

# Management Effectiveness 360° feedback report



**Mary Samaple**

**Tuesday, February 11, 2003**

# Introduction

The following information is provided to help you to navigate the extensive information that is included in this Management Effectiveness output report.

## 1. Overall summary chart

The summary results chart provides a quick visual representation of your scores in twelve categories that make up the Management Effectiveness profile. Scores upon which to most concentrate are above 3.5, which are considered to be strong and scores below 2.75, which may be in need of further development. Please note that these category scores are averages. Individual question scores can be viewed by clicking on the category label hyperlink.

## 2. Category description pages

This report contains three output pages for each of the twelve categories. The first of these three pages explains the category, list average scores and then provides high and low score interpretation notes. The second page provides a graphical representation of individual question scores. The third page in the set provides broadly based improvement actions for those individuals wanting to develop their competencies in the overall category.

## 3. 10/10 Report

The 10/10 Report page provides the raw scores for the top 10 highest scoring questions and the bottom 10 lowest scoring questions out of the 144. It also identifies the categories to which these questions belong.

## 4. Course and Reading suggestions

This output report includes development suggestions for the two lowest scoring categories out of the twelve. These suggestions include training courses that may prove helpful, as well as specific books that may provide some useful additional information.

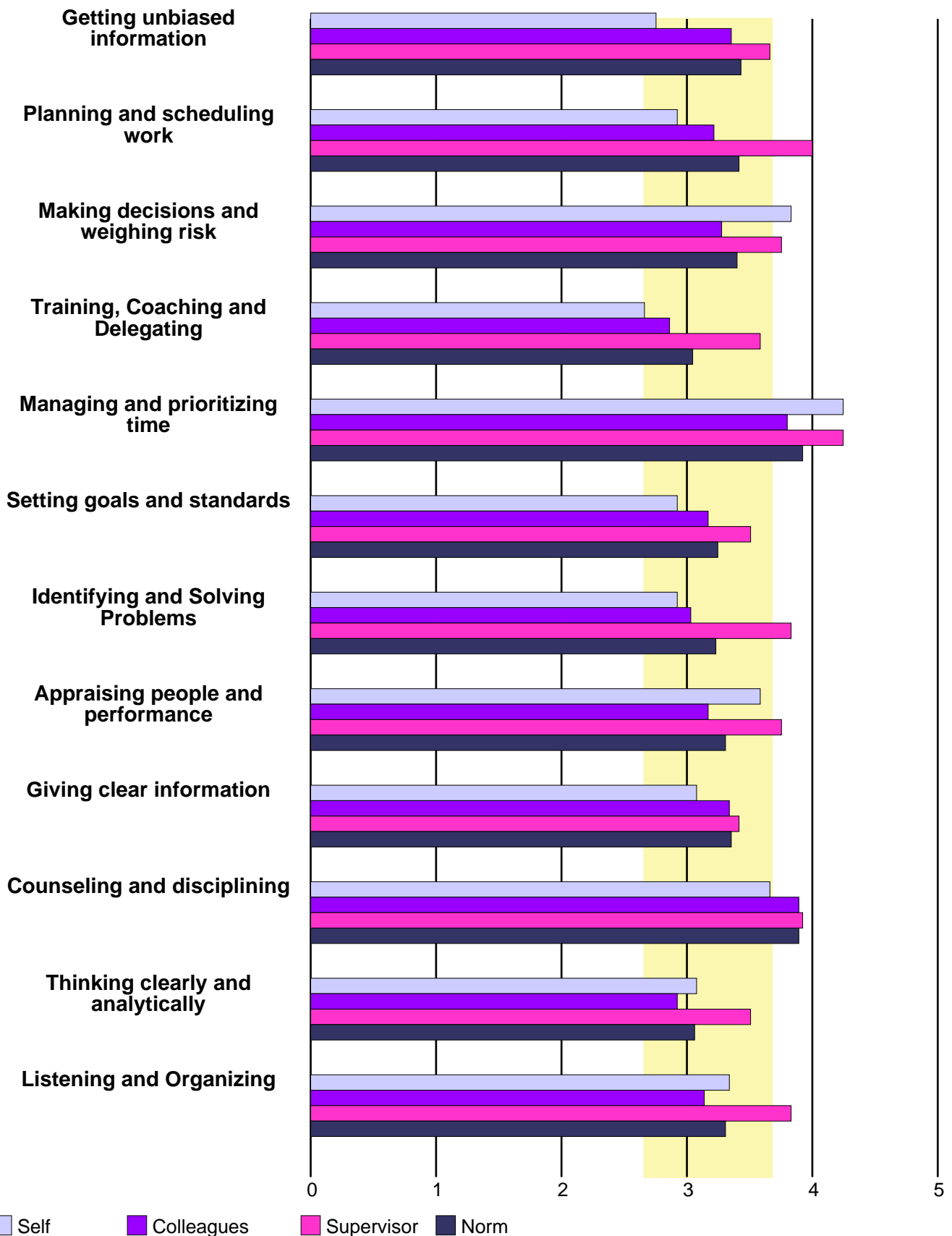
## 5. Development Plan

The development plan takes the five lowest scoring questions on aggregate and puts them into a single page template for individuals to record the specific actions that they plan to take as a result of their feedback during the forthcoming twelve month period. Individuals may draw upon any of the general guidance offered in their feedback report, or perhaps more usefully, draw upon the coaching tips ideas that are also included (see next section)

## 6. Coaching tips

The overall output report includes detailed coaching tips for the five lowest scoring questions on aggregate (consistent with the one page development plan). These coaching tips provide not only elaborative information about the particular questions but provide some specific advice on what individuals might do to improve their skills or learn new behaviors in the future.

## OVERALL SUMMARY



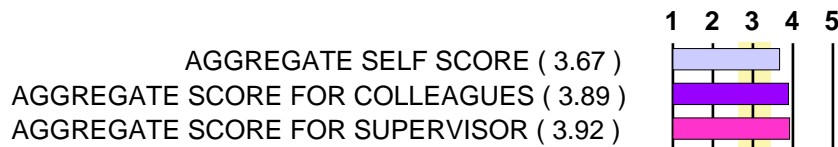
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## Management Effectiveness Profile

### COUNSELING AND DISCIPLINING

Counseling and disciplining refers to an individual's ability to apply counseling and discipline in a positive manner in order to restore the employee's performance to an accepted standard or norm without any loss of face (respect, trust). This competency examines an individual's ability to get the employee to accept responsibility for correcting the deviation within an agreed upon time frame, and reinforce the employee's behavior when it results in improved performance (or taking the appropriate action if no improvement occurs).

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scores predominantly in the ones and twos ('almost never' and 'occasionally') suggest that you are unlikely to set clear enough performance standards with the people you manage and might not spend enough time reviewing progress to ensure that targets are met. As a result, mediocre or poor performance may go unchecked for long periods and counseling and discipline is either avoided or applied far too late.

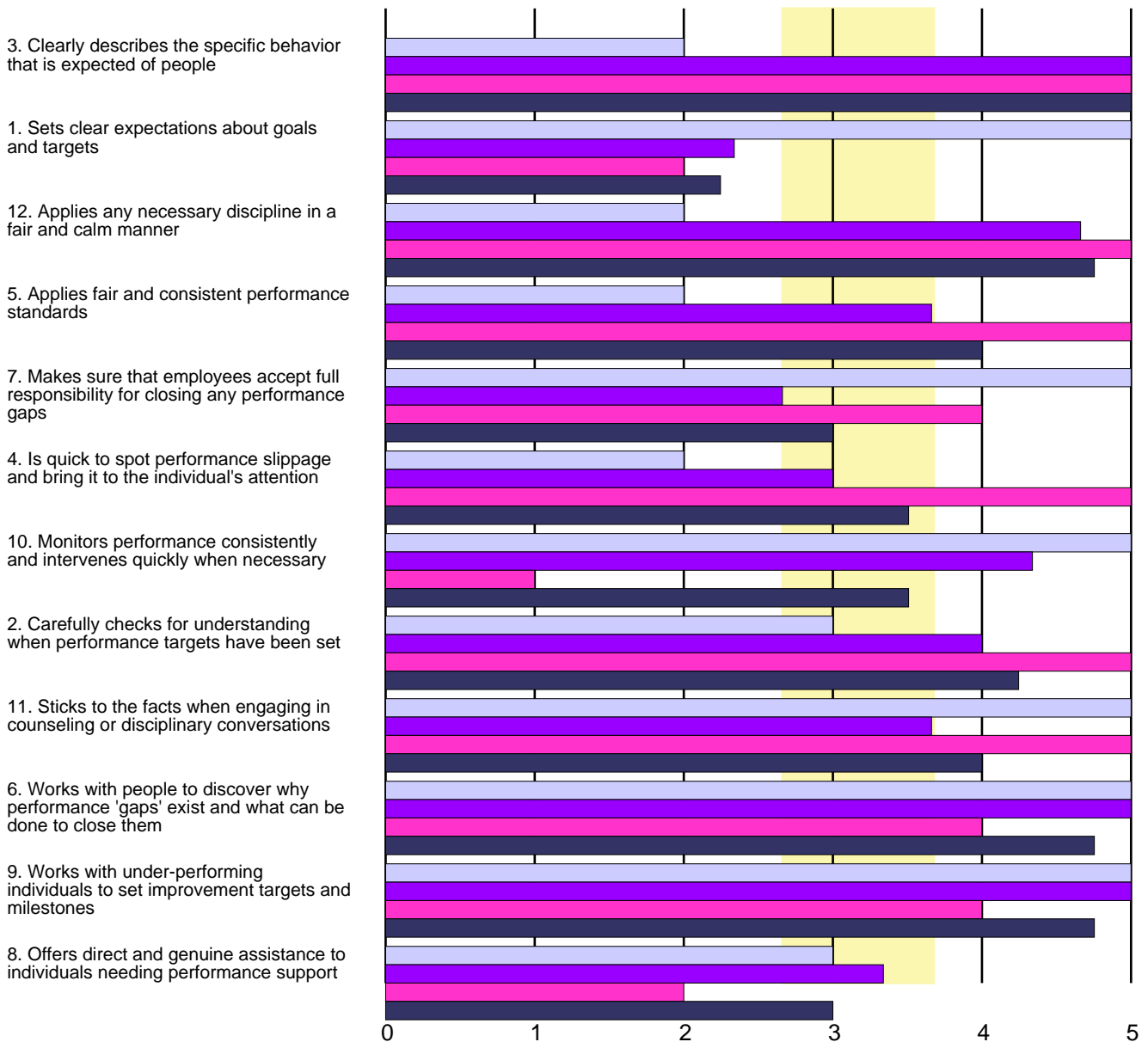
A low scorer is not likely to be paying much attention to the day-to-day performance of his or her employees, and may be seriously out of touch with his or her responsibilities as a manager of others.

#### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') suggest that you set clear performance standards with the people you manage, and try to review progress to ensure that targets are met and individual's are as much on track as possible. You are likely to firmly but fairly counsel or discipline individuals when there is a need to do so.

A high scorer is likely to see counseling and discipline as a positive way to help people recognize a shortfall and to get performance back to the standards expected.

## Management Effectiveness Profile COUNSELING AND DISCIPLINING



■ Self    
 ■ Colleagues    
 ■ Supervisor    
 ■ Norm

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### Improvement actions

Low scorers need to work with people collaboratively to ensure that goals and standards are clear at the outset and then establish a regular monitoring regime whereby help and support can be offered where needed. Where performance starts to slip, low scorers need to step in more quickly and deal with the situation firmly, using counseling and discipline as much as necessary to get performance back on track.

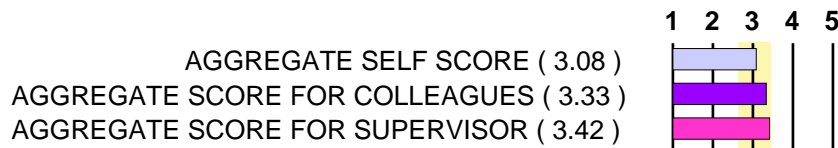
|                                    |   |
|------------------------------------|---|
| <b>Counseling and disciplining</b> | <ul style="list-style-type: none"><li>-If you provide counseling or disciplinary feedback, provide it promptly and factually; note the defect, the desired level of performance, and suggested solutions to the performance problem.</li><li>-In giving counseling feedback, be sure you comment on the performance itself-not the person. Talk about unacceptable behavior.</li><li>-Let employees know that you are willing to provide feedback, so that they will come to you for advice before mistakes are made.</li><li>-Recognize what the person has done well, and encourage him or her to build on these strengths.</li><li>-Set a target date to review performance, and provide feedback on a regular basis. For example, decide to review a subordinate's work every 2 weeks; provide feedback within 24 hours of the review.</li><li>-Always specify a follow-up session to review progress.</li><li>-To learn to give good feedback, observe and practice the behavior of others. Concentrate on providing a description instead of an evaluation or judgment. Give the employee a chance to explain his or her side of the issue.</li></ul> |
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## Management Effectiveness Profile

### GIVING CLEAR INFORMATION

Giving clear information refers to an individual's ability to assess a situation, determine the objectives and give clear, concise, well-organized and convincing messages that will best meet the objective. This competency examines an individual's ability to overcome physical, psychological and semantic barriers in interaction with others; keep on target and avoid digressions; use persuasion effectively and maintain a climate of mutual benefit and trust.

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scores predominantly in the ones and twos ('almost never' and 'occasionally') suggest that you sometimes have difficulty organizing and communicating information in a clear, concise, complete, and convincing manner. The meaning of what you want to say is probably clear to you, but the other person has trouble getting the message. There might be barriers or language problems that keep others from completely understanding of your communications.

