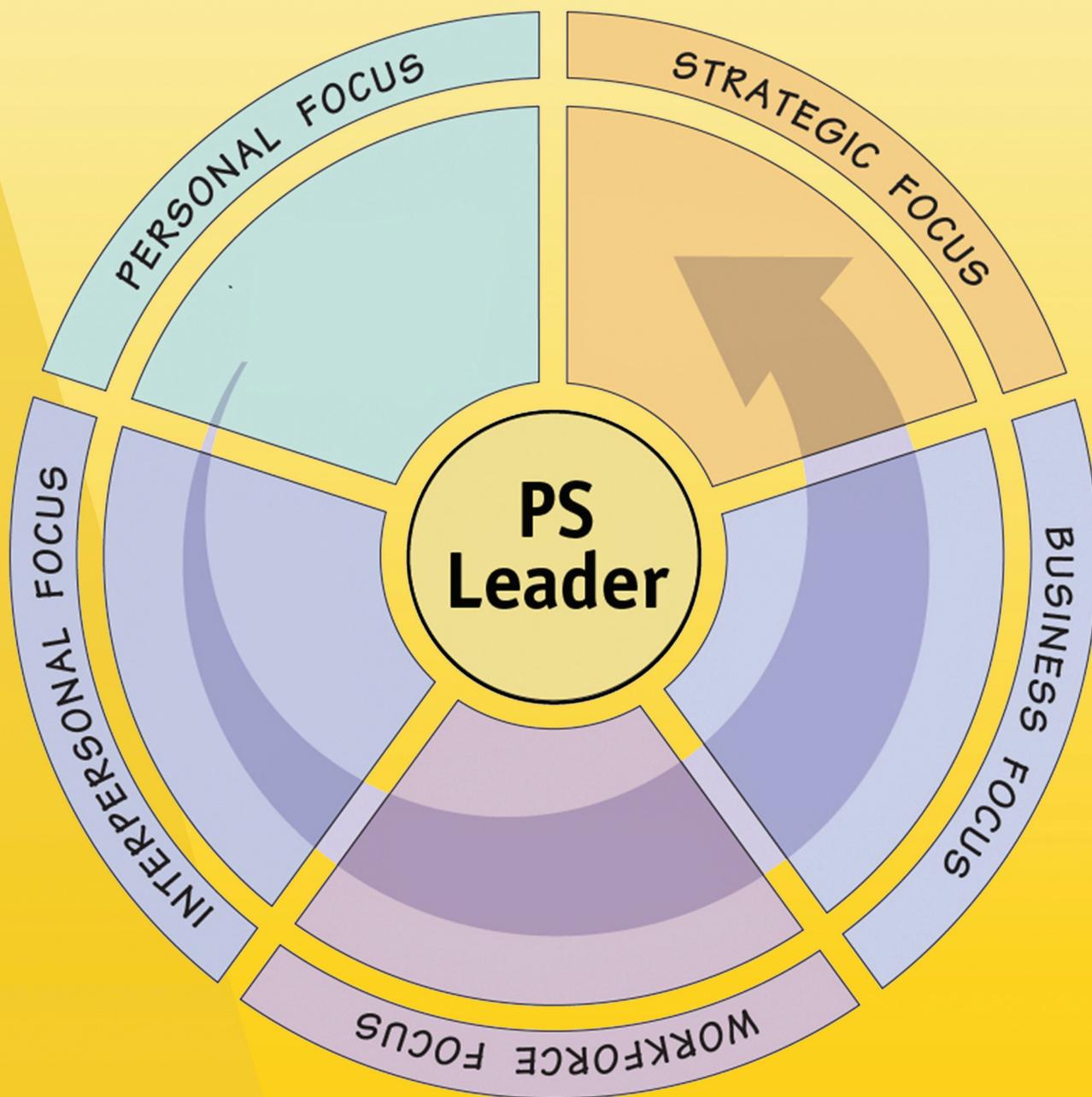


PERFORMANCE SKILLS LEADER®

FACILITATOR GUIDE



PSL

PERFORMANCE SKILLS LEADER

HRDPRESS
+MORE FOR LESS-

Published by: Human Resource Development Press, Inc.
22 Amherst Road
Amherst, MA 01002
(800) 822-2801 (U.S. and Canada)
(413) 253-3488
(413) 253-3490 (fax)
<http://www.hrdpress.com>

Copyright and Usage Notices

Copyright by HRD Press. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database without the prior written permission of the publisher. If you made a purchase from Publisher that allows the right to use, print, or distribute this document, those rights and usage will be controlled by the usage agreement provided with your purchase or as part of your online access.

Report illegal use to HRD Press, 22 Amherst Road, Amherst, MA 01002.

ISBN 0-87425-377-2

Table of Contents

Topic	Page
About this Guide	v
Section 1: Instructor Orientation to PS Leader	
The PS Leader Competency Model	3
PS Leader Competencies and Definitions	5
How the PS Leader Assessment Instrument Measures the Competencies	7
The PS Leader Assessment Process	8
Section 2: Review Sample Report to Teach Participants	
How to Interpret Individual Results	
About the Interpretation Session	13
Preparing for the Interpretation Session	15
Conducting the Interpretation Session.....	16
Facilitator's Guide for Conducting a PS Leader Interpretation Session.....	17
Instructor Introduction and Administrative Information.....	17
Session Overview and Purpose	18
Overview of the PS Leader Competency Model	19
PS Leader Assessment Process Review	22
Review the Layout of the Assessment Report.....	26
Competency-Level Information	27
Section 1: Job Requirements Comparison	27
Section 2: Competency Ranking	29
Behavior-Level Information.....	33
Section 3: High Strengths.....	33
Section 4: Development Needs	35
Section 5: Support Data.....	36
Section 6: Development Suggestions	40
Section 3: Review Individual Results	
Individual Review.....	43
Taking Action on Your Results: Job Aid.....	45
Factors that Might Affect Data: Facilitator's Aid.....	48
Section 4: Create a Development Plan	
Creating a Development Plan	51
Selecting Areas for Development.....	51
Setting Goals for Change.....	52
Discussing Your PS Leader Results with Your Supervisor.....	53
Ensuring Implementation of Your Development Plan	55
Workshop Conclusion	56

Appendix A: Sample PS Leader Feedback Report..... A-1
Appendix B: Suggested Responses to Analysis of Sample Feedback Report B-1
Appendix C: PS Leader Assessment Questions C-1
Appendix D: Administering PS Leader Online..... D-1
Appendix E: PS Leader Development Suggestions E-1

About This Guide

This *Administrator's Guide* provides background information about PS Leader to help you familiarize yourself with its content and uses. It also provides step-by-step guidance for conducting a PS Leader interpretation session.

The guide is organized into four primary sections as follows:

Section 1: Instructor Orientation to PS Leader

- The PS Leader Competency Model
- PS Leader Competencies and Definitions
- How the PS Leader Assessment Instrument Measures the Competencies
- The PS Leader Assessment Process

Section 2: Review Sample Report to Teach Participants How to Interpret Individual Results

- About the Interpretation Session
- Preparing for the Interpretation Session
- Conducting the Session
- Facilitator's Guide for Conducting a PS Leader Interpretation Session

Section 3: Review Individual Results

- Creating a Development Plan
- Selecting Areas for Development
- Setting Goals for Change
- Discussing Your PS Leader Results with Your Supervisor

Section 4: Complete Development Plan

- Creating a Development Plan
- Selecting Areas for Development
- Setting Goals for Change
- Discussing Your PS Leader Results with Your Supervisor
- Ensuring Implementation of Your Development Plan
- Workshop Conclusion



Section 1: Instructor Orientation to PS Leader

The PS Leader Competency Model

The PS Leader assessment measures leadership skills based on a well-researched competency model. The PS Leader competency model defines 24 competencies that are important for effective performance at all leadership levels. The competencies describe both *what* successful leaders do (e.g., plan and execute, solve problems, and make decisions) and the characteristics that enable them to do it—*how* they do it (e.g., through the use of flexibility and interpersonal skills).

The PS Leader competencies were determined based on an extensive research effort with more than 12,000 supervisors, managers, and executives in both public and private sector organizations.

Figure 1 on the following page presents the PS Leader Competency Model. Note that the 24 competencies are clustered under five key areas of leadership focus:

- **Strategic Focus:** The competencies in this area relate to a leader's ability to plan for and act on changes in the business and market environment that impact current business plans and processes.
- **Business Focus:** These competencies relate to a leader's ability to effectively plan and execute high quality business activities, balancing customer interests with financial requirements.
- **Workforce Focus:** The competencies in this area involve a leader's ability to effectively manage and direct the work of individuals or teams with whom the leader works.
- **Interpersonal Focus:** These competencies describe a leader's ability to effectively relate to others, either individually or in groups, and either face-to-face or in writing.
- **Personal Focus:** The competencies in this cluster relate to a leader's personal characteristics, including the ability to direct him/herself, effectively manage his/her time, set a positive example, and focus on action and getting results.

Each of these areas has been shown to be important for successful leaders at all levels.

Definitions of the 24 competencies are included on the pages following Figure 1.



Figure 1. The PS Leader Competency Model

PS Leader Competencies and Definitions

Strategic Focus

Change Management: Champions organizational change; plans for managing change, and helping the workforce deal with work-related transitions.

Technology Management and Application: Applies new technologies to organizational needs; ensures that staff are trained and capable.

Vision: Creates a vision for the organization; promotes wide ownership and commitment to the vision; ensures that actions are consistent with the vision.

Business Focus

Budgeting: Prepares and justifies budget; monitors expenses.

Business Knowledge: Stays informed on all aspects of the business that impacts or influences decision making.

Creativity and Innovation: Identifies new possibilities and solutions; fosters innovations among others.

Quality Centered: Actively seeks customer input; ensures that customer needs are met; continuously seeks to improve the quality of services, products, and processes.

Planning and Execution: Establishes policies, guidelines, plans, and priorities; identifies required resources; plans and coordinates with others; monitors progress and evaluates outcomes; improves organizational efficiency and effectiveness.

Problem Solving and Decision Making: Recognizes and defines problems; analyzes relevant information; considers a variety of factors in selecting alternative solutions.

Workforce Focus

Coaching: Ensures that task assignments are understood and appropriate; adapts leadership style to situations and people; empowers, motivates, and guides others; provides feedback effectively; and provides opportunities for career development.

Commitment to Workforce Diversity: Manages workforce diversity by being sensitive to differences; provides employment and development opportunities for a diverse workforce.

Human Resource Management: Applies effective practices in recruitment, selection, performance appraisal, recognition, and corrective/disciplinary action; promotes good labor relations and employee well-being.

Team Leadership: Fosters cooperation, communication, and consensus among groups.

PS Leader Competencies and Definitions (concluded)

Interpersonal Focus

Conflict Resolution and Negotiation: Anticipates and seeks to resolve confrontations, disagreements, and complaints in a constructive manner; negotiates to find mutually acceptable solutions.

Interpersonal Skills: Considers and responds appropriately to the needs, feelings, and capabilities of others; treats others equitably.

Influencing: Networks with, and provides information to, key groups and individuals; appropriately uses persuasion and authority in dealing with others to achieve goals.

Oral Communication: Listens to others; makes clear and effective oral presentations to individuals and groups.

Writing: Communicates effectively in writing; reviews and critiques others' writing.

Personal Focus

Action Orientation: Takes action and risks when needed; makes difficult decisions when necessary.

Flexibility: Adapts to change in the work environment; effectively copes with stress.

Results Focus: Works persistently to achieve goals and overcome obstacles; takes advantage of opportunities to further goals; displays accountability for results.

Role Modeling: Leads by example; shows congruence between words and actions; follows through on agreements.

Time Management: Manages time effectively.

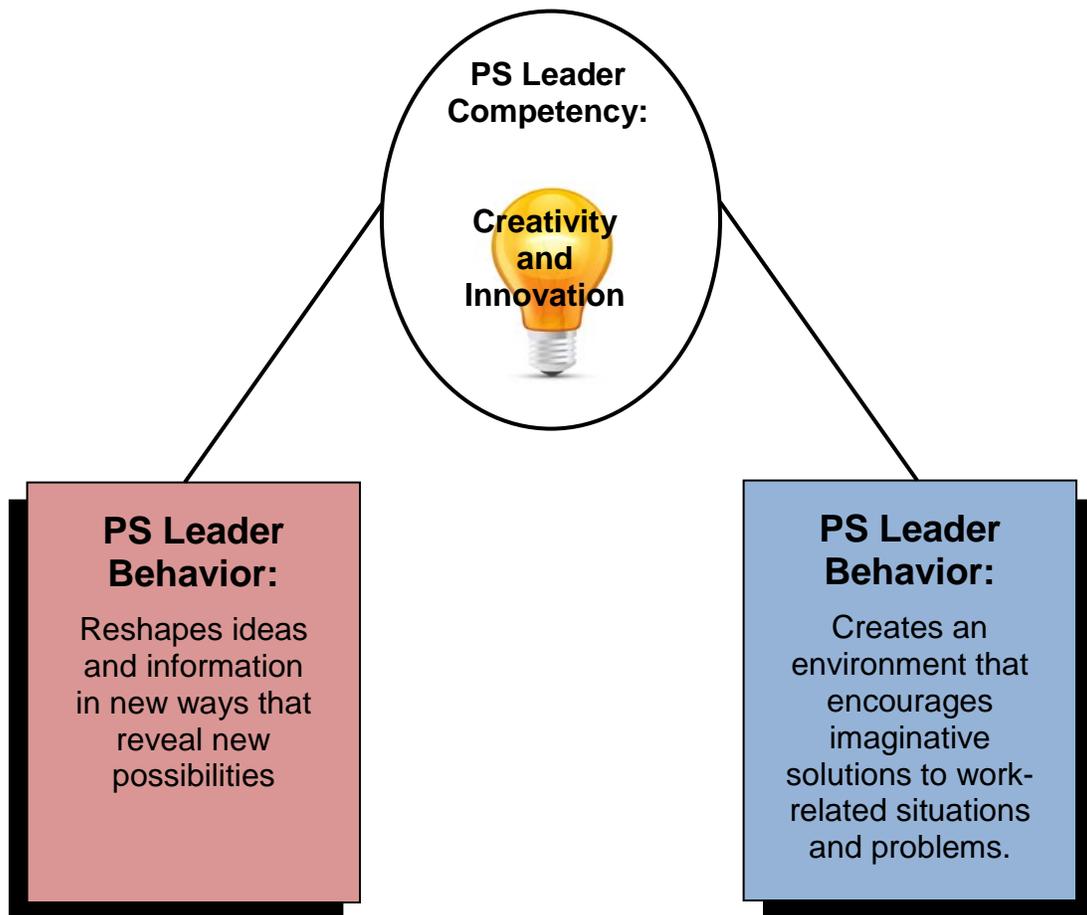
Self-Development: Realistically assesses own strengths, weaknesses, and impact on others; seeks feedback from others; invests in own development; maintains technical proficiency.

How the PS Leader Assessment Instrument Measures the Competencies

Collecting feedback on leadership skills can help leaders in your organization improve their leadership effectiveness. The PS Leader competency model provides a framework for measuring leadership effectiveness. Using only the competency model, however, may make gathering useful feedback difficult. For example, supervisors and coworkers cannot necessarily observe leaders practicing “creativity and innovation.” Thus, it may be difficult for them to make a judgment as to a leader’s proficiency in this competency. The PS Leader assessment solves this problem.

The PS Leader assessment consists of specific behaviors that describe each of the competencies. Thus, instead of rating the leader’s proficiency in “creativity and innovation,” proficiency in the behaviors that are related to “creativity and innovation” are rated. By rating these observable behaviors, the assessment provides a method for measuring the PS Leader competencies. Figure 2 below illustrates the relationship between a competency and its corresponding behaviors.

Figure 2. Example of Relationship between a Competency and Behaviors



The PS Leader Assessment Process

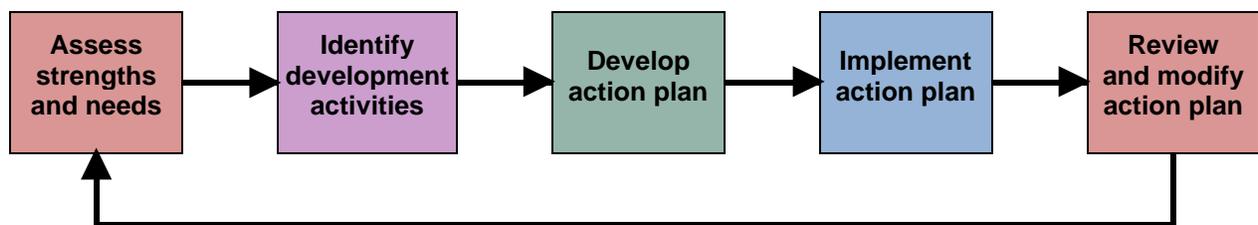
The PS Leader assessment describes behaviors found to be applicable to most leadership jobs. Each behavior is linked to one of the 24 PS Leader competencies. For each behavior, participating leaders provide two ratings:

1. The level of proficiency that is *required* for effective performance in the leader's job, and
2. The leader's *current* level of proficiency.

In addition, the leader's supervisor, peers, and direct reports may also complete an assessment for the leader. Their results are combined with the leader's self-assessment in the PS Leader feedback report.

Assessment is an important first step in the leadership development process. This step serves to identify leaders' areas of strength and development needs to help them focus their development efforts. To increase leadership effectiveness, leaders need to continue the development process by acting on their assessment results. Figure 3 below presents a useful process for approaching development.

Figure 3. An Effective Development Process

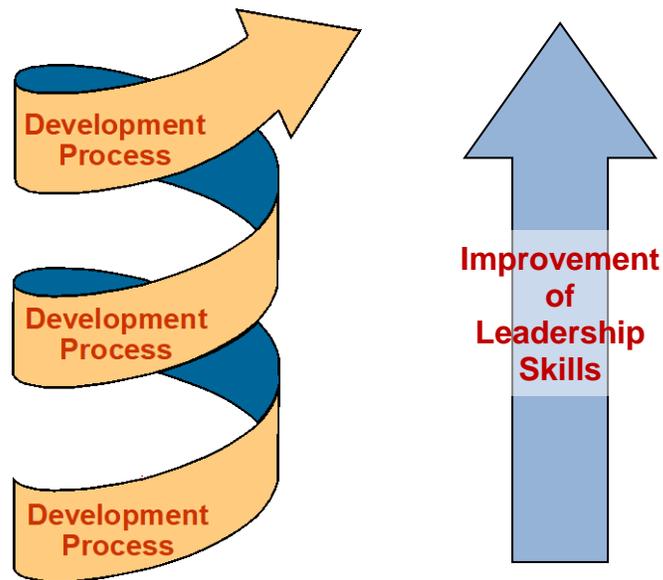


The PS Leader Assessment Process (concluded)

Keep in mind that assessment is not a one-time event. It is part of an ongoing process that ensures that a leader's development activities remain targeted to the most critical development areas. Leaders must continually repeat the process as they evaluate progress, reassess needs, and make adjustments to their development plans.

Consider the developmental spiral in Figure 4. Each time leaders repeat the development process, they are moving up the spiral, continually improving their leadership skills.

Figure 4. The Development Process Spiral





Section 2: Review Sample Report to Teach Participants How to Interpret Individual Results

About the Interpretation Session

Length: A “bare bones” interpretation session (i.e., no additional exercises or lengthy discussions) will generally take 2½ to 3 hours. However, the workshop can be expanded by incorporating various exercises and including more in-depth discussions. An expanded session can take up to 1 day, depending on how many exercises and/or discussions you incorporate.

Materials: You will need the following materials to conduct the interpretation session:

- This *Administrator's Guide*
- *Participant Interpretation and Development Planning* booklet
- Sample PS Leader Feedback Report
- “Mini” version of the *PS Leader Assessment*
- Pre-prepared flipchart page, as shown on page 14.
- PowerPoint slides:
 - Slide 1: Session Agenda
 - Slide 2: Session Objectives
 - Slide 3: PS Leader Competency Model
 - Slide 4: Relationship between a Competency and Behaviors
 - Slide 5: Gap Analysis
 - Slide 6: Gap Analysis (concluded)
 - Slide 7: PS Leader Reports
 - Slide 8: Job Requirements Comparison
 - Slide 9: Competency Ranking (1)
 - Slide 10: Competency Ranking (2)
 - Slide 11: High Strengths
 - Slide 12: Development Needs
 - Slide 13: Task Scores
 - Slide 14: Creating a Development Plan

Equipment:

- Equipment for presenting a PowerPoint slideshow
- Flipchart and markers (several colors)
- Prepare flipchart page (see following page)

Scale

- 1 = No proficiency
- 2 = Low proficiency
- 3 = Moderate proficiency
- 4 = High proficiency
- 5 = Very high proficiency

	Required Proficiency	Current Proficiency	Gap
1. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations	_____	_____	_____
2. Takes calculated risks to move initiatives forward	_____	_____	_____
3. Initiates appropriate action without being directed to do so	_____	_____	_____
4. Prepares and justifies budgets for own organization, projects, and activities	_____	_____	_____
5. Tracks expenses and monitors against budget to ensure cost-effective resource management	_____	_____	_____
6. Keeps up-to-date on the industry, competition, trends, and developments affecting the business.	_____	_____	_____

Preparing for the Interpretation Session

When preparing for the Interpretation Session:

- Review the facilitator guide *thoroughly*. A TELL, SHOW, DO, and NOTE format (described below) will provide a “road map” through the training.

TELL: Key points to be presented to the participants. These key points are written in a scripted, conversational format as a guide through the content. Feel free to add organization-specific information, examples from personal experience, or anything else you feel is relevant or will enhance the content.

SHOW: PowerPoint slides, flipchart material, or any other display to be shared with participants.

DO: Activities, exercises, discussion questions, material to be written on a flipchart page (or blackboard/whiteboard).

NOTE: Instruction(s) or information for the leader only.

- Prepare any flipcharts or other materials you will need to conduct the session.
- Make a copy of the sample report found in Appendix A for each participant in your session.
- Ensure that you have the PS Leader results for all participants in your session.

Conducting the Interpretation Session

Use the following guidelines to conduct the interpretation session:

- The interpretation session should include no more than 20 participants.
- Try to keep the session interactive. Participants benefit from sharing ideas and experiences with others in the group.
- Use the time estimates in the right-hand column of the facilitator's guide to stay on track—but be flexible based on the mood of the group.

Facilitator's Guide for Conducting a PS Leader Interpretation Session

Instructor Introductions and Administrative Information

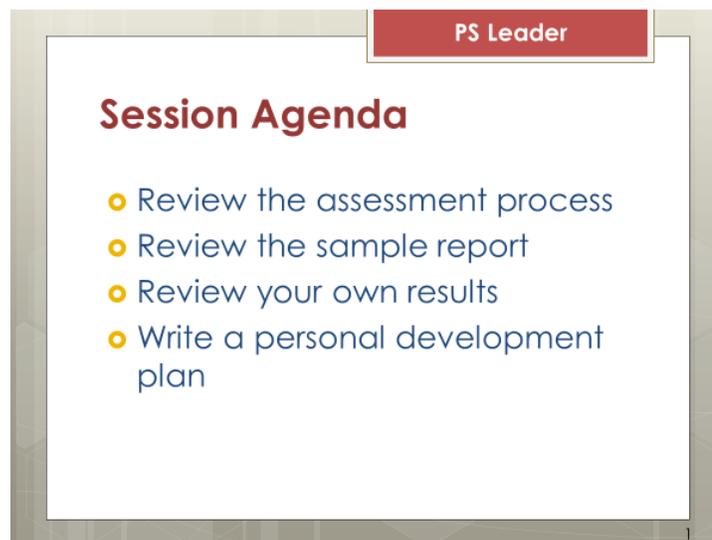


10 minutes

DO: Welcome participants to the PS Leader interpretation session and explain that you will be leading them through an interpretation of a sample PS Leader feedback report before they receive their actual results.

Then have participants introduce themselves.

SHOW: Show Slide 1, *Session Agenda*.



TELL:

- In this PS Leader session, we will review the assessment process, then go over the sample report so you understand how the assessment was scored and what to do with the information you learn from those scores.
- Then, you will receive your own report and review your results. Based on your results, you will work on a personal development plan.

DO: Cover any necessary administrative details, including:

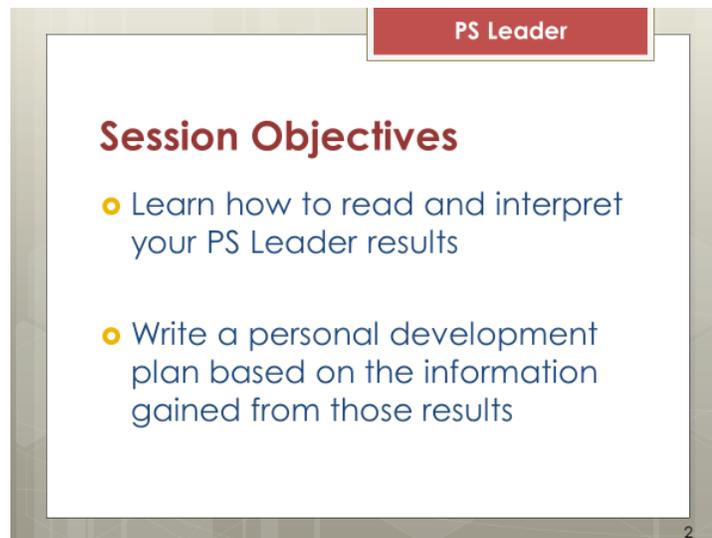
- Start and end times for the course
- Frequency and duration of breaks
- The importance of “be back” times
- Location of restrooms
- Availability/location of refreshments

Session Overview and Purpose



5 min.

SHOW: Show Slide 2, *Session Objectives*.



- TELL:**
- During this session, we hope to help you accomplish two things:
 1. Gain a thorough understanding of your PS Leader results so that you have a snapshot of your current leadership strengths and development needs.
 2. Write a personal development plan so that you continue to improve your leadership skills.

DO: **Ask:** *Do you have any questions about our purpose today?*

Discuss and answer any questions.

Overview of the PS Leader Competency Model



15–60 min.

- TELL:**
- Before I distribute a sample Report of Results, let's spend a few minutes discussing the background of PS Leader.
 - The PS Leader assessment measures leadership skills based on a well-researched competency model. The PS Leader competency model defines 24 competencies that are important for effective performance at all leadership levels.
 - The competencies describe both *what* successful leaders do (e.g., plan and execute, solve problems, and make decisions) and the characteristics that enable them to do it—*how* they do it (e.g., through the use of flexibility and interpersonal skills).
 - The PS Leader competencies were determined based on an extensive research effort with more than 12,000 supervisors, managers, and executives in both public and private-sector organizations.

SHOW: Show Slide 3, *PS Leader Competency Model*.



DO: Have participants turn to pages 2 and 3 of their *Participant Interpretation and Development Planning* booklet.

- TELL:**
- This slide shows the PS Leader Competency Model. Note that the 24 competencies are clustered under five key areas of leadership focus or effectiveness: Strategic, Business, Workforce, Interpersonal, and Personal. The model provides a framework for measuring leadership effectiveness. Each of these areas have been shown to be important for successful leadership at all levels.
 - You will find this model on page 3 of your *Participant Interpretation and Development Planning* booklet.
 - If you look on page 2 of your booklet, you will find definitions for each of the five areas of leadership focus. Let's go over these now.

- DO:** Review each of the five focus areas, using the definitions below.
- **Strategic Focus:** The competencies in this area relate to a leader's ability to plan for and act on changes in the business and market environment that impact current business plans and processes.
 - **Business Focus:** These competencies relate to a leader's ability to effectively plan and direct current business activities, balancing customer interests with financial requirements.
 - **Workforce Focus:** The competencies in this area involve a leader's ability to effectively manage and direct the work of individuals or teams with whom the leader works.
 - **Interpersonal Focus:** These competencies describe a leader's ability to effectively relate to others, either individually or in groups; face-to-face or in writing.
 - **Personal Focus:** The competencies in this cluster relate to a leader's personal characteristics, including the ability to direct him/herself, effectively manage his/her time, set a positive example, and focus on action and getting results.

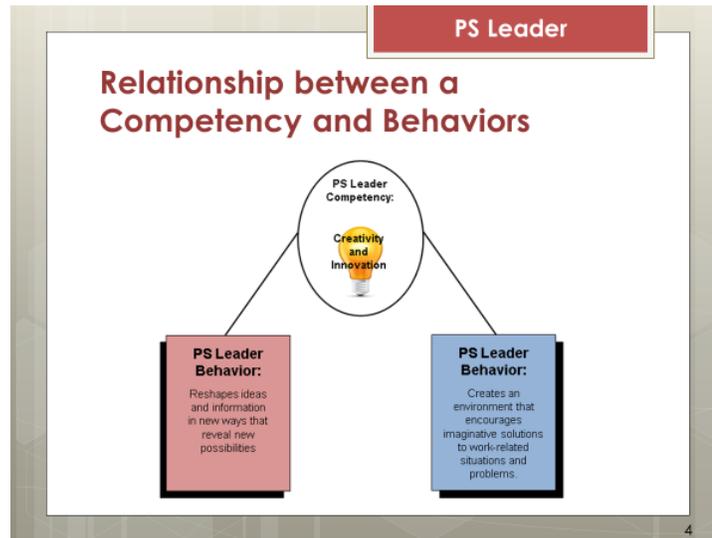
Ask: *Why might it be important to measure leadership effectiveness?*

Discuss answers.

- TELL:**
- Probably the most important reason for measuring leadership effectiveness is so that we can continue to improve—both in terms of our own development as well as the development of the organization.
 - One way to measure leadership effectiveness is to collect feedback from others using a structured framework such as the PS Leader competency model.
 - However, using only the competency model might make gathering useful feedback difficult because it's hard to observe someone performing a competency. For example, supervisors and coworkers cannot necessarily observe you practicing “creativity and innovation”, which makes it difficult for them to make a judgment as to your proficiency in this competency.

- The PS Leader assessment solves this problem. It breaks the competencies down into specific, observable behaviors that describe each of the competencies. Instead of rating your proficiency in “creativity and innovation,” you and your coworkers rated the behaviors that are *related* to “creativity and innovation.”

SHOW: Show Slide 4, *Relationship between a Competency and Behaviors*.



TELL:

- By rating these observable behaviors, the assessment provides a method for measuring the PS Leader competencies and, consequently, for measuring our leadership effectiveness. This slide illustrates the relationship between a competency and its corresponding behaviors.

PS Leader Assessment Process Review



45 minutes

- TELL:**
- Before we review the sample report, let's review the process you followed to complete the PS Leader assessment. However, instead of me doing all of the talking, let's make this more interactive.
 - Think of a well-known figure or character. We will complete part of a PS Leader assessment on him or her. However, to avoid any political debating, do not select political figures.

DO: Post participant suggestions on the flipchart, then have participants vote on the character. The majority wins.

NOTE: Political figures [e.g., the President] may be difficult. The purpose of this exercise is not to debate political issues. If participants insist on a political figure, post the following rule: **No political debating will be allowed.**

- TELL:**
- I've selected a few of the behaviors from the PS Leader assessment to represent a "quick and dirty" version. We will complete these together as a group.

DO: Display the flipchart page you prepared prior to the start of the workshop (*see the next page for a copy*). The tasks and the ratings columns should resemble the format in the PS Leader assessment.

Review the PS Leader rating process. Tell participants they will now look at the first task.

- TELL:**
- Remember, when you completed the PS Leader assessment, your first step was to provide a required proficiency rating for each task by rating the level of proficiency that is required for your job.

DO: **Ask:** *What do you think is the level of proficiency required for item 1 of (famous figure)'s job?*

Refer participants to the scale on the flipchart page and try to get the group to agree on a rating for the first task. Enter the rating in the Required Proficiency column next to the task on the flipchart page.

- TELL:**
- The next step was to provide a rating that represented your current proficiency in that task—without regard to any particular position.

DO: **Ask:** *What is (famous person)'s current level of proficiency for item 1?*

Again, try to get agreement on a current rating for the first task and enter the rating in the Current Proficiency column next to the task. Continue with the remaining tasks listed on the flipchart.

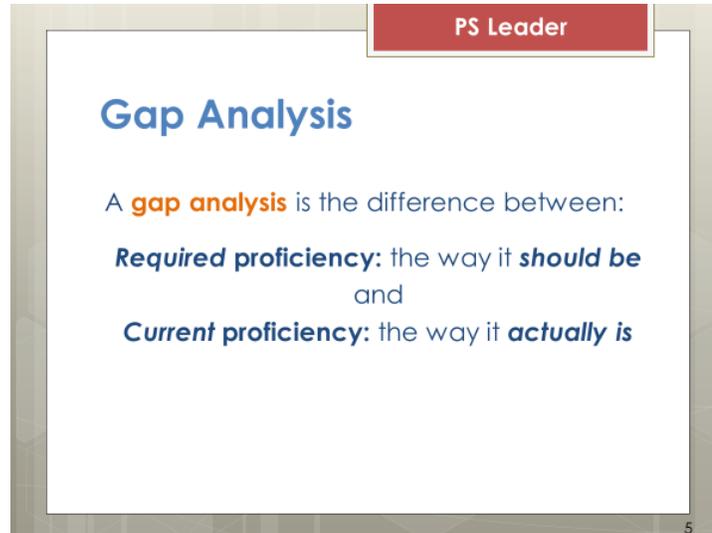
Scale

- 1 = No proficiency
- 2 = Low proficiency
- 3 = Moderate proficiency
- 4 = High proficiency
- 5 = Very high proficiency

	Required Proficiency	Current Proficiency	Gap
1. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations	_____	_____	_____
2. Takes calculated risks to move initiatives forward	_____	_____	_____
3. Initiates appropriate action without being directed to do so	_____	_____	_____
4. Prepares and justifies budgets for own organization, projects, and activities	_____	_____	_____
5. Tracks expenses and monitors against budget to ensure cost-effective resource management	_____	_____	_____
6. Keeps up-to-date on the industry, competition, trends, and developments affecting the business.	_____	_____	_____

TELL: • Let's take a look at the column labeled Gap and see how these scores are used to determine strengths and development needs.

SHOW: Show Slide 5, *Gap Analysis*.



PS Leader

Gap Analysis

A **gap analysis** is the difference between:

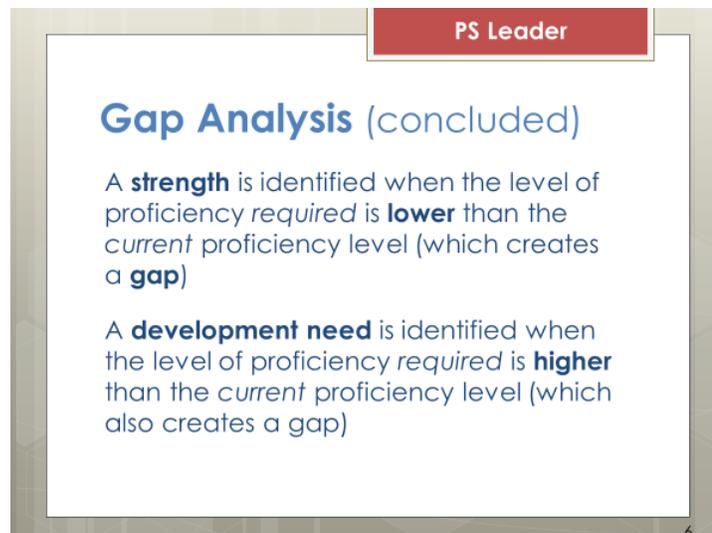
Required proficiency: the way it *should be*
and
Current proficiency: the way it *actually is*

5

TELL: • The gap is the difference between the *required proficiency* or the way it *should be*, and your *current proficiency* or the way it *actually is*.

• In your PS Leader reports, strengths and development needs are determined based on this gap analysis.

SHOW: Show Slide 6, *Gap Analysis (concluded)*.



PS Leader

Gap Analysis (concluded)

A **strength** is identified when the level of proficiency *required* is **lower** than the *current* proficiency level (which creates a **gap**)

A **development need** is identified when the level of proficiency *required* is **higher** than the *current* proficiency level (which also creates a gap)

6

- TELL:**
- In general, a **strength** is identified when the level of proficiency required by the job is *lower* than the current proficiency level; in other words, when one is performing at a higher level than required.
 - A **developmental need** is identified when the level of proficiency required by the job is *higher* than the current proficiency level, or when one is performing at a lower level than required.

DO: Return to the flipchart page completed for the **famous person** and calculate the gap between **required proficiency** and **current proficiency** for each of the items.

