Performance Skills Leader Individual Report
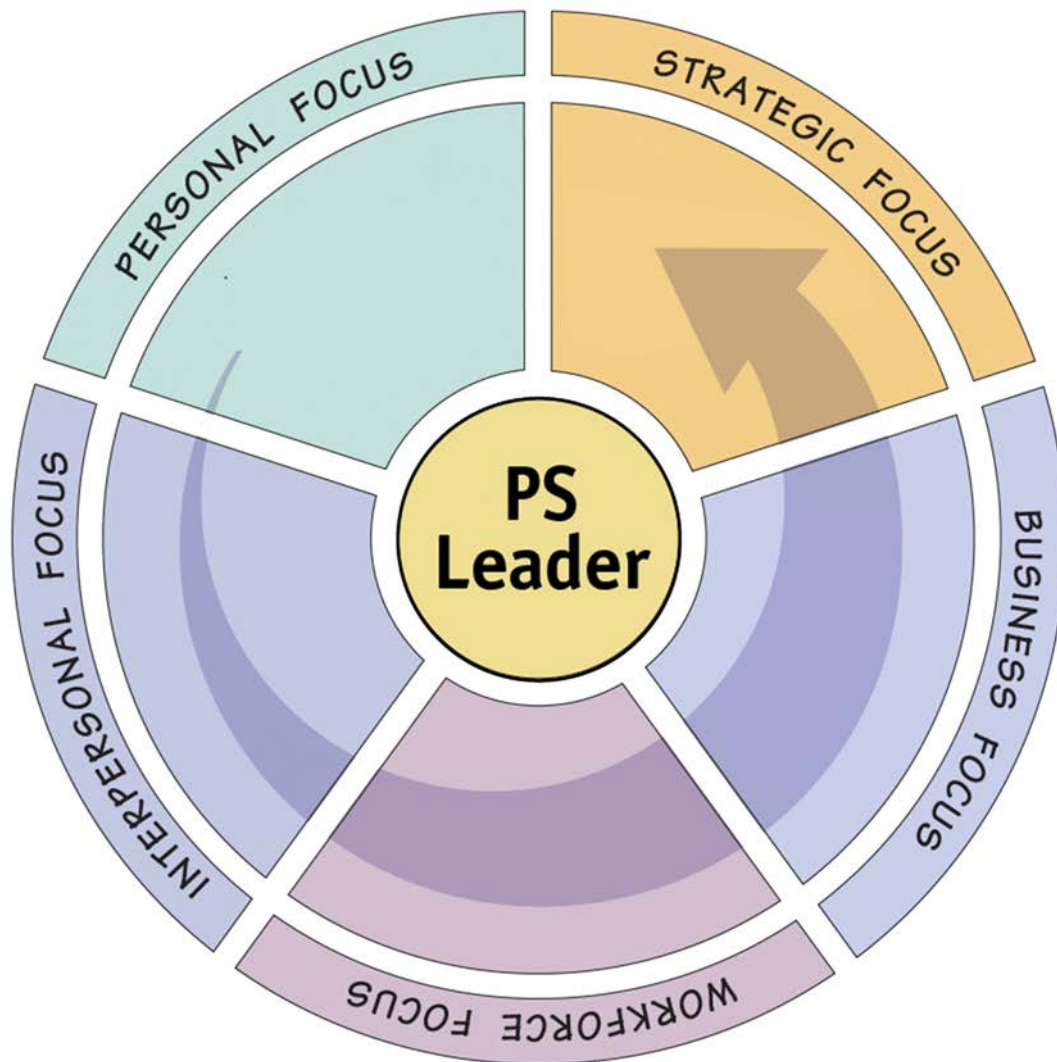
Prepared for: Sample Report
Report Prepared: 3/8/2017

Your Report

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

Competency-level information

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

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

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

Behavior-level information

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

DEVELOPMENT NEEDS
The Development Needs report highlights the behaviors in which you have relatively stronger development needs.

The High Strengths and Development Needs reports are behavior-level results. Behaviors are the individual leadership behaviors that were rated in the PS Leader questionnaire.

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

DEVELOPMENT SUGGESTIONS
This section of your feedback provides suggested development activities you can undertake to help you improve in certain areas. The development suggestions are based on the High Strengths and Development Needs sections of your report. Six sets of development suggestions may be provided for your highest strengths and 6 sets of development suggestions are provided for your highest development needs. Note: if you have fewer than 6 high strengths you will identify other strengths using the support data. Your facilitator will make the appropriate sets of development suggestions available to you.

Job Requirements Comparison

Competency	Self Required Proficiency	Supervisor Required Proficiency
Action Orientation Takes action and risks when needed; makes difficult decisions when necessary.	2.7	2
Budgeting Prepares and justifies budget; monitors expenses.	2.5	3.5
Business Knowledge Stays informed on all aspects of the business that impacts or influences decision making.	2	3
Coaching Ensures task assignments are understood and appropriate; adapts leadership style to situations and people; empowers, motivates, and guides others; provides feedback effectively; and provides opportunities for career development.	2.7	3
Commitment to Workforce Diversity Manages workforce diversity by being sensitive to differences; provides employment and development opportunities for a diverse workforce.	1.5	1.5
Conflict Resolution and Negotiation Anticipates and seeks to resolve confrontations, disagreements, and complaints in a constructive manner; negotiates to find mutually acceptable solutions.	3.3	3.3
Creativity and Innovation Identifies new possibilities and solutions; fosters innovation among others.	3.5	2
Flexibility Adapts to change in the work environment; effectively copes with stress.	3	3.7
Human Resource Management Applies effective practices in recruitment, selection, performance appraisal, recognition, and corrective/disciplinary action; promotes affirmative employment, good labor relations, and employee wellbeing.	2.4	2.9
Influencing Networks with, and provides information to, key groups and individuals; appropriately uses persuasion and authority in dealing with others to achieve goals.	3.8	3
Interpersonal Skills Considers and responds appropriately to the needs, feelings, capabilities and interests of others; provides feedback; treats others equitably.	3	2
Change Management Champions organizational change; plans for managing change and helping the workforce deal with work-related transitions.	1.5	3

