

MEP Sample
Management Effectiveness Profile
360 Degree Feedback Report

INTRODUCTION

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

Overall summary chart

This summary results chart provides a quick visual representation of your scores in the 12 competences and 2 styles that make up the Management Effectiveness Profile. Scores upon which to concentrate are those above 70%, these are your strongest and those below 30%, these are in need of further development.

In addition carefully consider those areas where there is the largest variation across the raters, identify who you might use as a mentor to explore these.

The scores are averages, the following pages will allow you to explore individual scores.

Rater Description pages

This part of the report contains pages for each of the 12 competences. It details average scores from raters and then high and low interpretation. This is followed by graphical representation of individual question scores. Finally we have provided some hints and tips in the form of improvement actions for those wishing to develop in identified areas.

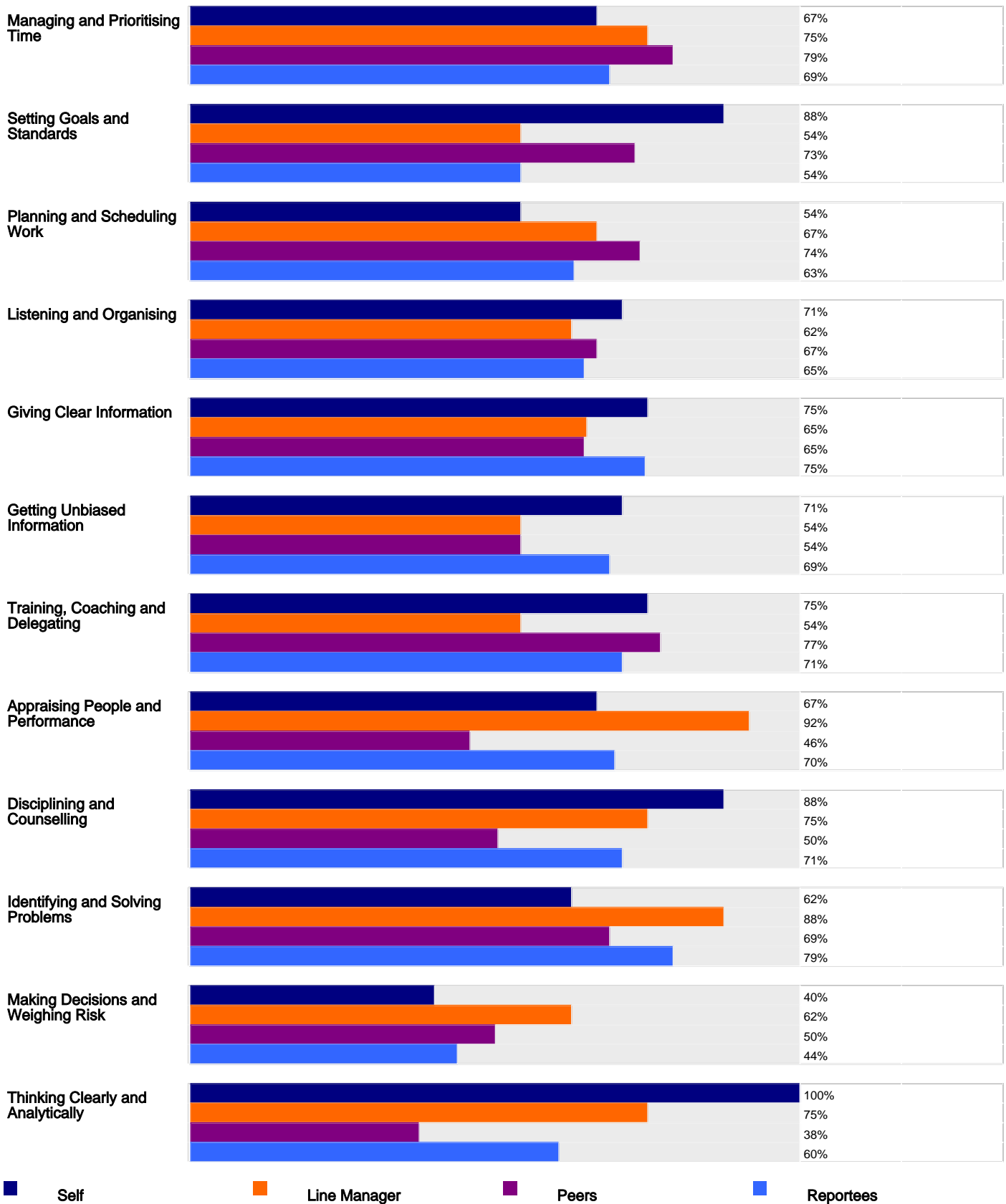
10/10 Report

This report provides the raw scores for the top 10 and bottom 10 scoring questions. There are 3 sections, 1 for each category of rater. Perhaps, an ideal starting point to start planning your development.

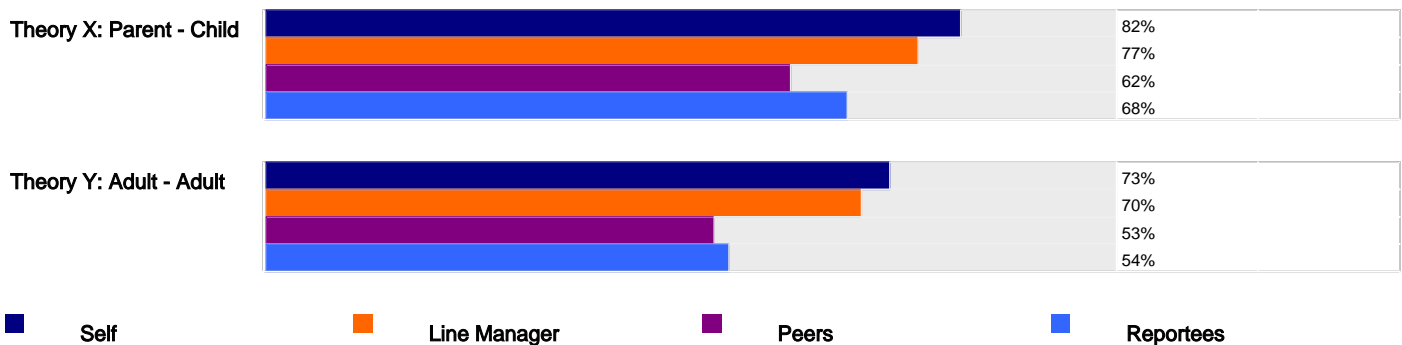
Development Plan

This development plan provides you with 5 areas to plan and record actions you will take to develop. You are encouraged to define success, this may be an improvement in your rating or recognition by colleagues in a more informal way. More importantly it is you defining what success will look, sound and feel like.

OVERALL SUMMARY



Management Style



The last 30 questions of the assessment related to your management style and the bars above indicate the perceptions you and others have about your style.

Management style measures a managers view of workers in terms McGregor's theory of X (Parent - Child) and Y (Adult - Adult) type relationships. Management style has a distinct bearing on the way you manage and the organisational culture you promote as a result of your management style. Creating a culture of continuous learning and a highly motivated/well trained workforce can only be realised if managers 'give permission' for this to happen by their actions. Managers must adopt an Adult-Adult (Theory Y) management style to create independence of learning, action and decision-making, i.e., playing a role of 'coach rather than boss'.

However Parent - Child (Theory X) management style cannot be ignored and is required in certain situations. In terms of leadership it is important that managers are able or likely to flex from one style to the other, as the situation requires.

There are two sets of bars shown, one relating to Theory X and one relating to Theory Y. It is possible to score 100% on each.

Now lets interpret your own X and Y scores. If one is high and one is low, you show a clear preference for the high one. If both are high, you have developed a management style that is responsive to both types of employees and situations and will find it natural to flex from one style to the other as the situation requires. If both of your scores are low it may be that you have not yet developed a clear management style. Perhaps you are relatively new to management or are in a job where you manage tasks more than people. Of course, there are no right or wrong scores. The appropriateness of your two percentiles depends upon your work environment, the people you manage, and your own evolution as a manager.

Managing and Prioritising Time

Managing and Prioritising Time refers to a manager's ability to manage time: To negotiate priorities, exercise self-discipline; control interruptions by changing the behaviour of others whose priorities are different and become time-effective rather than time-efficient.



Scores of under 30%

Scores predominantly below 30% suggest that you spend "little or no time" in systematically organising your workload or thinking about the next tasks before starting to work on them.

