

Perspectives

Individual Feedback Report

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Call a Perspectives Phone Coach

Save your own time by calling 800-822-2801 x 122 to have an experienced expert in 360° feedback take you through this sample report step by step. In 15 minutes or less you will fully understand the *Perspectives* approach to assessing and developing leadership competencies.

INTRODUCTION

Report Overview

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

1. EXECUTIVE SUMMARY

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

- Job Requirements Comparison
- Competency Ranking

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

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

2. JOB STRENGTHS AND DEVELOPMENT NEEDS

The Job Strengths and Development Needs section of your feedback highlights the behaviors in which you show relatively more job strengths and those in which you have relatively stronger development needs. The results presented in this section are behavior-level results. The information is presented in two reports:

- Overview of Job Strengths
- Overview of Development Needs

3. SUPPORT DATA

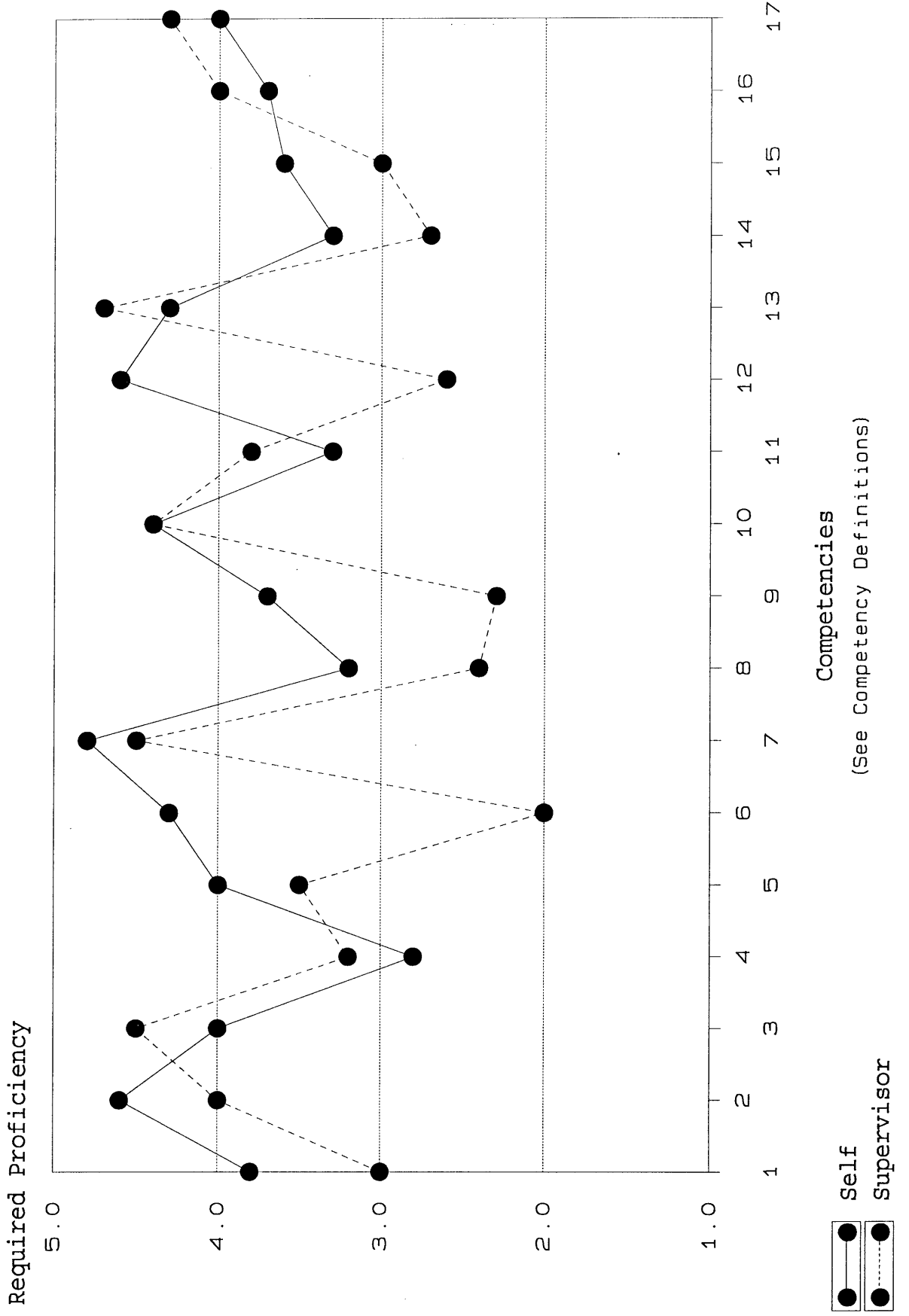
This section of your feedback presents detailed results of your Perspectives assessment. It provides results from everyone who provided ratings on each behavior (ratings from your peers and subordinates have been averaged).

4. DEVELOPMENT SUGGESTIONS

This section of your feedback provides suggested development activities you can undertake to help you improve in certain areas. The development suggestions are based on the Job Strengths and Development Needs section of your report. Twelve sets of suggestions are included: four for areas of strength and eight for development needs.

JOB REQUIREMENTS COMPARISON

Self and Supervisor



JOB REQUIREMENTS COMPARISON

Competency Scores

Competency	Self Required Proficiency	Supervisor Required Proficiency
<p>1. Time Management and Prioritizing. Ability to manage time, both your own and others'. Includes such skills as: Negotiating priorities; exercising self-discipline; controlling interruptions by shaping the behavior of others whose priorities are not your own; being time-effective versus time-efficient.</p>	3.8	3.0
<p>2. Setting Goals and Standards. Ability to manage activities and projects toward measurable goals and standards, setting these jointly with others so as to develop their understanding and commitment. Includes the following skills: distinguishing among wishes, activities, and quotas; reducing barriers to the goal-setting process; evaluating goals against the major criteria of effective goal setting; using goals to motivate.</p>	4.6	4.0
<p>3. Planning and Scheduling Work. Ability to manage projects (one-time programs) and processes (ongoing work flow) by applying the major tools and techniques of management. Includes the following skills: analyzing complex tasks and breaking them into manageable units; selecting and managing resources appropriate to the tasks; using systems and techniques to plan and schedule the work; setting checkpoints and controls for monitoring progress.</p>	4.0	4.5
<p>4. Listening and Organizing. Ability to understand, organize, and analyze what you are hearing so as to decide what to think and do in response to a message. Specifically, includes such skills as: identifying and testing inferences and assumptions; overcoming barriers to effective listening; summarizing and reorganizing a message for recall; withholding judgment that can bias your response to a message.</p>	2.8	3.2
<p>5. Giving Clear Information. Ability to assess a situation, determine the objectives, and give clear, concise, well-organized, convincing messages that will best meet the objective. Includes the following skills: overcoming physical, psychological, and semantic barriers in our interactions with others; keeping on target and using persuasion effectively; maintain a climate of mutual benefit and truth.</p>	4.0	3.5
<p>6. Getting Unbiased Information. Ability to use questions, probes, and interviewing techniques to obtain unbiased information and to interpret it appropriately. Includes such skills as: using directive, non-directive, and reflecting questions effectively; employing the funnel technique of questions; using probes to elicit additional information; recognizing latent and manifest meanings; confirming understanding and obtaining agreement.</p>	4.3	2.0