Competency	Self Required Proficiency	Supervisor Required Proficiency
Oral Communication Listens to others; makes clear and effective oral presentations to individuals and groups.	3.5	3.5
Planning and Executing Establishes policies, guidelines, plans, and priorities; identifies required resources; plans and coordinates with others; monitors progress and evaluates outcomes; improves organizational efficiency and effectiveness.	2.6	2.2
Problem Solving and Decision Making Recognizes and defines problems; analyzes relevant information; considers a variety of factors in selecting alternative solutions.	4	2.5
Quality Centered Actively seeks customer input; ensures customer needs are met; continuously seeks to improve the quality of services, products, and processes.	2.7	3.3
Results Focus Works persistently to achieve goals and overcome obstacles; takes advantage of opportunities to further goals; displays accountability for results.	4	2
Role Modeling Leads by example; shows congruence between words and actions; follows through on agreements.	3	2
Self Development Realistically assesses own strengths, weaknesses, and impact on others; seeks feedback from others; invests in own development; maintains technical proficiency.	2.7	3.2
Team Leadership Fosters cooperation, communication, and consensus among groups.	3.3	2.7
Technology Management and Application Applies new technologies to organizational needs; ensures staff are trained and capable.	3	3.5
Time Management Manages time efficiently.	5	4
Writing Communicates effectively in writing; reviews and critiques others' writing.	3.5	2.5
Visioning Creates a vision for the organization; promotes wide ownership and commitment to the vision; ensures actions are consistent with the vision.	3.7	3.3

Competency Ranking

Least Development Needs

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

Greatest Development Needs

High Strengths

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

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

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

Self Perceptions

You view the following as your highest strengths:		Competency Linkage
33	Uses human resources practices that promote good labor-management and employee relations.	Human Resource Management
23	Reshapes ideas and information in ways that reveal new possibilities.	Creativity and Innovation
62	Works persistently toward agreed-upon goals despite opposition, distractions, and setbacks.	Results Focus
75	Applies evolving technologies and methodologies to manage and improve organizational effectiveness.	Technology Management and Application
15	Provides constructive feedback in a timely manner.	Coaching

Supervisor Perceptions

Your Supervisor views the following as your highest strengths:		Competency Linkage
43	Develops strategies, policies, and procedures to manage change.	Change Management
46	Makes clear and effective oral presentations to individuals and groups.	Oral Communication
50	Ensures that activities, services, or products meet organizational mission, management policies, and customer needs.	Planning and Executing
80	Creates a vision of the organization's future.	Visioning
71	Maintains technical proficiency in area of responsibility.	Self Development

High Strengths

Direct Report Perceptions

Your Direct Reports view the following as your highest strengths:		Competency Linkage
21	Identifies and understands the interests of others in the negotiation process.	Conflict Resolution and Negotiation
14	Provides positive feedback in a manner that reinforces and elicits desirable behavior.	Coaching
68	Realistically assesses own strengths, weaknesses, and impact on others.	Self Development
77	Manages own time efficiently.	Time Management
57	Uses qualitative and quantitative data and analytical tools in problem solving.	Problem Solving and Decision Making

Peer Perceptions

Your Peers view the following as your highest strengths:		Competency Linkage
13	Challenges direct reports and others to achieve their potential.	Coaching
60	Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met.	Quality Centered
24	Creates an environment that encourages imaginative solutions to work-related situations and problems.	Creativity and Innovation
40	Considers and responds appropriately to the needs, feelings, and capabilities of others.	Interpersonal Skills
55	Anticipates potential problems, issues, and opportunities.	Problem Solving and Decision Making

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Development Needs

Self Perceptions

You view the following as your highest development needs:		Competency Linkage
3	Initiates appropriate action without being directed to do so.	Action Orientation
63	Recognizes and takes advantage of opportunities to further goals and objectives.	Results Focus
77	Manages own time efficiently.	Time Management
81	Communicates the vision in a way that promotes wide ownership and commitment.	Visioning
20	Addresses and seeks to resolve formal and informal complaints from employees.	Conflict Resolution and Negotiation

Supervisor Perceptions

Your Supervisor views the following as your highest development needs:		Competency Linkage
5	Tracks expenses and monitors against budget to ensure cost-effective resource management.	Budgeting
39	Uses power, authority, and influence appropriately to achieve goals.	Influencing
53	Monitors programs and/or activities and assures that discrepancies are identified and corrected when necessary.	Planning and Executing
59	Integrates customer needs and expectations into the development and delivery of services or products.	Quality Centered
82	Executes the vision by ensuring that actions (e.g., decisions) by self and team are consistent with and support accomplishment of the vision.	Visioning

Development Needs

Direct Report Perceptions

Your Direct Reports view the following as your highest development needs:	Competency Linkage
1	Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.	Action Orientation
9	Considers individuals' interests and abilities in assigning work.	Coaching
17	Manages workforce diversity by being sensitive to employees with gender, racial, social, educational, and other individual differences.	Commitment to Workforce Diversity
34	Supports programs and activities that deal with employee well-being such as safety, health, and family life.	Human Resource Management
50	Ensures that activities, services, or products meet organizational mission, management policies, and customer needs.	Planning and Executing

