



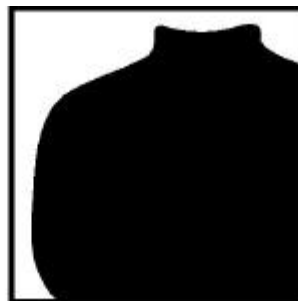
ManagerView360 Profile for

Thomas Jones
A Sample Company

First Assessment: 03-11-03

The ManagerView360 Feedback report is an instrument designed to provide a focus about specific supervisory and management competency strengths and development needs. It should not be used as the sole source of information concerning personnel actions including promotion, salary review, or termination.

johnston
penno



ManagerView360 Profile

This Feedback Report provides you information about how your are perceived on the 20 job critical supervisory and management Scales of ManagerView360.

This Feedback Report summarizes information from questionnaires completed by the following number and type of raters:

Self	1
Supervisor	1
Peer	4
Subordinate	4
Total	10

This Feedback Report gives you:

- Perspective comparison graph for the Performance Factors
- Perspective comparison graph for each Performance Factor
- A summary of your highest and lowest item ratings
- Perspective comparison table for each Scale
- Feedback interpretation
- Open-ended comments
- Development plan guidelines

The Graphs

Each ManagerView360 graph compares your self ratings to those of the other rater groups across four competency clusters:

- Communication Skills
- Task Management Skills
- Interpersonal Skills
- Problem-Solving Skills

How to Interpret Your Graphs

Each rater group category and scores will be shown separately on the graphs using raw score averages. Differences of one-half a point or more by the different rater groups might suggest important perceptual differences. Each ManagerView360 graph is easy to understand and interpret. You and your respondents were asked to rate the observed behaviors using the following 7-point scale:

- | | | |
|-----|---|----------------------------------|
| 1 | - | To an Extremely Small Extent |
| 2 | - | To a Very Small Extent |
| 3 | - | To a Small Extent |
| 4 | - | To a Moderate Extent |
| 5 | - | To a Large Extent |
| 6 | - | To a Very Large Extent |
| 7 | - | To an Extremely Large Extent |
| N/A | - | Not Observable or Not Applicable |

On the graphs that follow, the ratings are indicated as shown below:

- | | | |
|---|---|-------------|
| ■ | - | Self |
| ▲ | - | Supervisor |
| ● | - | Peer |
| ▼ | - | Subordinate |
| ○ | - | Team Member |

You can compare how you rated yourself on a particular behavior with how the other raters rated you by seeing where the blue square is in relation to the other shapes on the graph. If the blue square is below any of the other shapes, you rated yourself more harshly than did that particular set of raters. If the situation is reversed and any of the other shapes is below the blue square, you know that that particular set of raters rated you lower on that item than you rated yourself. Again, differences of one-half a point or more by the different rater groups might suggest important perceptual differences for you to analyze further.

AP (anonymity protection) is invoked where there are fewer responses than the pre-set limit for that rater type to protect the identity of individuals.

The Data Presentation

The Performance Factors Graph reflects a “big picture” summary of the four Performance factors (Communication, Task Management, Interpersonal and Problem Analysis). The scores on this graph provide an overall summary of these four performance factors based on the specific Scales that compose ManagerView360.

The individual Performance Factor Graphs provide the scores for each Scale categorized under their respective performance factor. The name of the performance factor appears at the top of each page in large letters. By reviewing each graph with care, you can learn where your individual strengths and developmental opportunities lie, at least in the eyes of your internal stakeholders who have provided you feedback on ManagerView360.

The Highest and Lowest Rated Behaviors section lists specific questions taken from all ManagerView360 Scales showing the highest and lowest rated behaviors from the perspective of other rater groups, excluding all “not observable” or “not applicable” ratings. This section can be extremely useful to identify specific behavioral strengths to leverage and areas for further development.

The ManagerView360 Item Summary provides the scores for each item categorized under their respective Scale. The name of the Scale appears at the top of each page in large letters. This more detailed feedback can help you understand the different impact you might have on different rater (stakeholder) groups and give you specific direction in planning your development plan.

Feedback Interpretation

This section compares your self-rating to those of others and provides specific developmental recommendations for each of the twenty ManagerView360 Scales. This section is useful for detailed analysis of responses and will provide scale specific feedback information. In addition, it is useful for determining differences between your self perception and the feedback from your respondents. You may want to focus on areas where your feedback responses vary the most, or where your respondents' scores are lower than expected or desired. It is important to keep in mind that the specific developmental recommendations provided in this feedback report are based on pooled perceptions of all respondents providing you feedback across each of the twenty ManagerView360 Scales.

Open-Ended Comments

This section provides the anonymous written comments to two open-ended questions: 1) What are the person's strengths and 2) What are the person's developmental areas? The comments are included without editing and in an anonymous fashion to ensure confidentiality. Some comments may not be as specific, behavioral and non-judgmental as you may wish. It is recommended that you analyze these comments for important themes that might emerge to assist you in your professional development.

Focus for Development

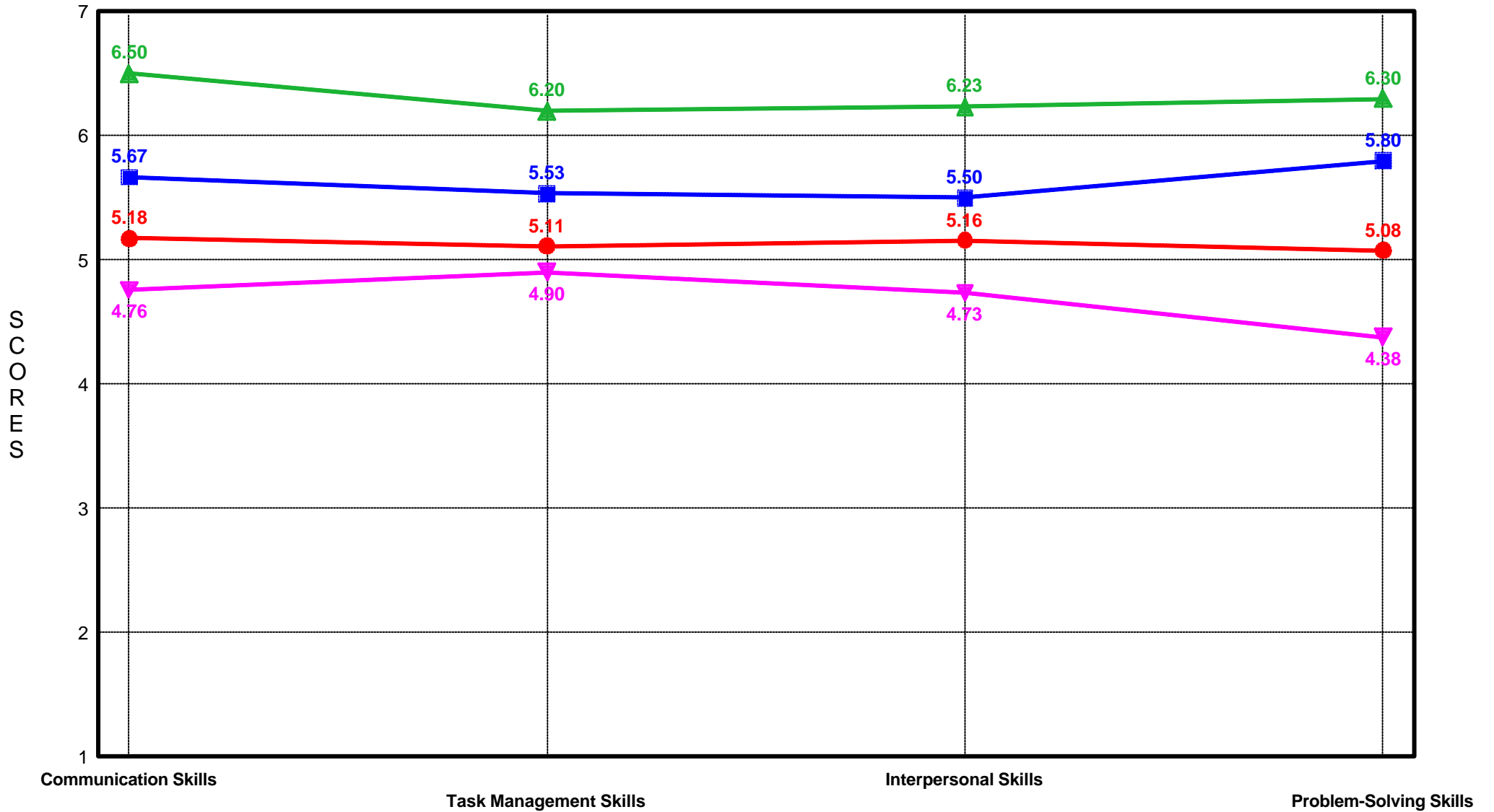
This section helps you to summarize your areas of strength and possible areas for improvement based on the results from the ManagerView360 data. The “areas of strength” are competencies and behaviors which are seen as strong by others; the possible “areas for improvement” can be interpreted as possible derailment factors, skill deficits, low importance areas or behaviors that have not been adequately demonstrated to one or more of the rater (stakeholder) groups. As you consider your executive development plan it is important for you to analyze your specific situation, career goals, the feedback you have received through this process, specific raters you have invited for feedback, and other developmental experiences in which you have participated.

Although your individual scores have not been shared with anyone, you are encouraged to discuss them openly with other people, particularly those who provided you with feedback. Ask them to describe situations when you behaved in a particular way that would cause them to give you the ratings that you received. When you have a better understanding of how you are perceived and the impact your behavior has on others, you can take direct and positive action to change those behaviors that are causing you to be seen as less effective than desired. Many executives are often “blind” to how others perceive and experience them, which means that they never have the opportunity to enhance their effectiveness in the eyes of others. Working with other people poses many challenges. Few people master all of them equally well—even the most successful people

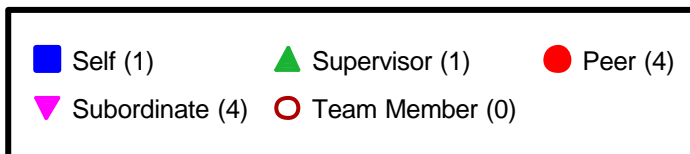
find themselves struggling with some of the challenges.

Individuals with self-insight that accurately assess their strengths and development areas, more often than not, are more effective team members, managers and leaders than those who do not engage in this self-assessment. They capitalize on their abilities by recognizing situations that allow them to leverage their strengths and take initiative to commit to ongoing executive education and development. ManagerView360 provides a unique mirror to better understand how you are perceived and experienced by others. As such, it is hoped to increase your own self-awareness of your strengths and potential development areas.