Post them in the column titled Gap.

Check for understanding and debrief the exercise.

- TELL:**
- The purpose of this activity was to refresh your memory about the PS Leader assessment and to provide you with some of the basic calculation concepts. However, there is another point that I think is important.

DO: *Ask: As you were providing your ratings on (famous person), did you experience any difficulties? What were they, and what caused them?*

Post responses on the flipchart.

NOTE: The purpose of this question is to provide participants with some perspective on difficulties their raters might have had in completing the PS Leader assessment.

If necessary, you may provide some suggestions to get the participants going. Examples include:

- We only know (*famous person*) in one particular setting. Therefore, we only see part of the whole picture.
- Some members in the small group thought “very proficient” meant one thing, while others in the group thought “very proficient” meant something else.

- TELL:**
- As you review your PS Leader reports today, remember that your supervisor, direct reports, and/or peers may have experienced the same difficulties as they completed the PS Leader assessment for you.
 - You should avoid the trap of trying to “second guess” a rating or figure out who gave you a particular rating. Rather, try to focus on your behaviors that might have influenced the raters’ perceptions. We will talk about this in more detail after the reports are distributed; however, it’s an important point to keep in mind.

Review the Layout of the Assessment Reports



20 minutes

- DO:** Distribute the sample report for John Demo to the participants.
- TELL:** Before you get involved in the details of your own report, let's first walk through the sample report so you can see how the report is organized.
- SHOW:** Show Slide 7, *PS Leader Reports*.



- DO:** Have participants turn their attention to the sample report.
- TELL:**
- The PS Leader feedback report is made up of six primary sections under two categories.
 - The first two sections contain information on your competency level, and the remaining four sections provide information on the behaviors that support those competencies.
 - Using the sample report, we are going to look at each of these sections in terms of the data they provide and how this data can be used when interpreting the results of your assessment. Let's begin with the competency-level information in Sections 1 and 2.

COMPETENCY-LEVEL INFORMATION

SECTION 1: JOB REQUIREMENTS COMPARISON

NOTE: Appendix B contains suggested responses to each of the reports within PS Leader. Pages B-3 and B-4 have responses to the Job Requirements Comparison.

DO: Have participants turn to the **Job Requirements Comparison** report on pages 3 and 4 of their sample report.

TELL:

- We are going to walk through a structured process that will help you to analyze your data once you receive your PS Leader Individual Report. This process will do three things:
 - 1) Clarify what is expected of you in your current leadership position.
 - 2) Identify your most important job strengths.
 - 3) Identify areas in which you would like to improve.
- The end result of this process will be the creation of a personal development plan that, when implemented, will help you improve your leadership skills.

SHOW: Show Slide 8, *Job Requirements Comparison*.

Competency	Self Required Proficiency	Supervisor Required Proficiency
Action Orientation Takes action and risks when needed; makes difficult decisions when necessary	4.7	4.7
Budgeting Prepares and justifies budget; monitors expenses	3.0	2.5
Business Knowledge Stays informed on all aspects of the business that impacts or influences decision making	4.0	5.0
Change Management Champions organizational change; plans for managing change and helping the workforce deal with work-related transitions	3.0	4.7

TELL:

- This slide shows a portion of the **Job Requirements Comparison** report. The report compares *your* perception of your job requirements with your *supervisor's* perception, showing any similarities and/or differences in the way you and your supervisor view the requirements of your job.

DO: **Ask:** *Have you ever been in a situation where you thought you knew what was required of you but were surprised to find out that you didn't?*

Discuss answers. Have volunteers share their experiences or provide an example from your own experience.

Ask: *Why is it important that your perceptions about what is required for success in your job are the same as your supervisor's?*

Discuss answers. Write any key points on the flipchart.

- TELL:**
- The Job Requirements Comparison will help you determine how your picture of what is required for success in your job matches that of your supervisor.
 - Keep in mind that required proficiency is not the same as current proficiency. This report says nothing about whether you are meeting job requirements; it simply compares your perception of what those requirements are with your supervisor's perception.
 - Take a look at Action Orientation in the Competency column. The respondent rated the required proficiency at 4.7 and his supervisor also rated it at 4.7 showing agreement.
 - Now move down to Change Management. The respondent rated required proficiency at 3, while the supervisor rated it at 4.7, indicating the supervisor's perception of required proficiency in this competency is higher than the respondent's perception.
 - Data from this report can serve as stimuli for role-clarification discussions with your supervisor. It may also point out competencies where you should be placing more or less emphasis.
 - If the pattern of differences between your ratings and your supervisor's ratings are consistently producing a gap of 1 or more, you might want to discuss these differences with your supervisor.

DO: ACTIVITY: JOB REQUIREMENTS REPORT

Have participants review the Job Requirements Comparison in the Sample Report and compare the remaining competencies. Participants should

- Circle 3 or 4 competencies with the largest differences between Self Required Proficiency and Supervisor Required Proficiency.
- Circle any areas on the report they feel require further investigation or review with their supervisor (i.e., a competency where the respondent (self) rates the Required Proficiency 1 or more than the supervisor).

Ask for volunteers to share one of the competencies they identified as having a large difference. Respond as appropriate.

[Competencies that should have been circled on the sample report are Change Management (p. B-3); Problem Solving and Decision Making (p. B-4); and Technology Management and Application (p. B-4).]

If not mentioned by participants, point out those competencies that should have been circled and explain that these had the largest differences between Self and Supervisor than other competencies.

Have participants look at the Quality Centered competency and point out that in this case, the respondent rated this competency higher than the supervisor. Because this competency deals with providing good customer service, it's worth a discussion between respondent and supervisor.

Allow 10 minutes for this activity.

SECTION 2: COMPETENCY RANKING

TELL: • Because of changes in corporations today, employees are expected to take responsibility for their own development. This change provides several benefits to both the organization and to you.

DO: *Ask: What benefits to yourself can you think of?*

Possible answers include:

- *You can develop in areas you want to instead of what the organization wants.*
- *You can make yourself more marketable across a wider spectrum within the organization.*

SHOW: Show Slide 9, *Competency Ranking (1)*.

PS Leader			
Competency Ranking (1)			
Least Development Needs			
SELF	SUPERVISOR	DIRECT REPORT	PEER
1 Budgeting	Quality Centered	Action Orientation	Action Orientation
2 Results Focus	Interpersonal Skills	Results Focus	Results Focus
3 Commitment to Workforce Diversity	Budgeting	Problem Solving and Decision Making	Quality Centered
4 Interpersonal Skills	Influencing	Influencing	Influencing

21 Oral Communication	Conflict Resolution and Negotiation	Creativity and Innovation	Flexibility
22 Time Management	Time Management	Role Modeling	Conflict Resolution and Negotiation
23 Business Knowledge	Business Knowledge	Flexibility	Technology Management and Application
24 Visioning	Technology Management and Application	Quality Centered	Team Leadership
Greatest Development Needs			

- TELL:**
- Most people tend to focus on the negative when they receive feedback, even if there is very positive information involved. However, the focus should be on your strengths... they may be the most important information in your report.
 - The **Competency Ranking** report is the biggest overview of total results, ranking the 24 competencies from *least development needs* to *greatest development needs* from the perspectives of yourself, your supervisor, your direct reports, and your peers.
 - This slide shows only the top four and bottom four competencies. The competencies toward the top of the list are *relative* strengths in comparison to the competencies toward the bottom of the report. Although these relative competency strengths may not be rated as important to your job, they are still strengths.
 - This report can also help you identify unknown strengths and unknown development needs:
 - **Unknown strengths** are items/competencies you might rate as a development need and one or more rater groups rates these items/competencies as a relative strength. Carefully consider any of your Unknown Strengths.
 - **Unknown development needs** are items/competencies that you might rate as a relative strength and one or more rater groups rates as a high development need. You should also consider any of your Unknown Development Needs.
- DO:** Have participants turn to the **Competency Ranking** report on page 5 of the sample report.
- TELL:**
- The Competency Ranking report is the largest overview of total results. This report will help you identify unknown strengths and development needs. With this information, you can begin to prioritize development areas and see where your perceptions differ from those of others.
 - Competencies at the top of the chart are those in which you have relatively greater job strengths.
 - **Italicized items in green** represent the four *highest* “least development needs” when all ratings are aggregated across all rater groups.
 - These results may tend to weight the ratings of direct reports and/or peers heavier because there were at least two raters in each of these categories. Although least development needs are strengths, they are generally less important to your job.
 - **Underlined items in red** represent the four “highest development needs” when all ratings are aggregated across all rater groups. These results may tend to weight the ratings of direct reports and/or peers heavier because there are generally at least two raters in each of these categories.

- Look across the lists to see where other raters agree with you. These competencies are your *known strengths*—the areas that you feel you are good at, and where others agree with you.
- Now look at the competencies toward the bottom of the report. See if there are any competencies that you rank near the bottom of the list, but others rated much higher. These are *unknown strengths*.
- If a competency in the Self column is among the top 4 or 5 and is also rated at the top 4 or 5 by other raters, you have a *consensus strength*.
- If a competency in the Self column is among the bottom 4 or 5 and is also rated at the bottom 4 or 5 by other raters, you have a *consensus development need*.

SHOW: Show Slide 10, *Competency Ranking (2)*.

PS Leader

Competency Ranking (2)

Least Development Needs

SELF	SUPERVISOR	DIRECT REPORT	PEER
1 Budgeting	Quality Centered	Action Orientation	Action Orientation
2 Results Focus	Interpersonal Skills	Results Focus	Results Focus
3 Commitment to Workforce Diversity	Budgeting	Problem Solving and Decision Making	Quality Centered
4 Interpersonal Skills	Influencing	Influencing	Influencing
5 Change Management	Oral Communication	Business Knowledge	Writing
6 Role Modeling	Results Focus	Planning and Executing	Oral Communication
7 Coaching	Commitment to Workforce Diversity	Writing	Interpersonal Skills
8 Influencing	Commitment to Workforce Diversity	Change Management	Problem Solving and Decision Making

Greatest Development Needs

10

DO: ACTIVITY: COMPETENCY RANKING REPORT

Have participants turn their attention back to the Competency Ranking report on page 5 of the sample report.

Using the Competency Ranking Report in the sample report, have participants look for differences between the **Self** ratings and the ratings given by the other raters (Supervisor, Direct Report, and Peer) to identify Consensus Strengths or Development Needs, and Unknown Strengths and Development Needs.

Before you begin, have participants look at the portion of a competency ranking report on Slide 10 and identify one Consensus Strength. **[Participants should determine that Results Focus is the Consensus Strength because it appears across all raters and is at the top of the list.]**

Have participants examine the Competency Ranking report and identify the following:

- Unknown strength (US)
- Consensus strength (CS)
- Unknown development need (UDN)
- Consensus development need (CDN)

Allow 10 minutes for this activity. When participants are finished, ask for volunteers to share one of the strengths or development needs they found and explain why they chose that competency.

Provide feedback as appropriate.

[Suggested answers and an explanation for the answer can be found below as well as on appendix page B-5.]

ANSWER KEY:

Unknown Strength: *Influencing*

Influencing was rated at 8 by the respondent (Self), but further up the top at 4 and 2 by the other raters, indicating that the respondent is stronger in that competency.

Unknown Strength: *Action Orientation*

Action Orientation was rated at 19 by the respondent, but at 14 by the supervisor, and 1 by direct reports and peers, indicating that the respondent is stronger in that competency.

Possible Unknown Development Need: Technology Management and Application

This competency was rated at 14 by the respondent, but down the bottom at 24, 18, and 23 by the other raters, indicating that the respondent is weak in that competency.

Consensus Development Need: Conflict Resolution and Negotiation

This competency was rated at 18 by the respondent, and down the bottom at 21, 17, and 22 by the other raters, indicating that the respondent is weak in that competency.

Consensus Development Need: Time Management

The respondent rated Time Management down the list at 22, the supervisor at 22, direct report at 19, and peers at 10.

Consensus Development Need: Visioning

The respondent rated Visioning at 24, and Visioning was down the bottom across the remaining raters.

BEHAVIOR-LEVEL INFORMATION: SECTION 3: HIGH STRENGTHS

SHOW: Show Slide 11, *High Strengths*.

You view the following as your highest strengths:		Competency Linkage
2	Takes calculated risks to move initiatives forward.	Action Orientation
3	Initiates appropriate action without being directed to do so.	Action Orientation
12	Empowers others by sharing power and authority commensurate with delegated responsibilities.	Coaching
14	Provides positive feedback in a manner that reinforces and elicits desirable behavior.	Coaching
59	Integrates customer needs and expectations into the development and delivery of services or products.	Quality Centered

- TELL:**
- The **High Strengths** report is a behavior-level report showing the five behaviors that indicate your High Strengths according to each rater's perspective (self, supervisor, direct report, and peer).
 - There is strong evidence that emphasizing strengths improves performance. People who make the most of their strengths are more likely to achieve their goals, maintain higher motivation, and have a positive influence on others.
 - The example on this slide shows only the Self-Perceptions segment of the report, containing the five items the respondent in the sample report identified as his highest strengths.
 - The first column has a number that corresponds to an item number on the PS Leader assessment, with the corresponding behavior in the second column. The third column shows the competency to which the behavior is linked.
 - You may not have any behaviors listed on this report. However, this does not mean you don't have strengths. If there are no High Strengths on this report, there are other ways to identify your strengths from the data:
 - You can use the **Task Scores** report in the Support Data section to identify any behavior or competency where Current Proficiency is at least equal to Required Proficiency, indicating a strength. A zero or positive number will be shown in the Gap column.

- Use the **Competency Ranking** report to identify any **Unknown Strengths**. These are competencies you might rate as Greatest Development Needs while other rater groups rated these as Least Development Needs (found closer to the top of the report). Carefully consider any of your Unknown Strengths.
- The High Strengths in this report are linked with the development suggestions in the last section of the overall report.

DO: ACTIVITY: HIGH STRENGTHS

Ask participants to turn to the High Strengths report on pages 6 and 7 of their sample report and examine the self, supervisor, direct report, and peer sections.

First, have participants look at the numbers in the column at the far left. These are the numbers of the behaviors in the assessment. Have participants compare the Self report with the other raters and select examples of high strengths that appear in more than one rater category by circling the corresponding number.

[Reference Slide 11, item #2, and have participants look over the supervisor, direct report, and peer reports to see if this behavior appeared more than once. Allow a few minutes for participants to identify others.]

Second, have them look at the Competency Linkage column on the far right. Are there any competencies on the Self-Perceptions that appear on the report of other raters? Place a checkmark next to the competency that seems to be dominant. **[In this example, Coaching appears across all raters, as shown on appendix pages B-6 and B-7.]**

Discuss the implications.

SECTION 4: DEVELOPMENT NEEDS

SHOW: Show Slide 12, *Development Needs*.

You view the following as your greatest development needs:		Competency Linkage
81	Communicates the vision in a way that promotes wide ownership and commitment.	Visioning
80	Creates a vision of the organization's future.	Visioning
10	Adjusts leadership style to fit a variety of situations and people.	Coaching
31	Recognizes and rewards performance based on standards and organizational goals.	Human Resource Management
6	Keeps up-to-date on the industry, competition, trends, and developments affecting the business.	Business Knowledge

- TELL:**
- The Development Needs report is also a behavior-level report showing the five behaviors that indicate your Development Needs according to each rater's perspective.
 - Items selected as Development Needs indicate the largest negative differences between required and current proficiency ratings, and the highest levels of proficiency required in the job.
 - The Development Needs in this report are also linked with the development suggestions in the last section of the overall report.

DO: ACTIVITY: DEVELOPMENT NEEDS

Ask participants to turn to the Development Needs report on pages 8 and 9 of their sample report and examine the self, supervisor, direct report, and peer sections.

Repeat the same review process as for High Strengths.

[Suggested responses can be found on appendix pages B-8 and B-9.]

SECTION 5: SUPPORT DATA

SHOW: Show Slide 13, *Task Scores*.

PS Leader

Task Scores

Competencies/Tasks	Required Proficiency	Current Proficiency	Gap
Action Orientation	Self	4.7	0.0
	Supervisor	4.7	0.0
	Direct Report	4.1	0.5
	Peer	3.6	0.8
1. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.	Self	4.0	0.0
	Supervisor	5.0	0.0
	Direct Report	4.0	0.3
	Peer	3.3	1.0
2. Takes calculated risks to move initiatives forward.	Self	5.0	0.0
	Supervisor	5.0	-1.0
	Direct Report	4.0	0.7
	Peer	3.7	1.0
3. Initiates appropriate action without being directed to do so.	Self	5.0	0.0
	Supervisor	4.0	1.0
	Direct Report	4.3	0.4
	Peer	3.7	0.6

13

- TELL:**
- The **Task Scores** report shows the required ranking, current ranking, and the gap for each of the 82 tasks or behaviors in this assessment.
 - Each rater group is displayed separately. This report will identify all of your best job strengths, as well as your highest job strengths at both the competency *and* task level.
 - The slide shows ratings for the first competency, Action Orientation. As you can see, each rater group is displayed separately. The data in this report can be used to better understand or even modify your development rankings.

DO: ACTIVITY: TASK SCORES

STEP 1: Have participants turn to the Task Scores report on page 10 of their sample report. Explain that this activity will walk them through the process of identifying strengths and development needs for each **competency** and for each **task/behavior**.

TELL: Important job strengths are those competencies that exhibit:

- Zero gaps or positive gaps, combined with
- The highest required ratings.

[Point out that the first competency is displayed on the slide.]

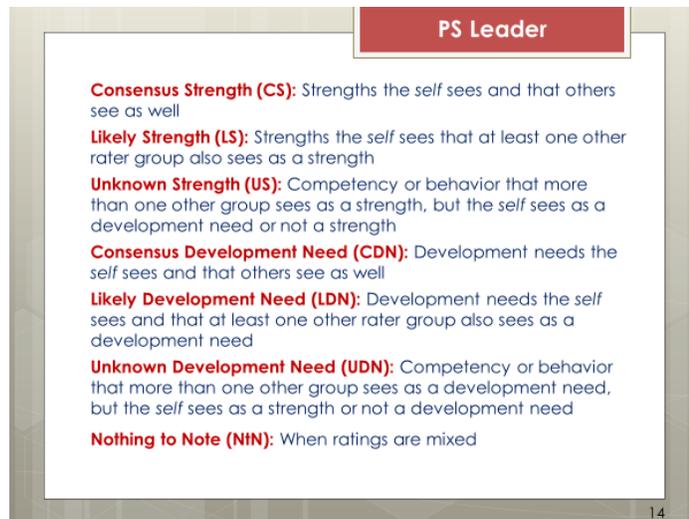
The first step in analyzing the data on this report is to go down the Gap column, placing a checkmark next to each positive or 0 gaps with a 4.0 or higher *required proficiency*.

These indicate that the respondent's Current Proficiency is equal to or greater than the Required Proficiency. Negative scores indicate that Current Proficiency is less than the Required Proficiency. **[Point this out on the Task Scores slide.]**

DO: Do the first three competencies as a large group. Make sure participants understand why the gap scores were selected.

Allow 5 to 10 minutes for participants to complete the rest.

SHOW: Show Slide 14, *Strengths and Development Needs*.



DO: **STEP 2:** Based on the information from the Gap column, determine whether each competency is a:

- Consensus strength or consensus development need
- Likely strength or likely development need
- Unknown strength or unknown development need
- Mixed; nothing to note

Have participants look once again at the numbers in the Gap column and determine how they will label the competency. Participants should label the competencies using the acronyms shown on Slide 14. Do the first three with the large group, ensuring that they understand your reason for choosing the label.

Allow 5 minutes for participants to complete the other nine.

The key below defines each of the ratings participants will assign to the competencies.

Leave Slide 14 showing these definitions displayed as participants work through the Task Scores report.

[Suggested responses can be found on appendix pages B-10 through B-18. An answering key for labeling the competencies can be found on the next page.]

STRENGTHS

- **Consensus Strength (CS):** Strengths that the *self* sees and that others see as well (all blue items)
- **Likely Strength (LS):** Strengths that the *self* sees and that at least one other rater group also sees as a strength
- **Unknown Strength (US):** Competency or behavior that more than one other group sees as a high strength, but the *self* sees as a development need or, minimally, not a strength (*self* rating gap red, at least two others blue)

DEVELOPMENT NEEDS

- **Consensus Development Need (CDN):** Development Needs that the *self* sees and that others see as well (all red items)
- **Likely Development Need (LDN):** Development Needs that the *self* sees and that at least one other rater group also sees as a development need
- **Unknown Development Need (UDN):** Competency or behavior that more than one other group sees as a high development need, but the *self* sees as a strength or, minimally, not a development need (*self* rating gap blue, at least two others red)
- **Nothing to Note (NtN):** When the ratings are mixed, label the competency with nothing to note

Answer Key to Labeling the Competencies

Competency	Label
Action Orientation:	Consensus strength
Budgeting:	Nothing to note; mixed
Business Knowledge:	Likely development Need
Coaching:	Unknown development need
Commitment to Workforce Diversity:	Nothing to note; mixed
Conflict Resolution and Negotiation:	Consensus development need
Creativity and Innovation:	Likely development need
Flexibility:	Unknown development need
Human Resource Management:	Nothing to note; mixed
Influencing:	Consensus strength
Interpersonal Skills:	Likely strength
Change Management:	Unknown development need
Oral Communication:	Unknown strength
Planning and Executing:	Consensus development need
Problem Solving and Decision Making:	Nothing to note; mixed
Quality Centered:	Possible strength
Results Focus:	Consensus strength
Role Modeling:	Nothing to note; mixed
Self-Development:	Nothing to note; mixed
Team Leadership:	Unknown development need
Technology Management and Application:	Consensus development need
Time Management:	Likely development need
Writing:	Nothing to note; mixed
Visioning:	Consensus development need

TOTALS:

3 Consensus Strengths

2 Likely Strengths

1 Unknown Strength

4 Unknown Development Needs

4 Consensus Development Needs

3 Likely Development Needs

7 Nothing to Note; Mixed

SECTION 6: DEVELOPMENT SUGGESTIONS

- TELL:**
- The last section in the PS Leader Individual Report consists of 12 individual sets of development suggestions provided for 6 of your high strengths and 6 of your greatest development needs.
 - Development suggestions include behavioral tips and managerial best practices that can help improve your skills, and activities managers can begin practicing immediately to improve perceptions of their competence.
 - These development suggestions can be used as part of your development or action plan. Each suggestion includes:
 - The task or behavior
 - Suggested development activities
 - Recommended training topics
 - These suggestions are only stimuli for your development. You are encouraged to modify these suggestions or even create your own so that development activities are tied to your own goals and to the organization's mission and goals.
 - In some instances, there might not be any development suggestions for high strengths or development needs. In this case, create your own. Consult with your supervisor or any others whom you believe will have helpful input and/or ideas.
 - If you discover unknown strengths and/or unknown development needs, I (the facilitator) have a complete set of development suggestions. See me for development suggestions appropriate to your findings.
- DO:** Have participants turn to the **Development Suggestions** beginning on page 19 of the sample report.
- TELL:**
- The first six development suggestions are linked to the results of the High Strengths report and the second six to the Development Needs report.
 - Development suggestions include behavioral tips and managerial best practices that can help improve your skills.
- DO:** Allow a few minutes for participants to look over the development suggestions. Ask if there are any questions and respond as appropriate.



Section 3: Review Individual Results

Individual Review



60 min.

DO: Distribute each participant's PS Leader Individual Report.

Have participants turn to the Job Aid on pages 16 through 18 in the *Participant Interpretation and Development Planning Booklet*. (A copy of this Job Aid is provided on pages 45 through 47 in this Leader's Guide.)

- TELL:**
- As you review the results of your individual report, begin with the Job Requirements Comparison report and work your way through the Task Scores report, just as we did with the sample report earlier in the day.
 - This job aid will assist you with the steps you should follow to accurately analyze each report.
 - I will be here to answer any questions and address any concerns as you review your report.

DO: Allow 60 minutes for participants to analyze each of the five sectional reports using the process learned during their review of the sample report. Observe the room, looking for signs of distress, frustration, and confusion. If you notice this, interrupt the participant review to conduct a brief discussion to address their concerns.

Ask: *Does anybody have any problems, questions, or concerns regarding their report?*

Respond to participants, as appropriate.

NOTE: Responses to this question might reveal some confusion or dismay, particularly if participants received several low ratings. Try to steer them away from trying to figure out who gave them the low ratings. Instead, remind them to focus on their strengths—known and unknown.

If necessary, discuss factors that may have affected the ratings to help diffuse participants' emotions and help them to focus on the aspects of the data that are useful. However, participants should not use this discussion to discredit their data.

The facilitator aid on page 48 lists some examples of factors that might "skew" the data and recommended solutions. You can use this list as a starting point for the discussion.

Keep in mind that this list is not all-inclusive. Participants might have additional ideas or insights.

DO: *Ask: Are there any factors or events that might cause your data to be skewed? What are they?*

Post participants' responses on the flipchart.

Ask: What are some ways of addressing these factors or events so that your results are still useful?

Post responses on the flipchart.

Discuss factors that may have affected the ratings to help diffuse participants' emotions and help them focus on the aspects of the data that are useful. However, participants should not use this discussion to discredit their data.

The facilitator aid on the following page lists some examples of factors that might "skew" the data and recommended solutions. You can use this list as a starting point for this discussion.

Keep in mind that this list is not all-inclusive. Participants might have additional ideas or insights.

- TELL:**
- This discussion demonstrates that there may be any number of things that affect your data. However, consider the feedback as a snapshot of your behavior and **not** a definitive description of your leadership skills. Consider the information and determine what fits or doesn't fit for you.
 - Keep in mind also, that no matter what the reason for the discrepancies, it is more important to focus on how your behavior affects other peoples' perceptions. Whether justified or not, discrepancies have the potential to inhibit your effectiveness as a leader.
 - Any differences in your ratings should not signal distress. Instead, try to review your ratings objectively, focusing on why the differences exist and how they can impact your development plan.

DO: Have participants resume examining their individual reports.

When they are finished, address any final questions or concerns before moving on to creating a development plan.

Taking Action on Your Results

Analyzing Your Individual Feedback Report: Job Aid

Step
1

Job Requirements Comparison Report

1. Compare your (Self) Required Proficiency rating with your supervisor's rating and look for the differences between the two ratings.
2. Circle the competencies with the largest differences (note 3 or 4).
3. Circle areas you feel require further investigation, particularly those competencies where your supervisor thinks an item is more important than you do (for example, you rate an item 3.0 and your supervisor rates that item 4.5).
4. Schedule a meeting with your supervisor to discuss this type of discrepancy.

Step
2

Competency Ranking Report

1. Italicized items (in green if your report is in color) at the top of your report represent the *highest* "least development needs". Beginning in the Self column, look across the columns to see if other raters agree with you. If so, these competencies are your *known strengths*.
2. Underlined items (in red if your report is in color) at the bottom of your report represent the "highest development needs". Look across the columns to see if other raters agree with you. If so, these competencies are your *known development needs*.
3. Review the competencies at the bottom of the report. See if there are competencies that you ranked near the bottom, but others rated much higher. These are your *unknown strengths*.
4. Look for indications of *unknown strengths* or *unknown development needs* such as a competency you (Self) rated near the bottom, but other raters rated closer to the top (unknown strength); or a competency you rated near the top, but other raters rated closer to the bottom (unknown development need).
5. Circle the most extreme.

Step
3

High Strengths Report

1. The High Strengths report is comprised of the perceptions of four rater groups: Self, Supervisor, Direct Report, and Peer. On each report, the numbers in the far left column represent item numbers from the PS Leader assessment.
2. Look at those numbers in the Self-Perception report and compare them with the other raters. Circle examples of high strengths that appear in more than one rater category.
3. Go to the Competency Linkage column on the far right and look for competencies that appear in more than one rater category. Put a checkmark next to the competency that appears the most across all rater reports, every time it appears.
4. Look for behaviors that appear across all rater groups. These indicate your high strengths.

Job Aid (continued)

Step
4

Development Needs Report

1. The Development Needs report is comprised of perceptions from the same four rater groups.
2. Look at the numbers in the Self-Perception report and compare them with the other raters. Circle examples of high development needs that appear in more than one rater category.
3. Go to the Competency Linkage column on the far right and look for competencies that appear in more than one rater category. Put a checkmark next to the competency that appears the most across all rater reports, every time it appears.
4. Look for behaviors that appear across all rater groups. These indicate your development needs.

Step
5

Task Scores Report

1. Review the Gap scores for competency and behaviors, looking for 0.0 or a positive number, combined with the highest required ratings. Place a checkmark next to each positive or 0 gap score with a 4.0 or higher *required proficiency*. These indicate *strengths*.
2. Circle and label all competencies/tasks, using the scale below:
 - All blue items = consensus strength
 - All red items = consensus development need
 - Self is blue, but at least two others red = likely unknown development need
 - Self is red, but at least two others blue = likely unknown strength
3. When you are finished, prioritize the most extreme examples that are most important in the job.

Job Aid (concluded)**Definitions Key****STRENGTHS**

- **Consensus Strength (CS):** Strengths that the *self* sees and that others see as well (all blue items)
- **Likely Strength (LS):** Strengths that the *self* sees and that at least one other group sees as a strength as well
- **Unknown Strength (US):** Competency or behavior that more than one other group sees as a high strength, but the *self* sees as a development need or, minimally, not a strength (*self* rating gap red; at least two others blue)

DEVELOPMENT NEEDS

- **Consensus Development Need (CDN):** Development Needs that the *self* sees and that others see as well (all red items)
- **Likely Development Need (LDN):** Development Needs that the *self* sees and that at least one other group sees as a development need as well
- **Unknown Development Need (UDN):** Competency or behavior that more than one other group sees as a high development need, but the *self* sees as a strength or, minimally, not a development need (*self* rating gap blue; at least two others red)
- **Nothing to Note (NtN):** When the ratings are mixed, label the competency with nothing to note

Facilitator Aid: Factors That Might Affect the Data

NOTE: Neither of the columns in this table are meant to be all-inclusive; nor is there a one-to-one relationship between the factors and recommended solutions. Several factors may be explained by one solution—or several solutions. Keep in mind that there are an infinite number of situations that may impact the data. Consequently, there are an infinite number of ways to handle these issues when they arise.

Factors	Recommended Solutions
<p>Others may not have devoted their full attention to completing the inventory.</p> <p>Others may define numbers or terms on the rating scale differently.</p> <p>Others may focus on different phrases within the items, making their ratings different, yet still valid.</p> <p>Others may have known the participant for only a short time (i.e., the participant is new to the job, or the other raters are).</p> <p>Others may have an honestly different perception.</p> <p>Others may relate to you in one setting, which shows only a portion of who you are.</p> <p>Some tasks may not be easily seen by everyone who provided a rating.</p> <p>Others may have different perceptions of the importance of certain tasks and activities due to the emphasis placed on those tasks within their own job. In other words, people may tend to rate based on their own “world view.”</p> <p>Some may be unusually harsh in their ratings; others may be unusually lenient.</p> <p>The anonymity of the assessment may serve as an opportunity for some to be more critical than usual.</p>	<p>Hold a discussion with your supervisor to clarify misunderstandings.</p> <p>Identify ways to advertise skills that you have that others may not see.</p> <p>If you have an open relationship with peers and subordinates, discuss your results with them.</p> <p>Investigate inviting a third-party mediator for a meeting with your other raters (if your organization has a culture that supports this activity).</p> <p>Consider the results of any personality style assessments you have taken (e.g., MBTI). Look to see where the PS Leader results corroborate with results from other assessments. The differences you see may be more a matter of personal style than knowledge or skills.</p> <p>Sometimes perceived differences may not be as substantial as they seem. Consider the patterns of your ratings and those of others. If the patterns are similar, you and your other raters may be simply defining the rating scale differently. If this is the case, focus your analysis on areas where the patterns differ.</p>



Section 4: Create a Development Plan

Creating a Development Plan



30 – 90 min.

SHOW: Show Slide 15: *Creating a Development Plan*.

PS Leader

Creating a Development Plan

1. Prioritize your list of development efforts and create a plan for working on them.
2. Select up to four areas to work on first.
3. Determine the activities you will take to help you in your development areas.
4. Identify others who might be involved.
5. Determine a realistic timeframe for completing each development activity.

15

- TELL:**
- Now that you have analyzed your own results, it's time to focus on creating a development plan.
 - The first step to creating a development plan is to look over your report and determine which of your high strengths and development needs you want to further develop.

Selecting Areas for Development

DO: Have participants turn to **Selecting Areas for Development** beginning on page 18 of the *Participant Booklet*.

Ask: *What are some criteria you could use to help prioritize your list of development needs?*

Possible responses include:

- *What is more important in my job.* (**NOTE:** This information can be obtained by reviewing required levels of proficiency.)
- *Factors that might have “skewed” the data and how much weight to give these factors.*
- *Items with the highest gaps.*
- *My own perceptions of my strengths and needs.* (**NOTE:** Perceptions may be based on personal goals, conversations with others, or other assessment results.)

- TELL:**
- Steps 1 and 2 on pages 18 and 19 of your *Participant Booklet* will guide you through the process of selecting areas of development.
- DO:** Have participants turn to Worksheet 1 on page 20.
- TELL:**
- Begin by choosing the areas of High Strengths you would like to further develop and enter them on Part 1 of the worksheet.
 - Do the same for areas of Development Needs and enter your choices in Part 2 of the worksheet.
 - Prioritize each development area using 1 for the highest priority, 2 for the next highest, and so on. Use criteria that seem most appropriate for your situation.
 - From your prioritized list, select up to four areas to work on first. Trying to focus on too many development goals at one time will make it difficult to succeed.
- NOTE:** For expanded sessions, give participants a few minutes to prioritize their lists. For shorter sessions, explain the process and move on.

Setting Goals for Change

- TELL:**
- On Worksheet 1, you made a list of high strengths and development needs you have chosen to further develop.
 - The next step in your development process is to create an action plan for moving through and completing the development activities you selected for each high strength and development need you selected.
 - Worksheet 2 will help you develop an action plan for taking advantage of your High Strengths and Worksheet 3 will help you develop an action plan for your Development Needs.
- DO:** Have participants turn to pages 21 and 22 in the *Participant Booklet* and tell them Steps 1 through 5 will walk them through the process for completing Worksheets 2 and 3.
- TELL:**
- On Worksheet 2, write the high strengths you chose for further development in the far left column.
 - The next step is to determine the activities that you will undertake to help you in your selected development areas. Development activities can include:
 - On-the-job activities
 - Reading materials related to your selected areas
 - Training courses and seminars

- Use the **Development Suggestions Report** in your PS Leader Individual Report as a resource for development activities. Keep in mind, however, that these suggestions are only *stimuli* for development. They do not offer hard and fast rules that must be followed.
- You should also consider development activities from other sources.

DO: **Ask:** *What are some other sources for development opportunities available to you?*

Write participants' responses on the flipchart.

- TELL:**
- To address a development need, you should select more than one development activity. Two to four development activities for each development area is a good rule of thumb.
 - Try to select a variety of development activities. For example, select one on-the-job activity, one workshop, and a few related readings. Variety will reinforce your learning, and therefore ensure you are improving your skills.

NOTE: For expanded sessions, you might want to give participants a few minutes to select and/or discuss potential development activities. For shorter sessions, explain the process and move on.

- TELL:**
- The next step in creating your development plan is to identify others who might be involved in helping you to complete your development activities.
 - Enter your choices in the third column of the worksheet.

DO: **Ask:** *Who might you want to involve in helping you with your development activities?*

Possible answers include:

- *Supervisor*
- *Training and development specialist in the organization*
- *Direct reports*
- *Peers*
- *Family and friends*
- *Mentors*

- TELL:**
- The final step in creating your development plan is to determine a realistic timeframe for completing each development activity.
 - Write your timeframes in the last column of the worksheet.
 - Your supervisor might be able to help you determine how to fit your development activities into your work routine.

- Keep in mind that development goals should be challenging, but not unreasonable. You should not set timeframes that you cannot realistically meet. On the other hand, timeframes should not be so far out that you forget about the goals.
- Repeat this process for Development Needs, using Worksheet 3.

Discussing Your PS Leader Results with Your Supervisor

DO: Have participants turn to page 25 in the *Participant Booklet*.

- TELL:**
- Once your development plan is complete, you may want to discuss it with your supervisor, a mentor, or others. If necessary, you can make adjustments to your development plan based on the feedback you receive from others.
 - This section of your booklet offers some guidelines for discussing your PS Leader results with your supervisor.