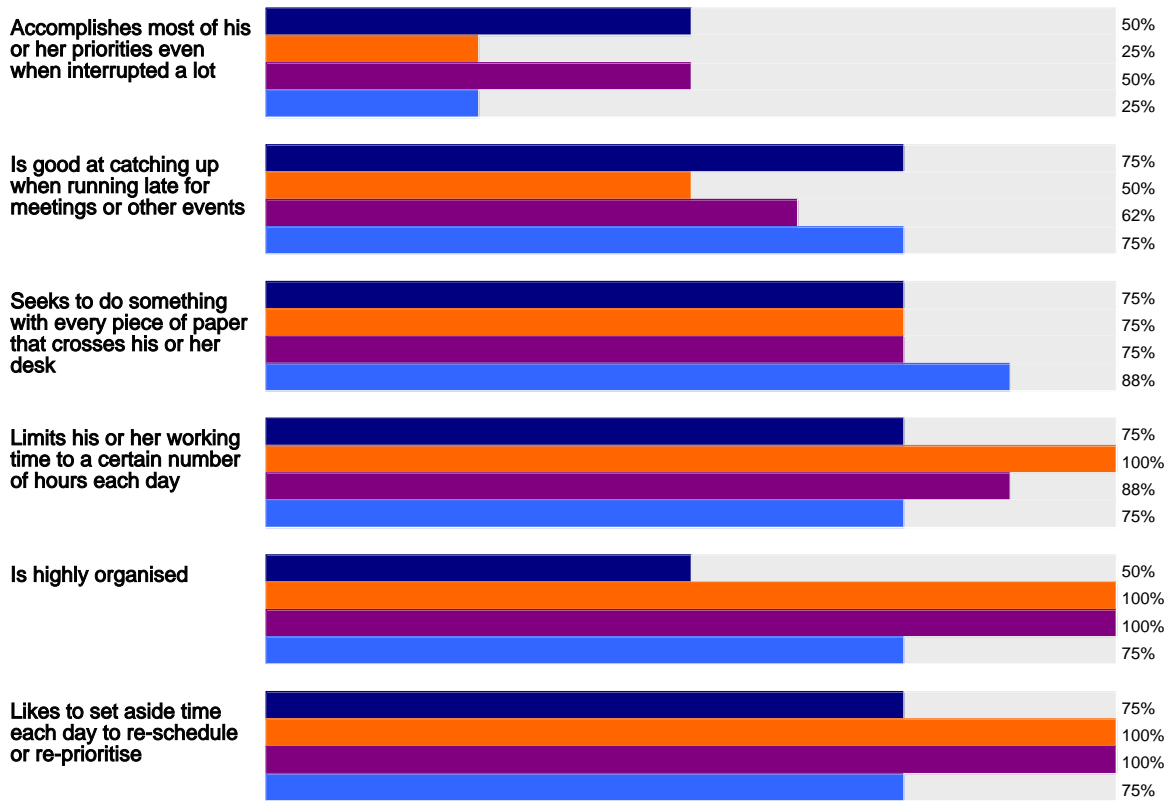
A low score person is likely to feel that he or she has more tasks than there is time in the day to do them. As a result this person will typically take on whatever comes next or seems to be most urgent without organising themselves or others as well as they might.

Scores of over 70%

Scores predominantly above 70% suggest that you are able to effectively organise yourself and others in order to adjust to significant changes in your workload and to quickly re-organise or re-prioritise when necessary.

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

Question Breakdown



■ Self
 ■ Line Manager
 ■ Peers
 ■ Reportees

On the Job Improvement Activities:

Time is a vital resource. Unlike other resources, however, time is not elastic. It's the one commodity that can't be stored, saved up in advance, held in reserve or put aside for a "rainy day."

Effective managers are constantly aware of how well they are managing their time. During the day they repeatedly ask themselves such questions as: Am I making the most of my time? Should someone else be doing what I'm doing now? Are there things I'm doing that shouldn't be done at all? Are there better ways of doing what must be done? Am I working with freshness, or have I reached the point of diminishing returns?

Many managers are 'workaholics' who see time management as a means of getting more work done per unit of time. But time management is concerned with time effectiveness, as well as efficiency. The following recommendations focus on concepts that successful managers apply daily in managing their time effectively.

On-the-Job Activities

1. Determine if you are "overloaded" by asking yourself if you meet deadlines and accomplish what you say you will accomplish. Discuss this with your manager.

2. Try to use some of the following practices more often:

- Concentrate on your most important objectives.
- Delegate the less important tasks to others or let them go undone.
- Ask yourself if what you're doing really needs to be done through a committee or if it can more appropriately and effectively be done alone.
- Delegate routine tasks.
- Look ahead and determine how your work load can be divided into time periods with completion dates and plan accordingly.
- Do not lose sight of the original goals, even when you must handle unforeseen tasks or projects - return to these goals, adjusting time frames for completion, if necessary.

3. Develop your priority-setting skills by periodically writing down those tasks that are pending and those your manager considers to be most critically important.

- Ask your manager for feedback about your priorities.
- Establish ongoing reporting relationships with direct reports, other departments and peers to keep informed of major problems or unexpected results that could alter your priorities.
- Deliberately manage your in-tray and daily activities according to priority, not personal preference or expediency. Choose two top priority items to be managed in this way; periodically review your attention to these priorities with your manager.

4. Use a number of these tips to routinely increase your own daily efficiency.

- Record completion dates for assignments on your calendar.
- Have your staff represent you at meetings when appropriate.
- Before leaving work each evening, list the things that need to be done the next day.
- Return phone calls early in the day or near the end of the day to increase your chances of getting through.
- Create a 'to-do' file and use it as a means of following up on delegated tasks and set aside time in your weekly calendar for follow-up procedures in your work.

5. Managers often allow day-to-day activities to capture their attention while planning and long-term strategic projects fall by the wayside. Use the following suggestions to ensure that you carry out your plans and spend the time you need for planning:

- Keep a log to determine how you are spending your time. Evaluate your time allocations to ensure that you are giving proper time and attention to the 'big plan'. Consider delegating more.
- When you are faced with many demanding and competing priorities, ask yourself which are the most important ones and make them your first priority.
- When an urgent matter arises, determine how it fits into your daily plan (is it urgent and important, or simply urgent?) and act accordingly.
- Use the 80/20 rule, which states that 80 percent of the value of a group of items is generally concentrated in only 20 percent of the items. Simply put, the 80/20 rule means that you can be 80 percent effective by achieving 20 percent of your goals.
- If you have a daily 'to-do' list often items, this means that you can generally expect to be 80 percent effective by successfully completing only the two most important items on the list.

Setting Goals and Standards

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



Scores of under 30%

Scores predominantly below 30% suggest that you may have trouble distinguishing between wishes, activities, goals, and standards. Those with whom you work need to know what goals and standards you expect of them. You tend to focus more on activities than goals, and are likely to give projects without collaborating with others to determine the goals and standards to be met.

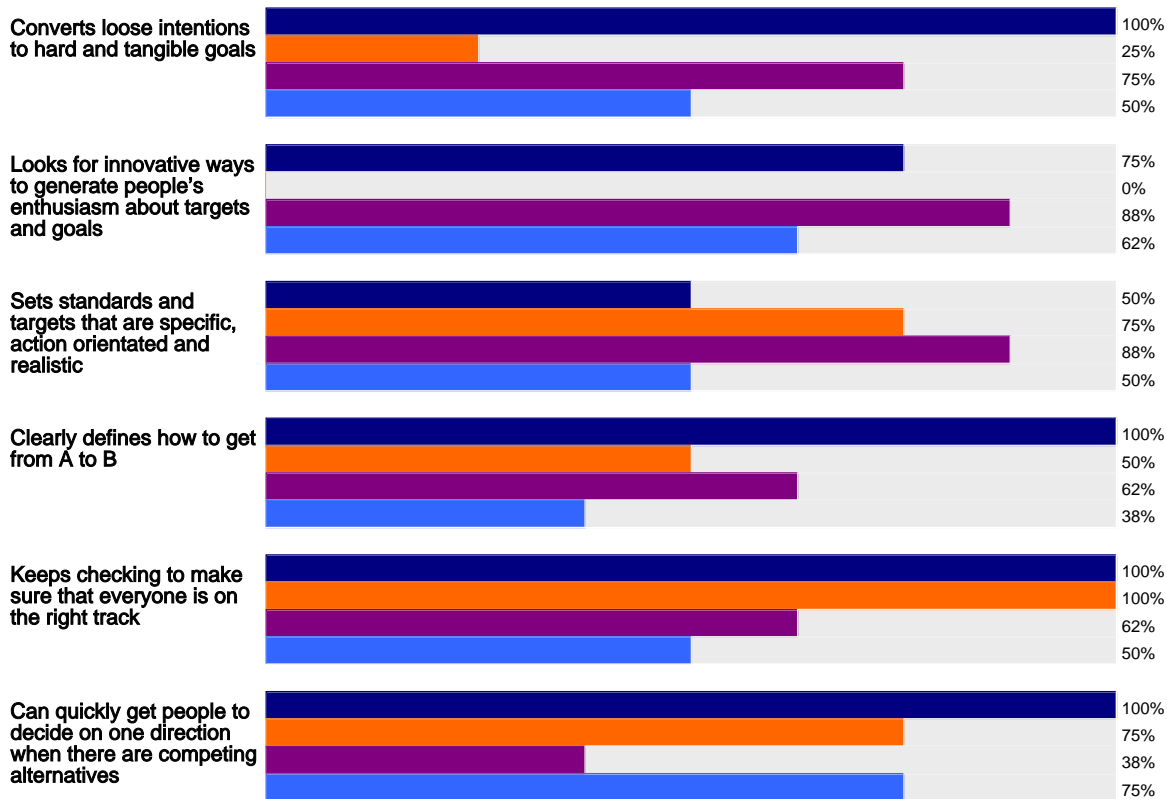
A low scorer is likely to find it difficult to translate idle thoughts or general dreams about the future into specific directional steps that either they or others can take in the short term. Low scorers tend to come across as indecisive, deliberately vague and 'aimless' and even prone to causing confusion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

Scores of over 70%

Scores predominantly above 70% suggest that you are adept at converting broad, vague or general intentions into very coordinated goals or focused direction and setting standards by which these should be achieved.