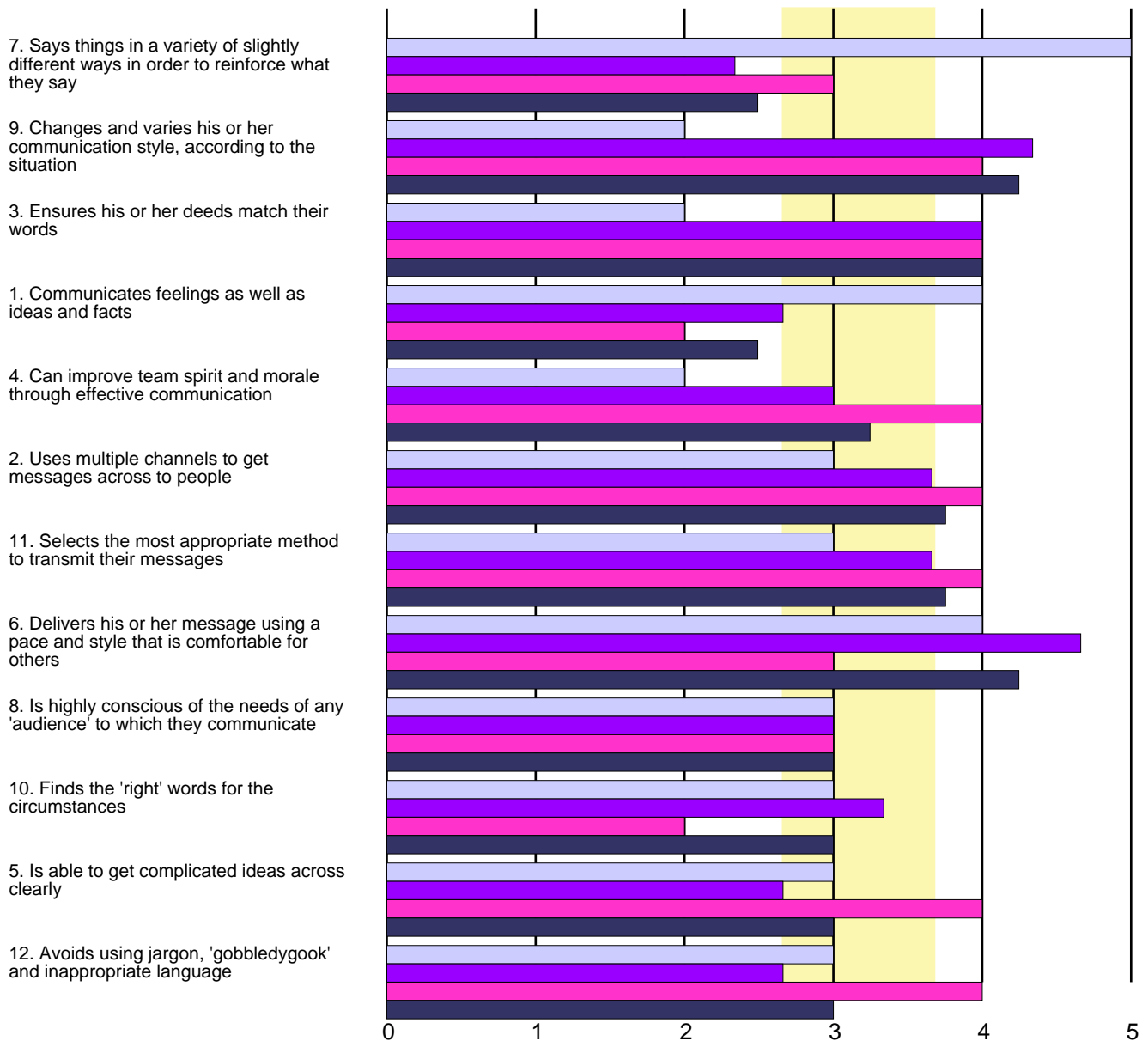
A low scorer is likely to find communication somewhat challenging and perhaps wants to 'get it over and done with' as quickly as possible. Providing clear information might well be regarded as a 'chore' to the low scorer, whose experiences with good communicators and listeners, who act appropriately on what they have heard, might be negative or limited.

#### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') suggest that you think carefully about the channels through which you transmit your message and the communication style that you adopt in order to be successful. To do this, you try hard to always be clear, concise and consistent in what you say and do.

A high scorer is likely to be acutely aware of the power to communicate and influence people successfully through good preparation, understanding audience needs and a variety of transmission methods designed to ensure that every individual is given the best opportunity to appreciate the message.

## Management Effectiveness Profile GIVING CLEAR INFORMATION



Self
  Colleagues
  Supervisor
  Norm

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## Management Effectiveness Profile

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### Improvement actions

Low scorers need to take more time to think about how different individual and group preferences like to receive information. They should particularly consider the impact that different communication channels, the pace and communication style can make to the ultimate understanding of a message (and, therefore, the success of the entire communication or information giving effort).

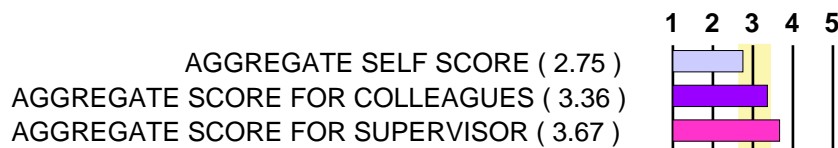
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| <b>Giving clear information</b> | <ul style="list-style-type: none"><li>-Recognize that your actions are likely to speak most loudly when you are communicating to others</li><li>-Do things to support or back-up your verbal messages to help people to understand where you are coming from.</li><li>-Practice varying your personal communication styles or approaches to suit the various situations that you encounter.</li><li>-Avoid complex, jargon based or overly technical communications when you think your audience may struggle to understand or act upon your message.</li><li>-Deliver all of your messages in a slow and measured way, taking into account the particular needs of the subject and the audience.</li><li>-Make a strong effort to put yourself in the other person's position and to imagine what they might be feeling or where they might be coming from in sending the message.</li><li>-Find out what interests you have in common with those with whom you regularly communicate and use this to help build your relationship with them.</li></ul> |
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## Management Effectiveness Profile

### GETTING UNBIASED INFORMATION

Getting unbiased information refers to an individual's ability to use questions, probes and interviewing techniques to obtain unbiased information and then interpret it appropriately. This competency examines an individual's ability to use directive, non-directive and reflective questions effectively; use probes to elicit additional information; recognize latent and manifest meaning; confirm understand and obtain agreement.

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scores predominantly in the ones and twos ('almost never' and 'occasionally') suggest that you might have trouble phrasing questions so that you get unbiased responses and accurate information. People tend to say what they think will please or impress you. If you work on your ability to use non-directive, neutral questions and probes, you can greatly improve the quality and depth of information you receive from others.

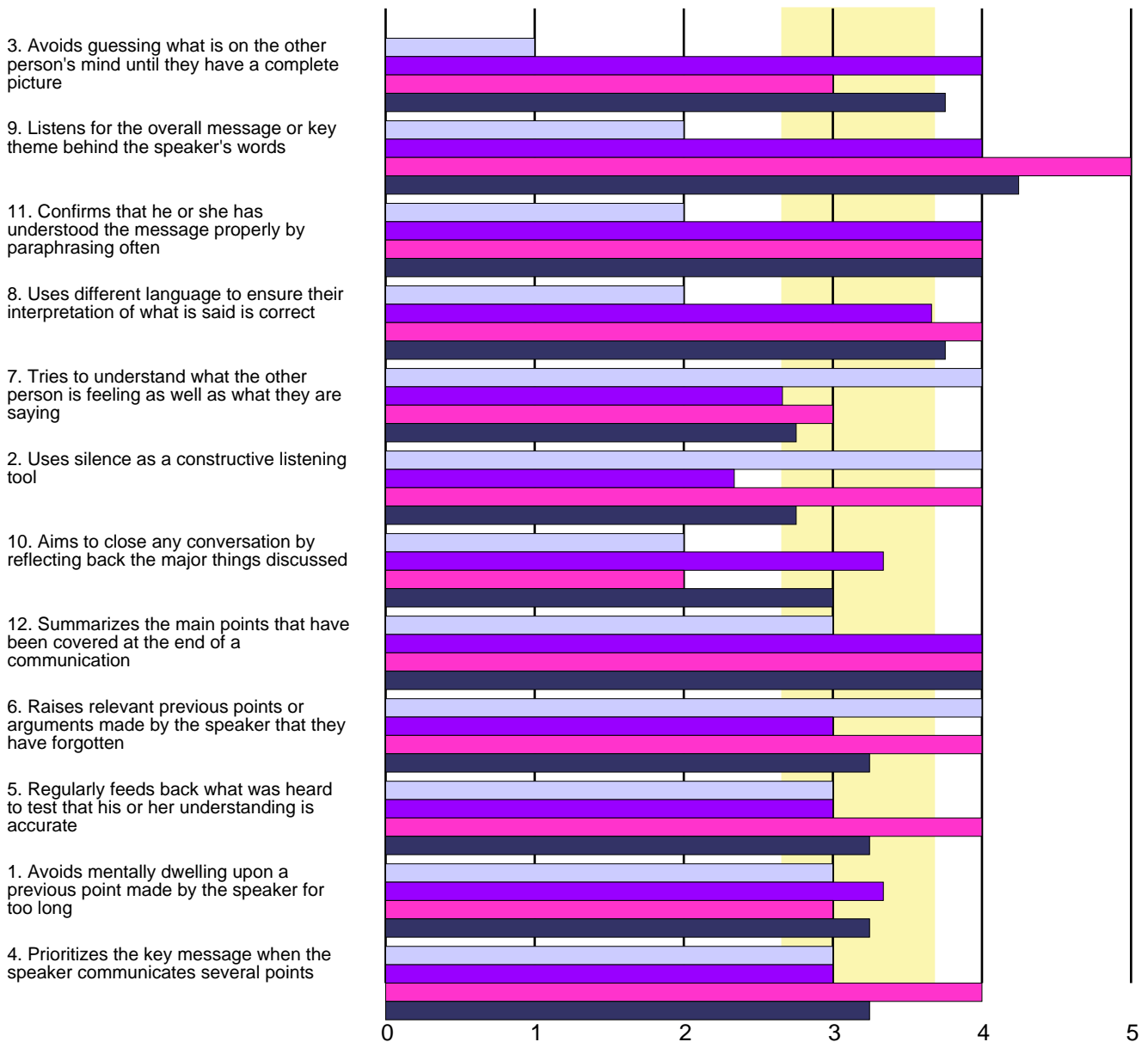
A low scorer is likely to selectively listen or only pay attention to parts of the conversation and therefore does not have enough information to summarize well. The 'quality' of conversations may consequently suffer and in the end, neither party is entirely clear as to whether they have reached a common understanding.

#### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') suggest that you work hard at interpreting and evaluating what a speaker is really trying to say and you repeat it back to them in summary form so that a mutual understanding can be reached.

A high scorer does not generally let a lengthy discourse go by without offering a quick summary, or reflecting back the message before moving on. His or her communications are often therefore more effective and focused

## Management Effectiveness Profile GETTING UNBIASED INFORMATION



■ Self     
 ■ Colleagues     
 ■ Supervisor     
 ■ Norm

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### Improvement actions

Low scorers need to take the time to carefully develop a range of generic questions that can be asked in various conversations that can help them to concentrate and pay close attention to what is being said and get the information they need in the most unbiased way possible. These questions need to be asked in practice as often as possible, taking care to listen patiently for the answers.

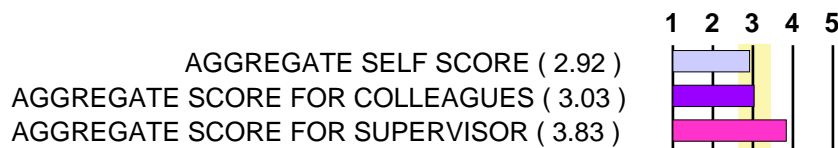
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| <b>Getting unbiased information</b> | <ul style="list-style-type: none"><li>- Try to slow down your thinking during conversations and concentrate on the whole message from the speaker (Including both the words and the emotions that are transmitted).</li><li>- As a direct test of your ability, look to paraphrase what you hear from time to time and directly check your understanding.</li><li>- As soon as the discussion or meeting is over, make notes that capture the facts you've just uncovered.</li><li>- Ask open-ended questions that require more than a "yes" or "no" answer.</li><li>- Avoid thinking about your next question while your respondent is speaking. Pay full attention to what is being said.</li><li>- Be pleasant, positive, and non-judgmental (adult-to-adult, not parent-to-child).</li><li>- Employ the "funnel technique" (i.e., start with non-directive questions, then use self-appraisal questions, then use directive questions to complete the picture).</li></ul> |
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## Management Effectiveness Profile

### IDENTIFYING AND SOLVING PROBLEMS

Identifying and solving problems refers to an individual's ability to identify barriers that interfere with the achievement of goals and apply a systematic set of procedures to eliminate or reduce the causes (root problems). This competency examines an individual's ability to distinguish between symptoms and problems; collect and weighing evidence relating to causes and implement the most appropriate course(s) of action.

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

Scores predominantly in the ones and twos ('almost never' and 'occasionally') suggest that you need to improve your overall problem solving skills. You tend to confuse symptoms with problems and have shown difficulty in identifying the root causes that must be dealt with.