JOB REQUIREMENTS COMPARISON

Competency Scores

Competency	Self Required Proficiency	Supervisor Required Proficiency
<p>7. Training, Coaching, and Delegating. Ability to develop people. Includes the following skills: selecting the right people; reaching agreement on plans for action; keeping a balance between input and output; transferring responsibility to the employee; giving feedback effectively; providing appropriate rewards.</p>	4.8	4.5
<p>8. Appraising People and Performance. Ability to carry out a constructive performance appraisal involving joint evaluation of past performance, agreement on future expectations, and development of a plan to see that these expectations are met. Also, the ability to give effective feedback on an ongoing basis.</p>	3.2	2.4
<p>9. Disciplining and Counseling. Ability to provide counseling and discipline in a positive manner... to restore the employee's performance within the accepted standards or norms without loss of face (respect, trust) on anyone's part... to get the employee to accept responsibility for correcting the deviation within the agreed-upon time frame... and to reinforce the employee for improved performance (or take the appropriate action if no improvement occurs.)</p>	3.7	2.3
<p>10. Identifying and Solving Problems. Ability to identify barriers that keep you from achieving your goals and standards, and apply a systematic set of procedures to eliminate or reduce the causes (root problems). Includes such skills as: distinguishing between symptoms and problems; collecting and weighing evidence relating to causes; and implementation the most appropriate course(s) of action.</p>	4.4	4.4
<p>11. Making Decisions, Weighing Risks. Ability to construct a decision matrix that helps to examine options; identify limits, desirables, and risks to be considered; assign weights to each alternative; and select the best option for meeting the desired goals and standards.</p>	3.3	3.8
<p>12. Thinking Clearly and Analytically. Ability to apply logic and think clearly so as to effectively interpret situations and information before deciding what actions to take. Includes the following skills: identifying valid premises and drawing logical conclusions from them; separating fact from inference and assumption; using inductive and deductive logic; recognizing fallacies, false premises, and generalizations based on insufficient evidence.</p>	4.6	2.6

JOB REQUIREMENTS COMPARISON

Competency Scores

Competency	Self Required Proficiency	Supervisor Required Proficiency
13. Action Orientation. Takes action and risks when needed; makes difficult decisions when necessary.	4.3	4.7
14. Flexibility. Adapts to change in the work environment; effectively copes with stress.	3.3	2.7
15. Influencing. Networks with, and provides information to, key groups and individuals; appropriately uses persuasion and authority in dealing with others to achieve goals.	3.6	3.0
16. Change Management. Champions organizational change; plans for managing change and helping the workforce deal with work-related transitions.	3.7	4.0
17. Customer Focus. Actively seeks customer input; ensures customer needs are met; continuously seeks to improve the quality of services, products, and processes.	4.0	4.3

COMPETENCY RANKING

Job Strengths

	<u>Self</u>	<u>Supervisor</u>	<u>Direct Report</u>	<u>Peer</u>
1.	Appraising People and Performance	Disciplining and Counseling	Disciplining and Counseling	Change Management
2.	Listening and Organizing	Appraising People and Performance	Appraising People and Performance	Planning and Scheduling Work
3.	Flexibility	Thinking Clearly and Analytically	Giving Clear Information	Thinking Clearly and Analytically
4.	Influencing	Getting Unbiased Information	Listening and Organizing	Disciplining and Counseling
5.	Customer Focus	Flexibility	Time Management and Prioritizing	Listening and Organizing
6.	Time Management and Prioritizing	Time Management and Prioritizing	Making Decisions, Weighing Risks	Influencing
7.	Making Decisions, Weighing Risks	Influencing	Change Management	Customer Focus
8.	Disciplining and Counseling	Making Decisions, Weighing Risks	Flexibility	Appraising People and Performance
9.	Change Management	Listening and Organizing	Customer Focus	Making Decisions, Weighing Risks
10.	Planning and Scheduling Work	Customer Focus	Getting Unbiased Information	Giving Clear Information
11.	Giving Clear Information	Planning and Scheduling Work	Influencing	Getting Unbiased Information
12.	Getting Unbiased Information	Setting Goals and Standards	Action Orientation	Training, Coaching, and Delegating
13.	Action Orientation	Change Management	Planning and Scheduling Work	Action Orientation
14.	Identifying and Solving Problems	Giving Clear Information	Thinking Clearly and Analytically	Setting Goals and Standards
15.	Thinking Clearly and Analytically	Training, Coaching, and Delegating	Identifying and Solving Problems	Time Management and Prioritizing
16.	Setting Goals and Standards	Identifying and Solving Problems	Training, Coaching, and Delegating	Flexibility
17.	Training, Coaching, and Delegating	Action Orientation	Setting Goals and Standards	Identifying and Solving Problems

Development Needs

OVERVIEW OF JOB STRENGTHS

Self Perceptions

You view the following areas as job strengths:	Competency Linkage
16. Is good at remembering information that was discussed previously.	Listening and Organizing
22. Uses words and language skillfully to convey facts and feelings.	Giving Clear Information
32. Lets others know when their performance is on target or below expectation.	Appraising People and Performance
33. Helps others to spell out what actions they will take to improve performance.	Appraising People and Performance
34. Gives feedback frequently as a daily tool to influence the behavior of others.	Appraising People and Performance

Supervisor Perceptions

Your supervisor views the following areas as job strengths:	Competency Linkage
30. Gives feedback to let others know how they are doing and where they can improve.	Appraising People and Performance
31. Gives corrections in a constructive manner that others are able to accept.	Appraising People and Performance
32. Lets others know when their performance is on target or below expectation.	Appraising People and Performance
33. Helps others to spell out what actions they will take to improve performance.	Appraising People and Performance
37. Gets agreement on where behavior was inappropriate before attempting to correct it.	Disciplining and Counseling