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

Question Breakdown



■ Self
 ■ Line Manager
 ■ Peers
 ■ Reportees

On the Job Improvement Activities:

Organisations are concerned with achieving corporate goals. Employees are concerned with making a meaningful contribution, having a say in decisions affecting their work, being committed to more than the job and a salary. The process that addresses both sets of concerns is one that involves the joint setting of goals and standards.

On-the-Job Activities

1. Most people acknowledge the importance of planning and goal setting. Sometimes however, time pressures get in the way. Setting aside time to identify and develop goals and strategies is the first step in improving your ability to plan and manage effectively.

- Write down your five most important job duties or responsibilities that make a difference between success and mediocrity on your job.
- For each responsibility, describe the kind of performance that would be needed to demonstrate exceptional talents or know-how.
- Using these extremes, set personal standards for yourself in each area. If you believe you need more challenging opportunities to demonstrate these extremes, discuss your ideas with your manager.
- Agree on at least two areas where you will challenge yourself to be exceptional.
- On a regular basis, monitor your actions based on these standards.

2. Identify projects or assignments which are of interest to you, but for which you are not currently responsible.

- Be realistic about what you can handle, considering your strengths and weaknesses, and set goals to seek additional responsibilities, particularly those requiring innovation or unconventional approaches to problems.
- Talk to your manager about these opportunities in your own department.

3. 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.

4. Have staff submit an annual work plan for your review. Ask them to include specific objectives, priorities and timetables.

5. Identify colleagues who have well-defined goals and strategic plans. Ask what process they used to develop objectives and tactics.

6. Communicate your department's goals to peers in other departments. Seek input on objectives and tactics that might affect them.

Planning and Scheduling Work

Planning and scheduling work refers to a manager's ability to manage projects and processes by applying the major tools and techniques of management. . This competency looks at a manager's ability to analyse complex tasks and break them into manageable chunks; select and manage resources appropriate to the tasks; use systems and techniques to plan and schedule work and set checkpoints and controls for monitoring progress.



Scores of under 30%

Scores predominantly below 30% suggest that you may find it difficult to exert much influence over the planning and scheduling of activities at work. A variety of interruptions ('urgent' projects, unscheduled delays, non-productive activities) make it very difficult to plan ahead. You are often forced to manage reactively ('putting out fires') rather than proactively, which can be very frustrating.

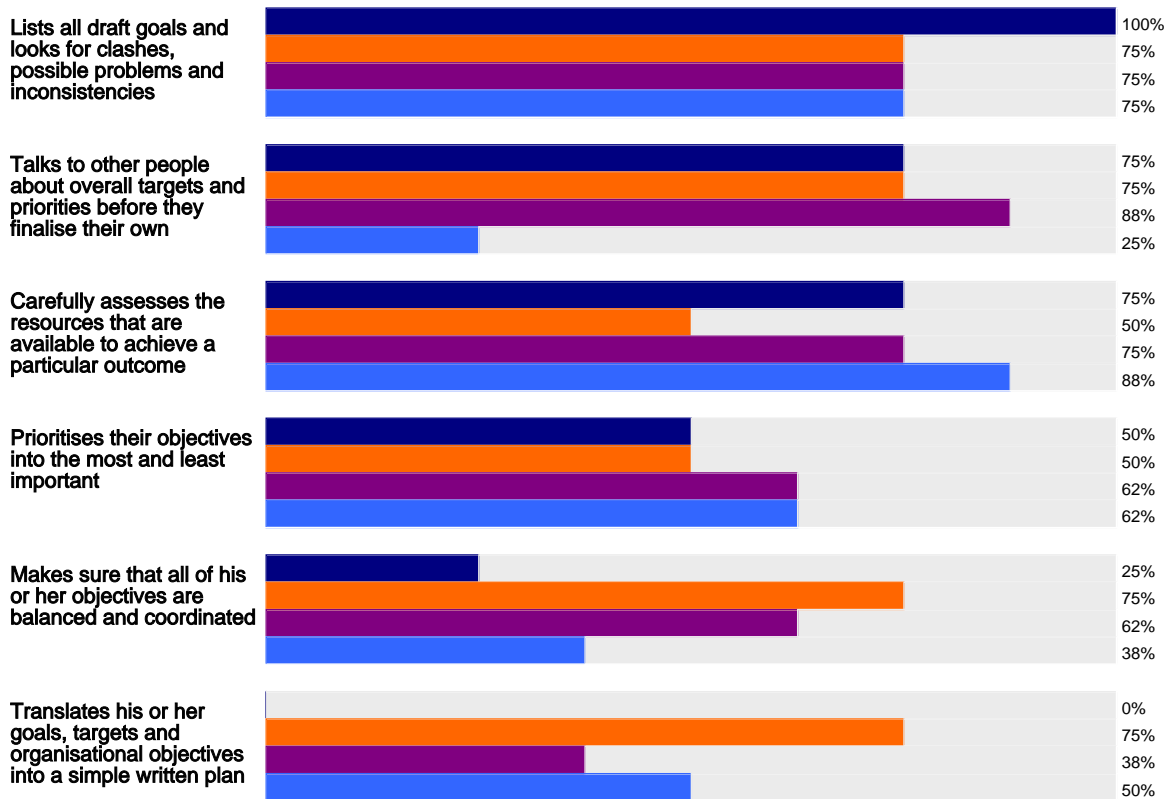
A low scorer is likely to find that lack of careful preparation and effort to organise at the outset will quickly lead to an inability to reach even their first milestones successfully (unless, they are extremely lucky). Goals and targets may also be attacked randomly and with insufficient overall effort.

Scores of over 70%

Scores predominantly above 70% suggest that you engage in quiet and reflective planning and organizing about how to achieve your goals before you potentially waste time by 'jumping the gun'. You are therefore likely to carefully assess the time and resources you have available to you and organise yourself and others to achieve the best result you can in a planned and ordered way.

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

Question Breakdown



■ Self
 ■ Line Manager
 ■ Peers
 ■ Reportees

On the Job Improvement Activities:

In a classic article printed in the July-August 1975 issue of the Harvard Business Review, Henry Mintzberg describes the discrepancy between the textbook view of management and the way managers actually spend their time. Titled 'The Manager's Job: Folklore and Fact,' the article points out that managers pay lip service to planning, scheduling, directing and controlling but spend their time at an unrelenting pace juggling activities that are characterised by brevity, variety and discontinuity.

The studies by Peters and Waterman (La Search of Ercdll en cc) more recently support Mintzberg's description of effective executives as strongly oriented to action with a dislike of reflective activities. On the average, managers shift activities every eight minutes. While relatively little time is spent planning and scheduling, it is essential that this time be quality time - quiet, uninterrupted, reflective time.

On-the-Job Activities

1. Project Planning

- Involve others from the start. Discuss goals, objectives, resources needed and skills required. Consult your manager about different ways of utilising people.
- Check progress towards the project's goals. Ask all those involved including yourself to break tasks down into steps and produce interim reports to agreed dates. Keep records on file. Ensure they keep a copy.
- Over the next month keep a list of discrepancies between performance and objectives, record the cause, corrective action and outcome.
- At the end of the period critically examine the causes (try and involve someone who hasn't been involved) and categorise problems. They may suggest a common cause eg. poor communication, failure to attend to detail etc. Keep on repeating the process, you should find a decrease in the number of problems.

2. Meetings

- Document decisions made at meetings, by ensuring notes/minutes are taken.
- Reference and file minutes so they can be easily located.
- Document and file decisions taken over the phone or in informal meetings in the same way.
- Copy documentation to all involved, and ask for response to ensure agreement.

3. Business Planning

- Ensure your plan is well detailed and specific and has target dates for various phases of projects.
- Continually monitor and update the plan.
- Document performance against the plan (eg. budgeted v. actual).
- Gain intermittent reports from your staff on progress towards goals.
- Use your 'to-do' file to monitor staff performance and goals.

Listening and Organising

Listening and organising refers to a manager's ability to understand, organise and analyse what is heard in order to make appropriate decisions about what to think in response to the message. This competency examines a manager's ability to identify and test inferences and assumptions; overcome barriers to effective listening; summarise and reorganise a message for recall and withhold judgment that can bias a response message.



Scores of under 30%

Scores predominantly below 30% suggest that when others are talking, you tend to make inferences and assumptions based on your own experiences and needs rather than consider the speaker's frame of reference. You tend to allow your mind to wander and your attention to go unfocused. You greatly improve your ability to listen effectively if you withhold judgment and summarise the message every so often to confirm your understanding.