Peer Perceptions

Your Peers view the following as your highest development needs:	Competency Linkage
35	Networks with key individuals or groups to accomplish goals.	Influencing
38	Persuades management, employees, peers, and others to "buy into" a course of action.	Influencing
48	Develops and adjusts strategic and other long-term plans.	Planning and Executing
36	Informs management, employees, and others of program objectives and developments.	Influencing
43	Develops strategies, policies, and procedures to manage change.	Change Management

Support Data

Overview

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

Identifying Strengths

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

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

Task Scores

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Action Orientation	Self	2.7	3.0	0.3
	Supervisor	2.0	3.3	1.3
	Direct Report	4.0	2.0	-2.0
	Peer	3.0	3.3	0.3
1. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.	Self	1.0	4.0	3.0
	Supervisor	1.0	3.0	2.0
	Direct Report	5.0	2.0	-3.0
	Peer	3.0	2.0	-1.0
2. Takes calculated risks to move initiatives forward.	Self	2.0	4.0	2.0
	Supervisor	1.0	4.0	3.0
	Direct Report	4.0	2.0	-2.0
	Peer	4.0	3.0	-1.0
3. Initiates appropriate action without being directed to do so.	Self	5.0	1.0	-4.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	3.0	2.0	-1.0
	Peer	2.0	5.0	3.0
Budgeting	Self	2.5	3.0	0.5
	Supervisor	3.5	1.0	-2.5
	Direct Report	2.0	4.5	2.5
	Peer	3.0	2.0	-1.0
4. Prepares and justifies budgets for own organization, projects, and activities.	Self	2.0	1.0	-1.0
	Supervisor	2.0	N/A	N/A
	Direct Report	3.0	5.0	2.0
	Peer	5.0	N/A	N/A