OVERVIEW OF JOB STRENGTHS

Direct Report Perceptions

Your direct report raters view the following areas as job strengths:	Competency Linkage
34. Gives feedback frequently as a daily tool to influence the behavior of others.	Appraising People and Performance
35. Sees discipline as a positive tool for restoring behavior to desired levels.	Disciplining and Counseling
36. When someone's behavior is out of line, uses discipline constructively and effectively.	Disciplining and Counseling
46. Makes decisions in an objective, analytical basis... rational, not emotional.	Making Decisions, Weighing Risks
20. Sets others at ease and maintains a positive climate in communicating with others.	Giving Clear Information

Peer Perceptions

Your peer raters view the following areas as job strengths:	Competency Linkage
13. Shows skill in managing projects and new assignments.	Planning and Scheduling Work
64. Develops strategies, policies, and procedures to manage change.	Change Management
18. Listens to the other's message and avoids letting personal bias get in the way.	Listening and Organizing
12. Shows skill in organizing a variety of activities to meet or exceed expectations.	Planning and Scheduling Work
14. Pays attention and listens actively when others are explaining something.	Listening and Organizing

OVERVIEW OF DEVELOPMENT NEEDS

Self Perceptions

You view the following areas as development needs:	Competency Linkage
51. Recognizes personal bias in self and others and takes it into account.	Thinking Clearly and Analytically
63. Champions organizational change based upon a strategic view of the future.	Change Management
48. Avoids coming to conclusions based on limited data.	Thinking Clearly and Analytically
43. Takes time to get agreement on criteria and conditions to be met before making decisions.	Making Decisions, Weighing Risks
36. When someone's behavior is out of line, uses discipline constructively and effectively.	Disciplining and Counseling

Supervisor Perceptions

Your supervisor views the following areas as development needs:	Competency Linkage
52. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.	Action Orientation
43. Takes time to get agreement on criteria and conditions to be met before making decisions.	Making Decisions, Weighing Risks
42. Sees problems as an opportunity to learn and to improve quality.	Identifying and Solving Problems
19. Communicates in a clear, concise, well-organized, and easily-understood manner.	Giving Clear Information
16. Is good at remembering information that was discussed previously.	Listening and Organizing

OVERVIEW OF DEVELOPMENT NEEDS

Direct Report Perceptions

Your direct report raters view the following areas as development needs:	Competency Linkage
23. Avoids asking leading questions that bias the respondent's answers-e.g., I like it. What do you think?	Getting Unbiased Information
11. Takes sufficient time to plan and schedule projects before launching them.	Planning and Scheduling Work
7. Does not allow daily crises and interruptions to interfere with meeting our goals.	Setting Goals and Standards
29. Delegates and shares assignments that help others to grow and develop.	Training, Coaching, and Delegating
28. When delegating, takes time to cultivate "buy-in" and commitment from others.	Training, Coaching, and Delegating

Peer Perceptions

Your peer raters view the following areas as development needs:	Competency Linkage
7. Does not allow daily crises and interruptions to interfere with meeting our goals.	Setting Goals and Standards
28. When delegating, takes time to cultivate "buy-in" and commitment from others.	Training, Coaching, and Delegating
56. Copes effectively with personal and job pressures that cause stress.	Flexibility
40. Avoids jumping to solutions before evaluating all the evidence.	Identifying and Solving Problems
42. Sees problems as an opportunity to learn and to improve quality.	Identifying and Solving Problems

TASK SCORES

Competency/Tasks

Ratings

Time Management and Prioritizing

Self	Supervisor			Direct Report			Peer			
	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	
4.0	3.0	-1.0	1.0	2.0	1.5	3.5	2.0	4.5	3.0	-1.5
4.0	3.0	-1.0	5.0	4.0	2.5	3.5	1.0	4.5	3.0	-1.5
4.0	5.0	1.0	3.0	4.0	3.5	2.5	-1.0	4.0	4.0	0.0
3.0	5.0	2.0	3.0	5.0	3.5	2.0	-1.5	4.0	4.0	0.0

1. Controls interruptions so as to keep activities on target.
2. Negotiates priorities in an attempt to resolve conflicting demands for time.
3. Keeps personal workload manageable by delegating and giving work to others.
4. Makes productive use of time in meetings and when on the phone.

Setting Goals and Standards

Self	Supervisor			Direct Report			Peer			
	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	
5.0	2.0	-3.0	2.0	4.0	4.0	3.5	-2.0	3.0	4.0	1.0
4.0	3.0	-1.0	5.0	5.0	3.0	2.0	0.0	3.5	3.0	-0.5
5.0	3.0	-2.0	4.0	2.0	4.5	2.0	-2.0	5.0	3.0	-2.0

5. Evaluates new projects and activities for their relationship to the organization's goals.
6. Sets goals for self and others, and evaluates progress against these goals.
7. Does not allow daily crises and interruptions to interfere with meeting our goals.

(continued...)

TASK SCORES

Competency/Tasks

Ratings

Setting Goals and Standards

Self			Supervisor			Direct Report			Peer		
Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
4.0	2.0	-2.0	5.0	3.0	-2.0	4.0	2.5	-1.5	4.5	3.5	-1.0
5.0	3.0	-2.0	4.0	3.0	-1.0	4.5	2.5	-2.0	4.0	3.0	-1.0

8. Uses goal setting as a process for getting commitment from self and other employees.
9. Relies on input from others to help set realistic goals.

Planning and Scheduling Work

Self			Supervisor			Direct Report			Peer		
Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
5.0	3.0	-2.0	5.0	5.0	0.0	3.5	2.5	-1.0	3.5	4.0	0.5
5.0	3.0	-2.0	4.0	5.0	1.0	4.5	2.0	-2.5	3.5	4.0	0.5
4.0	5.0	1.0	5.0	2.0	-3.0	4.0	5.0	1.0	3.5	5.0	1.5
2.0	4.0	2.0	4.0	5.0	1.0	3.5	4.0	0.5	3.0	5.0	2.0

10. Looks for ways and welcomes ideas on how to improve the way projects or tasks are being done.
11. Takes sufficient time to plan and schedule projects before launching them.
12. Shows skill in organizing a variety of activities to meet or exceed expectations.
13. Shows skill in managing projects and new assignments.