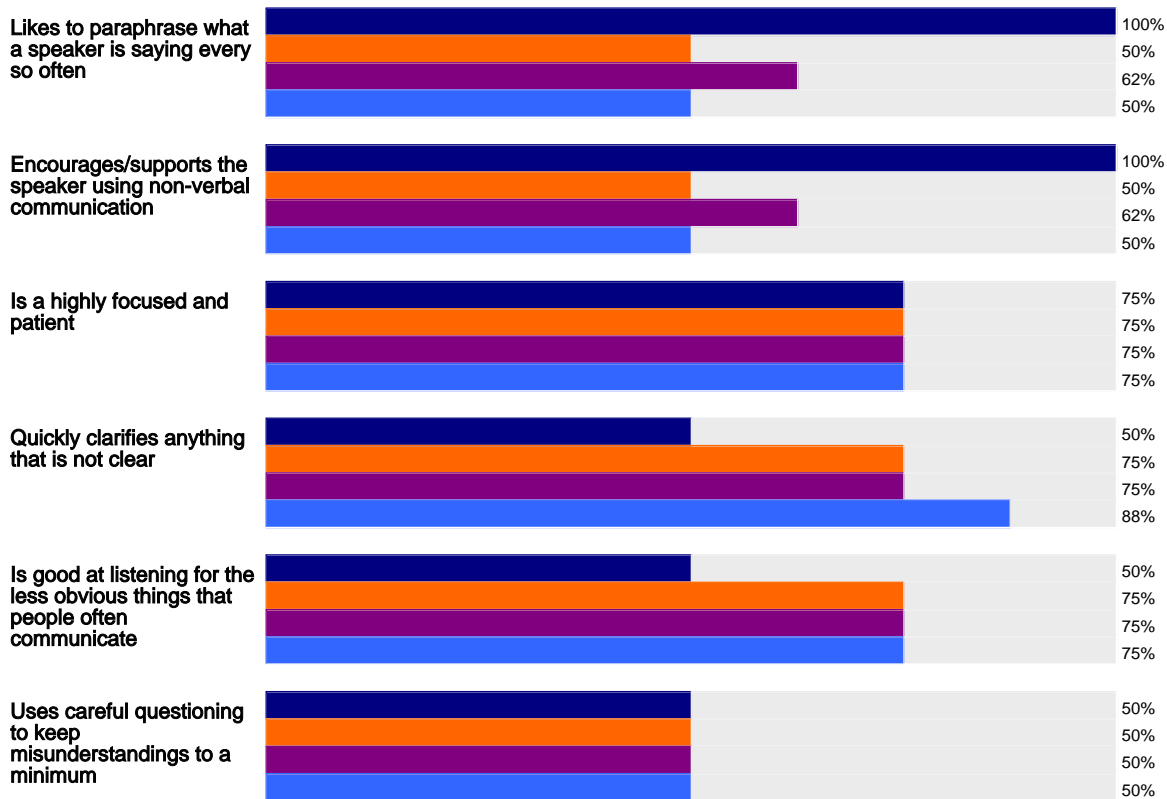
A low scorer is likely to pay little attention to the person with whom they are communicating. They tend to ask few questions for clarification (having neither the time nor the inclination) and as a result become confused about what is being said and misunderstand the message.

Scores of over 70%

Scores predominantly above 70% suggest that you well understand the need to both ask questions for clarity, as well as paraphrasing what is being said to ensure that the discussion remains focused and on track.

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

Question Breakdown



■ Self
 ■ Line Manager
 ■ Peers
 ■ Reportees

On the Job Improvement Activities:

Within the past few decades we have moved from an industrial age to an information age. One of the major functions of employees at all levels of the organisation is transferring information. Although much of this information is either printed or transmitted by computer, most managers get the majority of their information through the spoken word. And that requires listening.

There are two types of listening active and passive. Most of our listening at work has the potential to be active, we can interact with the speaker, asking questions, summarising, restating, clarifying, giving confirming feedback and so on. But sometimes we cannot interact (e.g. with a radio or TV presentation in a meeting where we are silent observers). Here our role is more passive, although our minds may be every bit as active as when we can interact with the speaker.

On-the-Job Activities

1. Clarifying and Summarising

- Use questions or statements to clarify what the speaker is saying such as: tell me more about, describe, it sounds like you think.....
- Don't jump from 'hear' to 'understand' without making sure it is what they think, feel etc. not what you think or feel!
- When disagreeing with someone, summarise what you think their position is before responding with your point of view.

2. Processing the Information

- When you feel your mind start to wander focus back on what is being said and try and recall what has already been said.
- Listen for main thoughts or ideas, especially when people tend to ramble.
- Try and determine what information forms the basis for the speaker's ideas.
- Don't disagree; view the thoughts and feelings from the speaker's perspective.
- Try to understand why the person thinks this way.

3. Interrupting

- Over the next month ask others to count the number of times you interrupt them in various situations, both one-to one and groups.
- Analyse each incident. If your analysis reveals you interrupt in certain situations, or with certain people ask yourself why. This will help you understand and more likely be able to change your behaviour.
- If no pattern emerges be aware you need to slow down a bit with people and become more patient, allowing them to finish before speaking yourself.
- Sit back in your chair. You will find it more difficult to interrupt if your posture is relaxed.
- Seek feedback on your new behaviours.

Giving Clear Information

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



Scores of under 30%

Scores predominantly below 30% suggest that you sometimes have difficulty organising and communicating information in a clear, concise, complete, and convincing manner. The meaning of what you want to say is probably clear to you, but the other person has trouble getting the message. There might be barriers or language problems that keep others from completely understanding of your communications.

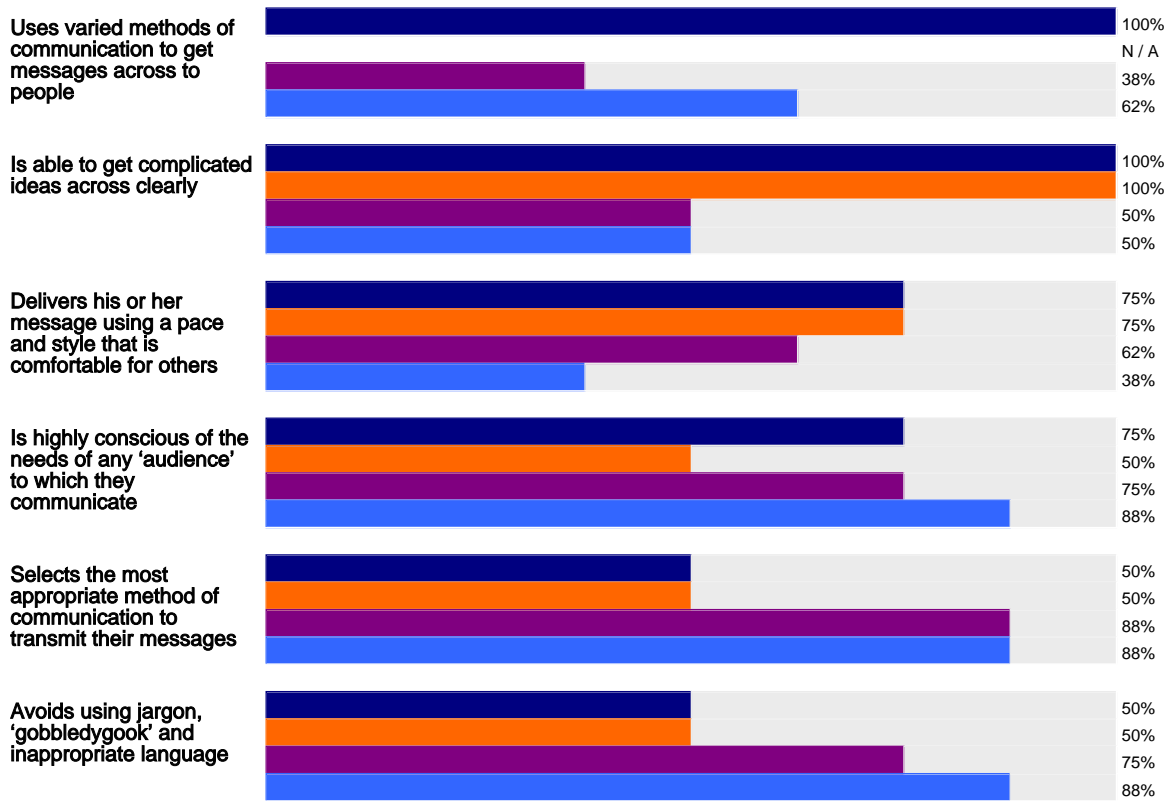
A low scorer is likely to find communication somewhat challenging and perhaps wants to 'get it over and done with' as quickly as possible. Providing clear information might well be regarded as a 'chore' to the low scorer, whose experiences with good communicators and listeners, who act appropriately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

Scores of over 70%

Scores predominantly above 70% suggest that you think carefully about the channels through which you transmit your message and the communication style that you adopt in order to be successful. To do this, you try hard to always be clear, concise and consistent in what you say and do.

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

Question Breakdown



■ Self
 ■ Line Manager
 ■ Peers
 ■ Reportees

On the Job Improvement Activities:

In the world of work, managers and supervisors are expected to communicate clearly, concisely, completely, crisply, convincingly and courteously. Thoughts and information should flow logically and smoothly towards the accomplishment of each message's purpose. Unfortunately, the free flow of thought from the human brain is rarely so well organised. Often we regret things we did or did not say, we need time to "load brain before firing mouth."

On-the-Job Activities

1. Verbal Presentation/Meetings

- Choose typical situations in your job where you can afford to make a few mistakes and try to develop a natural style but also project yourself and your ideas.
- Use examples and analogies to liven up your input, choose examples that are appropriate to your audience and present your opinions, confidently and directly
- Don't dilute your comments with phrases such as, "don't you think?" or "maybe I'm wrong but...."
- Make a conscious effort to increase the number of ideas or suggestions you offer the group.
- Study the agenda and previous minutes well. Knowledge will help you be more assertive. You will also be less likely to have to think on your feet.
- Choose two upcoming meetings where you need to persuade people on the validity of your ideas.
- Anticipate issues that will be difficult for them to accept and work on tactics you might try. You may like to do this with someone not involved. If possible have someone observe you in these meetings and give you feedback.
- In addition to regular staff meetings, hold a monthly meeting with no agenda for informal communication.