Ensuring Implementation of Your Development Plan



20 min.

- TELL:**
- Many people go back to the office and get so caught up in putting out the fires of their everyday jobs that they never look at their development plans again.
 - To make sure this doesn't happen to us, let's take a moment to discuss some strategies to help you stay proactive about your leadership development.

DO: **Ask:** *What are some things you can do when you return to work to make sure that your development plan doesn't get filed away and forgotten?*

Possible answers include:

- *Set up a meeting with your supervisor to ensure full support of the development plan.*
- *Include objectives from your development plan into your performance appraisal.*
- *Assess progress at regular intervals (e.g., every 3 months).*

- TELL:**
- It is important to remember that being proactive about your development helps both you and the organization. As you work through your development plan, you will find that you are continually repeating the development process:
 - Identifying additional development areas
 - Updating your action plan
 - Implementing your plan
 - Checking your progress

Workshop Conclusion

5 min.

- TELL:**
- I think we all agree that leadership development is hard work and is an ongoing process. The work we have started here today is your first step in improving your leadership effectiveness.
 - I hope that today's session provided you with some useful insights about your leadership skills and some concrete steps to further improve them.

DO: **Ask:** *What did you find most useful about today's session?*

Discuss responses.

Ask: *Did anyone learn something about their leadership skills that was helpful or surprising?*

Discuss responses.

NOTE: Take the following final steps to conclude the session:

- Make sure that all questions are answered.
- Tell participants who they may contact if they have additional questions or comments about their PS Leader results.
- If any follow-up activities are planned (such as a follow-up questionnaire), indicate what they are and when they will occur.
- Thank the group for their participation.

APPENDIX A

Sample PS Leader Feedback Report

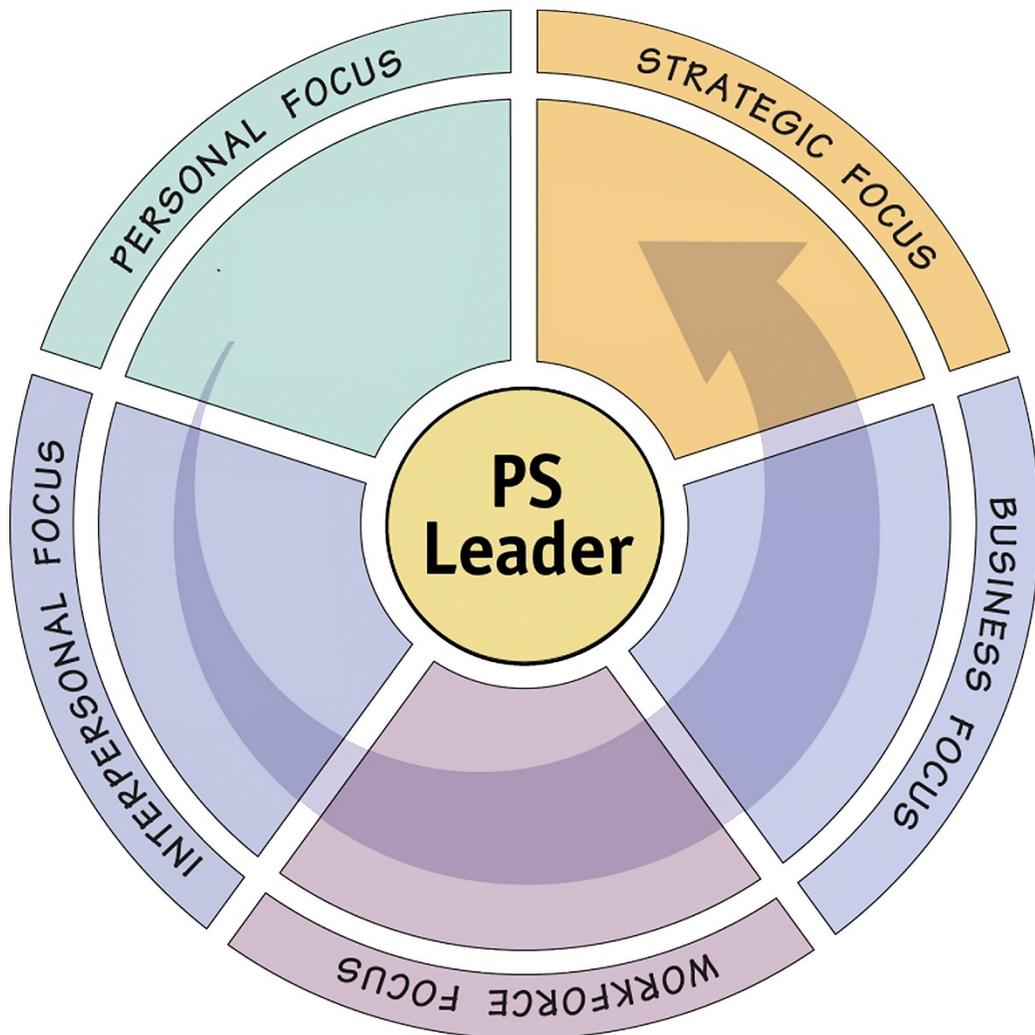


SAMPLE

Performance Skills Leader Individual Report

Prepared for: John Demo

Report Prepared: 11/16/2017



Your Report

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

Competency-Level Information

Job Requirements Comparison

This section of your feedback report presents only Required Proficiency rating information from the Self- and Supervisor. This report enables you to compare your own view of the competencies you consider to be the most crucial to your performance to your supervisor's view.

Competency Ranking

This report presents a ranking of your highest development needs according to each rater group. Highest development needs are generally competencies that were ranked important to your job but where your proficiency is less than what is required.

As you review these reports, 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 Strengths and Development Needs and Support Data sections of this report will give you more detailed information about your results.

Behavior-Level Information

High Strengths

This report highlights your most important strengths. These are behaviors that were rated as very important to your job and where your current proficiency is at least equal to the required proficiency. This report is not meant to report your only strengths, just some of your most important strengths.

Development Needs

The Development Needs report highlights behaviors in which you have relatively stronger development needs. The High Strengths and Development Needs reports are behavior-level results. Behaviors are the individual leadership behaviors that were rated in the PS Leader questionnaire.

Support Data

This section of your feedback presents detailed results of your PS Leader assessment. It provides results from everyone who provided ratings on each behavior (ratings from your peers and subordinates have been averaged). You can also use this data to identify job strengths that might not appear on your High Strengths report. Scores for each competency precede the scores of its component behaviors.

Development Suggestions

This section of your feedback provides suggested development activities you can undertake to help you improve in certain areas. These development suggestions are based on the High Strengths and Development Needs section of your report. Six sets of development suggestions might be provided for your highest strengths, and six sets of development suggestions are provided for your highest development needs. **NOTE:** If you have fewer than six high strengths, identify other strengths using the support data. Your facilitator will make the appropriate sets of development suggestions available to you.

Job Requirements Comparison

Competency	Self Required Proficiency	Supervisor Required Proficiency
Action Orientation Takes action and risks when needed; makes difficult decisions when necessary.	4.0	3.7
Budgeting Prepares and justifies budget; monitors expenses.	3.0	4.0
Business Knowledge Stays informed on all aspects of the business that impacts or influences decision making.	2.0	3.5
Change Management Champions organizational change; plans for managing change and helping the workforce deal with work-related transitions.	2.3	3.0
Coaching Ensures task assignments are understood and appropriate; adapts leadership style to situations and people; empowers, motivates, and guides others; provides feedback effectively; and provides opportunities for career development.	3.2	3.4
Commitment to Workforce Diversity Manages workforce diversity by being sensitive to differences; provides employment and development opportunities for a diverse workforce.	4.5	3.5
Conflict Resolution and Negotiation Anticipates and seeks to resolve confrontations, disagreements, and complaints in a constructive manner; negotiates to find mutually acceptable solutions.	3.5	3.3
Creativity and Innovation Identifies new possibilities and solutions; fosters innovation among others.	2.5	3.0
Flexibility Adapts to change in the work environment; effectively copes with stress.	4.0	3.7
Human Resource Management Applies effective practices in recruitment, selection, performance appraisal, recognition, and corrective/disciplinary action; promotes affirmative employment, good labor relations, and employee wellbeing.	2.7	3.4
Influencing Networks with, and provides information to, key groups and individuals; appropriately uses persuasion and authority in dealing with others to achieve goals.	2.4	3.8
Interpersonal Skills Considers and responds appropriately to the needs, feelings, capabilities, and interests of others; provides feedback; treats others equitably.	4.0	3.0
Change Management Champions organizational change; plans for managing change and helping the workforce deal with work-related transitions.	3.0	4.7

Competency	Self Required Proficiency	Supervisor Required Proficiency
Oral Communication Listens to others; makes clear and effective oral presentations to individuals and groups.	4.0	4.5
Planning and Executing Establishes policies, guidelines, plans, and priorities; identifies required resources; plans and coordinates with others; monitors progress and evaluates outcomes; improves organizational efficiency and effectiveness.	3.5	4.5
Problem Solving and Decision Making Recognizes and defines problems; analyzes relevant information; considers a variety of factors in selecting alternative solutions.	3.5	4.8
Quality Centered Actively seeks customer input; ensures customer needs are met; continuously seeks to improve the quality of services, products, and processes.	4.7	3.7
Results Focus Works persistently to achieve goals and overcome obstacles; takes advantage of opportunities to further goals; displays accountability for results.	4.3	4.0
Role Modeling Leads by example; shows congruence between words and actions; follows through on arguments.	4.0	3.7
Self-Development Realistically assesses own strengths, weaknesses, and impact on others; seeks feedback from others; invests in own development; maintains technical proficiency.	3.8	3.8
Team Leadership Fosters cooperation, communication, and consensus among groups.	4.0	4.7
Technology Management and Application Applies new technologies to organizational needs; ensures staff are trained and capable.	3.0	5.0
Time Management Manages time efficiently.	4.0	5.0
Writing Communicates effectively in writing; reviews and critiques others' writing.	3.5	3.5
Visioning Creates a vision for the organization; promotes wide ownership and commitment to the vision; ensures actions are consistent with the vision.	4.3	4.7

Competency Ranking

Least Development Needs

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

Greatest Development Needs

High Strengths

This report may include some of the most important information in your feedback results. The behaviors listed below are your most important job strengths. These are behaviors that were rated at least *moderate proficiency* (3) under the *Required Proficiency* ratings, and were rated at least as high under *Current Proficiency*. These behaviors will have a 0 or positive number Gap score. The five most important strengths for each rater category are provided. You may have other high strengths not listed here.

You may not have any behaviors listed on this report. This does not mean you don't have strengths. If there are no High Strengths identified on this report, use this other way to identify your strengths from the data.

- Any behavior or competency where Current Proficiency is at least equal to Required Proficiency is a strength (i.e., where the gap is 0 or a positive number). You can use the Support Data to identify strengths in this way.

Self Perceptions

You view the following as your high strengths.		Competency Linkage
2	Takes calculated risks to move initiatives forward.	Action Orientation
3	Initiates appropriate action without being directed to do so.	Action Orientation
12	Empowers others by sharing power and authority commensurate with delegated responsibilities.	Coaching
14	Provides positive feedback in a manner that reinforces and elicits desirable behavior.	Coaching
59	Integrates customer needs and expectations into the development and delivery of services or products.	Quality Centered

Supervisor Perceptions

Your supervisor views the following as your high strengths:		Competency Linkage
1	Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.	Action Orientation
9	Considers individuals' interests and abilities in assigning work.	Coaching
11	Inspires, motivates, and guides others toward goal accomplishment.	Coaching
12	Empowers others by sharing power and authority commensurate with delegated responsibilities.	Coaching
14	Provides positive feedback in a manner that reinforces and elicits desirable behavior.	Coaching

High Strengths

Direct Report Perceptions

Your direct report views the following as your high strengths:		Competency Linkage
63	Recognizes and takes advantage of opportunities to further goals and objectives.	Results Focus
3	Initiates appropriate action without being directed to do so.	Action Orientation
14	Provides positive feedback in a manner that reinforces and elicits desirable behavior.	Coaching
2	Takes calculated risks to move initiatives forward.	Action Orientation
1	Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.	Action Orientation

Peer Perceptions

Your peer views the following as your high strengths:		Competency Linkage
35	Networks with key individuals or groups to accomplish goals.	Influencing
62	Works persistently toward agreed-upon goals despite opposition, distractions, and setbacks.	Results Focus
16	Determines employees' needs and provides opportunities for career development.	Coaching
45	Listens to others and shows understanding of what they are saying.	Oral Communication
57	Uses qualitative and quantitative data and analytical tools in problem solving.	Problem Solving and Decision Making

Development Needs

Self Perceptions

You view the following as the greatest development needs:		Competency Linkage
81	Communicates the vision in a way that promotes wide ownership and commitment.	Visioning
80	Creates a vision of the organization's future.	Visioning
10	Adjusts leadership style to fit a variety of situations and people.	Coaching
31	Recognizes and rewards performance based on standards and organizational goals.	Human Resource Management
6	Keeps up-to-date on the industry, competition, trends, and developments affecting the business.	Business Knowledge

Supervisor Perceptions

Your supervisor views the following as your greatest development needs:		Competency Linkage
6	Keeps up-to-date on the industry, competition, trends, and developments affecting the business.	Business Knowledge
22	Negotiates to find mutually acceptable solutions.	Conflict Resolution and Negotiation
31	Recognizes and rewards performance based on standards and organizational goals.	Human Resource Management
76	Ensures staff are trained and capable in new technology.	Technology Management and Application
80	Creates a vision of the organization's future.	Visioning

Development Needs

Direct Report Perceptions

Your direct report views the following as your greatest development needs:		Competency Linkage
61	Seeks ways to continuously improve the quality of services, products, and processes.	Quality Centered
69	Seeks and makes use of feedback from others.	Self Development
22	Negotiates to find mutually acceptable solutions.	Conflict Resolution and Negotiation
26	Copes effectively with personal and job pressures that cause stress.	Flexibility
67	Demonstrates and encourages high standards of honesty, integrity, trust, and respect for others.	Role Modeling

Peer Perceptions

Your peer views the following as your greatest development needs:		Competency Linkage
73	Creates an environment that encourages open communication and collective problem solving.	Team Leadership
25	Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles.	Flexibility
76	Ensures staff are trained and capable in new technology.	Technology Management and Application
81	Communicates the vision in a way that promotes wide ownership and commitment.	Visioning
20	Addresses and seeks to resolve formal and informal complains from employees.	Conflict Resolution and Negotiation

Support Data

Overview

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

Identifying Strengths

There are several ways to identify your strengths from the data:

- Use the High Strengths report, which identifies those strengths you have in the most important behaviors of your job.
- Any behavior or competency where Current Proficiency is at least equal to Required Proficiency is a strength (i.e., where the gap is 0 or a positive number). You can use the Support Data report to identify strengths in this way.
- On the Competency Ranking report, the competencies toward the top of the list are **relative** strengths in comparison to the competencies toward the bottom of the report. Although these relative competency strengths may not be rated as important to your job, they are still strengths. Unknown Strengths are competencies that you might rate as Greatest Development Needs, while other rater groups might rate these as Least Development Needs (i.e., closer to the top of the report). You should carefully consider any of your Unknown Strengths.

Task Scores

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Action Orientation	Self	4.7	4.7	0.0
	Supervisor	4.7	4.7	0.0
	Direct Report	4.1	4.6	0.5
	Peer	3.6	4.4	0.8
1. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.	Self	4.0	4.0	0.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.0	4.3	0.3
	Peer	3.3	4.3	1.0
2. Takes calculated risks to move initiatives forward.	Self	5.0	5.0	0.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	4.0	4.7	0.7
	Peer	3.7	4.7	1.0
3. Initiates appropriate action without being directed to do so.	Self	5.0	5.0	0.0
	Supervisor	4.0	5.0	1.0
	Direct Report	4.3	4.7	0.4
	Peer	3.7	4.3	0.6
Budgeting	Self	3.0	3.5	0.5
	Supervisor	2.5	3.0	0.5
	Direct Report	3.3	2.7	-0.6
	Peer	3.4	3.0	-0.4
4. Prepares and justifies budgets for own organization, projects, and activities.	Self	3.0	3.0	0.0
	Supervisor	3.0	3.0	0.0
	Direct Report	3.3	2.7	-0.6
	Peer	3.5	3.0	-0.5
5. Tracks expenses and monitors against budget to ensure cost-effective resource management.	Self	3.0	4.0	1.0
	Supervisor	2.0	3.0	1.0
	Direct Report	3.3	2.7	-0.7
	Peer	3.3	3.0	-0.3

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Business Knowledge	Self	4.0	3.0	-1.0
	Supervisor	5.0	3.5	-1.5
	Direct Report	3.8	4.0	0.2
	Peer	4.2	3.7	-0.5
6. Keeps up-to-date on the industry, competition, trends, and developments affecting the business.	Self	4.0	3.0	-1.0
	Supervisor	5.0	3.0	-2.0
	Direct Report	3.7	4.0	0.3
	Peer	4.0	3.7	-0.3
7. Understands how the business operates to accomplish its mission, including the business's component operations, strategic priorities, and organizational roles.	Self	4.0	3.0	-1.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	4.0	4.0	0.0
	Peer	4.3	3.7	-0.7
Coaching	Self	4.3	4.7	0.3
	Supervisor	4.4	4.3	-0.1
	Direct Report	4.3	3.8	-0.4
	Peer	4.1	3.8	-0.3
8. Explains work tasks so that employees clearly understand their job assignments and expectations.	Self	4.0	5.0	1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.3	3.7	-0.7
	Peer	4.0	3.7	-0.3
9. Considers individuals' interests and abilities in assigning work.	Self	4.0	4.0	0.0
	Supervisor	5.0	5.0	0.0
	Direct Report	3.7	3.3	-0.3
	Peer	4.0	3.3	-0.7
10. Adjusts leadership style to fit a variety of situations and people.	Self	5.0	4.0	-1.0
	Supervisor	4.0	2.0	-2.0
	Direct Report	4.3	3.3	-1.0
	Peer	4.0	3.7	-0.3
11. Inspires, motivates, and guides others toward goal accomplishment.	Self	4.0	5.0	1.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.7	4.3	-0.3
	Peer	3.7	3.3	-0.3
12. Empowers others by sharing power and authority commensurate with delegated responsibilities.	Self	5.0	5.0	0.0
	Supervisor	5.0	5.0	0.0
	Direct Report	5.0	4.7	-0.3
	Peer	4.3	4.0	-0.3
13. Challenges direct reports and others to achieve their potential.	Self	4.0	4.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.7	-0.3
	Peer	5.0	4.7	-0.3
14. Provides positive feedback in a manner that reinforces and elicits desirable behavior.	Self	5.0	5.0	0.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.3	4.3	0.0
	Peer	4.3	4.0	-0.3
15. Provides constructive feedback in a timely manner.	Self	4.0	5.0	1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.7	-0.3
	Peer	3.7	3.3	-0.3
16. Determines employees' needs and provides opportunities for career development.	Self	4.0	5.0	1.0
	Supervisor	4.0	5.0	1.0
	Direct Report	4.0	3.3	-0.7
	Peer	4.0	4.3	0.3

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Commitment to Workforce Diversity	Self	3.5	4.0	0.5
	Supervisor	3.5	3.5	0.0
	Direct Report	4.0	3.3	-0.7
	Peer	3.7	3.5	-0.2
17. Manages workforce diversity by being sensitive to employees with gender, racial, social, educational, and other individual differences.	Self	4.0	4.0	0.0
	Supervisor	3.0	3.0	0.0
	Direct Report	3.7	3.3	-0.3
	Peer	3.7	3.3	-0.3
18. Provides employment and development opportunities for a diverse workforce.	Self	3.0	4.0	1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.3	3.3	-1.0
	Peer	3.7	3.7	0.0
Conflict Resolution and Negotiation	Self	3.8	3.5	-0.2
	Supervisor	4.8	3.5	-1.2
	Direct Report	4.4	3.9	-0.5
	Peer	4.2	3.4	-0.8
19. Facilitates the resolution of individual and group confrontations and disagreements in a constructive manner.	Self	4.0	4.0	0.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	4.7	4.3	-0.3
	Peer	4.3	3.7	-0.7
20. Addresses and seeks to resolve formal and informal complaints from employees.	Self	4.0	3.0	-1.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	4.3	4.0	-0.3
	Peer	4.3	3.3	-1.0
21. Identifies and understands the interests of others in the negotiation process.	Self	4.0	3.0	-1.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	4.0	3.7	-0.3
	Peer	4.3	3.3	-1.0
22. Negotiates to find mutually acceptable solutions.	Self	3.0	4.0	1.0
	Supervisor	5.0	3.0	-2.0
	Direct Report	4.7	3.7	-1.0
	Peer	4.0	3.3	-0.7
Creativity and Innovation	Self	3.0	2.5	-0.5
	Supervisor	3.5	3.5	0.0
	Direct Report	4.2	3.3	-0.8
	Peer	4.0	3.5	-0.5
23. Reshapes ideas and information in ways that reveal new possibilities.	Self	3.0	3.0	0.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	4.3	3.3	-1.0
	Peer	4.0	3.3	-0.7
24. Creates an environment that encourages imaginative solutions to work-related situations and problems.	Self	3.0	2.0	-1.0
	Supervisor	3.0	4.0	1.0
	Direct Report	4.0	3.3	-0.7
	Peer	4.0	3.7	-0.3
Flexibility	Self	4.0	4.0	0.0
	Supervisor	4.3	4.0	-0.3
	Direct Report	4.4	3.6	-0.9
	Peer	4.2	3.4	-0.8
25. Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles.	Self	4.0	4.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.3	3.3	-1.0
	Peer	4.7	3.3	-1.3

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
26. Copes effectively with personal and job pressures that cause stress.	Self	4.0	4.0	0.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	4.7	3.7	-1.0
	Peer	4.0	3.7	-0.3
27. Responds to reversals and setbacks in a constructive manner.	Self	4.0	4.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.3	3.7	-0.7
	Peer	4.0	3.3	-0.7

Human Resource Management

	Self	4.0	4.1	0.1
	Supervisor	4.3	4.3	0.0
	Direct Report	3.7	3.3	-0.4
	Peer	3.7	3.6	-0.1
28. Plans for needed or mandated changes in the size and composition of staff.	Self	4.0	3.0	-1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	3.3	3.0	-0.3
	Peer	3.7	3.7	0.0
29. Takes an active role in recruiting and/or retaining staff.	Self	3.0	4.0	1.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	4.0	3.3	-0.7
	Peer	3.7	3.3	-0.3
30. Uses the performance management process to establish performance expectations, assess employee performance, give timely feedback, and conduct formal performance appraisals.	Self	4.0	5.0	1.0
	Supervisor	4.0	5.0	1.0
	Direct Report	3.7	3.3	-0.3
	Peer	3.7	3.3	-0.3
31. Recognizes and rewards performance based on standards and organizational goals.	Self	5.0	4.0	-1.0
	Supervisor	5.0	3.0	-2.0
	Direct Report	4.3	3.7	-0.7
	Peer	3.7	3.7	0.0
32. Takes appropriate corrective/disciplinary actions with employees.	Self	4.0	4.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	3.7	3.7	0.0
	Peer	3.7	3.3	-0.3
33. Uses human resources practices that promote good labor-management and employee relations.	Self	4.0	4.0	1.0
	Supervisor	4.0	5.0	1.0
	Direct Report	3.7	3.3	-0.3
	Peer	4.0	3.7	0.7
34. Supports programs and activities that deal with employee well-being such as safety, health, and family life.	Self	4.0	5.0	1.0
	Supervisor	4.0	5.0	1.0
	Direct Report	3.0	2.7	-0.3
	Peer	3.3	4.0	0.7

Influencing

	Self	4.0	4.2	0.2
	Supervisor	4.0	4.4	0.4
	Direct Report	3.7	3.8	0.1
	Peer	3.8	4.0	0.2
35. Networks with key individuals or groups to accomplish goals.	Self	4.0	4.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	3.7	3.7	0.0
	Peer	4.3	4.7	0.0
36. Informs management, employees, and others of program objectives and developments.	Self	4.0	3.0	-1.0
	Supervisor	4.0	5.0	1.0
	Direct Report	4.0	3.3	-0.7
	Peer	4.0	3.7	-0.3

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
37. Represents/promotes the organization or program to others.	Self	4.0	5.0	1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	3.0	4.0	1.0
	Peer	3.7	4.3	0.7
38. Persuades management, employees, peers, and others to "buy into" a course of action.	Self	4.0	4.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.7	-0.3
	Peer	3.7	3.3	-0.3
39. Uses power, authority, and influence appropriately to achieve goals.	Self	4.0	5.0	1.0
	Supervisor	4.0	5.0	1.0
	Direct Report	3.7	4.3	0.7
	Peer	3.3	4.0	0.7

Interpersonal Skills

	Self	3.5	4.0	0.5
	Supervisor	3.0	4.0	1.0
	Direct Report	3.8	3.5	-0.3
	Peer	3.7	3.7	0.0
40. Considers and responds appropriately to the needs, feelings, and capabilities of others.	Self	4.0	4.0	0.0
	Supervisor	3.0	4.0	1.0
	Direct Report	3.7	3.3	-0.3
	Peer	3.7	3.3	-0.3
41. Creates a work environment where individuals are treated equitably.	Self	3.0	4.0	1.0
	Supervisor	3.0	4.0	1.0
	Direct Report	4.0	3.7	-0.3
	Peer	3.7	4.0	0.3

Change Management

	Self	3.0	3.0	0.0
	Supervisor	4.7	4.0	-0.7
	Direct Report	3.7	3.4	-0.2
	Peer	4.3	3.8	-0.6
42. Champions organizational change based upon a strategic view of the future.	Self	3.0	3.0	0.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	3.7	3.3	-0.3
	Peer	4.0	3.7	-0.3
43. Develops strategies, policies, and procedures to manage change.	Self	3.0	2.0	-1.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	3.3	3.7	0.3
	Peer	4.7	4.0	-0.7
44. Plans for and helps employees understand, accept, and effectively deal with work- related transitions.	Self	3.0	4.0	1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.3	-0.7
	Peer	4.3	3.7	-0.7

Oral Communication

	Self	4.0	3.5	-0.5
	Supervisor	4.5	5.0	0.5
	Direct Report	4.2	4.2	0.0
	Peer	3.8	4.0	0.2
45. Listens to others and shows understanding of what they are saying.	Self	4.0	4.0	0.0
	Supervisor	4.0	5.0	1.0
	Direct Report	4.3	4.0	-0.3
	Peer	4.0	4.3	0.3
46. Makes clear and effective oral presentations to individuals and groups.	Self	4.0	3.0	-1.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.0	4.3	0.3
	Peer	3.7	3.7	0.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Planning and Executing	Self	3.5	3.2	-0.2
	Supervisor	4.5	3.9	-0.6
	Direct Report	3.6	3.6	0.0
	Peer	3.8	3.7	-0.2
47. Establishes policies or guidelines for the organization or program area.	Self	3.0	4.0	1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	3.7	3.3	-0.3
	Peer	3.3	3.7	0.3
48. Develops and adjusts strategic and other long-term plans.	Self	4.0	3.0	-1.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	3.3	3.3	0.0
	Peer	3.3	3.0	-0.3
49. Organizes resources, establishes priorities, and schedules work so that available resources are used most efficiently.	Self	3.0	3.0	0.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	3.7	3.3	-0.3
	Peer	4.3	4.0	-0.3
50. Ensures that activities, services, or products meet organizational mission, management policies, and customer needs.	Self	4.0	3.0	-1.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	4.0	3.3	-0.7
	Peer r	3.7	3.3	-0.3
51. Coordinates with other parts of the organization to accomplish goals.	Self	4.0	3.0	-1.0
	Supervisor	5.0	5.0	0.0
	Direct Report	3.3	4.3	1.0
	Peer r	3.7	3.3	-0.3
52. Identifies how organizational or program results will be measured.	Self	3.0	3.0	0.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	4.0	3.7	-0.3
	Peer	3.7	4.0	0.3
53. Monitors programs and/or activities and assures that discrepancies are identified and corrected when necessary.	Self	4.0	4.0	0.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	3.3	3.0	-0.3
	Peer	4.5	4.0	-0.5
54. Identifies ways to improve the efficiency and effectiveness of procedures, processes, and structures.	Self	3.0	3.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	3.7	4.3	0.7
	Peer	4.3	4.0	-0.3
Problem Solving and Decision Making	Self	3.5	3.5	0.0
	Supervisor	4.8	4.2	-0.5
	Direct Report	3.5	3.8	0.2
	Peer	3.9	4.0	0.1
55. Anticipates potential problems, issues, and opportunities.	Self	4.0	3.0	-1.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	3.0	4.3	1.3
	Peer	3.7	3.3	-0.3
56. Recognizes and defines a problem or issue, gathers the data, and distinguishes between relevant and irrelevant information.	Self	3.0	4.0	1.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	3.7	3.3	-0.3
	Peer	3.7	4.3	0.7
57. Uses qualitative and quantitative data and analytical tools in problem solving.	Self	3.0	3.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	3.7	3.3	-0.3
	Peer	4.0	4.3	0.3
58. Considers the values, risks, impact, and implications of decisions in evaluating and choosing alternative solutions.	Self	4.0	4.0	0.0
	Supervisor	5.0	5.0	0.0
	Direct Report	3.7	4.0	0.3
	Peer	4.3	4.0	-0.3

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Quality Centered	Self	4.7	4.7	0.0
	Supervisor	3.7	5.0	1.3
	Direct Report	4.7	3.7	-1.0
	Peer	4.0	4.6	0.6
59. Integrates customer needs and expectations into the development and delivery of services or products.	Self	5.0	5.0	0.0
	Supervisor	4.0	5.0	1.0
	Direct Report	3.7	4.0	-0.7
	Peer	3.7	5.0	1.3
60. Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met.	Self	4.0	4.0	0.0
	Supervisor	4.0	5.0	1.0
	Direct Report	4.3	3.3	-1.0
	Peer	4.7	4.3	-0.3
61. Seeks ways to continuously improve the quality of services, products, and processes.	Self	5.0	5.0	0.0
	Supervisor	3.0	5.0	2.0
	Direct Report	5.0	3.7	-1.3
	Peer	3.7	4.3	0.7
Results Focus	Self	4.3	5.0	0.7
	Supervisor	4.0	4.3	0.3
	Direct Report	4.1	4.6	0.4
	Peer	3.8	4.3	0.6
62. Works persistently toward agreed-upon goals despite opposition, distractions, and setbacks.	Self	4.0	5.0	1.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	4.3	0.3
	Peer	4.0	4.7	0.7
63. Recognizes and takes advantage of opportunities to further goals and objectives.	Self	5.0	5.0	0.0
	Supervisor	5.0	5.0	0.0
	Direct Report	4.7	4.7	0.0
	Peer	4.0	3.7	-0.3
64. Puts priority on getting results and displays accountability for those results.	Self	4.0	5.0	1.0
	Supervisor	3.0	4.0	1.0
	Direct Report	3.7	4.7	1.0
	Peer	3.3	4.7	1.3
Role Modeling	Self	4.0	4.3	0.3
	Supervisor	3.7	3.7	0.0
	Direct Report	4.7	4.1	-0.6
	Peer	3.8	3.6	-0.2
65. Demonstrates a commitment to excellence in own performance, and serves as a role model to organization and employees.	Self	4.0	4.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.7	4.0	-0.7
	Peer	4.0	4.0	0.0
66. Shows congruence between words and actions, and follows through on commitments.	Self	4.0	5.0	1.0
	Supervisor	3.0	4.0	1.0
	Direct Report	4.3	4.0	-0.3
	Peer	3.7	3.3	-0.3
67. Demonstrates and encourages high standards of honesty, integrity, trust, and respect for others.	Self	4.0	4.0	0.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	5.0	4.3	-0.7
	Peer	3.7	3.3	-0.3
Self Development	Self	3.8	3.8	0.0
	Supervisor	3.8	3.8	0.0
	Direct Report	3.9	3.2	-0.7
	Peer	3.8	3.5	-0.3
68. Realistically assesses own strengths, weaknesses, and impact on others.	Self	4.0	4.0	0.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.3	-0.7
	Peer	4.0	3.7	-0.3

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap	
69. Seeks and makes use of feedback from others.	Self	3.0	4.0	1.0	
	Supervisor	4.0	3.0	-1.0	
	Direct Report	4.3	3.0	-1.3	
	Peer	3.7	3.3	-0.3	
70. Invests time and energy in self-development and growth (training, developmental assignments, continuing education).	Self	4.0	3.0	-1.0	
	Supervisor	3.0	4.0	1.0	
	Direct Report	3.3	3.0	-0.3	
	Peer	4.0	3.7	-0.3	
71. Maintains technical proficiency in area of responsibility.	Self	4.0	4.0	0.0	
	Supervisor	4.0	4.0	0.0	
	Direct Report	4.0	3.7	-0.3	
	Peer	3.7	3.3	-0.3	
Team Leadership		Self	4.0	4.0	0.0
	Supervisor	4.7	4.0	-0.7	
	Direct Report	4.3	3.7	-0.7	
	Peer	4.7	3.7	-1.0	
72. Fosters cooperation and teamwork among team members.	Self	4.0	4.0	0.0	
	Supervisor	5.0	4.0	-1.0	
	Direct Report	4.0	3.7	-0.3	
	Peer	4.7	4.0	-0.7	
73. Creates an environment that encourages open communication and collective problem solving.	Self	4.0	3.0	-1.0	
	Supervisor	4.0	4.0	0.0	
	Direct Report	4.7	4.0	-0.7	
	Peer	5.0	3.7	-1.3	
74. Seeks consensus among diverse viewpoints to build group commitment.	Self	4.0	5.0	1.0	
	Supervisor	5.0	4.0	-1.0	
	Direct Report	4.3	3.3	-1.0	
	Peer	4.3	3.3	-1.0	
Technology Management and Application		Self	3.0	2.5	-0.5
	Supervisor	5.0	3.5	-1.5	
	Direct Report	4.2	3.5	-0.7	
	Peer	4.7	3.7	-1.0	
75. Applies evolving technologies and methodologies to manage and improve organizational effectiveness.	Self	3.0	2.0	-1.0	
	Supervisor	5.0	4.0	-1.0	
	Direct Report	4.3	3.7	-0.7	
	Peer	4.7	4.0	-0.7	
76. Ensures staff are trained and capable in new technology.	Self	3.0	3.0	0.0	
	Supervisor	5.0	3.0	-2.0	
	Direct Report	4.0	3.3	-0.7	
	Peer	4.7	3.3	-1.3	
Time Management		Self	4.0	3.0	-1.0
	Supervisor	5.0	4.0	-1.0	
	Direct Report	4.3	3.7	-0.7	
	Peer	4.0	4.0	0.0	
77. Manages own time efficiently.	Self	4.0	3.0	-1.0	
	Supervisor	5.0	4.0	-1.0	
	Direct Report	4.3	3.7	-0.7	
	Peer	4.0	4.0	0.0	
Writing		Self	3.5	3.5	0.0
	Supervisor	3.5	3.5	0.0	
	Direct Report	3.7	3.5	-0.2	
	Peer	3.7	3.8	0.1	
78. Communicates facts and ideas in writing in a clear, succinct, and organized manner.	Self	3.0	3.0	0.0	
	Supervisor	3.0	4.0	1.0	
	Direct Report	3.7	3.3	-0.3	
	Peer	4.0	3.5	-0.5	

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
79. Reviews and critiques others' writing in a constructive and substantive manner.	Self	4.0	4.0	0.0
	Supervisor	4.0	3.7	-1.0
	Direct Report	3.7	3.7	0.0
	Peer	3.3	4.0	0.7
	Viewing			
80. Creates a vision of the organization's future.	Self	4.3	2.7	-1.7
	Supervisor	4.7	3.3	-1.3
	Direct Report	4.1	3.4	-0.7
	Peer	4.2	3.6	-0.7
	81. Communicates the vision in a way that promotes wide ownership and commitment.	Self	4.0	2.0
Supervisor		5.0	3.0	-2.0
Direct Report		4.0	3.7	-0.3
Peer		4.0	3.7	-0.3
82. Executes the vision by ensuring that actions (e.g., decisions) by self and team are consistent with and support accomplishment of the vision.		Self	5.0	3.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.3	3.3	-1.0
	Peer	4.7	3.7	-1.0
	82. Executes the vision by ensuring that actions (e.g., decisions) by self and team are consistent with and support accomplishment of the vision.	Self	4.0	3.0
Supervisor		5.0	3.0	-2.0
Direct Report		4.0	3.3	-0.7
Peer		4.0	3.3	-0.7

Introduction to Development Suggestions

This section includes 12 sets of development suggestions for some of your best development opportunities.