TASK SCORES

Competency/Tasks

Ratings

Listening and Organizing

14. Pays attention and listens actively when others are explaining something.
15. Confirms understanding by summarizing after listening to a complex message.
16. Is good at remembering information that was discussed previously.
17. Shows interest by asking questions, focusing on the speaker, and summarizing.
18. Listens to the other's message and avoids letting personal bias get in the way.

	Self			Supervisor			Direct Report			Peer		
	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
	2.0	4.0	2.0	4.0	2.0	-2.0	3.5	3.5	0.0	3.5	5.0	1.5
	2.0	4.0	2.0	2.0	4.0	2.0	1.5	3.5	2.0	4.0	2.5	-1.5
	2.0	5.0	3.0	5.0	2.0	-3.0	2.5	2.0	-0.5	4.0	3.0	-1.0
	5.0	4.0	-1.0	4.0	5.0	1.0	2.5	3.0	0.5	4.5	4.0	-0.5
	3.0	2.0	-1.0	1.0	2.0	1.0	3.5	4.5	1.0	1.5	5.0	3.5

Giving Clear Information

19. Communicates in a clear, concise, well-organized, and easily-understood manner.
20. Sets others at ease and maintains a positive climate in communicating with others.

	Self			Supervisor			Direct Report			Peer		
	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
	5.0	2.0	-3.0	5.0	2.0	-3.0	3.0	3.5	0.5	3.5	3.5	0.0
	4.0	5.0	1.0	4.0	1.0	-3.0	2.5	4.5	2.0	2.5	2.0	-0.5

TASK SCORES

Competency/Tasks

Ratings

Giving Clear Information

21. Speaks and writes in a way that is focused and to the point (relevant).
22. Uses words and language skillfully to convey facts and feelings.

Self			Supervisor			Direct Report			Peer		
Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
5.0	3.0	-2.0	4.0	2.0	-2.0	3.5	3.5	0.0	3.5	2.0	-1.5
2.0	5.0	3.0	1.0	2.0	1.0	2.5	4.5	2.0	3.5	3.5	0.0

Getting Unbiased Information

23. Avoids asking leading questions that bias the respondent's answers-e.g., I like it. What do you think?
24. Uses questions effectively to get accurate information from others.
25. When questioning others, patiently listens to answers.

Self			Supervisor			Direct Report			Peer		
Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
5.0	2.0	-3.0	2.0	4.0	2.0	4.5	2.0	-2.5	3.5	2.5	-1.0
4.0	5.0	1.0	2.0	4.0	2.0	3.5	3.5	0.0	4.0	3.0	-1.0
4.0	2.0	-2.0	2.0	4.0	2.0	2.5	4.0	1.5	4.0	4.5	0.5

TASK SCORES

Competency/Tasks

Ratings

Training, Coaching, and Delegating

26. When explaining new procedures, gets participation and active responses from others.
27. Effectively trains and coaches others as an integrated and continuous managerial responsibility.
28. When delegating, takes time to cultivate "buy-in" and commitment from others.
29. Delegates and shares assignments that help others to grow and develop.

Self	Supervisor			Direct Report			Peer				
	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap		
5.0	2.0	-3.0	4.0	2.0	-2.0	4.0	3.5	-0.5	2.5	2.5	0.0
4.0	5.0	1.0	5.0	3.0	-2.0	3.5	3.0	-0.5	4.5	3.0	-1.5
5.0	2.0	-3.0	4.0	3.0	-1.0	4.5	2.5	-2.0	4.5	2.5	-2.0
5.0	2.0	-3.0	5.0	4.0	-1.0	4.5	2.5	-2.0	3.0	3.5	0.5

Appraising People and Performance

30. Gives feedback to let others know how they are doing and where they can improve.
31. Gives corrections in a constructive manner that others are able to accept.
32. Lets others know when their performance is on target or below expectation.

Self	Supervisor			Direct Report			Peer				
	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap		
5.0	2.0	-3.0	2.0	5.0	-3.0	4.0	4.0	0.0	3.0	3.0	0.0
5.0	5.0	0.0	2.0	5.0	3.0	3.5	3.5	0.0	3.0	3.0	0.0
2.0	5.0	3.0	2.0	5.0	3.0	2.5	4.0	1.5	3.0	4.5	1.5

TASK SCORES

Competency/Tasks

Ratings

Appraising People and Performance

33. Helps others to spell out what actions they will take to improve performance.
34. Gives feedback frequently as a daily tool to influence the behavior of others.

Self			Supervisor			Direct Report			Peer		
Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
2.0	5.0	3.0	2.0	5.0	3.0	2.0	4.0	2.0	4.5	3.5	-1.0
2.0	5.0	3.0	4.0	5.0	1.0	2.5	5.0	2.5	5.0	5.0	0.0

Disciplining and Counseling

35. Sees discipline as a positive tool for restoring behavior to desired levels.
36. When someone's behavior is out of line, uses discipline constructively and effectively.
37. Gets agreement on where behavior was inappropriate before attempting to correct it.

Self			Supervisor			Direct Report			Peer		
Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
2.0	5.0	3.0	4.0	5.0	1.0	2.5	5.0	2.5	3.0	4.0	1.0
5.0	2.0	-3.0	1.0	5.0	4.0	2.5	5.0	2.5	4.0	3.5	-0.5
4.0	3.0	-1.0	2.0	5.0	3.0	3.5	3.5	0.0	3.5	4.5	1.0

TASK SCORES

Competency/Tasks

Ratings

Identifying and Solving Problems

	Self			Supervisor			Direct Report			Peer		
	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
38. Examines alternative solutions to a problem and selects the one most likely to succeed.	5.0	3.0	-2.0	2.0	3.0	1.0	3.5	3.5	0.0	4.5	4.5	0.0
39. When correcting a problem follows through until the problem is corrected.	4.0	3.0	-1.0	5.0	3.0	-2.0	4.5	4.0	-0.5	4.0	4.0	0.0
40. Avoids jumping to solutions before evaluating all the evidence.	4.0	2.0	-2.0	5.0	3.0	-2.0	3.5	3.5	0.0	5.0	3.5	-1.5
41. Gets others involved in problem-solving so as to improve quality.	5.0	3.0	-2.0	5.0	3.0	-2.0	3.5	2.0	-1.5	5.0	4.5	-0.5
42. Sees problems as an opportunity to learn and to improve quality.	4.0	2.0	-2.0	5.0	2.0	-3.0	5.0	3.5	-1.5	4.5	3.0	-1.5

Making Decisions, Weighing Risks

	Self			Supervisor			Direct Report			Peer		
	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
43. Takes time to get agreement on criteria and conditions to be met before making decisions.	5.0	2.0	-3.0	5.0	2.0	-3.0	3.5	3.0	-0.5	4.0	3.5	-0.5
44. Looks for a number of options (alternatives) before making a decision.	4.0	5.0	1.0	5.0	5.0	0.0	4.0	2.0	-2.0	5.0	4.0	-1.0

(continued...)