2. Communication Problems

- List key people you need to keep informed and make a special effort to do so.
- Copy your manager in on all correspondence to their level or higher. Always ask yourself "Who else should know this?"
- Don't gloss over anything that goes wrong in your area. Report the situation as accurately as possible.
- Discuss with peers or other departments 'communication breakdowns'.
- Ask yourself at the end of every day what occurred that should be reported to others?
- To prevent rambling, outline beforehand on paper what you are going to say and stick to it.
- Ask people to summarise what you have said to check whether you have spoken clearly.
- Organise your message with supporting facts or thoughts so they lead to your main point.
- Once you have made your point ask the listeners for their reactions to ensure they have understood you accurately.
- Ask yourself these questions:
 - What did I intend to say?
 - What did they think I said?
 - Are there certain situations/people where I am often misunderstood?

- What adjustments can I make to improve my communication?

Getting Unbiased Information

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



Scores of under 30%

Scores predominantly below 30% suggest that you might have trouble phrasing questions so that you get unbiased responses and accurate information. People tend to say what they think will please or impress you. If you work on your ability to use non-directive, neutral questions and probes, you can greatly improve the quality and depth of information you receive from others.

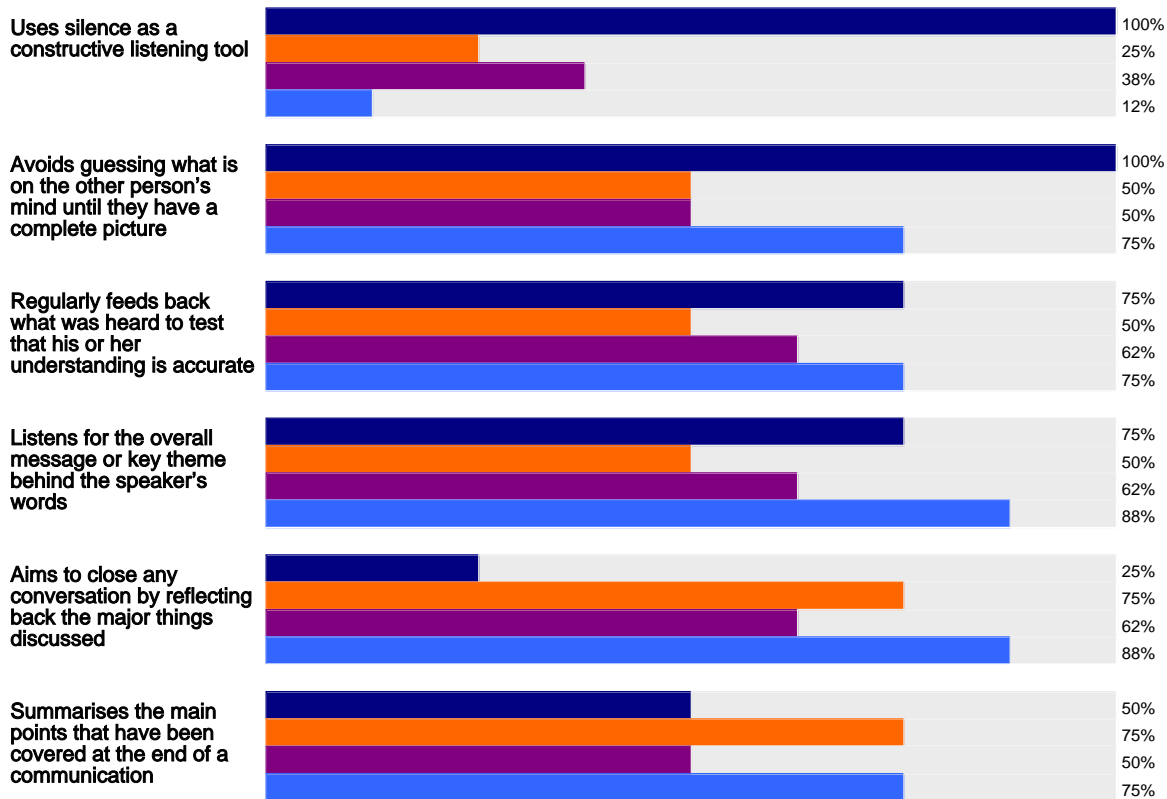
A low scorer is likely to selectively listen or only pay attention to parts of the conversation and therefore does not have enough information to summarise well. The 'quality' of conversations may consequently suffer and in the end, neither party is entirely clear as to whether they have reached a common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

Scores of over 70%

Scores predominantly above 70% suggest that you work hard at interpreting and evaluating what a speaker is really trying to say and you repeat it back to them in summary form so that a mutual understanding can be reached.

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

Question Breakdown



■ Self
 ■ Line Manager
 ■ Peers
 ■ Reportees

On the Job Improvement Activities:

Managers and supervisors tend to be far more adept at asking highly structured, direct questions than indirect, open-ended ones. This is appropriate for obtaining certain kinds of information. At other times, such an approach will bias the other party to say what is expected or expedient or pleasing. No wonder the information managers obtain is often slanted, filtered or incomplete, dated or otherwise misleading. The quality of decisions made, problems solved and actions taken, depends on getting clean untarnished information as input.

On-the-Job Activities

1. Listening and Questioning

- If you have strong views you may be quite closed to what people are telling you. Concentrate on listening rather than preparing your own case.
- Summarise what others are saying to you first, before you think about your objections or viewpoint. Reverse sides to review mentally to see if you can come up with ideas to support the views of others. Review yourself every month to keep track of how you are doing.
- Before you ask a question or give a response try to neutralise your language and body language (if you really do want an unbiased response).

2. Approachability

- Unapproachable managers are not likely to be kept informed. Do you give the impression you are unapproachable? Do you appear disinterested? Do they never see you? Try to reverse roles and see yourself as others see you?
- Be accessible, move closer to your reportees work area and gradually increase the frequency of your informal visits.
- If you are out of the office for much of the day, arrange to check in by phone.
- Initiate informal contact with people, keep up to date with day to day happenings.
- Be sincere, staff can spot insincerity very easily. This will make communication problems even worse.

3. Conflict

- Consider your reaction when someone disagrees with you. Try the following techniques
 - Wait until the person has finished speaking and summarise the points
 - Identify the points you can agree with, then and only then state your own viewpoint and why.
- You do not need to agree with everyone but people will feel you have considered their input and understood their point of view and as importantly you are more likely to really get more complete and accurate information.

Training, Coaching and Delegating

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



Scores of under 30%

Scores predominantly below 30% suggest that you have trouble developing others to do tasks and to take on more responsibility. Perhaps you lack experience in delegating and are more comfortable handling projects yourself, rather than training and coaching others to handle them. You must develop the ability to analyse human behavior as well as use positive and negative reinforcement to influence others. These things are critical to success in this competency.

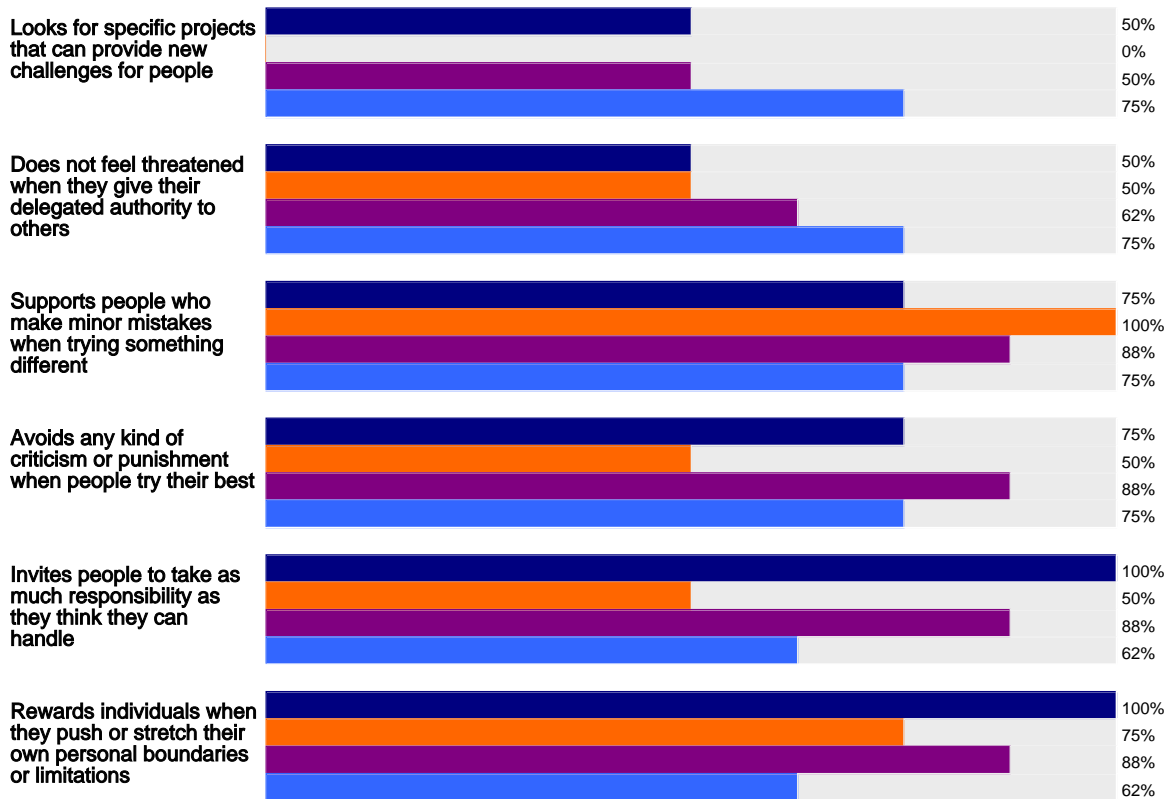
A low scorer is likely to take on too much by him or herself and usually offers only low level or 'safe' tasks to others that can be supervised or that have low levels of risk or consequence if things go wrong. Low scorers may also impose their opinions on others too regularly, and even take tasks and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

Scores of over 70%

Scores predominantly above 70% suggest that you enjoy seeing people take on new and stretching tasks and personally grow because they are given the room to take reasonable risks and different approaches by themselves. You therefore tend to delegate a lot of responsibility to people you believe are capable, and you encourage people to take on personal challenges and goals.