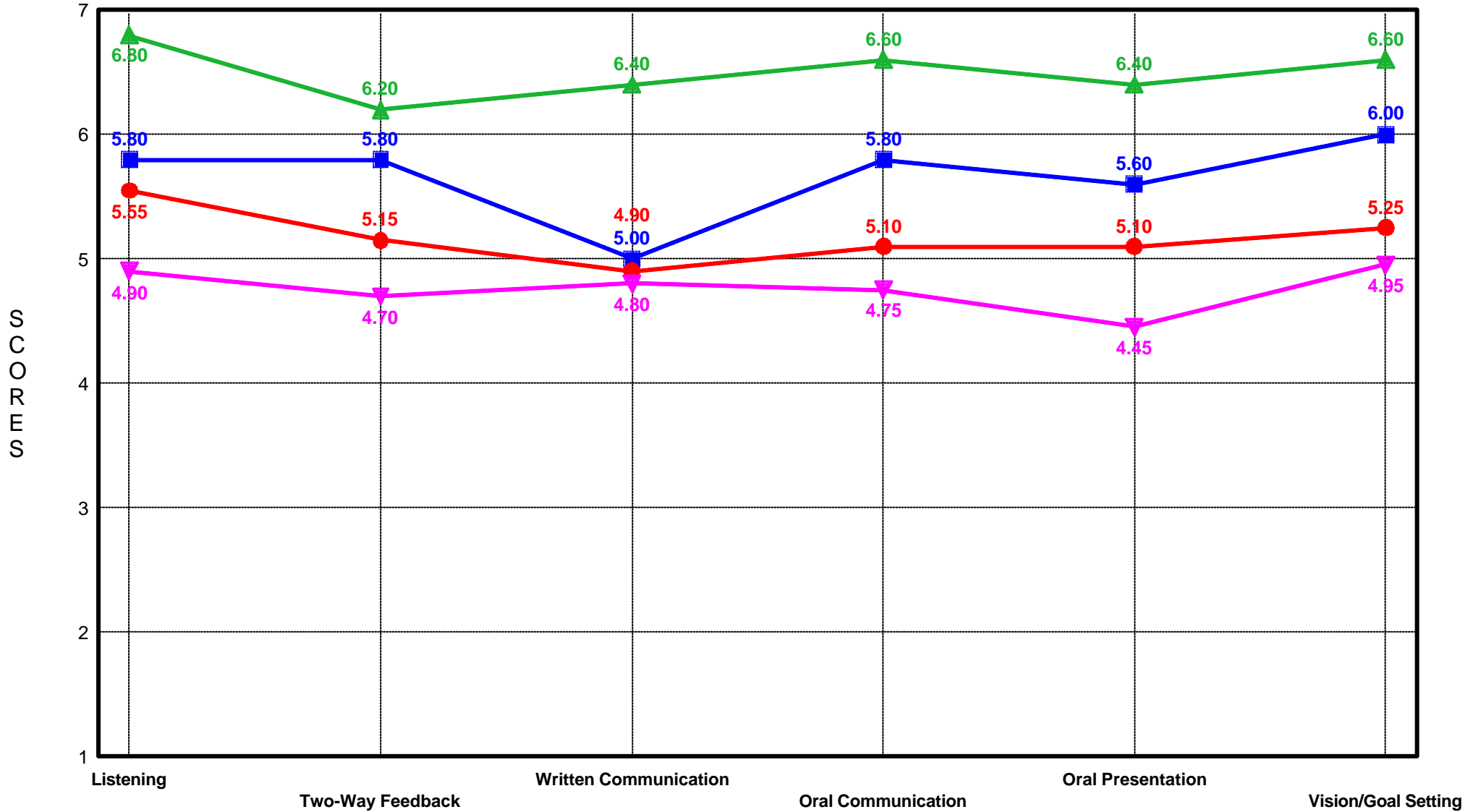
Performance Factors



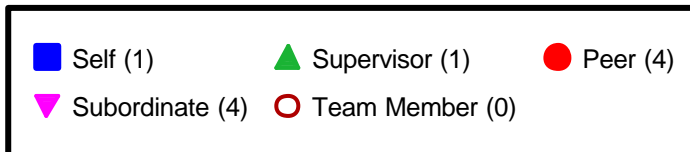
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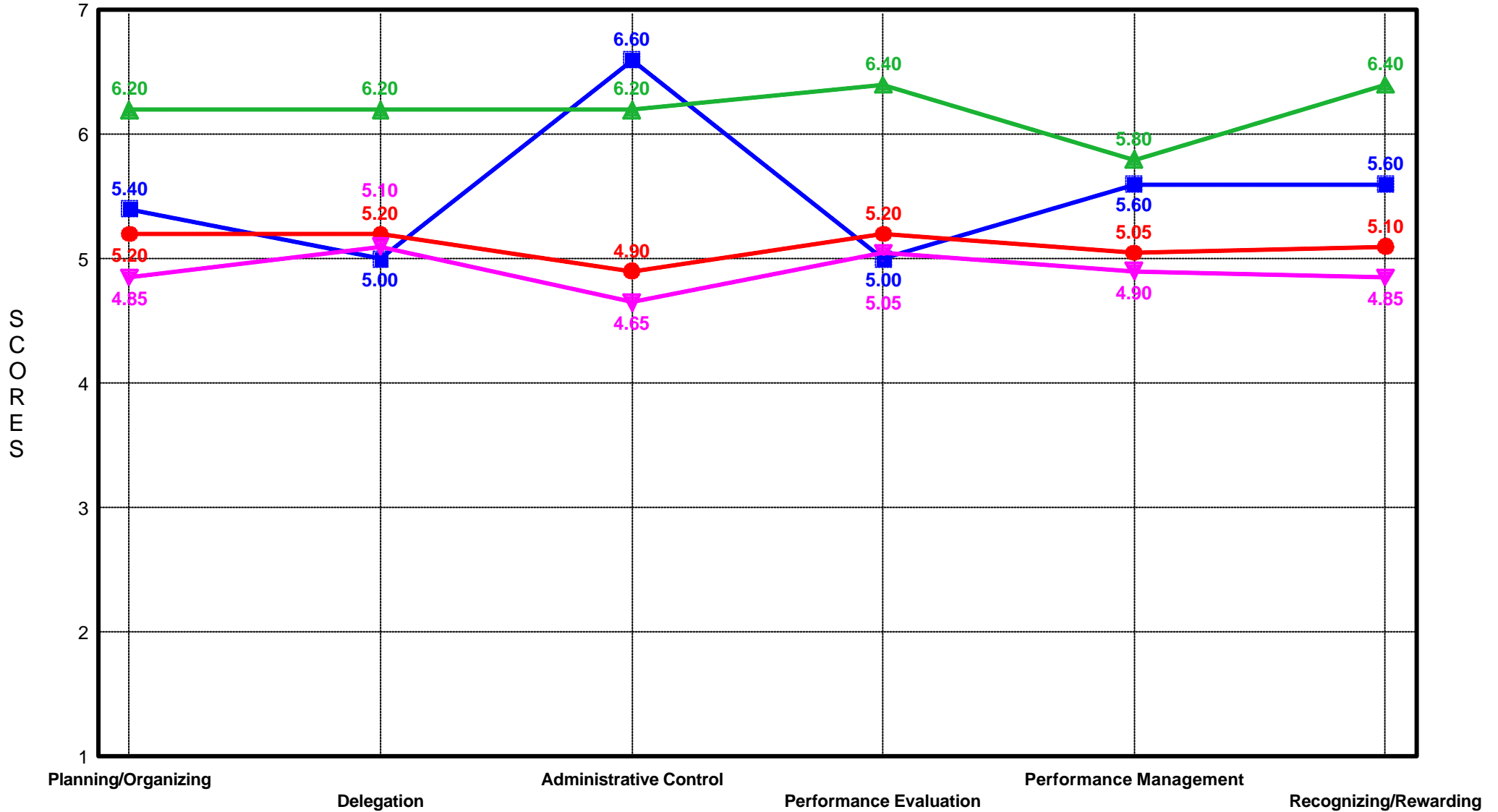
Communication Skills



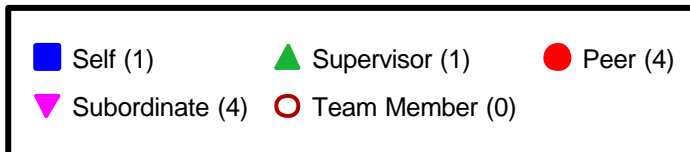
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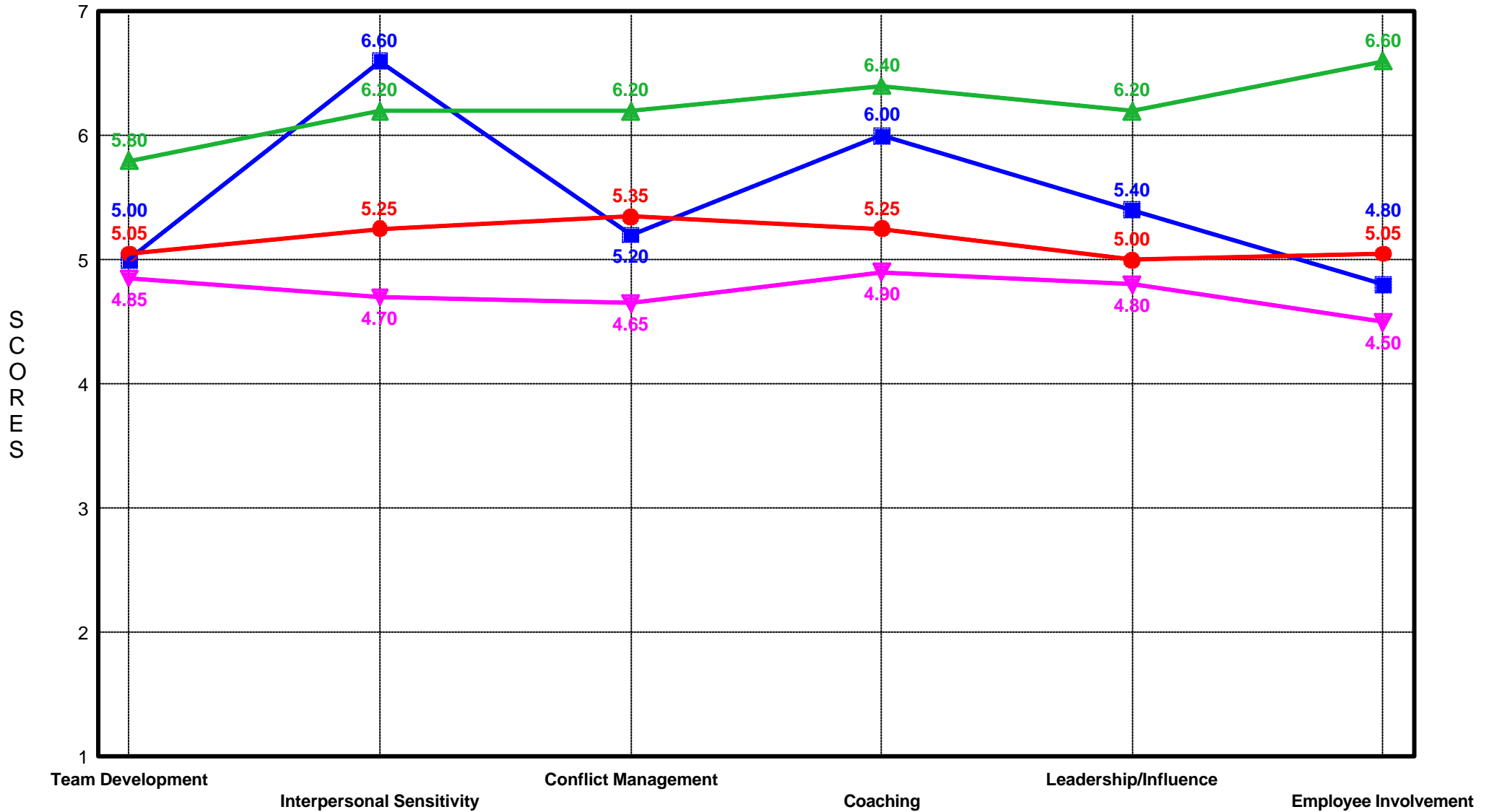
Task Management Skills



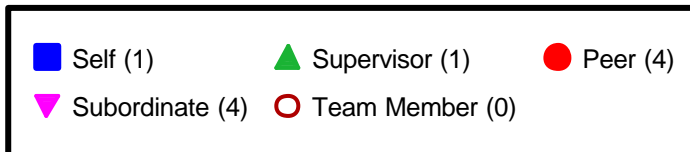
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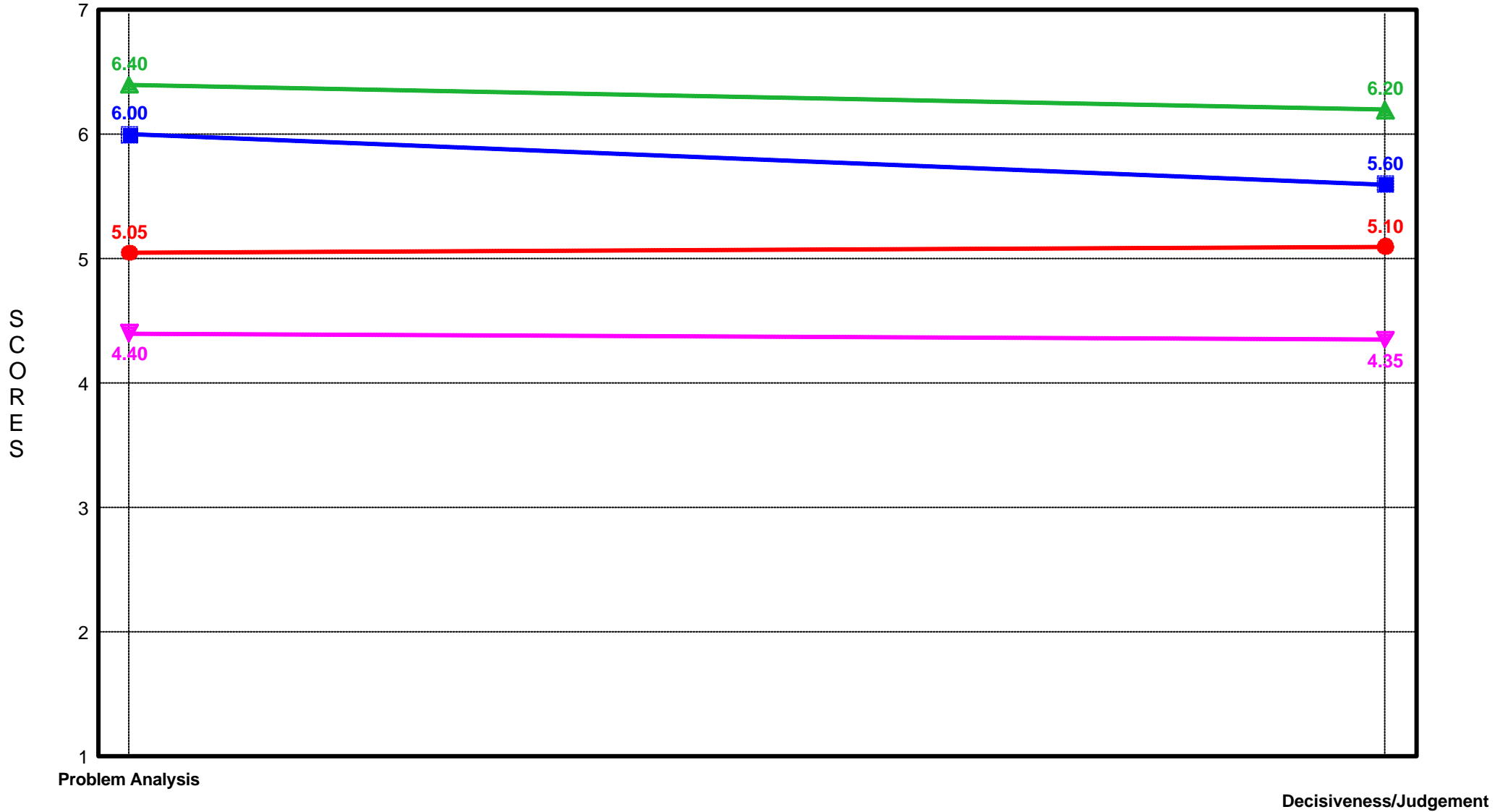
Interpersonal Skills



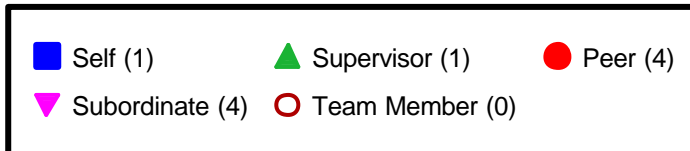
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Problem-Solving Skills



First Assessment
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Highest Rated Behaviors - Self

These behaviors were identified by you as your greatest strengths. They are rank ordered so the first item is your highest rated behavior.

