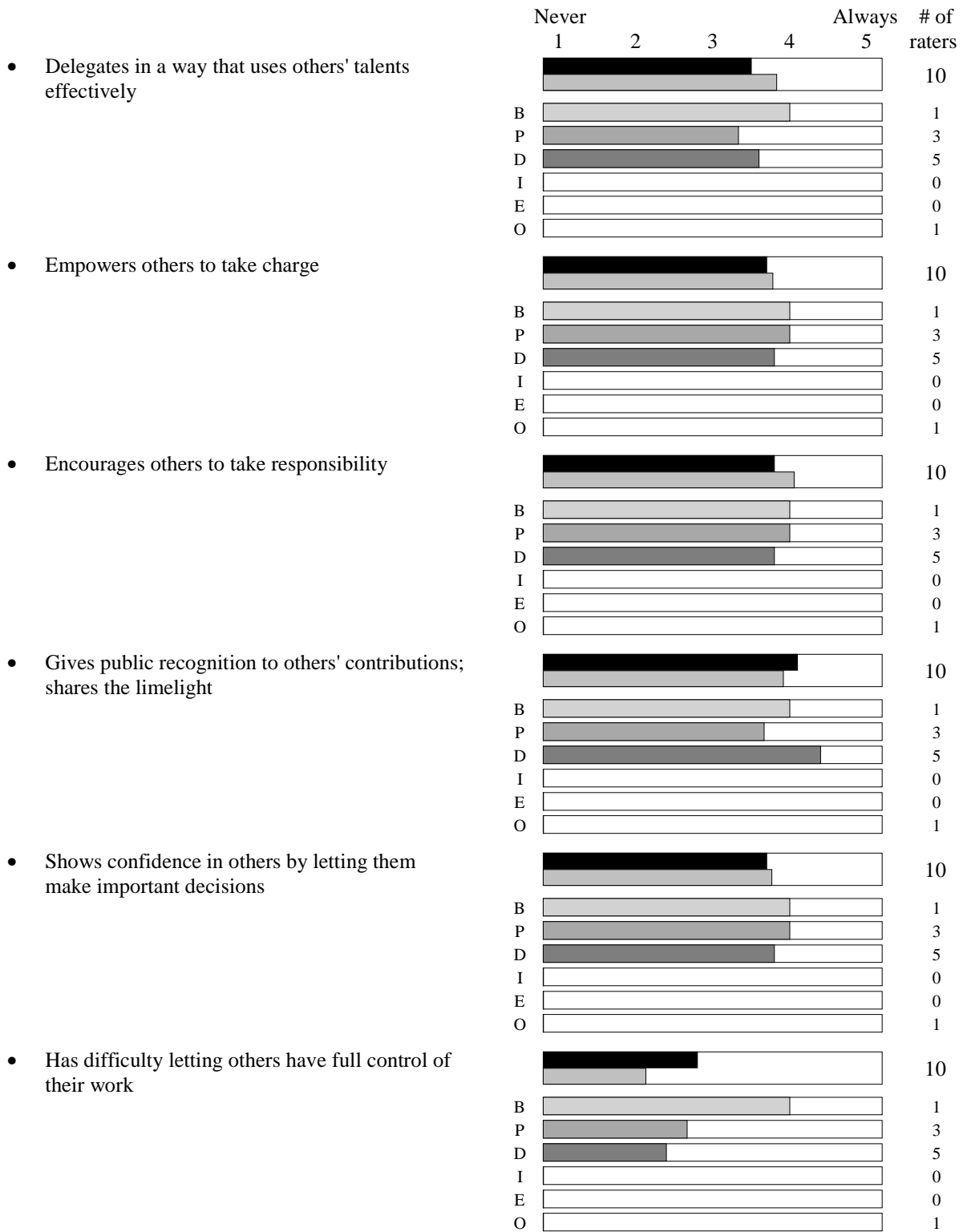
Promoting Innovation



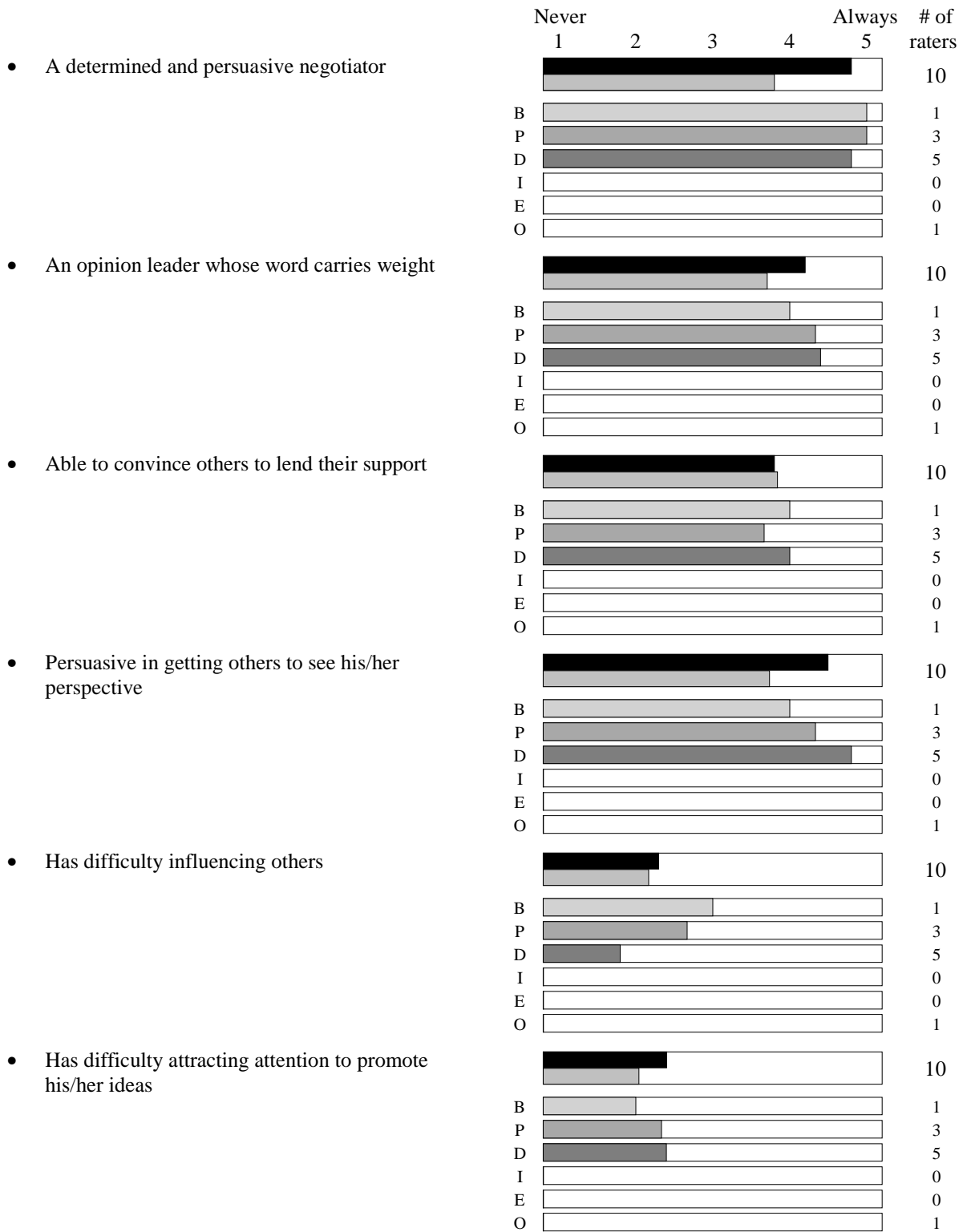
Accountability



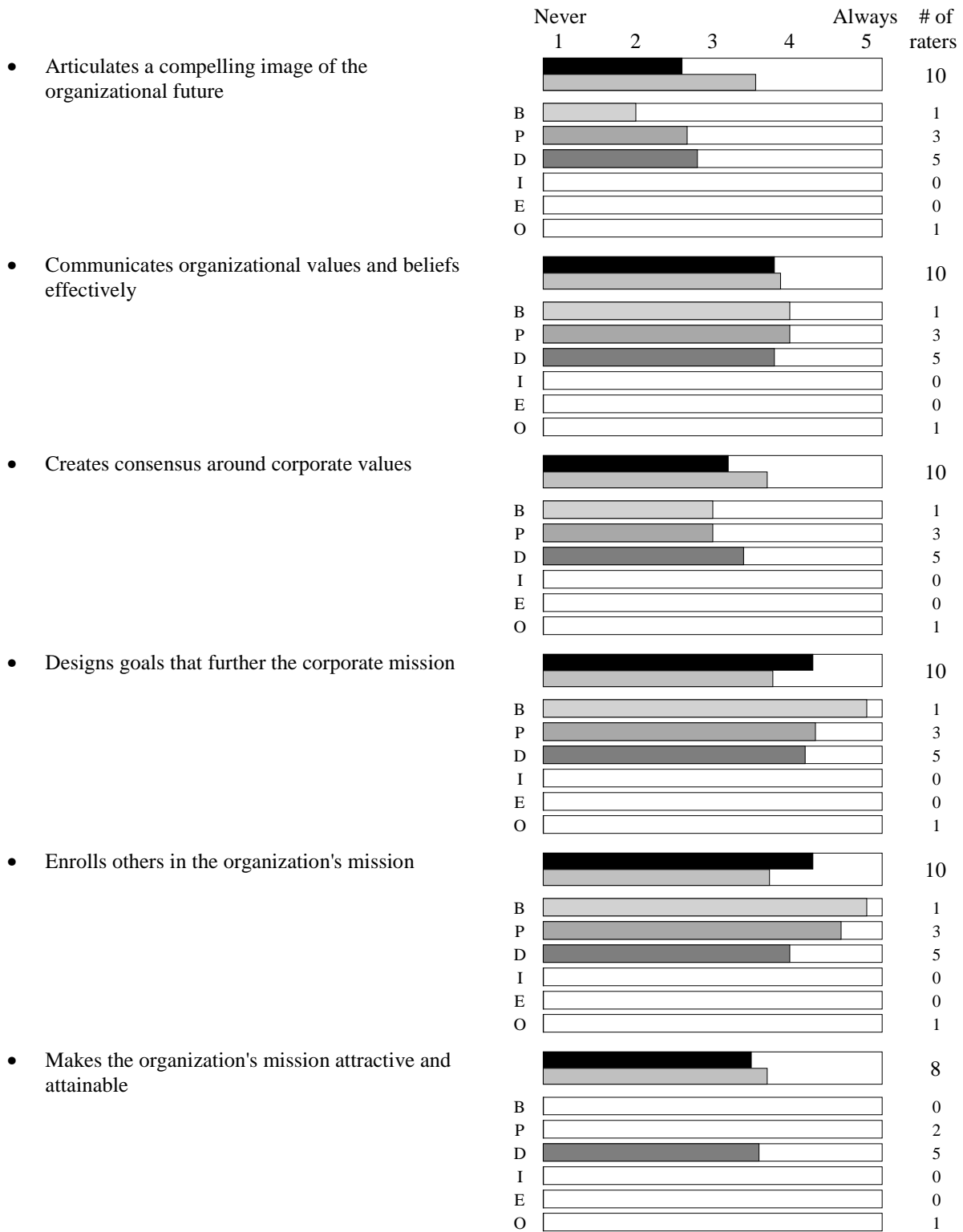
Empowerment



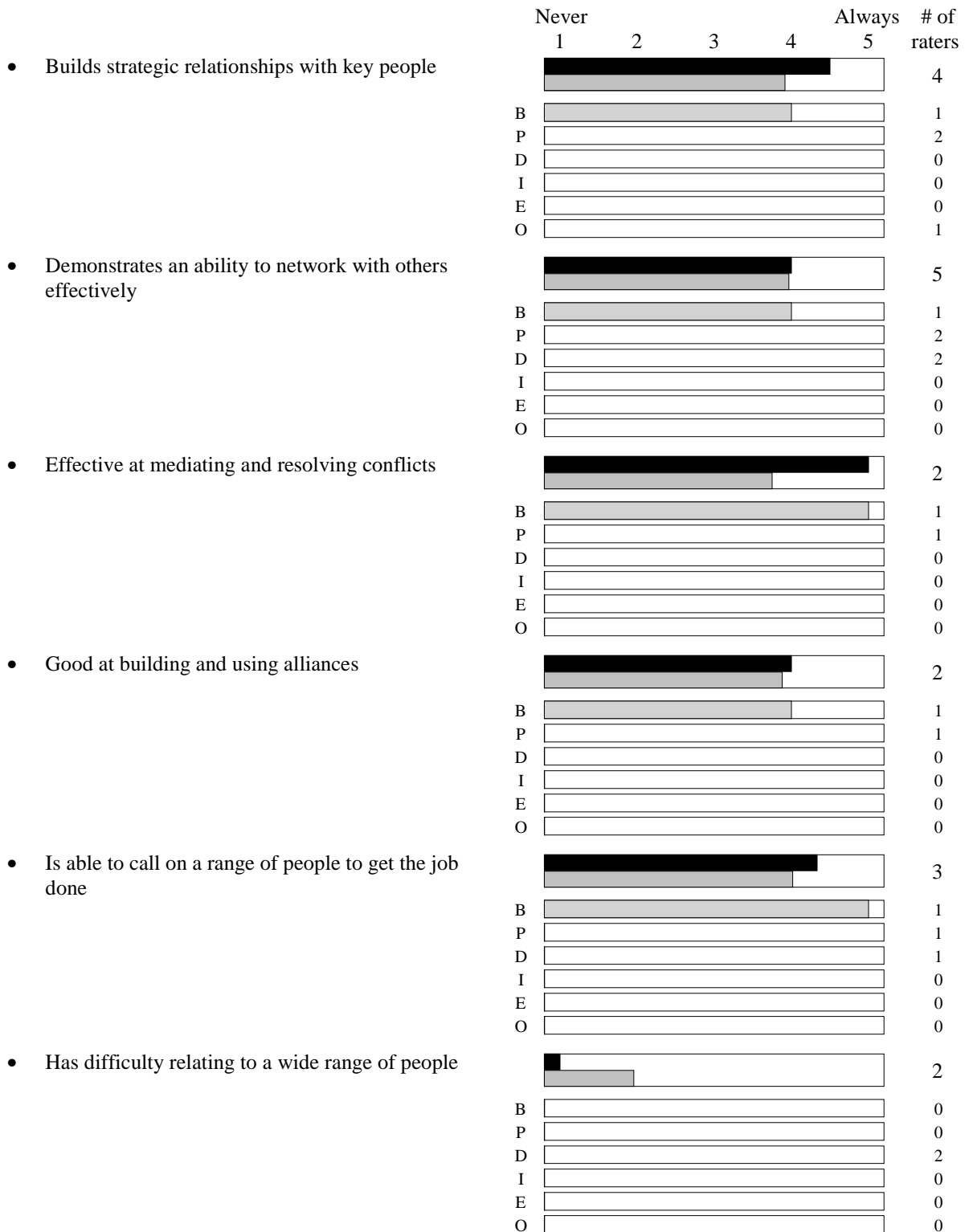
Influence



Mission Skills



Networking



Comments from Co-Workers

Co-workers who give feedback ratings for the current assessment also have the opportunity to add comments at the end of the assessment. The comments from your co-workers are reprinted here, unedited and in a random order.

I THINK YOUR THE BEST BOSS I'VE EVER HAD, AND APPRECIATE THE RESPECT AND TRUST YOU HAVE IN OTHER PEOPLE.

Take a course in time management and get a day planner and make a real point of using it religiously every day for two months until it becomes second nature. The biggest thing you can do that would help you is to plan things better by paying attention to detail farther in advance. Otherwise, things get frantic at the last minute.