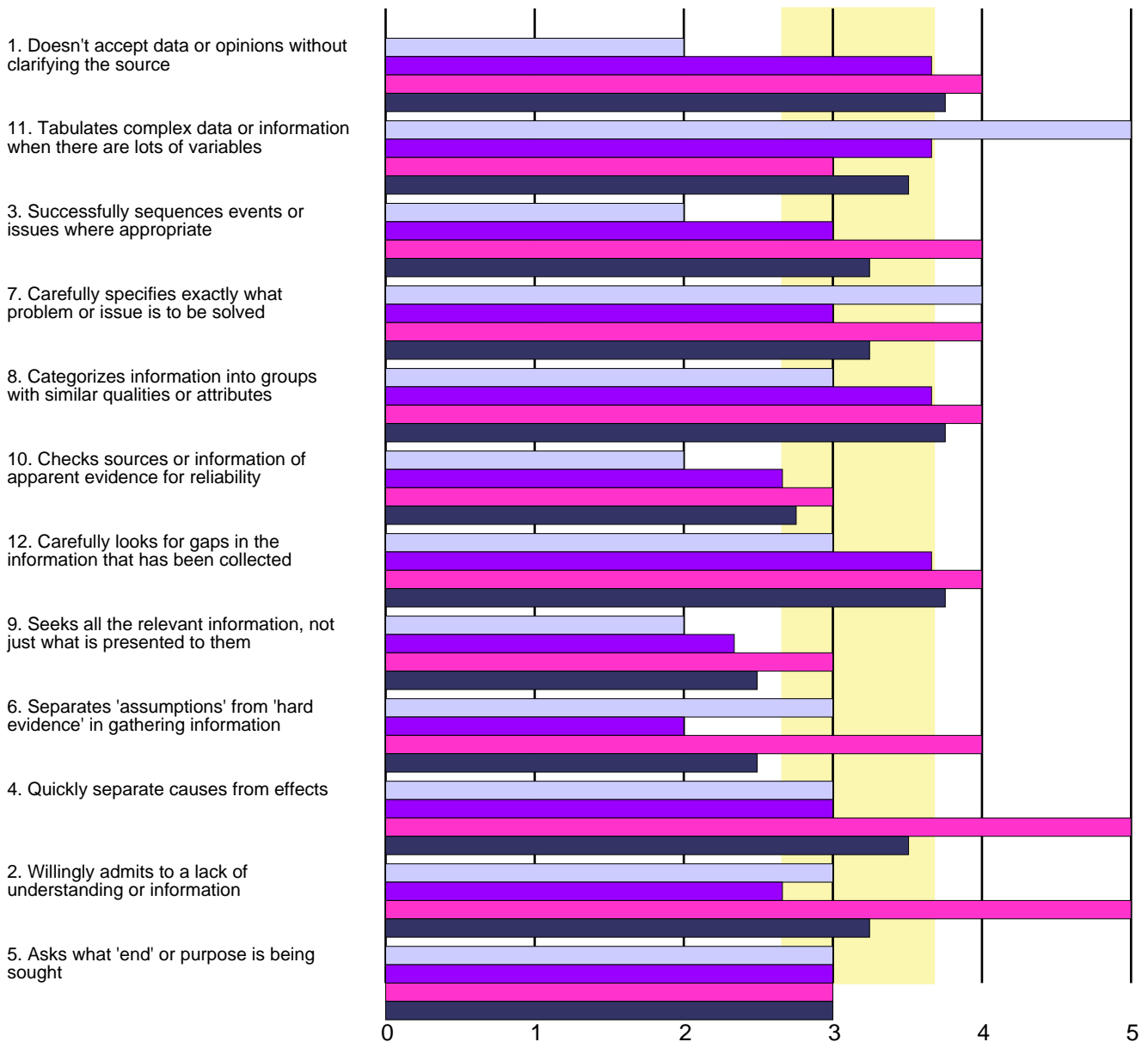
A low scorer does not generally understand the entire situation or 'complete' picture, but nevertheless tends to make decisions and tries to solve a problem, often without first gathering all the necessary facts and/or opinions. Low scorers are likely to willingly accept information without full scrutiny and too readily accept or assume that the source of any data as credible and reasonable.

##### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') suggest that you are an efficient assembler, organizer and categorizer of the information you need to identify a problem and then make a decision to solve it. You tend to be generally aware of what you are looking for, and are able to spot gaps that may require further research.

A high scorer tends to adopt a systematic process for both gathering and sifting information about an issue or a problem, challenging the source of the data as well as the information itself for relevance and reliability. A high scorer will also be quick to ask questions to gain understanding and will keep the overall goals at the forefront of their thinking.

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Self
  Colleagues
  Supervisor
  Norm

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### Improvement actions

Low scorers need to first think about how they will gather and process data before actually doing so. This plan should make sure that the information needed is both complete and reliable and that it is prescribed clearly, distinguishing facts from opinions and 'hard' evidence from supposition.

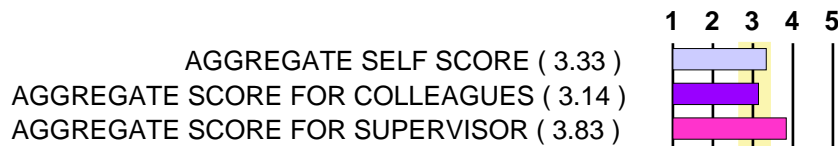
|   |  |
|---|--|
| <b>Identifying and Solving Problems</b> | <ul style="list-style-type: none"><li>-Develop your own step by step process for gathering data and organize it logically and in an ordered fashion</li><li>-Generate or standardize a set of questions that will help you to collect all the information you need without any obvious gaps.</li><li>-Openly admit when there are gaps in the information you need, or ask questions whenever you are unsure.</li><li>-Guard against making assumptions or guessing about data or information with little or no factual evidence to back it up.</li><li>-Think longer and harder about the alternatives presented to you</li><li>-Evaluate the reasoning processes that have been used to reach particular conclusions and ask whether they have been sound, reasonable and comprehensive.</li><li>-Avoid making hasty assessments or arriving at the easiest or most convenient conclusions when the issue is important or sensitive.</li></ul> |
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## Management Effectiveness Profile

### LISTENING AND ORGANIZING

Listening and organizing refers to an individual's ability to understand, organize and analyze what is heard in order to make appropriate decisions about what to think in response to the message. This competency examines an individual's ability to identify and test inferences and assumptions; overcome barriers to effective listening; summarize and reorganize a message for recall and withhold judgment that can bias a response message.

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

Scores predominantly in the ones and twos ('almost never' and 'occasionally') suggest that when others are talking, you tend to make inferences and assumptions based on your own experiences and needs rather than consider the speaker's frame of reference. You tend to allow your mind to wander and your attention to go unfocused. You greatly improve your ability to listen effectively if you withhold judgment and summarize the message every so often to confirm your understanding.

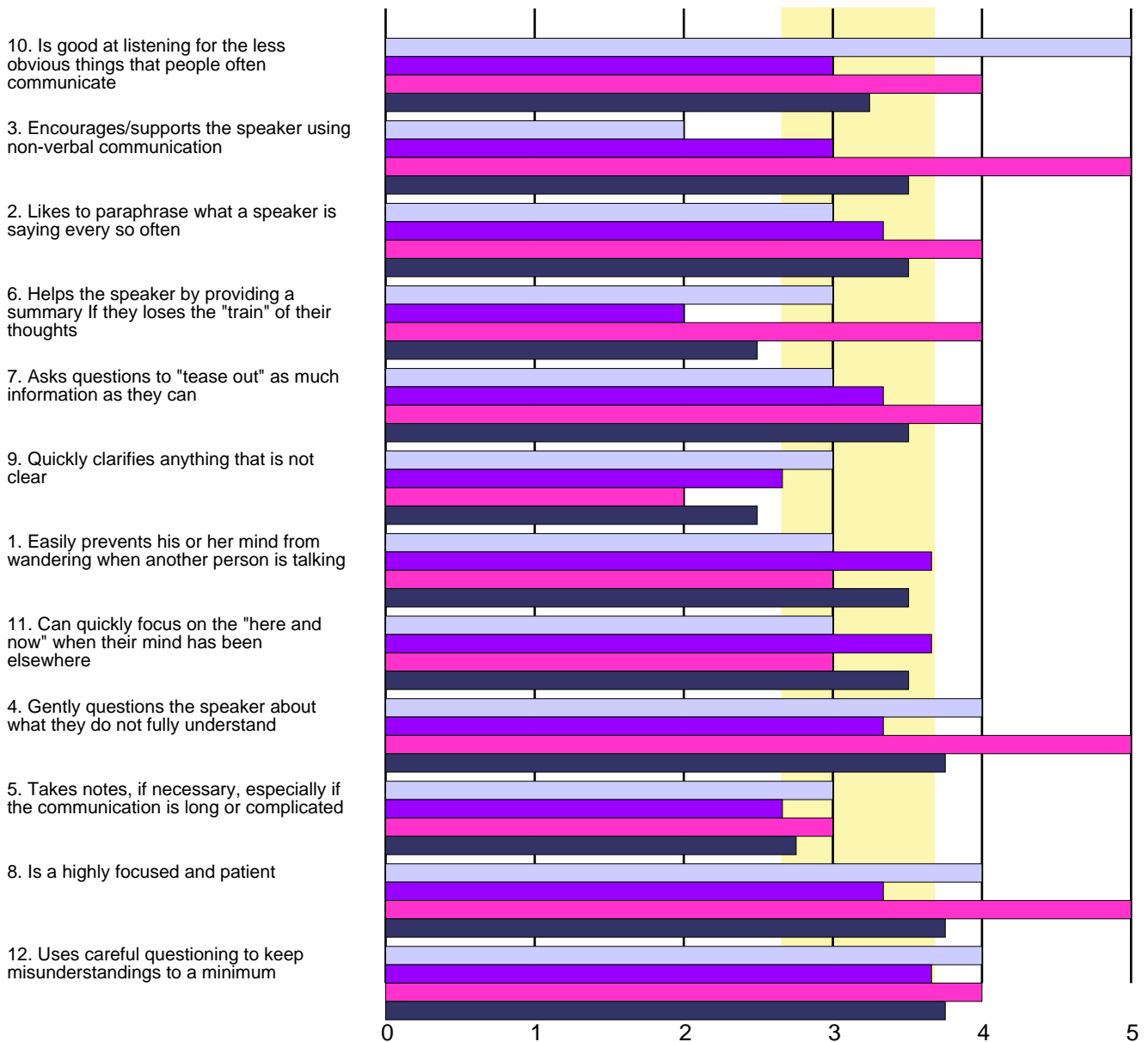
A low scorer is likely to pay little attention to the person with whom they are communicating. They tend to ask few questions for clarification (having neither the time nor the inclination) and as a result become confused about what is being said and misunderstand the message.

##### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') suggest that you well understand the need to both ask questions for clarity, as well as paraphrasing what is being said to ensure that the discussion remains focused and on track.

A high scorer tends to work very hard to concentrate constantly on what the other person is saying. This will usually mean asking as many questions as necessary so that there is no confusion and/or misunderstanding.

## Management Effectiveness Profile LISTENING AND ORGANIZING



Self
  Colleagues
  Supervisor
  Norm

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### Improvement actions

Low scorers need to carefully think about how they can ask a range of questions in various conversations that can help them to concentrate and pay close attention to what is being said. These questions need to be asked as often as necessary, taking care to listen for the answers they elicit before responding.

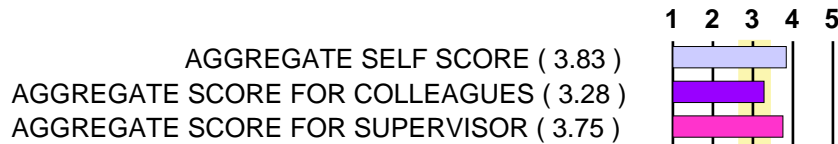
|                                 |   |
|---------------------------------|---|
| <b>Listening and Organizing</b> | <ul style="list-style-type: none"><li>-Concentrate as much as possible on not thinking about your next response whilst the other person is talking.</li><li>-If necessary, take notes on what you hear, Use "affirming" body language to show the speaker that you are focused on what he or she is saying.</li><li>-Be as patient as you can when people are speaking (and especially if they need time to explain something that is not easy to convey).</li><li>-Avoid 'drifting off' into your own mental world and possibly run the risk of missing important points.</li><li>-Maintain as much direct eye contact as you can and show genuine and focused interest in the communication (and avoid generally showing any distraction – physical or mental).</li><li>-Try to smile at people more often and be a friendly and sincere as you can when they are talking to you.</li><li>-Make a strong effort to put yourself in the other person's position and to imagine what they might be feeling or where they might be coming from in sending their message.</li></ul> |
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## Management Effectiveness Profile

### MAKING DECISIONS AND WEIGHING RISK

Making decisions and weighing risk refers to an individual's ability to systematically examine options: to identify limits, outcomes and risks to be considered; assign weights to each possible alternative and select the best option for meeting the desired goals and standards.

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

Scores predominantly in the ones and twos ('almost never' and 'occasionally') suggest that although you make dozens of small decisions with ease every day, you might have difficulty when confronted with larger decisions that require the evaluation of many factors. By learning how to use techniques such as a decision matrix, how to assign weights to these factors (the "desirables"), and how to score each option (alternative) on each factor, you can greatly improve your performance.