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
5. Tracks expenses and monitors against budget to ensure cost-effective resource management.	Self	3.0	5.0	2.0
	Supervisor	5.0	1.0	-4.0
	Direct Report	1.0	4.0	3.0
	Peer	1.0	2.0	1.0
Business Knowledge	Self	2.0	N/A	N/A
	Supervisor	3.0	2.0	-1.0
	Direct Report	2.0	2.0	0.0
	Peer	3.0	2.5	-0.5
6. Keeps up-to-date on the industry, competition, trends, and developments affecting the business.	Self	2.0	N/A	N/A
	Supervisor	3.0	3.0	0.0
	Direct Report	3.0	3.0	0.0
	Peer	3.0	2.0	-1.0
7. Understands how the business operates to accomplish its mission, including the business's component operations, strategic priorities, and organizational roles.	Self	2.0	N/A	N/A
	Supervisor	3.0	1.0	-2.0
	Direct Report	1.0	1.0	0.0
	Peer	3.0	3.0	0.0
Coaching	Self	2.7	3.2	0.6
	Supervisor	3.0	3.0	0.0
	Direct Report	2.6	3.5	0.9
	Peer	3.0	3.5	0.5
8. Explains work tasks so that employees clearly understand their job assignments and expectations.	Self	2.0	4.0	2.0
	Supervisor	4.0	3.0	-1.0
	Direct Report	1.0	5.0	4.0
	Peer	3.0	4.0	1.0
9. Considers individuals' interests and abilities in assigning work.	Self	1.0	2.0	1.0
	Supervisor	5.0	N/A	N/A
	Direct Report	5.0	2.0	-3.0
	Peer	2.0	5.0	3.0
10. Adjusts leadership style to fit a variety of situations and people.	Self	4.0	3.0	-1.0
	Supervisor	2.0	1.0	-1.0
	Direct Report	2.0	N/A	N/A
	Peer	3.0	2.0	-1.0
11. Inspires, motivates, and guides others toward goal accomplishment.	Self	5.0	3.0	-2.0
	Supervisor	1.0	5.0	4.0
	Direct Report	4.0	2.0	-2.0
	Peer	3.0	2.0	-1.0
12. Empowers others by sharing power and authority commensurate with delegated responsibilities.	Self	2.0	N/A	N/A
	Supervisor	2.0	N/A	N/A
	Direct Report	1.0	2.0	1.0
	Peer	3.0	2.0	-1.0
13. Challenges direct reports and others to achieve their potential.	Self	1.0	2.0	1.0
	Supervisor	5.0	3.0	-2.0
	Direct Report	2.0	4.0	2.0
	Peer	5.0	5.0	0.0
14. Provides positive feedback in a manner that reinforces and elicits desirable behavior.	Self	3.0	4.0	1.0
	Supervisor	3.0	2.0	-1.0
	Direct Report	4.0	5.0	1.0
	Peer	4.0	N/A	N/A
15. Provides constructive feedback in a timely manner.	Self	4.0	4.0	0.0
	Supervisor	1.0	5.0	4.0
	Direct Report	1.0	3.0	2.0
	Peer	1.0	4.0	3.0
16. Determines employees' needs and provides opportunities for career development.	Self	2.0	4.0	2.0
	Supervisor	4.0	2.0	-2.0
	Direct Report	3.0	5.0	2.0
	Peer	3.0	4.0	1.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Commitment to Workforce Diversity	Self	1.5	4.5	3.0
	Supervisor	1.5	4.0	2.5
	Direct Report	3.0	2.0	-1.0
	Peer	2.5	3.5	1.0
17. Manages workforce diversity by being sensitive to employees with gender, racial, social, educational, and other individual differences.	Self	1.0	4.0	3.0
	Supervisor	2.0	N/A	N/A
	Direct Report	5.0	2.0	-3.0
	Peer	3.0	2.0	-1.0
18. Provides employment and development opportunities for a diverse workforce.	Self	2.0	5.0	3.0
	Supervisor	1.0	4.0	3.0
	Direct Report	1.0	2.0	1.0
	Peer	2.0	5.0	3.0
Conflict Resolution and Negotiation	Self	3.3	3.2	-0.1
	Supervisor	3.3	3.0	-0.3
	Direct Report	2.8	3.0	0.2
	Peer	2.0	3.2	1.2
19. Facilitates the resolution of individual and group confrontations and disagreements in a constructive manner.	Self	3.0	5.0	2.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	1.0	2.0	1.0
	Peer	1.0	1.0	0.0
20. Addresses and seeks to resolve formal and informal complaints from employees.	Self	5.0	2.0	-3.0
	Supervisor	3.0	2.0	-1.0
	Direct Report	4.0	3.0	-1.0
	Peer	3.0	5.0	2.0
21. Identifies and understands the interests of others in the negotiation process.	Self	N/A	1.0	N/A
	Supervisor	N/A	5.0	N/A
	Direct Report	5.0	5.0	0.0
	Peer	N/A	2.0	N/A
22. Negotiates to find mutually acceptable solutions.	Self	2.0	5.0	3.0
	Supervisor	2.0	1.0	-1.0
	Direct Report	1.0	2.0	1.0
	Peer	2.0	5.0	3.0
Creativity and Innovation	Self	3.5	4.0	0.5
	Supervisor	2.0	3.5	1.5
	Direct Report	4.0	5.0	1.0
	Peer	3.5	4.0	0.5
23. Reshapes ideas and information in ways that reveal new possibilities.	Self	4.0	5.0	1.0
	Supervisor	1.0	5.0	4.0
	Direct Report	3.0	5.0	2.0
	Peer	3.0	3.0	0.0
24. Creates an environment that encourages imaginative solutions to work-related situations and problems.	Self	3.0	3.0	0.0
	Supervisor	3.0	2.0	-1.0
	Direct Report	5.0	N/A	N/A
	Peer	4.0	5.0	1.0
Flexibility	Self	3.0	2.3	-0.7
	Supervisor	3.7	2.5	-1.2
	Direct Report	2.0	2.3	0.3
	Peer	1.5	3.7	2.2
25. Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles.	Self	4.0	1.0	-3.0
	Supervisor	5.0	3.0	-2.0
	Direct Report	2.0	1.0	-1.0
	Peer	2.0	4.0	2.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
26. Copes effectively with personal and job pressures that cause stress.	Self	2.0	5.0	3.0
	Supervisor	2.0	N/A	N/A
	Direct Report	1.0	2.0	1.0
	Peer	1.0	5.0	4.0
27. Responds to reversals and setbacks in a constructive manner.	Self	N/A	1.0	N/A
	Supervisor	4.0	2.0	-2.0
	Direct Report	3.0	4.0	1.0
	Peer	N/A	2.0	N/A
Human Resource Management	Self	2.4	4.0	1.6
	Supervisor	2.9	2.8	-0.1
	Direct Report	2.6	3.8	1.3
	Peer	2.5	3.0	0.5
28. Plans for needed or mandated changes in the size and composition of staff.	Self	1.0	N/A	N/A
	Supervisor	1.0	2.0	1.0
	Direct Report	2.0	3.0	1.0
	Peer	2.0	N/A	N/A
29. Takes an active role in recruiting and/or retaining staff.	Self	2.0	5.0	3.0
	Supervisor	4.0	N/A	N/A
	Direct Report	1.0	5.0	4.0
	Peer	1.0	2.0	1.0
30. Uses the performance management process to establish performance expectations, assess employee performance, give timely feedback, and conduct formal performance appraisals.	Self	3.0	5.0	2.0
	Supervisor	3.0	3.0	0.0
	Direct Report	2.0	4.0	2.0
	Peer	3.0	2.0	-1.0
31. Recognizes and rewards performance based on standards and organizational goals.	Self	2.0	5.0	3.0
	Supervisor	2.0	3.0	1.0
	Direct Report	5.0	4.0	-1.0
	Peer	5.0	4.0	-1.0
32. Takes appropriate corrective/disciplinary actions with employees.	Self	2.0	3.0	1.0
	Supervisor	1.0	N/A	N/A
	Direct Report	1.0	5.0	4.0
	Peer	N/A	N/A	N/A
33. Uses human resources practices that promote good labor-management and employee relations.	Self	5.0	5.0	0.0
	Supervisor	4.0	2.0	-2.0
	Direct Report	2.0	N/A	N/A
	Peer	1.0	2.0	1.0
34. Supports programs and activities that deal with employee well-being such as safety, health, and family life.	Self	2.0	1.0	-1.0
	Supervisor	5.0	4.0	-1.0
	Direct Report	5.0	2.0	-3.0
	Peer	3.0	5.0	2.0
Influencing	Self	3.8	3.5	-0.3
	Supervisor	3.0	2.2	-0.8
	Direct Report	2.8	3.0	0.2
	Peer	3.4	3.0	-0.4
35. Networks with key individuals or groups to accomplish goals.	Self	4.0	4.0	0.0
	Supervisor	1.0	2.0	1.0
	Direct Report	2.0	4.0	2.0
	Peer	5.0	2.0	-3.0
36. Informs management, employees, and others of program objectives and developments.	Self	3.0	5.0	2.0
	Supervisor	3.0	N/A	N/A
	Direct Report	3.0	2.0	-1.0
	Peer	4.0	2.0	-2.0