TASK SCORES

Competency/Tasks

Ratings

Making Decisions, Weighing Risks

45. Weighs the risks associated with a decision before putting it into action.
46. Makes decisions in an objective, analytical basis... rational, not emotional.

Self			Supervisor			Direct Report			Peer		
Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
2.0	3.0	1.0	2.0	5.0	3.0	3.0	4.0	1.0	4.0	4.5	0.5
2.0	3.0	1.0	3.0	5.0	2.0	2.5	5.0	2.5	3.0	4.0	1.0

Thinking Clearly and Analytically

47. Recognizes shaky premises and faulty conclusions in the thoughts and actions of others.
48. Avoids coming to conclusions based on limited data.
49. Displays a "steel trap" mind and is quick to catch ideas that are illogical.
50. Withholds opinion until the facts are set out and evaluated.
51. Recognizes personal bias in self and others and takes it into account.

Self			Supervisor			Direct Report			Peer		
Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
4.0	3.0	-1.0	3.0	5.0	2.0	5.0	4.0	-1.0	4.0	4.0	0.0
5.0	2.0	-3.0	3.0	5.0	2.0	4.0	4.5	0.5	2.5	3.5	1.0
4.0	5.0	1.0	1.0	2.0	-1.0	4.5	4.5	0.0	3.0	4.5	1.5
5.0	3.0	-2.0	4.0	5.0	1.0	4.5	4.5	0.0	3.0	4.5	1.5
5.0	1.0	-4.0	2.0	5.0	3.0	4.5	3.5	-1.0	3.5	3.0	-0.5

TASK SCORES

Competency/Tasks

Ratings

Action Orientation

52. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.
53. Takes calculated risks to move initiatives forward.
54. Initiates appropriate action without being directed to do so.

Self			Supervisor			Direct Report			Peer		
Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
4.0	3.0	-1.0	5.0	2.0	-3.0	4.5	4.0	-0.5	5.0	4.0	-1.0
4.0	3.0	-1.0	4.0	2.0	-2.0	4.5	4.0	-0.5	3.5	3.0	-0.5
5.0	3.0	-2.0	5.0	3.0	-2.0	4.5	5.0	0.5	4.5	5.0	0.5

Flexibility

55. Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles.
56. Copes effectively with personal and job pressures that cause stress.
57. Responds to reversals and setbacks in a constructive manner.

Self			Supervisor			Direct Report			Peer		
Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
2.0	4.0	2.0	2.0	5.0	3.0	4.0	5.0	1.0	4.0	3.5	-0.5
5.0	4.0	-1.0	3.0	4.0	1.0	4.0	5.0	1.0	5.0	3.5	-1.5
3.0	5.0	2.0	3.0	4.0	1.0	4.5	3.5	-1.0	4.5	4.5	0.0

TASK SCORES

Competency/Tasks

Ratings

	Self			Supervisor			Direct Report			Peer		
	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
58. Networks with key individuals or groups to accomplish goals.	2.0	5.0	3.0	3.0	5.0	2.0	3.5	3.0	-0.5	4.5	5.0	0.5
59. Informs management, employees, and others of program objectives and developments.	4.0	5.0	1.0	2.0	3.0	1.0	4.0	3.0	-1.0	4.5	4.0	-0.5
60. Represents/promotes the organization or program to others.	4.0	3.0	-1.0	4.0	2.0	-2.0	4.0	2.0	-2.0	3.5	3.5	0.0
61. Persuades management, employees, peers, and others to "buy into" a course of action.	4.0	5.0	1.0	3.0	4.0	1.0	2.5	3.5	1.0	3.0	4.5	1.5
62. Uses power, authority, and influence appropriately to achieve goals.	4.0	3.0	-1.0	3.0	4.0	1.0	3.5	4.0	0.5	4.0	4.5	0.5
Change Management												
63. Champions organizational change based upon a strategic view of the future.	5.0	2.0	-3.0	3.0	4.0	1.0	4.0	5.0	1.0	3.0	4.0	1.0
64. Develops strategies, policies, and procedures to manage change.	4.0	5.0	1.0	5.0	3.0	-2.0	3.5	4.5	1.0	3.0	5.0	2.0

(continued...)

TASK SCORES

Competency/Tasks

Ratings

Change Management

65. Plans for and helps employees understand, accept, and effectively deal with work-related transitions.

Self			Supervisor			Direct Report			Peer		
Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
2.0	3.0	1.0	4.0	3.0	-1.0	3.5	2.5	-1.0	3.5	4.5	1.0

Customer Focus

66. Integrates customer needs and expectations into the development and delivery of services or products.
67. Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met.
68. Seeks ways to continuously improve the quality of services, products, and processes.

Self			Supervisor			Direct Report			Peer		
Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap	Required Proficiency	Current Proficiency	Gap
4.0	5.0	1.0	4.0	3.0	-1.0	4.5	3.5	-1.0	4.0	4.5	0.5
3.0	4.0	1.0	4.0	5.0	1.0	3.5	4.0	0.5	4.0	3.0	-1.0
5.0	4.0	-1.0	5.0	5.0	0.0	3.5	4.5	1.0	3.5	4.5	1.0

DEVELOPMENT SUGGESTIONS

Job Strength

Is good at remembering information that was discussed previously.

This activity is linked to the following competency: **Listening and Organizing**

Development Activities:

Consider the following activities to help you build your effectiveness in this area:

1. Ask open-ended questions that require more than a "yes" or "no" answer.
2. Concentrate fully on what is being said. Don't let your mind wander or think about what you are going to say next. Don't try to do other tasks while listening.
3. Practice listening skills by listening to a news broadcast and testing yourself on how much you can remember.
4. Take an interpersonal communication course to develop skills for communicating one-on-one.
5. Listen for key words and phrases that embody the speaker's ideas.
6. Form associations (analogies, examples, illustrations) that will help you to remember.
7. Confirm understanding by rephrasing the speaker's message. Begin with "Let me make sure I understand what you are saying. I hear three main points. First..."
8. Make notes of important information you want to remember.
9. Anticipate the speaker's purpose as you listen, modify your assumptions as you receive new information.