Six sets of development suggestions are linked to the results of the High Strengths report and 6 sets of development suggestions are linked to the results of the Development Needs report.

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

High Strengths

Task

2. Takes calculated risks to move initiatives forward.

Activity:

1. **When making an uncertain decision, screen alternatives to determine how much risk each alternative has relative to the other alternatives.**
2. Utilize general problem-solving processes, judgment, intuition, and creativity.
3. 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.
4. Once you have made a decision, stand by it unless you receive new information.
5. Talk to others in your organization about how they incorporate risk taking into their decision-making process.
6. Anticipate potential problems and possible solutions ahead of time.
7. Practice being decisive by making quick decisions in low-risk decision areas.
8. Collect reliable information that is pertinent to the decision. Use the data in deriving a decision.
9. Establish check points to evaluate the continuing success of a decision, the downside risks at each point, and potential alternative strategies. If the downside risks appear to be materializing, consider adoption of an alternative strategy relatively early, before the negative consequences of the decision loom large.
10. Ask others for their perceptions of your decisiveness; if the feedback is that you procrastinate in decision-making, or that you are too conservative, consider involving respected others, who can help move you to a decision, in the decision process.
11. Before making a decision, especially when the decision is made under time pressure, consult with respected experts.
12. Determine in advance the identity of the ultimate decisionmaker and make sure that the individual is accommodated in the decision process.

Topic:

1. Risk taking
2. Operational decision-making
3. Problem solving
4. Decision modeling

High Strengths

Task

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

Activity:

1. Avoid jumping to conclusions by defining the problem in terms of solutions. This may cause overlooking other, possibly better, solutions.
2. 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.
3. If you tend to rely on your superiors for decision-making, force yourself to formulate alternatives and then present recommendations instead of the problem to your superior.
4. Set a deadline by which you will arrive at a decision. For a complex decision, create a flowchart with several decision points.
5. Once you have made a decision, stand by it unless you receive new information.
6. Try to involve those in the problem-solving process who will be most affected by a controversial decision.
7. Avoid the need to gather and analyze too much data before making the decision.
8. Talk to others in your organization about how they incorporate risk taking into their decision-making process.
9. Anticipate potential problems and possible solutions ahead of time.
10. Practice being decisive by making quick decisions in low-risk decision areas.
11. Collect reliable information that is pertinent to the decision. Use the data in deriving a decision.
12. Ask others for their perceptions of your decisiveness; if the feedback is that you procrastinate in decision-making, or that you are too conservative, consider involving respected others, who can help move you to a decision, in the decision process.
13. 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.
14. Before making a decision, especially when the decision is made under time pressure, consult with respected experts.
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. Determine in advance the identity of the ultimate decisionmaker and make sure that the individual is accommodated in the decision process.
17. 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.
18. Consider a temporary assignment that is conducted within a very tight timeline that forces decisiveness.

Topic:

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

High Strengths

Task

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

Activity:

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

Topic:

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

High Strengths

Task

35. Networks with key individuals or groups to accomplish goals.

Activity:

1. Form a wide range of working relationships and associations and make them known.
2. Have regular, informal meetings with peers (e.g., lunch) to trade ideas.
3. Set up formal meetings with others in your organization to understand their business functions.
4. Join and become active in professional organizations and associations that interact with your work, and seek roles that provide visibility in the organizations.
5. Make an effort to get to know people outside of your organization who hold positions similar to yours. Get together on a regular basis to trade ideas.
6. Explore ways of establishing a mentoring relationship with a more senior member of the organization.
7. Initiate meetings with employees individually or in groups to share information about your objectives and those of the broader unit.
8. Initiate meetings with your manager(s) to inform them of the work of your unit and to facilitate the sharing of information about developments in the organization.
9. Be an active "organizational citizen" by volunteering for task forces or committees that may end up informing the work of your unit.
10. Volunteer for assignments that require interaction with members of different organizational units and levels.
11. Participate in social activities within the broader organization.

Topic:

1. Interpersonal communications
2. Building relationships
3. Gaining cooperation from peers
4. Interaction skills
5. Networking skills
6. Building interpersonal influence

High Strengths

Task

3. Initiates appropriate action without being directed to do so.

Activity:

1. Set specific goals. These lead to higher performance levels than vague ones such as "I'll do my best."
2. If your superior is setting goals for you, ask to participate in the goal-setting process.
3. Ask your superior for feedback about how your performance matched the goal.
4. Be aware of the goal and what must be accomplished and accept the goal as something that you are willing to work for.
5. To increase your confidence, read whatever is available about your field or related topics.
6. 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.
7. Be willing to work long hours and sacrifice in the short term for long-term gains.
8. Draw on peers and superiors to understand your strengths and weaknesses as a manager.
9. Set challenging yet realistic goals rather than overly ambitious goals, to enable achievement of the goals. Anticipate when you might run into problems.
10. 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.
11. Analyze what you are good at and try to secure assignments that play into your strengths. Then approach tasks with the confidence that you can successfully accomplish them.

Topic:

1. Assertiveness skills
2. Operational decision-making

High Strengths

Task

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

Activity:

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

Topic:

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

Development Need

Task

81. Communicates the vision in a way that promotes wide ownership and commitment.

Activity:

1. Participate in a planning session with other managers to envision what the organization should be doing 5 years from now.
2. Network with other executives on all levels of the organizational hierarchy to create and pursue the vision.
3. Share your vision of the goals of your work unit with your superior to check for convergence.
4. 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.
5. Collaborate with your employees in designing program objectives that support the shared vision for the organization.

Topic:

1. Leadership skills
2. Putting plans into action
3. Management by objective
4. Vision and leadership
5. Motivation skills

Development Need

Task

6. Keeps up-to-date on the industry, competition, trends, and developments affecting the business.

Activity:

1. Ask members of your staff to volunteer to track and share written information on external trends in specific areas. The result is that there is an in-house expert for key areas of knowledge affecting your work, and the knowledge is also disseminated within the work unit.
2. Attend inter-organizational professional meetings and seminars.
3. Attend trade shows: vendors can be a wealth of knowledge about technology and competition.
4. Evaluate the strategies of your competitors and try to understand how they operate in the marketplace.
5. Join and actively participate in associations and professional organizations.
6. Participate actively in your professional association's annual and regional meetings to keep up on the field.
7. Read management books and listen to management tapes.
8. Set aside time to attend guest lectures or brown-bag lunches in your organization that are designed to inform employees of sociopolitical trends or developments in laws, policies, or regulations.
9. Stay abreast of political and social trends by reading daily newspapers and weekly information magazines.
10. Study the demographic trends that could affect both the source of future labor and future markets for your organization's goods and services.
11. Subscribe to and read journals in your area of expertise and in areas that you are not directly responsible for.
12. Understand the economic, sociological, political, and technological factors that affect your organization.
13. Whenever policy issues are debated within your work unit, require that proponents of various positions substantiate their positions with background fact sheets.

Topic:

1. Assessing the business environment
2. Current topics in business or management
3. Responding to change
4. State and Federal laws
5. Staying current with industry-related technology developments.

Development Need

Task

61. Seeks ways to continuously improve the quality of services, products, and processes.

Activity:

1. Encourage the improvement of your employees' attitudes, skills, and performances in order to improve the quality of services, products, and processes.
2. Discuss with subordinates how to practice and manage quality in everything that your department does. Ask them what quality means to them.
3. Talk to your superior and peers about how to measure quality.
4. Make sure that every employee understands that quality improvement includes them. Include employees in the decision-making process so that they feel personal responsibility for accomplishing goals.
5. When mistakes are made, determine reasons why and find ways to prevent them from happening again.
6. Develop a presentation for your superior on quality improvement and customer satisfaction.
7. Consider the "bogus shopper" model, placing yourself in the role of anonymous customer to the organization in order to see firsthand what it's like.
8. Consider rotating through your work unit and taking on the assignments of various employees to understand their jobs and how they interact with their customers.
9. Benchmark other profit and not-for-profit organizations to determine how they aim to delight their customers. Try to emulate their processes.
10. Consider incorporating the voice of the internal and external customer into the employee performance appraisal and feedback process. Reward your employees for positive feedback from customers.
11. Consider a sabbatical in a benchmark organization to learn cutting-edge techniques to measure customer satisfaction.

Topic:

1. Total quality management
2. Goal setting
3. Quality control
4. Shared accountability for quality
5. Understanding, helping, and keeping customers
6. Quality improvement

Development Need

Task

73. Creates an environment that encourages open communication and collective problem solving.

Activity:

1. Ask each group member if he or she was treated fairly by the leader and by the others.
2. Immediately after group formation, have the group identify the issues that they consider to be the most important concerns and suggest ways in which these can be overcome.
3. Have the group leader specify the expectations of the group members.
4. Help the team members decide how they will communicate within the group and how decisions will be reached.
5. Hold brainstorming sessions.
6. Ask the group members what is hindering them from completing their task.
7. Observe how leadership emerged in the team.
8. Recognize that a team will go through phases. Assign tasks based on the phase that the team is in.
9. If open communication is an objective, encourage it by demonstrating equity and fairness regardless of the ideas expressed.
10. Emphasize activities that are inclusive (for the entire work unit, teams, etc.).
11. Institute suggestion systems and develop mechanisms for prompt response to the suggestions.
12. Encourage coworkers to establish only fuzzy boundaries around their job duties so that they can readily reach out and assist a peer if the work calls for it.
13. When there is a problem that affects a group of employees, attempt to devise a solution through the group.

Topic:

1. Interactive skills
2. Information sharing
3. Group membership maintenance
4. Collaboration vs. competition
5. Generating commitment
6. Brainstorming
7. Functional, task, interest, peer groups
8. Consensus building

Development Need

Task

80. Creates a vision of the organization's future.

Activity:

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. Visualize opportunities beyond what the organization is now engaged in.
3. Participate in a planning session with other managers to envision what the organization should be doing 5 years from now.
4. Network with other executives on all levels of the organizational hierarchy to create and pursue the vision.
5. Stay abreast of developments in Congress and developments in policies and regulations that affect your work so that your vision reflects trends and changes in the broader environment.
6. Read broadly to stay abreast of sociopolitical, economic, and technological trends that will affect the future direction the organization will take in responding to society's needs.
7. Attend open management meetings to understand the mission and strategic vision of the organization's leadership.
8. Share your vision of the goals of your work unit with your superior to check for convergence.
9. 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.
10. Volunteer to help a community-based organization formulate a vision and strategic plan.

Topic:

1. Creativity
2. Leadership skills
3. Writing mission statements and objectives
4. Vision and leadership
5. Strategic planning

Development Need

Task

22. Negotiates to find mutually acceptable solutions.

Activity:

1. Always strive for a "win-win" solution to a problem. Seek an outcome that includes some of the items that each side desired, allowing both parties to gain.
2. Observe a skilled negotiator within your organization during several meetings. Ask him or her for advice on using influence and persuasion and achieving desired goals.
3. Ask your superior to put you into situations where you can test your persuasive skills.
4. Whenever possible, try to view issues as gains rather than losses.
5. Practice interactions with other parties who take a view of the long-term relationship and not just the immediate gains.
6. After another person in the organization has just completed a complex negotiation, go back and analyze the factors contributing to success.
7. Before deciding an issue, solicit input from peers, employees, and managers on where they stand on the issue.
8. Before presenting an option or solution, canvass opinions and share information in advance so that those who need to buy into the issue are not surprised.
9. Seek a credible champion of the issue you are aiming to change, someone who will support your position and rally others around it.
10. Introduce new goals piecemeal, rather than all-at-once.
11. Systematically address barriers to change or to reaching goals, and provide support to overcome the barriers, such as training for employees, resource support, incentives and recognition for change, or backing up employees in front of senior management.
12. Articulate why there is a compelling need to achieve the goals you propose.

Topic:

1. Negotiation skills
2. How to use power
3. Listening skills
4. "Win-win" negotiating

Comments

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

APPENDIX B

Sample PS Leader Feedback Report

Suggested Responses

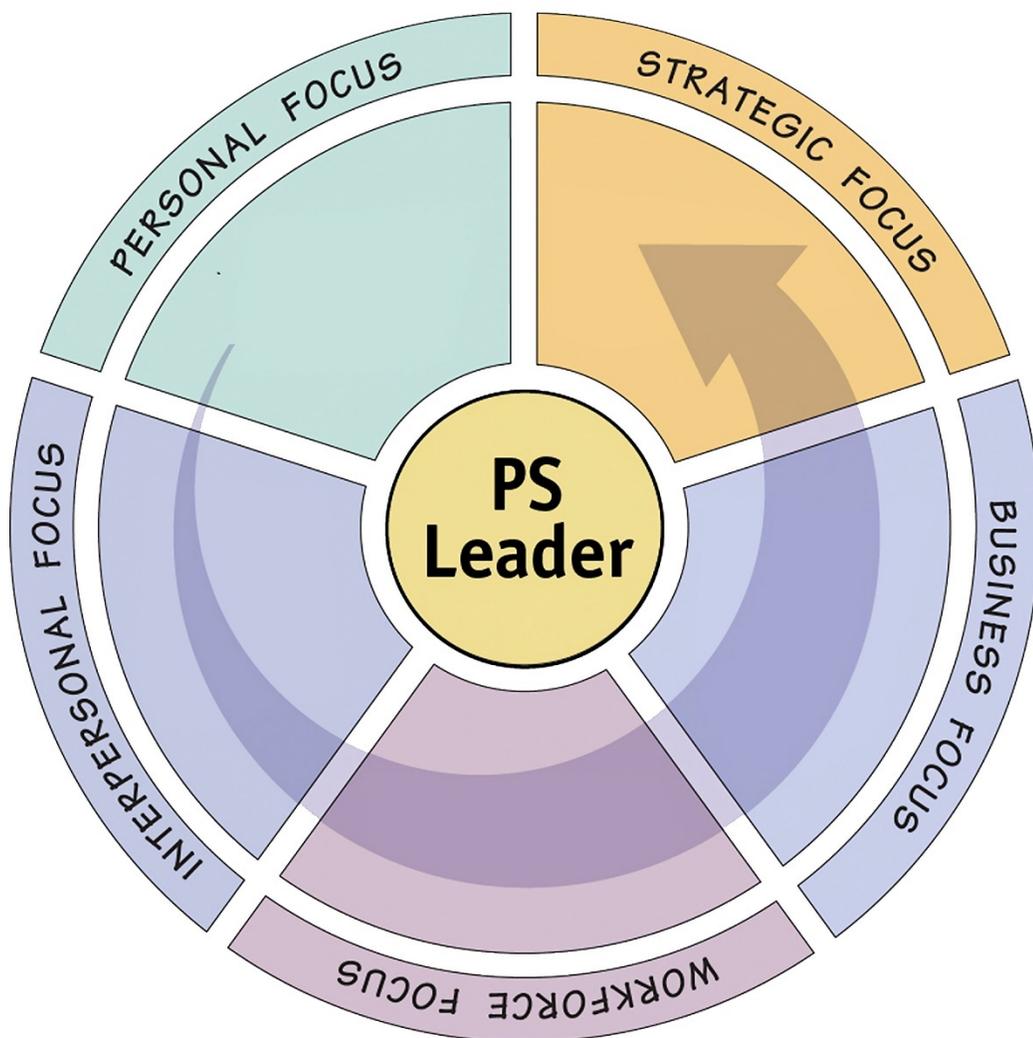


SAMPLE

Performance Skills Leader Individual Report

Prepared for: John Demo

Report Prepared: 11/16/2017



Your Report

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

Competency-Level Information

Job Requirements Comparison

This section of your feedback report presents only Required Proficiency rating information from the Self- and Supervisor. This report enables you to compare your own view of the competencies you consider to be the most crucial to your performance to your supervisor's view.

Competency Ranking

This report presents a ranking of your highest development needs according to each rater group. Highest development needs are generally competencies that were ranked important to your job but where your proficiency is less than what is required.

As you review these reports, 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 Strengths and Development Needs and Support Data sections of this report will give you more detailed information about your results.

Behavior-Level Information

High Strengths

This report highlights your most important strengths. These are behaviors that were rated as very important to your job and where your current proficiency is at least equal to the required proficiency. This report is not meant to report your only strengths, just some of your most important strengths.

Development Needs

The Development Needs report highlights behaviors in which you have relatively stronger development needs. The High Strengths and Development Needs reports are behavior-level results. Behaviors are the individual leadership behaviors that were rated in the PS Leader questionnaire.

Support Data

This section of your feedback presents detailed results of your PS Leader assessment. It provides results from everyone who provided ratings on each behavior (ratings from your peers and subordinates have been averaged). You can also use this data to identify job strengths that might not appear on your High Strengths report. Scores for each competency precede the scores of its component behaviors.

Development Suggestions

This section of your feedback provides suggested development activities you can undertake to help you improve in certain areas. These development suggestions are based on the High Strengths and Development Needs section of your report. Six sets of development suggestions might be provided for your highest strengths, and six sets of development suggestions are provided for your highest development needs. **NOTE:** If you have fewer than six high strengths, identify other strengths using the support data. Your facilitator will make the appropriate sets of development suggestions available to you.

Job Requirements Comparison

Competency	Self Required Proficiency	Supervisor Required Proficiency
Action Orientation Takes action and risks when needed; makes difficult decisions when necessary.	4.0	3.7
Budgeting Prepares and justifies budget; monitors expenses.	3.0	4.0
Business Knowledge Stays informed on all aspects of the business that impacts or influences decision making.	2.0	3.5
Change Management Champions organizational change; plans for managing change and helping the workforce deal with work-related transitions.	2.3	3.0
Coaching Ensures task assignments are understood and appropriate; adapts leadership style to situations and people; empowers, motivates, and guides others; provides feedback effectively; and provides opportunities for career development.	3.2	3.4
Commitment to Workforce Diversity Manages workforce diversity by being sensitive to differences; provides employment and development opportunities for a diverse workforce.	4.5	3.5
Conflict Resolution and Negotiation Anticipates and seeks to resolve confrontations, disagreements, and complaints in a constructive manner; negotiates to find mutually acceptable solutions.	3.5	3.3
Creativity and Innovation Identifies new possibilities and solutions; fosters innovation among others.	2.5	3.0
Flexibility Adapts to change in the work environment; effectively copes with stress.	4.0	3.7
Human Resource Management Applies effective practices in recruitment, selection, performance appraisal, recognition, and corrective/disciplinary action; promotes affirmative employment, good labor relations, and employee wellbeing.	2.7	3.4
Influencing Networks with, and provides information to, key groups and individuals; appropriately uses persuasion and authority in dealing with others to achieve goals.	2.4	3.8
Interpersonal Skills Considers and responds appropriately to the needs, feelings, capabilities, and interests of others; provides feedback; treats others equitably.	4.0	3.0
Change Management Champions organizational change; plans for managing change and helping the workforce deal with work-related transitions.	3.0	4.7

Competency	Self Required Proficiency	Supervisor Required Proficiency
Oral Communication Listens to others; makes clear and effective oral presentations to individuals and groups.	4.0	4.5
Planning and Executing Establishes policies, guidelines, plans, and priorities; identifies required resources; plans and coordinates with others; monitors progress and evaluates outcomes; improves organizational efficiency and effectiveness.	3.5	4.5
Problem Solving and Decision Making Recognizes and defines problems; analyzes relevant information; considers a variety of factors in selecting alternative solutions.	3.5	4.8
Quality Centered Actively seeks customer input; ensures customer needs are met; continuously seeks to improve the quality of services, products, and processes.	4.7 →	3.7 <i>Possible</i>
Results Focus Works persistently to achieve goals and overcome obstacles; takes advantage of opportunities to further goals; displays accountability for results.	4.3	4.0
Role Modeling Leads by example; shows congruence between words and actions; follows through on arguments.	4.0	3.7
Self-Development Realistically assesses own strengths, weaknesses, and impact on others; seeks feedback from others; invests in own development; maintains technical proficiency.	3.8	3.8
Team Leadership Fosters cooperation, communication, and consensus among groups.	4.0	4.7
Technology Management and Application Applies new technologies to organizational needs; ensures staff are trained and capable.	3.0	5.0
Time Management Manages time efficiently.	4.0	5.0
Writing Communicates effectively in writing; reviews and critiques others' writing.	3.5	3.5
Visioning Creates a vision for the organization; promotes wide ownership and commitment to the vision; ensures actions are consistent with the vision.	4.3	4.7

Competency Ranking

Least Development Needs

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

Greatest Development Needs

High Strengths

This report may include some of the most important information in your feedback results. The behaviors listed below are your most important job strengths. These are behaviors that were rated at least *moderate proficiency* (3) under the *Required Proficiency* ratings, and were rated at least as high under *Current Proficiency*. These behaviors will have a 0 or positive number Gap score. The five most important strengths for each rater category are provided. You may have other high strengths not listed here.

You may not have any behaviors listed on this report. This does not mean you don't have strengths. If there are no High Strengths identified on this report, use this other way to identify your strengths from the data.

- Any behavior or competency where Current Proficiency is at least equal to Required Proficiency is a strength (i.e., where the gap is 0 or a positive number). You can use the Support Data to identify strengths in this way.

Self Perceptions

You view the following as your high strengths.		Competency Linkage
2	Takes calculated risks to move initiatives forward.	Action Orientation
3	Initiates appropriate action without being directed to do so.	Action Orientation
12	Empowers others by sharing power and authority commensurate with delegated responsibilities.	Coaching ✓
14	Provides positive feedback in a manner that reinforces and elicits desirable behavior.	Coaching ✓
59	Integrates customer needs and expectations into the development and delivery of services or products.	Quality Centered

Supervisor Perceptions

Your supervisor views the following as your high strengths:		Competency Linkage
1	Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.	Action Orientation
9	Considers individuals' interests and abilities in assigning work.	Coaching ✓
11	Inspires, motivates, and guides others toward goal accomplishment.	Coaching ✓
12	Empowers others by sharing power and authority commensurate with delegated responsibilities.	Coaching ✓
14	Provides positive feedback in a manner that reinforces and elicits desirable behavior.	Coaching ✓

High Strengths

Direct Report Perceptions

Your direct report views the following as your high strengths:		Competency Linkage
63	Recognizes and takes advantage of opportunities to further goals and objectives.	Results Focus
3	Initiates appropriate action without being directed to do so.	Action Orientation
14	Provides positive feedback in a manner that reinforces and elicits desirable behavior.	Coaching ✓
2	Takes calculated risks to move initiatives forward.	Action Orientation
1	Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.	Action Orientation

Peer Perceptions

Your peer views the following as your high strengths:		Competency Linkage
35	Networks with key individuals or groups to accomplish goals.	Influencing
62	Works persistently toward agreed-upon goals despite opposition, distractions, and setbacks.	Results Focus
16	Determines employees' needs and provides opportunities for career development.	Coaching ✓
45	Listens to others and shows understanding of what they are saying.	Oral Communication
57	Uses qualitative and quantitative data and analytical tools in problem solving.	Problem Solving and Decision Making

Development Needs

Self Perceptions

You view the following as the greatest development needs:		Competency Linkage
81	Communicates the vision in a way that promotes wide ownership and commitment.	Visioning ✓
80	Creates a vision of the organization's future.	Visioning ✓
10	Adjusts leadership style to fit a variety of situations and people.	Coaching
31	Recognizes and rewards performance based on standards and organizational goals.	Human Resource Management
6	Keeps up-to-date on the industry, competition, trends, and developments affecting the business.	Business Knowledge

Supervisor Perceptions

Your supervisor views the following as your greatest development needs:		Competency Linkage
6	Keeps up-to-date on the industry, competition, trends, and developments affecting the business.	Business Knowledge
22	Negotiates to find mutually acceptable solutions.	Conflict Resolution and Negotiation
31	Recognizes and rewards performance based on standards and organizational goals.	Human Resource Management
76	Ensures staff are trained and capable in new technology.	Technology Management and Application
80	Creates a vision of the organization's future.	Visioning ✓

Development Needs

Direct Report Perceptions

Your direct report views the following as your greatest development needs:		Competency Linkage
61	Seeks ways to continuously improve the quality of services, products, and processes.	Quality Centered
69	Seeks and makes use of feedback from others.	Self Development
22	Negotiates to find mutually acceptable solutions.	Conflict Resolution and Negotiation
26	Copes effectively with personal and job pressures that cause stress.	Flexibility
67	Demonstrates and encourages high standards of honesty, integrity, trust, and respect for others.	Role Modeling

Peer Perceptions

Your peer views the following as your greatest development needs:		Competency Linkage
73	Creates an environment that encourages open communication and collective problem solving.	Team Leadership
25	Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles.	Flexibility
76	Ensures staff are trained and capable in new technology.	Technology Management and Application
81	Communicates the vision in a way that promotes wide ownership and commitment.	Visioning ✓
20	Addresses and seeks to resolve formal and informal complains from employees.	Conflict Resolution and Negotiation

Support Data

Overview

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

Identifying Strengths

There are several ways to identify your strengths from the data:

- Use the High Strengths report, which identifies those strengths you have in the most important behaviors of your job.
- Any behavior or competency where Current Proficiency is at least equal to Required Proficiency is a strength (i.e., where the gap is 0 or a positive number). You can use the Support Data report to identify strengths in this way.
- On the Competency Ranking report, the competencies toward the top of the list are **relative** strengths in comparison to the competencies toward the bottom of the report. Although these relative competency strengths may not be rated as important to your job, they are still strengths. Unknown Strengths are competencies that you might rate as Greatest Development Needs, while other rater groups might rate these as Least Development Needs (i.e., closer to the top of the report). You should carefully consider any of your Unknown Strengths.

Key to Acronyms

STRENGTHS

- **Consensus Strength (CS)**: Strengths that the *self* sees and that others see as well (all blue items)
- **Likely Strength (LS)**: Strengths that the *self* sees and that at least one other group sees as a strength as well
- **Unknown Strength (US)**: Competency or behavior that more than one other group sees as a high strength, but the *self* sees as a development need or, minimally, not a strength (*self* rating gap red, at least two others blue)

DEVELOPMENT NEEDS

- **Consensus Development Need (CDN)**: Development Needs that the *self* sees and that others see as well (all red items)
- **Likely Development Need (LDN)**: Development Needs that the *self* sees and that at least one other group sees as a development need as well
- **Unknown Development Need (UDN)**: Competency or behavior that more than one other group sees as a high development need, but the *self* sees as a strength or, minimally, not a development need (*self* rating gap blue, at least two others red)
- **Nothing to Note (NtN)**: When the ratings are mixed, label the competency with nothing to note

Task Scores

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap	
Action Orientation <i>CS</i>	Self	4.7	4.7	0.0	✓
	Supervisor	4.7	4.7	0.0	✓
	Direct Report	4.1	4.6	0.5	✓
	Peer	3.6	4.4	0.8	✓
1. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.	Self	4.0	4.0	0.0	✓
	Supervisor	5.0	5.0	0.0	✓
	Direct Report	4.0	4.3	0.3	✓
	Peer	3.3	4.3	1.0	✓
2. Takes calculated risks to move initiatives forward.	Self	5.0	5.0	0.0	✓
	Supervisor	5.0	4.0	-1.0	✓
	Direct Report	4.0	4.7	0.7	✓
	Peer	3.7	4.7	1.0	✓
3. Initiates appropriate action without being directed to do so.	Self	5.0	5.0	0.0	✓
	Supervisor	4.0	5.0	1.0	✓
	Direct Report	4.3	4.7	0.4	✓
	Peer	3.7	4.3	0.6	✓
Budgeting <i>NtN</i>	Self	3.0	3.5	0.5	
	Supervisor	2.5	3.0	0.5	
	Direct Report	3.3	2.7	-0.6	
	Peer	3.4	3.0	-0.4	
4. Prepares and justifies budgets for own organization, projects, and activities.	Self	3.0	3.0	0.0	
	Supervisor	3.0	3.0	0.0	
	Direct Report	3.3	2.7	-0.6	
	Peer	3.5	3.0	-0.5	
5. Tracks expenses and monitors against budget to ensure cost-effective resource management.	Self	3.0	4.0	1.0	
	Supervisor	2.0	3.0	1.0	
	Direct Report	3.3	2.7	-0.7	
	Peer	3.3	3.0	-0.3	
Business Knowledge <i>LDN</i>	Self	4.0	3.0	-1.0	
	Supervisor	5.0	3.5	-1.5	
	Direct Report	3.8	4.0	0.2	
	Peer	4.2	3.7	-0.5	
6. Keeps up-to-date on the industry, competition, trends, and developments affecting the business.	Self	4.0	3.0	-1.0	
	Supervisor	5.0	3.0	-2.0	
	Direct Report	3.7	4.0	0.3	
	Peer	4.0	3.7	-0.3	
7. Understands how the business operates to accomplish its mission, including the business's component operations, strategic priorities, and organizational roles.	Self	4.0	3.0	-1.0	
	Supervisor	5.0	4.0	-1.0	
	Direct Report	4.0	4.0	0.0	✓
	Peer	4.3	3.7	-0.7	
Coaching <i>LDN</i>	Self	4.3	4.7	0.3	✓
	Supervisor	4.4	4.3	-0.1	
	Direct Report	4.3	3.8	-0.4	
	Peer	4.1	3.8	-0.3	
8. Explains work tasks so that employees clearly understand their job assignments and expectations.	Self	4.0	5.0	1.0	✓
	Supervisor	4.0	4.0	0.0	✓
	Direct Report	4.3	3.7	-0.7	
	Peer	4.0	3.7	-0.3	
9. Considers individuals' interests and abilities in assigning work.	Self	4.0	4.0	0.0	✓
	Supervisor	5.0	5.0	0.0	✓
	Direct Report	3.7	3.3	-0.3	
	Peer	4.0	3.3	-0.7	

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap		
10. Adjusts leadership style to fit a variety of situations and people.	Self	5.0	4.0	-1.0		
	Supervisor	4.0	2.0	-2.0		
	Direct Report	4.3	3.3	-1.0		
	Peer	4.0	3.7	-0.3		
11. Inspires, motivates, and guides others toward goal accomplishment.	Self	4.0	5.0	1.0	✓	
	Supervisor	5.0	5.0	0.0	✓	
	Direct Report	4.7	4.3	-0.3		
	Peer	3.7	3.3	-0.3		
12. Empowers others by sharing power and authority commensurate with delegated responsibilities.	Self	5.0	5.0	0.0	✓	
	Supervisor	5.0	5.0	0.0	✓	
	Direct Report	5.0	4.7	-0.3		
	Peer	4.3	4.0	-0.3		
13. Challenges direct reports and others to achieve their potential.	Self	4.0	4.0	0.0	✓	
	Supervisor	4.0	4.0	0.0	✓	
	Direct Report	4.0	3.7	-0.3		
	Peer	5.0	4.7	-0.3		
14. Provides positive feedback in a manner that reinforces and elicits desirable behavior.	Self	5.0	5.0	0.0	✓	
	Supervisor	5.0	5.0	0.0	✓	
	Direct Report	4.3	4.3	0.0	✓	
	Peer	4.3	4.0	-0.3		
15. Provides constructive feedback in a timely manner.	Self	4.0	5.0	1.0	✓	
	Supervisor	4.0	4.0	0.0	✓	
	Direct Report	4.0	3.7	-0.3		
	Peer	3.7	3.3	-0.3		
16. Determines employees' needs and provides opportunities for career development.	Self	4.0	5.0	1.0	✓	
	Supervisor	4.0	5.0	1.0	✓	
	Direct Report	4.0	3.3	-0.7		
	Peer	4.0	4.3	0.3	✓	
Commitment to Workforce Diversity NTN		Self	3.5	4.0	0.5	
		Supervisor	3.5	3.5	0.0	
		Direct Report	4.0	3.3	-0.7	
		Peer	3.7	3.5	-0.2	
17. Manages workforce diversity by being sensitive to employees with gender, racial, social, educational, and other individual differences.	Self	4.0	4.0	0.0	✓	
	Supervisor	3.0	3.0	0.0		
	Direct Report	3.7	3.3	-0.3		
	Peer	3.7	3.3	-0.3		
18. Provides employment and development opportunities for a diverse workforce.	Self	3.0	4.0	1.0	✓	
	Supervisor	4.0	4.0	0.0		
	Direct Report	4.3	3.3	-1.0		
	Peer	3.7	3.7	0.0		
Conflict Resolution and Negotiation CDN		Self	3.8	3.5	-0.2	
		Supervisor	4.8	3.5	-1.2	
		Direct Report	4.4	3.9	-0.5	
		Peer	4.2	3.4	-0.8	
19. Facilitates the resolution of individual and group confrontations and disagreements in a constructive manner.	Self	4.0	4.0	0.0	✓	
	Supervisor	5.0	4.0	-1.0		
	Direct Report	4.7	4.3	-0.3		
	Peer	4.3	3.7	-0.7		
20. Addresses and seeks to resolve formal and informal complaints from employees.	Self	4.0	3.0	-1.0		
	Supervisor	5.0	4.0	-1.0		
	Direct Report	4.3	4.0	-0.3		
	Peer	4.3	3.3	-1.0		

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap	
21. Identifies and understands the interests of others in the negotiation process.	Self	4.0	3.0	-1.0	
	Supervisor	4.0	3.0	-1.0	
	Direct Report	4.0	3.7	-0.3	
	Peer	4.3	3.3	-1.0	
22. Negotiates to find mutually acceptable solutions.	Self	3.0	4.0	1.0	✓
	Supervisor	5.0	3.0	-2.0	
	Direct Report	4.7	3.7	-1.0	
	Peer	4.0	3.3	-0.7	
Creativity and Innovation LDN	Self	3.0	2.5	-0.5	✓
	Supervisor	3.5	3.5	0.0	
	Direct Report	4.2	3.3	-0.8	
	Peer	4.0	3.5	-0.5	
23. Reshapes ideas and information in ways that reveal new possibilities.	Self	3.0	3.0	0.0	
	Supervisor	4.0	3.0	-1.0	
	Direct Report	4.3	3.3	-1.0	
	Peer	4.0	3.3	-0.7	
24. Creates an environment that encourages imaginative solutions to work-related situations and problems.	Self	3.0	2.0	-1.0	
	Supervisor	3.0	4.0	1.0	
	Direct Report	4.0	3.3	-0.7	
	Peer	4.0	3.7	-0.3	
Flexibility LDN	Self	4.0	4.0	0.0	✓
	Supervisor	4.3	4.0	-0.3	
	Direct Report	4.4	3.6	-0.9	
	Peer	4.2	3.4	-0.8	
25. Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles.	Self	4.0	4.0	0.0	✓
	Supervisor	4.0	4.0	0.0	
	Direct Report	4.3	3.3	-1.0	
	Peer	4.7	3.3	-1.3	
26. Copes effectively with personal and job pressures that cause stress.	Self	4.0	4.0	0.0	✓
	Supervisor	5.0	4.0	-1.0	
	Direct Report	4.7	3.7	-1.0	
	Peer	4.0	3.7	-0.3	
27. Responds to reversals and setbacks in a constructive manner.	Self	4.0	4.0	0.0	✓
	Supervisor	4.0	4.0	0.0	
	Direct Report	4.3	3.7	-0.7	
	Peer	4.0	3.3	-0.7	
Human Resource Management NTN	Self	4.0	4.1	0.1	✓
	Supervisor	4.3	4.3	0.0	
	Direct Report	3.7	3.3	-0.4	
	Peer	3.7	3.6	-0.1	
28. Plans for needed or mandated changes in the size and composition of staff.	Self	4.0	3.0	-1.0	✓
	Supervisor	4.0	4.0	0.0	
	Direct Report	3.3	3.0	-0.3	
	Peer	3.7	3.7	0.0	
29. Takes an active role in recruiting and/or retaining staff.	Self	3.0	4.0	1.0	
	Supervisor	5.0	4.0	-1.0	
	Direct Report	4.0	3.3	-0.7	
	Peer	3.7	3.3	-0.3	
30. Uses the performance management process to establish performance expectations, assess employee performance, give timely feedback, and conduct formal performance appraisals.	Self	4.0	5.0	1.0	✓
	Supervisor	4.0	5.0	1.0	
	Direct Report	3.7	3.3	-0.3	
	Peer	3.7	3.3	-0.3	