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Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
37. Represents/promotes the organization or program to others.	Self	5.0	3.0	-2.0
	Supervisor	4.0	1.0	-3.0
	Direct Report	5.0	3.0	-2.0
	Peer	1.0	5.0	4.0
38. Persuades management, employees, peers, and others to "buy into" a course of action.	Self	4.0	N/A	N/A
	Supervisor	2.0	5.0	3.0
	Direct Report	1.0	2.0	1.0
	Peer	5.0	2.0	-3.0
39. Uses power, authority, and influence appropriately to achieve goals.	Self	3.0	2.0	-1.0
	Supervisor	5.0	1.0	-4.0
	Direct Report	3.0	4.0	1.0
	Peer	2.0	4.0	2.0
Interpersonal Skills	Self	3.0	5.0	2.0
	Supervisor	2.0	4.0	2.0
	Direct Report	2.5	3.5	1.0
	Peer	3.0	4.0	1.0
40. Considers and responds appropriately to the needs, feelings, and capabilities of others.	Self	2.0	5.0	3.0
	Supervisor	N/A	3.0	N/A
	Direct Report	1.0	5.0	4.0
	Peer	4.0	5.0	1.0
41. Creates a work environment where individuals are treated equitably.	Self	4.0	N/A	N/A
	Supervisor	2.0	5.0	3.0
	Direct Report	4.0	2.0	-2.0
	Peer	2.0	3.0	1.0
Change Management	Self	1.5	2.3	0.8
	Supervisor	3.0	3.7	0.7
	Direct Report	2.7	2.5	-0.2
	Peer	2.7	2.0	-0.7
42. Champions organizational change based upon a strategic view of the future.	Self	N/A	2.0	N/A
	Supervisor	3.0	4.0	1.0
	Direct Report	5.0	N/A	N/A
	Peer	1.0	2.0	1.0
43. Develops strategies, policies, and procedures to manage change.	Self	2.0	4.0	2.0
	Supervisor	4.0	5.0	1.0
	Direct Report	1.0	2.0	1.0
	Peer	4.0	2.0	-2.0
44. Plans for and helps employees understand, accept, and effectively deal with work-related transitions.	Self	1.0	1.0	0.0
	Supervisor	2.0	2.0	0.0
	Direct Report	2.0	3.0	1.0
	Peer	3.0	2.0	-1.0
Oral Communication	Self	3.5	3.0	-0.5
	Supervisor	3.5	4.0	0.5
	Direct Report	3.0	3.5	0.5
	Peer	2.5	3.5	1.0
45. Listens to others and shows understanding of what they are saying.	Self	3.0	2.0	-1.0
	Supervisor	3.0	3.0	0.0
	Direct Report	5.0	4.0	-1.0
	Peer	3.0	5.0	2.0
46. Makes clear and effective oral presentations to individuals and groups.	Self	4.0	4.0	0.0
	Supervisor	4.0	5.0	1.0
	Direct Report	1.0	3.0	2.0
	Peer	2.0	2.0	0.0
Planning and Executing	Self	2.6	2.6	0.1
	Supervisor	2.2	3.0	0.8
	Direct Report	3.5	3.5	0.0
	Peer	3.0	2.6	-0.4