Suggested Topics for Training:

Look for training programs or workshops that cover the following topics:

1. Listening and responding to others
2. Memory development

DEVELOPMENT SUGGESTIONS

Job Strength

Gives feedback to let others know how they are doing and where they can improve.

This activity is linked to the following competency: **Appraising People and Performance**

Development Activities:

Consider the following activities to help you build your effectiveness in this area:

1. Accept that demands for change are often met with resistance or even resentment. Give the other person an opportunity to accept or reject your feedback and to give their side.
2. Ask questions to make sure that the other person has heard and understands you correctly. Have the employee restate what you have said.
3. Ask the recipient whether they agree with your feedback and whether they have ever been given similar feedback.
4. Be consistent in evaluating performance and in providing feedback; apply the same positive and negative standards to all employees.
5. Be specific, avoiding general comments such as 'that was awful.'
6. Before conducting a performance feedback session, take notes on the key items of information that will be passed along to the employee and stick to these items of information during the feedback session, do not wander off the topic.
7. Before giving the feedback, weigh the pros and cons of changes that may or may not result because of the feedback.
8. Describe in detail the behavior that you are praising when giving positive feedback so that the employee knows what behavior to continue.
9. Document and remember both positive and negative aspects of individuals' performances. (We have a tendency to overly weight and remember negative performance.)
10. Let employees know that you are willing to provide feedback so that they will come to you for advice before mistakes are made.
11. Positive and negative feedback should be provided promptly; do not wait for the performance review.
12. Provide personalized ways of acknowledging excellent performance among employees, such as personalized notes, letters for-the-record, notations in the performance appraisal, or acknowledgment in front of senior management.
13. Recall instances of feedback from your managers trying to model aspects that worked and eliminating behaviors that affected you adversely.
14. Recognize things about the person that they have done well and encourage them to build on these strengths.
15. Set a goal to review performance and provide feedback on a regular basis. For example, decide to review a subordinate's work every 2 weeks and provide feedback within 24 hours of the review.
16. Specify a followup session to review progress.
17. Take responsibility for the feedback that you are providing instead of suggesting the unanimous opinions of others. Use 'I think' or 'in my opinion' instead of 'you are.'
18. To learn to give good feedback, practice observing the behavior of others. Concentrate on description instead of evaluation or judgment. Give the employee a chance to explain his or her side of the issue.
19. To reinforce positive behaviors, develop a habit of noticing and commending employees for those behaviors.

DEVELOPMENT SUGGESTIONS

20. When there is mixed performance, clearly separate the positive from the negative, reinforce the positive, and provide factual corrections to the negative.

Suggested Topics for Training:

Look for training programs or workshops that cover the following topics:

1. Active listening skills
2. Barriers to successful communication
3. Crediting good performance
4. One-to-one communication skills
5. Performance appraisal
6. Performance feedback
7. Situational leadership
8. How to talk so that people will listen

DEVELOPMENT SUGGESTIONS

Job Strength

Gives feedback frequently as a daily tool to influence the behavior of others.

This activity is linked to the following competency: **Appraising People and Performance**

Development Activities:

Consider the following activities to help you build your effectiveness in this area:

1. Accept that demands for change are often met with resistance or even resentment. Give the other person an opportunity to accept or reject your feedback and to give their side.
2. Ask questions to make sure that the other person has heard and understands you correctly. Have the employee restate what you have said.
3. Ask the recipient if they acknowledge the need for change and how they think things could be done differently. Help them identify small steps that can be taken toward a larger change.
4. Ask the recipient whether they agree with your feedback and whether they have ever been given similar feedback.
5. Be consistent in evaluating performance and in providing feedback; apply the same positive and negative standards to all employees.
6. Be specific, avoiding general comments such as 'that was awful.'
7. Before conducting a performance feedback session, take notes on the key items of information that will be passed along to the employee and stick to these items of information during the feedback session, do not wander off the topic.
8. Before giving the feedback, weigh the pros and cons of changes that may or may not result because of the feedback.
9. Direct feedback toward behavior that can be changed, not toward something that a person can do nothing about.
10. Document and remember both positive and negative aspects of individuals' performances. (We have a tendency to overly weight and remember negative performance.)
11. Ensure that the other person is aware of the implications if they choose to ignore the feedback.
12. If you provide negative feedback, provide it promptly and factually, noting the defect, the desired level of performance, and suggested solutions to the performance problem. Do not engage in emotional arguments over the issue with the employee, 'just the facts.' Do not give feedback when you are angry or upset.
13. In giving negative feedback, separate the person from the performance: do not personalize negative feedback (NOT: you are lazy), but rather talk about the behaviors that are wrong (this is the third time you are late with a report).
14. Let employees know that you are willing to provide feedback so that they will come to you for advice before mistakes are made.
15. Positive and negative feedback should be provided promptly; do not wait for the performance review.
16. Preface negative feedback with a positive statement.
17. Recall instances of feedback from your managers trying to model aspects that worked and eliminating behaviors that affected you adversely.
18. Set a goal to review performance and provide feedback on a regular basis. For example, decide to review a subordinate's work every 2 weeks and provide feedback within 24 hours of the review.
19. Specify a followup session to review progress.

DEVELOPMENT SUGGESTIONS

20. Take responsibility for the feedback that you are providing instead of suggesting the unanimous opinions of others. Use 'I think' or 'in my opinion' instead of 'you are.'
21. To learn to give good feedback, practice observing the behavior of others. Concentrate on description instead of evaluation or judgment. Give the employee a chance to explain his or her side of the issue.
22. When there is mixed performance, clearly separate the positive from the negative, reinforce the positive, and provide factual corrections to the negative.

Suggested Topics for Training:

Look for training programs or workshops that cover the following topics:

1. Active listening skills
2. Barriers to successful communication
3. How to give constructive criticism
4. How to talk so that people will listen
5. One-to-one communication skills
6. Performance appraisal
7. Performance feedback
8. Setting standards

DEVELOPMENT SUGGESTIONS

Job Strength

Shows skill in managing projects and new assignments.