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap	
31. Recognizes and rewards performance based on standards and organizational goals.	Self	5.0	4.0	-1.0	
	Supervisor	5.0	3.0	-2.0	
	Direct Report	4.3	3.7	-0.7	
	Peer	3.7	3.7	0.0	
32. Takes appropriate corrective/disciplinary actions with employees.	Self	4.0	4.0	0.0	✓
	Supervisor	4.0	4.0	0.0	✓
	Direct Report	3.7	3.7	0.0	
	Peer	3.7	3.3	-0.3	
33. Uses human resources practices that promote good labor-management and employee relations.	Self	4.0	4.0	1.0	✓
	Supervisor	4.0	5.0	1.0	✓
	Direct Report	3.7	3.3	-0.3	
	Peer	4.0	3.7	0.7	
34. Supports programs and activities that deal with employee well-being such as safety, health, and family life.	Self	4.0	5.0	1.0	
	Supervisor	4.0	5.0	1.0	
	Direct Report	3.0	2.7	-0.3	
	Peer	3.3	4.0	0.7	
Influencing <i>CS</i>	Self	4.0	4.2	0.2	✓
	Supervisor	4.0	4.4	0.4	✓
	Direct Report	3.7	3.8	0.1	
	Peer	3.8	4.0	0.2	
35. Networks with key individuals or groups to accomplish goals.	Self	4.0	4.0	0.0	✓
	Supervisor	4.0	4.0	0.0	✓
	Direct Report	3.7	3.7	0.0	✓
	Peer	4.3	4.7	0.0	
36. Informs management, employees, and others of program objectives and developments.	Self	4.0	3.0	-1.0	
	Supervisor	4.0	5.0	1.0	✓
	Direct Report	4.0	3.3	-0.7	
	Peer	4.0	3.7	-0.3	
37. Represents/promotes the organization or program to others.	Self	4.0	5.0	1.0	✓
	Supervisor	4.0	4.0	0.0	✓
	Direct Report	3.0	4.0	1.0	
	Peer	3.7	4.3	0.7	
38. Persuades management, employees, peers, and others to "buy into" a course of action.	Self	4.0	4.0	0.0	✓
	Supervisor	4.0	4.0	0.0	✓
	Direct Report	4.0	3.7	-0.3	
	Peer	3.7	3.3	-0.3	
39. Uses power, authority, and influence appropriately to achieve goals.	Self	4.0	5.0	1.0	✓
	Supervisor	4.0	5.0	1.0	✓
	Direct Report	3.7	4.3	0.7	
	Peer	3.3	4.0	0.7	
Interpersonal Skills <i>LS</i>	Self	3.5	4.0	0.5	
	Supervisor	3.0	4.0	1.0	
	Direct Report	3.8	3.5	-0.3	
	Peer	3.7	3.7	0.0	
40. Considers and responds appropriately to the needs, feelings, and capabilities of others.	Self	4.0	4.0	0.0	✓
	Supervisor	3.0	4.0	1.0	
	Direct Report	3.7	3.3	-0.3	
	Peer	3.7	3.3	-0.3	
41. Creates a work environment where individuals are treated equitably.	Self	3.0	4.0	1.0	
	Supervisor	3.0	4.0	1.0	
	Direct Report	4.0	3.7	-0.3	
	Peer	3.7	4.0	0.3	

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap	
Change Management <i>UDN</i>	Self	3.0	3.0	0.0	
	Supervisor	4.7	4.0	-0.7	
	Direct Report	3.7	3.4	-0.2	
	Peer	4.3	3.8	-0.6	
42. Champions organizational change based upon a strategic view of the future.	Self	3.0	3.0	0.0	
	Supervisor	5.0	4.0	-1.0	
	Direct Report	3.7	3.3	-0.3	
	Peer	4.0	3.7	-0.3	
43. Develops strategies, policies, and procedures to manage change.	Self	3.0	2.0	-1.0	
	Supervisor	5.0	4.0	-1.0	
	Direct Report	3.3	3.7	0.3	
	Peer	4.7	4.0	-0.7	
44. Plans for and helps employees understand, accept, and effectively deal with work- related transitions.	Self	3.0	4.0	1.0	✓
	Supervisor	4.0	4.0	0.0	
	Direct Report	4.0	3.3	-0.7	
	Peer	4.3	3.7	-0.7	
Oral Communication <i>US</i>	Self	4.0	3.5	-0.5	✓
	Supervisor	4.5	5.0	0.5	✓
	Direct Report	4.2	4.2	0.0	✓
	Peer	3.8	4.0	0.2	
45. Listens to others and shows understanding of what they are saying.	Self	4.0	4.0	0.0	✓
	Supervisor	4.0	5.0	1.0	✓
	Direct Report	4.3	4.0	-0.3	
	Peer	4.0	4.3	0.3	✓
46. Makes clear and effective oral presentations to individuals and groups.	Self	4.0	3.0	-1.0	✓
	Supervisor	5.0	5.0	0.0	✓
	Direct Report	4.0	4.3	0.3	✓
	Peer	3.7	3.7	0.0	✓
Planning and Executing <i>CDN</i>	Self	3.5	3.2	-0.2	
	Supervisor	4.5	3.9	-0.6	
	Direct Report	3.6	3.6	0.0	
	Peer	3.8	3.7	-0.2	
47. Establishes policies or guidelines for the organization or program area.	Self	3.0	4.0	1.0	✓
	Supervisor	4.0	4.0	0.0	
	Direct Report	3.7	3.3	-0.3	
	Peer	3.3	3.7	0.3	
48. Develops and adjusts strategic and other long-term plans.	Self	4.0	3.0	-1.0	
	Supervisor	4.0	3.0	-1.0	
	Direct Report	3.3	3.3	0.0	
	Peer	3.3	3.0	-0.3	
49. Organizes resources, establishes priorities, and schedules work so that available resources are used most efficiently.	Self	3.0	3.0	0.0	
	Supervisor	5.0	4.0	-1.0	
	Direct Report	3.7	3.3	-0.3	
	Peer	4.3	4.0	-0.3	
50. Ensures that activities, services, or products meet organizational mission, management policies, and customer needs.	Self	4.0	3.0	-1.0	
	Supervisor	5.0	4.0	-1.0	
	Direct Report	4.0	3.3	-0.7	
	Peer r	3.7	3.3	-0.3	
51. Coordinates with other parts of the organization to accomplish goals.	Self	4.0	3.0	-1.0	✓
	Supervisor	5.0	5.0	0.0	
	Direct Report	3.3	4.3	1.0	
	Peer r	3.7	3.3	-0.3	
52. Identifies how organizational or program results will be measured.	Self	3.0	3.0	0.0	
	Supervisor	4.0	3.0	-1.0	
	Direct Report	4.0	3.7	-0.3	
	Peer	3.7	4.0	0.3	

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap		
53. Monitors programs and/or activities and assures that discrepancies are identified and corrected when necessary.	Self	4.0	4.0	0.0	✓	
	Supervisor	5.0	4.0	-1.0		
	Direct Report	3.3	3.0	-0.3		
	Peer	4.5	4.0	-0.5		
54. Identifies ways to improve the efficiency and effectiveness of procedures, processes, and structures.	Self	3.0	3.0	0.0		
	Supervisor	4.0	4.0	0.0		
	Direct Report	3.7	4.3	0.7		
	Peer	4.3	4.0	-0.3		
Problem Solving and Decision Making NTN		Self	3.5	3.5	0.0	
		Supervisor	4.8	4.2	-0.5	
		Direct Report	3.5	3.8	0.2	
		Peer	3.9	4.0	0.1	
55. Anticipates potential problems, issues, and opportunities.	Self	4.0	3.0	-1.0		
	Supervisor	5.0	4.0	-1.0		
	Direct Report	3.0	4.3	1.3		
	Peer	3.7	3.3	-0.3		
56. Recognizes and defines a problem or issue, gathers the data, and distinguishes between relevant and irrelevant information.	Self	3.0	4.0	1.0		
	Supervisor	5.0	4.0	-1.0		
	Direct Report	3.7	3.3	-0.3		
	Peer	3.7	4.3	0.7		
57. Uses qualitative and quantitative data and analytical tools in problem solving.	Self	3.0	3.0	0.0	✓	
	Supervisor	4.0	4.0	0.0		
	Direct Report	3.7	3.3	-0.3		
	Peer	4.0	4.3	0.3		
58. Considers the values, risks, impact, and implications of decisions in evaluating and choosing alternative solutions.	Self	4.0	4.0	0.0	✓	
	Supervisor	5.0	5.0	0.0		
	Direct Report	3.7	4.0	0.3		
	Peer	4.3	4.0	-0.3		
Quality Centered LS		Self	4.7	4.7	0.0	✓
		Supervisor	3.7	5.0	1.3	
		Direct Report	4.7	3.7	-1.0	
		Peer	4.0	4.6	0.6	✓
59. Integrates customer needs and expectations into the development and delivery of services or products.	Self	5.0	5.0	0.0	✓	
	Supervisor	4.0	5.0	1.0		
	Direct Report	3.7	4.0	-0.7		
	Peer	3.7	5.0	1.3		
60. Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met.	Self	4.0	4.0	0.0	✓	
	Supervisor	4.0	5.0	1.0		
	Direct Report	4.3	3.3	-1.0		
	Peer	4.7	4.3	-0.3		
61. Seeks ways to continuously improve the quality of services, products, and processes.	Self	5.0	5.0	0.0	✓	
	Supervisor	3.0	5.0	2.0		
	Direct Report	5.0	3.7	-1.3		
	Peer	3.7	4.3	0.7		
Results Focus CS		Self	4.3	5.0	0.7	✓
		Supervisor	4.0	4.3	0.3	✓
		Direct Report	4.1	4.6	0.4	✓
		Peer	3.8	4.3	0.6	
62. Works persistently toward agreed-upon goals despite opposition, distractions, and setbacks.	Self	4.0	5.0	1.0	✓	
	Supervisor	4.0	4.0	0.0		
	Direct Report	4.0	4.3	0.3		
	Peer	4.0	4.7	0.7		
63. Recognizes and takes advantage of opportunities to further goals and objectives.	Self	5.0	5.0	0.0	✓	
	Supervisor	5.0	5.0	0.0		
	Direct Report	4.7	4.7	0.0		
	Peer	4.0	3.7	-0.3		

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap	
64. Puts priority on getting results and displays accountability for those results.	Self	4.0	5.0	1.0	✓
	Supervisor	3.0	4.0	1.0	
	Direct Report	3.7	4.7	1.0	
	Peer	3.3	4.7	1.3	
Role Modeling NTN	Self	4.0	4.3	0.3	✓
	Supervisor	3.7	3.7	0.0	
	Direct Report	4.7	4.1	-0.6	
	Peer	3.8	3.6	-0.2	
65. Demonstrates a commitment to excellence in own performance, and serves as a role model to organization and employees.	Self	4.0	4.0	0.0	✓
	Supervisor	4.0	4.0	0.0	
	Direct Report	4.7	4.0	-0.7	
	Peer	4.0	4.0	0.0	
66. Shows congruence between words and actions, and follows through on commitments.	Self	4.0	5.0	1.0	✓
	Supervisor	3.0	4.0	1.0	
	Direct Report	4.3	4.0	-0.3	
	Peer	3.7	3.3	-0.3	
67. Demonstrates and encourages high standards of honesty, integrity, trust, and respect for others.	Self	4.0	4.0	0.0	✓
	Supervisor	4.0	3.0	-1.0	
	Direct Report	5.0	4.3	-0.7	
	Peer	3.7	3.3	-0.3	
Self Development NTN	Self	3.8	3.8	0.0	✓
	Supervisor	3.8	3.8	0.0	
	Direct Report	3.9	3.2	-0.7	
	Peer	3.8	3.5	-0.3	
68. Realistically assesses own strengths, weaknesses, and impact on others.	Self	4.0	4.0	0.0	✓
	Supervisor	4.0	4.0	0.0	
	Direct Report	4.0	3.3	-0.7	
	Peer	4.0	3.7	-0.3	
69. Seeks and makes use of feedback from others.	Self	3.0	4.0	1.0	✓
	Supervisor	4.0	3.0	-1.0	
	Direct Report	4.3	3.0	-1.3	
	Peer	3.7	3.3	-0.3	
70. Invests time and energy in self-development and growth (training, developmental assignments, continuing education).	Self	4.0	3.0	-1.0	✓
	Supervisor	3.0	4.0	1.0	
	Direct Report	3.3	3.0	-0.3	
	Peer	4.0	3.7	-0.3	
71. Maintains technical proficiency in area of responsibility.	Self	4.0	4.0	0.0	✓
	Supervisor	4.0	4.0	0.0	
	Direct Report	4.0	3.7	-0.3	
	Peer	3.7	3.3	-0.3	
Team Leadership UDN	Self	4.0	4.0	0.0	✓
	Supervisor	4.7	4.0	-0.7	
	Direct Report	4.3	3.7	-0.7	
	Peer	4.7	3.7	-1.0	
72. Fosters cooperation and teamwork among team members.	Self	4.0	4.0	0.0	✓
	Supervisor	5.0	4.0	-1.0	
	Direct Report	4.0	3.7	-0.3	
	Peer	4.7	4.0	-0.7	
73. Creates an environment that encourages open communication and collective problem solving.	Self	4.0	3.0	-1.0	✓
	Supervisor	4.0	4.0	0.0	
	Direct Report	4.7	4.0	-0.7	
	Peer	5.0	3.7	-1.3	
74. Seeks consensus among diverse viewpoints to build group commitment.	Self	4.0	5.0	1.0	✓
	Supervisor	5.0	4.0	-1.0	
	Direct Report	4.3	3.3	-1.0	
	Peer	4.3	3.3	-1.0	

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap	
Technology Management and Application CDN	Self	3.0	2.5	-0.5	
	Supervisor	5.0	3.5	-1.5	
	Direct Report	4.2	3.5	-0.7	
	Peer	4.7	3.7	-1.0	
75. Applies evolving technologies and methodologies to manage and improve organizational effectiveness.	Self	3.0	2.0	-1.0	
	Supervisor	5.0	4.0	-1.0	
	Direct Report	4.3	3.7	-0.7	
	Peer	4.7	4.0	-0.7	
76. Ensures staff are trained and capable in new technology.	Self	3.0	3.0	0.0	
	Supervisor	5.0	3.0	-2.0	
	Direct Report	4.0	3.3	-0.7	
	Peer	4.7	3.3	-1.3	
Time Management LDN	Self	4.0	3.0	-1.0	
	Supervisor	5.0	4.0	-1.0	
	Direct Report	4.3	3.7	-0.7	
	Peer	4.0	4.0	0.0	✓
77. Manages own time efficiently.	Self	4.0	3.0	-1.0	
	Supervisor	5.0	4.0	-1.0	
	Direct Report	4.3	3.7	-0.7	
	Peer	4.0	4.0	0.0	✓
Writing NTN	Self	3.5	3.5	0.0	
	Supervisor	3.5	3.5	0.0	
	Direct Report	3.7	3.5	-0.2	
	Peer	3.7	3.8	0.1	
78. Communicates facts and ideas in writing in a clear, succinct, and organized manner.	Self	3.0	3.0	0.0	
	Supervisor	3.0	4.0	1.0	
	Direct Report	3.7	3.3	-0.3	
	Peer	4.0	3.5	-0.5	
79. Reviews and critiques others' writing in a constructive and substantive manner.	Self	4.0	4.0	0.0	✓
	Supervisor	4.0	3.7	-1.0	
	Direct Report	3.7	3.7	0.0	
	Peer	3.3	4.0	0.7	
Visioning CDN	Self	4.3	2.7	-1.7	
	Supervisor	4.7	3.3	-1.3	
	Direct Report	4.1	3.4	-0.7	
	Peer	4.2	3.6	-0.7	
80. Creates a vision of the organization's future.	Self	4.0	2.0	-2.0	
	Supervisor	5.0	3.0	-2.0	
	Direct Report	4.0	3.7	-0.3	
	Peer	4.0	3.7	-0.3	
81. Communicates the vision in a way that promotes wide ownership and commitment.	Self	5.0	3.0	-2.0	
	Supervisor	4.0	4.0	0.0	✓
	Direct Report	4.3	3.3	-1.0	
	Peer	4.7	3.7	-1.0	
82. Executes the vision by ensuring that actions (e.g., decisions) by self and team are consistent with and support accomplishment of the vision.	Self	4.0	3.0	-1.0	
	Supervisor	5.0	3.0	-2.0	
	Direct Report	4.0	3.3	-0.7	
	Peer	4.0	3.3	-0.7	

Introduction to Development Suggestions

This section includes 12 sets of development suggestions for some of your best development opportunities.

Six sets of development suggestions are linked to the results of the High Strengths report and 6 sets of development suggestions are linked to the results of the Development Needs report.

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

High Strengths

Task

2. Takes calculated risks to move initiatives forward.

Activity:

1. When making an uncertain decision, screen alternatives to determine how much risk each alternative has relative to the other alternatives.
2. Utilize general problem-solving processes, judgment, intuition, and creativity.
3. 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.
4. Once you have made a decision, stand by it unless you receive new information.
5. Talk to others in your organization about how they incorporate risk taking into their decision-making process.
6. Anticipate potential problems and possible solutions ahead of time.
7. Practice being decisive by making quick decisions in low-risk decision areas.
8. Collect reliable information that is pertinent to the decision. Use the data in deriving a decision.
9. Establish check points to evaluate the continuing success of a decision, the downside risks at each point, and potential alternative strategies. If the downside risks appear to be materializing, consider adoption of an alternative strategy relatively early, before the negative consequences of the decision loom large.
10. Ask others for their perceptions of your decisiveness; if the feedback is that you procrastinate in decision-making, or that you are too conservative, consider involving respected others, who can help move you to a decision, in the decision process.
11. Before making a decision, especially when the decision is made under time pressure, consult with respected experts.
12. Determine in advance the identity of the ultimate decisionmaker and make sure that the individual is accommodated in the decision process.

Topic:

1. Risk taking
2. Operational decision-making
3. Problem solving
4. Decision modeling

High Strengths

Task

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

Activity:

1. Avoid jumping to conclusions by defining the problem in terms of solutions. This may cause overlooking other, possibly better, solutions.
2. 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.
3. If you tend to rely on your superiors for decision-making, force yourself to formulate alternatives and then present recommendations instead of the problem to your superior.
4. Set a deadline by which you will arrive at a decision. For a complex decision, create a flowchart with several decision points.
5. Once you have made a decision, stand by it unless you receive new information.
6. Try to involve those in the problem-solving process who will be most affected by a controversial decision.
7. Avoid the need to gather and analyze too much data before making the decision.
8. Talk to others in your organization about how they incorporate risk taking into their decision-making process.
9. Anticipate potential problems and possible solutions ahead of time.
10. Practice being decisive by making quick decisions in low-risk decision areas.
11. Collect reliable information that is pertinent to the decision. Use the data in deriving a decision.
12. Ask others for their perceptions of your decisiveness; if the feedback is that you procrastinate in decision-making, or that you are too conservative, consider involving respected others, who can help move you to a decision, in the decision process.
13. 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.
14. Before making a decision, especially when the decision is made under time pressure, consult with respected experts.
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. Determine in advance the identity of the ultimate decisionmaker and make sure that the individual is accommodated in the decision process.
17. 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.
18. Consider a temporary assignment that is conducted within a very tight timeline that forces decisiveness.

Topic:

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

High Strengths

Task

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

Activity:

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

Topic:

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

High Strengths

Task

35. Networks with key individuals or groups to accomplish goals.

Activity:

1. Form a wide range of working relationships and associations and make them known.
2. Have regular, informal meetings with peers (e.g., lunch) to trade ideas.
3. Set up formal meetings with others in your organization to understand their business functions.
4. Join and become active in professional organizations and associations that interact with your work, and seek roles that provide visibility in the organizations.
5. Make an effort to get to know people outside of your organization who hold positions similar to yours. Get together on a regular basis to trade ideas.
6. Explore ways of establishing a mentoring relationship with a more senior member of the organization.
7. Initiate meetings with employees individually or in groups to share information about your objectives and those of the broader unit.
8. Initiate meetings with your manager(s) to inform them of the work of your unit and to facilitate the sharing of information about developments in the organization.
9. Be an active "organizational citizen" by volunteering for task forces or committees that may end up informing the work of your unit.
10. Volunteer for assignments that require interaction with members of different organizational units and levels.
11. Participate in social activities within the broader organization.

Topic:

1. Interpersonal communications
2. Building relationships
3. Gaining cooperation from peers
4. Interaction skills
5. Networking skills
6. Building interpersonal influence

High Strengths

Task

3. Initiates appropriate action without being directed to do so.

Activity:

1. Set specific goals. These lead to higher performance levels than vague ones such as "I'll do my best."
2. If your superior is setting goals for you, ask to participate in the goal-setting process.
3. Ask your superior for feedback about how your performance matched the goal.
4. Be aware of the goal and what must be accomplished and accept the goal as something that you are willing to work for.
5. To increase your confidence, read whatever is available about your field or related topics.
6. 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.
7. Be willing to work long hours and sacrifice in the short term for long-term gains.
8. Draw on peers and superiors to understand your strengths and weaknesses as a manager.
9. Set challenging yet realistic goals rather than overly ambitious goals, to enable achievement of the goals. Anticipate when you might run into problems.
10. 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.
11. Analyze what you are good at and try to secure assignments that play into your strengths. Then approach tasks with the confidence that you can successfully accomplish them.

Topic:

1. Assertiveness skills
2. Operational decision-making

High Strengths

Task

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

Activity:

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

Topic:

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

Development Need

Task

81. Communicates the vision in a way that promotes wide ownership and commitment.

Activity:

1. Participate in a planning session with other managers to envision what the organization should be doing 5 years from now.
2. Network with other executives on all levels of the organizational hierarchy to create and pursue the vision.
3. Share your vision of the goals of your work unit with your superior to check for convergence.
4. 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.
5. Collaborate with your employees in designing program objectives that support the shared vision for the organization.

Topic:

1. Leadership skills
2. Putting plans into action
3. Management by objective
4. Vision and leadership
5. Motivation skills

Development Need

Task

6. Keeps up-to-date on the industry, competition, trends, and developments affecting the business.

Activity:

1. Ask members of your staff to volunteer to track and share written information on external trends in specific areas. The result is that there is an in-house expert for key areas of knowledge affecting your work, and the knowledge is also disseminated within the work unit.
2. Attend inter-organizational professional meetings and seminars.
3. Attend trade shows: vendors can be a wealth of knowledge about technology and competition.
4. Evaluate the strategies of your competitors and try to understand how they operate in the marketplace.
5. Join and actively participate in associations and professional organizations.
6. Participate actively in your professional association's annual and regional meetings to keep up on the field.
7. Read management books and listen to management tapes.
8. Set aside time to attend guest lectures or brown-bag lunches in your organization that are designed to inform employees of sociopolitical trends or developments in laws, policies, or regulations.
9. Stay abreast of political and social trends by reading daily newspapers and weekly information magazines.
10. Study the demographic trends that could affect both the source of future labor and future markets for your organization's goods and services.
11. Subscribe to and read journals in your area of expertise and in areas that you are not directly responsible for.
12. Understand the economic, sociological, political, and technological factors that affect your organization.
13. Whenever policy issues are debated within your work unit, require that proponents of various positions substantiate their positions with background fact sheets.

Topic:

1. Assessing the business environment
2. Current topics in business or management
3. Responding to change
4. State and Federal laws
5. Staying current with industry-related technology developments.

Development Need

Task

61. Seeks ways to continuously improve the quality of services, products, and processes.

Activity:

1. Encourage the improvement of your employees' attitudes, skills, and performances in order to improve the quality of services, products, and processes.
2. Discuss with subordinates how to practice and manage quality in everything that your department does. Ask them what quality means to them.
3. Talk to your superior and peers about how to measure quality.
4. Make sure that every employee understands that quality improvement includes them. Include employees in the decision-making process so that they feel personal responsibility for accomplishing goals.
5. When mistakes are made, determine reasons why and find ways to prevent them from happening again.
6. Develop a presentation for your superior on quality improvement and customer satisfaction.
7. Consider the "bogus shopper" model, placing yourself in the role of anonymous customer to the organization in order to see firsthand what it's like.
8. Consider rotating through your work unit and taking on the assignments of various employees to understand their jobs and how they interact with their customers.
9. Benchmark other profit and not-for-profit organizations to determine how they aim to delight their customers. Try to emulate their processes.
10. Consider incorporating the voice of the internal and external customer into the employee performance appraisal and feedback process. Reward your employees for positive feedback from customers.
11. Consider a sabbatical in a benchmark organization to learn cutting-edge techniques to measure customer satisfaction.

Topic:

1. Total quality management
2. Goal setting
3. Quality control
4. Shared accountability for quality
5. Understanding, helping, and keeping customers
6. Quality improvement

Development Need

Task

73. Creates an environment that encourages open communication and collective problem solving.

Activity:

1. Ask each group member if he or she was treated fairly by the leader and by the others.
2. Immediately after group formation, have the group identify the issues that they consider to be the most important concerns and suggest ways in which these can be overcome.
3. Have the group leader specify the expectations of the group members.
4. Help the team members decide how they will communicate within the group and how decisions will be reached.
5. Hold brainstorming sessions.
6. Ask the group members what is hindering them from completing their task.
7. Observe how leadership emerged in the team.
8. Recognize that a team will go through phases. Assign tasks based on the phase that the team is in.
9. If open communication is an objective, encourage it by demonstrating equity and fairness regardless of the ideas expressed.
10. Emphasize activities that are inclusive (for the entire work unit, teams, etc.).
11. Institute suggestion systems and develop mechanisms for prompt response to the suggestions.
12. Encourage coworkers to establish only fuzzy boundaries around their job duties so that they can readily reach out and assist a peer if the work calls for it.
13. When there is a problem that affects a group of employees, attempt to devise a solution through the group.

Topic:

1. Interactive skills
2. Information sharing
3. Group membership maintenance
4. Collaboration vs. competition
5. Generating commitment
6. Brainstorming
7. Functional, task, interest, peer groups
8. Consensus building

Development Need

Task

80. Creates a vision of the organization's future.

Activity:

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. Visualize opportunities beyond what the organization is now engaged in.
3. Participate in a planning session with other managers to envision what the organization should be doing 5 years from now.
4. Network with other executives on all levels of the organizational hierarchy to create and pursue the vision.
5. Stay abreast of developments in Congress and developments in policies and regulations that affect your work so that your vision reflects trends and changes in the broader environment.
6. Read broadly to stay abreast of sociopolitical, economic, and technological trends that will affect the future direction the organization will take in responding to society's needs.
7. Attend open management meetings to understand the mission and strategic vision of the organization's leadership.
8. Share your vision of the goals of your work unit with your superior to check for convergence.
9. 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.
10. Volunteer to help a community-based organization formulate a vision and strategic plan.

Topic:

1. Creativity
2. Leadership skills
3. Writing mission statements and objectives
4. Vision and leadership
5. Strategic planning

Development Need

Task

22. Negotiates to find mutually acceptable solutions.

Activity:

1. Always strive for a "win-win" solution to a problem. Seek an outcome that includes some of the items that each side desired, allowing both parties to gain.
2. Observe a skilled negotiator within your organization during several meetings. Ask him or her for advice on using influence and persuasion and achieving desired goals.
3. Ask your superior to put you into situations where you can test your persuasive skills.
4. Whenever possible, try to view issues as gains rather than losses.
5. Practice interactions with other parties who take a view of the long-term relationship and not just the immediate gains.
6. After another person in the organization has just completed a complex negotiation, go back and analyze the factors contributing to success.
7. Before deciding an issue, solicit input from peers, employees, and managers on where they stand on the issue.
8. Before presenting an option or solution, canvass opinions and share information in advance so that those who need to buy into the issue are not surprised.
9. Seek a credible champion of the issue you are aiming to change, someone who will support your position and rally others around it.
10. Introduce new goals piecemeal, rather than all-at-once.
11. Systematically address barriers to change or to reaching goals, and provide support to overcome the barriers, such as training for employees, resource support, incentives and recognition for change, or backing up employees in front of senior management.
12. Articulate why there is a compelling need to achieve the goals you propose.

Topic:

1. Negotiation skills
2. How to use power
3. Listening skills
4. "Win-win" negotiating

Comments

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

APPENDIX C

PS Leader Assessment Questions



Part 1—The *PS Leader* Assessment

Introduction and Instructions

The *PS Leader* assessment instrument describes behaviors found to be applicable to most leadership jobs. Following these instructions are 82 behaviors. Each behavior is linked to one of the 24 *PS Leader* competencies. For each behavior, you will provide a rating of your *current* level of proficiency. Do not consider how important the item is to your job. Rate only your current proficiency. You should provide your ratings within the context of your own job environment and responsibility areas.

Special Note: *PS Leader* is for your self-development. Try to be as candid and frank in your self-assessment as possible. This will ensure you get the highest quality results.

Computer-Scored *PS Leader* — Use the form marked “Computer Scoring Only”

For those of you who will receive computer-scored reports, you will provide two ratings for each behavior:

1. The level of proficiency that is *required* for successful performance in your job.
Consider:
 - The relevance of the behavior to your job
 - The knowledge or skill it requires
2. Your *current* level of proficiency

There are columns for each rating on your Response Form.

Use the scale below to rate each item.

1

No
Proficiency

2

Low
Proficiency

3

Moderate
Proficiency

4

High
Proficiency

5

Very High
Proficiency

When you are ready to begin, or are instructed to do so by your facilitator, turn the page and begin the assessment. Remember to record your answers on the Response Form.

PS Leader Administrator's Guide

1

No
Proficiency

2

Low
Proficiency

3

Moderate
Proficiency

4

High
Proficiency

5

Very High
Proficiency

1. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.
2. Takes calculated risks to move initiatives forward.
3. Initiates appropriate action without being directed to do so.
4. Prepares and justifies budgets for own organization, projects, and activities.
5. Tracks expenses and monitors against budget to ensure cost-effective resource management.
6. Keeps up-to-date on the industry, competition, trends, and developments affecting the business.
7. Understands how the business operates to accomplish its mission, including the component operations, strategic priorities, and organizational roles of the business.
8. Explains work tasks so that employees clearly understand their job assignments and expectations.
9. Considers individuals' interests and abilities in assigning work.
10. Adjusts leadership style to fit a variety of situations and people.
11. Inspires, motivates, and guides others toward goal accomplishment.
12. Empowers others by sharing power and authority commensurate with delegated responsibilities.
13. Challenges direct reports and others to achieve their potential.
14. Provides positive feedback in a manner that reinforces and elicits desirable behavior.
15. Provides constructive feedback in a timely manner.
16. Determines employees' needs and provides opportunities for career development.
17. Facilitates the resolution of individual and group confrontations and disagreements in a constructive manner.
18. Addresses and seeks to resolve formal and informal complaints from employees.
19. Identifies and understands the interests of others in the negotiation process.
20. Negotiates to find mutually acceptable solutions.

(continued) →

PS Leader Administrator's Guide

1

No
Proficiency

2

Low
Proficiency

3

Moderate
Proficiency

4

High
Proficiency

5

Very High
Proficiency

21. Reshapes ideas and information in ways that reveal new possibilities.
22. Manages workforce diversity by being sensitive to employees with gender, racial, social, educational, and other individual differences.
23. Provides employment and development opportunities for a diverse workforce.
24. Creates an environment that encourages imaginative solutions to work-related situations and problems.
25. Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles.
26. Copes effectively with personal and job pressures that cause stress.
27. Responds to reversals and setbacks in a constructive manner.
28. Plans for needed or mandated changes in the size and composition of staff.
29. Takes an active role in recruiting and/or retaining staff.
30. Uses the performance management process to establish performance expectations, assess employee performance, give timely feedback, and conduct formal performance appraisals.
31. Recognizes and rewards performance based on standards and organizational goals.
32. Takes appropriate corrective/disciplinary actions with employees.
33. Uses human resources practices that promote good labor-management and employee relations.
34. Supports programs and activities that deal with employee well-being such as safety, health, and family life.
35. Networks with key individuals or groups to accomplish goals.
36. Informs management, employees, and others of program objectives and developments.
37. Represents/promotes the organization or program to others.
38. Persuades management, employees, peers, and others to "buy into" a course of action.
39. Uses power, authority, and influence appropriately to achieve goals.
40. Considers and responds appropriately to the needs, feelings, and capabilities of others.
41. Creates a work environment where individuals are treated equitably.

(continued) →

PS Leader Administrator's Guide

1

No
Proficiency

2

Low
Proficiency

3

Moderate
Proficiency

4

High
Proficiency

5

Very High
Proficiency

42. Champions organizational change based upon a strategic view of the future.
43. Develops strategies, policies, and procedures to manage change.
44. Plans for and helps employees understand, accept, and effectively deal with work-related transitions.
45. Listens to others and shows understanding of what they are saying.
46. Makes clear and effective oral presentations to individuals and groups.
47. Establishes policies or guidelines for the organization or program area.
48. Develops and adjusts strategic and other long-term plans.
49. Organizes resources, establishes priorities, and schedules work so that available resources are used most efficiently.
50. Ensures that activities, services, or products meet organizational mission, management policies, and customer needs.
51. Coordinates with other parts of the organization to accomplish goals.
52. Identifies how organizational or program results will be measured.
53. Monitors programs and/or activities and ensures that discrepancies are identified and corrected when necessary.
54. Identifies ways to improve the efficiency and effectiveness of procedures, processes, and structures.
55. Anticipates potential problems, issues, and opportunities.
56. Recognizes and defines a problem or issue, gathers the data, and distinguishes between relevant and irrelevant information.
57. Uses qualitative and quantitative data and analytical tools in problem solving.
58. Considers the values, risks, impact, and implications of decisions in evaluating and choosing alternative solutions.
59. Integrates customer needs and expectations into the development and delivery of services or products.
60. Establishes and uses communication/feedback systems to ensure that customers' requirements/expectations are met.
61. Seeks ways to continuously improve the quality of services, products, and processes.

(continued) →

1

No Proficiency

2

Low Proficiency

3

Moderate Proficiency

4

High Proficiency

5

Very High Proficiency

- 62. Works persistently toward agreed-upon goals despite opposition, distractions, and setbacks.
- 63. Recognizes and takes advantage of opportunities to further goals and objectives.
- 64. Puts priority on getting results and displays accountability for those results.
- 65. Demonstrates a commitment to excellence in own performance, and serves as a role model to organization and employees.
- 66. Shows congruence between words and actions, and follows through on commitments.
- 67. Demonstrates and encourages high standards of honesty, integrity, trust, and respect for others.
- 68. Realistically assesses own strengths, weaknesses, and impact on others.
- 69. Seeks and makes use of feedback from others.
- 70. Invests time and energy in self-development and growth.
- 71. Maintains technical proficiency in area of responsibility.
- 72. Fosters cooperation and teamwork among team members.
- 73. Creates an environment that encourages open communication and collective problem solving.
- 74. Seeks consensus among diverse viewpoints to build group commitment.
- 75. Applies evolving technologies and methodologies to manage and improve organizational effectiveness.
- 76. Ensures staff are trained and capable in new technology.
- 77. Manages own time efficiently.
- 78. Communicates facts and ideas in writing in a clear, succinct, and organized manner.
- 79. Reviews and critiques others' writing in a constructive and substantive manner.
- 80. Creates a vision of the organization's future.
- 81. Communicates the vision in a way that promotes wide ownership and commitment.
- 82. Executes the vision by ensuring that actions (e.g., decisions) by self and team are consistent with and support accomplishment of the vision.

End of Part 1

NOTE: If you will be receiving computer-scored results, you are done! Follow your program leader's instructions on where to turn in your *PS Leader Response Form*.

Part 2—The *PS Leader* Assessment

Rate the Required Proficiency of Each Competency

Review each competency definition, then rate the level of proficiency that is required in your job.

Consider:

- The relevance of the competency to your job
- The knowledge or skill it requires

Note: If your assessment results are going to be computer processed, *you should not complete this section.* YOU ARE DONE.

Use the scale that follows to rate the required proficiency of each competency.