Score	Behavior	Scale
7.00	Shows interest in & is considerate of the needs of others.	Interpersonal Sensitivity
7.00	Communicates & expresses ideas in a manner that persuades and influences others.	Leadership/Influence
7.00	Encourages continuous performance discussions with employees throughout the appraisal period.	Performance Evaluation
7.00	Establishes a logical sequence of work activities & assignments.	Planning/Organizing
7.00	Removes obstacles which may be hindering employees' performance.	Coaching
7.00	Allows for disagreements to emerge & be discussed openly.	Conflict Management
7.00	Establishes effective mechanisms to monitor & ensure that work is done on time & with quality.	Administrative Control
7.00	Communicates & motivates others about the organizational mission & vision of the future.	Vision/Goal Setting
7.00	Follows-up with employees to monitor quality & effective performance.	Administrative Control
7.00	Informs employees how their work is linked to both team & organizational business goals.	Vision/Goal Setting

Highest Rated Behaviors - Supervisor

The following ten behaviors were identified by your Supervisors as your greatest strengths. They are rank ordered so the first item is the highest rated behavior.

Score	Behavior	Scale
7.00	Develops systems and procedures to monitor individual, team and organizational progress on projects, tasks and assignments	Administrative Control
7.00	Makes it easy for employees to talk about their job challenges & problems.	Interpersonal Sensitivity
7.00	Develops team spirit, cohesion & high morale.	Team Development
7.00	Communicates information needed by team members in a prompt & timely manner.	Two-Way Feedback
7.00	Encourages continuous performance discussions with employees throughout the appraisal period.	Performance Evaluation
7.00	Compliments employees when they perform well.	Recognizing/Rewarding
7.00	Provides positive incentives & rewards for the successful completion of tasks, projects & assignments.	Recognizing/Rewarding
7.00	Uses appropriate grammar, tense & language in written communications.	Written Communication
7.00	Explores & discusses the causes of employee performance & discipline problems.	Performance Management
7.00	Uses written communications effectively & appropriately.	Written Communication

Highest Rated Behaviors - All Others

The following ten behaviors were identified by your Other raters as your greatest strengths. They are rank ordered so the first item is the highest rated behavior.

Score	Behavior	Scale
5.75	Listens to what people say in a way that shows understanding (e.g., uses statements like, "You feel..." or "You seem to be saying...").	Listening
5.75	Communicates & motivates others about the organizational mission & vision of the future.	Vision/Goal Setting
5.50	Explores & discusses the causes of employee performance & discipline problems.	Performance Management
5.50	Gathers enough information, data & input before making a decision.	Decisiveness/Judgement
5.50	Shows interest in & is considerate of the needs of others.	Interpersonal Sensitivity
5.50	Provides adequate resources, information & training so that employees can perform delegated tasks.	Delegation
5.50	Convinces & persuades others to see his or her perspective & ideas.	Leadership/Influence
5.38	Maintains information (e.g., documents, data, records, files) in a well-organized manner.	Planning/Organizing
5.38	Attempts to get commitment from employees to improve performance problems.	Performance Management
5.38	Provides employees with on-going feedback about work performance & progress.	Performance Evaluation

Lowest Rated Behaviors - Self

You identified the following ten behaviors as those in which your performance is least effective. They are rank ordered so the first item is your lowest rated behavior. We suggest you pay particular attention to these behaviors and focus your immediate developmental activities on them.

Score	Behavior	Scale
4.00	Develops team spirit, cohesion & high morale.	Team Development
4.00	Takes an interest in & supports the career development plans of employees.	Coaching
4.00	Writes in a clear, direct & concise manner.	Written Communication
4.00	Resists acting defensively & keeps an open mind when others disagree with him or her.	Conflict Management
4.00	Recognizes that diverse points of view of others must be encouraged, acknowledged & accepted.	Conflict Management
4.00	Clearly defines & communicates tasks, projects & assignments when delegating to others.	Delegation
4.00	Writes in a logical & organized manner.	Written Communication
4.00	Communicates organizational vision, values and beliefs effectively.	Vision/Goal Setting
4.00	Provides clear, concise & logical answers to questions from others.	Oral Communication
4.00	Compliments employees when they perform well.	Recognizing/Rewarding

Lowest Rated Behaviors - Supervisor

The following ten behaviors were identified by your Supervisors as those in which your performance is least effective. They are rank ordered so the first item is the lowest rated behavior. We suggest you pay particular attention to these behaviors and focus your immediate developmental activities on them.

Score	Behavior	Scale
5.00	Focuses on specific behaviors, instead of personality when employee performance discussions are required.	Performance Management
5.00	Writes in a logical & organized manner.	Written Communication
5.00	Delivers oral presentations that are persuasive, clear & logically organized.	Oral Presentation
5.00	Transfers the necessary authority to employees to ensure completion of delegated tasks, assignments & projects.	Delegation
5.00	Keeps track of details and follows up on tasks, projects & assignments.	Administrative Control
5.00	Encourages employees to prepare for & participate during performance appraisal review meetings.	Performance Evaluation
5.00	Attempts to get commitment from employees to improve performance problems.	Performance Management
5.00	Clearly establishes & communicates performance goals & standards with employees.	Performance Management
5.00	Rewards individuals for their efforts & accomplishments when deserved.	Recognizing/Rewarding
5.00	Creates consensus around team & organizational goals & inspires & motivates others to work hard & be productive.	Team Development

Lowest Rated Behaviors - All Others

The following ten behaviors were identified by your Other raters as those in which your performance is least effective. They are rank ordered so the first item is the lowest rated behavior. We suggest you pay particular attention to these behaviors and focus your immediate developmental activities on them.

Score	Behavior	Scale
4.00	Sticks with a decision or course of action unless it is obvious that it is incorrect.	Decisiveness/Judgement
4.13	Clearly communicates employee performance problems in a fair and consistent manner.	Performance Management
4.25	Considers the consequences of decisions.	Decisiveness/Judgement
4.38	Provides clear, concise & logical answers to questions from others.	Oral Communication
4.38	Communicates a vision of the organizational future & inspires commitment & support towards this vision from others.	Leadership/Influence
4.50	Follows-up with employees to monitor quality & effective performance.	Administrative Control
4.50	Compliments employees when they perform well.	Recognizing/Rewarding
4.50	Develops cooperation rather than competition among employees, groups & work teams.	Team Development
4.50	Allows for disagreements to emerge & be discussed openly.	Conflict Management
4.50	Provides adequate support & training to employees.	Coaching

ManagerView360 Item Summary

The average scores for each scale and specific questions measuring each scale are summarized below. The number in parentheses next to the average score is an index or measure of rater agreement for each competency and question. The range of scores for this statistical measure of agreement is 0 to 1 where "1" represents total agreement by all raters responding to the ManagerView360 questions. The higher the score, the greater the agreement is among raters providing feedback to you. A score closer to "0" suggests that there exists a wide disagreement among raters in their perceptions of how frequently you demonstrate specific actions and behaviors. An agreement score less than 0.5 might suggest that you interpret the average score with caution as it might not truly represent an accurate indication of how you are perceived by all the raters providing you with feedback.

ManagerView360 Questions	Self	Supervisor	Peer	Subordinate
Listening	5.80 (0.87)	6.80 (0.87)	5.55 (0.69)	4.90 (0.64)
Summarizes what employees have said in order to clarify understanding (e.g., uses statements like, "You seem to be saying...").	6.00 (1.00)	7.00 (1.00)	5.75 (0.64)	4.25 (0.51)
Maintains eye contact and attentive non-verbal behavior when being spoken to.	6.00 (1.00)	7.00 (1.00)	5.00 (0.76)	4.75 (0.86)
Is willing to take the time to understand & listen to employees.	6.00 (1.00)	7.00 (1.00)	5.25 (0.72)	5.25 (0.57)
Listens to what people say in a way that shows understanding (e.g., uses statements like, "You feel..." or "You seem to be saying...").	6.00 (1.00)	7.00 (1.00)	6.00 (0.67)	5.50 (0.83)
Waits out silences and listens patiently without interrupting others.	5.00 (1.00)	6.00 (1.00)	5.75 (0.86)	4.75 (0.72)
Two-Way Feedback	5.80 (0.61)	6.20 (0.87)	5.15 (0.63)	4.70 (0.74)
Maintains close contact & communication with employees (keeps others well informed).	5.00 (1.00)	6.00 (1.00)	5.25 (0.72)	4.25 (0.72)
Keeps employees informed with relevant job information & important organizational issues in a timely manner.	4.00 (1.00)	6.00 (1.00)	4.75 (0.86)	5.00 (0.59)
Updates employees in a prompt & timely manner on developments that affect their job, tasks, & assignments.	7.00 (1.00)	6.00 (1.00)	5.25 (0.51)	5.00 (1.00)
Encourages a climate in which employees feel free to openly share their thoughts & feelings.	7.00 (1.00)	6.00 (1.00)	5.25 (0.51)	4.50 (0.83)

ManagerView360 Questions	Self	Supervisor	Peer	Subordinate
Communicates information needed by team members in a prompt & timely manner.	6.00 (1.00)	7.00 (1.00)	5.25 (0.72)	4.75 (0.86)
Written Communication	5.00 (0.63)	6.40 (0.73)	4.90 (0.69)	4.80 (0.61)
Writes in a logical & organized manner.	4.00 (1.00)	5.00 (1.00)	4.50 (0.63)	4.75 (0.64)
Uses appropriate grammar, tense & language in written communications.	5.00 (1.00)	7.00 (1.00)	5.25 (0.64)	5.25 (0.64)
Uses written communications effectively & appropriately.	5.00 (1.00)	7.00 (1.00)	4.75 (0.72)	4.75 (0.72)
Writes in a clear, direct & concise manner.	4.00 (1.00)	7.00 (1.00)	5.00 (0.76)	4.50 (0.45)
Writes technical information in an easily understood manner.	7.00 (1.00)	6.00 (1.00)	5.00 (0.76)	4.75 (0.72)
Oral Communication	5.80 (0.61)	6.60 (0.84)	5.10 (0.58)	4.75 (0.61)
Maintains eye contact when speaking to others.	6.00 (1.00)	7.00 (1.00)	5.50 (0.63)	4.25 (0.72)
Articulates & enunciates clearly when speaking & communicating.	7.00 (1.00)	7.00 (1.00)	4.75 (0.57)	5.25 (0.57)
States complex information & thoughts simply and clearly.	7.00 (1.00)	6.00 (1.00)	5.25 (0.72)	5.25 (0.72)
Clearly expresses & requests information from others.	5.00 (1.00)	6.00 (1.00)	5.75 (0.64)	4.50 (0.50)
Provides clear, concise & logical answers to questions from others.	4.00 (1.00)	7.00 (1.00)	4.25 (0.57)	4.50 (0.71)
Oral Presentation	5.60 (0.66)	6.40 (0.73)	5.10 (0.72)	4.45 (0.66)
Delivers oral presentations that are persuasive, clear & logically organized.	7.00 (1.00)	5.00 (1.00)	5.25 (0.72)	4.50 (0.63)
Is prepared & organized for meetings & presentations.	6.00 (1.00)	7.00 (1.00)	4.50 (0.83)	4.75 (0.72)
Handles questions in meetings & presentations in a responsive & diplomatic manner.	6.00 (1.00)	7.00 (1.00)	5.00 (0.59)	4.25 (0.72)
Effectively handles comments, complaints & disagreements in meetings & presentations.	4.00 (1.00)	7.00 (1.00)	5.25 (0.86)	4.25 (0.86)
Restates & clarifies important points & questions from others.	5.00 (1.00)	6.00 (1.00)	5.50 (0.83)	4.50 (0.50)
Vision/Goal Setting	6.00 (0.58)	6.60 (0.84)	5.25 (0.65)	4.95 (0.66)
Establishes & communicates organizational, departmental and team goals & performance standards.	7.00 (1.00)	7.00 (1.00)	4.75 (0.72)	4.75 (0.64)

ManagerView360 Questions	Self	Supervisor	Peer	Subordinate
Communicates organizational vision, values and beliefs effectively.	4.00 (1.00)	7.00 (1.00)	5.25 (0.57)	5.00 (0.67)
Communicates & motivates others about the organizational mission & vision of the future.	7.00 (1.00)	6.00 (1.00)	6.25 (0.72)	5.25 (0.72)
Sets & communicates clear priorities for individuals & work teams.	5.00 (1.00)	6.00 (1.00)	5.25 (0.72)	5.00 (0.59)
Informs employees how their work is linked to both team & organizational business goals.	7.00 (1.00)	7.00 (1.00)	4.75 (0.86)	4.75 (0.72)
Planning/Organizing	5.40 (0.66)	6.20 (0.87)	5.20 (0.64)	4.85 (0.70)
Establishes a logical sequence of work activities & assignments.	7.00 (1.00)	6.00 (1.00)	5.25 (0.57)	5.00 (0.59)
Develops both short & long-range plans that consider relevant cost, schedule & resource information.	5.00 (1.00)	6.00 (1.00)	4.75 (0.72)	5.00 (0.76)
Effectively schedules work activities & tasks.	5.00 (1.00)	6.00 (1.00)	4.50 (0.83)	5.00 (0.76)
Organizes, utilizes & manages time productively.	4.00 (1.00)	7.00 (1.00)	5.50 (0.63)	4.50 (0.63)
Maintains information (e.g., documents, data, records, files) in a well-organized manner.	6.00 (1.00)	6.00 (1.00)	6.00 (0.76)	4.75 (0.86)
Delegation	5.00 (0.70)	6.20 (0.75)	5.20 (0.63)	5.10 (0.59)
Transfers the necessary authority to employees to ensure completion of delegated tasks, assignments & projects.	6.00 (1.00)	5.00 (1.00)	5.00 (0.67)	5.00 (0.53)
Delegates assignments to employees according to both individual & organizational needs.	6.00 (1.00)	6.00 (1.00)	4.50 (0.63)	5.50 (0.63)
Provides adequate resources, information & training so that employees can perform delegated tasks.	4.00 (1.00)	7.00 (1.00)	5.75 (0.64)	5.25 (0.64)
Effectively utilizes the skills, experience & capabilities of others to complete work assignments.	5.00 (1.00)	6.00 (1.00)	5.25 (0.72)	5.00 (0.67)
Clearly defines & communicates tasks, projects & assignments when delegating to others.	4.00 (1.00)	7.00 (1.00)	5.50 (0.63)	4.75 (0.57)