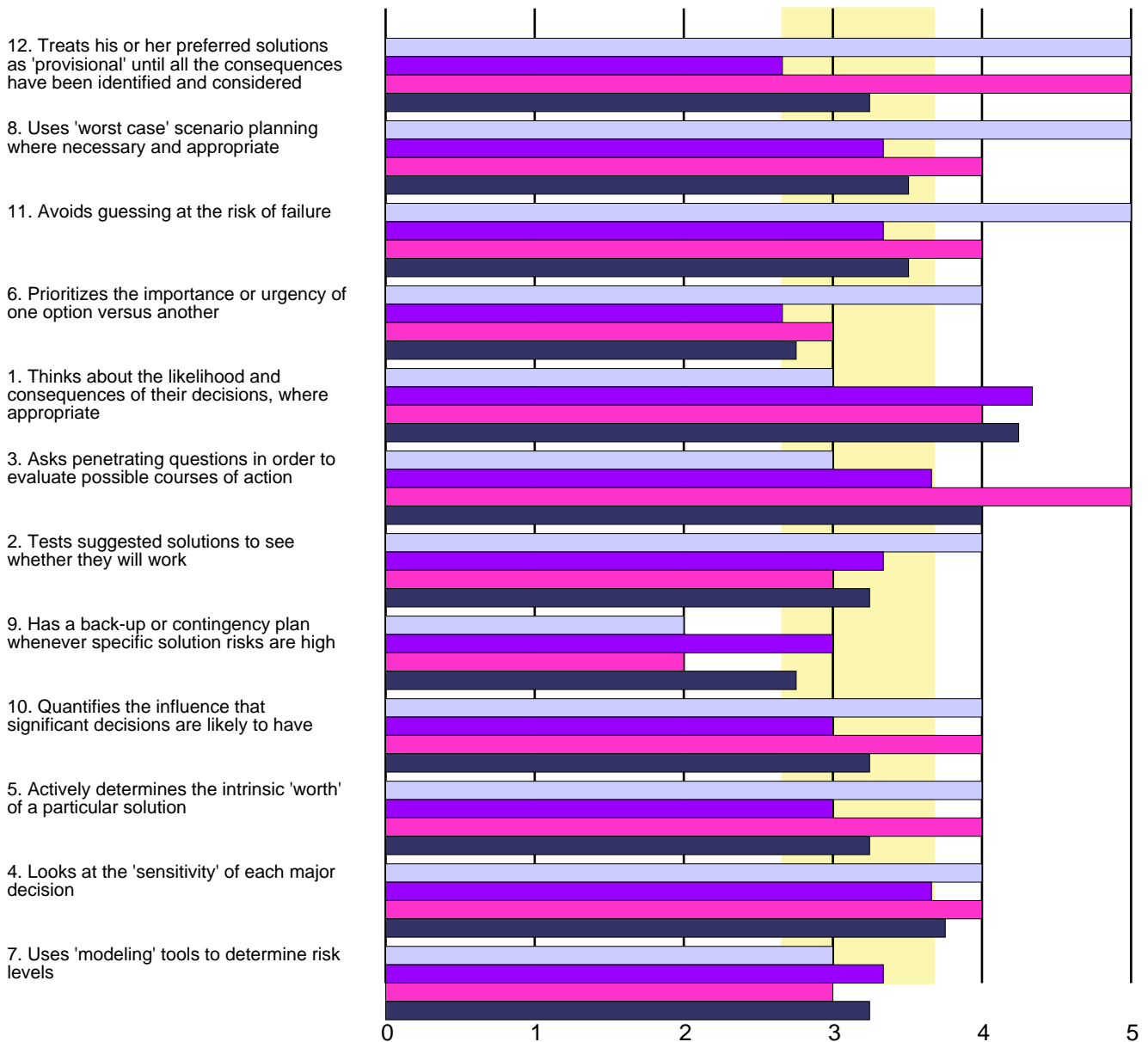
A low scorer is likely to ignore consequential risk or impact, or to heavily underestimate any adverse consequences that might arise from a particular course of action. This person tends to start implementing a solution without adequate planning or too quickly and either makes unnecessary mistakes or discover new and unforeseen problems that they may not be able to easily solve.

##### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') suggest that you almost automatically consider the potential risks that exist for a chosen course of action, or as a result of a significant decision. This means that you generally will evaluate both consequential impact and the likelihood of occurrence before finally deciding.

A high scorer tends to evaluate ideas and strategies in terms of their potential future impact, but will also find ways to raise awareness of possible risks for others. As such, they are also likely to effectively promote any difficulties or problems that need more focus or effort to overcome them.

## Management Effectiveness Profile MAKING DECISIONS AND WEIGHING RISK



Self
  Colleagues
  Supervisor
  Norm

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**Making decisions and weighing risk refers to an individual's ability to systematically examine options: to identify limits, outcomes and risks to be considered; assign weights to each possible alternative and select the best option for meeting the desired goals and standards.**

#### Improvement actions

Low scorers need to understand that all strategies carry at least some degree of risk, and should take more time trying to measure or calculate it in practical terms. Where the risk is not obvious, low scorers should question the likely impact of decisions or what contingency plans have been put in place should something go wrong.

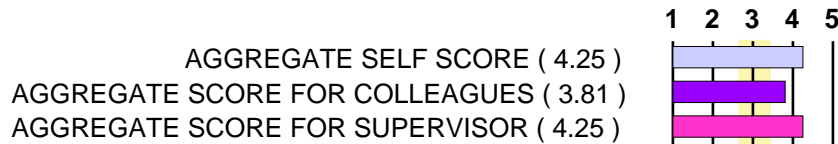
|   |   |
|---|---|
| <b>Making decisions and weighing risk</b> | <ul style="list-style-type: none"><li>-Think about the subject of risk from two perspectives. Likelihood, or the frequency with which problems or difficulties might occur, and consequence or the severity of the potential impact. Think in terms of high, medium or low risk initially but develop this into a more discerning calculation system in due course.</li><li>-Design the criteria by which you are going to evaluate different options before writing down all the alternative ideas or possible courses of action on paper side by side.</li><li>-Review all of the comparisons to ensure that you make a sound decisions as often as possible.</li><li>-Listen carefully and patiently until all the information being presented is complete and before finally deciding.</li><li>-Make sure that in all of your evaluations, you are comparing apples with apples (so that comparisons are fair and equitable).</li><li>-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 help you confidently reach a decision, present or propose it and stick with it.</li><li>-To avoid "group think," require members of your work unit to research and argue the alternative viewpoint—to play devil's advocate. It will bring about more understanding of the broader consequences.</li></ul> |
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## Management Effectiveness Profile

### MANAGING AND PRIORITIZING TIME

Managing and Prioritizing Time refers to an individual's ability to manage time: To negotiate priorities, exercise self-discipline; control interruptions by shaping the behavior of others whose priorities are different and become time-effective rather than time-efficient.

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

Scales predominantly in the ones and twos ('occasionally' and 'almost never') suggest that you spend "little or no time" in systematically organizing your workload or thinking about the next tasks before starting to work on them.

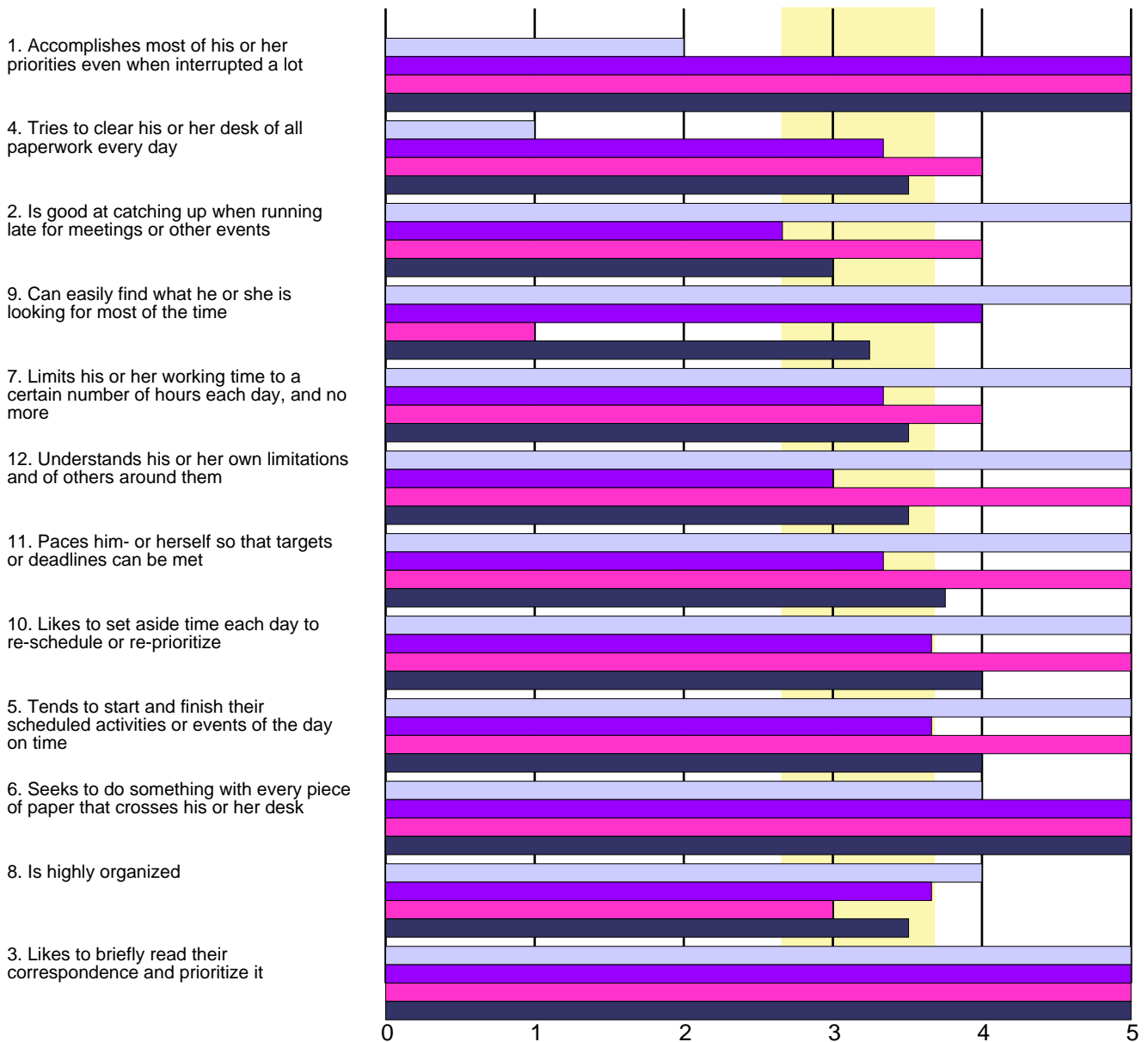
A low score person is likely to feel that he or she has more tasks than there is time in the day to do them. As a result this person will typically take on whatever comes next or seems to be most urgent without organizing themselves or others as well as they might.

##### HIGH (greater than 3.5)

Scales predominantly in the fours and fives ('almost always' and 'very frequently') suggest that you are able to effectively organize yourself and others in order to adjust to significant changes in your workload and to quickly re-organize or re-prioritize when necessary.

A high scorer is likely to see personal organization as a critical part of overall time management and prioritization. They appreciate the need to think about the on-going fluctuations in workload and changes in deadlines and will re-organize themselves and others in order to achieve the best result.

## Management Effectiveness Profile MANAGING AND PRIORITIZING TIME



Self
  Colleagues
  Supervisor
  Norm

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### Improvement actions

Low scorers need to recognize that people, resources, goals, deadlines and available time will have to be organized in order to achieve the right results – in other words you cannot float through each day adrift on the sea of changing priorities. As a result, low scorers need to take charge of their personal priorities and learn that there is always an optimal sequence for tackling a series of future tasks or projects.

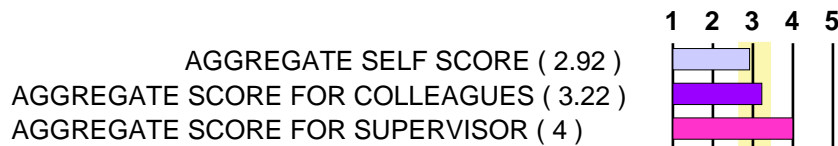
|  |   |
|--|---|
| <p><b>Managing and prioritizing time</b></p> | <ul style="list-style-type: none"> <li>-Make sure that all your planned and unplanned activities of the day and week are always scheduled and re-scheduled as necessary.</li> <li>-Set up a system to make sure that you can find things you need regularly and think carefully about targets and deadlines for tasks or projects.</li> <li>-Try not to make commitments until you have looked at your overall workload and worked out what is possible and how much re-organization will be necessary.</li> <li>-Realistically recognize that your own limitations (and the limitations of others around you) upon which you may depend to meet your targets and deadlines.</li> <li>-List the main interruptions that you are likely to encounter (like phone calls, mail, drop-in visitors' etc).</li> <li>-Design 'spare' time into your daily or weekly schedule to allow for some interruptions (but be clear about how you will manage them when they occur).</li> <li>-Commit to managing casual interruptions from people by clearly telling people who drop in that your have important priorities that you must be attended to first.</li> </ul> |
|--|---|

## Management Effectiveness Profile

### PLANNING AND SCHEDULING WORK

Planning and scheduling work refers to an individual's ability to manage projects (one-time programs) and processes (ongoing workflow) by applying the major tools and techniques of management. . This competency looks at an individual's ability to analyze complex tasks and break them into manageable units; select and manage resources appropriate to the tasks; use systems and techniques to plan and schedule work and set checkpoints and controls for monitoring progress.

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

Scores predominantly in the ones and twos ('almost never' and 'occasionally') suggest that you may find it difficult to exert much influence over the planning and scheduling of activities at work. A variety of interruptions ('rush' projects, unscheduled delays, non-productive activities) make it very difficult to plan ahead. You are often forced to manage reactively ('putting out fires') rather than proactively, which can be very frustrating.