This activity is linked to the following competency: **Planning and Scheduling Work**

Development Activities:

Consider the following activities to help you build your effectiveness in this area:

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

Suggested Topics for Training:

Look for training programs or workshops that cover the following topics:

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

DEVELOPMENT SUGGESTIONS

Development Need

Recognizes personal bias in self and others and takes it into account.

This activity is linked to the following competency: **Thinking Clearly and Analytically**

Development Activities:

Consider the following activities to help you build your effectiveness in this area:

1. After clarifying your own opinion (viewpoint, bias), take the opposite stand and create 4-5 points to support it as a mental (silent) exercise.
2. Examine your scores on personality tests you have taken and think about the natural bias (normal action) that goes with your personality.
3. Ask your boss, spouse, and others who know you well to tell you what personal biases they have noticed in your behavior over time.
4. Get other persons to state their opinions and viewpoints before telling them your own.
5. Preface your statement of an opinion with "There are often two or more ways of viewing this, and the truth may lie somewhere in between."
6. Before writing or publicly stating your view, share it privately with several people to get their reactions and possible alternative opinions.
7. Look for trends in your patterns of thought. Do you tend to be supportive or critical? Relaxed or rushed? Democratic or autocratic? Detailed or "big picture"? Rational or emotional?
8. Distinguish between fact and opinion, soft and hard evidence, high and low relevance. Assign weight to the information that you give and get.
9. Write a 1-2 paragraph description of your personal biases that come up in everyday conversation. Ask friends to edit, adding or deleting.
10. Recognize common behaviors you display and the biases that underlie them. Here are some examples: - tendency to interrupt others...bias "My thoughts (needs, time) are more important than yours. - tendency to impose on others...bias "They exist to serve me, not vice versa." - tendency to give excuses...bias "I'm never at fault...the blame is always elsewhere."

Suggested Topics for Training:

Look for training programs or workshops that cover the following topics:

1. Communication skills
2. Communication styles
3. Inspiring trust and confidence
4. Interpersonal communication, awareness, and effectiveness
5. Listening and interactive skills

DEVELOPMENT SUGGESTIONS

Development Need

Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.

This activity is linked to the following competency: **Action Orientation**

Development Activities:

Consider the following activities to help you build your effectiveness in this area:

1. Anticipate potential problems and possible solutions ahead of time.
2. Ask others for their perceptions of your decisiveness; if the feedback is that you procrastinate in decisionmaking, or that you are too conservative, consider involving respected others, who can help move you to a decision, in the decision process.
3. Avoid jumping to conclusions by defining the problem in terms of solutions. This may cause overlooking other, possibly better, solutions.
4. Avoid the need to gather and analyze too much data before making the decision.
5. Before making a decision, especially when the decision is made under time pressure, consult with respected experts.
6. Before you ask someone else for an opinion about a decision, choose one of the alternatives and develop a rationale for why that alternative is best. Then ask for input.
7. Collect reliable information that is pertinent to the decision. Use the data in deriving a decision.
8. Consider a temporary assignment that is conducted within a very tight timeline that forces decisiveness.
9. Consult with your manager on the extent of authority available to you in making unilateral decisions; clarify precisely his/her expectations regarding decisions that you should make alone and decisions that you should make in consultation with the manager or others.
10. Determine in advance the identity of the ultimate decisionmaker and make sure that the individual is accommodated in the decision process.
11. If you tend to rely on your superiors for decisionmaking, force yourself to formulate alternatives and then present recommendations instead of the problem to your superior.
12. Once you have made a decision, stand by it unless you receive new information.
13. Practice being decisive by making quick decisions in low risk decision areas.
14. Set a deadline by which you will arrive at a decision. For a complex decision, create a flowchart with several decision points.
15. Set a target date for a decision and plan the decision process accordingly. If several individuals or groups are involved in the decision process, and/or if data need to be collected to make the decision, timelines need to be established to meet the target date.
16. Talk to others in your organization about how they incorporate risk taking into their decision-making process.
17. Try to involve those in the problem-solving process who will be most affected by a controversial decision.
18. Use a factual approach to decisionmaking by systematically collecting valid and reliable data; rely on these data rather than on emotions, even if the decision is unpopular. In turn, explain decisions in terms of data, not emotions.

DEVELOPMENT SUGGESTIONS

Suggested Topics for Training:

Look for training programs or workshops that cover the following topics:

1. Assertiveness training
2. Decision modeling
3. Operational decisionmaking
4. Problem solving
5. Programmed and nonprogrammed decisions
6. Risk taking
7. Strategic decisionmaking

DEVELOPMENT SUGGESTIONS

Development Need

Avoids asking leading questions that bias the respondent's answers-e.g., I like it. What do you think?

This activity is linked to the following competency: **Getting Unbiased Information**

Development Activities:

Consider the following activities to help you build your effectiveness in this area:

1. Ask open-ended questions that require more than a "yes" or "no" answer.
2. Ask others to evaluate your listening skills and suggest ways to improve them.
3. Do not show impatience while others are speaking or interrupt them.
4. Try to put yourself into the other person's role and anticipate how your communication is likely to be received and accepted.
5. When interviewing or eliciting opinions, remember that the more you get your respondent to do the talking, the more successful you'll be.
6. Use questions like these: "What do you think? How did you react? How would you handle the situation? Why should we turn down their proposal?"
7. Since people are likely to say what they think you want to hear, they try to use your feelings and opinion. Avoid giving them clues.
8. Use probes that keep your respondent talking (e.g., "I see, hmmm, that's interesting, tell me more, can you elaborate, really.>").
9. Maintain a slow, relaxed style when you are trying to elicit feelings or information that may be guarded (confidential, embarrassing, etc).

Suggested Topics for Training:

Look for training programs or workshops that cover the following topics:

1. Interviewing techniques
2. Listening and responding to others

DEVELOPMENT SUGGESTIONS

Development Need

Does not allow daily crises and interruptions to interfere with meeting our goals.

This activity is linked to the following competency: **Setting Goals and Standards**

Development Activities:

Consider the following activities to help you build your effectiveness in this area:

1. Be aware of the goal and what must be accomplished and accept the goal as something that you are willing to work for.
2. If you are having trouble reaching your goals, list any obstacles that are impeding you and decide if the obstacle needs to be addressed or if it will go away if left alone.
3. Develop a support system that you can turn to for help with obstacles and setbacks.
4. Be willing to work long hours and sacrifice in the short term for long-term gains.
5. Draw on peers and superiors to understand your strengths and weaknesses as a manager.
6. If you encounter temporary setbacks, analyze the causes of failure and attempt to problem-solve around each.
7. Be factual when analyzing setbacks; avoid personalizing the causes of failure.
8. When you experience temporary setbacks, set the task aside for a short time.
9. If feasible, force yourself to finish a project before moving on to another by establishing short proximal (rather than distant) deadlines for each of the projects.
10. Break challenging or large tasks into smaller, manageable tasks.
11. When you have a project goal, develop interim goals and timelines and force yourself to adhere to the schedule.