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
47. Establishes policies or guidelines for the organization or program area.	Self	2.0	4.0	2.0
	Supervisor	1.0	1.0	0.0
	Direct Report	2.0	N/A	N/A
	Peer	1.0	5.0	4.0
48. Develops and adjusts strategic and other long-term plans.	Self	4.0	3.0	-1.0
	Supervisor	2.0	3.0	1.0
	Direct Report	5.0	3.0	-2.0
	Peer	5.0	3.0	-2.0
49. Organizes resources, establishes priorities, and schedules work so that available resources are used most efficiently.	Self	1.0	2.0	1.0
	Supervisor	1.0	2.0	1.0
	Direct Report	3.0	5.0	2.0
	Peer	5.0	N/A	N/A
50. Ensures that activities, services, or products meet organizational mission, management policies, and customer needs.	Self	4.0	2.0	-2.0
	Supervisor	4.0	5.0	1.0
	Direct Report	5.0	2.0	-3.0
	Peer	4.0	3.0	-1.0
51. Coordinates with other parts of the organization to accomplish goals.	Self	N/A	5.0	N/A
	Supervisor	2.0	4.0	2.0
	Direct Report	2.0	5.0	3.0
	Peer	3.0	2.0	-1.0
52. Identifies how organizational or program results will be measured.	Self	4.0	2.0	-2.0
	Supervisor	1.0	N/A	N/A
	Direct Report	4.0	2.0	-2.0
	Peer	2.0	1.0	-1.0
53. Monitors programs and/or activities and assures that discrepancies are identified and corrected when necessary.	Self	1.0	2.0	1.0
	Supervisor	5.0	2.0	-3.0
	Direct Report	5.0	4.0	-1.0
	Peer	1.0	2.0	1.0
54. Identifies ways to improve the efficiency and effectiveness of procedures, processes, and structures.	Self	2.0	1.0	-1.0
	Supervisor	2.0	4.0	2.0
	Direct Report	2.0	N/A	N/A
	Peer	3.0	2.0	-1.0
## Problem Solving and Decision Making	Self	4.0	3.5	-0.5
	Supervisor	2.5	3.3	0.8
	Direct Report	3.3	3.0	-0.3
	Peer	3.3	4.2	0.9
55. Anticipates potential problems, issues, and opportunities.	Self	3.0	5.0	2.0
	Supervisor	4.0	N/A	N/A
	Direct Report	N/A	2.0	N/A
	Peer	4.0	5.0	1.0
56. Recognizes and defines a problem or issue, gathers the data, and distinguishes between relevant and irrelevant information.	Self	5.0	2.0	-3.0
	Supervisor	1.0	2.0	1.0
	Direct Report	1.0	2.0	1.0
	Peer	3.0	5.0	2.0
57. Uses qualitative and quantitative data and analytical tools in problem solving.	Self	N/A	5.0	N/A
	Supervisor	2.0	3.0	1.0
	Direct Report	4.0	4.0	0.0
	Peer	3.0	2.0	-1.0
58. Considers the values, risks, impact, and implications of decisions in evaluating and choosing alternative solutions.	Self	4.0	2.0	-2.0
	Supervisor	3.0	5.0	2.0
	Direct Report	5.0	4.0	-1.0
	Peer	N/A	5.0	N/A
## Quality Centered	Self	2.7	2.3	-0.3
	Supervisor	3.3	4.0	0.7
	Direct Report	3.0	3.3	0.3
	Peer	3.0	4.0	1.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
59. Integrates customer needs and expectations into the development and delivery of services or products.	Self	2.0	1.0	-1.0
	Supervisor	5.0	2.0	-3.0
	Direct Report	2.0	4.0	2.0
	Peer	2.0	3.0	1.0
60. Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met.	Self	4.0	2.0	-2.0
	Supervisor	2.0	5.0	3.0
	Direct Report	3.0	4.0	1.0
	Peer	5.0	5.0	0.0
61. Seeks ways to continuously improve the quality of services, products, and processes.	Self	2.0	4.0	2.0
	Supervisor	3.0	5.0	2.0
	Direct Report	4.0	2.0	-2.0
	Peer	2.0	N/A	N/A
Results Focus	Self	4.0	2.3	-1.7
	Supervisor	2.0	1.3	-0.7
	Direct Report	2.7	4.0	1.3
	Peer	2.0	2.5	0.5
62. Works persistently toward agreed-upon goals despite opposition, distractions, and setbacks.	Self	4.0	5.0	1.0
	Supervisor	N/A	2.0	N/A
	Direct Report	2.0	5.0	3.0
	Peer	1.0	3.0	2.0
63. Recognizes and takes advantage of opportunities to further goals and objectives.	Self	5.0	1.0	-4.0
	Supervisor	2.0	1.0	-1.0
	Direct Report	5.0	3.0	-2.0
	Peer	3.0	2.0	-1.0
64. Puts priority on getting results and displays accountability for those results.	Self	3.0	1.0	-2.0
	Supervisor	2.0	1.0	-1.0
	Direct Report	1.0	N/A	N/A
	Peer	2.0	N/A	N/A
Role Modeling	Self	3.0	3.3	0.3
	Supervisor	2.0	3.7	1.7
	Direct Report	3.3	3.3	0.0
	Peer	3.3	2.7	-0.7
65. Demonstrates a commitment to excellence in own performance, and serves as a role model to organization and employees.	Self	4.0	4.0	0.0
	Supervisor	1.0	4.0	3.0
	Direct Report	5.0	3.0	-2.0
	Peer	3.0	2.0	-1.0
66. Shows congruence between words and actions, and follows through on commitments.	Self	1.0	5.0	4.0
	Supervisor	4.0	2.0	-2.0
	Direct Report	2.0	4.0	2.0
	Peer	4.0	5.0	1.0
67. Demonstrates and encourages high standards of honesty, integrity, trust, and respect for others.	Self	4.0	1.0	-3.0
	Supervisor	1.0	5.0	4.0
	Direct Report	3.0	3.0	0.0
	Peer	3.0	1.0	-2.0
Self Development	Self	2.7	3.0	0.3
	Supervisor	3.2	2.7	-0.6
	Direct Report	4.3	3.5	-0.8
	Peer	2.5	3.8	1.2
68. Realistically assesses own strengths, weaknesses, and impact on others.	Self	N/A	N/A	N/A
	Supervisor	5.0	N/A	N/A
	Direct Report	4.0	5.0	1.0
	Peer	2.0	3.0	1.0
69. Seeks and makes use of feedback from others.	Self	2.0	2.0	0.0
	Supervisor	2.0	3.0	1.0
	Direct Report	N/A	2.0	N/A
	Peer	1.0	5.0	4.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
70. Invests time and energy in self-development and growth (training, developmental assignments, continuing education).	Self	4.0	3.0	-1.0
	Supervisor	2.0	1.0	-1.0
	Direct Report	5.0	4.0	-1.0
	Peer	3.0	2.0	-1.0
71. Maintains technical proficiency in area of responsibility.	Self	2.0	4.0	2.0
	Supervisor	4.0	4.0	0.0
	Direct Report	4.0	3.0	-1.0
	Peer	4.0	5.0	1.0
Team Leadership	Self	3.3	2.3	-1.0
	Supervisor	2.7	4.7	2.0
	Direct Report	2.0	1.7	-0.3
	Peer	1.5	3.5	2.0
72. Fosters cooperation and teamwork among team members.	Self	5.0	2.0	-3.0
	Supervisor	3.0	5.0	2.0
	Direct Report	3.0	2.0	-1.0
	Peer	N/A	2.0	N/A
73. Creates an environment that encourages open communication and collective problem solving.	Self	3.0	4.0	1.0
	Supervisor	3.0	4.0	1.0
	Direct Report	2.0	1.0	-1.0
	Peer	2.0	5.0	3.0
74. Seeks consensus among diverse viewpoints to build group commitment.	Self	2.0	1.0	-1.0
	Supervisor	2.0	5.0	3.0
	Direct Report	1.0	2.0	1.0
	Peer	1.0	N/A	N/A
Technology Management and Application	Self	3.0	5.0	2.0
	Supervisor	3.5	1.0	-2.5
	Direct Report	2.5	3.5	1.0
	Peer	4.5	4.0	-0.5
75. Applies evolving technologies and methodologies to manage and improve organizational effectiveness.	Self	4.0	5.0	1.0
	Supervisor	5.0	N/A	N/A
	Direct Report	2.0	3.0	1.0
	Peer	4.0	4.0	0.0
76. Ensures staff are trained and capable in new technology.	Self	2.0	5.0	3.0
	Supervisor	2.0	1.0	-1.0
	Direct Report	3.0	4.0	1.0
	Peer	5.0	N/A	N/A
Time Management	Self	5.0	1.0	-4.0
	Supervisor	4.0	2.0	-2.0
	Direct Report	4.0	5.0	1.0
	Peer	N/A	2.0	N/A
77. Manages own time efficiently.	Self	5.0	1.0	-4.0
	Supervisor	4.0	2.0	-2.0
	Direct Report	4.0	5.0	1.0
	Peer	N/A	2.0	N/A
Writing	Self	3.5	3.5	0.0
	Supervisor	2.5	3.5	1.0
	Direct Report	5.0	3.0	-2.0
	Peer	1.5	3.5	2.0
78. Communicates facts and ideas in writing in a clear, succinct, and organized manner.	Self	2.0	5.0	3.0
	Supervisor	2.0	5.0	3.0
	Direct Report	5.0	N/A	N/A
	Peer	2.0	3.0	1.0
79. Reviews and critiques others' writing in a constructive and substantive manner.	Self	5.0	2.0	-3.0
	Supervisor	3.0	2.0	-1.0
	Direct Report	N/A	3.0	N/A
	Peer	1.0	4.0	3.0

Competencies/Tasks		Required Proficiency	Current Proficiency	Gap
Visioning	Self	3.7	2.5	-1.2
	Supervisor	3.3	4.0	0.7
	Direct Report	2.0	2.7	0.7
	Peer	3.3	3.0	-0.3
80. Creates a vision of the organization's future.	Self	3.0	N/A	N/A
	Supervisor	4.0	5.0	1.0
	Direct Report	2.0	4.0	2.0
	Peer	3.0	2.0	-1.0
81. Communicates the vision in a way that promotes wide ownership and commitment.	Self	5.0	1.0	-4.0
	Supervisor	1.0	5.0	4.0
	Direct Report	1.0	2.0	1.0
	Peer	4.0	3.0	-1.0
82. Executes the vision by ensuring that actions (e.g., decisions) by self and team are consistent with and support accomplishment of the vision.	Self	3.0	4.0	1.0
	Supervisor	5.0	2.0	-3.0
	Direct Report	3.0	2.0	-1.0
	Peer	3.0	4.0	1.0

Introduction to Development Suggestions

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

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

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

High Strength

Task

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

Activity:

1. Enlist employees in problem solving and goal setting. Help them to develop a sense of ownership.

2. Avoid "us-them" relationships with labor.

3. Develop two-way communication channels between labor and management through meetings, seminars, and open-door policies.

4. Encourage employees to approach you with their problems before they reach the grievance level.

5. Survey employees about what issues are important to them and make those issues a priority in your department.

6. Seek input from employees.

7. Increase the cooperation of employees by providing job rotation opportunities.

8. Assess your interpersonal style by taking a questionnaire such as the Myers-Briggs; understand your own needs (to lead or follow, to think concretely or abstractly, etc.) before you enter a negotiation process with others.

9. Survey your employees regarding the satisfiers and dissatisfiers in their work lives; explore with your employees and managers ways of amplifying the satisfiers and remedying the sources of dissatisfaction.

10. Whenever possible, aim for a collaborative rather than adversarial solution.

11. Remember that your relationship with the employee or manager continues; try to carve a solution that both parties can live with after this issue is over.

12. Familiarize yourself with the organization's employment policy and labor relations rules.

13. Be consistent in applying all organizational rules and policies; avoid making exceptions.

14. Consult with employees regarding changes that impact their lives before implementing the changes.

15. Provide employees a voice in their work arrangements.

16. Explain to employees how you reached the performance appraisal conclusions you reached, and encourage them to present their point of view when you meet with them individually.

17. If employees are dissatisfied with something at work, encourage them to utilize the organization's grievance and/or voice mechanisms.

18. If you are preparing to take an adverse action against an employee, follow a successive discipline policy, inform the employee, and maintain accurate documentation.

19. Seek an assignment on a Task force that is charged with negotiating an interunit or interorganizational solution to an issue.

Topic:

1. Rights and responsibilities of labor and management

2. Unfair labor practices

3. Arbitration and mediation

4. The grievance process

5. How to discipline employees

High Strength

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

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

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

High Strength

Task

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

Activity:

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

Topic:

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

High Strength

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

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

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

High Strength

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

Activity:

1. Look at issues and problems from all possible angles. Generate a list of all alternatives.

2. Think about how to use your environment and conditions to your advantage.

3. Make a list of all of the problems facing you. Rewrite each problem as an objective. List several creative ways to reach each objective.

4. Make a habit of thinking "outside the box." Look for novel and nontraditional solutions.

5. Examine what other organizations are doing, and stretch broadly to garner ideas even from organizations that bear no obvious similarity to yours.

6. If the proposed innovation flies in the face of the organization's current policies or practices, consider facilitating the innovation by "selling" the idea to senior management and achieving broader organizational change. This can be done as a team effort, provided the innovation is expected to add significant value to the organization.

7. Involve the work unit in making decisions about trying and refining new ideas.

8. Participate actively in professional organizations, and stay current in the professional literature to keep track of the newest developments in your field.

Topic:

1. Creative thinking

2. Problem solving

3. Innovative management

4. Using your intuition

High Strength

Task

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

Activity:

1. Use oral communication when: exploring complex issues in depth; it is important to check understanding; confidential or sensitive material is being discussed; uncertainty is being expressed; a more personal and intimate communication is needed; practical demonstrations are being given; a relationship is being established; immediate feedback and dialogue are desired.

2. Record several of your conversations and then analyze them to determine how you sound to others. Consider your tone, speed, wordiness, use of "uhs," clarity, and enthusiasm. Develop an improvement plan if needed.

3. Be concise. Use short, simple words and short, clear sentences.

4. Ask the other person to restate what you have said to make sure that they understand. If there is not understanding, there has been no communication.

5. Don't stray from your subject or include irrelevant information. Don't repeat yourself unless summarizing at the end of the communication.

6. Develop a relaxed, informal style. This will help put your audience at ease.

7. Practice giving speeches and presentations in front of the mirror and in front of another person who can provide feedback. Videotaping your rehearsal can be helpful.

8. Establish and maintain eye contact with your audience.

9. Gear your speech or presentation to the level of the audience. Be aware of what they already know and what you want to communicate to them.

10. If you are frequently misunderstood, ask your superior or peers for feedback on your communication style.

11. Develop a clear vision in your mind of what you want to say and then stick to it without rambling.

12. Think before you speak. Don't be afraid to pause to collect your thoughts before answering a question.

13. Be aware of your body language and nonverbal communication. Conflicting nonverbal cues can be stronger than your verbal message.

14. Consider proxemics (an individual's use of space). Most manager-subordinate relationships begin in the social zone (from 4 to 12 feet) and progress to the personal zone (from 18 inches to 4 feet) after mutual trust has developed. Smaller or larger distances can make people uncomfortable.

15. Try to put yourself into the other person's role and anticipate how your communication is likely to be received and accepted.

16. Avoid speaking in a monotone. Vary the pitch, pace, and volume of your voice.

17. Interact with the speaker in nonverbal ways to show that you are listening (i.e., nod head, smile when appropriate, maintain eye contact, etc.).

18. Practice your oral communication skills by volunteering to speak in front of groups. Opportunities in your community can be good practice. If you need more skills, take a public speaking course or join a public speaking club.

19. Employ an interpreter for the hearing impaired when necessary.

20. Observe effective presenters in your organization, in public forums, and on television; analyze the sources of their effectiveness.

21. Prepare presentation aids that will reduce your anxiety, keep your presentation on track, and enhance the clarity of your presentation.

22. Avoid overloading a presentation; think of the few core ideas you want to communicate, focus on those, and leave the audience with written, more detailed information.

23. Break complex subjects down into smaller ideas and present these ideas incrementally.

24. Consider assigning oral presentation duties to another member of your unit if he/she is a more effective speaker than you.

25. To increase your opportunities for public speaking, volunteer for office in social organizations.

Topic:

1. Interpersonal communication
2. Listening and responding to others
3. Coping with communication challenges

4. Conflict resolution
5. Interviewing techniques
6. How to make meetings work
7. Public speaking
8. Active listening skills
9. Presentation skills

Development Need

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

Activity:
1. Set specific goals. These lead to higher performance levels than vague ones such as "I'll do my best."
2. If your superior is setting goals for you, ask to participate in the goal-setting process.
3. Ask your superior for feedback about how your performance matched the goal.
4. Be aware of the goal and what must be accomplished and accept the goal as something that you are willing to work for.
5. To increase your confidence, read whatever is available about your field or related topics.
6. If you are having trouble reaching your goals, list any obstacles that are impeding you and decide if the obstacle needs to be addressed or if it will go away if left alone.
7. Be willing to work long hours and sacrifice in the short term for long-term gains.
8. Draw on peers and superiors to understand your strengths and weaknesses as a manager.
9. Set challenging yet realistic goals rather than overly ambitious goals, to enable achievement of the goals. Anticipate when you might run into problems.
10. Before reaching a decision, evaluate the factual data and argue in your own mind the pros and cons of multiple courses of action. That will enable you confidently to reach and present a decision and to stick with it.
11. Analyze what you are good at and try to secure assignments that play into your strengths. Then approach Tasks with the confidence that you can successfully accomplish them.

Topic:
1. Assertiveness skills
2. Operational decision-making

Development Need

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

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

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

Development Need

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

Activity:

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

Topic:

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

Development Need

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

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

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

Development Need

Task

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

Activity:

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

Topic:

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

Development Need

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

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

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

Comments

Comments can be from your supervisor, direct reports or peers.

What does this person do that you would consider role model behavior? Please list 2 or 3 specific items.	*What does this person currently do that you recommend be changed or modified in the future? Please list 2 specific items.*	*Other comments for this individual.*
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A