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

Question Breakdown



■ Self
 ■ Line Manager
 ■ Peers
 ■ Reportees

On the Job Improvement Activities:

The quality of work that you personally perform is important to achieving the daily, weekly and monthly expectations of your immediate manager and your department. However, taking a broader perspective, the best measure of a manager's contribution to the organisation is in the quality of that manager's team, how well people know their jobs and perform them, how challenged they are by new assignments/projects and how effectively the team members work together.

On-the-Job Activities

1. Delegating tasks

- Deliberately loosen managerial controls to give increased responsibilities for managing their own work.
- Choose an upcoming assignment, which is fairly complex and involves a number of people. Bring them all together and ask for ideas as to approach. Ask for volunteers. To ensure instructions are understood write a clear statement of purpose and objectives, roles and responsibilities agreed, deadlines, review dates etc.
- Increase the visibility of individuals you manage.
- Capture the moment to give praise and recognition when things go well.
- Give feedback on accomplishments that are important to the individual not just the organisation.
- If you lack confidence in others, begin assigning minor tasks where mistakes can be tolerated, assigning more demanding tasks as they achieve success.
- Meet with staff regularly and show them how their responsibilities fit in, and how important their work is.
- Goals, activities and timescales should be stated explicitly so that both know when objectives have been reached

People are more likely to be committed to tasks they choose themselves. You however must be committed to providing the opportunities and resources necessary.

2. Developing people

- Analyse your team looking at who you delegate to and why? If some are not being challenged, look for ways to provide opportunities and encourage them to take these on.
- Analyse all tasks that come into your department in terms of skills required. Then assign tasks that build on strengths. Discuss with staff your rationale behind these assignments. Be open to feedback on the appropriateness of these assignments.
- Divide development activities into small manageable steps through discussion with those involved. Provide variety in tasks if possible.
- Don't make assumptions about what people are capable of. Find out through questioning and scenario based discussion a more accurate picture of their potential.
- Discuss with people how development works best for them. Encourage them to write their own development plans and review them or prepare them jointly. No more than three development areas at any time.

Appraising People and Performance

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



Scores of under 30%

Scores predominantly below 30% suggest that assessing the performance strengths and weaknesses of others and their root causes (the analysis of human behavior) does not come easily for you. Giving constructive, corrective feedback may be even more difficult. You therefore need practice in giving feedback to others and getting them to detail the actions they will take to improve performance.

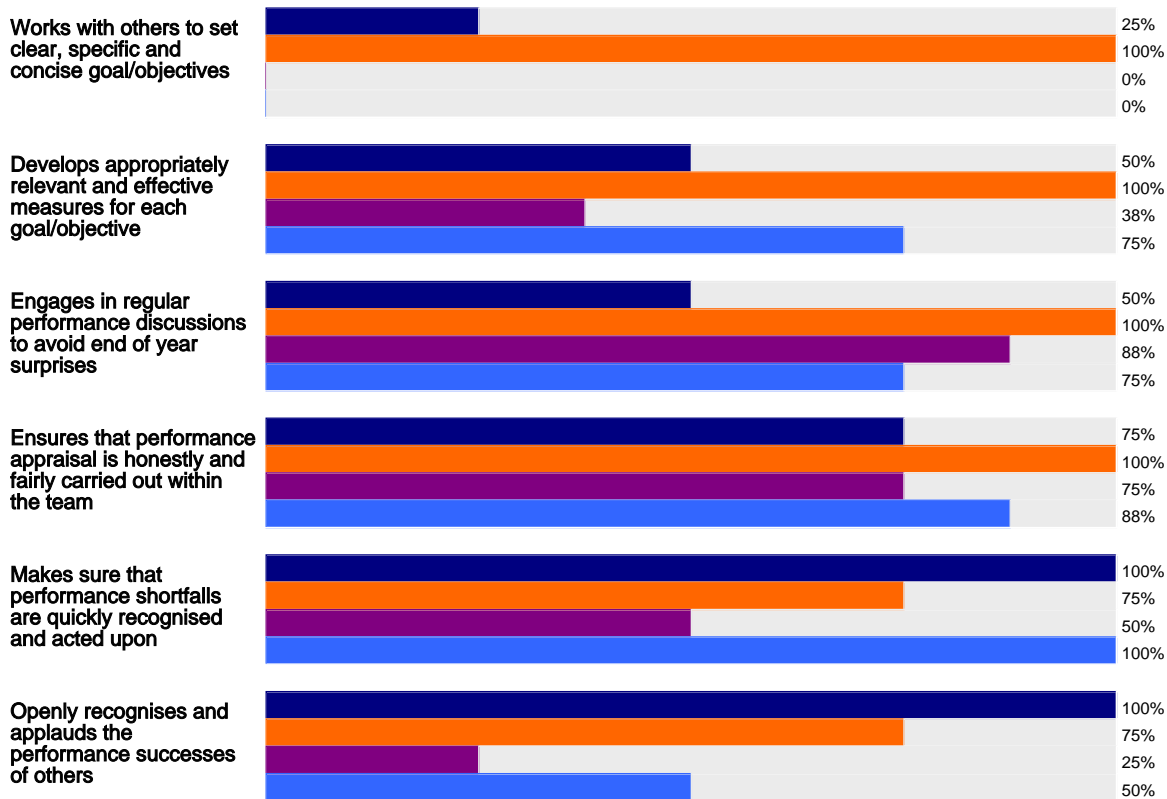
A low scorer tends to set few goals, and even when they do, they lack focus and clarity. As a result, general progress may be difficult to measure, and individual actions may be sporadic and divorced from the efforts of other team members. Low scorers may tend to operate quite independently within the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

Scores of over 70%

Scores predominantly above 70% suggest that this individual recognises the importance of setting clear and unequivocal goals with others, and clearly knows that reviewing performance on a regular basis is critical to keeping people on track. This person also tries to be consistent in quickly addressing performance shortfalls and in celebrating performance successes.

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

Question Breakdown



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On the Job Improvement Activities:

Unfortunately, few employees look forward to their performance appraisals. The reasons are many, but can be overcome by following a number of guidelines of effective appraisals:

Appraisals must be frequent, informal, surprise-free, prepared for by both parties, conducted as a dialog and not a one-sided assessment and focused on behaviour (performance), not on personality or character traits.

On-the-Job Activities

1. Feedback

- Identify mechanisms to review Individual's performance on a regular basis, not just once a year, but perhaps review targets every 2 weeks.
- Make sure you give feedback quickly when you see improvements.
- Encourage your team to believe that talking about mistakes and learning from them is the way to grow and develop.
- Your position as a manager makes people extremely sensitive to your criticism. Think carefully about the way you say things.
- Rehearse any potential negative feedback. Try it out with someone else.
- Focus on the work not the person. Be clear but kind.
- Make sure you are emotionally in control. Criticism given when you are angry or upset will have a negative effect.
- Give positive as well as negative feedback
- Engage in a dialogue. Listen to what they have to say. Don't lecture.
- Focus on the future, on how we can help improve things

2. Action plans

- Always prepare an action plan with the individual spelling out the desired outcome and timescales.
- Ask the individual to state their understanding of what is to happen.
- Ensure you do review when you said you would and record outcome and acknowledge improvement if any.

Disciplining and Counselling

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



Scores of under 30%

Scores predominantly below 30% suggest that you are unlikely to set clear enough performance standards with the people you manage and might not spend enough time reviewing progress to ensure that targets are met. As a result, mediocre or poor performance may go unchecked for long periods and discipline and counseling is either avoided or applied far too late.