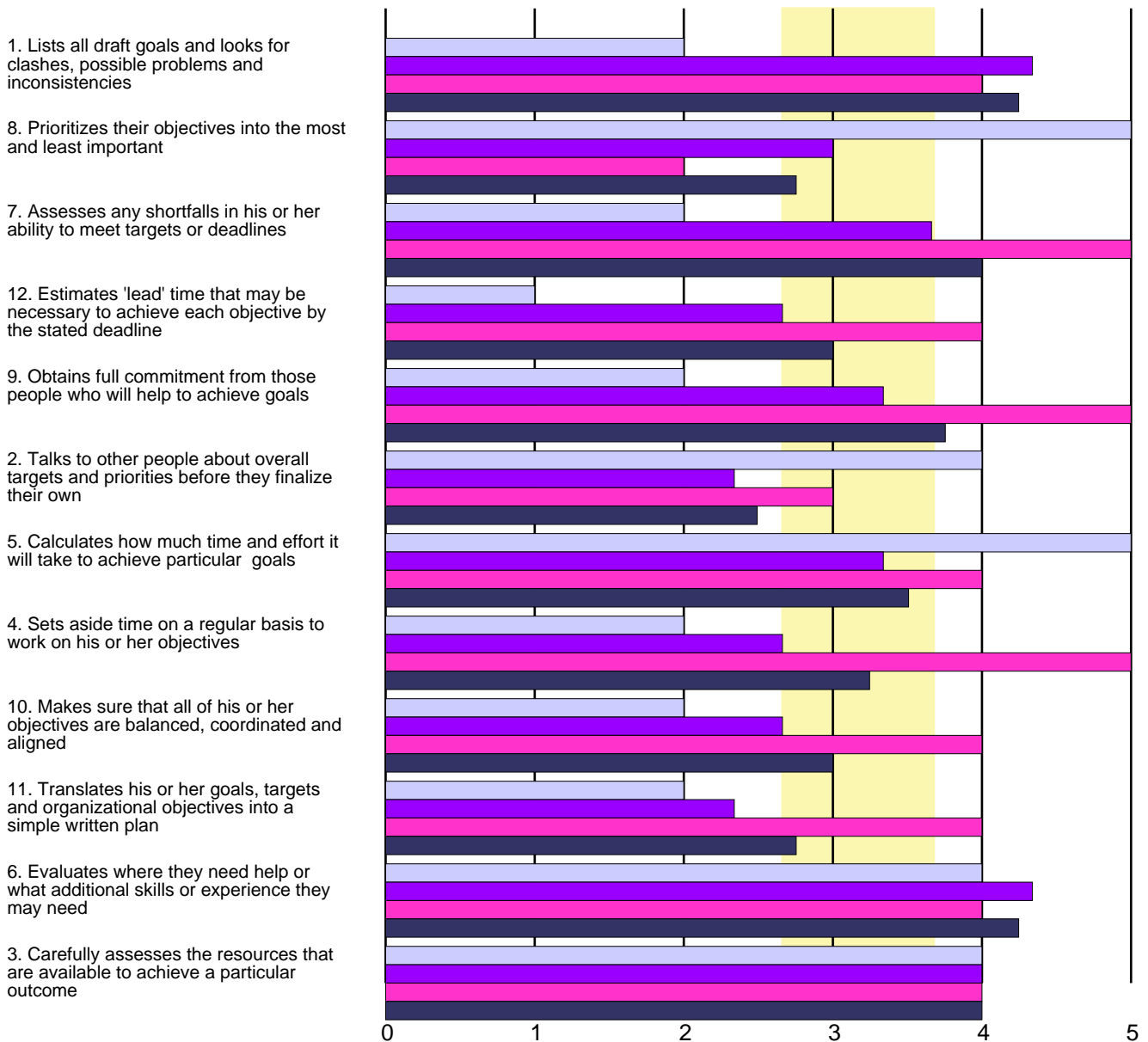
A low scorer is likely to find that lack of careful preparation and effort to organize at the outset will quickly lead to an inability to reach even their first milestones successfully (unless, they are extremely lucky). Goals and targets may also be attacked randomly and with insufficient overall effort.

##### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') suggest that you engage in quiet and reflective planning and organizing about how to achieve your goals before you potentially waste time by 'jumping the gun'. You are therefore likely to carefully assess the time and resources you have available to you and organize yourself and others to achieve the best result you can in a planned and ordered way.

A high scorer is likely to prioritize him or herself, the time that they have available, other people (when they need to be called on to help) and the resources needed to achieve the objective. A person who scores high in this area will understand the risks and potential problems that could be faced and therefore develop contingency plans and alternative strategies.

## Management Effectiveness Profile PLANNING AND SCHEDULING WORK



Self
  Colleagues
  Supervisor
  Norm

The above chart is sorted in descending order of gaps. The gap is the difference between your summary score and the average of those that rated you.

Norm bars shown on this chart are the progressive average aggregate scores of all team leaders and peers rating individuals on this questionnaire.

## Management Effectiveness Profile PLANNING AND SCHEDULING WORK

Planning and scheduling work refers to an individual's ability to manage projects (one-time programs) and processes (ongoing workflow) by applying the major tools and techniques of management. . This competency looks at an individual's ability to analyze complex tasks and break them into manageable units; select and manage resources appropriate to the tasks; use systems and techniques to plan and schedule work and set checkpoints and controls for monitoring progress.

### Improvement actions

Low scorers need to take more time to plan and organize well before they "jump in" trying to achieve their objectives. They therefore must look for balance and coordination between objectives and ensure that they have the ability to meet deadlines or targets. If not, they must change the plan or the goal where necessary.

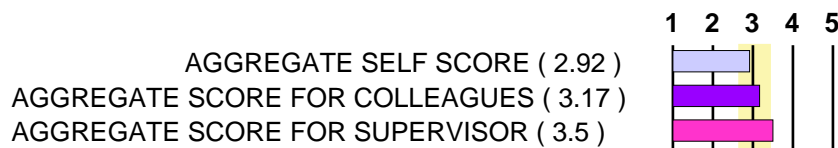
|                                     |   |
|-------------------------------------|---|
| <b>Planning and scheduling work</b> | <ul style="list-style-type: none"><li>-Talk to people about their priorities and commitments before estimating how much time, effort and resources may be necessary to achieve particular goals.</li><li>-Use your experience to build appropriate lead-times into your goals and line up people to help, where this is necessary and appropriate.</li><li>-Carefully estimate how much time and resources will be required to achieve each goal before committing to any deadlines upon which others might depend.</li><li>-After drafting your goals, assess where skill or resource gaps might exist and plan in detail how you are going to deal with them.</li><li>-Force yourself to spend at least at few minutes each day, writing out what is important to achieve in the day or the week ahead.</li><li>-Make a list and prioritize it into MUST DO, SHOULD DO and NICE TO DO IF THERE IS TIME categories.</li><li>-Assign time estimates for each activity. Use the formula that assigns weights to the optimistic, most-likely, and most-pessimistic estimates.</li></ul> |
|-------------------------------------|---|

## Management Effectiveness Profile

### SETTING GOALS AND STANDARDS

Setting goals and standards refers to an individual's ability to manage activities and projects using measurable goals and standards, working with others to help them to develop understanding and build commitment. This competency looks at an individual's ability to evaluate and prioritize goals, intentions and action standards; eliminate barriers to the goal setting process; evaluate goals against criteria and standards and use goals to motivate

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

Scores predominantly in the ones and twos ('almost never' and 'occasionally') suggest that you may have trouble distinguishing between wishes, activities, goals, and standards. Those with whom you work need to know what goals and standards you expect of them. You tend to focus more on activities than goals, and are likely to give assignments without collaborating with others to determine the goals and standards to be met.

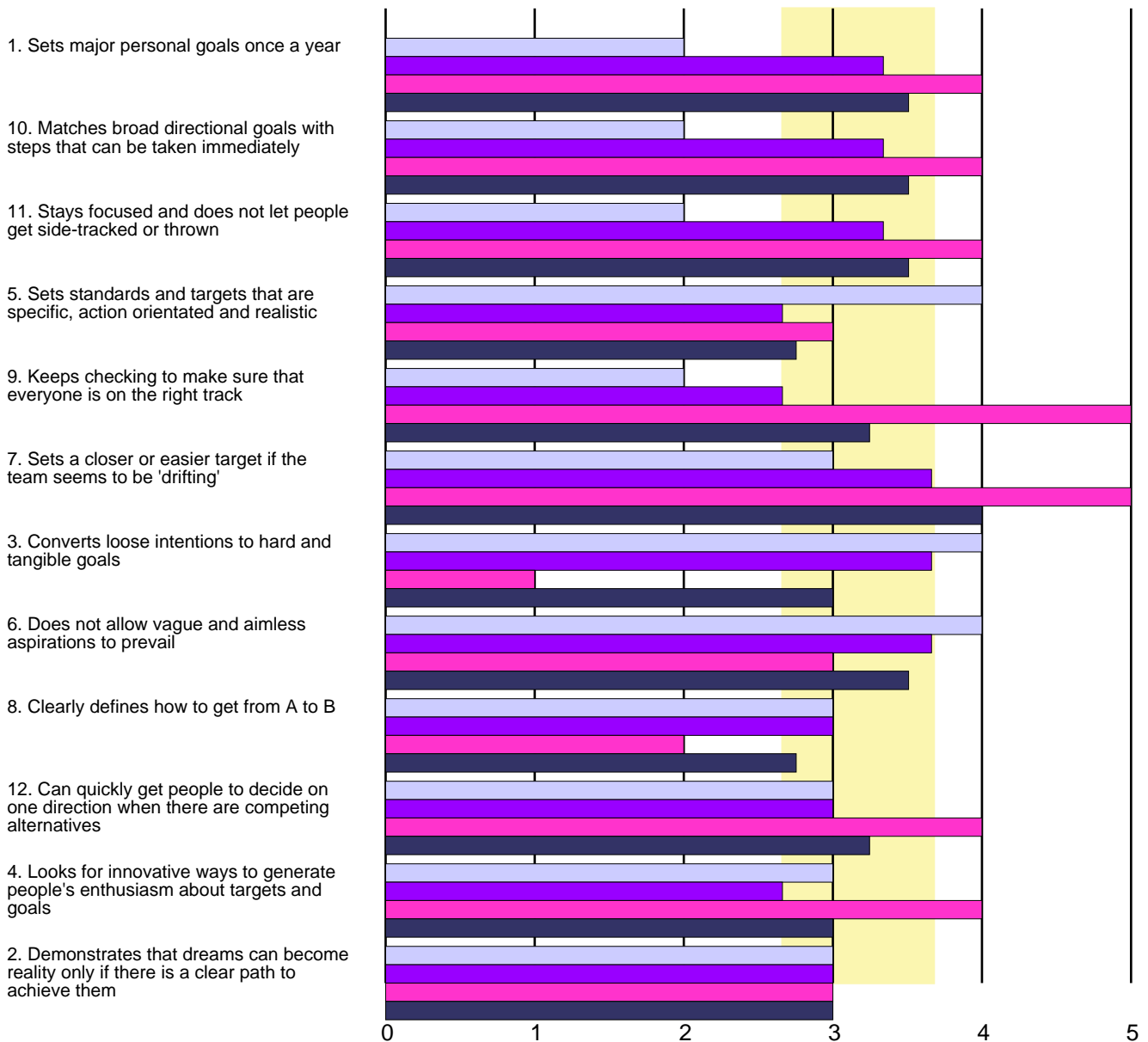
A low scorer is likely to find it difficult to translate idle thoughts or general dreams about the future into specific directional steps that either they or others can take in the short term. Low scorers tend to come across as indecisive, deliberately vague and 'aimless' and even prone to causing confusion by identifying more than one possible direction to take.

##### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') suggest that you are adept at converting broad, vague or general intentions into very coordinated goals or 'aligned' direction and setting standards by which these should be achieved.

A high scorer is likely to enjoy developing concrete and practical standards of performance and action plans that can be quickly and easily followed by themselves and others. This person can remain focused on one overall direction or course, and will see that people are not distracted or side tracked unless absolutely necessary (in which case he or she will adjust course and keep everybody informed).

## Management Effectiveness Profile SETTING GOALS AND STANDARDS



Self
  Colleagues
  Supervisor
  Norm

The above chart is sorted in descending order of gaps. The gap is the difference between your summary score and the average of those that rated you.

Norm bars shown on this chart are the progressive average aggregate scores of all team leaders and peers rating individuals on this questionnaire.

## Management Effectiveness Profile SETTING GOALS AND STANDARDS

Setting goals and standards refers to an individual's ability to manage activities and projects using measurable goals and standards, working with others to help them to develop understanding and build commitment. This competency looks at an individual's ability to evaluate and prioritize goals, intentions and action standards; eliminate barriers to the goal setting process; evaluate goals against criteria and standards and use goals to motivate

### Improvement actions

Low scorers need to weigh alternative courses of action to achieve a particular future result more effectively and to decide on one broad direction that they can readily describe and communicate to everyone in clear language with appropriate standards. Low scorers should also invite one or two people to help them stay on track and keep goals and targets clear for all to see.

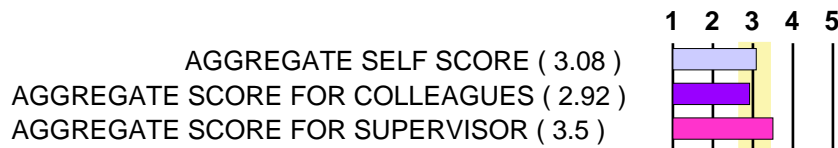
|                                    |  |
|------------------------------------|--|
| <b>Setting goals and standards</b> | <ul style="list-style-type: none"><li>- Start setting clear goals for yourself, and use the experience to set broader targets that are concise and action-oriented</li><li>- Make sure that others find targets clear and easy to follow.</li><li>- Keep reviewing with your written goals to ensure that they remain realistic and that you stay on track.</li><li>- Use a structured process to evaluate the different courses of action that are open to you to achieve a particular goal or target</li><li>- Ask your 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? Use the information you gather to make some adjustments</li><li>- Before presenting options or solutions, look for diverse opinions and share information in advance, so that those who need to 'buy-in' to the issue are not surprised</li><li>- Hold regular progress review meetings so that everyone working on large-scale goals will develop better overall team spirit</li></ul> |
|------------------------------------|--|

## Management Effectiveness Profile

### THINKING CLEARLY AND ANALYTICALLY

Thinking clearly and analytically refers to an individual's ability to apply logic and think analytically in order to effectively interpret situations and information before deciding what actions to take. This competency examines an individual's ability to identify valid premises and drawing logical conclusions from them; separate fact from inference and assumption; use inductive and deductive logic effectively and recognize fallacies, false premises and generalizations that are based on insufficient evidence.

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

Scores predominantly in the ones and twos ('almost never' and 'occasionally') suggest that you may often accept information that looks good on the surface but in reality, it is based on flawed logic. You need to learn how to question statements that spring from faulty premises, inadequate information, and shaky conclusions. Analytical thinking is a skill that we were not usually taught in school, but it can be improved through training and development.