ManagerView360 Questions	Self	Supervisor	Peer	Subordinate
Administrative Control/Follow up	6.60 (0.73)	6.20 (0.75)	4.90 (0.67)	4.65 (0.76)
Establishes effective mechanisms to monitor & ensure that work is done on time & with quality.	7.00 (1.00)	7.00 (1.00)	4.75 (0.72)	4.75 (0.72)
Keeps track of details and follows up on tasks, projects & assignments.	7.00 (1.00)	5.00 (1.00)	4.75 (0.51)	4.50 (0.83)
Follows-up with employees to monitor quality & effective performance.	7.00 (1.00)	6.00 (1.00)	4.75 (0.64)	4.25 (0.72)
Develops systems and procedures to monitor individual, team and organizational progress on projects, tasks and assignments	7.00 (1.00)	7.00 (1.00)	5.25 (0.86)	5.25 (0.86)
Develops systems to monitor budgets, costs, & expenses.	5.00 (1.00)	6.00 (1.00)	5.00 (0.76)	4.50 (0.83)
Performance Evaluation/Appraisal	5.00 (0.58)	6.40 (0.73)	5.20 (0.58)	5.05 (0.59)
Focuses on both performance strengths & areas to be developed during employee appraisal meetings.	4.00 (1.00)	6.00 (1.00)	5.50 (0.63)	5.00 (0.59)
Completes & maintains written documentation on employee performance throughout an appraisal period.	4.00 (1.00)	7.00 (1.00)	4.25 (0.64)	5.50 (0.63)
Provides employees with on-going feedback about work performance & progress.	4.00 (1.00)	7.00 (1.00)	6.00 (0.59)	4.75 (0.57)
Encourages employees to prepare for & participate during performance appraisal review meetings.	6.00 (1.00)	5.00 (1.00)	5.25 (0.72)	5.00 (0.76)
Encourages continuous performance discussions with employees throughout the appraisal period.	7.00 (1.00)	7.00 (1.00)	5.00 (0.59)	5.00 (0.47)
Performance Management	5.60 (0.73)	5.80 (0.67)	5.05 (0.78)	4.90 (0.61)
Focuses on specific behaviors, instead of personality when employee performance discussions are required.	5.00 (1.00)	5.00 (1.00)	5.00 (0.67)	5.00 (0.76)
Clearly communicates employee performance problems in a fair and consistent manner.	6.00 (1.00)	7.00 (1.00)	4.50 (0.83)	3.75 (0.72)
Attempts to get commitment from employees to improve performance problems.	5.00 (1.00)	5.00 (1.00)	5.50 (0.83)	5.25 (0.51)

ManagerView360 Questions	Self	Supervisor	Peer	Subordinate
Explores & discusses the causes of employee performance & discipline problems.	7.00 (1.00)	7.00 (1.00)	5.25 (0.86)	5.75 (0.72)
Clearly establishes & communicates performance goals & standards with employees.	5.00 (1.00)	5.00 (1.00)	5.00 (1.00)	4.75 (0.72)
Recognizing/Rewarding Performance	5.60 (0.66)	6.40 (0.73)	5.10 (0.69)	4.85 (0.63)
Provides immediate positive feedback to others when their assignments & projects are completed successfully.	6.00 (1.00)	6.00 (1.00)	5.25 (0.72)	4.75 (0.51)
Provides positive incentives & rewards for the successful completion of tasks, projects & assignments.	6.00 (1.00)	7.00 (1.00)	5.00 (0.76)	5.25 (0.64)
Compliments employees when they perform well.	4.00 (1.00)	7.00 (1.00)	5.00 (0.76)	4.00 (0.76)
Rewards individuals for their efforts & accomplishments when deserved.	5.00 (1.00)	5.00 (1.00)	4.75 (0.64)	5.25 (0.72)
Shares successes & discusses effective performance with others.	7.00 (1.00)	7.00 (1.00)	5.50 (0.63)	5.00 (0.76)
Team Building/Development	5.00 (0.79)	5.80 (0.75)	5.05 (0.69)	4.85 (0.70)
Creates consensus around team & organizational goals & inspires & motivates others to work hard & be productive.	5.00 (1.00)	5.00 (1.00)	5.00 (0.76)	4.25 (0.64)
Develops cooperation rather than competition among employees, groups & work teams.	5.00 (1.00)	6.00 (1.00)	4.25 (0.57)	4.75 (0.72)
Encourages a climate of trust, honesty & openness with others.	5.00 (1.00)	5.00 (1.00)	5.25 (0.72)	4.75 (0.86)
Develops team spirit, cohesion & high morale.	4.00 (1.00)	7.00 (1.00)	5.50 (0.83)	5.25 (0.72)
Supports the team & actively conveys the needs of individuals & team members to upper management.	6.00 (1.00)	6.00 (1.00)	5.25 (0.86)	5.25 (0.72)
Interpersonal Sensitivity	6.60 (0.84)	6.20 (0.75)	5.25 (0.70)	4.70 (0.68)
Makes it easy for employees to talk about their job challenges & problems.	7.00 (1.00)	7.00 (1.00)	5.00 (0.76)	4.50 (0.71)
Demonstrates sensitivity towards diversity in the workforce(e.g., gender, race, ethnicity, age) & treats all employees in a fair & consistent manner.	7.00 (1.00)	6.00 (1.00)	4.75 (0.86)	4.50 (0.83)

ManagerView360 Questions	Self	Supervisor	Peer	Subordinate
Develops & maintains supportive, friendly & sensitive interpersonal relationships with others.	6.00 (1.00)	5.00 (1.00)	5.75 (0.72)	4.00 (0.67)
Shows interest in & is considerate of the needs of others.	7.00 (1.00)	7.00 (1.00)	5.50 (0.63)	5.50 (0.71)
Makes an effort to understand how employees are feeling.	6.00 (1.00)	6.00 (1.00)	5.25 (0.72)	5.00 (0.76)
Negotiation/Conflict Management	5.20 (0.61)	6.20 (0.75)	5.35 (0.59)	4.65 (0.68)
Recognizes that diverse points of view of others must be encouraged, acknowledged & accepted.	4.00 (1.00)	6.00 (1.00)	5.25 (0.57)	4.75 (0.72)
Discusses possible "win-win" solutions & seeks agreement on specific actions when conflicts arise.	5.00 (1.00)	5.00 (1.00)	5.50 (0.63)	5.25 (0.72)
Allows for disagreements to emerge & be discussed openly.	7.00 (1.00)	7.00 (1.00)	5.00 (0.67)	4.00 (0.76)
Resolves interpersonal conflicts among employees.	6.00 (1.00)	6.00 (1.00)	5.50 (0.63)	4.75 (0.72)
Resists acting defensively & keeps an open mind when others disagree with him or her.	4.00 (1.00)	7.00 (1.00)	5.50 (0.50)	4.50 (0.63)
Coaching/Employee Development	6.00 (0.63)	6.40 (0.73)	5.25 (0.67)	4.90 (0.70)
Provides adequate support & training to employees.	6.00 (1.00)	7.00 (1.00)	4.25 (0.86)	4.75 (0.64)
Removes obstacles which may be hindering employees' performance.	7.00 (1.00)	5.00 (1.00)	5.50 (0.83)	5.25 (0.72)
Supports employee development plans such as on-the-job training, stretch assignments, etc.	7.00 (1.00)	7.00 (1.00)	5.00 (0.76)	5.00 (0.76)
Takes an interest in & supports the career development plans of employees.	4.00 (1.00)	6.00 (1.00)	5.50 (0.71)	4.75 (0.72)
Conveys confidence in the skills & abilities of employees.	6.00 (1.00)	7.00 (1.00)	6.00 (0.59)	4.75 (0.72)
Leadership/Influence	5.40 (0.66)	6.20 (0.75)	5.00 (0.68)	4.80 (0.61)
Communicates & expresses ideas in a manner that persuades and influences others.	7.00 (1.00)	6.00 (1.00)	5.00 (0.47)	4.75 (0.86)
Builds strategic alliances & networks with key people.	5.00 (1.00)	6.00 (1.00)	4.75 (0.86)	5.25 (0.72)
Capable of adjusting his/her interpersonal & leadership style to motivate & influence employees.	6.00 (1.00)	5.00 (1.00)	5.25 (0.72)	4.25 (0.57)

ManagerView360 Questions	Self	Supervisor	Peer	Subordinate
Convinces & persuades others to see his or her perspective & ideas.	5.00 (1.00)	7.00 (1.00)	5.00 (0.76)	6.00 (0.67)
Communicates a vision of the organizational future & inspires commitment & support towards this vision from others.	4.00 (1.00)	7.00 (1.00)	5.00 (0.76)	3.75 (0.86)
Employee Involvement	4.80 (0.67)	6.60 (0.73)	5.05 (0.68)	4.50 (0.64)
Involves employees in organizational decision-making, planning & problem-solving processes.	4.00 (1.00)	5.00 (1.00)	4.75 (0.72)	4.75 (0.72)
Seeks input from employees about organizational decisions, plans & problems.	6.00 (1.00)	7.00 (1.00)	5.50 (0.71)	4.75 (0.86)
Involves employees in discussions regarding organizational issues & problems.	4.00 (1.00)	7.00 (1.00)	5.25 (0.72)	4.25 (0.72)
Provides opportunities for employees to get involved in challenging organizational tasks, projects & assignments.	6.00 (1.00)	7.00 (1.00)	4.75 (0.72)	4.75 (0.40)
Solicits & values the thoughts, opinions & ideas of employees.	4.00 (1.00)	7.00 (1.00)	5.00 (0.59)	4.00 (0.76)
Strategic Problem Analysis	6.00 (0.70)	6.40 (0.84)	5.05 (0.78)	4.40 (0.63)
Anticipates potential & future problems.	5.00 (1.00)	6.00 (1.00)	5.00 (1.00)	5.00 (0.67)
Creates opportunities to be innovative & create new ideas & concepts.	7.00 (1.00)	7.00 (1.00)	5.00 (0.76)	4.75 (0.72)
Gathers & utilizes available information in order to understand and solve organizational issues & problems.	5.00 (1.00)	6.00 (1.00)	4.75 (0.72)	4.25 (0.57)
Considers alternatives & generates contingency plans when making decisions & solving problems.	7.00 (1.00)	6.00 (1.00)	5.25 (0.72)	4.25 (0.64)
Generates & considers multiple solutions to a problem.	6.00 (1.00)	7.00 (1.00)	5.25 (0.86)	3.75 (0.72)
Decisiveness/Judgement	5.60 (0.60)	6.20 (0.67)	5.10 (0.64)	4.35 (0.62)
Makes timely decisions based on adequate data & information.	7.00 (1.00)	5.00 (1.00)	5.50 (0.71)	4.75 (0.64)
Makes decisions confidently & quickly when necessary.	5.00 (1.00)	5.00 (1.00)	4.50 (0.63)	5.00 (0.76)
Gathers enough information, data & input before making a decision.	5.00 (1.00)	7.00 (1.00)	5.75 (0.72)	5.25 (0.72)

ManagerView360 Questions	Self	Supervisor	Peer	Subordinate
Sticks with a decision or course of action unless it is obvious that it is incorrect.	4.00 (1.00)	7.00 (1.00)	4.50 (0.63)	3.50 (0.83)
Considers the consequences of decisions.	7.00 (1.00)	7.00 (1.00)	5.25 (0.72)	3.25 (0.72)

ManagerView360 Feedback Interpretation

Communication Skills

Listening

Ability to be attentive and understand the communications of others through verbal and non-verbal behaviors.

High scores on this scale suggest those individuals frequently use active listening skills including summarizing, paraphrasing, rephrasing, reflection of feelings, and probing when communicating with others. Individuals with high scores tend to listen willingly to other's concerns, use summary statements to increase understanding, infrequently interrupt as others are speaking, and demonstrate that they have heard others through both verbal and non-verbal behaviors. Individuals with low scores utilize active listening less frequently and tend to spend more time speaking, giving advice, and interrupting others.

YOUR RESULTS: You expressed a moderately high level of active listening skills. As a result, you may often use active listening skills with others, rather than, interrupting or providing advice.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately high level of active listening skills. As a result, you may often use active listening skills with others, rather than, interrupting or providing advice.

Some developmental suggestions for continuing to improve your active listening skills include: 1) Avoid interrupting others-one of the keys to being a good listener is allowing the other person to make his/her point before presenting your own; 2) Use summarizing statements to increase understanding and reflective statements to open communication channels more frequently. To be most effective you must actively demonstrate an understanding of what others have said; Focus your attention on understanding someone's meaning instead of formulating your response. 3) Listen willingly to others' disagreements. Wait until the person is done speaking, even if you are sure you understand the disagreement. Restate the main points and ask the individual to verify the accuracy of your statement. Then, and only then, state specifically which points you disagree with and why; 4) Ask open-ended, rather than, closed-ended questions of others to clarify understanding; 5) When listening, always follow this order: a) hear, b) understand, c) interpret, and d) respond; don't jump from "hear" to "respond" without making sure you understand.

Suggested Reading: Listening: The Forgotten Skill, M. Burley-Allen (1995), John Wiley & Sons; Effective Listening Skills, A. Kratz (1995), Irwin Professional Publishers; Messages: The Communication Skills Book, M. McKay et al., (1983), Harbinger Press; The 7 Habits of Highly Effective People, S. Covey (1989), Simon & Shuster.

Suggested Seminars: Dynamic Listening Skills for Successful Communication. American Management Association, AMA Seminars, (800) 262-9699, <http://www.amanet.org>; Effective Facilitator. Management Concepts Incorporated, (703) 790-9595

Two-Way Feedback

Ability to keep others informed in a timely manner.