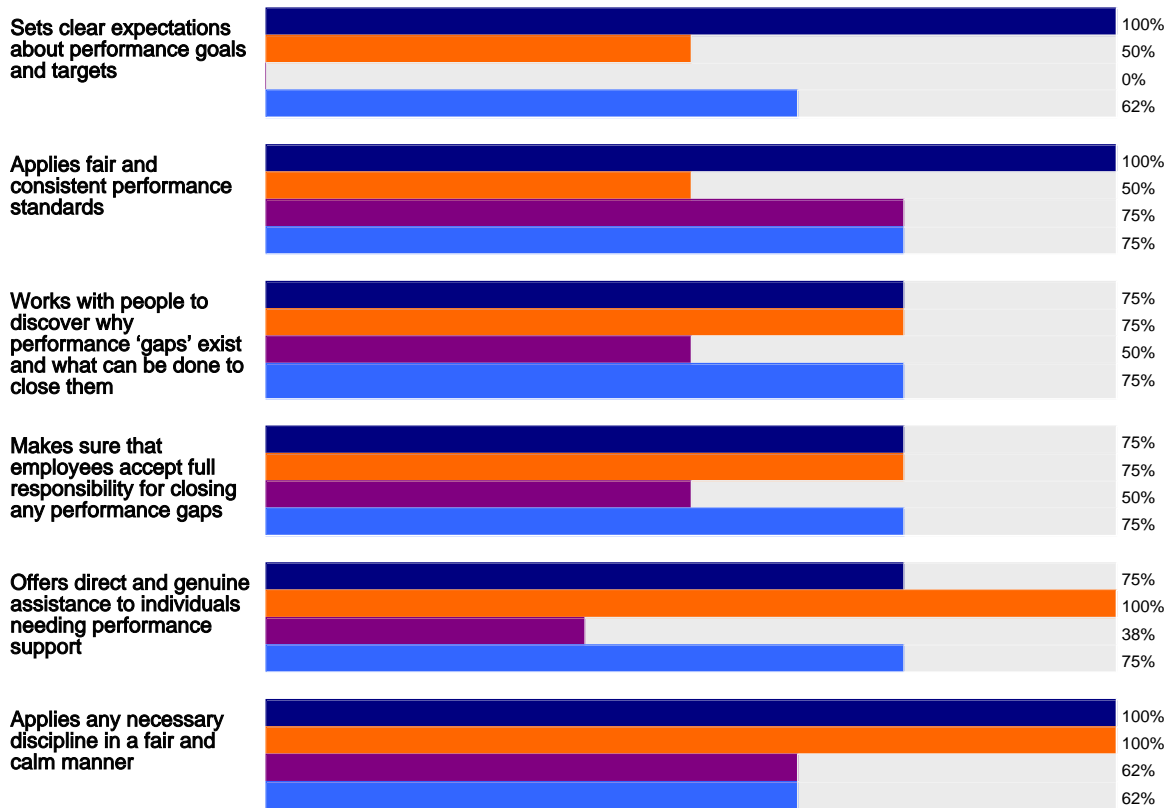
A low scorer is not likely to be paying much attention to the day-to-day performance of his or her team, and may be seriously out of touch with his or her responsibilities as a manager of others.

Scores of over 70%

Scores predominantly above 70% suggest that you set clear performance standards with the people you manage, and try to review progress to ensure that targets are met and individual's are as much on track as possible. You are likely to firmly but fairly discipline or counsel individuals when there is a need to do so.

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

Question Breakdown



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On the Job Improvement Activities:

It would be an ideal world (and a naive expectation) to have all employees arrive at work on time everyday, with a positive attitude, a strong willingness to work and a commitment to earn their keep. Unfortunately, in the real world, there are always a few employees who are undisciplined or incompetent or committed to getting the most and giving the least. This happens despite our best efforts in selecting and training employees. Hence, it is sometimes necessary for a supervisor or manager to impose discipline when performance standards have not been met.

On-the-Job Activities

1. Lack of Clear Information

- Ask yourself whether you have clearly communicated your expectations. Have you been consistent, specific, set out expected standards etc.
- Ask the person firstly to state their understanding of what was expected to check this.

2. Situational constraints

- Does the person have enough resources, authority, time and conflicting priorities?
- Are there any other factors that could have an impact?

3. Deficient skills or knowledge

- Has this person performed this task adequately in the past?
- Is training needed?

4. Consequences of Behaviour

- Do the policies and procedures have an impact on the situation?
- Gain agreement from the individual that there is a problem. This may require a great deal of discussion. Highlight the impact of the behaviour on department and others.
- Discuss and evaluate various options. Mutually agree if possible on steps to be taken.
- Ensure the individual understands the responsibility for correction lies with them, but offer support.
- Follow up on performance, be sure to recognise any improvements in behaviour and reinforce until improvements are consistent.

Identifying and Solving Problems

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



Scores of under 30%

Scores predominantly below 30% suggest that you need to improve your overall problem solving skills. You tend to confuse symptoms with problems and have shown difficulty in identifying the root causes that must be dealt with.

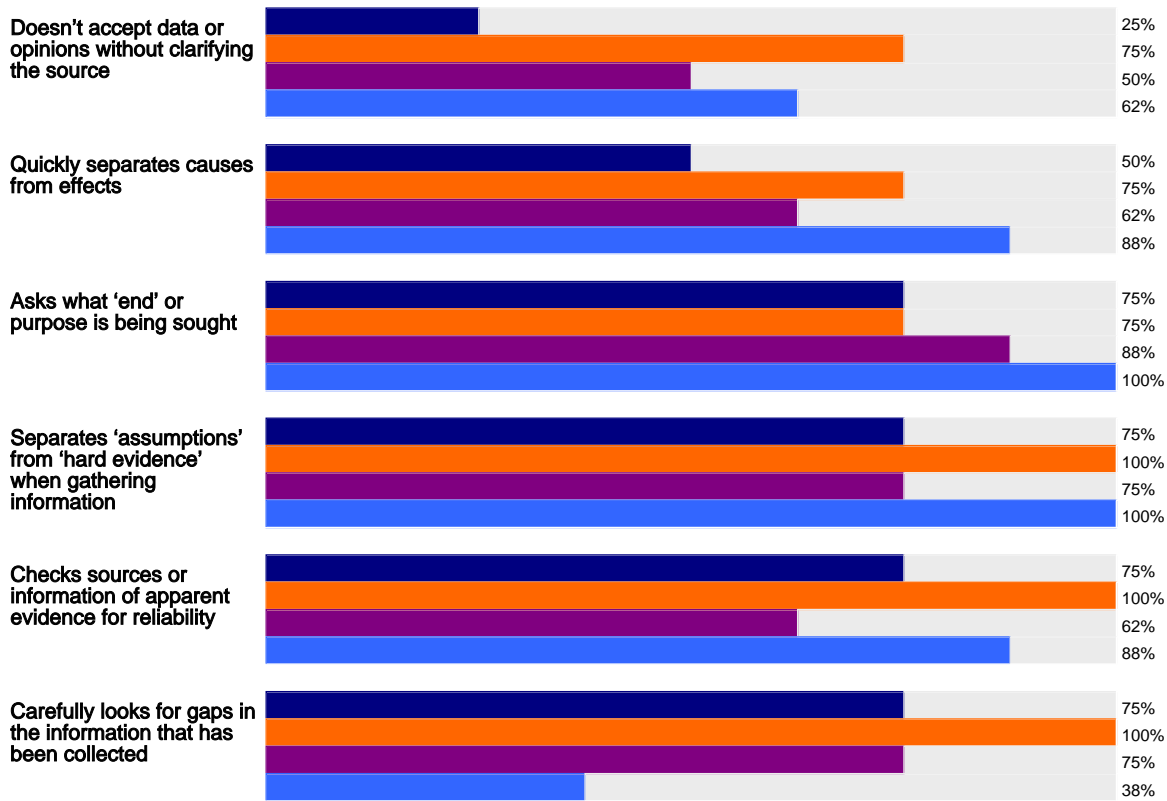
A low scorer does not generally understand the entire situation or 'complete' picture, but nevertheless tends to make decisions and tries to solve a problem, often without first gathering all the necessary facts and/or opinions. Low scorers are likely to willingly accept information without full scrutiny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

Scores of over 70%

Scores predominantly above 70% suggest that you are an efficient assembler, organiser and categoriser of the information you need to identify a problem and then make a decision to solve it. You tend to be generally aware of what you are looking for, and are able to spot gaps that may require further research.

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

Question Breakdown



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On the Job Improvement Activities:

Managers are expected to solve problems promptly and wisely, based on the best available evidence. Unfortunately, most supervisors and managers have never been taught skills associated with problem solving: how to set measurable objectives, collect and evaluate information, separate fact from opinion, identify the problems they face, state and test action plans and consider alternative steps to solve their problems. Successful supervisors and managers, regardless of the type of organisation, possess these skills.

Fortunately, this can be learned. Managers need to focus on processes that will improve their ability to identify and systematically eliminate or reduce the barriers that stand between them and their objectives.

On-the-Job Activities

1. Identifying causes

- Spend time with your people finding out what problems keep recurring. What do they consider to be the causes and how would they address them?
- Identify two such problems that were uncovered and could increase productivity. Present your analysis to your manager.
- Keep a list of unforeseen problems that come up. Record the causes, whether it could have been prevented, by whom etc. Categorise the causes and see if there is an underlying cause eg. poor communication etc.
- Identify at least two problems where you try not to jump to premature conclusions. Try listening, questioning, gathering more information, keeping an open mind before you diagnose.
- Force yourself to go beyond reports and records to find out missing information. Ask for input from those closest to the problem. Inspect and observe rather than making assumptions as to the way things are.

2. Problem-solving sessions

- Facilitate rather than direct the session. Encourage sessions that are problem-oriented, not solution-oriented. Include all suggestions even off-the-wall ideas.
- Select a recurring problem. Work with others not directly involved to restate the problem from different perspectives and uncover new alternatives.
- Identify a very important decision you will have to make on a problem. Gather input from reliable sources. Separate symptoms from causes and check your analysis with others and what approaches would work best.

Making Decisions and Weighing Risk

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



Scores of under 30%

Scores predominantly below 30% suggest that although you make dozens of small decisions with ease every day, you might have difficulty when confronted with larger decisions that require the evaluation of many factors. By learning how to use techniques such as a decision matrix, how to assign weights to these factors (the "desirables"), and how to score each option (alternative) on each factor, you can greatly improve your performance.