1

No
Proficiency

2

Low
Proficiency

3

Moderate
Proficiency

4

High
Proficiency

5

Very High
Proficiency

PS Leader Administrator's Guide

1

No Proficiency

2

Low Proficiency

3

Moderate Proficiency

4

High Proficiency

5

Very High Proficiency

Competency	Self-Required Proficiency	Current Proficiency	Gap	Rank
<p>1. Action Orientation: Takes action and risks when needed; makes difficult decisions when necessary.</p>				
<p>2. Budgeting: Prepares and justifies budget; monitors expenses.</p>				
<p>3. Business Knowledge: Stays informed on all aspects of the business that impact or influence decision making.</p>				
<p>4. Coaching: Ensures that task assignments are understood and appropriate; adapts leadership style to situations and people; empowers, motivates, and guides others; provides feedback effectively; and provides opportunities for career development.</p>				
<p>5. Conflict Resolution and Negotiation: Anticipates and seeks to resolve confrontations, disagreements, and complaints in a constructive manner; negotiates to find mutually acceptable solutions.</p>				
<p>6. Commitment to Workforce Diversity: Manages workforce diversity by being sensitive to differences; provides employment and development opportunities for a diverse workforce.</p>				
<p>7. Creativity and Innovation: Identifies new possibilities and solutions; fosters innovations among others.</p>				
<p>8. Flexibility: Adapts to change in the work environment; effectively copes with stress.</p>				

(continued) →

1

No Proficiency

2

Low Proficiency

3

Moderate Proficiency

4

High Proficiency

5

Very High Proficiency

Competency	Self-Required Proficiency	Current Proficiency	Gap	Rank
<p>9. Human Resource Management: Applies effective practices in recruitment, selection, performance appraisal, recognition, and corrective/disciplinary action; promotes good labor relations and employee well-being.</p>				
<p>10. Influencing: Networks with, and provides information to, key groups and individuals; appropriately uses persuasion and authority in dealing with others to achieve goals.</p>				
<p>11. Interpersonal Skills: Considers and responds appropriately to the needs, feelings, and capabilities of others; treats others equitably.</p>				
<p>12. Change Management: Champions organizational change; plans for managing change and helping the workforce deal with work-related transitions.</p>				
<p>13. Oral Communication: Listens to others; makes clear and effective oral presentations to individuals and groups.</p>				
<p>14. Planning and Executing: Establishes policies, guidelines, plans, and priorities; identifies required resources; plans and coordinates with others; monitors progress and evaluates outcomes; improves organizational efficiency and effectiveness.</p>				
<p>15. Problem Solving and Decision Making: Recognizes and defines problems; analyzes relevant information; considers a variety of factors in selecting alternative solutions.</p>				
<p>16. Quality Centered: Actively seeks customer input; ensures that customer needs are met; continuously seeks to improve the quality of services, products, and processes.</p>				
<p>17. Technology Management and Application: Applies new technologies to organizational needs; ensures that staff are trained and capable.</p>				

(continued) →

1

No Proficiency

2

Low Proficiency

3

Moderate Proficiency

4

High Proficiency

5

Very High Proficiency

Competency	Self-Required Proficiency	Current Proficiency	Gap	Rank
18. Results Focus: Works persistently to achieve goals and overcome obstacles; takes advantage of opportunities to further goals; displays accountability for results.				
19. Role Modeling: Leads by example; shows congruence between words and actions; follows through on agreements.				
20. Self-Development: Realistically assesses own strengths, weaknesses, and impact on others; seeks feedback from others; invests in own development; maintains technical proficiency.				
21. Team Leadership: Fosters cooperation, communication, and consensus among groups.				
22. Time Management: Manages time efficiently.				
23. Writing: Communicates effectively in writing; reviews and critiques others' writing.				
24. Visioning: Creates a vision for the organization; promotes wide ownership and commitment to the vision; ensures that actions are consistent with the vision.				

End of Part 2

APPENDIX D

Administering PS Leader Online



Administering PS Leader Online

Preparatory Steps

There are several steps you need to prepare to administer PS Leader online:

- Step 1:** Designate who will be the In-house PS Leader Administrator. This person will manage your online account which tasks such as emailing assessment invitations to participants.
- Step 2:** Decide on a “kick-off date for the program. This is the date leaders are sent an email inviting them to complete their self-assessment and nominate their raters, online (see Attachment 1: Leader Invitation Memo).
- Step 3:** Set a target deadline date for PS Leader questionnaires to be completed. A good general guideline is 1 to 2 weeks.
- Step 4:** Identify the leaders who will participate in 360° feedback.
- Step 5:** Review the sample Leader email, Attachment 1, at the end of this section. This email can be modified by you. The email on the system is suggested.
- Step 6:** Hold a meeting with participating leaders to review the 360° feedback process, the organization’s goals, and the goals for individual leaders. Give participating leaders the planned kick-off date and tell participants to save the email they will receive so they can check if all their raters have completed the assessment. Also discuss how leaders should select raters. Recommend that leaders hold a meeting with their rater group prior to the kick-off date to explain the purpose and goals of the program.

Using the HRD Press Online Assessment System to Administer PS Leader

When you are issued an HRD Press Assessment Center account, you will be emailed a link to access the website plus a user name and password. When you enter the account, you will see links to accomplish several tasks. Below is a summary of important tasks and capabilities that will enable you to administer PS Leader to a group of managers/leaders. This list is also available from your online account home page under “Quick Start Instructions”.

1. Modify your account.

You might want to change your user name and password. Also check the company name, phone, and website information (if applicable) because this is what will appear on the bottom of the assessment reports that you distribute.

2. Create a group.

Create a group or groups that will contain the leaders who will participate in the assessment process (division, department, etc.). You will want to create groups that logically organize your participants. When you enter individuals' names to send out invitations, you will assign them to a group.

3. Modify the assessment invitation.

If you would like to modify the assessment invitation, do this next.

4. Send assessments (two methods).

(1) Here, you enter each participant's name and email address. You should assign them to a group and decide **No** or **Yes** as to whether you want them to be able to view their reports right after they complete their assessment. You can change **No** to **Yes** when you want the individual to have online access to their report.

(2) On the left side of the screen, click on Assessment Invitation Link. You will set the View Report option to Yes or No, and you will assign a group. Next, you will enter a key word that will appear in your self-registration link after you click "submit" at the bottom of the page. You can then copy this self-registration link into any email to send to all participants. Participants who receive the link will self-register and complete the assessment. This method is less time consuming than registering each participant individually yourself.

5. View distributed assessments.

From time to time, you will want to check the progress of participants and send reminders, if necessary.

6. View graphs/reports.

Use this to view and print reports and e-Graphs. You may be delivering hard copy reports for a training seminar or consultation.

7. Check your account status.

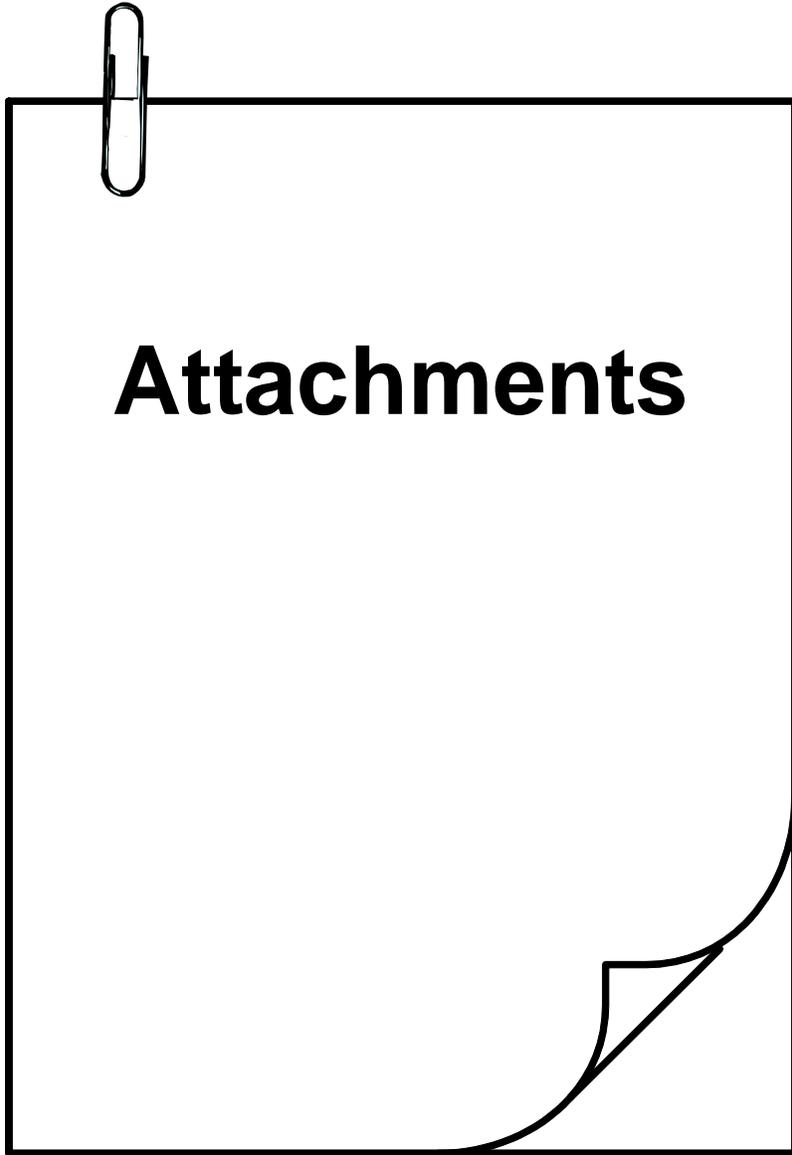
See how many credits you have left.

8. Order more assessments.

Purchase more assessments from the Account Status page or just call 800-822-2801.

A Note on Participant Online Accounts

Each participant creates their own individual online account when they register and complete their self-assessment. They use their individual login and password to Invite Observers to rate them (supervisors, direct reports, peers). Participants can also see which observers have completed their assessments and send reminders to those who have not.



Attachment 1.

Sample Leader Notification Email

Thank you for participating in a Leadership Development effort using an assessment that will help identify leadership strengths and development needs.

Because the assessment collects data from your supervisor, direct reports, and peers, it will provide you with a well-rounded picture of your ability to lead others and manage daily work. The assessment provides data on both the skill level your job requires as well as your current skill level.

The report you receive will provide data broken into four categories: Self data, aggregate data from your direct reports and peers, and specific supervisor data. This means that the data from your direct reports and peers is totally confidential.

To complete the assessment process, you will need to complete the following 4 steps:

1. **Complete the assessment for yourself.** Use the link in this email to access the assessment. Follow the directions provided on the assessment website. Please complete the assessment as soon as possible. **NOTE:** *Do not begin your self-assessment until you have a complete list of your raters and their email addresses. You must select your raters on the website immediately after you complete your self-assessment.*
2. **Select raters to complete the assessment on you.** Once you have completed the assessment on yourself, you will be directed to log back in to your account to enter email addresses for your supervisor, direct reports (if any), and peers. Email will be automatically generated requesting them to complete the survey on you. You can modify the email that you send.
3. **Track results.** You may log on to the website at any time to track how many surveys have been completed for you. You may also send reminders to those who have not completed the assessment. Save this email so you can easily log back in to the website.
4. **Receive feedback.** When all your data is in, the results will be combined to provide a profile of your individual strengths and development needs. Your results will be strictly confidential - only you will receive a copy of your aggregate results. With the exception of your supervisor's feedback, you will not be able to see how any individual rated you.

You will receive your individual results during the Feedback Session. During this training, you will:

- Learn to interpret your individual feedback report;
- Determine your strengths and development needs; and
- Plan strategies for improving your development needs.

Thank you for your participation.

Attachment 2.

Sample Rater Notification Email

I am participating in a Leadership Development effort using an assessment that will help me identify leadership strengths and development needs and would appreciate your involvement. Please complete the assessment as soon as possible so your feedback can be included in my aggregate report.

Because the assessment collects data from my supervisor, direct reports, and peers, it will provide me with a well-rounded picture of my ability to lead others and manage daily work. The assessment provides data on both the skill level my job requires as well as my current skill level.

The report I receive will provide data broken into four categories: self-data, aggregate data from my direct reports and peers, and specific supervisor data. This means that data from my direct reports and peers will be **TOTALLY CONFIDENTIAL**.

At the end of this email, you will find a link to the PS Leader 360° Assessment. Simply click on the link and go directly to the assessment.

Thank you for taking the time to support my development.

APPENDIX E

PS Leader Development Suggestions



Table of Contents

Competency	Task/Behavior	Page
Action Orientation	Task 1	E-7
	Task 2	E-8
	Task 3	E-9
Budgeting	Task 4	E-10
	Task 5	E-11
Business Knowledge	Task 6	E-12
	Task 7	E-13
Coaching	Task 8	E-14
	Task 9	E-15
	Task 10	E-16
	Task 11	E-17
	Task 12	E-18
	Task 13	E-19
	Task 14	E-20
	Task 15	E-21
	Task 16	E-23
Commitment to Workforce Diversity	Task 17	E-24
	Task 18	E-25
Conflict Resolution and Negotiation	Task 19	E-26
	Task 20	E-27
	Task 21	E-28
	Task 22	E-29
Creativity and Innovation	Task 23	E-30
	Task 24	E-31
Flexibility	Task 25	E-32
	Task 26	E-33
	Task 27	E-34
Human Resource Management	Task 28	E-35
	Task 29	E-36
	Task 30	E-37
	Task 31	E-38
	Task 32	E-39
	Task 33	E-40
	Task 34	E-41

Competency	Task/Behavior	Page
Influencing	Task 35	E-42
	Task 36	E-43
	Task 37	E-44
	Task 38	E-45
	Task 39	E-46
Interpersonal Skills	Task 40	E-47
	Task 41	E-48
Change Management	Task 42	E-49
	Task 43	E-50
	Task 44	E-51
Oral Communication	Task 45	E-52
	Task 46	E-53
Planning and Executing	Task 47	E-55
	Task 48	E-56
	Task 49	E-57
	Task 50	E-58
	Task 51	E-59
	Task 52	E-60
	Task 53	E-61
	Task 54	E-62
Problem Solving and Decision Making	Task 55	E-63
	Task 56	E-64
	Task 57	E-65
	Task 58	E-66
Quality Centered	Task 59	E-67
	Task 60	E-68
	Task 61	E-69
Results Focus	Task 62	E-70
	Task 63	E-71
	Task 64	E-72
Role Modeling	Task 65	E-73
	Task 66	E-74
	Task 67	E-75
Self-Development	Task 68	E-76
	Task 69	E-77
	Task 70	E-78
	Task 71	E-79

Competency	Task/Behavior	Page
Team Leadership	Task 72 Task 73 Task 74	E-80 E-81 E-82
Technology Management and Application	Task 75 Task 76	E-83 E-84
Time Management	Task 77	E-85
Writing	Task 78 Task 79	E-86 E-87
Visioning	Task 80 Task 81 Task 82	E-88 E-89 E-90

DEVELOPMENT SUGGESTIONS LISTING BY TASK

Task

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

Activity:

1. Avoid jumping to conclusions by defining the problem in terms of solutions. This may cause overlooking other, possibly better, solutions.
2. 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.
3. If you tend to rely on your superiors for decision-making, force yourself to formulate alternatives and then present recommendations instead of the problem to your superior.
4. Set a deadline by which you will arrive at a decision. For a complex decision, create a flowchart with several decision points.
5. Once you have made a decision, stand by it unless you receive new information.
6. Try to involve those in the problem-solving process who will be most affected by a controversial decision.
7. Avoid the need to gather and analyze too much data before making the decision.
8. Talk to others in your organization about how they incorporate risk taking into their decision-making process.
9. Anticipate potential problems and possible solutions ahead of time.
10. Practice being decisive by making quick decisions in low-risk decision areas.
11. Collect reliable information that is pertinent to the decision. Use the data in deriving a decision.
12. Ask others for their perceptions of your decisiveness; if the feedback is that you procrastinate in decision-making, or that you are too conservative, consider involving respected others, who can help move you to a decision, in the decision process.
13. 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.
14. Before making a decision, especially when the decision is made under time pressure, consult with respected experts.
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. Determine in advance the identity of the ultimate decisionmaker and make sure that the individual is accommodated in the decision process.
17. Use a factual approach to decision making 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.
18. Consider a temporary assignment that is conducted within a very tight timeline that forces decisiveness.

Topic:

1. Risk taking
2. Assertiveness training
3. Programmed and non-programmed decisions
4. Strategic decision making
5. Operational decision making
6. Problem solving
7. Decision modeling

Task

2. Takes calculated risks to move initiatives forward.

Activity:

1. When making an uncertain decision, screen alternatives to determine how much risk each alternative has relative to the other alternatives.
2. Utilize general problem-solving processes, judgment, intuition, and creativity.
3. 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.
4. Once you have made a decision, stand by it unless you receive new information.
5. Talk to others in your organization about how they incorporate risk taking into their decision-making process.
6. Anticipate potential problems and possible solutions ahead of time.
7. Practice being decisive by making quick decisions in low-risk decision areas.
8. Collect reliable information that is pertinent to the decision. Use the data in deriving a decision.
9. Establish check points to evaluate the continuing success of a decision, the downside risks at each point, and potential alternative strategies. If the downside risks appear to be materializing, consider adoption of an alternative strategy relatively early, before the negative consequences of the decision loom large.
10. Ask others for their perceptions of your decisiveness; if the feedback is that you procrastinate in decision-making, or that you are too conservative, consider involving respected others, who can help move you to a decision, in the decision process.
11. Before making a decision, especially when the decision is made under time pressure, consult with respected experts.
12. Determine in advance the identity of the ultimate decisionmaker and make sure that the individual is accommodated in the decision process.

Topic:

1. Risk taking
2. Operational decision-making
3. Problem solving
4. Decision modeling

Task

3. Initiates appropriate action without being directed to do so.

Activity:

1. Set specific goals. These lead to higher performance levels than vague ones such as "I'll do my best."
2. If your superior is setting goals for you, ask to participate in the goal-setting process.
3. Ask your superior for feedback about how your performance matched the goal.
4. Be aware of the goal and what must be accomplished and accept the goal as something that you are willing to work for.
5. To increase your confidence, read whatever is available about your field or related topics.
6. 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.
7. Be willing to work long hours and sacrifice in the short term for long-term gains.
8. Draw on peers and superiors to understand your strengths and weaknesses as a manager.
9. Set challenging yet realistic goals rather than overly ambitious goals, to enable achievement of the goals. Anticipate when you might run into problems.
10. 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.
11. Analyze what you are good at and try to secure assignments that play into your strengths. Then approach tasks with the confidence that you can successfully accomplish them.

Topic:

1. Assertiveness skills
2. Operational decision-making

Task

4. Prepares and justifies budgets for own organization, projects, and activities.

Activity:

1. Decide whether to use bottom-up or top-down budgeting.
2. Think about the budget as a link to planning and control.
3. Analyze the organization's strategic plan before projecting long-term financial requirements.
4. Use the development of the budget as an opportunity for constructive communication, debate, and coordination with others in your organization.
5. Involve your key subordinates in the development of budgets so that they are aware of the costs associated with their work.
6. Refer to your budget on a monthly basis; don't set it aside for a year.
7. Allow for some flexibility in your budget.
8. Understand your organization's financial position and how they measure profitability.
9. Develop a relationship with a financial expert within your organization. Ask for help when you have questions.
10. Ask your superior how your department's budget fits into the budget of the whole organization.
11. Use computer software for budget preparation and analysis.
12. Allocate funds for innovation and change.
13. Learn how to budget project activities and to prepare a project plan and associated budget.
14. Meet with all managers in your unit who have resource needs in order to understand their budget requests.
15. Learn how to project annual, 2-year, and 3-year budgets from expert insiders in your organization, and by reviewing budget documents from other departments.
16. Develop an in depth understanding of your department's budget by checking your understanding line by line and by talking to the people who are responsible for each of the resource requests.
17. Before presenting a budget, prepare by rehearsing for the presentation in front of a questioning audience comprised of knowledgeable insiders from your work unit.
18. Base your long-term budget projections on research-based forecasts of expected trends that will affect the work and cost-effectiveness of your organization.

Topic:

1. Financial planning
2. Basic accounting vocabulary
3. Understanding financial reports

Task

5. Tracks expenses and monitors against budget to ensure cost-effective resource management.

Activity:

1. Ask others in your organization how they monitor expenses and budgets.
2. Meet with your subordinates as a group to discuss how expenses can be better controlled.
3. Analyze whether the financial resources that you are responsible for are being spent effectively and efficiently.
4. Require your subordinates to review their budgets monthly and note discrepancies with expenditures. You should also perform this exercise.
5. Break your budgets down into monthly amounts and year-to-date totals. Compare expenditures and revenues with amounts budgeted.
6. Review any items overbudget to understand the reason for the discrepancy and contact the supplier to jointly problem solve to eliminate the excess cost.
7. Benchmark your financial tracking process against those in other organizations to identify opportunities for improvement.
8. Develop a systematic and timely tracking system to follow project and departmental budgets.
9. Track all expenses and transfers against project and departmental budgets to identify any discrepancies and deviations from plans.
10. Apply procedures to enhance cost-effectiveness to any areas overbudget.
11. Organize your work unit so that responsibilities for monitoring various financial outlays are delegated to different individuals, and each develops expertise and understanding in the area that he or she “owns.”
12. If this is a large part of your work, consider an assignment in an organizational budgeting or finance department to develop knowledge of best practices.

Topic:

1. Cash flow
2. Financial management
3. Budget analysis
4. Resource management
5. Accounting skills

Task

6. Keeps up-to-date on the industry, competition, trends, and developments affecting the business.

Activity:

1. Ask members of your staff to volunteer to track and share written information on external trends in specific areas. The result is that there is an in-house expert for key areas of knowledge affecting your work, and the knowledge is also disseminated within the work unit.
2. Attend inter-organizational professional meetings and seminars.
3. Attend trade shows: vendors can be a wealth of knowledge about technology and competition.
4. Evaluate the strategies of your competitors and try to understand how they operate in the marketplace.
5. Join and actively participate in associations and professional organizations.
6. Participate actively in your professional association's annual and regional meetings to keep up on the field.
7. Read management books and listen to management tapes.
8. Set aside time to attend guest lectures or brown-bag lunches in your organization that are designed to inform employees of sociopolitical trends or developments in laws, policies, or regulations.
9. Stay abreast of political and social trends by reading daily newspapers and weekly information magazines.
10. Study the demographic trends that could affect both the source of future labor and future markets for your organization's goods and services.
11. Subscribe to and read journals in your area of expertise and in areas that you are not directly responsible for.
12. Understand the economic, sociological, political, and technological factors that affect your organization.
13. Whenever policy issues are debated within your work unit, require that proponents of various positions substantiate their positions with background fact sheets.

Topic:

1. Assessing the business environment
2. Current topics in business or management
3. Responding to change
4. State and Federal laws
5. Staying current with industry-related technology developments.

Task

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

Activity:

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

Topic:

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

Task

8. Explains work tasks so that employees clearly understand their job assignments and expectations.

Activity:

1. Always explain how work-unit goals and project goals contribute to the success of the organization.
2. Analyze yourself and know your position on standards. Communicate these to your employees.
3. Ask employees for their concerns in meeting your expectations; adjust if necessary.
4. Ask employees to repeat your expectations to ensure understanding.
5. Be clear and specific about your expectations from each employee, including deliverables, how performance quality will be measured, and timelines.
6. Consider having an annual off-site meeting with the entire work group to discuss how well standards were met in the past year and new standards for the upcoming year.
7. Create a bulletin board and post project goals and accomplishments to-date.
8. Encourage employees to consult with you if they are encountering barriers to goal accomplishment.
9. Give timely feedback to any employees who are not meeting expectations.
10. Meet with subordinates on a regular basis to discuss objectives and progress made toward meeting goals.
11. Outline and explain to employees how the work of their work unit relates to the strategic direction of the organization.
12. Try always to leave time in your day for informal discussions with employees related to their work.
13. When establishing work goals and expectations with an employee, solicit the employee's input on his or her view of the work goals and the best strategy for accomplishing them; to the extent possible, build on the employee's input in establishing expectations.
14. Make sure employees receive a copy of the work unit's goals and that their role in meeting these goals is clear.

Topic:

1. Formal and informal leadership
2. How to work with others
3. Influencing skills
4. Interpersonal communication, awareness, and effectiveness
5. Motivating factors
6. Organizational hierarchy
7. People skills
8. Performance management
9. The motivation process

Task

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

Activity:

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

Topic:

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

Task

10. Adjusts leadership style to fit a variety of situations and people.

Activity:

1. Aim to develop employees by leading them to lead themselves.
2. Analyze your leadership style. Is it flexible? Realize that different people need to be managed in different ways and be willing to adapt your style.
3. Analyze your style in relation to each of your employees (e.g., using the Myers-Briggs instrument), and try to modify your behaviors to most effectively capitalize on each employee's profile.
4. Before leading a group to a decision or project goal, plan your leadership strategy, taking into account the features of the task and individuals involved.
5. Clearly identify your role to subordinates.
6. Consult with people you respect if you are experiencing difficulty managing the performance of an employee or group of employees.
7. Develop an understanding of your leadership style by surveying your employees, peers, and manager for their perceptions of how you manage and lead.
8. Enroll a mentor to be a sounding board for your leadership ideas.
9. Following instances of less-than-effective leadership on your part, take the time to analyze how your behavior could have been improved, and why.
10. Get leadership experience in different situations by looking for opportunities outside of work.
11. List three of your leadership strengths and three of your leadership weaknesses. Ask your superior for suggestions to improve your weaknesses. Think about how you can capitalize on your strengths.
12. Read books and listen to tapes on effective leadership and leadership styles.
13. Read widely in the popular business press about the past and current successes and failures of business leaders.
14. Seek out role models who exhibit good leadership practices at all levels of your organization and learn from them.
15. Seek temporary assignments in the organization that provide increasing responsibilities to be accountable for a task or decision.
16. Take the opportunity to observe the leadership style of someone known to be an excellent leader, and analyze the reasons for the leader's effectiveness.
17. Understand the difference between management and leadership.
18. Whenever possible (and especially after completing an assignment) seek feedback from employees, peers, and your manager regarding your performance in leading a group.

Topic:

1. Decision-making styles
2. Formal and informal leadership
3. Influencing skills
4. Interpersonal communications
5. Leadership
6. Managerial Grid
7. Organizational hierarchy
8. Situational approaches to leadership
9. Theory X-Theory Y leadership styles
10. Transformational leadership

Task

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

Activity:

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

Topic:

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

Task

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

Activity:

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

Topic:

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

Task

13. Challenges direct reports and others to achieve their potential.

Activity:

1. Ask employees to identify the areas in which they would find coaching in to be most helpful.
2. Assign subordinates to work assignments that will help develop their skills and potential.
3. Coach for your employee, not for yourself. Your employee should sense that you really care and believe that you can help him or her.
4. Consider each of your subordinates and determine if you have given each person opportunities to try new things and handle more challenging assignments.
5. Constantly offer employees opportunities to take on new job challenges once they have learned the earlier ones.
6. Consult with peers and managers in your organization who are admired as mentors; learn from them the behaviors that account for their effectiveness.
7. Decide on a certain number of hours per week that you will devote to developing each of your employees.
8. If employees seem uninterested in developing themselves, identify with them areas of their job that they like most and focus developmental challenges in those areas.
9. If you lack a needed coaching skill, find someone else who can provide it.
10. Inquire whether your organization has a formal mentoring program. If it does, consider signing on to learn about mentoring and to serve in a mentoring role.
11. Keep a written record of opportunities when you provided coaching.
12. Learn coaching skills from a workshop or books and practice using them.
13. Observe your subordinate's behavior and give immediate feedback.
14. Resist the temptation to oversee and micromanage employees by first delegating tasks where the consequences of failure are small and making sure the employee has a clear understanding of the requirements; as the employee develops and your confidence in the employee's abilities grows, increase the responsibilities you delegate, and resist the temptation to oversee.
15. Set aside time at least once a year to discuss with each employee his/her career aspirations and the advice you can offer to help him/her get there.
16. Set aside time on a regular basis to meet with the person whom you are mentoring.
17. Think back to an individual who was an effective coach/mentor to you; try to model your behaviors around those you consider most effective in your coach/mentor.
18. To the extent possible, support employees in their desire to volunteer for temporary assignments or to attend formal training programs.
19. To the extent possible, take into account employees' career development goals when considering the assignment or reassignment of job duties.
20. View your role as more than just getting the job done; it is also drawing out the fullest potential among employees and helping them stretch their skills and job abilities.

Topic:

1. Behavior modeling
2. Building self-esteem
3. Career and strategy advising
4. Coaching
5. How to optimize performance
6. Leadership
7. Mentoring
8. Providing positive and corrective feedback
9. Role modeling
10. Shadowing

Task

14. Provides positive feedback in a manner that reinforces and elicits desirable behavior.

Activity:

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 recipients whether they agree with your feedback and whether they have 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 feedback, weigh the pros and cons of changes that may or may not result because of that 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 follow-up 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.
20. When there is mixed performance, clearly separate the positive from the negative, reinforce the positive, and provide factual corrections to the negative.

Topic:

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

Task

15. Provides constructive feedback in a timely manner.

Activity:

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 a difficult feedback session, role play the feedback you plan to give before a trusted friend, peer, or family member.
8. 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.
9. Before giving the feedback, weigh the pros and cons of changes that may or may not result because of the feedback.
10. Direct feedback toward behavior that can be changed, not toward something that a person can do nothing about.
11. Document and remember both positive and negative aspects of individuals' performances. (We have a tendency to overly weight and remember negative performance.)
12. Ensure that the other person is aware of the implications if they choose to ignore the feedback.
13. 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.
14. 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).
15. Let employees know that you are willing to provide feedback so that they will come to you for advice before mistakes are made.
16. Positive and negative feedback should be provided promptly; do not wait for the performance review.
17. Preface negative feedback with a positive statement.
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 follow-up session to review progress.
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.
23. Recall instances of feedback from your managers trying to model aspects that worked and eliminating behaviors that affected you adversely.

Task (concluded)

15. Provides constructive feedback in a timely manner. (concluded)

Topic:

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

Task

16. Determines employees' needs and provides opportunities for career development.

Activity:

1. Actively broker developmental assignments and career opportunities for your employees.
2. Adapt training schedules that are sensitive to the employee's work schedule.
3. Consider periodic rotations among your employees to enable them to learn new job duties, provide well-rounded training, and a background of experiences.
4. Discuss career aspirations and developmental opportunities with employees, and counsel them on ways of enhancing career opportunities through growth on the job, through training, and through developmental assignments.
5. Enlist the support of your superior for training your subordinates.
6. Establish at least quarterly meetings with employees to go over their performance progress, developmental needs, and desires.
7. Evaluate all training programs after the training has taken place. Ask for the trainee's impressions and observe the trainee in the new knowledge, skills, or abilities.
8. Examine your own developmental needs and your reactions to counseling you receive from your manager to gain insights into the desires and needs of your employees.
9. For employees who are not meeting their goals, explore training that would correct the performance deficiencies.
10. Greet new employees and help them to meet other employees as soon as possible. Assign an experienced employee to give assistance to each new hire.
11. If employees are consistently encountering performance problems or falling short of goals, meet with them immediately to understand root performance causes and to offer assistance and solutions.
12. In a training program, incorporate the social information necessary to do the job with the technical information.
13. Keep a list of available help resources.
14. List the specific goals that you want training to accomplish.
15. Meet with each of your subordinates and let them know that you are willing to support them in their development within the organization. Listen to their ideas concerning what they would like to accomplish and what new skills and knowledge they would like to develop to advance their careers.
16. Provide employees with opportunities to utilize their new skills immediately after training.
17. Stay abreast of career opportunities, training programs, and developmental assignments that are available in your organization and in sister organizations.
18. Structure on-the-job learning into the jobs of your employees by enabling them to change their job duties and stretch into new responsibilities.
19. View promotions among your employees as credit to your developmental skills, rather than as a loss of valued employees.
20. Make sure that training focuses specifically on the tasks that need to be learned, not on a broad curriculum.

Topic:

1. Career counseling skills
2. Diagnosing employee performance and skill deficiencies
3. Establishing a conducive climate for learning
4. How to conduct a needs analysis
5. The transfer effect on training

Task

17. Manages workforce diversity by being sensitive to employees with gender, racial, social, educational, and other individual differences.

Activity:

1. Hold diversity workshops for employees.
2. List practices going on in your department today which could lead to complaints of discrimination.
3. Talk to an EEO counselor about how best to manage a diverse workforce.
4. Have a discussion with your subordinates about the effects of discrimination. Ask them if it exists within the organization or department. If so, ask for ideas on how to eliminate it.
5. Examine the demographic, ethnic, and cultural profile of your work unit to see whether it reflects diversity. If it does not, examine causes and strategies for correcting the situation.
6. Be sure that all members of the work unit have equal access to you and to the information you share with the work unit.
7. In establishing hiring criteria, include enhancement of the work unit's diversity as a hiring goal.
8. Do not exclude anyone from participating in general work unit activities.
9. Be consistent in the application of human resource management practices; any adverse management actions must be accompanied by documentation justifying the actions.
10. Consider developmental assignments for members of protected groups.
11. React promptly to correct any employee behaviors that are intolerant of individual differences.
12. Promote diversity among the inner circle of people who work most closely with you.

Topic:

1. Changing demographics
2. EEO counseling
3. Diversity training
4. Sexual harassment
5. Understanding different cultural values

Task

18. Provides employment and development opportunities for a diverse workforce.

Activity:

1. Hold diversity workshops for employees.
2. Talk to an EEO counselor about how best to manage a diverse workforce.
3. Have a discussion with your subordinates about the effects of discrimination. Ask them if it exists within the organization or department. If so, ask for ideas on how to eliminate it.
4. Examine the demographic, ethnic, and cultural profile of your work unit to see whether it reflects diversity. If it does not, examine causes and strategies for correcting the situation.
5. Familiarize yourself with the organization's Affirmative Action and EEO rules and policies.
6. In establishing hiring criteria, include enhancement of the work unit's diversity as a hiring goal.
7. Spend focused time supporting the career development of all members of your work unit.
8. Be consistent in the application of human resource management practices; any adverse management actions must be accompanied by documentation justifying the actions.
9. Consider developmental assignments for members of protected groups.
10. Participate in organization wide activities and organizations that support the attraction, retention, and development of a diverse workforce.

Topic:

1. Changing demographics
2. Diversity competence skills
3. Discrimination complaint process
4. Diversity training
5. Sexual harassment
6. Career development

Task

19. Facilitates the resolution of individual and group confrontations and disagreements in a constructive manner.

Activity:

1. Analyze your conflict management style. Do you avoid dealing with conflict, treat a problem superficially (smoothing), use power, seek compromise, or use confrontation? Learn the confrontation method and when to use it. This method considers the cause of the conflict and emphasizes organizational goals over individual ones. It is useful when both parties are willing to participate in the conflict resolution process.
2. Use conflict to stimulate innovation in problem solving. Have discussions with subordinates to generate alternatives to solving the issues.
3. Realize that conflict is a constant force within most organizations. Learn how to manage it.
4. Ask employees if they feel there is a fit between their individual values and behaviors and what is expected by the organization. If there is not, there will be certain conflict.
5. Talk to your superior and peers about your conflict management style. Different organizations or departments may require different styles because of the nature of their functions.
6. Determine whether the conflict is being caused by differences in goals, competition for resources, failure in communication, misinterpretation of information, disagreement over performance standards, or incongruities in the organizational structure.
7. Deal with the causes of the conflict, not the symptoms.
8. Have people on each side of the conflict restate the other side's position using active listening skills.
9. When a conflict situation arises discuss it with your supervisor and document it. Then ask for feedback on how you handled it.
10. Try to view conflict resolution as an attempt to locate win-win solutions, with an eye toward preserving long-term relationships.
11. Try to locate the commonality in positions, rather than the differences.
12. Consult with others in the organization whom you respect to gain additional perspectives on the conflict.
13. Emphasize to your counterpart the gains from a mutual solution, rather than talking about each side's losses.
14. Preserve equity and consistency in conflict resolution; do not cut special deals with anyone.
15. Try to keep personal emotions out of the conflict; resolve the issues in terms of value added to the organization, regardless of your personal feelings.
16. Engage in active listening to understand precisely what your counterpart's minimum requirement is in order to forge an agreement.
17. Ask trusted others if you tend to handle conflicts well; if you are frequently embroiled in conflict, or are less than effective in resolving conflict, consider taking a class in conflict resolution strategies.
18. Approach conflict with employees as an opportunity to learn how you can improve your behavior in relationship to their needs, in addition to requiring changes in their behavior.
19. Assuming you are dealing with valued employees, make every attempt to keep employees motivated and involved in the work unit by exploring jointly (with a single employee or with the entire work unit, if relevant) how the source of conflict can be remedied.
20. Take time to observe negotiation and conflict resolution processes—at work or in community organizations—and to analyze the factors that account for the resolution.