High scores on this scale suggest that individuals frequently communicate important organizational information with others in a timely manner, encourage a climate of openness and sharing, and maintain personal contact with his/her employees on a regular basis. Individuals with low scores tend to keep others informed and solicit input from others less frequently.

YOUR RESULTS: You expressed a moderately high level of two-way information sharing. As a result, you may often meet with your employees on a regular basis to discuss both personal and organizational information and/or create an open and trusting climate for your employees.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately high level of two-way information sharing. As a result, you may often meet with your employees on a regular basis to discuss both personal and organizational information and/or create an open and trusting climate for your employees.

Some developmental suggestions for continuing to improve your soliciting and sharing of personal/organizational information include: 1) Continue to schedule regular individual and staff meetings to discuss timely and pertinent organizational issues; 2) Increase the frequency by which you "manage by walking around" (i.e., become even more visible and active in soliciting employees thoughts and ideas); and 3) Continue sharing your own personal thoughts and feelings with others on a more frequent basis; 4) Consider holding periodic informational meetings. Invite your entire staff, including support personnel. Use this meeting to inform your employees of the organization's plans and goals and the progress they are making in helping to attain these goals. Ask your staff to comment and to offer suggestions for improvement; 5) Whenever possible, give others access to current information, such as attitude survey results, future trends of the organization, and other strategic information. This will help them understand what is currently going on and how they can be most helpful.

Suggested Reading: High Involvement Management. E. Lawler (1987), Jossey-Bass; The Human Side of Change: A Practical Guide to Organizational Redesign. T. Galpin (1996), Jossey-Bass; Leading Change. Kotter, John P., Boston: Harvard Business School Press, 1996.

Suggested Seminars: Organizational and Managerial Communication Skills. University of Richmond, Management Institute, (804) 289-8019, <http://www.richmond.edu/>; Leadership through People Skills, Psychological Associates, 800-345-6525, <http://www.q4solutions.com>

Written Communication

Ability to express written thoughts and ideas in a clear and concise manner.

High scores on this scale suggest that written communications are logically organized, grammatically correct, and appropriately used within the organization on a frequent basis. Individuals with low scores may not write memos, letters, and reports in a clear and organized manner.

YOUR RESULTS: You expressed a moderately high level of written communication skills. As a result, you tend to use written communications effectively and appropriately within your organization.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately high level of written communication skills. As a result, you tend to use written communications effectively and appropriately within your organization.

Some developmental suggestions for continuing to improve your written communication skills include: 1) Consider taking an advanced workshop on business, technical, or proposal writing to enhance your basic writing skills; 2) Consider utilizing visual aids to help illustrate main points and add impact to key points in your writing. Prepare samples of various visual aids (e.g., graphs, tables, charts) to determine which one would most effectively support your written report, proposal or memo; 3) If you use a computer to write memos and reports, continue utilizing spell-checking and grammar-checking software programs in your writing; 4) When you are writing a memo or report to a diverse group of individuals, keep the technical language and jargon to a minimum; 5) Continue to build and increase your vocabulary to enable you to expand and use words correctly, and 6) Solicit feedback from others about how your written correspondence, reports and proposals can be improved. Look for ways to write more concisely and carefully consider the needs of your reader.

Suggested Reading: *The Elements of Style*, W. Strunk and E. White (1979), McMillian; *Technical Report Writing Today*, S. Pauley and D. Riorda (1987), Houghton-McMillian; *The McGraw Hill Handbook of Business Letters*, R. Poe (1988), McGraw Hill; *How to Be a Great Communicator: In Person, on Paper, and on the Podium*, N. Quebin (1996), John Wiley & Sons; *Beyond Words: A Guide to Drawing Out Ideas*, M. Sonneman (1997), Ten Speed Press; *Persuasive Business Proposals: Writing to Win Customers, Clients and Contracts*, H. Mackay (1997), Doubleday; *AMA Style Guide for Business Writing*, The American Management Association, New York: AMACOM, 1996; *Plain English at Work: A Guide to Writing and Speaking*, Bailey, Edward P., New York: Oxford University Press, 1996; *Style: Toward Clarity and Grace*, Williams, Joseph M., Chicago: The University of Chicago Press, 1995.

Oral Communication

Ability to convey oral thoughts and ideas in a clear and concise manner.

High scores on this scale suggest that individuals frequently maintain eye contact when speaking to others, speak in a clear and persuasive manner, and state complex information in a way that others can easily understand. Individuals with a low score may present information to others in a confusing and unorganized manner.

YOUR RESULTS: You expressed a moderately high level of oral communication skills. In general, you tend to communicate in a clear, concise, and confident manner with others.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately high level of oral communication skills. In general, you tend to communicate in a clear, concise, and confident manner with others.

Some developmental suggestions for continuing to improve your oral communication skills include: 1) Maintain eye contact with others while you speak; 2) Enunciate clearly and consider the rate at which you speak; 3) Rehearse what you will say to others so that it is clear, logically organized, and to the point. Maintain eye contact with your audience, speak in a confident tone and manner, and avoid distracting mannerisms (e.g., use of a monotone voice, frequently using "um" or "you know" in your speech; and 4) State your views in a concise and confident manner. Use body language and non-verbal behavior that is consistent with your message and creates a positive impact on your audience; 5) To determine whether your key points are clear, ask people to summarize what you have told them. This will give you an opportunity to find out if you are being too wordy and to restate your points if others have misunderstood you; 6) Ask a trusted coworker or your manager to tell you, during your discussions, if you are being redundant or if you have wandered off the topic. In addition, for group discussions or formal presentations, ask someone to use a predetermined signal to let you know if you are becoming too wordy. When you get the signal, condense what you are saying and get back on track.

Suggested Reading: Persuasive Business Speaking. Snyder, Elayne, New York: AMACOM, 1990; Why Didn't You Say That in the First Place?:How to Be Understood at Work, R. Heyman (1997), Jossey-Bass; Communicating at Work, A. Alessandra (1993), Fireside; Simply Speaking: How to Communicate Your Ideas with Style, Substance and Clarity, P. Noonan (1998), Harper Collins; How to Say it at Work: Putting Yourself Across with Power Words, Phrases, Body Language and Communication Secrets, J. Griffen (1998), Prentice Hall.

Suggested Seminars: National Training Laboratories (800) 777-5227, www.ntl.org; Center for Creative Leadership (919) 228-7210, www.ccl.org; American Management Association (800) 262-9699, <http://www.amanet.org>

Oral Presentation

Ability to present individual and organizational viewpoints to groups in a clear and persuasive manner.

High scores on this scale suggest that individuals frequently make clear, persuasive, and interesting oral presentations. These individuals tend to effectively answer questions, summarize important points, and manage concerns voiced by others. Individuals with low scores may make presentations that lack clarity, organization, and interest. These individuals may have difficulty answering questions or handling disagreement expressed by others.

YOUR RESULTS: You expressed a moderately high level of oral presentation skills. As a result, you tend to be generally comfortable speaking in front of both small and large groups at work.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderate level of oral presentation skills. As a result, you may wish to become more comfortable and effective speaking in front of both small and large groups at work.

Some developmental suggestions for improving your oral presentation skills include: 1) Hire a coach, take a workshop or enroll in a class on presentations and public speaking (or consider joining an organization like Toastmasters); 2) Learn how to manage your anxiety that public speaking may create for you. Realize that anxiety decreases with experience and that is generally not noticeable to your listeners; 3) Learn how to effectively handle questions and objections during presentations; 4) Enhance the visual nature of your presentations through slides, graphics, charts, etc.; 5) Practice using humor to entertain and persuade others; and 5) Rehearse and practice oral presentations with others before you deliver them; 6) Pay attention to your nervousness, rate of speech, body language and voice tone. Avoid any verbal and non-verbal distractions that might distract the listener (e.g., speaking in a monotone voice, repeating yourself, or mispronouncing words when you speak); and 7) Ask a trusted friend or colleague to provide you with feedback about your presentation style and approach. Analyze how you can become more comfortable and effective speaking in front of both large and small groups; 8) Anticipate questions and prepare answers in advance; 9) Concentrate on getting your message across, not on whether you are a good speaker, and you will be less nervous; 10) Seek opportunities to give speeches through community or service organizations; and 11) Use audiovisual aids and other support materials effectively.

Suggested Reading: Persuasive Business Speaking. E. Snyder (1990), AMACOM; What to Say When You are Dying on the Platform: A Complete Resource for Speakers, Trainers and Executives, T. Bivens (1995), McGraw-Hill; Saying it With Charts: The Executive 's Guide to Visual Communication, G. Zelazny (1996), Irwin; Leading Out Loud: The Authentic Speaker, the Credible Leader, T. Pearce (1995), Jossey-Bass; Toastmaster's International Guide to Successful Speaking:Overcoming Your Fears, Winning Over Your Audience, and Building Your Business and Career, J. Slutsky (1996), Dearborn Trade; Plain English at Work: A Guide to Writing and Speaking. Bailey, Edward P., New York: Oxford University Press, 1996.

Suggested Seminars: Effective Executive Speaking. American Management Association, (800) 262-9699, <http://www.amanet.org>; Presenting with Power and Presence. Impact Training Associates, Inc., Impact Training Associates Public Workshops, (800) 848-4333 or (818) 241-3537, <http://impact-training.com>; Toastmasters. Toastmasters International, (800) 993-7732, <http://www.toastmasters.org>

Vision/Goal Setting

Ability to share a common vision and develop strategic goals for the organization

High scores on this scale suggest that individuals frequently establish and communicate individual and organizational goals to others. Individuals with low scores rarely assign or participatively develop challenging, yet realistic, goals and objectives that are linked to the mission and strategic plans of the organization.

YOUR RESULTS: You expressed a high level of vision/goal setting. As a result, you may frequently establish individual and departmental goals, communicate clear performance standards to others, and/or inform employees how his/her tasks are linked to organizational goals.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately high level of vision/goal setting. As a result, you may often establish individual and departmental goals, communicate clear performance standards to others, and/or inform employees how his/her tasks are linked to organizational goals.

Some developmental suggestions for continuing to improve your vision/goal setting skills include: 1) Initiate individual planning meetings with subordinates to prioritize work and clarify performance standards; 2) Meet periodically with your department to update employees on progress against annual/quarterly goals and objectives; and 3) Utilize planning tools (e.g., milestone charts, computer planning software, etc.) to clarify key project steps and accomplishments; 4) Identify strategies for achieving your mission and vision. Select the strategies most likely to lead to success; 5) Identify the "critical success factors" necessary to accomplish your mission and vision. Critical success factors are key activities the team needs to do, and do right, in order to achieve your vision and mission. Review your analysis (second step) to assist in identifying the factors; 6) Share your vision, mission, and strategies with others in your organization; 7) Make sure that everyone on the team knows and tracks the team's critical success factors; 8) Meet on a regular basis with your employees to discuss their current perceptions of their roles and the work they do. Discuss similarities to and differences from your expectations; 9) Hold periodic update meetings to review the group's progress against goals and to determine whether a change in direction is necessary. For example, if the priority at the beginning of the year was to increase sales, but expenses increased dramatically at mid-year, you may decide to place more emphasis on reducing expenses; 10) Build your annual department goals and objectives around the strategic plan. Then develop monthly, weekly, and daily plans to accomplish your strategic goals and objectives; 11) Have employees submit an annual business plan; and 12) Initiate a six-month (midyear) review of progress against your annual plan. Revise your plans where necessary, and coordinate your revisions with your direct reports so they can focus more clearly on the strategic objectives.

Suggested Reading: Leaders: The Strategies for Taking Charge. W. Bennis & N. Burt (1985), Harper & Row; Empowered Teams: Creating Self-Directed Work Groups That Improve Quality, Productivity, and Participation. Wellins, Richard S.; Byham, William C.; and Wilson, Jeanne M., San Francisco: Jossey-Bass Inc, Publishers, 1991; Managing Projects in Organizations: How to Make the Best Use of Time, Techniques, and People (2nd ed.). Frame J. Davidson, San Francisco: Jossey-Bass Inc, Publishers, 1995.; New Project Management, The. Frame, Davidson J., San Francisco: Jossey-Bass Inc, Publishers, 1994. Strategic Planning Plus. Kaufman, Roger, Newbury Park, CA: Sage Publications, 1992.; First Things First. Covey, Stephen R.; Merrill, A. Roger; and Merrill, Rebecca R., New York: Simon & Schuster, 1994.

Suggested Seminars: Strategy Implementation. American Management Association, AMA Seminars, (800) 262-9699. <http://www.amanet.org>; Time Management. American Management Association, (800) 262-9699. <http://www.amanet.org>; Time Management: Making Every Minute Count. Management Concepts Incorporated, (703) 790-9595, <http://www.mgmtconcepts.com/>; Project Management. Kepner Tregoe, (800) 537-6378, <http://www.kepner-tregoe.com>. Executive Program in Strategy and Organization. Stanford Graduate School of Business, Office of Executive Education; Stanford Business School; (650) 723-3341, <http://www.gsb.stanford.edu/>; Tools and Techniques for Thinking and Managing Strategically, American Management Association, 800-262-9699, <http://www.amanet.org/>; Strategic Planning, American Management Association, 800-262-9699, <http://www.amanet.org/>; Facilitating Change, Interaction Associates, 800-347-8352, <http://www.interactionassociates.com/>

Task Management Skills

Planning/Organizing

Ability to set realistic and measurable goals and allocate resources (people, budget, materials, etc.).

High scores on this scale suggest that individuals effectively plan, organize, schedule, and manage his/her time on a daily basis. Individuals with low scores may tend to be disorganized, spend little or no time in long range planning efforts, and frequently "fight fires" in attempts to respond to day to day tasks and activities.