Suggested Topics for Training:

Look for training programs or workshops that cover the following topics:

1. Goal setting
2. Assertiveness skills
3. Being proactive
4. The decision-making process

DEVELOPMENT SUGGESTIONS

Development Need

Champions organizational change based upon a strategic view of the future.

This activity is linked to the following competency: **Change Management**

Development Activities:

Consider the following activities to help you build your effectiveness in this area:

1. Create a vision of where you'd like to see the organization, evaluate alternative routes, and decide on the specific course to reach the chosen destination.
2. Participate in a planning session with other managers to envision what the organization should be doing 5 years from now.
3. Assess the strengths, weaknesses, and opportunities of the external and internal environments of the organization.
4. Make sure that your long-range and operational planning is consistent with the longer term strategic planning of the organization.
5. Develop an organization profile to determine your organization's performance capabilities on the basis of its existing and accessible resources and skills. Ask the following questions: "What are our capabilities?" "How do those capabilities support what we would like to do?"
6. Attend open management meetings to understand the mission and strategic vision of the organization's leadership.
7. Share your vision with your employees and encourage buy-in by incorporating their input into the vision and the strategic objectives that flow from the vision.
8. Collaborate with your employees in designing program objectives that support the shared vision for the organization.
9. Seek an organizational assignment that places you in a strategic planning role, in order to help you develop experience in strategic thinking and planning.

Suggested Topics for Training:

Look for training programs or workshops that cover the following topics:

1. Creativity
2. Leadership skills
3. Putting plans into action
4. Management by objective
5. Strategic planning
6. Writing mission statements and objectives
7. Vision and leadership

DEVELOPMENT SUGGESTIONS

Development Need

Takes time to get agreement on criteria and conditions to be met before making decisions.

This activity is linked to the following competency: **Making Decisions, Weighing Risks**

Development Activities:

Consider the following activities to help you build your effectiveness in this area:

1. Before reaching a decision, evaluate the factual data and argue in your own mind the pros and cons of multiple courses of action. That will enable you confidently to reach and present a decision and to stick with it.
2. Consult others about your decision style and speed; consider this information as a basis for improvement.
3. Create a climate in which your subordinates can raise problems and issues in front of each other at meetings.
4. Discuss with other managers the data that you collect concerning a problem. Ask them for their diagnosis of the information.
5. Have brainstorming sessions to come up with alternate solutions to problems. Record all ideas without making a judgment of any.
6. Hold group workshops to explore different perspectives of problems.
7. Invite contributions from others and be willing to listen to and discuss their ideas.
8. Involve others in your problem-solving process. Ask for help when needed.
9. To avoid "groupthink," require members of your work unit to research and argue the alternative viewpoint.
10. When presenting decision-making information to a group, consider adopting round-robin procedures to provide every group member the opportunity to express his/her views, thereby avoiding dominance of the group discussion by a vocal few.
11. Use decision-making tools to bring convergence among diverse points of view, such as round-robin expression of ideas (nominal group technique), the devil's advocate technique, Delphi method (each successive round of idea exchange reflects a narrower band of opinions than the former round), etc.

Suggested Topics for Training:

Look for training programs or workshops that cover the following topics:

1. Brainstorming
2. Paired ranking decision-making method
3. Reaching a "win-win" solution
4. Risk taking
5. The decision-making process
6. Consensus building

DEVELOPMENT SUGGESTIONS

Development Need

Takes sufficient time to plan and schedule projects before launching them.

This activity is linked to the following competency: **Planning and Scheduling Work**

Development Activities:

Consider the following activities to help you build your effectiveness in this area:

1. Discuss with subordinates how to practice and manage quality in everything that your department does. Ask them what quality means to them.
2. Encourage the improvement of your employees' attitudes, skills, and performances in order to improve the quality of services, products, and processes.
3. When mistakes are made, determine reasons why and find ways to prevent them from happening again.
4. Construct a flow chart that shows the relationships and interdependencies of each activity and event.
5. Determine which project activities are linear (sequential, done in series) and which are branching (simultaneous, done in parallel).
6. Identify the critical path on your PERT or Gantt chart and adjust time and money on the other (slack) paths so as to keep the critical path on target.
7. Assign time estimates for each activity, factoring them with the formula that assigns weights to the most optimistic, most likely, and most pessimistic estimates.
8. Identify each activity as value-adding or non value-adding, and simplify the project design so as to maximize the productive, value-adding time.
9. Before launching a project, brainstorm with team members to identify the many things that can go wrong. Forewarned is forearmed.
10. Confirm the project goals and expected outcomes in terms that are measurable, observable, and relevant to the organization's objectives.

Suggested Topics for Training:

Look for training programs or workshops that cover the following topics:

1. Goal setting
2. Total quality management

DEVELOPMENT SUGGESTIONS

Development Need

When delegating, takes time to cultivate "buy-in" and commitment from others.

This activity is linked to the following competency: **Training, Coaching, and Delegating**

Development Activities:

Consider the following activities to help you build your effectiveness in this area:

1. Arrange individual discussions with subordinates to evaluate workloads. Make adjustments to ensure the amount of delegated work is appropriate.
2. Ask ex-employees, employees, peers, or managers who know you well from their observations of your delegation skills and ideas on how to improve.
3. Ask your employees to complete an anonymous questionnaire that includes items on how well you delegate.
4. Consult with someone you consider an effective delegator and ask them for 'how to' ideas in assigning tasks and in setting up control and followup procedures.
5. Deal with the causes of the conflict, not the symptoms.
6. Don't allow subordinates to delegate up.
7. Explain why you picked the person(s) to whom you are delegating, and point out their qualifications to do the job well.
8. Have the person(s) you've delegated to feedback to you what they will do so that you can check for correctness, sequence, and commitment to the task.
9. Establish the expected outcomes and the criteria to be met. Remember that you're delegating an objective, not an activity.

Suggested Topics for Training:

Look for training programs or workshops that cover the following topics:

1. Accountability
2. Building good morale
3. Defining responsibilities
4. Overcoming employee resistance