Start to be more objective about your ability to follow through when you agree to take on new projects. You are very willing to help people out by agreeing to do things, but then you have a hard time doing all the things you promise, because you've over-committed your resources. People aren't sure if they can count on you to do what you say, not because they don't believe you meant it, but because you have a history of being unable to deliver.

The thing you do best is relate well to people, listening to them and letting them know that you care. That makes a big difference with us, but also with customers. The thing you can do better is organize things so that we're not always chasing our tails trying to do things that we should have known about sooner.

Make sure people stick to agenda at meetings. And keep minutes, highlighting the things that have been decided. We keep going around in circles, making the same decision over and over again because we can't agree what it was we decided last time. Just make the decision once and stick to it.

Give people in your unit more direct feedback about their quality of work. I think you might be hesitant to confront people when their work isn't really very good. But I think you have the interpersonal skills to put the issues in front of your people without making them feel like you're clubbing them over the head.

Focus on the basics. Half the time, the unit gets so distracted by all the special projects that our real work doesn't get done, and then projects just seem to peter out and nothing comes of them. It's hard to get excited by doing something when one day it's this and the next day it's that.

PAY MORE ATTENTION TO FOLLOW UP ON THINGS. A LOT OF TIMES STUFF FALLS THROUGH THE CRACKS BECAUSE YOU GET BUSY AND FORGET TO MAKE SURE THE DETAILS ARE RIGHT.

Start taking the time to plan things ahead of time; let someone else do the fire-fighting that gets you running around in circles trying to take care of 50 things at once; focus your energies more on avoiding the situations that create fires.

Take the company learning center's class about goal-setting and managing for accountability.

List of Raters

Your feedback was provided by the following raters:

AVON, SUKURA	(Direct Report)
CANTOR, NANCY	(Other)
CROCKELL, BARBARA	(Peer)
JEEVES, DOUGLAS	(Direct Report)
LAMMAS, ERNEST	(Direct Report)
PARKER, DOROTHY	(Peer)
PLANTAIN, B	(Direct Report)
TACKET, JOSE	(Direct Report)
THAMES, JOHN	(Peer)
VELLKOMEN, DAVID	(Boss)