Topic:

1. Collaborative approach to problem solving
2. Verbal and nonverbal communication techniques
3. How to deal with angry people
4. Creating an environment conducive to employee cooperation
5. Active listening skills
6. “Win-win” solutions

Task

20. Addresses and seeks to resolve formal and informal complaints from employees.

Activity:

1. Ask employees if they feel there is a fit between their individual values and behaviors and what is expected by the organization. If there is not, there will be certain conflict.
2. Determine whether the conflict is being caused by differences in goals, competition for resources, failure in communication, misinterpretation of information, disagreement over performance standards, or incongruities in the organizational structure.
3. Have people on each side of the conflict restate the other side's position using active listening skills.
4. Consult with others in the organization whom you respect to gain additional perspectives on the conflict.
5. Preserve equity and consistency in conflict resolution; do not cut special deals with anyone.
6. Approach conflict with employees as an opportunity to learn how you can improve your behavior in relationship to their needs, in addition to requiring changes in their behavior.
7. Assuming you are dealing with valued employees, make every attempt to keep employees motivated and involved in the work unit by exploring jointly (with a single employee or with the entire work unit, if relevant) how the source of conflict can be remedied.
8. If the conflict reflects a persistent, recurring problem, use the work group to design a lasting solution that everyone can buy into.
9. Take time to observe negotiation and conflict resolution processes-at work or in community organizations-and to analyze the factors that account for the resolution.

Topic:

1. Collaborative approach to problem solving
2. Verbal and nonverbal communication techniques
3. How to deal with angry people
4. Creating an environment conducive to employee cooperation
5. Active listening skills
6. "Win-win" solutions

Task

21. Identifies and understands the interests of others in the negotiation process.

Activity:

1. When negotiating, don't ever place the other party in a position from which they can't move without losing face. Offer choices between alternatives (sometimes done by following mild demands with stronger ones) to present a cooperative attitude.
2. Develop specializations and expertise in areas where others need help.
3. Get complete information about the motives, knowledge, understanding, and attitudes of those with whom you are trying to increase your influence.
4. Use active listening techniques to ensure that you understand the other person's point of view. Give the speaker your full attention and listen carefully. Restate what the other person has said. Ask questions to clarify the other's position. Don't interrupt the speaker. When the other person feels that you have listened to their side, they should be more willing to listen to your side, avoiding the escalation of a negotiation into a destructive argument.
5. Work with the other party to find the best solution for you both. Commit to the solution and together develop a specific plan to execute it.
6. Always strive for a "win-win" solution to a problem. Seek an outcome that includes some of the items that each side desired, allowing both parties to gain.
7. Ask your peers and subordinates for feedback on how you use power, authority, and influence. (Are you fair? Do you back down too quickly? Do you avoid conflict? Do you come across too strongly? Do you always have to win?)
8. Develop open relationships with others.
9. Be willing to be influenced by others.
10. Whenever possible, try to view issues as gains rather than losses.
11. Practice interactions with other parties who take a view of the long-term relationship and not just the immediate gains.
12. Before deciding an issue, solicit input from peers, employees, and managers on where they stand on the issue.
13. Listen carefully to others to understand their hesitations about going along with your proposed changes or goals.

Topic:

1. Active listening
2. Negotiation skills
3. Personal development

Task

22. Negotiates to find mutually acceptable solutions.

Activity:

1. Always strive for a “win-win” solution to a problem. Seek an outcome that includes some of the items that each side desired, allowing both parties to gain.
2. Observe a skilled negotiator within your organization during several meetings. Ask him or her for advice on using influence and persuasion and achieving desired goals.
3. Ask your superior to put you into situations where you can test your persuasive skills.
4. Whenever possible, try to view issues as gains rather than losses.
5. Practice interactions with other parties who take a view of the long-term relationship and not just the immediate gains.
6. After another person in the organization has just completed a complex negotiation, go back and analyze the factors contributing to success.
7. Before deciding an issue, solicit input from peers, employees, and managers on where they stand on the issue.
8. Before presenting an option or solution, canvass opinions and share information in advance so that those who need to buy into the issue are not surprised.
9. Seek a credible champion of the issue you are aiming to change, someone who will support your position and rally others around it.
10. Introduce new goals piecemeal, rather than all-at-once.
11. Systematically address barriers to change or to reaching goals, and provide support to overcome the barriers, such as training for employees, resource support, incentives and recognition for change, or backing up employees in front of senior management.
12. Articulate why there is a compelling need to achieve the goals you propose.

Topic:

1. Negotiation skills
2. How to use power
3. Listening skills
4. “Win-win” negotiating

Task

23. Reshapes ideas and information in ways that reveal new possibilities.

Activity:

1. Look at issues and problems from all possible angles. Generate a list of all alternatives.
2. Think about how to use your environment and conditions to your advantage.
3. Make a list of all of the problems facing you. Rewrite each problem as an objective. List several creative ways to reach each objective.
4. Make a habit of thinking “outside the box.” Look for novel and nontraditional solutions.
5. Examine what other organizations are doing, and stretch broadly to garner ideas even from organizations that bear no obvious similarity to yours.
6. If the proposed innovation flies in the face of the organization's current policies or practices, consider facilitating the innovation by “selling” the idea to senior management and achieving broader organizational change. This can be done as a team effort, provided the innovation is expected to add significant value to the organization.
7. Involve the work unit in making decisions about trying and refining new ideas.
8. Participate actively in professional organizations, and stay current in the professional literature to keep track of the newest developments in your field.

Topic:

1. Creative thinking
2. Problem solving
3. Innovative management
4. Using your intuition

Task

24. Creates an environment that encourages imaginative solutions to work-related situations and problems.

Activity:

1. Hold brainstorming sessions, making sure that there is no judgment or criticism. Record every idea and take a break before evaluating.
2. Provide employees (especially technical ones) with time for thinking, wondering, and experimenting.
3. Encourage employees to think creatively by telling them that there is no one correct answer to a problem, it is okay to err, they don't have to be practical, everyone can be creative, and no idea is foolish.
4. Evaluate your employees on the basis of their creativity and assign tasks that require creativity based on that analysis.
5. Have department problem-solving discussions where the discussion is free flowing and spontaneous, all group members must participate, ideas are not evaluated until the end, and a decision must be reached. (This differs from brainstorming in that a decision must be reached.)
6. Demonstrate to employees a willingness to experiment with new ideas, and avoid behaviors that stifle departures from the status quo.
7. Reward and recognize innovation in various ways, the most prominent of which is to implement or practice the innovative idea.
8. Encourage experimentation and risk taking in your work unit by not penalizing errors that come from reasoned attempts to try new ideas.
9. Encourage employees to continuously update their skills by supporting their training and development requests, sharing with them information on environmental trends, and showing enthusiasm for their creative ideas.
10. Develop flexible work processes that can be easily changed. Rigid processes are a disincentive to the implementation of new ideas.
11. Implement a suggestion system with timely responsiveness and recognition of contributors of implemented ideas.

Topic:

1. Creative thinking
2. Brainstorming
3. Delphi process
4. Nominal group technique
5. Empowerment

Task

25. Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles.

Activity:

1. In implementing change, first identify the problem or opportunity that necessitates the change, decide what changes are needed, develop and choose alternatives, and then make the necessary changes.
2. Survey employees to determine needs for change.
3. Keep up-to-date through reading about emerging economic, legal, and technological changes that could necessitate change in your organization.
4. Realize that most people are resistant to change; try to develop ways to overcome that resistance.
5. Before any change takes place, meet with employees to explain the change and how it will affect them.
6. Include employees involved in the change in planning and designing it.
7. Analyze how you have adapted to changes in the past year. Are you flexible and willing to change, or do you tend to continue to do business as usual?
8. Evaluate the results of any change after it has been implemented.
9. Develop multiple contingency plans so that you are not locked into any single course of action.
10. Know yourself and your reactions to last-minute crises; build in extra time up front if you are uncomfortable with last-minute changes.
11. Whenever reaching a decision, always consider the down-side if the expected does not happen. Make plans in case the decision doesn't work out, or new information becomes available.
12. Consider using a team approach to problem solving: use the team to structure or define the problem and to brainstorm over solutions.
13. To the extent possible, develop a disciplined decision-making structure within your work group so that there is a routine to decision-making, and decisions can be made rapidly if the need arises.
14. Volunteer for a temporary assignment in a work unit that is known as a "pressure cooker" environment because of the intense pressures and fast pace of the tasks.

Topic:

1. Personal adaptability
2. Change management
3. Development contingency plans
4. Implementation styles
5. Proactive management
6. Team building and team problem solving

Task

26. Copes effectively with personal and job pressures that cause stress.

Activity:

1. Identify three ways in which you can include some form of relaxation in your day.
2. List the situations that are giving you the most stress at the present time. Ask superiors, peers, friends, or family for suggestions to reduce the stress in these situations.
3. Keep a list for a week of the things that cause you stress and analyze to see if there is a pattern.
4. Engage in physical exercise on a regular basis, eat sensibly, and get enough sleep.
5. Analyze how you manage your time. Determine if better time management could decrease your stress.
6. Think about problems as challenges and keep them in perspective.
7. Prepare ahead of time for the types of situations that cause you to feel stress.
8. Talk to others about your feelings and pressures. If you don't have close friends or family with whom you can share these things, seek counseling or join a support group.
9. Learn and use stress reduction techniques such as deep breathing, mental imagery, deep relaxation, or meditation.
10. Recognize that not all stress is bad. It can give you that needed edge to accomplish a challenging task. Try to look at stress from a positive viewpoint.
11. If you find that you are constantly worrying about things, set aside an amount of "worry time" each day and decide to not worry the rest of the time.
12. Develop realistic and even conservative timelines for your projects, given the due date; build some cushion into the plans.
13. Work according to your planned schedule.
14. Develop constructive coping skills, such as time-management strategies, reframing issues in cognitive rather than in emotional terms, breaking problems down piecemeal, and addressing the problem in bits rather than all at once.
15. If one element of your work is extremely stressful, set it aside for a while and deal with something that provides satisfaction.
16. Plan your daily and weekly activities in advance around priorities and deadlines, and check off accomplishments as you go.
17. Try to plan your calendar so that your time off happens throughout the year and isn't just concentrated in one vacation period.
18. If you are extremely stressed, avoid reacting on-the-spot in a manner that you will regret later; develop a habit of delayed response.
19. Whenever possible, use humor to defuse job pressures.
20. Set aside time each day and each week for personal activities that alleviate stress.

Topic:

1. Working under pressure
2. How to handle crisis situations
3. Dealing with personal tension
4. Time management skills
5. Wellness
6. Relaxation techniques
7. Stress management

Task

27. Responds to reversals and setbacks in a constructive manner.

Activity:

1. Look at issues and problems from all possible angles. Generate a list of all alternatives.
2. Make a habit of thinking “outside the box.” Look for novel and nontraditional solutions.
3. Make a list of all of the problems facing you. Rewrite each problem as an objective. List several creative ways to reach each objective.
4. Participate actively in professional organizations, and stay current in the professional literature to keep track of the newest developments in your field.
5. Develop multiple contingency plans so that you are not locked into any single course of action.
6. Think about how to use your environment and conditions to your advantage.
7. Know yourself and your reactions to last-minute crises; build in extra time up front if you are uncomfortable with last-minute changes.

Topic:

1. Working under pressure
2. How to handle crisis situations
3. Dealing with personal tension
4. Time management skills

Task

28. Plans for needed or mandated changes in the size and composition of staff.

Activity:

1. Identify and assess the internal and external factors that will influence the need for and availability of competent employees in the near future and the long term. Consider factors such as: expansion or downsizing plans, expected turnover, expected changes in technology, economic forecasts.
2. Plan in advance for the need for new employees and start the recruiting process before the job is available.
3. Define and write job descriptions for all of the jobs in your department in terms of knowledge, skills, and abilities required.
4. Ask your human resource department to develop a data base including the skills and interests of employees to help fill jobs with existing employees.
5. Familiarize yourself with hiring rules and regulations by reading the organization's guidelines and attending relevant training.
6. Considering the goals of your unit and the mix of talent that would best serve these goals, what kind(s) of talent(s) do you most need to attract into your unit in the future? Set up a timeline for those human resource needs.
7. Evaluate whether the current mix of talent in your unit needs to change through developmental reassignments or new training for your current employees.
8. When a vacancy occurs in your unit and before a replacement is sought, consider whether the work processes in your unit can be reorganized to better achieve the performance goals.

Topic:

1. Job analysis
2. Human resource planning

Task

29. Takes an active role in recruiting and/or retaining staff.

Activity:

1. Ask your human resource manager to help you understand EEOC and Affirmative Action regulations.
2. Have a superior or peer observe you during an interview process and provide feedback.
3. Provide recruits with a realistic job preview. This will avoid overemphasizing the job's good points and ignoring its bad points, and will increase employee retention and satisfaction.
4. Plan in advance for the need for new employees and start the recruiting process before the job is available.
5. Define and write job descriptions for all of the jobs in your department in terms of knowledge, skills, and abilities required.
6. Contact trade and professional organizations to advertise job openings.
7. Use your networking system to get personal recommendations for job recruits.
8. Ask your human resource department to develop a data base including the skills and interests of employees to help fill jobs with existing employees.
9. Familiarize yourself with hiring rules and regulations by reading the organization's guidelines and attending relevant training.
10. Track the turnover of your department for trends to see if people are leaving for consistent, avoidable reasons that need to be remedied.
11. When a new person comes into your unit, implement a structured orientation process for the first few months the person is on the job. Use other employees to help in the orientation, and establish follow-up processes to keep the orientation process on track.
12. Develop a process for interviewing new people being considered for your unit that actively involves you and your employees in the process.
13. When a position is vacant in your unit, define in advance the hiring criteria that will guide the selection process. The hiring criteria should be aligned with the goals and needs of your unit.
14. Conduct periodic developmental discussions with your employees to address factors that will facilitate their growth, performance effectiveness, and desire to remain on the job.
15. Facilitate developmental assignments for new and seasoned employees to enhance their performance and growth on the job.

Topic:

1. Interviewing techniques
2. How to rate applicants
3. Personnel assessment and selection
4. How to recruit internally

Task

30. Uses the performance management process to establish performance expectations, assess employee performance, give timely feedback, and conduct formal performance appraisals.

Activity:

1. Meet individually with subordinates and discuss performance expectations, both yours and theirs. Explain to them how their performance will be evaluated and when they will receive evaluations.
2. Focus on performance and development, not on personalities.
3. Be specific with subordinates about their ratings, and help them develop a plan to improve weaknesses and capitalize on strengths.
4. Ask subordinates for feedback about the appraisal session.
5. Analyze your role in the employee's performance. Consider whether you could have provided more help or support.
6. Give feedback as soon as possible.
7. Compare your performance appraisal techniques with those of your peers.
8. Ask the human resource department for assistance in formulating and using a performance appraisal form.
9. Consider asking employees for feedback about your management style as a means of understanding your impact on their performance and how you could help them perform even better.
10. Be consistent and fair in responding to employees-use the same standards for all employees.
11. Consider asking the employee to conduct a self-appraisal, listing strengths, areas for improvements, significant accomplishments, and new goals. This self-appraisal is used as input into the feedback discussion and/or the formal review process.
12. Schedule performance discussions with each employee at least every 6 months. Set aside uninterrupted time for this.
13. At each appraisal interview, set measurable performance goals for the next period, and establish timelines for each of the goals and interim goals.
14. Set up a way of tracking how each employee is progressing toward the goals established in the performance plan.
15. Stay in touch with what is happening in your work group by having frequent informal chats with employees.

Topic:

1. Performance management and appraisal
2. Effective communication skills
3. How to give and receive feedback
4. Assertiveness training
5. Interpersonal communication
6. Setting goals
7. Assessing strengths and weaknesses
8. How to monitor performance
9. Observation skills

Task

31. Recognizes and rewards performance based on standards and organizational goals.

Activity:

1. Give feedback as soon as possible.
2. Familiarize yourself with organizational procedures to reward and discipline performance.
3. Be consistent and fair in responding to employees-use the same standards for all employees.
4. Periodically bring your employees together to have a celebration to make the group feel good about their accomplishments.
5. Whenever employees do an excellent job, immediately recognize them (stopping by, telephoning them, writing a note). When the accomplishment warrants it, write them a letter for the record and consider sending a copy to the manager above you.

Topic:

1. Performance management
2. Effective communication skills
3. How to give and receive feedback
4. Interpersonal communication
5. Assessing strengths and weaknesses
6. Observation skills

Task

32. Takes appropriate corrective/disciplinary actions with employees.

Activity:

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

Topic:

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

Task

33. Uses human resources practices that promote good labor-management and employee relations.

Activity:

1. Enlist employees in problem solving and goal setting. Help them to develop a sense of ownership.
2. Avoid “us-them” relationships with labor.
3. Develop two-way communication channels between labor and management through meetings, seminars, and open-door policies.
4. Encourage employees to approach you with their problems before they reach the grievance level.
5. Survey employees about what issues are important to them and make those issues a priority in your department.
6. Seek input from employees.
7. Increase the cooperation of employees by providing job rotation opportunities.
8. Assess your interpersonal style by taking a questionnaire such as the Myers-Briggs; understand your own needs (to lead or follow, to think concretely or abstractly, etc.) before you enter a negotiation process with others.
9. Survey your employees regarding the satisfiers and dissatisfiers in their work lives; explore with your employees and managers ways of amplifying the satisfiers and remedying the sources of dissatisfaction.
10. Whenever possible, aim for a collaborative rather than adversarial solution.
11. Remember that your relationship with the employee or manager continues; try to carve a solution that both parties can live with after this issue is over.
12. Familiarize yourself with the organization's employment policy and labor relations rules.
13. Be consistent in applying all organizational rules and policies; avoid making exceptions.
14. Consult with employees regarding changes that impact their lives before implementing the changes.
15. Provide employees a voice in their work arrangements.
16. Explain to employees how you reached the performance appraisal conclusions you reached, and encourage them to present their point of view when you meet with them individually.
17. If employees are dissatisfied with something at work, encourage them to utilize the organization's grievance and/or voice mechanisms.
18. If you are preparing to take an adverse action against an employee, follow a successive discipline policy, inform the employee, and maintain accurate documentation.
19. Seek an assignment on a task force that is charged with negotiating an interunit or interorganizational solution to an issue.

Topic:

1. Rights and responsibilities of labor and management
2. Unfair labor practices
3. Arbitration and mediation
4. The grievance process
5. How to discipline employees

Task

34. Supports programs and activities that deal with employee well-being such as safety, health, and family life.

Activity:

1. Have a discussion session to allow employees to voice concerns about the effects of their jobs on their family lives.
2. Ask the human resource department to present a program on career management, including issues of home and family life.
3. Provide information about, and encourage employees to use, in-house fitness facilities.
4. Ask employees if they feel that their safety is jeopardized in any way on the job. Provide employees with safety training.
5. Refer troubled subordinates to Employee Assistance Programs or to outside counseling.
6. Sponsor sports teams or a "mini Olympic" day.
7. Hold an organization picnic or other get-together to encourage families to feel connected to the organization.
8. Bring in speakers on stress management, smoking cessation, fitness, or nutrition.
9. Take time to speak informally with employees. Show an interest in their families, goals, hobbies, and concerns. Share some of your personal interests with them.
10. Serve as a role model in balancing work and nonwork.
11. Do not burden employees to the point of exhaustion or having to give up their outside lives.
12. Serve as a role model of living a healthy and active life.
13. Assign to employees challenging yet manageable tasks that can be accomplished within the normal workday.
14. Create occasions to celebrate employee achievements and to enjoy each other's company.
15. Strictly enforce all of the organization's safety rules.
16. In the interest of balancing employees' work and nonwork lives, enable employees to exploit any flexible work arrangements supported by the organization.

Topic:

1. Employee assistance programs
2. Managing work and family
3. Stress management
4. Exercise, health, and nutrition
5. How to find happiness
6. Life and career planning
7. Job redesign and rotation

Task

35. Networks with key individuals or groups to accomplish goals.

Activity:

1. Form a wide range of working relationships and associations and make them known.
2. Have regular, informal meetings with peers (e.g., lunch) to trade ideas.
3. Set up formal meetings with others in your organization to understand their business functions.
4. Join and become active in professional organizations and associations that interact with your work, and seek roles that provide visibility in the organizations.
5. Make an effort to get to know people outside of your organization who hold positions similar to yours. Get together on a regular basis to trade ideas.
6. Explore ways of establishing a mentoring relationship with a more senior member of the organization.
7. Initiate meetings with employees individually or in groups to share information about your objectives and those of the broader unit.
8. Initiate meetings with your manager(s) to inform them of the work of your unit and to facilitate the sharing of information about developments in the organization.
9. Be an active “organizational citizen” by volunteering for task forces or committees that may end up informing the work of your unit.
10. Volunteer for assignments that require interaction with members of different organizational units and levels.
11. Participate in social activities within the broader organization.

Topic:

1. Interpersonal communications
2. Building relationships
3. Gaining cooperation from peers
4. Interaction skills
5. Networking skills
6. Building interpersonal influence

Task

36. Informs management, employees, and others of program objectives and developments.

Activity:

1. Present seminars, open houses, brochures, and newsletters describing your department functions.
2. Circulate monthly the highlights of recent activities in your department, your objectives, and the status of each.
3. Create a bulletin board to display activities and accomplishments.
4. Read general mail, bulletin boards, and newsletters, and attend organization-wide public meetings to remain informed about what is happening in the organization.
5. Initiate meetings with employees individually or in groups to share information about your objectives and those of the broader unit.
6. Initiate meetings with your manager(s) to inform them of the work of your unit and to facilitate the sharing of information about developments in the organization.

Topic:

1. Interpersonal communications
2. Gaining cooperation from peers
3. Interaction skills
4. Meeting skills

Task

37. Represents/promotes the organization or program to others.

Activity:

1. Know your objectives well and state them simply. Speak clearly and confidently.
2. Practice interactions with other parties who take a view of the long-term relationship and not just the immediate gains.
3. Seek opportunities to represent your unit, its goals and accomplishments, in informal and formal gatherings attended by other members of the organization.
4. Develop standard promotional materials, presentations, or statements to use when representing the organization.

Topic:

1. Marketing skills
2. Promoting your organization
3. Public relations skills

Task

38. Persuades management, employees, peers, and others to “buy into” a course of action.

Activity:

1. Get complete information about the motives, knowledge, understanding, and attitudes of those with whom you are trying to increase your influence.
2. Use active listening techniques to ensure that you understand the other person's point of view. Give the speaker your full attention and listen carefully. Restate what the other person has said. Ask questions to clarify the other's position. Don't interrupt the speaker. When the other person feels that you have listened to their side, they should be more willing to listen to your side, avoiding the escalation of a negotiation into a destructive argument.
3. Work with the other party to find the best solution for you both. Commit to the solution and together develop a specific plan to execute it.
4. Ask your peers and subordinates for feedback on how you use power, authority, and influence. (Are you fair? Do you back down too quickly? Do you avoid conflict? Do you come across too strongly? Do you always have to win?)
5. Practice interactions with other parties who take a view of the long-term relationship and not just the immediate gains.
6. Before deciding an issue, solicit input from peers, employees, and managers on where they stand on the issue.
7. Before presenting an option or solution, canvass opinions and share information in advance so that those who need to buy into the issue are not surprised.
8. Seek a credible champion of the issue you are aiming to change, someone who will support your position and rally others around it.
9. Introduce new goals piecemeal, rather than all-at-once.
10. Systematically address barriers to change or to reaching goals, and provide support to overcome the barriers, such as training for employees, resource support, incentives and recognition for change, or backing up employees in front of senior management.
11. Articulate why there is a compelling need to achieve the goals you propose.

Topic:

1. Active listening
2. How to be more assertive
3. Negotiation skills
4. Using nonverbal techniques for persuasion
5. Communication styles
6. Personal development
7. How to use power
8. Persuasion
9. Influencing
10. Public relations

Task

39. Uses power, authority, and influence appropriately to achieve goals.

Activity:

1. When negotiating, don't ever place the other party in a position from which they can't move without losing face. Offer choices between alternatives (sometimes done by following mild demands with stronger ones) to present a cooperative attitude.
2. Realistically assess the power that you already hold and how you use that power.
3. Get complete information about the motives, knowledge, understanding, and attitudes of those with whom you are trying to increase your influence.
4. Use active listening techniques to ensure that you understand the other person's point of view. Give the speaker your full attention and listen carefully. Restate what the other person has said. Ask questions to clarify the other's position. Don't interrupt the speaker. When the other person feels that you have listened to their side, they should be more willing to listen to your side, avoiding the escalation of a negotiation into a destructive argument.
5. Work with the other party to find the best solution for you both. Commit to the solution and together develop a specific plan to execute it.
6. Always strive for a "win-win" solution to a problem. Seek an outcome that includes some of the items that each side desired, allowing both parties to gain.
7. Ask your superior to put you into situations where you can test your persuasive skills.
8. Ask your peers and subordinates for feedback on how you use power, authority, and influence. (Are you fair? Do you back down too quickly? Do you avoid conflict? Do you come across too strongly? Do you always have to win?)
9. Read books or take a course on how to influence people.
10. Be willing to be influenced by others.
11. Before deciding an issue, solicit input from peers, employees, and managers on where they stand on the issue.
12. Seek a credible champion of the issue you are aiming to change, someone who will support your position and rally others around it.
13. Introduce new goals piecemeal, rather than all-at-once.
14. Systematically address barriers to change or to reaching goals, and provide support to overcome the barriers, such as training for employees, resource support, incentives and recognition for change, or backing up employees in front of senior management.
15. Articulate why there is a compelling need to achieve the goals you propose.

Topic:

1. Situational leadership
2. Active listening
3. How to be more assertive
4. Negotiation skills
5. Using nonverbal techniques for persuasion
6. Communication styles
7. Personal development
8. How to use power
9. Influencing skills
10. Power without authority

Task

40. Considers and responds appropriately to the needs, feelings, and capabilities of others.

Activity:

1. Provide challenges to your employees. When you see them respond to the challenge, support and reward them.
2. Listen to your employees and try to understand their points of view.
3. Have each of your direct reports draft and present to you their ideas of what they should be held accountable for.
4. Demonstrate interest in your employees by using active listening techniques and responding positively.
5. Help the employee deal realistically with business opportunities and personal qualifications. Help translate these ideas into specific development plans.
6. Seek feedback from peers about your interpersonal skills.
7. When employees appear to have a performance problem, point out the performance defect and first ask if the employee has an explanation for the problem. Actively listen to hear the employee's explanation.
8. Enjoy the diversity of dispositions and capabilities in your work unit; capitalize on the diversity by thinking of ways in which each individual's unique talents and preferences can be drawn into the work process.
9. Without engaging in any preferential treatment or bending performance rules, show compassion by spending time with or listening to all employees who experience personal difficulties.
10. Exuberantly acknowledge the successes of your employees.
11. Consider having all members of your work unit take an interpersonal style inventory so that everyone understands and develops a healthy respect for style differences within the group.
12. Consider volunteering in a community organization (such as a homeless shelter or hospital) where special sensitivity is required in dealing with diverse individuals.

Topic:

1. Conflict management and negotiating
2. Determine the needs and motivations of others
3. Improving relationships
4. Interpersonal communication, awareness, and effectiveness
5. People skills
6. How to work with others
7. Active listening skills

Task

41. Creates a work environment where individuals are treated equitably.

Activity:

1. Seek feedback from peers and subordinates about their perceptions of your fairness.
2. Consider each of your employees. Decide if you have been favoring or neglecting certain ones. Extend yourself to any whom you have been taking for granted or neglecting.
3. Ask the human resource department to hold a workshop on accepting others and looking for the good in them.
4. Analyze whether you evaluate people according to their behavior or on a personal basis. Try to be less judgmental.
5. Allow for and accept differences in the individuals who work for you.
6. Encourage employees to come to you if they feel they are being treated unfairly. Have a suggestion box for those who hesitate to come to you in person.
7. Review the pay and rewards given to your subordinates and make sure that they are equitable.
8. Ask your employees if they feel that the input that they are giving to the organization matches the output that they are receiving.
9. Analyze whether employees are being treated inequitably if you are encountering attitude or performance problems.
10. To the extent the organization routinely conducts employee assessments of managers, examine the data for your work unit to gauge whether employees see you as a fair manager.
11. Ask another peer who is familiar with your work unit to rank order the employees in your work unit; if there are differences between the peer's rank ordering and yours, examine whether the source of these differences reflects any unfairness in your judgments.
12. Develop a pattern of managerial consistency: the same instances of poor performance should elicit the same formal reactions from you, regardless of the employee's personal circumstances. Informal discussions with each employee about the source of the performance problem are legitimate, but the performance shortfall should elicit the same formal reaction for all employees.
13. Learn the management policies of the organization. They will serve as the best framework for the equitable treatment of employees in your work unit.
14. Each action creates a precedent that must be followed in the future; if you are not willing to follow the precedent, then don't do it in the first place.
15. Whenever in doubt about choosing between two managerial reactions, think of how you would react if your manager chose one or the other of the two options.
16. Let difficult management problems sit for a little while, while you mull over the pros and cons of each action; possibly consult with peers and managers whose judgment you respect.
17. To the extent possible, establish expectations in writing, with specific measurable results that are known to all employees. When performance shortfalls occur, the defect is then clear to everyone and it is not a matter of interpretation.
18. Publicly explain your expectations of the work unit, including your vision for the unit, how you plan to operate, and your goals and timelines.
19. To sensitize yourself to management actions eliciting perceptions of unfairness, volunteer to serve on the organization's internal grievance panel.

Topic:

1. Performance management
2. Eliminating negative thinking
3. Sexual harassment
4. Listening skills
5. Equity theory

Task

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

Activity:

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.

Topic:

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

Task

43. Develops strategies, policies, and procedures to manage change.

Activity:

1. In implementing change, first identify the problem or opportunity that necessitates the change, decide what changes are needed, develop and choose alternatives, and then make the necessary changes.
2. Model the norms, values, and behaviors expected as a result of the change.
3. Analyze how you have adapted to changes in the past year. Are you flexible and willing to change, or do you tend to continue to do business as usual?
4. Always involve the people who will be affected by change in the planning and implementation process.
5. When planning change, ensure that objectives, responsibilities, and timeframes are defined and clearly communicated to your employees.
6. During times of broad organizational change, be available to your employees and share whatever information you can.
7. Tell people what you think the change will mean for them, then listen to their reactions.
8. Join a task force or committee assigned to determine change policies and procedures.
9. Develop a transition plan.
10. Meet with someone who has implemented change successfully. Discuss the steps he or she took throughout the change process. Review your own plans for change with this person, and ask for feedback.
11. Evaluate the results of a change after it has been implemented.
12. See work on transitions and change as part of the primary responsibilities of the people concerned, and for which compensation and other rewards should be allocated.

Topic:

1. Change management
2. Changing organizations and people
3. Models for change
4. Creativity
5. Leadership skills
6. Putting plans into action
7. Strategic planning

Task

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

Activity:

1. Analyze how you have adapted to changes in the past year. Are you flexible and willing to change, or do you tend to continue to do business as usual?
2. Before any change takes place, meet with employees to explain the change and how it will affect them.
3. Consider using a team approach to problem solving: use the team to structure or define the problem and to brainstorm over solutions.
4. Develop multiple contingency plans so that you are not locked into any single course of action.
5. Evaluate the results of any change after it has been implemented.
6. In implementing change, first identify the problem or opportunity that necessitates the change, decide what changes are needed, develop and choose alternatives, and then make the necessary changes.
7. Include employees involved in the change in planning and designing it.
8. Keep up-to-date through reading about emerging economic, legal, and technological changes that could necessitate change in your organization.
9. Know yourself and your reactions to last-minute crises; build in extra time up front if you are uncomfortable with last-minute changes.
10. Realize that most people are resistant to change; try to develop ways to overcome that resistance.
11. Survey employees to determine needs for change.
12. To the extent possible, develop a disciplined decision-making structure within your work group so that there is a routine to decision making, and decisions can be made rapidly if the need rises.

Topic:

1. Change management
2. Changing organizations and people
3. Models for change
4. Creativity
5. Leadership skills
6. Putting plans into action
7. Strategic planning
8. Career counseling skills
9. Managing information flow

Task

45. Listens to others and shows understanding of what they are saying.

Activity:

1. Use oral communication when: exploring complex issues in depth; it is important to check understanding; confidential or sensitive material is being discussed; uncertainty is being expressed; a more personal and intimate communication is needed; practical demonstrations are being given; a relationship is being established; immediate feedback and dialogue are desired.
2. Consider proxemics (an individual's use of space). Most manager-subordinate relationships begin in the social zone (from 4 to 12 feet) and progress to the personal zone (from 18 inches to 4 feet) after mutual trust has developed. Smaller or larger distances can make people uncomfortable.
3. Try to put yourself into the other person's role and anticipate how your communication is likely to be received and accepted.
4. Ask others to evaluate your listening skills and suggest ways to improve them.
5. Do not show impatience while others are speaking or interrupt them.
6. Remember that you learn more while listening than while talking.
7. 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.
8. Interact with the speaker in nonverbal ways to show that you are listening (i.e., nod head, smile when appropriate, maintain eye contact, etc.).
9. Ask open-ended questions that require more than a "yes" or "no" answer.
10. Eliminate barriers to listening, such as an uncomfortable environment, noise, or interruptions.
11. Practice listening skills by listening to a news broadcast and testing yourself on how much you can remember.
12. Practice your oral communication skills by volunteering to speak in front of groups. Opportunities in your community can be good practice. If you need more skills, take a public speaking course or join a public speaking club.
13. Take an interpersonal communication course to develop skills for communicating one-on-one.
14. Before responding to others, rephrase the statement or message to confirm understanding and to provide time to formulate a response.
15. If you disagree with what you are hearing, avoid attacking the presenter; point out some factual disagreements with the ideas and request clarification.

Topic:

1. Listening and responding to others
2. Coping with communication challenges
3. Conflict resolution
4. Memory development
5. Interviewing techniques
6. How to make meetings work
7. Active listening skills

Task

46. Makes clear and effective oral presentations to individuals and groups.

Activity:

1. Use oral communication when: exploring complex issues in depth; it is important to check understanding; confidential or sensitive material is being discussed; uncertainty is being expressed; a more personal and intimate communication is needed; practical demonstrations are being given; a relationship is being established; immediate feedback and dialogue are desired.
2. Record several of your conversations and then analyze them to determine how you sound to others. Consider your tone, speed, wordiness, use of “uhs,” clarity, and enthusiasm. Develop an improvement plan if needed.
3. Be concise. Use short, simple words and short, clear sentences.
4. Ask the other person to restate what you have said to make sure that they understand. If there is not understanding, there has been no communication.
5. Don't stray from your subject or include irrelevant information. Don't repeat yourself unless summarizing at the end of the communication.
6. Develop a relaxed, informal style. This will help put your audience at ease.
7. Practice giving speeches and presentations in front of the mirror and in front of another person who can provide feedback. Videotaping your rehearsal can be helpful.
8. Establish and maintain eye contact with your audience.
9. Gear your speech or presentation to the level of the audience. Be aware of what they already know and what you want to communicate to them.
10. If you are frequently misunderstood, ask your superior or peers for feedback on your communication style.
11. Develop a clear vision in your mind of what you want to say and then stick to it without rambling.
12. Think before you speak. Don't be afraid to pause to collect your thoughts before answering a question.
13. Be aware of your body language and nonverbal communication. Conflicting nonverbal cues can be stronger than your verbal message.
14. Consider proxemics (an individual's use of space). Most manager-subordinate relationships begin in the social zone (from 4 to 12 feet) and progress to the personal zone (from 18 inches to 4 feet) after mutual trust has developed. Smaller or larger distances can make people uncomfortable.
15. Try to put yourself into the other person's role and anticipate how your communication is likely to be received and accepted.
16. Avoid speaking in a monotone. Vary the pitch, pace, and volume of your voice.
17. Interact with the speaker in nonverbal ways to show that you are listening (i.e., nod head, smile when appropriate, maintain eye contact, etc.).
18. Practice your oral communication skills by volunteering to speak in front of groups. Opportunities in your community can be good practice. If you need more skills, take a public speaking course or join a public speaking club.
19. Employ an interpreter for the hearing impaired when necessary.
20. Observe effective presenters in your organization, in public forums, and on television; analyze the sources of their effectiveness.
21. Prepare presentation aids that will reduce your anxiety, keep your presentation on track, and enhance the clarity of your presentation.
22. Avoid overloading a presentation; think of the few core ideas you want to communicate, focus on those, and leave the audience with written, more detailed information.
23. Break complex subjects down into smaller ideas and present these ideas incrementally.
24. Consider assigning oral presentation duties to another member of your unit if he/she is a more effective speaker than you.
25. To increase your opportunities for public speaking, volunteer for office in social organizations.