YOUR RESULTS: You expressed a moderately high level of planning and organizing. As a result, you may often respond to the most important aspects of your job, rather than, the urgent. It would appear that you could benefit even more by effectively managing your time and further developing your longer-range and strategic planning skills.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately high level of planning and organizing. As a result, you may often respond to the most important aspects of your job, rather than the urgent. It would appear that you could benefit even more by effectively managing your time and further developing your longer-range and strategic planning skills.

Some developmental suggestions for continuing to improve your organizing, planning, and scheduling skills include: 1) Spend at least 10 minutes at the end of each workday planning the activities for the next day. Organize and prioritize the things that you need to accomplish; 2) Learn to use and apply planning systems, software programs and tools such as electronic organizers, calendars, project planning software programs, phone logs, etc., to effectively manage your time. Create a prioritized "to-do" list by grouping daily tasks into three categories: vital high payoff tasks, important, and tasks with limited payoff; 3) Reduce excessive interruptions to maximize your efficiency and effectiveness during the day; and 4) Set aside time each day for completion of paper work, e-mail, special projects, and phone calls; 5) Build your annual department goals and objectives around the strategic plan. Then develop monthly, weekly, and daily plans to accomplish your strategic goals and objectives; 6) Have employees submit an annual business plan; and 7) Initiate a six-month (midyear) review of progress against your annual plan. Revise your plans where necessary, and coordinate your revisions with your direct reports so they can focus more clearly on the strategic objectives.

Suggested Reading: How to Make Meetings Work, M. Doyle and D. Straus (1986), Berkeley Publishing; The Organized Executive: New Ways to Manage Time, Paper, and People, S. Winston (1983), Warner Books; Leaders: The Strategies for Taking Charge. W. Bennis & N. Burt (1985), Harper & Row; Empowered Teams: Creating Self-Directed Work Groups That Improve Quality, Productivity, and Participation. Wellins, Richard S.; Byham, William C.; and Wilson, Jeanne M., San Francisco: Jossey-Bass Inc, Publishers, 1991; Managing Projects in Organizations: How to Make the Best Use of Time, Techniques, and People (2nd ed.). Frame J. Davidson, San Francisco:

Jossey-Bass Inc, Publishers, 1995.; Strategic Planning Plus. Kaufman, Roger, Newbury Park, CA: Sage Publications, 1992.; First Things First. Covey, Stephen R.; Merrill, A. Roger; and Merrill, Rebecca R., New York: Simon & Schuster, 1994.

Suggested Seminars: Developing The Strategic Leader: Thinking, Acting, Influencing. Center for Creative Leadership, CCL Programs, (910) 545-2810 <http://www.ccl.org> ; Strategic Planning. American Management Association, AMA Seminars, (800) 262-9699; <http://www.amanet.org> ; Tools and Techniques for Thinking and Managing Strategically. American Management Association, AMA Seminars (800) 262-9699, <http://www.amanet.org/index.htm>

Delegation

Ability to assign work, clarify expectations and define how individual performance will be measured.

High scores on this scale suggest that individuals clearly define tasks and work assignments to others, provide adequate authority and resources to accomplish the assigned tasks, and establish systems to continually evaluate progress on a frequent basis. Individuals with low scores tend to delegate less frequently and ineffectively utilize available staff and human resources to accomplish projects, tasks, and assignments.

YOUR RESULTS: You expressed a moderately high level of delegating tasks, projects, and assignments. As a result, you may sometimes assign tasks, projects, and assignments to others that you presently supervise or manage.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately high level of delegating tasks, projects, and assignments. As a result, you may sometimes assign tasks, projects, and assignments to others that you presently supervise or manage.

Some developmental suggestions for continuing to improve your delegation skills might include: 1) Determine what special tasks, projects, and assignments could be distributed to appropriate staff members; 2) Continue to spend enough time with appropriate staff members to establish and communicate project expectations and standards; 3) Develop project-specific control and follow-up mechanisms (e.g., weekly briefings, project status notes, etc.) to monitor progress of delegated assignments; 4) Use project teams and task forces when you need input from others on a specific problem or focus. Keep in mind the problem or opportunity as you determine the composition of the team; 5) Invite employees who raise issues or problems to participate on a task force that will generate the solutions; 6) Involve employees in task forces that are set up to address issues raised through employee opinion surveys or other feedback instruments; and 7) Involve members at the lower levels of the organization when developing new products or services.

Suggested Reading: The One-Minute Manager Meets the Monkey. K. Blanchard, W. Oncken & H. Burrows (1989), William Morrow; No-Nonsense Delegation. D. McConkey (1986), AMACOM.

Suggested Seminars: Delegation and Team Effort: People and Performance. University of Michigan, The Michigan Business School, Executive Education Center, (734) 763-4229. <http://www.bus.umich.edu/execed>

Administrative Control/Follow up

Ability to develop procedures to evaluate and monitor job activities and tasks on an on-going basis.

High scores on this scale suggest that individuals frequently meet with employees to follow up on individual performance progress and establish systems to continuously monitor project costs, quality, and schedule. Individuals with low scores less frequently establish mechanisms to insure that assignments, tasks, and projects are completed on time and completely meeting the needs of the customer.

YOUR RESULTS: You expressed a high level of monitoring, checking, or following up on delegated tasks, projects, and assignments. As a result, you may rarely find yourself "fighting fires" and managing crises on a daily basis. It would appear that you could benefit by continuing to develop specific follow-up and control skills to insure that projects, tasks, and assignments are completed according to important performance criteria (e.g., schedule, budget, quality).

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderate level of monitoring, checking, or following up on delegated tasks, projects, and assignments. As a result, you may sometimes find yourself "fighting fires" and managing crises on a daily basis. It would appear that you could benefit by continuing to develop specific follow-up and control skills to insure that projects, tasks, and assignments are completed according to important performance criteria (e.g., schedule, budget, quality).

Some developmental suggestions for improving your administrative follow-up and control skills might include: 1) Establish and communicate performance standards to staff with respect to both individual and departmental objectives; 2) Mutually develop appropriate project control mechanisms such as weekly status reports, performance review meetings, written reports, and personal observation of work to insure quality, cost, schedule; and 3) Ask employees to write action plans and produce progress reports. Have your employees give a copy to you and keep one for themselves; this will ensure that you both know what is expected. Depending on the person's experience level, you may want to be involved in the planning process to ensure that the progress reports are acceptable.

Suggested Reading: Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations, The. Kouzes, James M. and Posner, Barry P., San Francisco: Jossey-Bass Inc, Publishers, 1996; Managing for Results. Drucker, Peter F., New York: HarperBusiness, 1993.

Suggested Seminars: Motivating Others: Bringing Out the Best in People. American Management Association, AMA Seminars, (800) 262-9699 <http://www.amanet.org> ; Managing Multiple Projects, Objectives and Deadlines. SkillPath Seminars, (800) 873-7545 or (913) 677-3200, <http://www.skillpath.com>

Performance Evaluation/Appraisal

Ability to provide on-going feedback and conduct timely and effective performance reviews.

High scores on this scale suggest that individuals frequently establish and communicate individual work objectives and performance expectations, provide on going performance feedback, and conduct formal performance appraisal review meetings with employees. Individuals with low scores less frequently engage in individual performance planning and review processes with his/her employees.

YOUR RESULTS: You expressed a moderately high level of appraisal and evaluation activity. As a result, you may often schedule and conduct annual performance appraisal meetings with your subordinates, maintain up-to-date employees records, and/or establish individual performance goals for the next appraisal period with your employees.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately high level of appraisal and evaluation activity. As a result, you may often schedule and conduct annual performance appraisal meetings with your subordinates, maintain up-to-date employees records, and/or establish individual performance goals for the next appraisal period with your employees.

Some developmental suggestions for continuing to improve your appraisal/evaluation skills include: 1) Schedule annual appraisal meetings with each of your subordinates; 2) Document employee performance in a timely manner and maintain it in an orderly filing system; 3) Encourage subordinates to appraise his/her performance during the year and to set performance goals for the next appraisal period; 4) Provide specific feedback to employees about their accomplishments as well as areas of improvement on the job; 5) Make sure that your group has measurable goals and objectives. Then focus on results, not activity; 6) Monitor the results of your group frequently. Indicate satisfaction when they meet or exceed their goals and dissatisfaction when they do not; 7) Challenge yourself and others to do better without minimizing what you or they have already accomplished; and 8) Keep others informed about what you and your group are doing.

Suggested Reading: Coaching for Improved Work Performance. F. Fournies (1987), McGraw-Hill; Causes of Failure in Performance Appraisal and Evaluation. J. Baker (1988), Greenwood Publishing; 80/20 Principle: The Secret of Achieving More with Less, The. Koch, Richard, New York: Bantam Doubleday Dell Publishing Group, 1998; Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations, The. Kouzes, James M. and Posner, Barry P., San Francisco: Jossey-Bass Inc, Publishers, 1996; Managing Projects in Organizations: How to Make the Best Use of Time, Techniques, and People (2nd ed.). Frame J. Davidson, San Francisco: Jossey-Bass Inc, Publishers, 1995; The Agile Manager's Guide to Leadership. Wadsworth, Walter J., and Olson, Jeff,; Velocity Business Publishing, Incorporated, 1998; Emotional Intelligence: Why It Can Matter More Than IQ. Goleman, Daniel, New York: Bantam Books, 1995.

Suggested Seminars: Managing and Appraising Employee Performance. Management Concepts Incorporated, (703) 790-9595, <http://www.mgmtconcepts.com/>; Achieving Performance Targets. The Tracom Corporation, Cahners TRACOM Group Solutions and Resources, (800) 221-2321, <http://www.tracom.com/index.htm> ; Leadership for Extraordinary Performance. University of Virginia, Darden Executive Education, The Darden School Foundation, (804) 924-3000, http://exec.darden.virginia.edu/exec_prog_open.htm

Performance Management

Ability to provide others with regular and clear feedback on their performance and offer support when individuals are confronted with problems.

High scores on this scale suggest that individuals constructively confront employee performance problems in a consistent, fair, and prompt manner, clearly communicate the consequences of continued performance problems, and attempt to mutually agree upon action plans to improve performance. Individuals with low scores frequently do not address specific performance problems promptly, ignore deteriorating performance problems until they are severe, and do not use effective performance coaching techniques and progressive discipline procedures.

YOUR RESULTS: You expressed a moderately high level of employee discipline and corrective action skills. As a result, you may often confront employee performance problems when they arise, act consistently in enforcing company policies, and provide negative performance feedback in a manner that minimizes negativity, resentment, and defensiveness.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately high level of employee discipline and corrective action skills. As a result, you may often confront employee performance problems when they arise, act consistently in enforcing company policies, and provide negative performance feedback in a manner that minimizes negativity, resentment, and defensiveness.

Some developmental suggestions for continuing to improve your individual and team performance management skills include: 1) Continue to focus on specific behaviors, rather than attitude or personality, when corrective action or employee discipline is required; 2) Clearly communicate the consequences of continued employee behavior in discipline situations; 3) Set a follow-up date with the employee to discuss progress and reinforce subsequent performance improvement; 4) Hold periodic update meetings as a way to catch problems before they get too big. Listen for information suggesting that people are having a hard time getting support and resources, and take steps to resolve these problems; 5) Confront people who are negatively affecting the team's success or morale; 6) Give feedback that is specific and behavioral, rather than general and judgmental. Describe the behavior in objective and specific terms. Focus on the work, not on the person. Saying, "You're getting lazy," is much more likely to arouse defensiveness than saying, "You've missed the last two deadlines" and 7) If others come to you with a problem, let them know what you plan to do. Saying nothing may lead others to conclude that you are unconcerned or afraid to address the problem.

Suggested Reading: *The Balanced Scorecard: Translating Strategy Into Action*. Kaplan, Robert S. and Norton, David P, Boston: Harvard Business School Press, 1996; *The Talent Solution: Aligning Strategy and People to Achieve Extraordinary Results*. Gubman, Edward L, New York, NY: McGraw-Hill, 1998; *Corporate Coach: How to Build a Team of Loyal Customers and Happy Employees*, The. Miller, James B., and Brown, Paul B., New York: HarperBusiness, 1994; *Stop Managing, Start Coaching!: How Performance Coaching Can Enhance Commitment and Improve Productivity*. Gilley, Jerry W., and Boughton, Nathaniel W., New York: McGraw-Hill Companies, 1996; *Successful Manager's Handbook*. B. Davis et al. (1992), Personnel Decisions, Inc., 800-633-4410.

Suggested Seminars: *Fairness in the Workplace: EEO, Sexual Harassment and the ADA*. Management Concepts Incorporated, (703) 790-9595, <http://www.mgmtconcepts.com/>; *Communicating for Improved Performance*. Communispond, Inc., (212) 486-2300. <http://www.communispond.com> ; *Coaching for Results*, Center for Creative Leadership, 336-545-2810, www.ccl.org ; *Motivating Others: Bringing Out the Best in People*. American Management Association, AMA Seminars, (800) 262-9699, <http://www.amanet.org>

Recognizing/Rewarding Performance

Ability to reward and recognize performance in a timely and appropriate manner.

High scores on this scale suggest that individuals frequently acknowledge the accomplishments of others through praise and recognition, reward employees for special contributions and achievements, and express appreciation for employee's efforts. Individuals with low scores infrequently provide praise, recognition, and acknowledgment for the effort, talents, or performance of others.

YOUR RESULTS: You expressed a moderately high level of providing positive feedback and recognizing the performance of your subordinates. As a result, you may often compliment employees when they perform well or provide appropriate incentives and rewards for the successful completion of tasks and assignments.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated moderately high level of providing positive feedback and recognizing the performance of your subordinates. As a result, you may often compliment employees when they perform well or provide appropriate incentives and rewards for the successful completion of tasks and assignments.