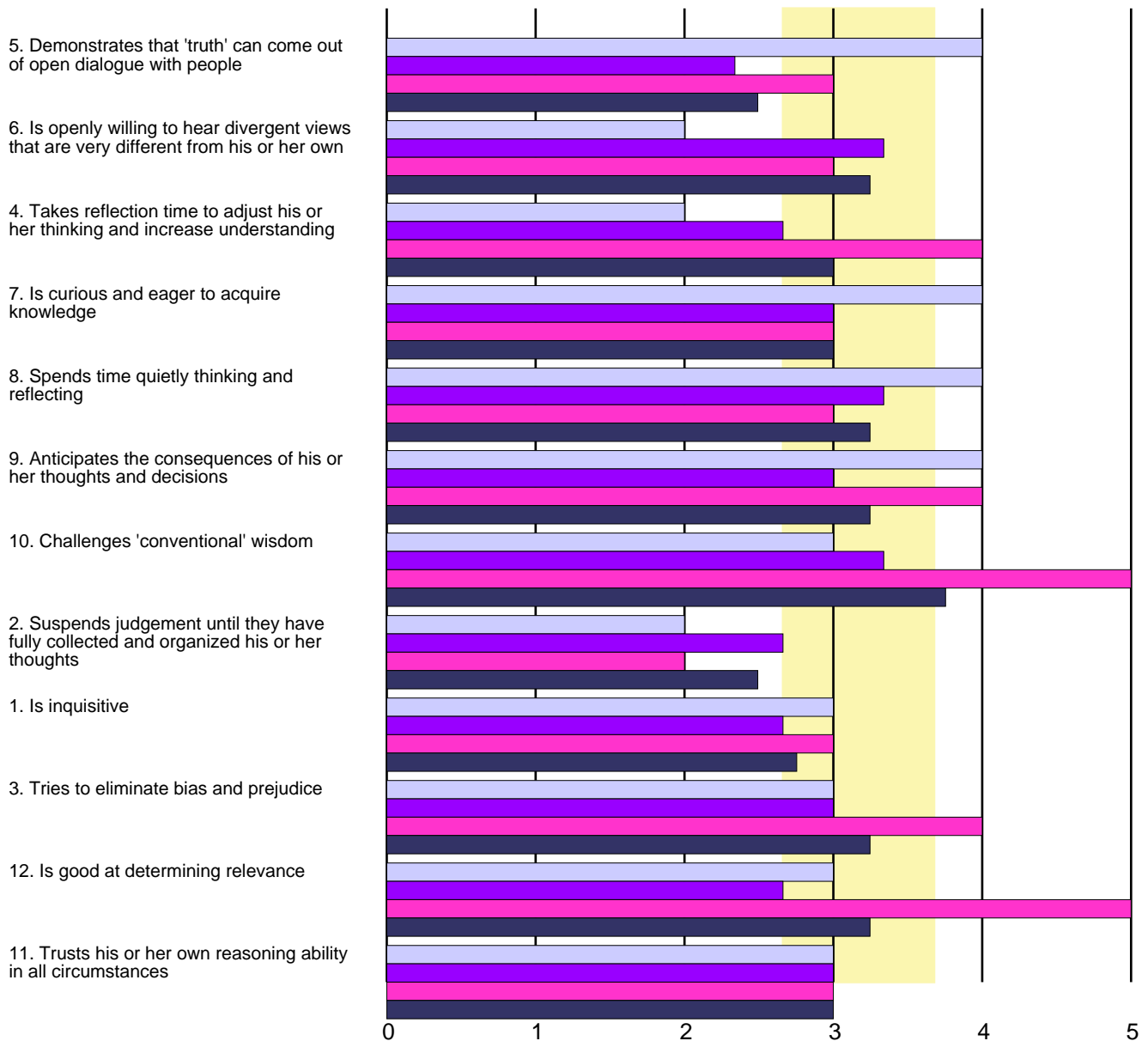
A low scorer tends to approach problems with relatively fixed views, hoping that solutions can be drawn from previous experience or practice. Low scorers are less likely to 'open, 'free form' or loosely described situations or issues, preferring to be told what the problem is about, and even where the solution might lie.

##### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') suggest that you are very confident about your own ability to approach even difficult problems or challenges in a well-ordered and systematic way. You are also likely to be comfortable with ambiguity and do not feel the need to find an quick or single or simple solution to a problem.

A high scorer tends to be naturally curious and inquisitive about what makes 'the world' or people 'tick' in general. As such, this kind of person is likely to enjoy thinking about complex or difficult issues and will spend a considerable amount of analytical and reflective time looking to find clearer answers.

## Management Effectiveness Profile THINKING CLEARLY AND ANALYTICALLY



Self
  Colleagues
  Supervisor
  Norm

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## Management Effectiveness Profile

### THINKING CLEARLY AND ANALYTICALLY

Thinking clearly and analytically refers to an individual's ability to apply logic and think analytically in order to effectively interpret situations and information before deciding what actions to take. This competency examines an individual's ability to identify valid premises and drawing logical conclusions from them; separate fact from inference and assumption; use inductive and deductive logic effectively and recognize fallacies, false premises and generalizations that are based on insufficient evidence.

### Improvement actions

Low scorers needs to become much more open minded about their experiences and should ask the question "why" much more frequently. Low scorers should also be more accommodating of views that are different to their own, and look for the value or significance of these ideas and assess how they might contribute a more useful explanation or complete picture about what is happening.

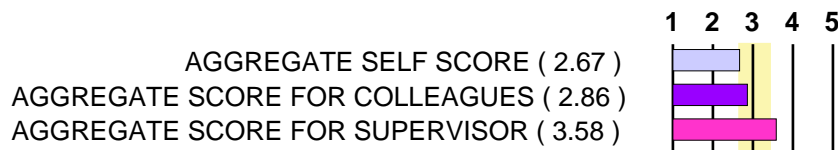
|  |   |
|--|---|
| <b>Thinking clearly and analytically</b> | <ul style="list-style-type: none"><li>-Practice mentally challenging what you see and hear and try generating more than one interpretation or alternative to explain your experiences.</li><li>-Try to be less 'dogmatic' in your views and try to tolerate ambiguity more readily.</li><li>-Develop your curiosity by asking 'how' and 'why' as often as you sensibly can.</li><li>-Check your own thinking for any undue prejudice and bias when you are evaluating ideas or suggestions.</li><li>-Always consider upon the consequences of your ideas, opinions, judgments and decisions and then reflect to improve the overall quality of your thinking</li><li>-Design the criteria by which you are going to evaluate different options before writing down all the alternative ideas or possible courses of action on paper side by side (to see how they measure up).</li><li>-Listen carefully and patiently until all the information being presented is complete and before finally deciding.</li></ul> |
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## Management Effectiveness Profile

### TRAINING, COACHING AND DELEGATING

Training, coaching and delegating refers to an individual's ability to develop people. This competency therefore covers the ability to select the right people; reach agreement on plans for action; keep a balance between input and output; transfer responsibility to the employee; provide feedback effectively and appropriately reward good performance.

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

Scores predominantly in the ones and twos ('almost never' and 'occasionally') suggest that you have trouble developing others to do tasks and to take on more responsibility. Perhaps you lack experience in delegating and are more comfortable handling assignments yourself, rather than training and coaching others to handle them. You must develop the ability to analyze human behavior as well as use positive and negative reinforcement to influence others. These things are critical to success in this competency.

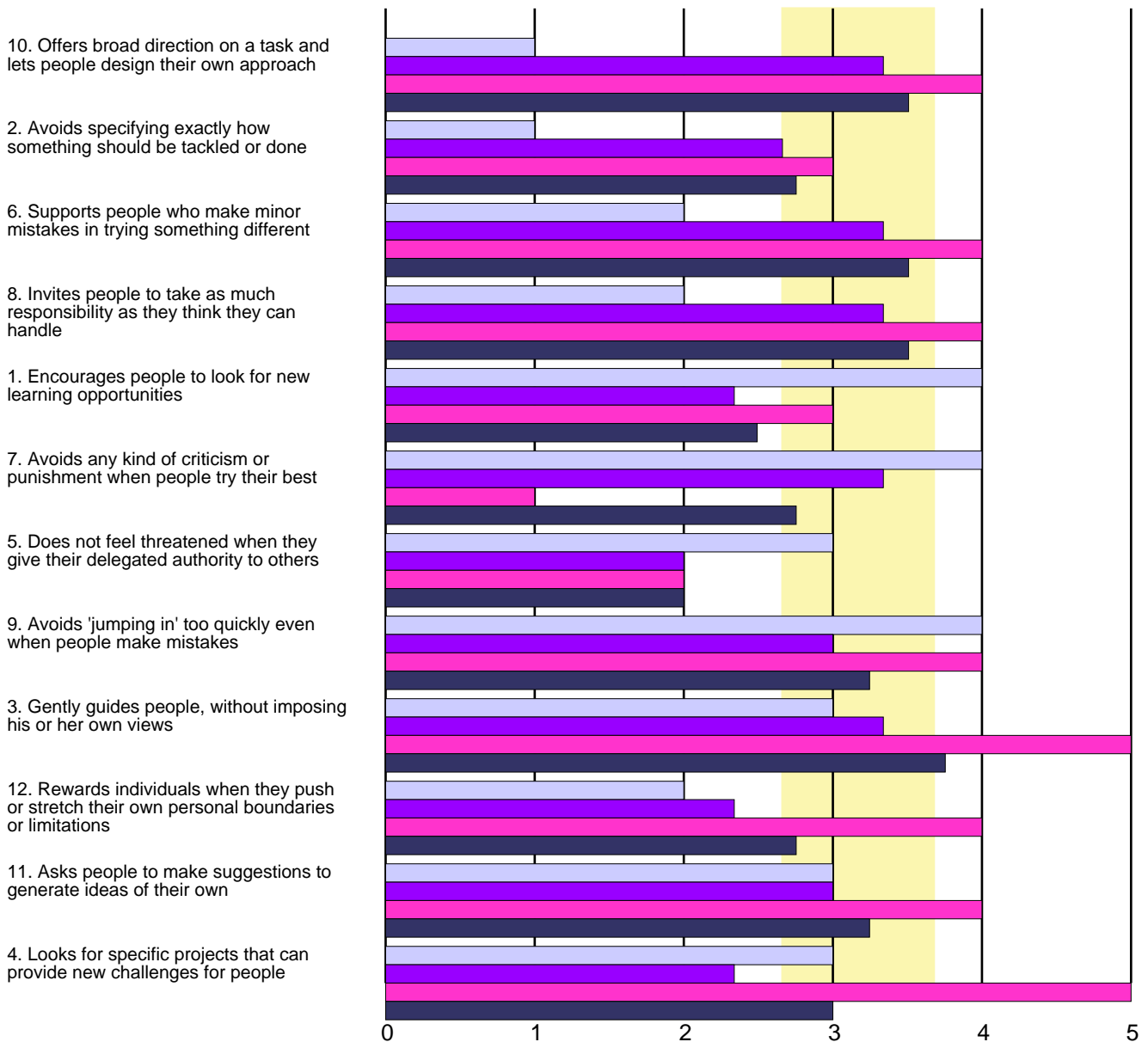
A low scorer is likely to take on too much by him or herself and usually offers only low level or 'safe' tasks to others that can be supervised or that have low levels of risk or consequence if things go wrong. Low scorers may also impose their opinions on others too regularly, and even take tasks and projects back from people that are not performing to their exacting standards.

##### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') suggest that you enjoy seeing people take on new and stretching tasks and personally grow because they are given the room to take reasonable risks and different approaches by themselves. You therefore tend to delegate a lot of responsibility to people you believe are capable, and you encourage people to take on personal challenges and goals.

A high scorer is likely to actively look for ways to empower individuals to take on responsibility and even move the limits of their 'comfort zone' in handling new or different tasks. High scorers will rarely feel uncomfortable about giving their authority to others, and will generally give people as much support, as they need, even when mistakes or less-than-optimal paths are chosen.

## Management Effectiveness Profile TRAINING, COACHING AND DELEGATING



■ Self    
 ■ Colleagues    
 ■ Supervisor    
 ■ Norm

The above chart is sorted in descending order of gaps. The gap is the difference between your summary score and the average of those that rated you.

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## Management Effectiveness Profile TRAINING, COACHING AND DELEGATING

Training, coaching and delegating refers to an individual's ability to develop people. This competency therefore covers the ability to select the right people; reach agreement on plans for action; keep a balance between input and output; transfer responsibility to the employee; provide feedback effectively and appropriately reward good performance.

### Improvement actions

Low scorers need to become less structured and should be less distrusting that others can achieve results up to the same standards. As such, they should offer only broad directional guidance when delegating (or assigning a task) and should try to avoid intervening unless it is absolutely critical or the individual asks for help.

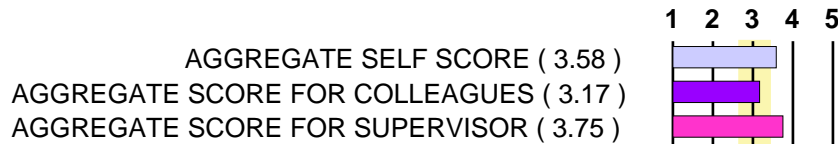
|  |  |
|--|--|
| <b>Training, Coaching and Delegating</b> | <ul style="list-style-type: none"><li>-Look for a variety of new learning opportunities for those you are helping to develop.</li><li>-Describe possible courses of action, but leave enough room for people to decide on their own approaches and goals.</li><li>-Develop a set of useful general questions that you can ask of people to help them reflect upon whether their current approach or actions represent the best they can achieve.</li><li>-Encourage individuals you coach to look at the deeper root causes of their challenges, problems or issues</li><li>-Identify specific tasks or projects that can challenge and stretch people's skills or get them thinking in new directions.</li><li>-Support people when they make minor or understandable mistakes</li><li>-Reward hard work, innovation and effort to stretch personal boundaries.</li></ul> |
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## Management Effectiveness Profile

### APPRAISING PEOPLE AND PERFORMANCE

Appraising people and performance refers to an individual's ability to carry out a constructive performance appraisal by providing on-going feedback, jointly evaluating past performance, coming to agreement on future expectations, and development of a plan to see that these expectations are met.

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scores predominantly in the ones and twos ('almost never' and 'occasionally') suggest that assessing the performance strengths and weaknesses of others and their root causes (the analysis of human behavior) does not come easily for you. Giving constructive, corrective feedback may be even more difficult. You therefore need practice in giving feedback to others and getting them to spell out the actions they will take to improve performance.

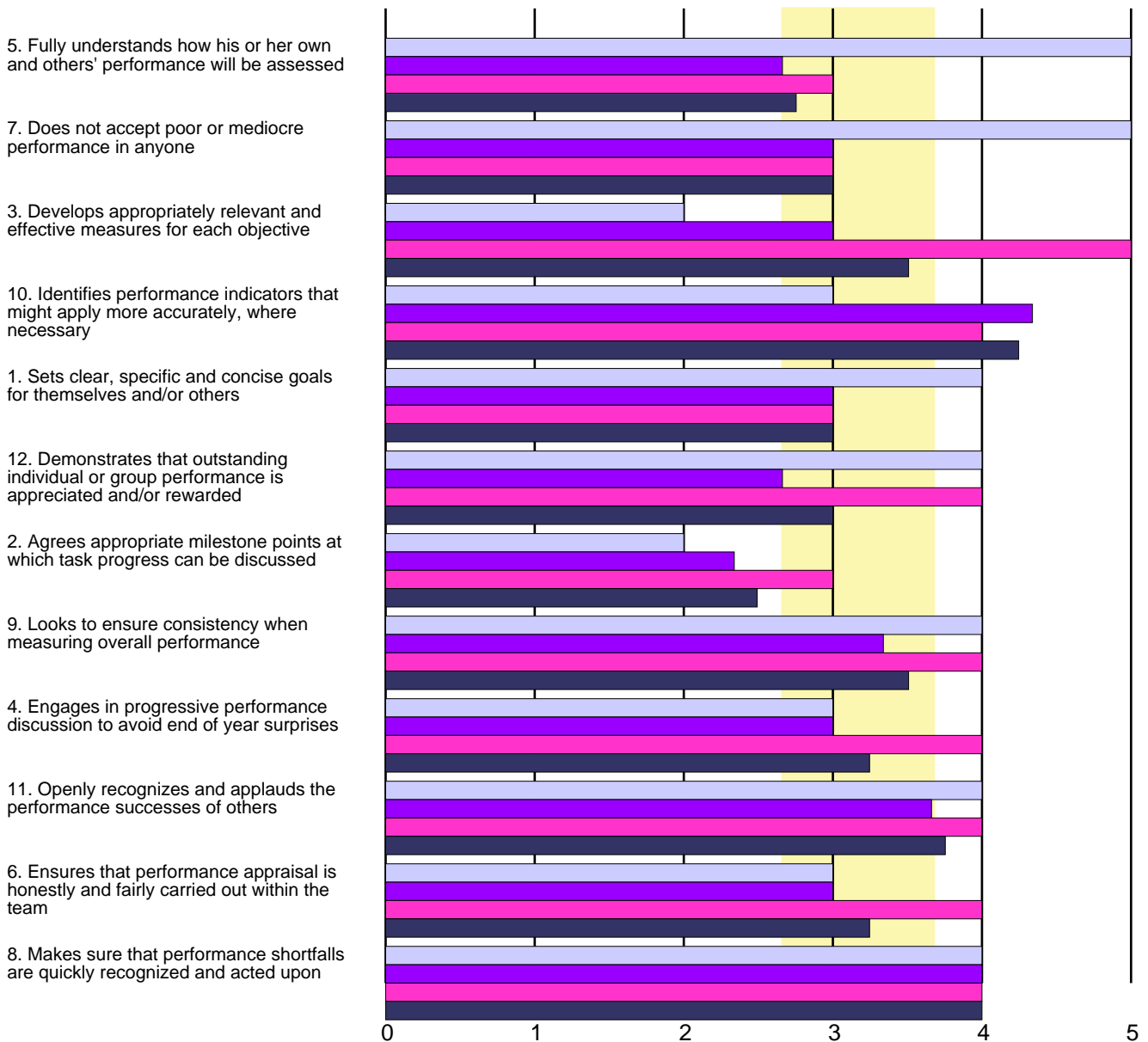
A low scorer tends to set few goals, and even when they do, they lack focus and clarity. As a result, general progress may be difficult to measure, and individual actions may be sporadic and divorced from the efforts of other team members. Low scorers may tend to operate quite independently within the team and any negative comments about their performance at the end of any appraisal period will consequently come as a surprise.

#### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ('almost always' and 'very frequently') suggest that this individual recognizes the importance of setting clear and unequivocal goals for themselves and others, and clearly knows that reviewing performance on a regular basis is critical to keeping people on track. This person also tries to be consistent in quickly addressing performance shortfalls and in celebrating performance successes.

A high scorer tends to be clear and focused about their own work objectives and take an interest in the progressive performance of both themselves and of the team as a whole. High scorers are also likely to quickly recognize personal or team shortfalls (and act to correct the situation) as well as applaud performance 'wins' wherever they occur.

## Management Effectiveness Profile APPRAISING PEOPLE AND PERFORMANCE



■ Self     
 ■ Colleagues     
 ■ Supervisor     
 ■ Norm

The above chart is sorted in descending order of gaps. The gap is the difference between your summary score and the average of those that rated you.

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## Management Effectiveness Profile APPRAISING PEOPLE AND PERFORMANCE

Appraising people and performance refers to an individual's ability to carry out a constructive performance appraisal by providing on-going feedback, jointly evaluating past performance, coming to agreement on future expectations, and development of a plan to see that these expectations are met.

### Improvement actions

Low scorers need to clearly identify the overall goals of the organization and the team before developing their own personal set of linked, clearly written and measurable performance objectives. Low scorers should also spend more time tracking overall team and individual performance on a regular basis and respond to relative success and failure in positive ways on a shared basis.

|  |  |
|--|--|
| <b>Appraising people and performance</b> | <ul style="list-style-type: none"><li>-Go out of your way to recognize outstanding performance and do it publicly to encourage others to do something similar.</li><li>-Be consistent in evaluating performance and in providing feedback; apply the same positive and negative standards to all employees.</li><li>-Before conducting a performance-feedback session, take notes on the key items of information that will be passed along to the employee. Stick to these items during the feedback session; do not wander off the topic.</li><li>-Document and remember the positive and the negative aspects of individual performance. (We have a tendency to remember and place too much importance on negative performance.)</li><li>-If you provide negative feedback, provide it promptly and factually; note 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.</li><li>-In giving negative feedback, separate the person from the performance. Do not personalize negative feedback (Do NOT say things like "You are lazy."). Rather, talk about the behaviors that are wrong (e.g., "this is the third time you are late with a report.").</li><li>-Work with employees to help them prepare an individual development plan for the next year that lists activities and goals for their personal growth and development.</li></ul> |
|--|--|

# THE '10/10' REPORT

## Top 10 strengths according to supervisor

|                                  |   | scores |      |       |
|----------------------------------|---|--------|------|-------|
|                                  |   | Self   | Sup. | Coll. |
| Counseling and disciplining      | 2. Carefully checks for understanding when performance targets have been set        | 3.0    | 5.0  | 4.0   |
| Counseling and disciplining      | 3. Clearly describes the specific behavior that is expected of people               | 2.0    | 5.0  | 5.0   |
| Counseling and disciplining      | 4. Is quick to spot performance slippage and bring it to the individual's attention | 2.0    | 5.0  | 3.0   |
| Counseling and disciplining      | 5. Applies fair and consistent performance standards                                | 2.0    | 5.0  | 3.7   |
| Counseling and disciplining      | 11. Sticks to the facts when engaging in counseling or disciplinary conversations   | 5.0    | 5.0  | 3.7   |
| Counseling and disciplining      | 12. Applies any necessary discipline in a fair and calm manner                      | 2.0    | 5.0  | 4.7   |
| Getting unbiased information     | 9. Listens for the overall message or key theme behind the speaker's words          | 2.0    | 5.0  | 4.0   |
| Identifying and Solving Problems | 2. Willingly admits to a lack of understanding or information                       | 3.0    | 5.0  | 2.7   |
| Identifying and Solving Problems | 4. Quickly separate causes from effects   | 3.0    | 5.0  | 3.0   |
| Listening and Organizing         | 3. Encourages/supports the speaker using non-verbal communication                   | 2.0    | 5.0  | 3.0   |

## Top 10 development needs according to supervisor

|                                   |  | Self | Sup. | Coll. |
|-----------------------------------|--|------|------|-------|
| Counseling and disciplining       | 10. Monitors performance consistently and intervenes quickly when necessary        | 5.0  | 1.0  | 4.3   |
| Managing and prioritizing time    | 9. Can easily find what he or she is looking for most of the time                  | 5.0  | 1.0  | 4.0   |
| Setting goals and standards       | 3. Converts loose intentions to hard and tangible goals                            | 4.0  | 1.0  | 3.7   |
| Training, Coaching and Delegating | 7. Avoids any kind of criticism or punishment when people try their best           | 4.0  | 1.0  | 3.3   |
| Counseling and disciplining       | 1. Sets clear expectations about goals and targets                                 | 5.0  | 2.0  | 2.3   |
| Counseling and disciplining       | 8. Offers direct and genuine assistance to individuals needing performance support | 3.0  | 2.0  | 3.3   |
| Giving clear information          | 1. Communicates feelings as well as ideas and facts                                | 4.0  | 2.0  | 2.7   |
| Giving clear information          | 10. Finds the 'right' words for the circumstances                                  | 3.0  | 2.0  | 3.3   |
| Getting unbiased information      | 10. Aims to close any conversation by reflecting back the major things discussed   | 2.0  | 2.0  | 3.3   |
| Listening and Organizing          | 9. Quickly clarifies anything that is not clear                                    | 3.0  | 2.0  | 2.7   |

## Top 10 strengths according to colleagues

|                                   |   | Self | Sup. | Coll. |
|-----------------------------------|---|------|------|-------|
| Counseling and disciplining       | 3. Clearly describes the specific behavior that is expected of people                       | 2.0  | 5.0  | 5.0   |
| Counseling and disciplining       | 6. Works with people to discover why performance 'gaps' exist and what can be done to close | 5.0  | 4.0  | 5.0   |
| Counseling and disciplining       | 9. Works with under-performing individuals to set improvement targets and milestones        | 5.0  | 4.0  | 5.0   |
| Managing and prioritizing time    | 1. Accomplishes most of his or her priorities even when interrupted a lot                   | 2.0  | 5.0  | 5.0   |
| Managing and prioritizing time    | 3. Likes to briefly read their correspondence and prioritize it                             | 5.0  | 5.0  | 5.0   |
| Managing and prioritizing time    | 6. Seeks to do something with every piece of paper that crosses his or her desk             | 4.0  | 5.0  | 5.0   |
| Counseling and disciplining       | 12. Applies any necessary discipline in a fair and calm manner                              | 2.0  | 5.0  | 4.7   |
| Giving clear information          | 6. Delivers his or her message using a pace and style that is comfortable for others        | 4.0  | 3.0  | 4.7   |
| Appraising people and performance | 10. Identifies performance indicators that might apply more accurately, where necessary     | 3.0  | 4.0  | 4.3   |
| Counseling and disciplining       | 10. Monitors performance consistently and intervenes quickly when necessary                 | 5.0  | 1.0  | 4.3   |

## Top 10 development needs according to colleagues

|                                   |   | Self | Sup. | Coll. |
|-----------------------------------|---|------|------|-------|
| Identifying and Solving Problems  | 6. Separates 'assumptions' from 'hard evidence' in gathering information                          | 3.0  | 4.0  | 2.0   |
| Listening and Organizing          | 6. Helps the speaker by providing a summary If they loses the "train" of their thoughts           | 3.0  | 4.0  | 2.0   |
| Training, Coaching and Delegating | 5. Does not feel threatened when they give their delegated authority to others                    | 3.0  | 2.0  | 2.0   |
| Counseling and disciplining       | 1. Sets clear expectations about goals and targets  | 5.0  | 2.0  | 2.3   |
| Giving clear information          | 7. Says things in a variety of slightly different ways in order to reinforce what they say        | 5.0  | 3.0  | 2.3   |
| Getting unbiased information      | 2. Uses silence as a constructive listening tool  | 4.0  | 4.0  | 2.3   |
| Identifying and Solving Problems  | 9. Seeks all the relevant information, not just what is presented to them                         | 2.0  | 3.0  | 2.3   |
| Appraising people and performance | 2. Agrees appropriate milestone points at which task progress can be discussed                    | 2.0  | 3.0  | 2.3   |
| Planning and scheduling work      | 2. Talks to other people about overall targets and priorities before they finalize their own      | 4.0  | 3.0  | 2.3   |
| Planning and scheduling work      | 11. Translates his or her goals, targets and organizational objectives into a simple written plan | 2.0  | 4.0  | 2.3   |

## COURSE AND READING SUGGESTIONS

The following are general reading and course suggestions that may help you to better understand the two categories in which your scores were the lowest and to assist you in writing your development plan.

### Training, Coaching and Delegating

**Training, coaching and delegating refers to an individual's ability to develop people. This competency therefore covers the ability to select the right people; reach agreement on plans for action; keep a balance between input and output; transfer responsibility to the employee; provide feedback effectively and appropriately reward good performance.**

#### Course Suggestions

- Coaching other people
- Empowering others
- Trainer skills
- Building trust and empathy
- Delegation skills

#### Reading Suggestions

- The complete guide to coaching at work, Perry Zeus and Suzanne Skiffington, 2000
- Masterful Coaching Fieldbook, Robert Hargrove, 1999
- Train-the-Trainer Workshop. Penny Ittner and Alex Douds.
- The Competent Leader. Peter Stark and Jane Flaherty.
- SkillBuilder™ Booklets: Effective Coaching Skills/ Delegation Skills. Jon Warner, Ph.D.
- One-Page Coach: Effective Coaching Skills Workshop. Jon Warner, Ph.D.
- 50 Activities for Coaching & Mentoring. Donna Berry, Charles Cadwell, and Joseph Fehrmann. Activity Book.
- Complete Mentoring Program. Dr. Norman Cohen. Workshop/ Books/ Assessments.
- Stop Managing, Start Coaching!: How Performance Coaching Can Enhance Commitment and Improve Productivity. Jerry W. Gilley and Nathaniel W. Boughton (Contributors). Irwin Professional Publishing.
- Coaching, Mentoring and Managing. William Hendricks, Sam Bartlett, and Joe Gilliam (Editors). Career Press.
- The Management Guide to Delegating (The Management Guide Series). Kate Keenan, and Anne Taute (Editors). Ravette Books.
- Delegating for Results (Fifty Minute Series). Robert B. Maddux. Crisp Publications.

#### Other Suggestions

- Complete the "Coaching Effectiveness Profile". Jon Warner, Ph.D. Available as a paper-and-pencil or online assessment.
- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

## COURSE AND READING SUGGESTIONS

### Thinking clearly and analytically

Thinking clearly and analytically refers to an individual's ability to apply logic and think analytically in order to effectively interpret situations and information before deciding what actions to take. This competency examines an individual's ability to identify valid premises and drawing logical conclusions from them; separate fact from inference and assumption; use inductive and deductive logic effectively and recognize fallacies, false premises and generalizations that are based on insufficient evidence.

#### Course Suggestions

- Critical thinking
- Creativity and innovation
- Lateral Thinking
- Analytical thinking
- Diversity and cultural awareness

#### Reading Suggestions

- Asking the right questions-A Guide to critical thinking, Neil Browne and Stuart Keeley, 1997
- The Art of Thinking, Vincent Ruggiero, 1997
- The Manager's Pocket Guide to Creativity. Alexander Hiam.
- SkillBuilder™ Booklet: Creativity and Innovation. Jon Warner, Ph.D.
- Quick Wits: 50 Activities for Developing Critical Thinking Skills. Marlene Caroselli
- About Thinking. Ward W. Fearnside. Prentice Hall.
- The Leader's Edge: Mastering the Five Skills of Breakthrough Thinking. Guy A. Hale. McGraw-Hill Companies.
- Thinking for Yourself: Developing Critical Thinking Skills. Marlys Mayfield. International Thomson Publishing.
- Acquiring Critical Thinking Skills. Marilyn Meltzer and Susan Marcus Palau W.B. Saunders Co.
- Critical Thinking. Brooke Noel Moore and Richard Parker. Mayfield Publishing Company.
- Asking the Right Questions: A Guide to Critical Thinking. Neil M. Browne and Stuart Keeley. Prentice Hall.
- The Creative Brain. Ned Herrmann. Ned Herrmann Associates.

#### Other Suggestions

- Complete the "Creativity and Innovation Effectiveness Profile". Jon Warner, Ph.D. Available as a paper and pencil or online assessment
- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

## DEVELOPMENT PLAN

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report and ideas that are suggested in the attached coaching tips.

|  |              |     |     |     |
|--|--------------|-----|-----|-----|
| Development Area: <b>Monitors performance consistently and intervenes quickly when necessary</b>     |              | 5.0 | 1.0 | 4.3 |
| Action to Take:  | Target Date: |     |     |     |
| Development Area: <b>Does not feel threatened when they give their delegated authority to others</b> |              | 3.0 | 2.0 | 2.0 |
| Action to Take:  | Target Date: |     |     |     |
| Development Area: <b>Sets clear expectations about goals and targets</b>                             |              | 5.0 | 2.0 | 2.3 |
| Action to Take:  | Target Date: |     |     |     |
| Development Area: <b>Agrees appropriate milestone points at which task progress can be discussed</b> |              | 2.0 | 3.0 | 2.3 |
| Action to Take:  | Target Date: |     |     |     |
| Development Area: <b>Communicates feelings as well as ideas and facts</b>                            |              | 4.0 | 2.0 | 2.7 |
| Action to Take:  | Target Date: |     |     |     |

# Counseling and Disciplining

## Monitors performance consistently and intervenes quickly when necessary

In circumstances where performance slips considerably, a manager's counseling activities can become much more serious and formal and it may become necessary to monitor progress frequently (both to encourage people's praiseworthy efforts and to arrest any further slippage should it occur). This is simply because the under-performing individual may often lack ideas about what to do to improve substantially and needs fast and direct feedback on what should be addressed first (and without any equivocation whatsoever). In fact, it is always helpful to be candid and ask for the change that you want, or at least to suggest the alteration that you think would benefit the individual.

This can be done in the following ways:

- Establish a clear 'contract' with the person that you are coaching in which you agree that you will offer direct and targeted feedback on performance shortfalls, as a basis for constructive improvements.
- Establish a clear timeframe for regular coaching and feedback conversations - daily, weekly, end of shift.
- Keep a notebook to record your thoughts and reflections of people's actions or behaviors so as to provide direct and factual feedback as soon as the opportunity arises. Encourage the feedback recipient to observe reasons for any failure to meet performance objectives.
- Make your coaching interventions as frequent as necessary to offer feedback on small issues or points (and to help avoid a lot of negative feedback all at once by saving it up).
- Resist the temptation to hold back as much as possible but be sensitive with your comments. In other words, always aim to be constructive, not destructive.
- Individual learning can be greatly accelerated by an effective giver of constructive and helpful feedback. This simply means imparting skills and knowledge to others in a manner that is supportive, non-authoritarian, structured, and problem-solving rather than punitive. In other words, the more the feedback giver can help people to focus and build upon their successes, the better.

The above steps involve offering people advice but then giving them the room to take the necessary action. In simple terms, the feedback giver should therefore for do three things:

1. **Accentuate the positive.** If the individual has done three things wrong, and one thing right, start by concentrating on the one right thing. It creates a more positive atmosphere, and helps dissolve the anxiety the person is probably feeling. It helps reinforce the individual's own sense of competence, which will help to soften the blow when you eventually move on to looking at what didn't go so right.
2. **Choose the time and place carefully.** If you do need to give negative feedback (when things don't go right), try and do it in private, rather than in public. Giving negative feedback to an individual when others are present may be an embarrassing and humiliating experience for the person, and such feelings will tend to impair the individual's ability to concentrate on solutions. Don't blame- solve. Don't try and give feedback to the individual when he/she is obviously involved in a work process and needs to concentrate on that. Learn to wait.
3. **Use repetition.** This simply means that you may need to say a thing, and then say it again in a different way, perhaps from a different perspective.



# 7 Training, Coaching and Delegating

## Does not feel threatened when they give their delegated authority to others

Whether you are coaching someone that works for you directly, or coaching someone indirectly, one extremely useful way to let people grow and develop new skills is to delegate some of your own tasks or projects (where possible).

Unfortunately, many people often make the mistake of seeing delegation as being something that can be done only by people with direct authority over those working for them. In fact, delegation is more often the individual skill to determine the best way to handle a project or a task, and to discover the most optimal way in which to solicit help from others, where needed.

By delegating, you are giving people the freedom, authority and resources to handle jobs on their own initiative together with the confidence to succeed. However, you are retaining accountability – carrying the can for what they do (or don't).

Delegation offers all sorts of possibilities for both you and others. The following are the implications for both the person delegating and those on the receiving end.

By delegating you are:

- freeing yourself up to do the more important jobs on your schedule
- developing the skills of others
- making jobs more interesting
- giving tasks to people who are possibly more skilled than you
- demonstrating confidence in others

For other people delegation means:

- they get the chance to do things they wouldn't normally do
- starting to take on new skills and responsibilities
- having the chance to prove themselves
- receiving training, guidance or coaching in new or different skills
- taking ownership of their team's goals and targets

If done with consideration and careful planning, delegation therefore represents a real win/win for both parties. Of course, delegation is always inherently a risky business. However, if you have coached the individual reasonably well, then there comes a time when you have to let them do it for themselves. When you and the person you are coaching are ready for this, the following guidelines may be useful:

- delegate small tasks first, then bigger tasks
- delegate tasks which will have low negative impact if things go wrong (in terms of cost, safety, organization-wide implications)
- remember that failure and mistakes are normal



# Counseling and Disciplining

## Sets clear expectations about goals and targets

It may seem obvious, but unless an individual has been given clear goals and targets at the outset, we can hardly be surprised when they become lost or confused and even head completely off track. As such, every manager or leader has a responsibility to ensure that all goals are communicated in language that is clear, that any performance milestones are plainly specified and that the ultimate target is fully understood. This last need is perhaps the most important in a discussion between a manager and any employee. This means that it is critical to specifically check for understanding, not assuming that everything is clear.

Consider the following to improve your overall effectiveness in this area:

1. Ensure that all major goal and objectives are written down to reduce the chance of misunderstanding that might arise in a verbal communication.
2. Check each written goal that is set for an individual to make sure that it is written in "S.M.A.R.T." language. That is, the goal statements are Specific, Measurable, Action-oriented, Realistic and Time-framed.
3. Always engage in direct communication with the relevant individual when they have had a chance to read and reflect upon their goal statements. Allow them to adjust any of the words where there is any ambiguity or room for future confusion to arise about what is expected.
4. Encourage individuals to ask questions about their broad goals or specific objectives, the milestones that are likely to occur over the time period and any performance measures that will be applied to determine whether a result has been successful or not.
5. Help an individual to 'picture' performance success by tangibly describing what success will look like when it is achieved. This helps to tighten up a loose goal that may create confusion or misunderstanding at a later stage if an individual cannot imagine what the end outcome could or should look or feel like.



# 8 Appraising People and Performance

## Agrees appropriate milestone points at which task progress can be discussed

When we travel, it pays every now and then to check the road map. If we fly in a plane, we hope that the navigator is checking the charts and instruments, and if we travel by ship we hope for the same deal. If we travel by road, we might be grateful if a garage mechanic checked over the engine and all of the systems surrounding it, just as we ourselves would be vigilant in checking the dials on the dashboard. If these types of checking and “where are we now?” exercises do not take place in all of these settings, we can all imagine the disasters, or at least the inconveniences, that might ensue. It makes sense, therefore, to take a breather in any endeavor and to check our bearings, to see where we have been, and how we are travelling. So it is with teams engaged on routine and non-routine tasks. There is no point having our noses to the grindstone and shoulders to the wheel so much that when we think we have finished, we discover something unpleasant that really should have been discovered long ago. Effective team members, then, agree appropriate milestone points at which task progress can be discussed. Here’s how to do that:

1. Set up milestone points or checkpoints, build them into the schedule of any program, and don’t procrastinate on observing them. Get the team together, and see that checking, like cleaning up and any form of maintenance activity, is real work, not phoney work. Don’t be deluded by the fantasy of “it’s too soon to stop, even temporarily,” because if you do, you might be confronted with the reality of “it’s too late to stop – it’s a disaster.” Undershoot, don’t overshoot; interrupt yourselves, before being interrupted by external events; enjoy the pleasures of foresight rather than endure the pains of hindsight.
2. When checking your progress, be careful of your own defensive behavior. When we put a lot of effort into something, we are sometimes loath to scrutinize that work with the cold hard light of logic and objectivity. It’s our baby, and we have a lot of emotions – pride, satisfaction, ego – invested in it. If there are problems, then we may have to go back to the drawing board, or at least retrace our steps over old territory – and we may find that threatening. When we react like this, we may be prone to fantasies and rationalization: “Surely the problems can’t be that bad – look at all the work we’ve put into it.” No-one likes to admit that they have been wrong, especially when intermediate or final goals are tantalisingly within reach. But if we have been wrong, or at least haven’t been one hundred per cent right, we have to face up to it: reject rationalizations and self-deceptions, and be ready to junk everything if the quality just isn’t there. There’s only one thing more painful than facing up to rationalization and self-deception, and that’s not facing up to rationalization and self-deception – pain that will be inflicted on by unforgiving outside reality
3. See milestones not as things to be avoided, but as things to be looked forward to. By lifting your heads above the water, you can see how far you have come, and also what the distance is to the final goal. Use graphs, charts, printouts, lists with sections crossed out – whatever it takes to show progress. Celebrate the achievement of sub-goals, so that the task no longer looks like just an amorphous mess in front of us, but an achievable set of separate steps: “Hey, look – we’ve just crossed over the 50% point! We’re less than half-way away from the finish!” Congratulate those who have helped us make it thus far. Get a boost from what you have achieved. Use milestones, then, not just as objective checkpoints for rational processes of quality control, but as occasions to refresh, recharge, and be motivated.



# 5 Giving Clear Information

## Communicates feelings as well as ideas and facts

Communication can be very effective when it starts with ideas and facts, but not so effective if it finishes where it starts. Effective communicators do not neglect feelings. Here's how to make sure that your communication style is inclusive of all of these things, rather than limited to one dimension:

1. Don't presume that feelings have no place in professional discussions – they do. Peter Drucker, the management consultant and writer, makes the point that it is important to get opinions before facts, because there are many facts out there that can be twisted to suit any particular opinion. Opinions and values are very close to feelings, and they all need to be taken seriously.
2. If you try to suppress feelings, then be assured – they will emerge at some stage when you least expect them, and possibly also when you are less able to manage them. If we bottle up rage and frustration, for example, then they will come out sooner or later, perhaps in a violent and out-of-control fashion.
3. One of the most useful type of feeling is intuition, or gut feeling (AKA “better judgement” [goes against my...], and “nagging doubts” [yet I still have...].) Sometimes even when we have crunched the numbers on an idea or project, it still doesn't feel right. So what will you do? Speak out about your intuition, or stay silent? If you do express an intuition, might it be greeted with hostility because it is not firmly based in fact? It's important to establish a climate where intuitions can be expressed, because, at the very least, sometimes intuitions are based on facts – facts scattered over different areas but not yet collated or organized, facts only partly remembered, and so on. This is not to say that intuitions should be given precedence over fact-based decision-making, it is merely to say that it should have a place at the table.
4. Because the culture of many organizations is extremely closed and often fragile, the expression of strong feelings and plain talking can be a recipe for professional suicide, and strong feelings and plain talking often go hand in hand. If people are embarrassed by the expression of feelings, maybe they should suppress the feeling of embarrassment, and encourage more emotion in circumstances where they are still in control, in order to prevent having to feel other emotions, such as shame, guilt and remorse, in circumstances where they are no longer in control and public opinion and the legal system are.
5. The effective communicator expresses feelings as well as ideas and facts, and in so doing, acts as a role model for others. This gives permission to others to express their feelings, and that may well mean a lot of pain will be avoided down the track – the kind of pain arising from events and circumstances which are usually marked by words such as
  - “Why didn't you speak out?”
  - “I wanted to, but I thought that I would look a fool.”
  - “Didn't anyone see this coming?”
  - “So my hunch was right. Didn't I tell you I've got a great instinct for smelling disaster?”