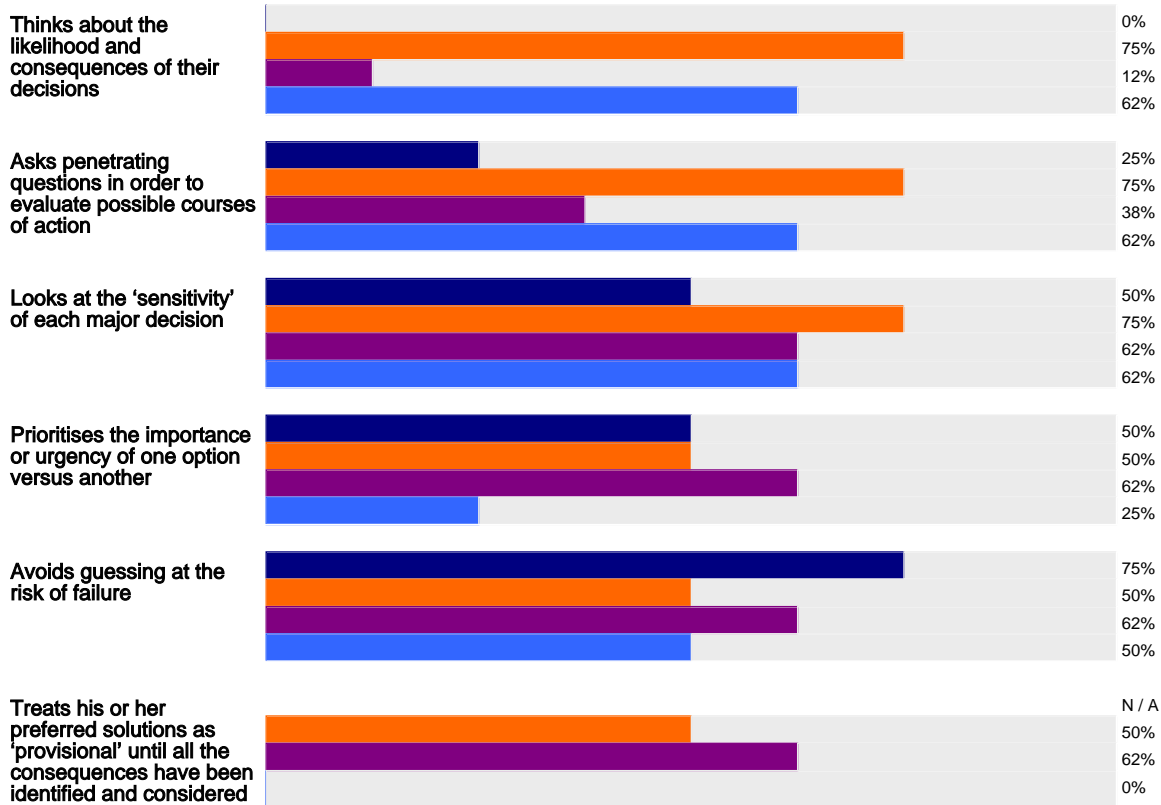
A low scorer is likely to ignore consequential risk or impact, or to heavily underestimate any adverse consequences that might arise from a particular course of action. This person tends to start implementing a solution without adequate planning or too quickly and either makes unnecessary mistakes or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

Scores of over 70%

Scores predominantly above 70% suggest that you almost automatically consider the potential risks that exist for a chosen course of action, or as a result of a significant decision. This means that you generally will evaluate both consequential impact and the likelihood of occurrence before finally deciding.

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

Question Breakdown



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On the Job Improvement Activities:

At work our day is filled with decisions. Some are relatively automatic and involve little or no risk. We make hundreds of these decisions every week. However, many of our decisions have much at stake and are based on complex input. Such decisions require care in specifying the desired outcomes, determining criteria, selecting and evaluating alternatives, assessing risk, and drawing up an implementation plan. It's important in this complex environment to be able to take risks. But that should not be equated with being reckless. One must weigh the risks involved in any decision.

On-the-Job Activities

1. Day to day experiences

- Select a problem affecting your department that hasn't been resolved. Try to restate the problem from different perspectives alone or with others to uncover new alternatives. Evaluate different solutions, weighing costs and benefits and present your recommendations.
- After a meeting or situation where you made a decision, take a few minutes to analyse the process you went through. What influenced you? What did you learn?
- Learn to buy-time. Very few decisions need to be made there and then. Tell the person applying the pressure that you need more time and when you will decide.

2. Decision-making process

- If you tend to leap to action, create a decision-making plan. Write down who will be involved in the decision-making process, information needed, criteria for judging success and time scales.
- Analyse how you usually make decisions. Choose two decisions you have to make and ask others what process they would go through to make the decision. Compare your approach see if you can learn anything.
- Set time aside to anticipate problems ie scenario planning. Consider long range picture, note trends, anticipate the future when making your decisions.
- Establish networks, encourage others to share your problems and decisions by contributing ideas and suggestions.
- Be prepared to modify decisions in light of other factors if you feel it needs to be done
- Identify two tough decisions you have to make. After the event critique yourself as to how others would have seen you behave.
- List the major areas where you have decision-making authority. Identify the areas where you could involve others in the decision-making process. If you are not currently doing this ask yourself why? Equally if you turn to others immediately ask yourself why? Do you not feel confident to do this alone?
- If you are in the habit of pushing decisions upwards get into the habit of making recommendations instead.
- Setting deadlines will help you be more decisive.
- Present your decisions confidently avoid phrases such as "sort of" or "I guess".
- Seek out opportunities to work on projects that are unfamiliar or ambiguous. Take the lead if you can and work on influencing others.

Thinking Clearly and Analytically

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



Scores of under 30%

Scores predominantly below 30% suggest that you may often accept information that looks good on the surface but in reality, it is based on flawed logic. You need to learn how to question statements that spring from faulty premises, inadequate information, and shaky conclusions. Analytical thinking is a skill that we were not usually taught in school, but it can be improved through training and development.

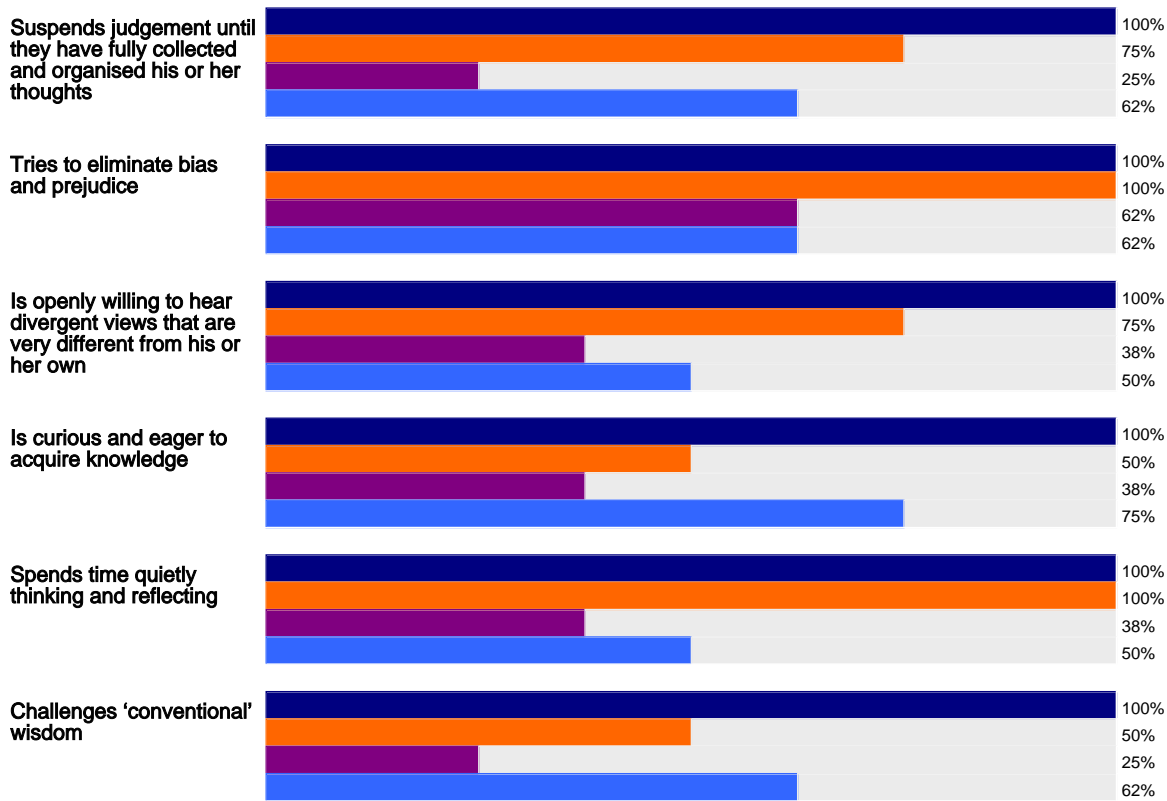
A low scorer tends to approach problems with relatively fixed views, hoping that solutions can be drawn from previous experience or practice. Low scorers are less likely to 'open, 'free form' or loosely described situations or issues, preferring to be told what the problem is about, and even where the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

Scores of over 70%

Scores predominantly above 70% suggest that you are very confident about your own ability to approach even difficult problems or challenges in a well-ordered and systematic way. You are also likely to be comfortable with ambiguity and do not feel the need to find a quick or single or simple solution to a problem.

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

Question Breakdown



■ Self
 ■ Line Manager
 ■ Peers
 ■ Reportees