Some developmental suggestions for continuing to improve your employee recognition and reinforcement skills include: 1) Manage your employees' performance more effectively by providing positive feedback for successful completion of tasks, projects, and assignments in a timely manner; 2) Provide on-going feedback to employees, rather than, waiting for the annual performance appraisal meeting; 3) "Catch your employees doing things right" by being visible and recognizing

individual contributions and accomplishments that are worth noting; 4) Meet with your employees individually and show them how their responsibilities fit into the department and organization; 5) Openly recognize attempts to go beyond what is expected. In particular, reward people who overcome difficult obstacles and achieve strong results; and 6) Give specific and timely feedback. Employees are likely to excel when they receive feedback on and reinforcement of their performance.

Suggested Reading: Love them or Lose Them: Getting Good People to Stay. B Beverly Kaye and Sharon Jordan-Evans, 1999, Berrett Koehler: Bringing Out the Best in People. Daniels, Aubrey C., New York: McGraw-Hill, 1993.. This book teaches the principles of positive reinforcement that can help managers; 1001 Ways to Reward Employees. Nelson, Bob, New York: Workman Publishing, 1993; Rewarding and Recognizing Employees: Ideas for Individuals, Teams, and Managers. Klubnik, Joan P, Chicago: Irwin Professional Publishers, 1995; Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others. James Kouzes and Barry Posner (1997), Simon and Shuster.

Suggested Seminars: Motivating Others: Bringing Out the Best in People. American Management Association, AMA Seminars, (800) 262-9699, <http://www.amanet.org>; Providing Superior Customer Service. Management Concepts Incorporated, (703) 790-9595, <http://www.mgmtconcepts.com/>; Mobilizing People. IMD, <http://www.imd.ch/>

Interpersonal Skills

Team Building/Development

Ability to create and develop motivated, cohesive and high performance teams.

High scores on this scale suggest that individuals frequently encourage team projects and assignments, facilitate collaborative working relationships, and reward group efforts to accomplish organizational goals. Individuals with low scores tend to recognize and reward individual efforts, create a competitive work climate, and less frequently initiate team building activities.

YOUR RESULTS: You expressed a moderately high level of team development and team building skills. As a result, you may often create opportunities for your subordinates to work together as a team, develop collaborative, rather than, competitive team efforts, and encourage a climate of trust and openness.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately high level of team development and team building skills. As a result, you may often create opportunities for your subordinates to work together as a team, develop collaborative, rather than competitive team efforts, and encourage a climate of trust and openness.

Some developmental suggestions for continuing to improve your team development skills include: 1) Schedule team development meetings and off-site team-building sessions to foster cohesion and morale; 2) Support and accurately convey group and team needs to upper management; 3) Initiate team planning, problem-solving, and decision-making processes to foster commitment, collaboration, and team spirit; 4) Foster development of meaningful common goals for the team; 5) Periodically revisit your goal statements to ensure that they are current; changes both internal and external to the organization may spur a need for fine-tuning. In addition, review your team's efforts regularly to ensure that they are pointed in the right direction; 6) Share your team's goals with others in your organization; and 7) Make certain that everyone on the team knows and tracks the team's critical success factors.

Suggested Reading: Building a Dynamic Team: A Practical Guide to Maximising Team Performance. Chang, Richard, London: Kogan Page Ltd., 1995; Empowered Teams: Creating Self-Directed Work Groups That Improve Quality, Productivity, and Participation. Wellins, Richard S.; Byham, William C.; and Wilson, Jeanne M., San Francisco: Jossey-Bass Inc, Publishers, 1991; Improving Work Groups. Francis, Dave, and Young, Don, San Diego, CA: Pfeiffer & Company, 1992; Team Players and Teamwork: The New Competitive Business Strategy. Parker, Glenn M., San Francisco: Jossey-Bass Inc, Publishers, 1996.

Suggested Seminars: Leadership and High Performance Teams, Center for Creative Leadership, 336-545-2810, www.ccl.org ; Orchestrating Team Performance. The Tracom Corporation, Cahners TRACOM Group Solutions and Resources, (800) 221-2321. <http://www.tracomcorp.com> ; Advanced Teambuilding, National Training Lab, 800-777-5227, www.ntl.org/; Managing Teams for Innovation and Success. Stanford Graduate School of Business, 650-723-3341, www.gsb.stanford.edu/exed

Interpersonal Sensitivity

Ability to take actions that demonstrate consideration for the feelings and needs of others.

High scores on this scale suggest that individuals frequently make it easy for employees to talk about their work concerns and personal problems, develop supportive and friendly relationships, make an effort to understand how other employees are feeling, and demonstrate sensitivity towards diversity in the workforce by treating all employees in a fair and consistent manner. Individuals with low scores infrequently take actions to demonstrate an understanding of the needs and concerns of all employees in a sensitive and caring manner.

YOUR RESULTS: You expressed a high level of sensitivity/diversity management. As a result, this high relationship-orientation may possibly facilitate developing rapport, taking an interest in the job and personal life of others, managing diversity and listening to the suggestions, problems, and concerns of others.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately high level of sensitivity/diversity management. As a result, this moderately high relationship-orientation may possibly facilitate developing rapport, taking an interest in the job and personal life of others, managing diversity and listening to the suggestions, problems, and concerns of others.

Some developmental suggestions for continuing to develop your interpersonal sensitivity skills might include: 1) Continue to obtain ongoing feedback on your interpersonal style from a respected colleague, peer, or team member. Ask for the person's impressions of your style and impact in a variety of situations; 2) It's easier to work with people if they feel that you are comfortable with them. If you tend to create an initial impression of extreme seriousness, intensity or come across as somewhat sarcastic, people may be hesitant to open up and work with you. Identify any occasions in which you might be using sarcasm or humor in a way that may offend others, monitor your non-verbal behavior, and learn more about your team member's interests; and 3) If others see you as sometimes lacking in warmth and sensitivity, determine what you might be doing to create this impression. Is it that you are sometimes preoccupied with current tasks or appear uninterested in their problems? Is it that they rarely see you or when you do you hardly have enough time to interact with them? Try to look at yourself as others see you. Consider making changes based upon your analysis.

Suggested Reading: Goleman, D. (1998). Working with emotional intelligence. New York: Bantam Books; Goleman, D. (1998). What makes a leader? Harvard Business Review, November-December; The Handbook of Emotional Intelligence : Theory, Development, Assessment, and Application at Home, School and in the Workplace (2000), Reuven Bar-On (Editor), James D. A. Parker (Editor), Jossey-Bass; Cherniss, C. and Adler, M. (2000). Promoting Emotional Intelligence in Organizations. Alexandria, Virginia: ASTD

Suggested Seminars: Foundations of Leadership. Center for Creative Leadership, CCL Programs, 336-545-2810, <http://www.ccl.org> ; Human Interaction Laboratory, National Training Lab, 800-777-5227, www.ntl.org ; Building Better Working Relationships: New Techniques for Results-Oriented Communication. American Management Association, AMA Seminars, (800) 262-9699 <http://www.amanet.org>

Suggested Websites: www.eiconsortium.org

Individual Coaching Services Organizational Performance Dimensions (OPD), 800-538-7628 or 310-450-8397, <http://www.opd.net>

Negotiation/Conflict Management

Ability to negotiate and effectively resolve interpersonal differences with others.

High scores on this scale suggest that individuals seek collaborative "win win" solutions to interpersonal problems, allow for disagreement to be expressed and discussed in a constructive manner, and attempt to resolve interpersonal conflicts immediately when they arise. Individuals with low scores tend to minimize and avoid disagreements with others, or utilize much more competitive "win lose" approaches to resolving individual differences.

YOUR RESULTS: You expressed a moderately high level of conflict management skills. As a result, you may often confront interpersonal and team conflict when it arises, minimize mediating roles that you may be required to play, and/or allow disagreements to emerge and be resolved adequately.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately high level of conflict management skills. As a result, you may often confront interpersonal and team conflict when it arises, minimize mediating roles that you may be required to play, and/or allow disagreements to emerge and be resolved adequately.

Some developmental suggestions for continuing to improve your negotiation and conflict management skills include: 1) Evaluate your conflict management style by obtaining feedback from a trusted colleague, peer or team member. Ask for the person's impressions of your style and impact in a variety of conflict situations; 2) Attempt to develop a collaborating, rather than, competitive or avoiding conflict management style. Carefully monitor your tendency to want to win and try to treat the other person with respect even when you disagree with his/her position. During a disagreement, find a common goal on which you both agree and keep focusing on that goal; 3) Check your tendency to squelch team differences and allow disagreements to be discussed in a non-evaluative atmosphere; 4) Practice using active listening to reduce conflict and better understand the perspective of others. Too often, the parties involved in a disagreement spend most of their time talking instead of listening. Try to avoid preparing a rebuttal or thinking of other ways to support your viewpoint when others are speaking; 5) Diagnose the real reasons for the problem. Many interpersonal conflicts have multiple sources so listen carefully and when you think you know the issues, summarize your understanding of them and ask if it accurately captures all of the person's concerns; 6) Restate the positions held by those on both sides of a conflict to ensure that the conflict is not just a misunderstanding and to show that you understand the others' perspectives; 7) Clearly tell the other person the things you both agree on before dealing with the points of disagreement. This approach provides a positive starting point by building bridges between people 8) If a conflict escalates, call for a time out. Reconvene when both people have reduced tension to a productive level and have regained their perspective; and 9) Take a class or workshop on negotiation, assertiveness, or conflict management skills.

Suggested Reading: Getting to Yes: Negotiating Agreement without Giving In, R. Fisher & W. Ury (1981), Penguin Books; You Can Negotiate Anything, H. Cohen (1989), Bantam Books; Getting Past No: Negotiating Your Way from Confrontation to Cooperation, W. Ury (1993), Bantam Books; The Negotiating Game: How to Get What You Want, C. Karrass (1997), Harper Business; The Art of Closing a Deal: How to Be a Master Closer in Everything You Do, F. Acuff (1991), Warner Books;

Think Before You Speak: The Complete Guide to Strategic Negotiation, R. Lewicki (1996), John Wiley & Sons.

Suggested Seminars: Assertiveness Skills. Management Concepts Incorporated, (703) 790-9595. <http://www.mgmtconcepts.com/>; Responding to Conflict: Strategies for Improved Communication. American Management Association, AMA Seminars, (800) 262-9699. <http://www.amanet.org> ; Managing Differences and Agreement: Making Conflict Work for You. Designed Learning, Inc., Designed Learning Workshops, (908) 889-0300, <http://www.designedlearning.com/> ; Collaborative Negotiation and Conflict Management Strategies, National Training Labs, 800-777-5227, <http://www.ntl.org>

Coaching/Employee Development

Ability to coach, train and develop others.

High scores on this scale suggest that individuals provide specific performance feedback, support the professional and career planning efforts of his/her staff, and encourage continuous training and development to enhance current skills and knowledge. Individuals with low scores tend to meet less frequently with subordinates for the purpose of employee development planning. These individuals may spend less time with their subordinates discussing professional and career development plans.

YOUR RESULTS: You expressed a high level of employee coaching skills. As a result, you may frequently meet with your subordinates to discuss professional and career development plans on a regular basis. You should continue spending enough time developing your subordinates through individual feedback and instruction, job enrichment, job rotation, stretch assignments, career counseling, outside workshops, and on-the-job training.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately high level of employee coaching skills. As a result, you may often meet with your subordinates to discuss professional and career development plans. You should continue spending enough time developing your subordinates through individual feedback and instruction, job enrichment, job rotation, stretch assignments, career counseling, outside workshops, and on-the-job training.

Some developmental suggestions for continuing to improve your coaching skills include: 1) Meet with each of your subordinates and discuss professional and career development objectives; 2) Mutually commit to a development plan consistent with your employees' professional and career objectives; 3) Schedule periodic individual discussions with your employees to review their career goals; 4) Build development plans with employees that take the answers to these questions into consideration, and provide regular feedback on progress toward career goals; and 5) Express an interest in and support the professional growth and development of your staff and team members.

Suggested Reading: Job Shift: How to Prosper in The World Without Jobs. W. Bridges (1994), Addison-Wesley; Successful Manager's Handbook. B. Davis et al. (1992), Personnel Decisions, Inc; Up is Not the Only Way (1997). Beverly Kaye, Consulting Psychologists Press; Stop Managing, Start Coaching!: How Performance Coaching Can Enhance Commitment and Improve Productivity. Gilley, Jerry W., and Boughton, Nathaniel W., New York: McGraw-Hill Companies, The, 1996.

Suggested Seminars: Succession Planning and Mentoring: Developing Future Leaders. Management Concepts Incorporated, (703) 790-9595, <http://www.mgmtconcepts.com/>; Effective Managerial Coaching and Counseling. University of Michigan, The Michigan Business School, Executive Education Center, (734) 763-4229. <http://www.bus.umich.edu/execed> ; Leadership Development Program. Center for Creative Leadership, CCL Programs, (910) 545-2810, <http://www.ccl.org>

Leadership/Influence

Ability to utilize appropriate interpersonal styles and approaches in facilitating a group towards task achievement.

High scores on this scale suggest that individuals frequently communicate and inspire a shared vision and direction, enable others to act, seek other's support and input, and recognize high performance in others. Individuals with low scores tend to be more directive in his/her leadership efforts, utilize less employee involvement processes, and less frequently communicate a clear vision about the direction of the organization.

YOUR RESULTS: You expressed a moderately high level of leadership skills. As a result, you may often share a clear vision of what needs to be done and how best to accomplish it to others, persuade and excite others to follow your ideas, plans, and concepts, and take charge of groups when required.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderately high level of leadership skills. As a result, you may often share a clear vision of what needs to be done and how best to accomplish it to others, persuade and excite others to follow your ideas, plans, and concepts, and take charge of groups when required.