Task 46. (concluded)

Topic:

1. Interpersonal communication
2. Listening and responding to others
3. Coping with communication challenges
4. Conflict resolution
5. Interviewing techniques
6. How to make meetings work
7. Public speaking
8. Active listening skills
9. Presentation skills

Task

47. Establishes policies or guidelines for the organization or program area.

Activity:

1. Have a meeting with your employees and clearly state your policies and plans. Make sure that everyone knows what you expect from them. Also, ask your superior and peers what they expect of you.
2. 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.
3. Assess how well you structure your work by consulting with managers, peers, and employees.
4. Examine the performance of “best-in-class” work units to understand what accounts for their success.
5. Go to seminars and lectures inside and outside the organization to familiarize yourself with trends that may affect the future work of your unit.
6. Develop an annual set of goals for your unit, specify interim goals and due dates, and each month revisit the goals to check accomplishments.
7. 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.

Topic:

1. Strategic planning
2. Formulating goals
3. Policy development

Task

48. Develops and adjusts strategic and other long-term plans.

Activity:

1. Review the goals in your strategic plan to make sure that they are realistic and specific. Ask your superior and peers for their feedback.
2. Familiarize yourself with the organization's strategic goals and mission before you formulate any plans for your department. Make sure that they are aligned.
3. Develop strategic plans based on the question, "In what business is this organization/department?"
4. Review the mission, evaluate threats and opportunities in the environment, and plan specific actions each year.
5. Assess how well you structure your work by consulting with managers, peers, and employees.
6. Evaluate other units' strategic plans to see how your unit's compare, and to see what you can learn from the others.
7. Examine the performance of "best-in-class" work units to understand what accounts for their success.
8. Go to seminars and lectures inside and outside the organization to familiarize yourself with trends that may affect the future work of your unit.
9. Develop an annual set of goals for your unit, specify interim goals and due dates, and each month revisit the goals to check accomplishments.
10. 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.
11. Set aside concentrated time with your staff to jointly develop goals for the work unit.
12. Volunteer for participation on a strategic planning committee within the unit.

Topic:

1. Strategic planning
2. Translating strategic plans into activities
3. Formulating goals
4. Planning skills

Task

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

Activity:

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

Topic:

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

Task

50. Ensures that activities, services, or products meet organizational mission, management policies, and customer needs.

Activity:

1. Develop standards of work-unit performance and communicate them to employees.
2. Continuously evaluate how well the organization/department is doing in achieving its objectives. Have regular meetings to keep your department informed.
3. Ask your superior and others in the organization for help in understanding the organizational mission, management policies, and customer needs. Ensure that your activities, services, and products are in accordance with those issues.
4. Review the mission, evaluate threats and opportunities in the environment, and plan specific actions each year.
5. Create a personal checklist to track how many deadlines are met in advance, on time, and missed.
6. Develop project management tracking systems that alert you to missed interim dates or deadlines.
7. Read and review documents that cover management policies affecting your job duties and responsibilities.
8. Examine projects that have been successfully completed to identify factors accounting for success.
9. If things are not going according to plan, analyze root causes, attempt to correct, and evaluate whether revisions are necessary to the unit's goals and plans.

Topic:

1. Strategic planning
2. Quality management
3. Linking mission to results
4. Organizational performance analysis

Task

51. Coordinates with other parts of the organization to accomplish goals.

Activity:

1. Develop a consortium with other departments in the organization to share resources.
2. Have a planning meeting to determine what the goals are, who will work on them, who will have authority, how and how often progress will be measured, what resources are needed, and what the milestones and deadlines will be. Document the information and give copies to all who are involved.
3. Have bulletin boards in all involved departments to exhibit what the goals are and what progress has been made to date.
4. Appoint a team leader from each of the involved departments. Have them discuss potential problems and define actions to solve them.
5. Mobilize the management group's collective knowledge and experience.
6. Have an interorganizational workshop on goal setting, accomplishing, and evaluating.
7. Ask each department for a copy of their short- and long-term goals. See how they coordinate with the goals for your department. Discuss the alignment or discrepancies with the managers of the other departments.
8. Involve subordinates in the planning process. Assign them to work with others outside of their departments for experience in coordination and cooperation.
9. Analyze your interpersonal disposition and decision-making style to understand yourself in relation to others.
10. Ask your managers and peers what they think of your skills as a manager or member of heterogeneous teams.
11. Observe a particularly skilled cross-functional team leader to understand what accounts for effectiveness in that role.
12. If you lack critical knowledge or skills that limit your ability to collaborate with other units, determine what those skills are and acquire the skills through training.
13. Participate in activities initiated by other parts of the organization to maximize exposure to them.
14. Learn "win-win" negotiation skills through reading and training programs.
15. To the extent that your job requires coordination among several units, team up with other units through cross-functional teams or joint-planning committees.
16. Volunteer for cross-functional project teams to learn about other parts of the organization.

Topic:

1. Team building
2. Networking
3. Planning
4. Meeting skills
5. Listening and interactive skills
6. Coordination

Task

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

Activity:

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

Topic:

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

Task

53. Monitors programs and/or activities and assures that discrepancies are identified and corrected when necessary.

Activity:

1. Display a large calendar showing all projects that are in progress.
2. Provide positive and constructive feedback on a timely basis to subordinates involved in projects. Solicit their input to understand their perceptions of critical outcome and process measures of their organizational contributions.
3. Develop a tracking system to regularly monitor progress against your planned schedule.
4. Regularly and systematically monitor progress, change, and performance as it takes place, not after the fact.
5. Think of planning, controlling, and evaluation and feedback as a continuous cycle.
6. Monitor resources to ensure that they are being used effectively and efficiently.
7. Develop standards for each responsibility assigned. Decide how much deviation from standards will be acceptable.
8. In case performance is deviating from expected results, problem-solve with relevant groups (employees, peers, and managers) to identify and correct root causes.
9. Establish in advance a schedule of meetings with employees as individuals or as a group, to update progress toward project goals.
10. Participate with peers, managers, and employees in conducting reviews of your own unit and of other organizational units.

Topic:

1. Planning, scheduling, and control techniques
2. Critical Path Method
3. PERT Charts
4. Gantt Charts
5. Flowcharting
6. Statistical process control
7. Quality control

Task

54. Identifies ways to improve the efficiency and effectiveness of procedures, processes, and structures.

Activity:

1. Provide positive and constructive feedback on a timely basis to subordinates involved in projects. Solicit their input to understand their perceptions of critical outcome and process measures of their organizational contributions.
2. When dividing the project into meaningful steps and planning deadlines for each step, identify key checkpoints when progress will be evaluated.
3. Think of planning, controlling, and evaluation and feedback as a continuous cycle.
4. Monitor resources to ensure that they are being used effectively and efficiently.
5. Ask others whether they see you as a person who keeps a project on track.
6. Volunteer to participate on organizational task forces that develop measures of program efficiency and effectiveness.
7. Participate with peers, managers, and employees in conducting reviews of your own unit and of other organizational units.
8. Consider how the organizational process can be redesigned to improve mission effectiveness.

Topic:

1. Business process redesign
2. Planning, scheduling, and control techniques
3. Problem solving
4. Quality improvement

Task

55. Anticipates potential problems, issues, and opportunities.

Activity:

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

Topic:

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

Task

56. Recognizes and defines a problem or issue, gathers the data, and distinguishes between relevant and irrelevant information.

Activity:

1. Consider your problem-solving skills and list three skills that you would like to improve. Ask your superior or peers for suggestions to help you improve.
2. With a behavioral problem such as low morale or absenteeism, look deeply to understand what the underlying problem really is. Don't just treat the symptom.
3. Discuss with other managers the data that you collect concerning a problem. Ask them for their diagnosis of the information.
4. Use interviews, observation, and surveys to pinpoint problems.
5. Sort out issues being discussed and decide which issues are critical.
6. List all of the solutions to a problem that you can think of before you begin to evaluate them.
7. Before you begin to try to solve a problem, identify the data that you need to reach a solution and how that data can best be obtained.
8. Keep a record of problems that arise to identify recurrent ones.
9. Consult others about your decision style and speed; consider this information as a basis for improvement.
10. Since most decisions are made with imperfect information, it is important to be conscious of the decision shortcuts all people take, including incomplete consideration of alternatives and the tendency to be unduly influenced by whether the decision is framed as a gain or loss. Develop strategies to counter these tendencies.
11. For major decisions, revisit them more than once.
12. Consider multiple-decision alternatives including the worst-case scenario for each decision.
13. Accumulate past effective and ineffective decisions to identify systematic factors that account for successful and failed decision processes and outcomes.
14. Develop disciplined decision processes in your work group whereby all elements of the decision must be backed with researched information.
15. Before reaching a decision, make sure that all involved agree on the problem definition.
16. Avoid jumping to conclusions by defining the problem in terms of solutions. This may cause overlooking other, possibly better, solutions.
17. If you tend to rely on your superiors for decision making, force yourself to formulate alternatives and then present recommendations instead of the problem to your superior.
18. Try to involve those in the problem-solving process who will be most affected by a controversial decision.
19. Avoid the need to gather and analyze too much data before making the decision.
20. Use a factual approach to decision making 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.
21. 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.

Topic:

1. Problem solving
2. Paired ranking decision-making method
3. The decision-making process
4. Algorithms
5. Brainstorming
6. Programmed and non-programmed decisions
7. Mediation
8. Setting priorities

Task

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

Activity:

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

Topic:

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

Task

58. Considers the values, risks, impact, and implications of decisions in evaluating and choosing alternative solutions.

Activity:

1. Involve others in your problem-solving process. Ask for help when needed.
2. Invite contributions from others and be willing to listen to and discuss their ideas.
3. Have brainstorming sessions to come up with alternate solutions to problems. Record all ideas without making a judgment of any.
4. With a behavioral problem such as low morale or absenteeism, look deeply to understand what the underlying problem really is. Don't just treat the symptom.
5. Discuss with other managers the data that you collect concerning a problem. Ask them for their diagnosis of the information.
6. Hold group workshops to explore different perspectives of problems.
7. Create a climate in which your subordinates can raise problems and issues in front of each other at meetings.
8. List all of the solutions to a problem that you can think of before you begin to evaluate them.
9. Before you begin to try to solve a problem, identify the data that you need to reach a solution and how that data can best be obtained.
10. Consult others about your decision style and speed; consider this information as a basis for improvement.
11. Since most decisions are made with imperfect information, it is important to be conscious of the decision shortcuts all people take, including incomplete consideration of alternatives and the tendency to be unduly influenced by whether the decision is framed as a gain or loss. Develop strategies to counter these tendencies.
12. For major decisions, revisit them more than once.
13. Consider multiple-decision alternatives, including the worst-case scenario for each decision.
14. To avoid "groupthink," require members of your work unit to research and argue the alternative viewpoint.
15. 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.
16. Before reaching a decision, make sure that all involved agree on the problem definition.
17. When making an uncertain decision, screen alternatives to determine how much risk each alternative has relative to the other alternatives.
18. Talk to others in your organization about how they incorporate risk taking into their decision-making process.
19. Establish check points to evaluate the continuing success of a decision, the downside risks at each point, and potential alternative strategies. If the downside risks appear to be materializing, consider adoption of an alternative strategy relatively early, before the negative consequences of the decision loom large.

Topic:

1. Paired ranking decision-making method
2. Risk taking
3. The decision-making process
4. Algorithms
5. Brainstorming
6. Reaching a "win-win" solution
7. Human relations problems
8. Mediation

Task

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

Activity:

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

Topic:

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

Task

60. Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met.

Activity:

1. Keep a record of, and analyze, complaints, lost business, credit adjustments, missed deadlines, and overtime worked.
2. Follow up with customers on a timely basis to ensure that their requirements and expectations are being met.
3. Use active listening techniques when communicating with the customer. Take notes on conversations that are not documented in writing.
4. Consider rotating through your work unit and taking on the assignments of various employees to understand their jobs and how they interact with their customers.
5. Measure customer satisfaction on a regular basis to track improvements and reactions to changes in performance and service delivery processes.
6. Institute voice mail and toll-free telephone lines to make it easier for customers to reach you.
7. Place simple customer "report cards" in accessible areas to encourage provision of feedback.
8. Avoid creating rigid systems that are difficult to change. The objective is to design systems that can be constantly adjusted around the changing needs of customers.
9. Consider a sabbatical in a benchmark organization to learn cutting-edge techniques to measure customer satisfaction.
10. Be available to your customers for direct contact with you.
11. Your managers are your internal customers. View your employees as your internal customers, too, to whom you are accountable.

Topic:

1. Understanding, helping, and keeping customers
2. Managing a dissatisfied customer
3. Building the customer's confidence
4. Quality improvement
5. Measuring customer satisfaction
6. Quality control

Task

61. Seeks ways to continuously improve the quality of services, products, and processes.

Activity:

1. Encourage the improvement of your employees' attitudes, skills, and performances in order to improve the quality of services, products, and processes.
2. Discuss with subordinates how to practice and manage quality in everything that your department does. Ask them what quality means to them.
3. Talk to your superior and peers about how to measure quality.
4. Make sure that every employee understands that quality improvement includes them. Include employees in the decision-making process so that they feel personal responsibility for accomplishing goals.
5. When mistakes are made, determine reasons why and find ways to prevent them from happening again.
6. Develop a presentation for your superior on quality improvement and customer satisfaction.
7. Consider the "bogus shopper" model, placing yourself in the role of anonymous customer to the organization in order to see firsthand what it's like.
8. Consider rotating through your work unit and taking on the assignments of various employees to understand their jobs and how they interact with their customers.
9. Benchmark other profit and not-for-profit organizations to determine how they aim to delight their customers. Try to emulate their processes.
10. Consider incorporating the voice of the internal and external customer into the employee performance appraisal and feedback process. Reward your employees for positive feedback from customers.
11. Consider a sabbatical in a benchmark organization to learn cutting-edge techniques to measure customer satisfaction.

Topic:

1. Total quality management
2. Goal setting
3. Quality control
4. Shared accountability for quality
5. Understanding, helping, and keeping customers
6. Quality improvement

Task

62. Works persistently toward agreed-upon goals despite opposition, distractions, and setbacks.

Activity:

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. Reward yourself for achieving goals.
3. 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.
4. Develop a support system that you can turn to for help with obstacles and setbacks.
5. Be willing to work long hours and sacrifice in the short term for long-term gains.
6. Draw on peers and superiors to understand your strengths and weaknesses as a manager.
7. If you encounter temporary setbacks, analyze the causes of failure and attempt to problem-solve around each.
8. Be factual when analyzing setbacks; avoid personalizing the causes of failure.
9. When you experience temporary setbacks, set the task aside for a short time.
10. 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.
11. Break challenging or large tasks into smaller, manageable tasks.
12. When you have a project goal, develop interim goals and timelines and force yourself to adhere to the schedule.

Topic:

1. Leadership vision
2. Goal setting
3. Assertiveness skills

Task

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

Activity:

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

Topic:

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

Task

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

Activity:

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

Topic:

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

Task

65. Demonstrates a commitment to excellence in own performance, and serves as a role model to organization and employees.

Activity:

1. Don't voice personal opinions about people publicly; avoid the rumor mill.
2. Seek to improve yourself through training and other educational resources.
3. Demonstrate clear purpose, enthusiasm, and commitment to your employees. Be a role model.
4. Show your enthusiasm for the organization through your commitments and actions.
5. Be persistent.
6. Adopt a "can-do" attitude, and approach challenges from a problem-solving perspective.
7. Take on extra work to help the organization meet its objectives.
8. Talk with people in higher management levels about their roles and what it takes to be successful.
9. Involve employees in setting department goals and objectives. Keep them informed of results.
10. Learn from your mistakes.

Topic:

1. Leadership
2. Making personal commitments
3. Inspiring trust and confidence
4. Instilling values

Task

66. Shows congruence between words and actions, and follows through on commitments.

Activity:

1. Be consistent and fair in responding to employees-use the same standards for all employees.
2. Develop a pattern of managerial consistency: the same instances of poor performance should elicit the same formal reactions from you, regardless of the employee's personal circumstances. Informal discussions with each employee about the source of the performance problem are legitimate, but the performance shortfall should elicit the same formal reaction for all employees.
3. Each action creates a precedent that must be followed in the future; if you are not willing to follow the precedent, then don't do it in the first place.
4. Whenever in doubt about choosing between two managerial reactions, think of how you would react if your manager chose one or the other of the two options.
5. Lead by example and instill your values in everything that you do.
6. Analyze yourself and know your position on standards. Communicate these to your employees.
7. Familiarize yourself with the organization's code of ethical behavior.
8. Serve as a role model of integrity in your work.

Topic:

1. Making personal commitments
2. Inspiring trust and confidence
3. Instilling values
4. People skills
5. How to work with others
6. Business ethics

Task

67. Demonstrates and encourages high standards of honesty, integrity, trust, and respect for others.

Activity:

1. Lead by example and instill your values in everything that you do.
2. Analyze yourself and know your position on standards. Communicate these to your employees.
3. Make it clear to your employees that substandard performance is unacceptable.
4. Serve as a role model of integrity in your work.
5. Familiarize yourself with the organization's code of ethical behavior.
6. Try always to leave time in your day for informal discussions with employees related to their work.
7. Always maintain a professional demeanor in interactions with any individual in the work environment.
8. If you have anything negative to say to an employee, always do it in privacy and do not share the information with other employees.
9. Show support and respect to employees when they seek your advice in areas related to their work.

Topic:

1. Making personal commitments
2. Inspiring trust and confidence
3. Instilling values
4. Business ethics

Task

68. Realistically assesses own strengths, weaknesses, and impact on others.

Activity:

1. Write down your goals and assess them on a regular basis.
2. Assess your performance for the past 3 months and decide which three things you are most proud of doing and which three you are least proud of doing.
3. Identify a new set of skills that would be beneficial for you to know, and learn them.
4. Compare the knowledge that you had of your job 6 months ago to the knowledge that you have now. Is it increasing?
5. Do a self-appraisal of your skills and performance and then ask your superior and peers if they agree or disagree with your conclusions.
6. Consider what you can realistically handle, and discuss this with your superior.
7. List your strengths and weaknesses for each area of your job. Attempt to improve.
8. Ask your superior to help you set long-term goals (3 to 5 years). Monitor your progress and adjust those goals as necessary.
9. Analyze your career goals and the kinds of skills and expertise that you are still lacking to achieve your goals.
Focus development in those areas.
10. Set and revise development goals for each performance period; focus your development investment in a few key areas, rather than across the board.
11. Set improvement goals to remedy any job-related weaknesses, and establish measures to gauge the level of improvements.
12. Seek input from your employees on how you are facilitating their performance and the kinds of things that you might change to facilitate their performance further.

Topic:

1. Self-assessment
2. Self-actualization
3. Take charge of your future

Task

69. Seeks and makes use of feedback from others.

Activity:

1. Share your goals with your superior and ask for feedback on how you are doing. Ask your superior to help you map out a career plan.
2. Increase your network of contacts.
3. Ask your superior and peers to provide feedback on your people skills, how others regard you, and your performance.
4. Do a self-appraisal of your skills and performance and then ask your superior and peers if they agree or disagree with your conclusions.
5. Ask your subordinates to evaluate your people-management skills.
6. Ask your superior to be specific as to what he or she considers excellent performance.
7. Consider what you can realistically handle and discuss this with your superior.
8. Talk to people in other management areas of your organization about their jobs and career plans.
9. Ask your superior to help you set long-term goals (3 to 5 years). Monitor your progress and adjust those goals as necessary.
10. Consult with trusted peers and managers on where you might best invest in training and development.
11. Consult with a trusted mentor who “knows the ropes” about the kinds of career experiences and skills that are valued in the organization.
12. Seek input from your employees on how you are facilitating their performance and the kinds of things that you might change to facilitate their performance further.

Topic:

1. Team communication
2. Communication skills
3. Self-appraisal
4. Listening skills

Task

70. Invests time and energy in self-development and growth.

Activity:

1. Write down your goals and assess them on a regular basis.
2. Share your goals with your superior and ask for feedback on how you are doing. Ask your superior to help you map out a career plan.
3. Increase your network of contacts.
4. Assess your performance for the past 3 months and decide which three things you are most proud of doing and which three you are least proud of doing.
5. Identify a new set of skills that would be beneficial for you to know, and learn them.
6. Let your superior know when you are ready for new challenges and responsibilities.
7. Attend management development seminars to broaden your abilities.
8. Listen to self-development books on tape on the way to and home from the office.
9. List your strengths and weaknesses for each area of your job. Attempt to improve your weaknesses.
10. Ask your superior to help you set long-term goals (3 to 5 years). Monitor your progress and adjust those goals as necessary.
11. Analyze your career goals and the kinds of skills and expertise that you are still lacking to achieve your goals. Focus development in those areas.
12. Consult with trusted peers and managers on where you might best invest in training and development.
13. Set time aside to read about technical and sociopolitical developments.
14. Consider studying toward an advanced degree to the extent that it is relevant to your career ladder.
15. Stay active in your professional/technical discipline.
16. Set and revise development goals for each performance period; focus your development investment in a few key areas rather than across the board.
17. Set improvement goals to remedy any job-related weaknesses and establish measures to gauge the level of improvements.
18. Exploit developmental opportunities inherent in temporary job assignments or task forces.
19. Consider nonjob organizational involvement as a way of strengthening certain job-relevant skills, such as project management, public speaking, or financial management skills.

Topic:

1. Career management
2. Communication skills
3. Goal setting
4. Get to know yourself
5. Take charge of your future

Task

71. Maintains technical proficiency in area of responsibility.

Activity:

1. Network with other professionals in your field.
2. Be aware of emerging technological advances that could impact your field.
3. Attend training classes or professional or college courses to ensure proficiency in your technical areas of responsibility.
4. Keep a log of the technical questions and problems that others ask you for assistance with. Analyze what you were able to help with to determine what your strengths and weaknesses are.
5. Find others in your organization who have the skills or knowledge that you are weak in. Ask to observe, work with, and get feedback from them.
6. Try to become the expert in your organization in one or more technical areas.
7. Have your superior, peers, and subordinates identify your three strongest and three weakest technical areas. Ask your superior to suggest ways to strengthen the weak areas.
8. Keep a list of relevant resources.
9. Continually update your knowledge of policies and regulations that apply to your area of technical expertise so that all projects accommodate the requirements.
10. Invite experts from think tanks, academia, associations, and the private sector to make presentations in your organization.
11. Maintain proficiency in your technical area of expertise by remaining involved in your profession and by keeping up on the technical literature and developments.
12. Attend professional meetings in your discipline.
13. Separate in your own mind what you do know from what you don't know and structure your work unit to provide technical expertise in areas where you are lacking.
14. Consider taking a sabbatical or temporary assignment to update your technical/professional skills or to investigate an issue in depth.

Topic:

1. Networking
2. Technical transfer process
3. Process of innovation
4. State-of-the-art technology
5. Research and development

Task

72. Fosters cooperation and teamwork among team members.

Activity:

1. Analyze the team according to the SWOT (strengths, weaknesses, opportunities, threats) method.
2. Ask each group member if he or she was treated fairly by the leader and by the others.
3. Immediately after group formation, have the group identify the issues that they consider to be the most important concerns and suggest ways in which these can be overcome.
4. Have the group leader specify the expectations of the group members.
5. Help the team members decide how they will communicate within the group and how decisions will be reached.
6. Make sure that the group members understand the purpose of the team.
7. Describe two situations in which your team worked well together and two in which they didn't. Prepare an action plan before the next team endeavor that will build on the positive situations.
8. Observe how leadership emerged in the team.
9. Develop projects that utilize team members drawn from other areas in the organization to foster organizational commitment and cooperation.
10. Give recognition to the team for team accomplishments and to individuals for individual contributions.
11. To promote teamwork, act as a role model by pitching in to do any kind of work when help is needed.
12. Examine benchmark ("best in class") work units in the organization and elsewhere to see how they are organized for successful teamwork.
13. Emphasize activities that are inclusive (for the entire work unit, teams, etc.).
14. Encourage coworkers to establish only fuzzy boundaries around their job duties so that they can readily reach out and assist a peer if the work calls for it.
15. Support team building within the work unit, including training in interaction skills, group decision making, active listening, outside "wilderness" experiences, and analyses of individual differences.
16. Volunteer to serve on a project team that requires collaboration among members with diverse goals and backgrounds.
17. Support and participate in outside-work social and sports activities for the entire work unit.

Topic:

1. Interactive skills
2. Group membership maintenance
3. Collaboration vs. competition
4. Generating commitment
5. Functional, task, interest, peer groups
6. Quality circles
7. Productive teamwork

Task

73. Creates an environment that encourages open communication and collective problem solving.

Activity:

1. Ask each group member if he or she was treated fairly by the leader and by the others.
2. Immediately after group formation, have the group identify the issues that they consider to be the most important concerns and suggest ways in which these can be overcome.
3. Have the group leader specify the expectations of the group members.
4. Help the team members decide how they will communicate within the group and how decisions will be reached.
5. Hold brainstorming sessions.
6. Ask the group members what is hindering them from completing their task.
7. Observe how leadership emerged in the team.
8. Recognize that a team will go through phases. Assign tasks based on the phase that the team is in.
9. If open communication is an objective, encourage it by demonstrating equity and fairness regardless of the ideas expressed.
10. Emphasize activities that are inclusive (for the entire work unit, teams, etc.).
11. Institute suggestion systems and develop mechanisms for prompt response to the suggestions.
12. Encourage coworkers to establish only fuzzy boundaries around their job duties so that they can readily reach out and assist a peer if the work calls for it.
13. When there is a problem that affects a group of employees, attempt to devise a solution through the group.

Topic:

1. Interactive skills
2. Information sharing
3. Group membership maintenance
4. Collaboration vs. competition
5. Generating commitment
6. Brainstorming
7. Functional, task, interest, peer groups
8. Consensus building

Task

74. Seeks consensus among diverse viewpoints to build group commitment.

Activity:

1. Ask each group member if he or she was treated fairly by the leader and by the others.
2. Immediately after group formation, have the group identify the issues that they consider to be the most important concerns and suggest ways in which these can be overcome.
3. Ask the group members what is hindering them from completing their task.
4. Emphasize activities that are inclusive (for the entire work unit, teams, etc.).
5. 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.
6. Institute suggestion systems and develop mechanisms for prompt response to the suggestions.
7. Volunteer to serve on a project team that requires collaboration among members with diverse goals and backgrounds.

Topic:

1. Consensus building
2. Interactive skills
3. Information sharing
4. Group membership maintenance
5. Functional, task, interest, peer groups
6. Benefiting from diversity

Task

75. Applies evolving technologies and methodologies to manage and improve organizational effectiveness.

Activity:

1. Consider present and emerging technologies when developing your strategic and operational plans.
2. Decide if your department or organization needs state-of-the-art technology, if the benefits derived will outweigh the cost, and how the technology can successfully be introduced.
3. Demonstrate willingness to be a user of new technologies in your own work.
4. In assessing opportunities for improvements in the work process, consider technology improvements as one of several possible means of improvement and evaluate the cost/benefit implications of each.
5. Introduce new technologies after planning for the redesign of all work processes affected by the new technology.
6. If a new technology may impact the work of your unit significantly, consider a temporary assignment in an organization applying the technology in order to obtain understanding of its potential benefits and impact.

Topic:

1. Process of innovation
2. Process of technology transfer
3. How to facilitate technological change
4. Forecasting technology

Task

76. Ensures staff are trained and capable in new technology.

Activity:

1. Evaluate the technical competence of each member of your team.
2. Provide training programs for your employees in areas of new technologies.
3. Help subordinates develop technically oriented networks with employees in other areas of the organization.
4. Encourage vendors of new technologies to make presentations before employees.
5. Demonstrate willingness to be a user of new technologies in your own work.
6. Consider rotations among your employees to expose them to multiple technologies used across jobs.
7. If a decision is made to implement new technology, plan the introduction of and training for the new technology with an employee team and develop a strategy of defect anticipation and prevention.
8. To the extent possible, support your employees in acquiring state-of-the-art information and knowledge about new technologies.

Topic:

1. Human resource development
2. Performance technology
3. Planning skills

Task

77. Manages own time efficiently.

Activity:

1. Make a list of your work activities and keep a record of how much time you spend on each activity for a week. Analyze to see where you are spending too much time and where you are not spending enough.
2. Be proactive so that you won't have to react in a crisis mode.
3. Decide if any of your activities could be performed by another person.
4. Have good people working for you and delegate to them whenever possible.
5. Keep a daily "to-do" list and prioritize your duties into high, medium, and low priorities. Do the next day's list before you leave work.
6. Do your most important tasks when your energy and attention levels are at their highest.
7. Organize your workplace.
8. Take a course in time management.
9. Set aside a specific time each day to return phone calls.
10. Eliminate outside commitments that are not adding value to your career or your life.
11. Establish firm deadlines for projects including intermediate deadlines. Discuss these with superiors and subordinates and plan your time accordingly.
12. Consider your behavior when approaching deadlines. Do you meet them? Is it under extreme duress as the deadline approaches? Are these "crunch times" avoidable? Can you identify strategies to avoid the "before deadline crunch"?
13. Seek feedback from peers, employees, and managers about your time-management skills.
14. Establish priorities for a period (a month, week, day) and allocate time accordingly.
15. Use a checklist to record "to do" items and items completed.
16. Use "schemes" to flag different priority levels (colors for hot items, office trays, electronic or calendar memory joggers).
17. If you are encountering repeated slowdowns or rework because you lack a particular managerial or technical skill, seek training and development opportunities in that area.
18. Plan your day as an 8-hour day, and plan to fit all of your job activities into that time frame.
19. Consult with an extremely organized and efficient peer or manager; how does he/she manage time?
20. Minimize the amount of rework by trying to do things once and right the first time-sorting through mail by dealing with it on the spot; writing a report after understanding the ultimate customer's requirements and planning the report accordingly; clarifying your requirements to your employees so they get it right the first time, etc.
21. Consider multiple communication channels for maximum efficiency: use voice mail or electronic mail whenever possible.
22. Consider "do not interrupt" times, or working in quiet locations in order to get things done.
23. Evaluate the value added of every investment of your time and your employees' time: Is this meeting really necessary? Must this report be so long to meet the reader's needs? Is this form or added signature absolutely necessary to safeguard the process?

Topic:

1. Efficient decision making
2. Planning skills
3. Speed reading
4. Prioritizing
5. Delegation
6. Time management

Task

78. Communicates facts and ideas in writing in a clear, succinct, and organized manner.

Activity:

1. Use written communication when: material to be communicated is detailed and complex; records need to be kept and referred to; the recipient needs time to think before responding; material is impersonal; an attempt is being made to diffuse an initial emotional response; high accuracy is desired; an official response with a strong commitment is needed.
2. Write for the people who will read your communication. Use language they will understand. Consider what they already know and what you want to tell them.
3. Write as you speak, avoiding “flowery” language and unnecessary adjectives and adverbs. Action verbs can be powerful when used appropriately.
4. Ask a superior, peer, or friend to give feedback on your writing. Revise if their understanding of your ideas does not match your intent.
5. Have someone proofread your writing for grammar, punctuation, spelling, and sentence structure errors. Take note of the errors that you make most often and learn the rules needed for improvement.
6. Keep technical language to a minimum when writing for a diverse group. If you use technical terminology and jargon, provide definitions. Have a nontechnical person give you suggestions on what jargon to explain or eliminate.
7. Create an outline before you start writing a report, memo, or letter.
8. When writing a report, begin your document by summarizing the main topic and any supporting concepts that you will be addressing. Provide more information on subsequent pages. Headings and subheadings will alert the reader to the start of a new idea or concept. Summarize ideas presented at the end. If time permits, write a draft and have someone proofread for organization, clarity, transitions, appropriateness, and readability.
9. Write short sentences and paragraphs. They are easier to read and understand.
10. Use action verbs whenever possible instead of passive ones to make your writing more expressive. A way to ensure that your sentence ends up in the active voice is to start the sentence with the subject. (“John writes exceptional reports,” instead of “John's reports are exceptional.”)
11. Emphasize clarity, organization, and your purpose when writing a business letter or memo. Whenever possible, limit letters or memos to one page.
12. Keep a dictionary and a thesaurus handy for easy reference.
13. Use accurate and relevant visual aids to add impact to your documents. When presenting numerical data, use charts and graphs.
14. Read “how to” books on report writing.
15. Familiarize yourself with the preferred organizational format for various written communiqués.
16. Use word processing software that has spelling, grammar, and language tools.
17. Consider the layout of a written document: use headings and subheadings, bullets, fonts, and indentation as a means of communicating information more succinctly and clearly.
18. When writing an important document, build in time for several rewrites.
19. For writing and editing tips, draw on members of your work unit who are excellent writers.

Topic:

1. How to write effectively
2. Editing and proofreading
3. Effective English
4. Clarity of expression
5. Organizing information
6. Technical writing
7. Report writing
8. Information-mapping

Task

79. Reviews and critiques others' writing in a constructive and substantive manner.

Activity:

1. Write short sentences and paragraphs. They are easier to read and understand.
2. Use action verbs whenever possible instead of passive ones to make your writing more expressive. A way to ensure that your sentence ends up in the active voice is to start the sentence with the subject. ("John writes an exceptional report," instead of "John's report is exceptional.")
3. Emphasize clarity, organization, and your purpose when writing a business letter or memo. Whenever possible, limit letters or memos to one page.
4. Use accurate and relevant visual aids to add impact to your documents. When presenting numerical data, use charts and graphs.
5. Familiarize yourself with the preferred organizational format for various written communiqués.
6. When commenting on others' work, make suggestions to improve the written message without personalizing the comments.
7. Recognize that there is more than one way of communicating a message in writing; critique another's work only if the message doesn't come across and not just because you would prefer to write it differently.
8. When editing your own or another's work, aim for short sentences in simple, non-jargon language.
9. For writing and editing tips, draw on members of your work unit who are excellent writers.

Topic:

1. Editing and proofreading
2. Effective English
3. Clarity of expression
4. Organizing information
5. Report writing

Task

80. Creates a vision of the organization's future.

Activity:

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. Visualize opportunities beyond what the organization is now engaged in.
3. Participate in a planning session with other managers to envision what the organization should be doing 5 years from now.
4. Network with other executives on all levels of the organizational hierarchy to create and pursue the vision.
5. Stay abreast of developments in Congress and developments in policies and regulations that affect your work so that your vision reflects trends and changes in the broader environment.
6. Read broadly to stay abreast of sociopolitical, economic, and technological trends that will affect the future direction the organization will take in responding to society's needs.
7. Attend open management meetings to understand the mission and strategic vision of the organization's leadership.
8. Share your vision of the goals of your work unit with your superior to check for convergence.
9. 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.
10. Volunteer to help a community-based organization formulate a vision and strategic plan.

Topic:

1. Creativity
2. Leadership skills
3. Writing mission statements and objectives
4. Vision and leadership
5. Strategic planning

Task

81. Communicates the vision in a way that promotes wide ownership and commitment.

Activity:

1. Participate in a planning session with other managers to envision what the organization should be doing 5 years from now.
2. Network with other executives on all levels of the organizational hierarchy to create and pursue the vision.
3. Share your vision of the goals of your work unit with your superior to check for convergence.
4. 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.
5. Collaborate with your employees in designing program objectives that support the shared vision for the organization.

Topic:

1. Leadership skills
2. Putting plans into action
3. Management by objective
4. Vision and leadership
5. Motivation skills

Task

82. Executes the vision by ensuring that actions (e.g., decisions) by self and team are consistent with and support accomplishment of the vision.

Activity:

1. Familiarize yourself with the organization's and division's strategic goals and mission before you formulate any plans for your work unit. Make sure that they are aligned.
2. 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.
3. Go to seminars and lectures inside and outside the organization to familiarize yourself with trends that may affect the future work of your unit.
4. Review the goals in your strategic plan to make sure that they are realistic and specific. Ask your superior and peers for their feedback.
5. Develop a tracking system to regularly monitor progress against your planned activities.
6. Regularly and systematically monitor progress, change, and performance as it takes place, not after the fact.
7. Think of planning, controlling, evaluation, and feedback as a continuous cycle.
8. Develop a process flowchart for a major activity within your area of responsibility and identify and evaluate the major control points to ensure they remain consistent with the vision.

Topic:

1. Leadership skills
2. Putting plans into action
3. Management by objective
4. Vision and leadership
5. Performance management