Some developmental suggestions for continuing to improve your leadership skills include: 1) Volunteer or take initiative to lead a group, committee, or task force within or outside the organization; 2) Seek feedback from a trusted colleague, peer or friend about your leadership style, strengths and areas for improvement. Analyze how you can increase your leadership/influence skills; 3) Clarify and communicate your vision and show your enthusiasm about it. The more clear and compelling your vision, the easier it is for others to understand and support it; 4) Take a risk to assert your thoughts, ideas and opinions in a group. People who lack assertiveness skills are often overlooked and thus have trouble getting their ideas accepted. Use appropriate verbal and non-verbal communication to deliver an effective, assertive message (e.g., maintain eye contact, confident voice, serious expression). Identify the interests and needs of others and emphasize the benefits and features of your particular plans and ideas to them; 5) Practice involvement oriented leadership approaches by soliciting, acknowledging and incorporating the ideas and suggestions of others in your planning and problem solving processes. Avoid being too forceful, directive and authoritative when leading individuals and groups; 6) Before going into a session where you will be presenting your point of view, spend some time thinking about and investigating the other person's position and needs. What is important to them? What are their goals? What can you do for them? The answers to these kinds of questions will give you the information you need to frame your argument during the discussion; 7) Seek common ground. Finding areas of agreement is often the critical first step in achieving "win/win" outcomes; 8) Always involve the people who will be affected by change in the planning and implementation process; 9) When planning change, ensure that objectives, responsibilities, and time frames are defined and clearly communicated to people; and 10) If you are uncomfortable stating your point of view directly or taking charge and leading groups, consider enrolling in an assertiveness skills class or leadership development program to build your skills and develop your confidence in presenting your opinions with greater influence and impact.

Suggested Reading: Goleman, D., McKee, A. & Boyatzis, R. (2002). *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston: Harvard University Press; *Principle-Centered leadership*, S. Covey (1991), Summit Books; *Credibility: How Leaders Gain and Lose It, Why People Demand It*, J. Kouzes (1995), Jossey-Bass; *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*, J. Kouzes & B. Posner (1987), Jossey-Bass; *The Transformational Leader*, N. Tichy & M. Devanna (1986), The Free Press; *The Art of Self Leadership: Strategies for Personal Effectiveness in Your Life and Work*, C. Manz (1984), Prentice-Hall.

Suggested Seminars: *Leading and Developing High Performance Teams*, Center for Creative Leadership, (336) 545-2810, www.ccl.org; *Executive Program in Leadership: The Effective Use of Power*. Stanford Graduate School of Business, Office of Executive Education; Stanford Business School; (650) 723-3341, <http://www.gsb.stanford.edu/exed>; *How to Influence Without Direct*

Employee Involvement

Ability to involve employees in organizational planning, decision-making and problem-solving processes.

High scores on this scale suggest that individuals frequently and actively seek employee input on decision making, problem solving, and planning processes. Individuals with low scores tend to take initiative, solve problems, and make decisions with less input from others. These individuals tend to create less opportunity for other employees to contribute and participate in the design and implementation of important organizational tasks, projects, and assignments.

YOUR RESULTS: You expressed a moderate level of employee involvement skills. As a result, you may tend to involve employees in planning, decision-making, and/or problem-solving processes on a regular basis. However, you may still need to increase the extent to which you provide opportunities for your subordinates to get involved in challenging and meaningful organizational tasks, projects, and assignments.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderate level of employee involvement skills. As a result, you may tend to involve employees in planning, decision-making, and/or problem-solving processes on a regular basis. However, you may still need to increase the extent to which you provide opportunities for your subordinates to get involved in challenging and meaningful organizational tasks, projects, and assignments.

Some developmental suggestions for improving your employee involvement skills include: 1) Expand your use of participative management strategies with your subordinates; 2) Actively solicit and consider your employee's comments, ideas, and concerns; 3) Involve your subordinates in organizational projects and assignments that are visible and important; 4) Involve affected parties in planning. Regularly analyze projects and plans, and identify any changes that are needed. When you are considering a change, involve people at the beginning of the process, not just at implementation; 5) Ask your direct reports to identify who should be included in the planning process. Involve the people and departments whose support will be necessary to implement the change. Remember, it is better to ask for feedback from the affected parties than to guess what their reactions will be; 6) If you encounter resistance to change, encourage people to openly express their thoughts and feelings. Listen carefully, try to understand their concerns, and take them seriously. Then discuss any perceived problems and work through your rationale for implementing the change; 7) Identify key stakeholders of new initiatives; 8) Conduct management conferences with leaders from each major unit of the organization; 9) Integrate efforts by involving people at all levels in executing the work; and 10) Initiate and implement cross-functional and/or cross-business teams to work on key business issues and processes.

Suggested Reading: High Involvement Management. E. Lawler (1987), Jossey-Bass; The Change Masters. R. Moss Kanter (1983), Simon & Shuster; Dig Your Well Before You Are Thirsty: The Only Networking Book You'll Ever Need. Harvey Mackay (1997), Doubleday; Managing Transitions: Making the Most of Change. William Bridges (1991), Addison Wesley; Organizing Genius: Secrets of Creative Collaboration, Warren Bennis & Patricia Biederman (1998), Perseus Press; Getting it Done: How to Lead When You're Not in Charge, Gail Doug Fisher & Alan Sharp (1999), HarperBusiness; The Complete Idiots Guide to Office Politics, Laurie Rozakis & Bo Rozakis (1998), Alpha Books; Communicating Change: How to Win Employee Support for New Business Directions. T. Larkin & S. Larkin (1994), McGraw-Hill; Managing Workforce 2000: Gaining the Diversity Advantage. David Jamieson & Julie O'Mara (1991), San Francisco: Jossey-Bass Inc, Publishers; Networking Smart. Wayne Baker (1994), McGraw-Hill; Reengineering Management. James Champy (1996), HarperBusiness.

Suggested Seminars: Facilitating Change, Interaction Associates, (800) 347-8352, <http://www.interactionassociates.com/>; Building Better Working Relationships: New Techniques for Results-Oriented Communication. American Management Association, American Management Association, (800) 262-9699, <http://www.amanet.org/>; The Diverse Workforce, Management Concepts, (703) 790-9595, <http://www.mgmtconcepts.com/>; Interpersonal Impact and Influence, Impact Training Associates, (800) 848-8333, <http://impact-training.com/>; Transforming the Way We Work: Implementing Collaboration in the Workplace. University of North Carolina, The Kenan-Flagler Business School, (800) 862-3932 or (919) 962-3123, <http://www.kenanflagler.unc.edu/>; Effecting Change. Center for Creative Leadership, (910) 545-2810, <http://www.ccl.org>

Problem-Solving Skills

Strategic Problem Analysis

Ability to analyze a situation, identify alternative solutions and develop specific actions.

High scores on this scale suggest that individuals frequently anticipate potential problems, generate alternatives and contingencies, and systematically analyze the consequences of important decisions and plans. Individuals with low scores typically reach a solution without carefully considering all available information or the consequences of specific actions and/or decisions.

YOUR RESULTS: You expressed a high level of problem-analysis skills. As a result, you may often approach the identification and solution of organizational problems in a very structured and systematic manner.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderate level of problem-analysis skills. As a result, you may sometimes approach the identification and solution of organizational problems in a very structured and systematic manner.

Some developmental suggestions for improving your problem-analysis skills might include: 1) Carefully identify and define the problem. Ask strategic questions such as: What is the situation? What information is known/unknown? When does the problem occur/not occur? What assumptions were made that need to be challenged?; 2) Seek alternative causes of problems and after reaching a tentative conclusion, consider a few other possible reasons for the problem; 3) Utilize cost-benefit analysis techniques to evaluate possible courses of action—explore potential solutions and evaluate the pros and cons of each alternative. Include input from others to ensure that you are seeing the problem from different points of view; 4) Develop contingency plans for all courses of action; and 5) Seek and incorporate the viewpoints of others. For example if other people or parts of the organization will be affected, you will need their perceptions—get customer and team member input when appropriate.

Suggested Reading: Serious Creativity: using the Power of Lateral Thinking to Create New Ideas. E. DeBono (1992), HarperCollins; Brain Power: Learn to Improve Your Thinking Skills, K. Albrecht (1987), Prentice Hall; Breakthrough Thinking: The Seven Principles of Creative Problem Solving, G. Nadler (1998), Prima Publishing; The Art of Systems Thinking: Essential Skills for Creativity and Problem Solving, J. O'Connor & I. McDermott (1997), Thoroson Publishing; 101 Creative Problem Solving Techniques: The Handbook of New Ideas for Business, J. Higgins (1994), New Management Publishing; Using Both Sides of Your Brain, T. Buzan (1983), Dutton; Breakthrough Thinking: The Seven Principles of Creative Problem Solving. Nadler, Gerald, and Hibino, Shozo, Rocklin, CA: Prima Publishing, 1994.

Suggested Seminars: Problem Solving and Decision Making. Kepner Tregoe, Kepner Tregoe, (800) 537-6378, <http://www.kepner-tregoe.com> ; Problem Solving and Decision Making: Good Decisions, Good Solutions. American Management Association, (800) 262-9699. <http://www.amanet.org>

Decisiveness/Judgement

Ability and willingness to make high quality decisions when required.

High scores on this scale suggest that individuals frequently make decisions in a relatively quick and confident manner utilizing available information. Individuals with low scores tend to be more cautious, hesitant, and slower in decision making situations. These individuals may attempt to gather or utilize too much information before confidently determining a course of action.

YOUR RESULTS: You expressed a moderately high level of decisiveness in your problem-solving and decision-making processes. As a result, you may tend to make quick decisions and take immediate actions when it is necessary to do so.

YOUR RESULTS AS PERCEIVED BY OTHERS: You demonstrated a moderate level of decisiveness in your problem-solving and decision-making processes. As a result, you may sometimes make quick decisions and take immediate actions when it is necessary to do so.

Some developmental suggestions for improving your decision-making and judgment skills might include: 1) If you tend to delay decisions, push yourself by deciding quickly in low-risk situations. Set a time limit for making decisions that takes into account how much information is already available, how important the decision is, and the urgency required taking an action or coming to a conclusion. Then push yourself to meet the deadline; 2) Determine whether immediate action is required before making a hasty decision. To become less impulsive in your decision-making, consider alternative solutions and actions instead of choosing the first one that presents itself. Weigh the consequences of alternative solutions or actions before making decisions; and 3) Practice taking prudent risks and making decisions under time pressure and with limited information available. Be willing to accept risks in decision areas where you can't possibly improve your information analysis. Ask yourself, "What is the worst thing that could happen if I made this decision without more information?"

Suggested Reading: A Primer on Decision Making : How Decisions Happen. March, James G., New York: Free Press, 1994; Thinker's Toolkit: Fourteen Skills for Making Smarter Decisions in Business and in Life, The. Jones, Morgan D., New York: Random House, Inc., 1995; Decision Traps: Ten Barriers to Brilliant Decision-Making and How to Overcome Them, J. Russo (1990), Fireside Inc.; Sources of Power: How People Make Decisions, G. Klein (1998), MIT Press; The Confident Decision Maker: How to Make the Right Business and Personal Decisions Every Time, R. Dawson (1995), Quill; A Whack on the Side of the Head. R. Von Oech (1990), Warner Books; Whatever it Takes: Decision-Making at Work. M. McCall & Kaplan, R. (1985), Prentice Hall.

Suggested Seminars: Tools and Techniques for Thinking and Managing Strategically. American Management Association, (800) 262-9699, <http://www.amanet.org> ; Six Thinking Hats. Advanced Practical Thinking Training, Inc., APTT, Inc, (515) 278-5570 or (800) 621-3366. www.aptt.com

Developmental Focus

Examining Your ManagerView360 Feedback Report

Your reactions to your ManagerView360 report provide insight that is useful not only in the interpretation of the results, but in deciding what you may do about them. Start with your feelings about the results.

- If you had to select a single word or phrase to describe your emotional reaction, it would be:

- What is it about your results that lead you to feel this way?

- What new insights, if any, do you get from your results?

- How do your perceptions compare to those of other rater groups? Are there any important trends?

- What experiences or feedback from others seems very consistent with these results? What experiences or feedback from others seems very inconsistent with these results?

Deciding What Management Skills To Work On

The first column below summarizes the twenty ManagerView360 Scales. Place a check next to the ones you rate as being most important to your current position below and in the second column place a check next to those skills that the majority of others see as possible development areas. Any scale with both columns checked suggests more critical development areas. These should be considered as part of your development action plan.

ManagerView360 Scale	Scale Importance Rating	Development As Perceived By Others
Communication Skills		
Listening		
Two-Way Feedback		
Written Communication		
Oral Communication		
Oral Presentation		
Vision/Goal Setting		
Task Management Skills		
Planning/Organizing		
Delegation		
Administrative Control/Follow up		
Performance Evaluation/Appraisal		
Performance Management		
Recognizing/Rewarding Performance		
Interpersonal Skills		
Team Building/Development		
Interpersonal Sensitivity		
Negotiation/Conflict Management		
Coaching/Employee Development		
Leadership/Influence		
Employee Involvement		
Problem-Solving Skills		
Strategic Problem Analysis		
Decisiveness/Judgement		

Focusing On Management Development

- List three scale strengths based upon your ManagerView360 results below:
 - 1.
 - 2.
 - 3.

- List three possible development scales based upon your ManagerView360 results below:
 - 1.
 - 2.
 - 3.

The ManagerView360 questionnaire feedback is to help you to develop your supervisory and management skills. Developing skills can be challenging because it almost always means replacing current behavior with a new pattern of behavior. This is not easy! The action planning process helps to increase your success. Research shows that desired change is more likely to be successful when:

- The desired skills and behaviors are specifically defined
- There is commitment and motivation to change
- An action plan is developed and shared with others
- An analysis is made of reasons for lack of success
- Other people support the change in observable ways
- The outcomes are visible and can be measured

The action plan worksheet on the next page will assist you at developing the skills you have identified based on the results of your ManagerView360 Questionnaire. As you begin work on your action plan, consider the following:

- Focus on a single specific skill or skill area
- Use the recommendations in your report as a basis for your plan
- Keep your plan simple and put it in writing
- Define how you will monitor and evaluate progress

Development Plan

ManagerView360 Scale:

Development Activities:

Target Dates:

Support/Resources Required:

Measures of Success:

Results Achieved: