

Performance Skills Leader

Individual Feedback Report



REPORT OVERVIEW

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 report sections contained in this report include:

1. EXECUTIVE SUMMARY

The Executive Summary provides you with an overview of your results. It is the only section in this feedback report that provides you with the competency-level results. You will find two reports in this section:

- Summary Competency Averages
- Job Requirements Comparison

As you view these reports, remember that not all competencies will have equal importance for your job. Consider your own personal goals, your organization's goals, and any other influencing factors as you interpret these reports.

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

2. JOB STRENGTHS AND DEVELOPMENT NEEDS

The Job Strengths and Development Needs section of your feedback highlights the behaviors in which you show relatively more job strengths and those in which you have relatively stronger development needs. The results presented in this section are behavior-level results. The information is presented in two reports:

- Strengths
- Top 5 Development Needs

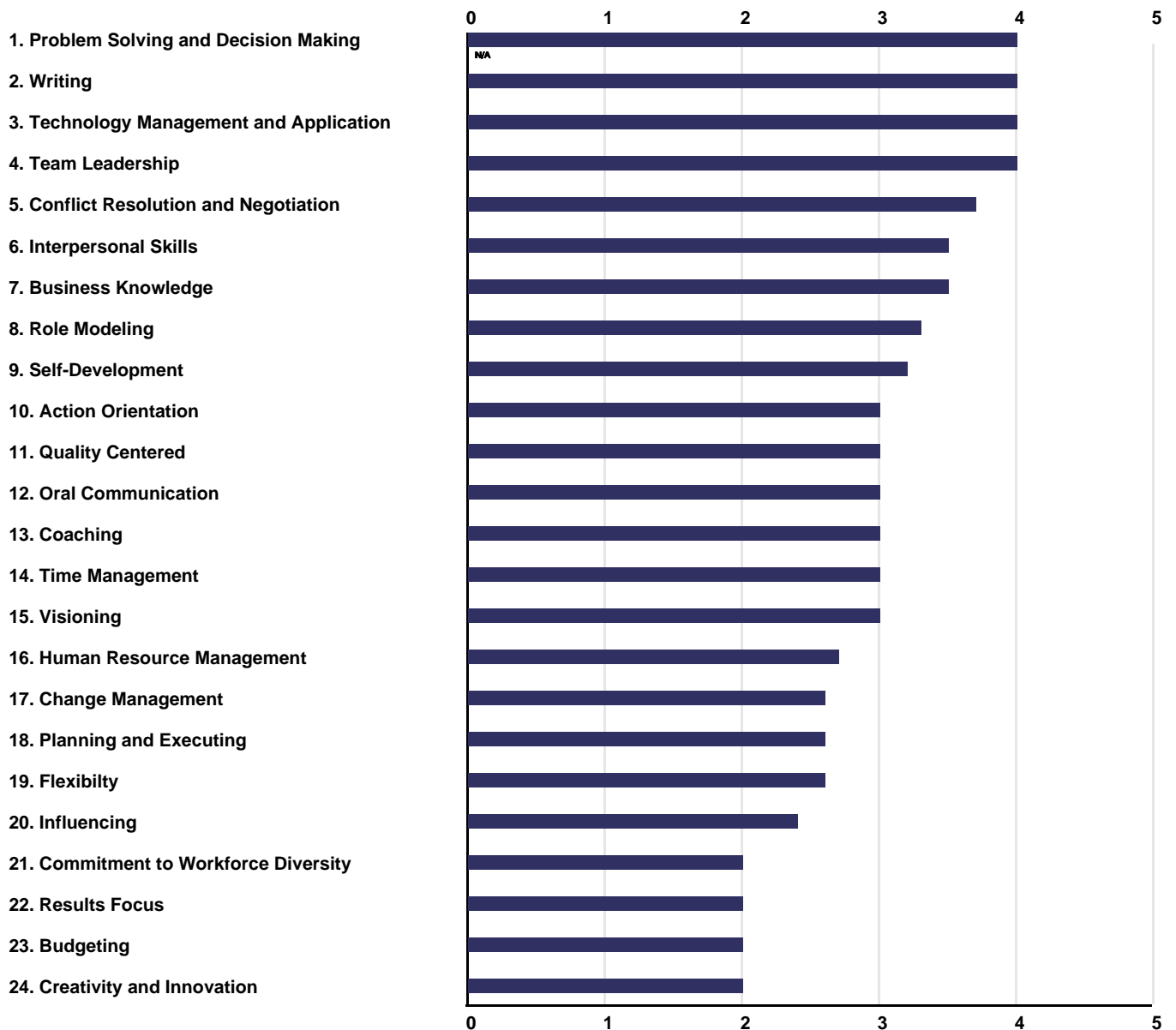
3. INDIVIDUAL TASK SCORES

This section of your feedback presents detailed results of your PS Leader assessment. It provides results from everyone who provided ratings on each behavior (ratings from your peers and subordinates have been averaged).

4. 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 Development Needs section of your report. Twelve sets of suggestions are included. The top three from each perspective.

JOB REQUIREMENTS COMPARISON - SELF AND SUPERVISOR



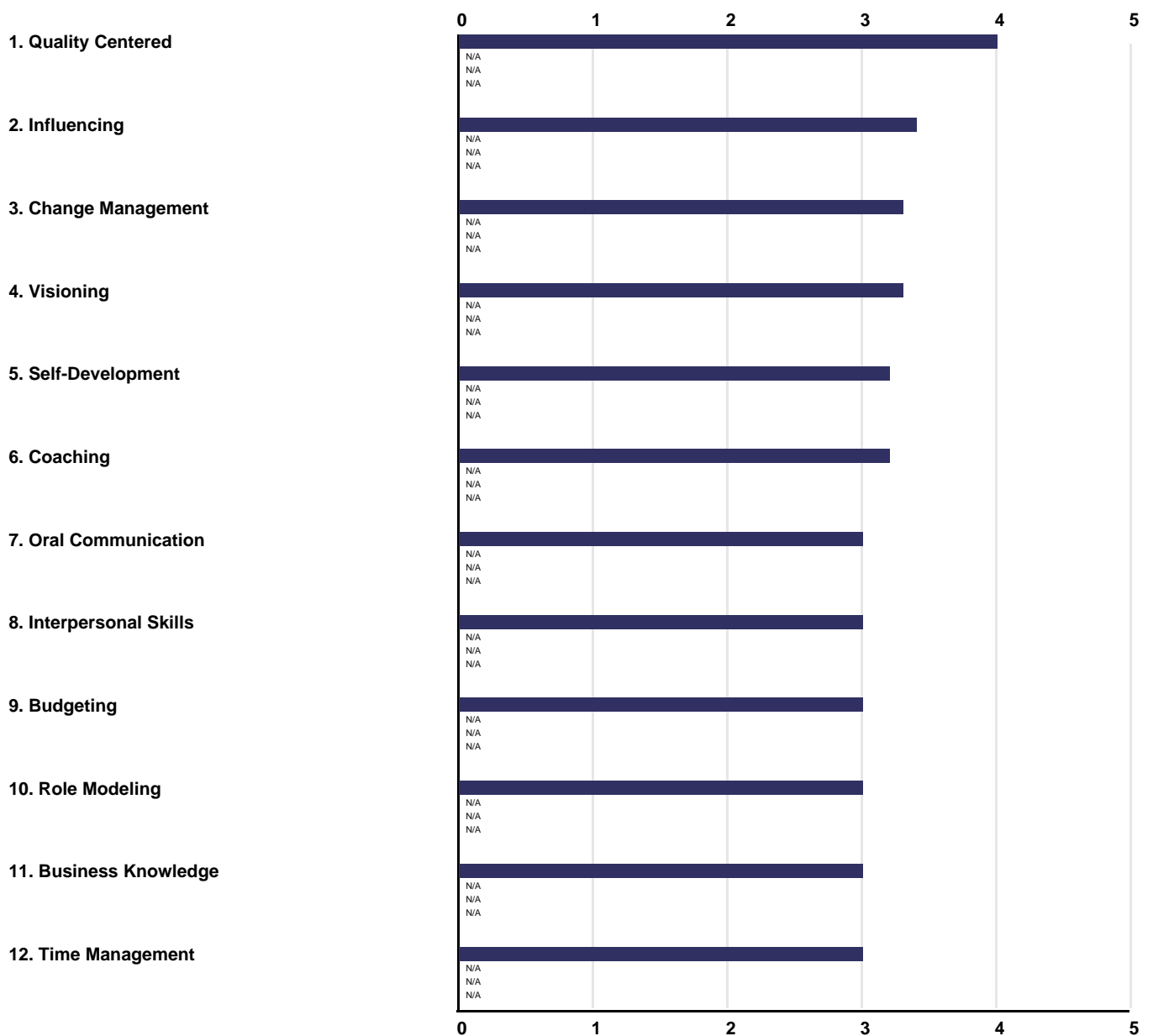
Legend

- Self
- Supervisor

Scale:

- 5. Very High Proficiency
- 4. High Proficiency
- 3. Moderate Proficiency
- 2. Low Proficiency
- 1. No Proficiency
- 0. Don't Know

SUMMARY COMPETENCY AVERAGES



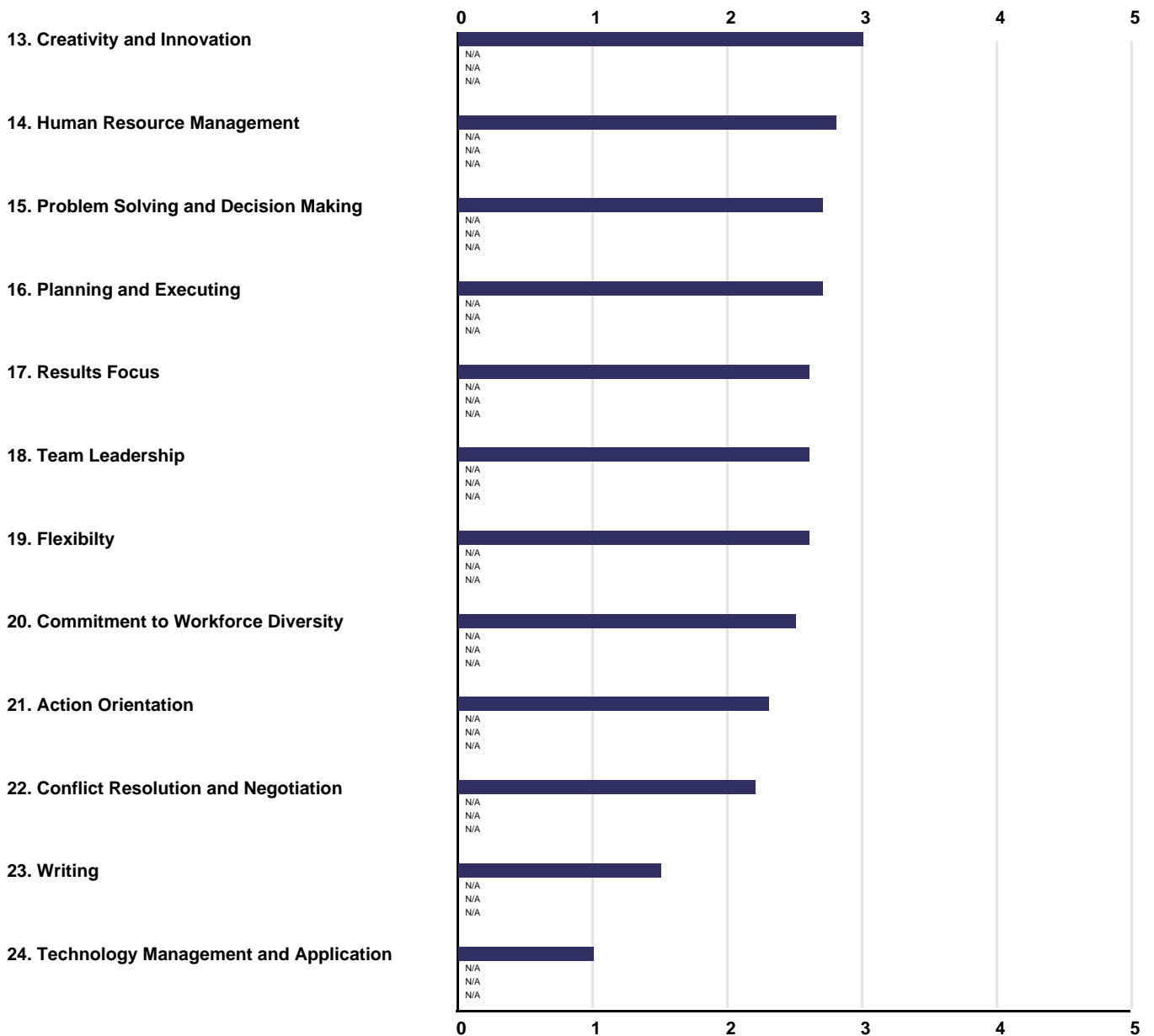
Legend

- Self
- Supervisor
- Direct Report
- Peer

Scale:

- 5. Very High Proficiency
- 4. High Proficiency
- 3. Moderate Proficiency
- 2. Low Proficiency
- 1. No Proficiency
- 0. Don't Know

SUMMARY COMPETENCY AVERAGES



Legend

- Self
- Supervisor
- Direct Report
- Peer

Scale:

- 5. Very High Proficiency
- 4. High Proficiency
- 3. Moderate Proficiency
- 2. Low Proficiency
- 1. No Proficiency
- 0. Don't Know

STRENGTHS

SELF PERCEPTION

You view the following areas as job strengths:

- 60. Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met (Quality Centered)
- 80. Creates a vision of the organization's future (Visioning)
- 43. Develops strategies, policies, and procedures to manage change (Change Management)
- 31. Recognizes and rewards performance based on standards and organizational goals (Human Resource Management)
- 44. Plans for and helps employees understand, accept, and effectively deal with work-related transitions (Change Management)

SUPERVISOR PERCEPTION

Your supervisor views the following areas as job strengths:

N/A

DIRECT REPORT PERCEPTION

Your direct report raters view the following areas as job strengths:

N/A

PEER PERCEPTION

Your peer raters view the following areas as job strengths:

N/A

DEVELOPMENT NEEDS

SELF PERCEPTION

You view the following areas as development needs:

- 75. Applies evolving technologies and methodologies to manage and improve organizational effectiveness (Technology Management and Application)
- 73. Creates an environment that encourages open communication and collective problem solving (Team Leadership)
- 2. Takes calculated risks to move initiatives forward (Action Orientation)
- 21. Identifies and understands the interests of others in the negotiation process (Conflict Resolution and Negotiation)
- 10. Adjusts leadership style to fit a variety of situations and people (Coaching)

SUPERVISOR PERCEPTION

Your supervisor views the following areas as development needs:

N/A

DIRECT REPORT PERCEPTION

Your direct report raters view the following areas as development needs:

N/A

PEER PERCEPTION

Your peer raters view the following areas as development needs:

N/A

INDIVIDUAL TASK SCORES

This section includes the Task Scores report. This report represents the heart of your assessment results. It presents the ratings for each task and activity on the PS Leader assessment from each rater group (i.e. self, supervisor, peer and subordinate)

Data presented for each task and activity are:

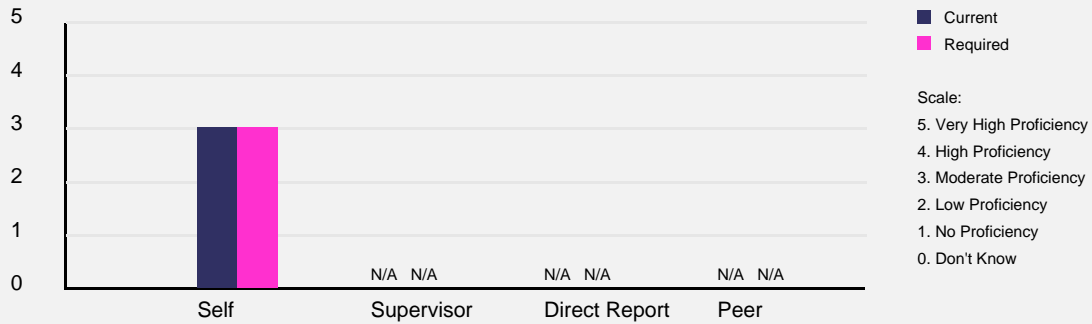
- The required rating
- The current rating
- The gap

A thorough review of this report can point out variations in the data, additional areas for development, or additional areas to discuss with your supervisor.

Individual Task Scores

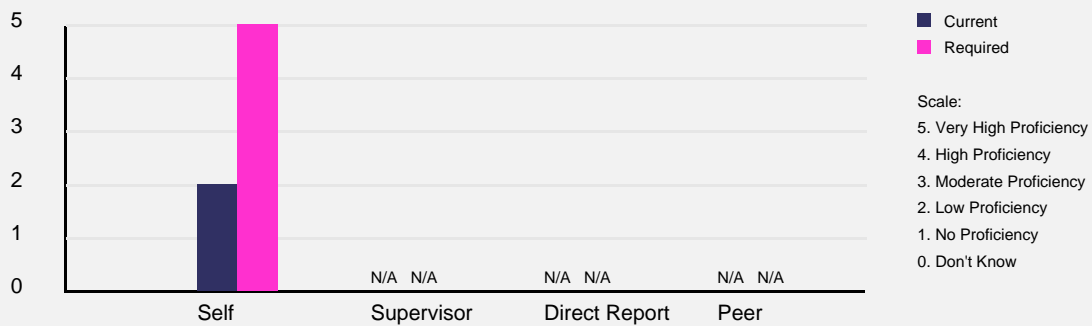
1. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations

Competency: Action Orientation



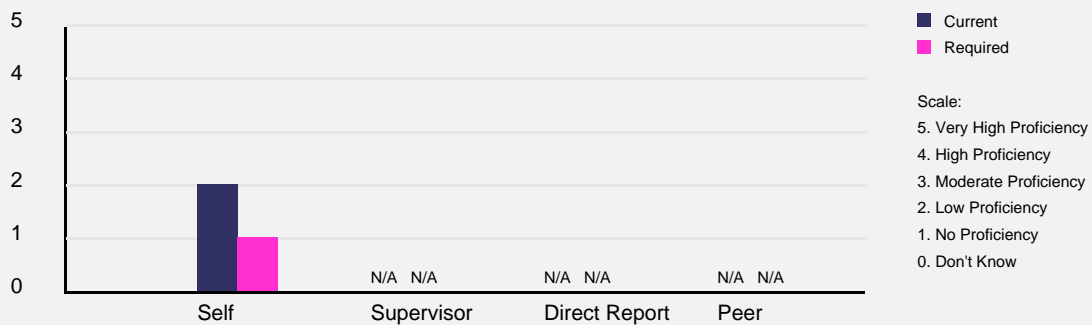
2. Takes calculated risks to move initiatives forward

Competency: Action Orientation



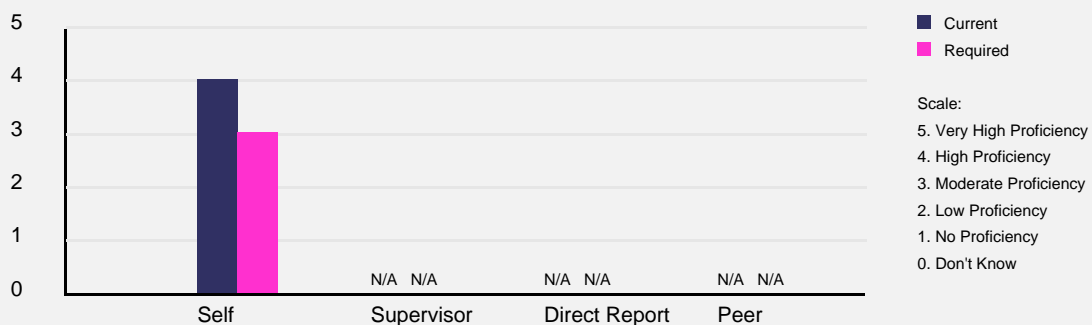
3. Initiates appropriate action without being directed to do so

Competency: Action Orientation



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

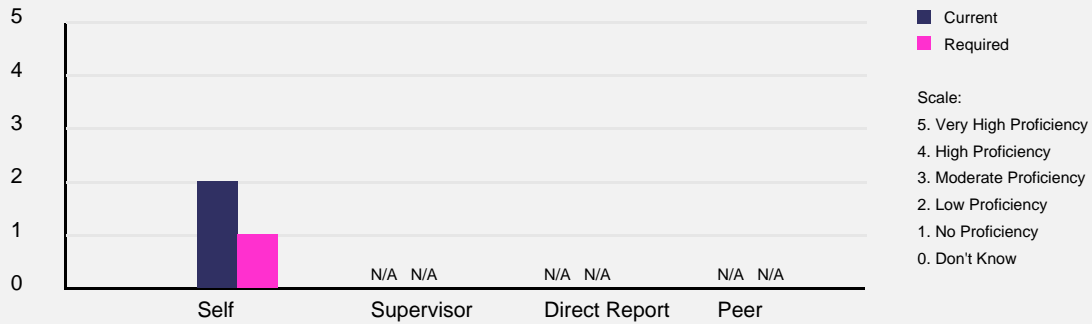
Competency: Budgeting



Individual Task Scores

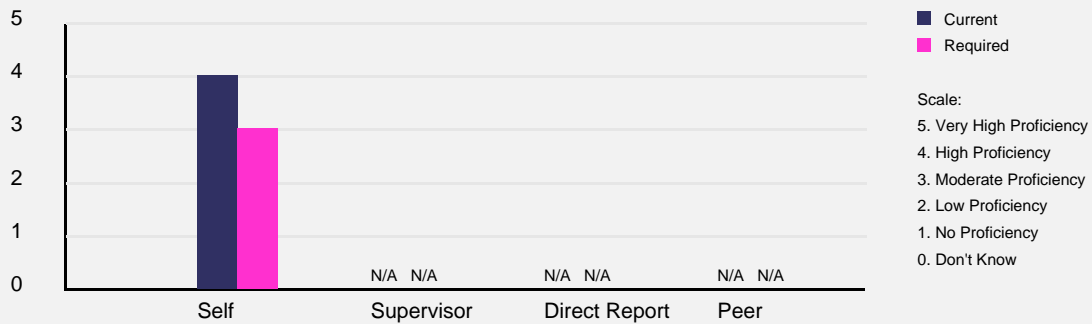
5. Tracks expenses and monitors against budget to ensure cost-effective resource management

Competency: Budgeting



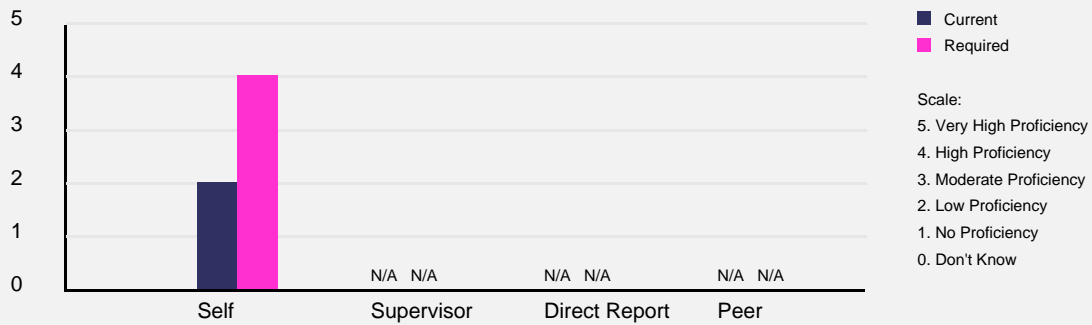
6. Keeps up-to-date on the industry, competition, trends, and development affecting the business

Competency: Business Knowledge



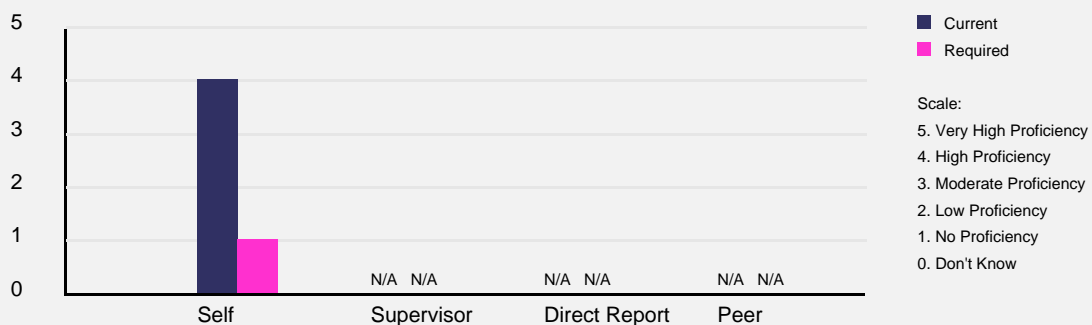
7. Understands how the business operates to accomplish its mission, including the business's component operations, strategic priorities and organizational roles

Competency: Business Knowledge



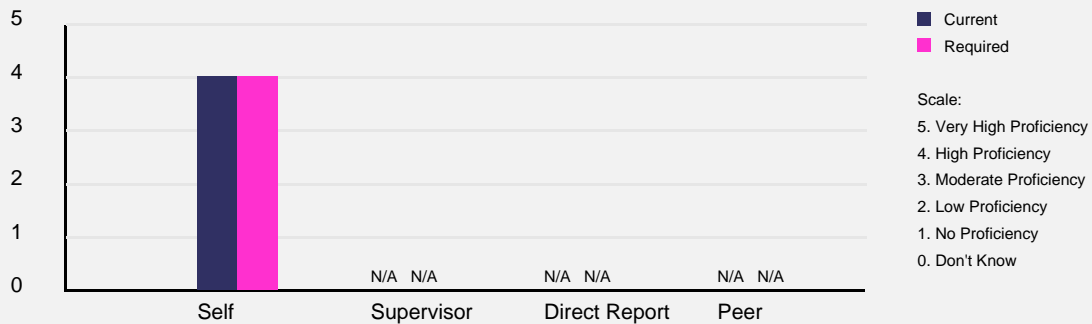
8. Explains work tasks so that employees clearly understand their job assignments and expectations

Competency: Coaching



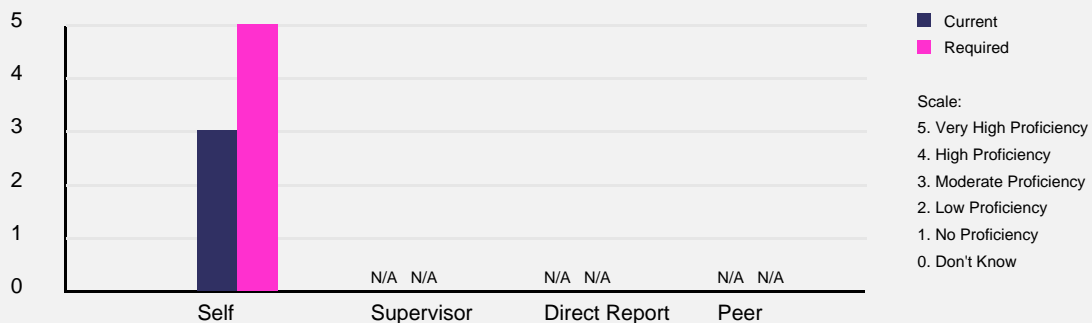
9. Considers individuals' interests and abilities in assigning work

Competency: Coaching



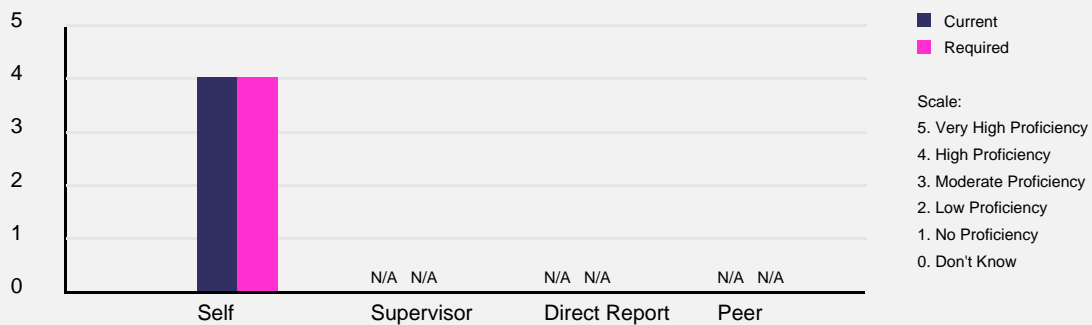
10. Adjusts leadership style to fit a variety of situations and people

Competency: Coaching



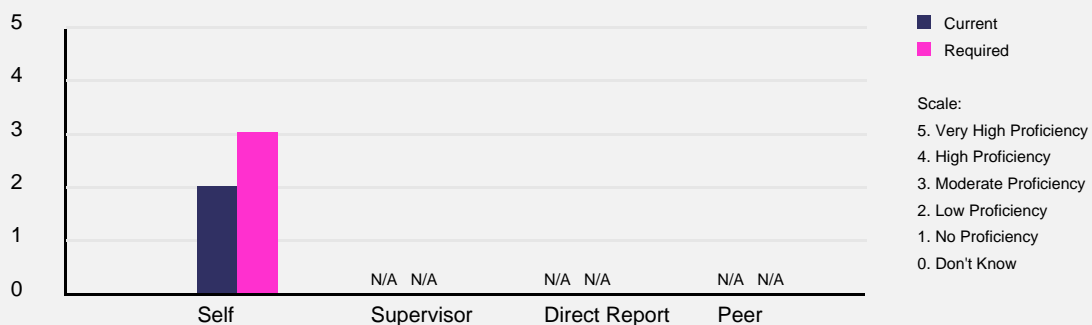
11. Inspires, motivates, and guides others toward goal accomplishment

Competency: Coaching



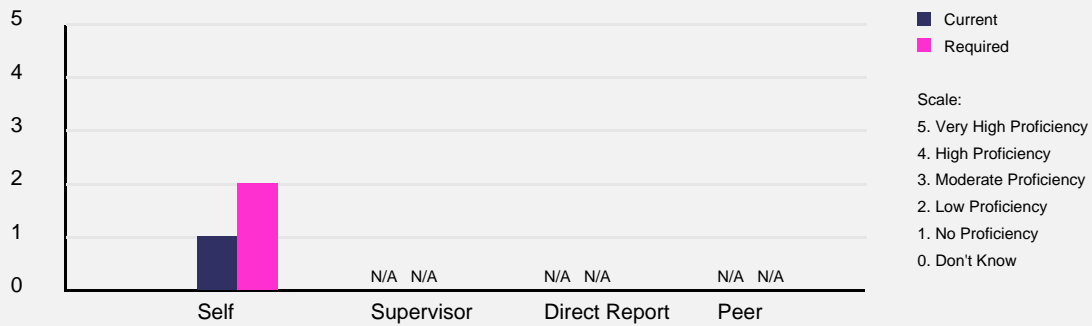
12. Empowers others by sharing power and authority commensurate with delegated responsibilities

Competency: Coaching



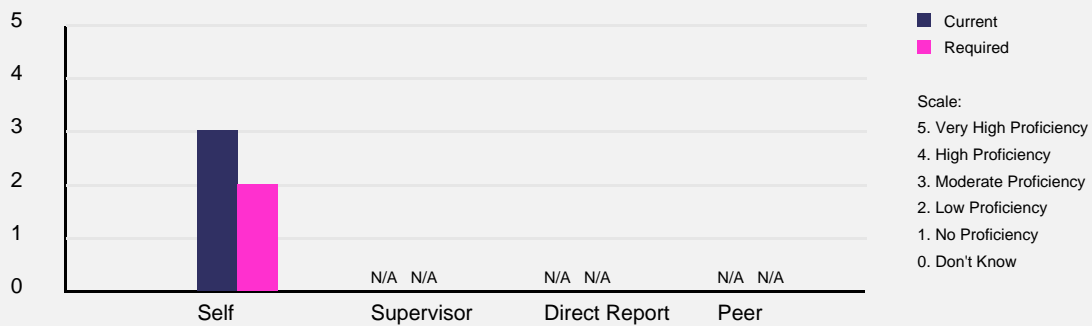
13. Challenges direct reports and others to achieve their potential

Competency: Coaching



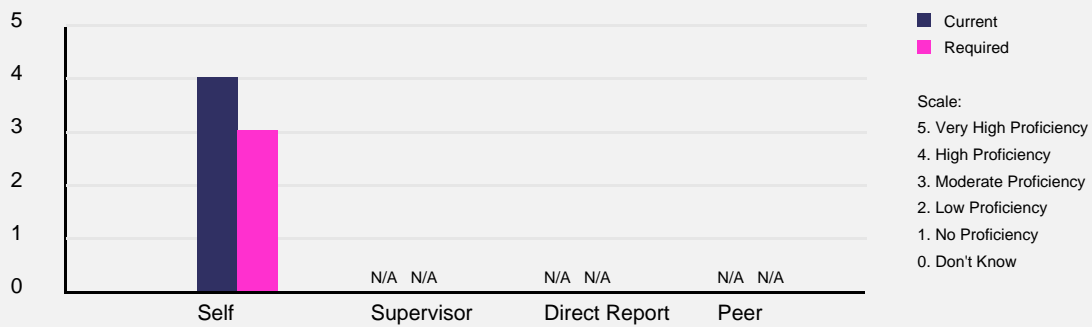
14. Provides positive feedback in a manner that reinforces and elicits desirable behavior

Competency: Coaching



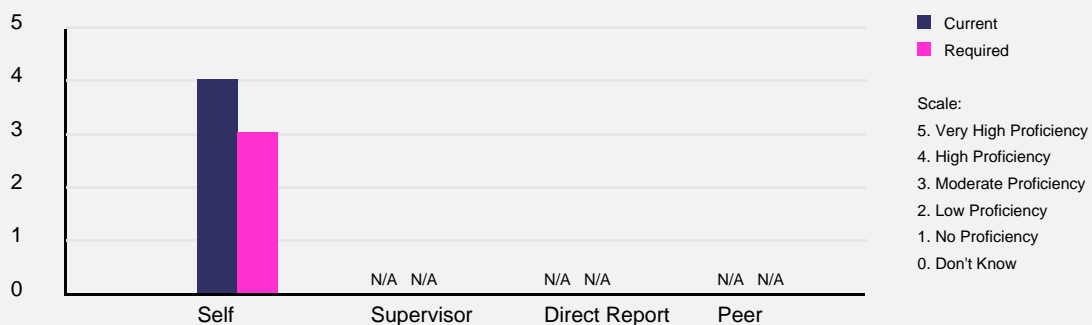
15. Provides constructive feedback in a timely manner

Competency: Coaching



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

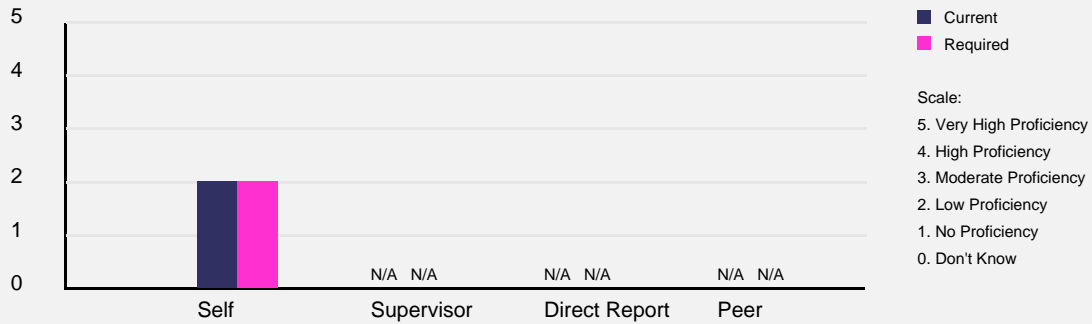
Competency: Coaching



Individual Task Scores

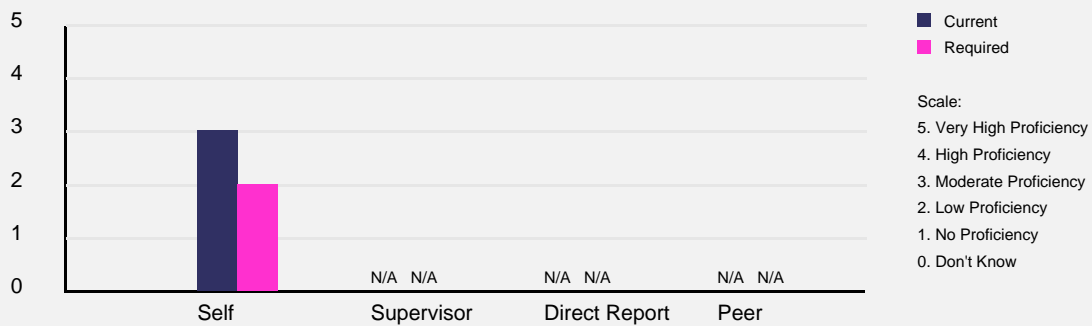
17. Manages workforce diversity by being sensitive to employees with gender, racial, social, educational, and other individual differences

Competency: Commitment to Workforce Diversity



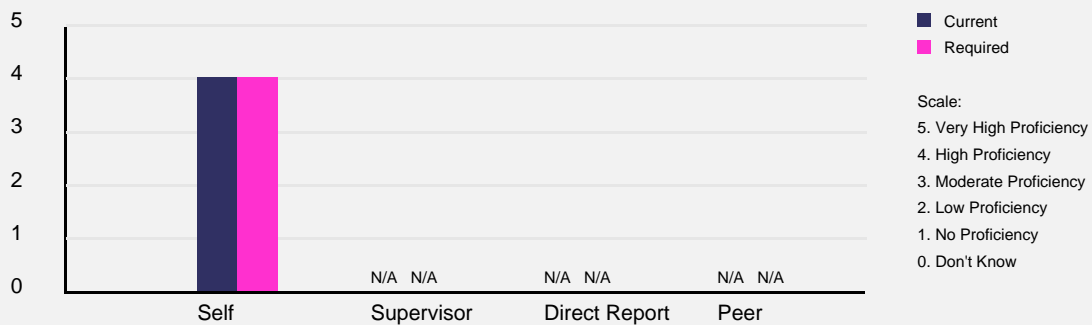
18. Provides employment and development opportunities for a diverse workforce

Competency: Commitment to Workforce Diversity



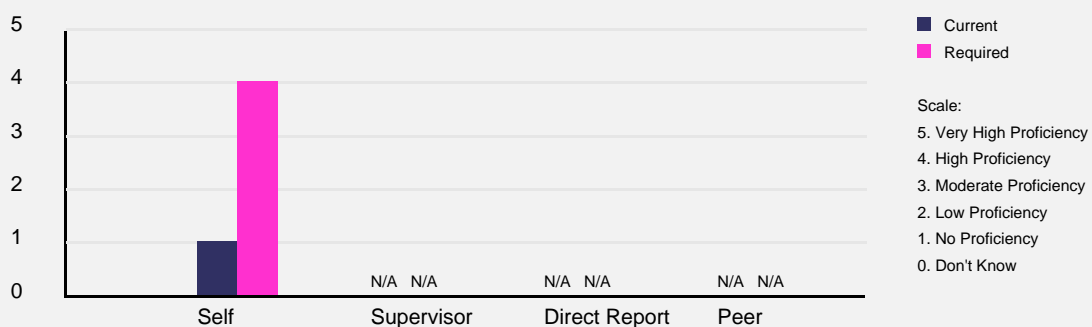
19. Facilitates the resolution of individual and group confrontations and disagreements in a constructive manner

Competency: Conflict Resolution and Negotiation



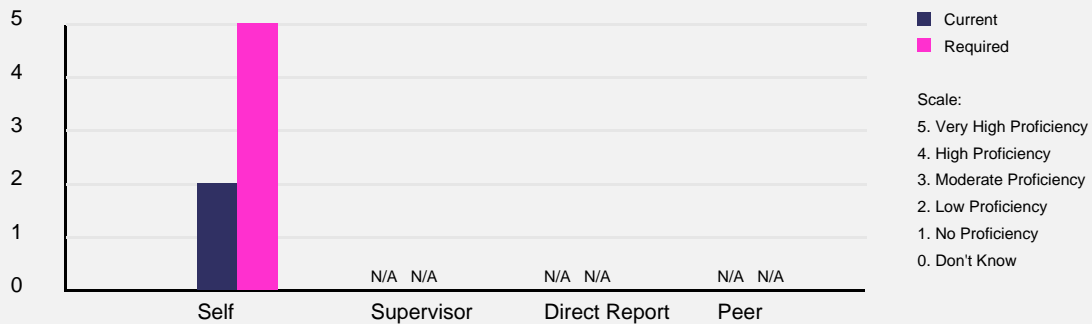
20. Addresses and seeks to resolve formal and informal complaints from employees

Competency: Conflict Resolution and Negotiation



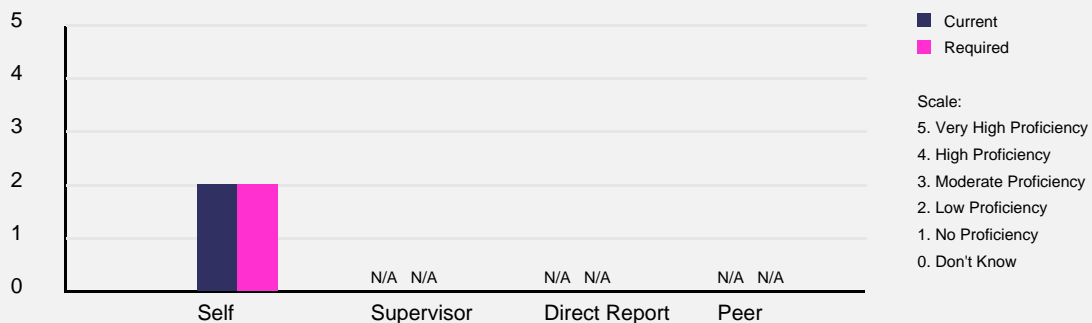
21. Identifies and understands the interests of others in the negotiation process

Competency: Conflict Resolution and Negotiation



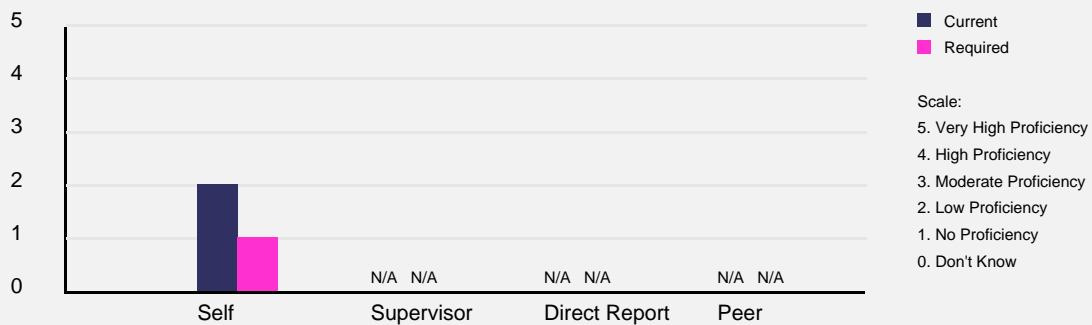
22. Negotiates to find mutually acceptable solutions

Competency: Conflict Resolution and Negotiation



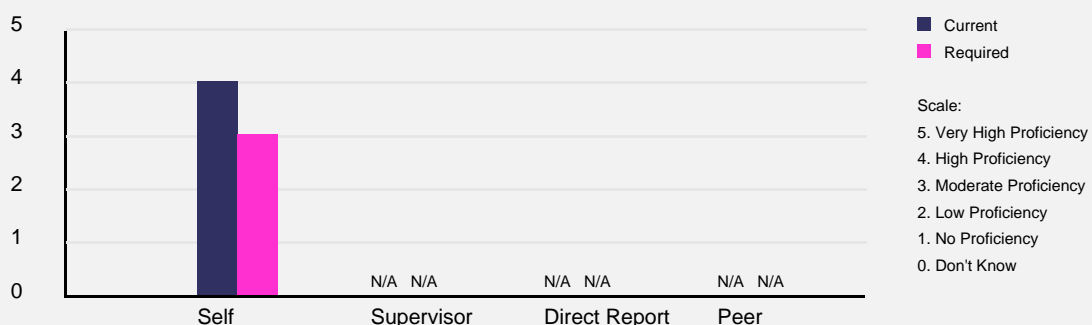
23. Reshapes ideas and information in ways that reveal new possibilities

Competency: Creativity and Innovation



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

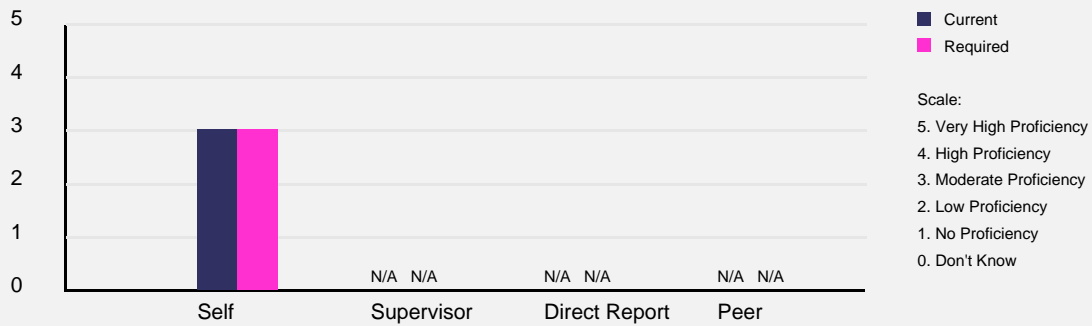
Competency: Creativity and Innovation



Individual Task Scores

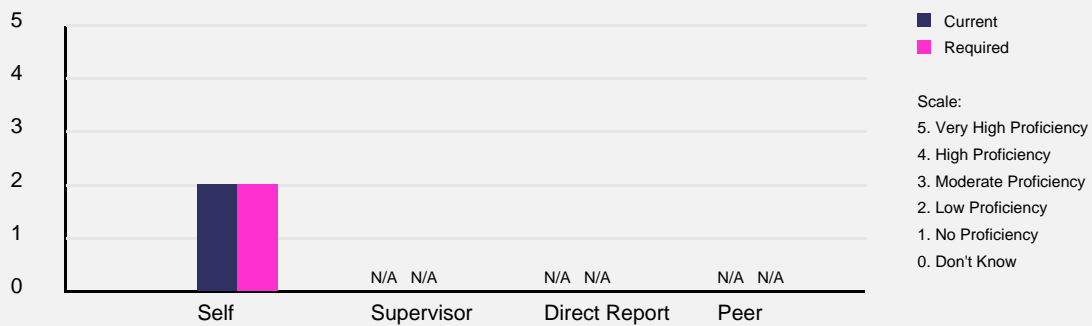
25. Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles

Competency: Flexibility



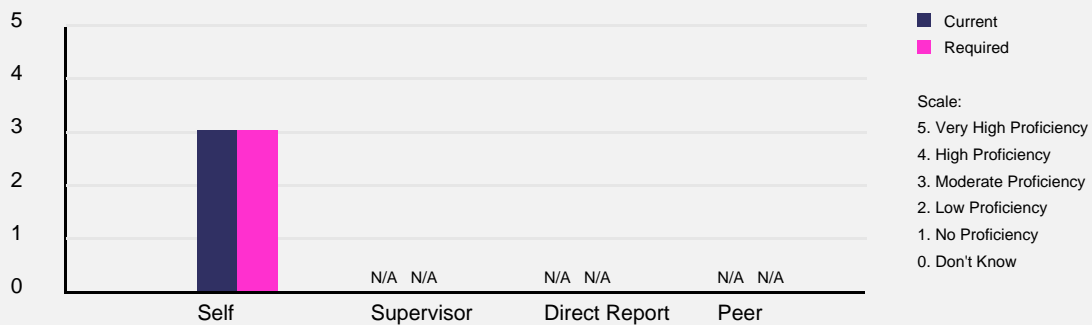
26. Copes effectively with personal and job pressures that cause stress

Competency: Flexibility



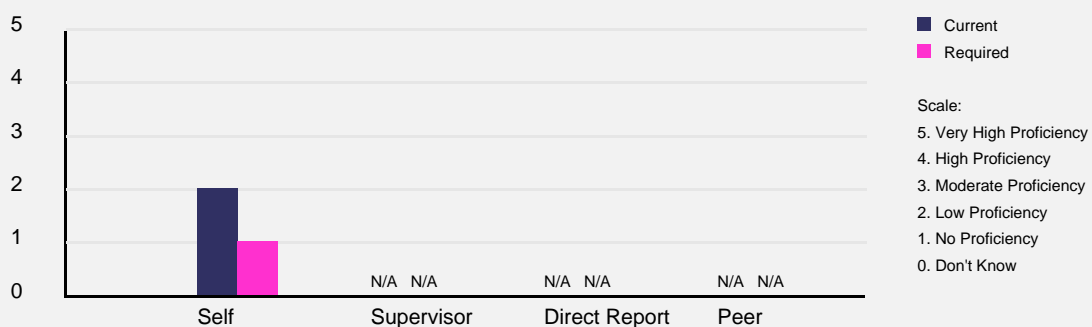
27. Responds to reversals and setbacks in a constructive manner

Competency: Flexibility



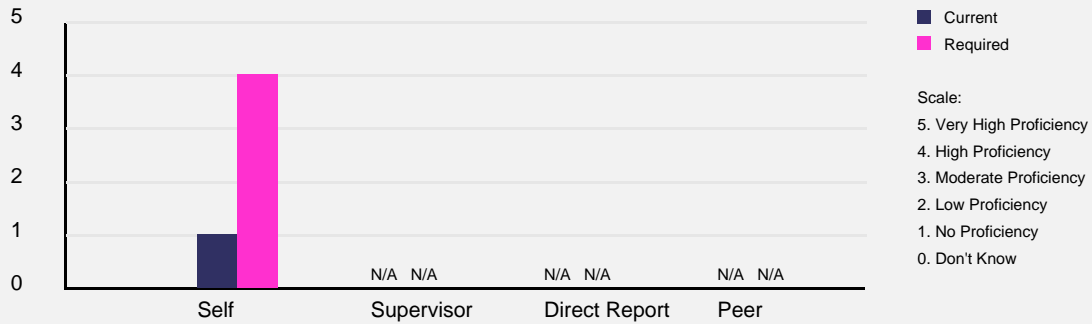
28. Plans for needed or mandated changes in the size and composition of staff

Competency: Human Resource Management



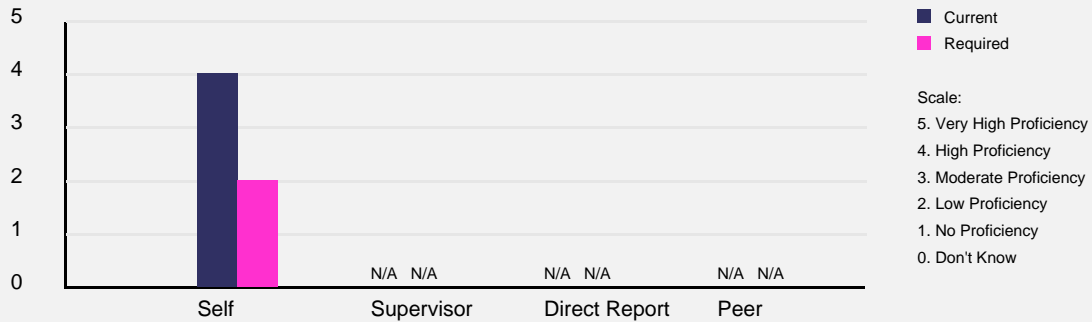
29. Takes an active role in recruiting and/or retaining staff

Competency: Human Resource Management



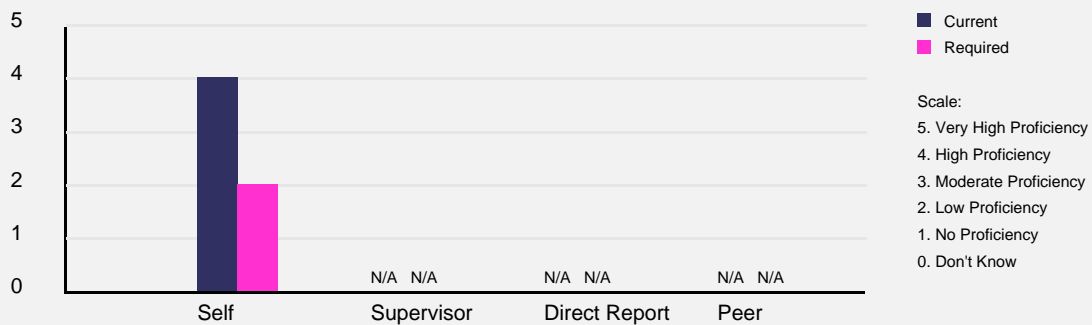
30. Uses the performance management process to establish performance expectations, assess employee performance give timely feedback, and conduct formal performance appraisals

Competency: Human Resource Management



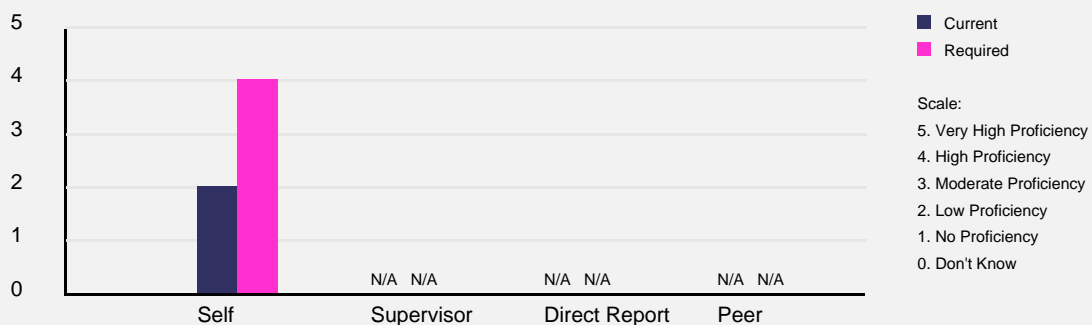
31. Recognizes and rewards performance based on standards and organizational goals

Competency: Human Resource Management



32. Takes appropriate corrective/disciplinary actions with employees

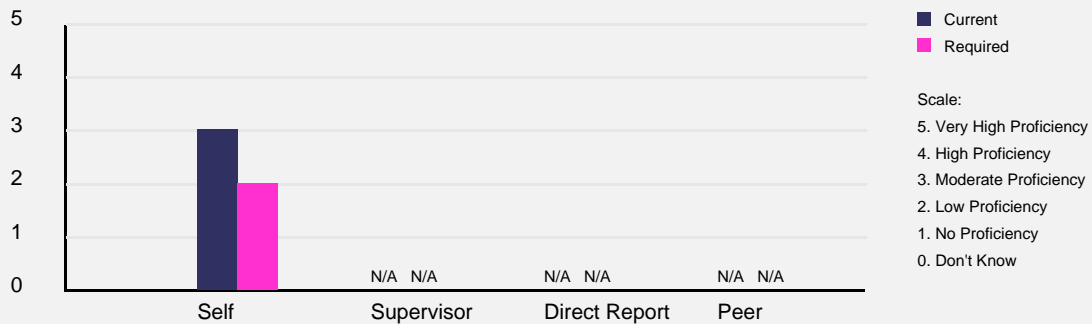
Competency: Human Resource Management



Individual Task Scores

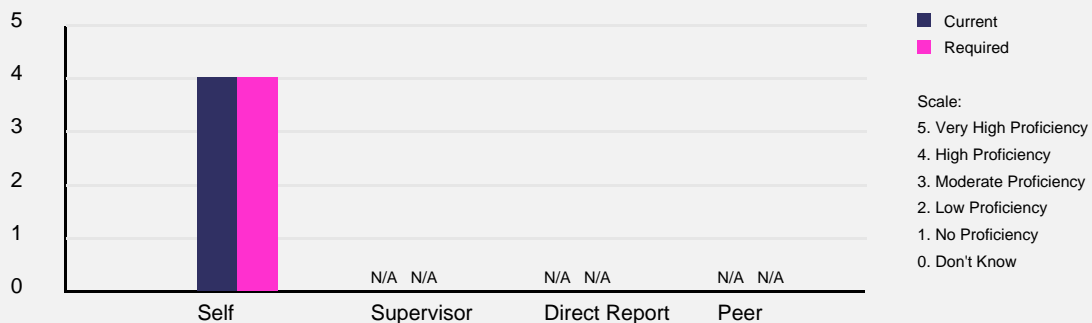
33. Uses human resources practices that promote good labor-management and employee relations

Competency: Human Resource Management



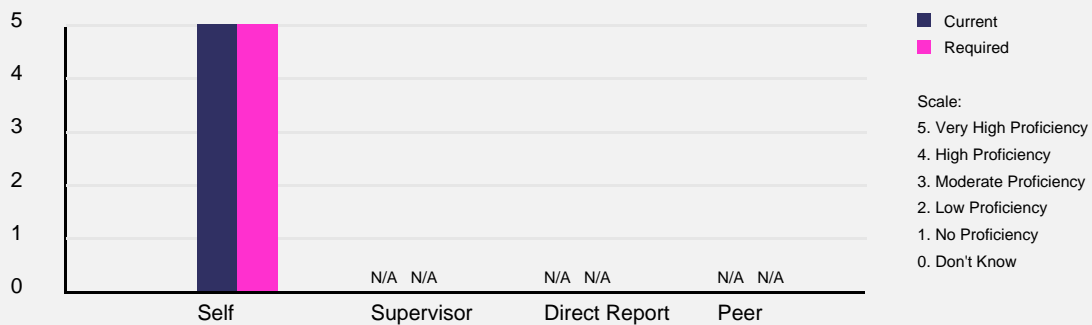
34. Supports programs and activities that deal with employee well-being such as safety, health, and family life

Competency: Human Resource Management



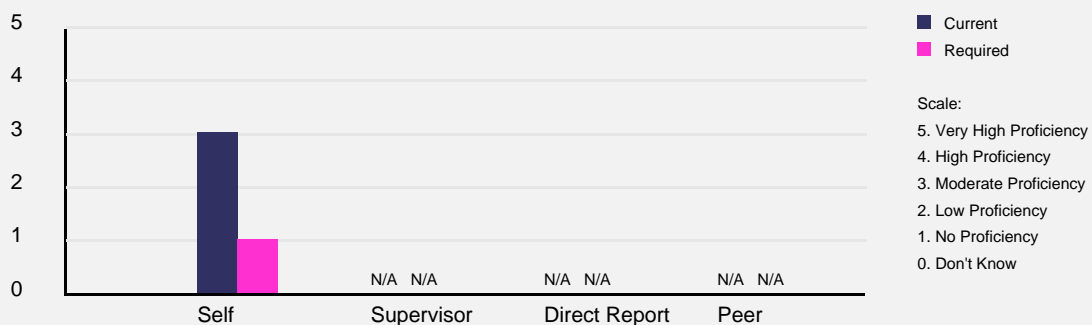
35. Networks with key individuals or groups to accomplish goals

Competency: Influencing



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

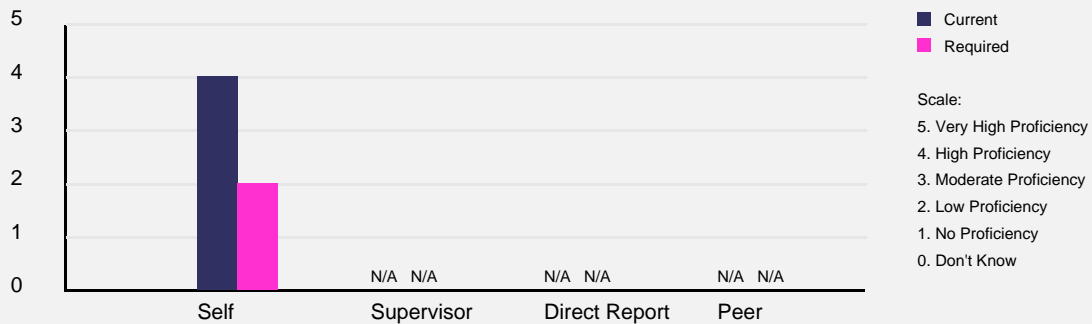
Competency: Influencing



Individual Task Scores

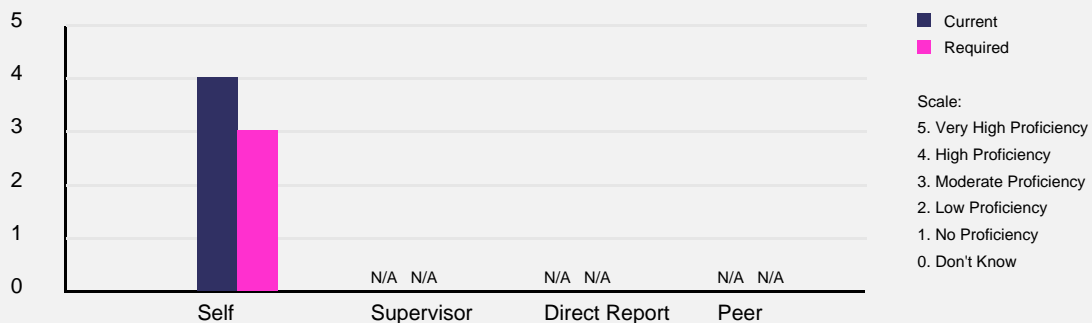
37. Represents/promotes the organization or program to others

Competency: Influencing



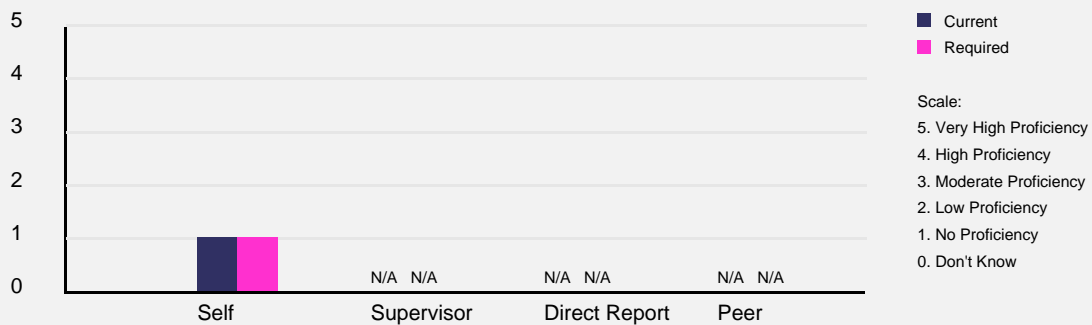
38. Persuades management, employees, peers, and others to 'buy into' a course of action

Competency: Influencing



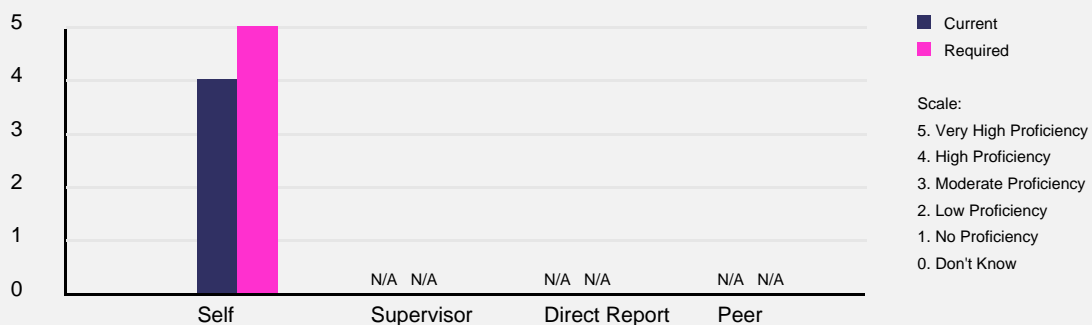
39. Uses power, authority, and influence appropriately to achieve goals

Competency: Influencing



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

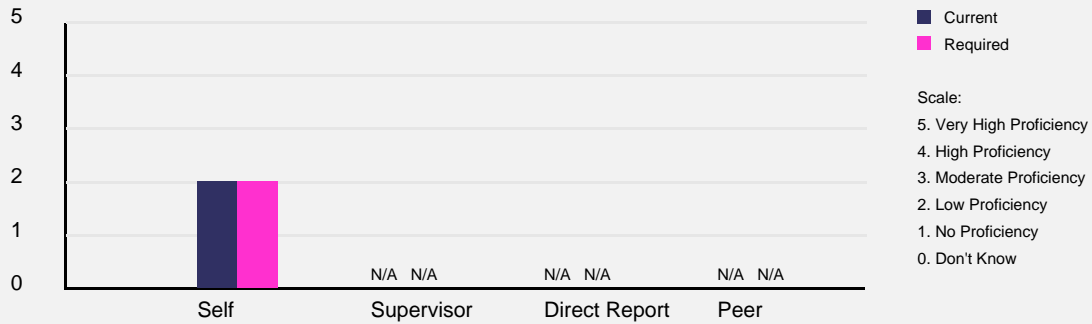
Competency: Interpersonal Skills



Individual Task Scores

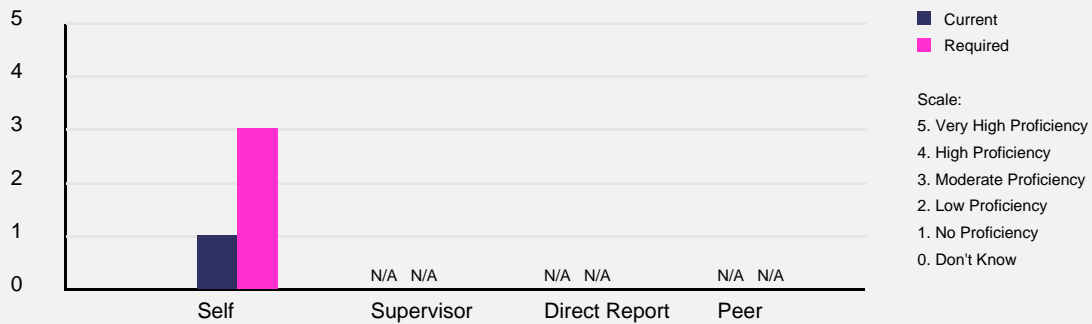
41. Creates a work environment where individuals are treated equitably

Competency: Interpersonal Skills



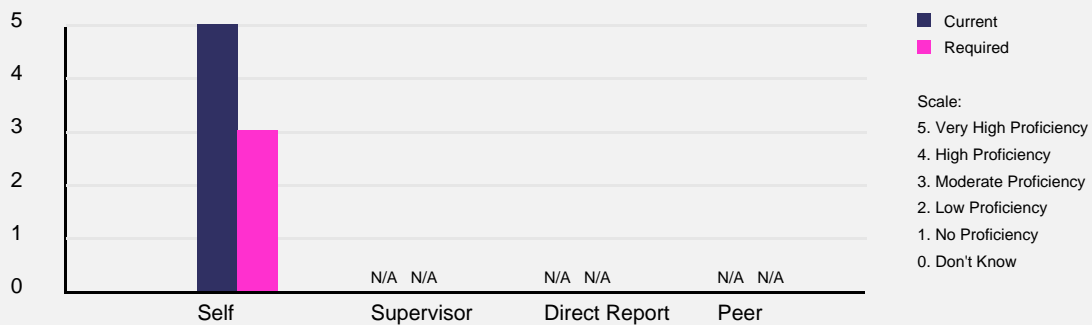
42. Champions organizational change based upon a strategic view of the future

Competency: Change Management



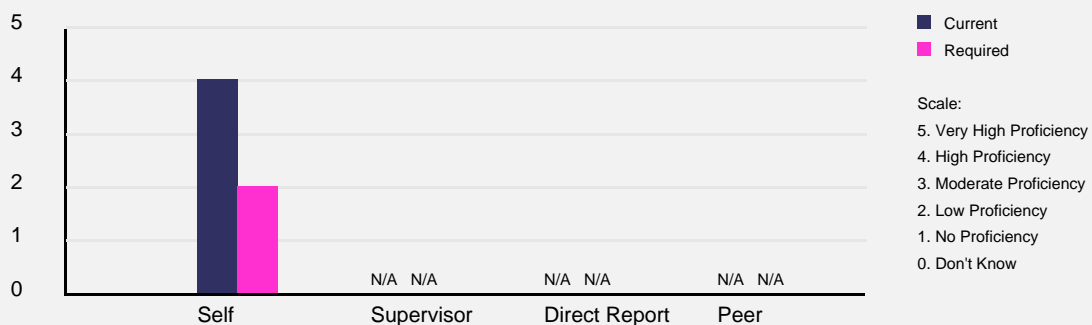
43. Develops strategies, policies, and procedures to manage change

Competency: Change Management



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

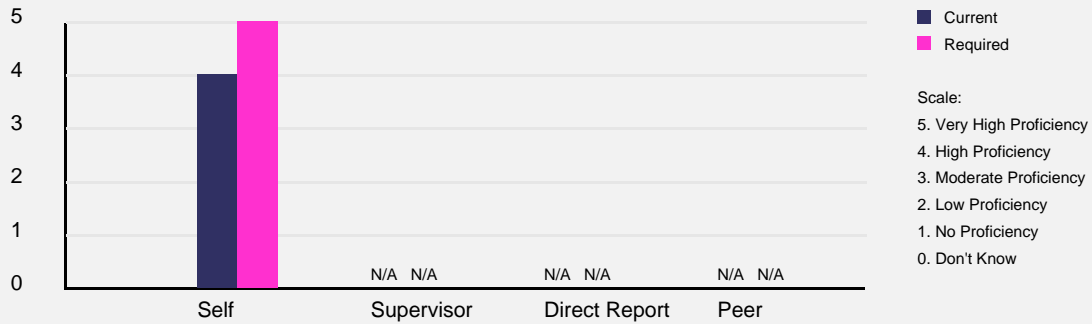
Competency: Change Management



Individual Task Scores

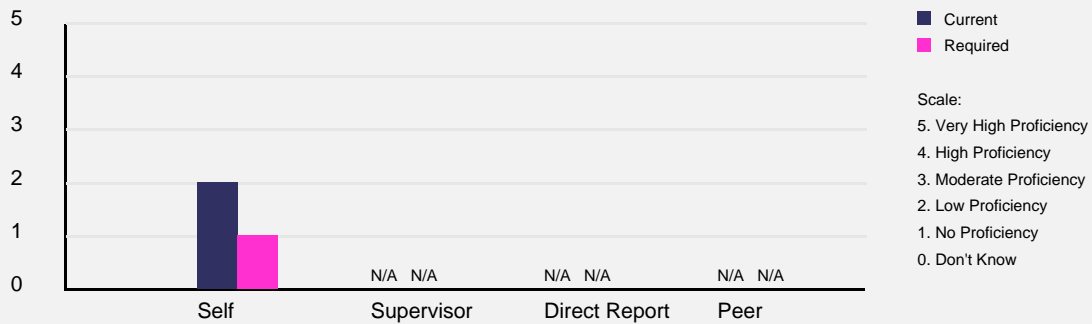
45. Listens to others and shows understanding of what they are saying

Competency: Oral Communication



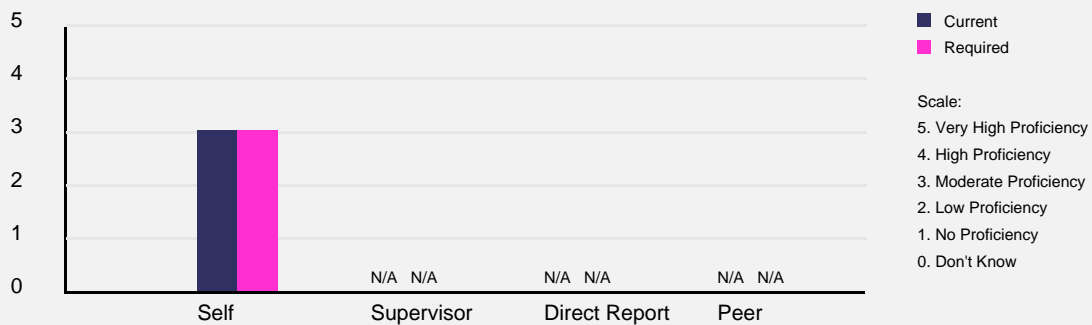
46. Makes clear and effective oral presentations to individuals and groups

Competency: Oral Communication



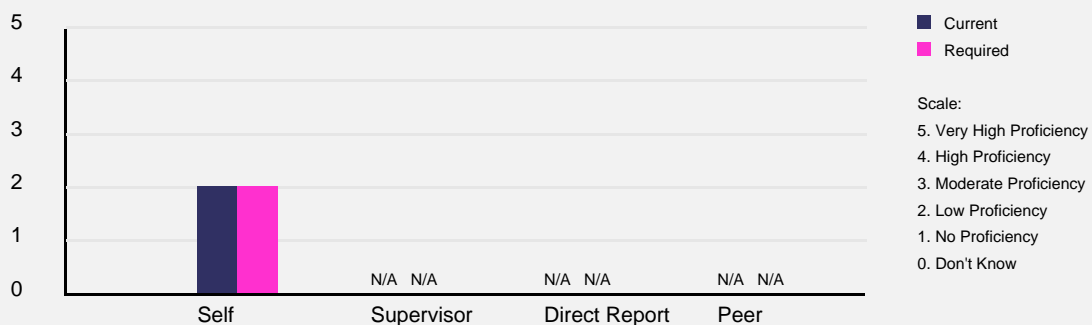
47. Establishes policies or guidelines for the organization or program area

Competency: Planning and Executing



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

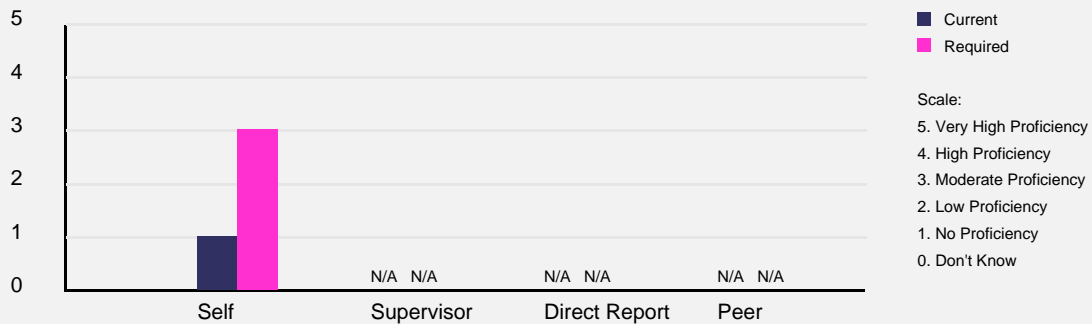
Competency: Planning and Executing



Individual Task Scores

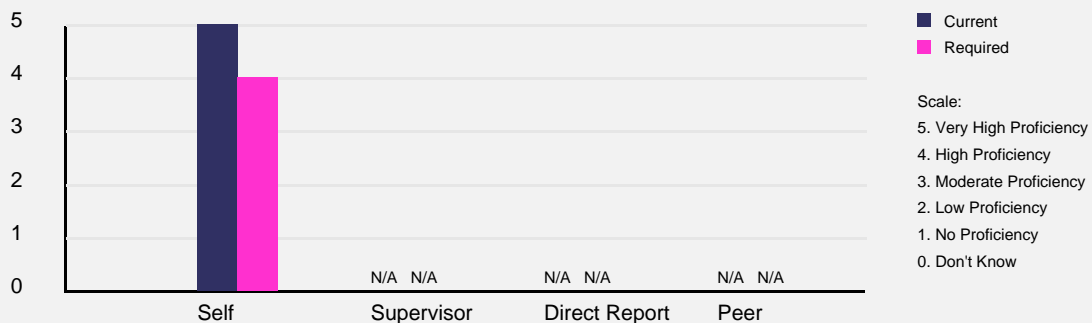
49. Organizes resources, establishes priorities, and schedules work so that available resources are used most efficiently

Competency: Planning and Executing



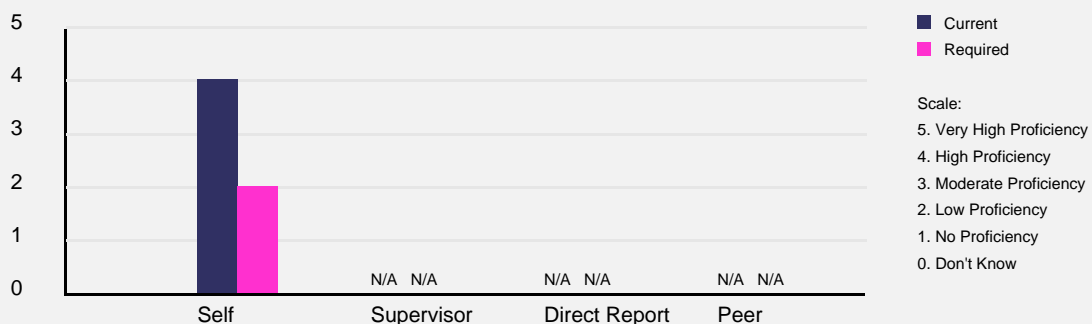
50. Ensures that activities, services, or products meet organizational mission, management policies, and customer needs

Competency: Planning and Executing



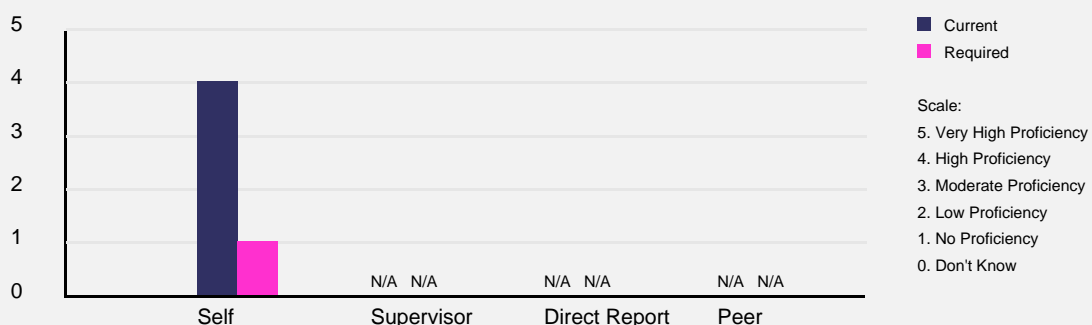
51. Coordinates with other parts of the organization to accomplish goals

Competency: Planning and Executing



52. Identifies how organizational or program results will be measured

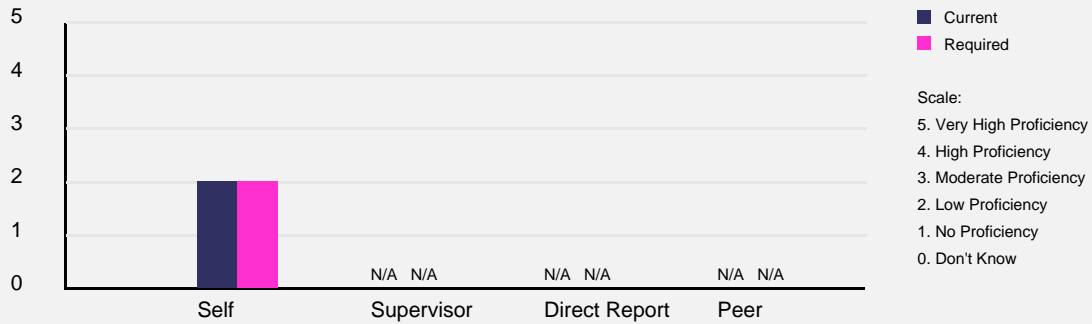
Competency: Planning and Executing



Individual Task Scores

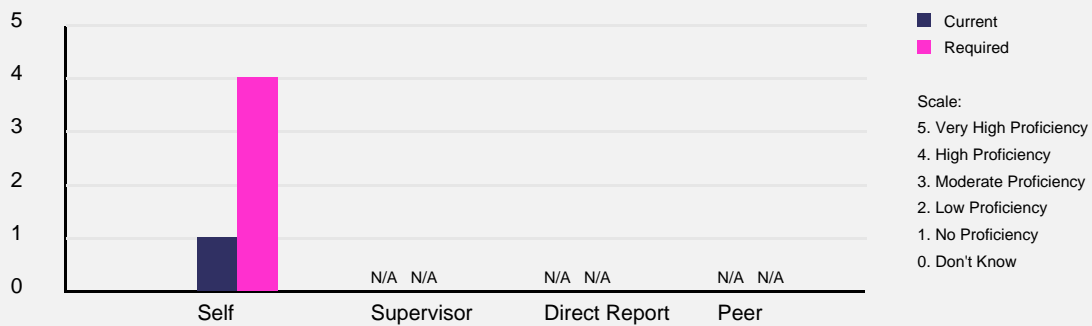
53. Monitors programs and/or activities and assures that discrepancies are identified and corrected when necessary

Competency: Planning and Executing



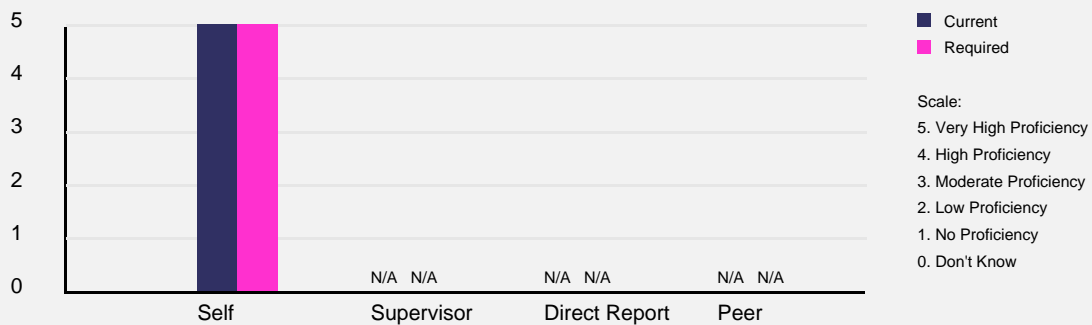
54. Identifies ways to improve the efficiency and effectiveness of procedures, processes, and structures

Competency: Planning and Executing



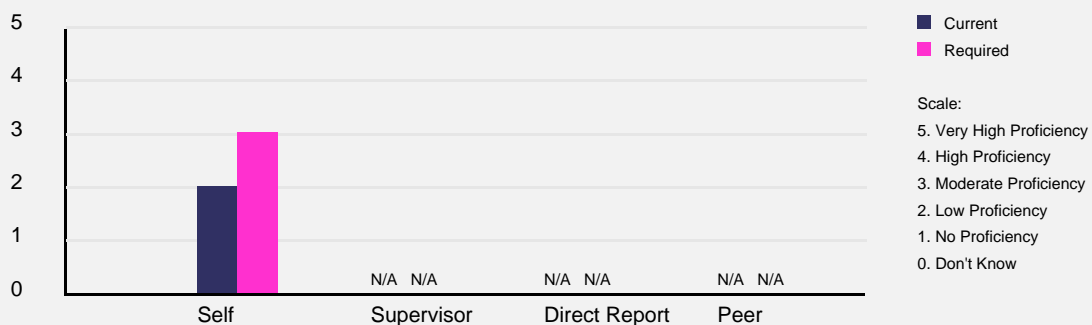
55. Anticipates potential problems, issues, and opportunities

Competency: Problem Solving and Decision Making



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

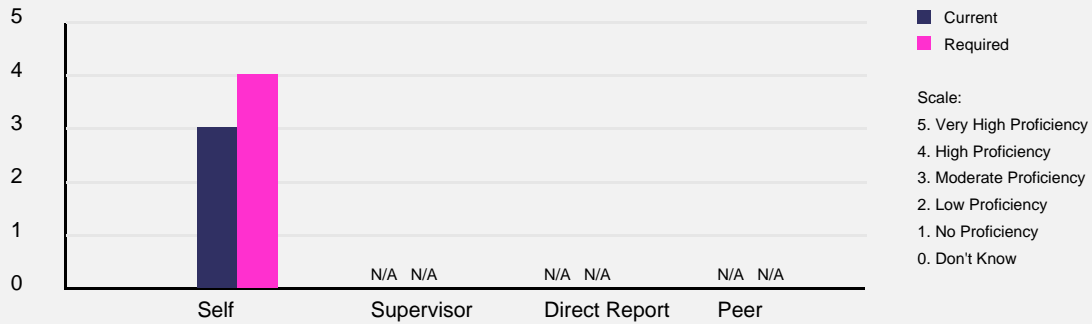
Competency: Problem Solving and Decision Making



Individual Task Scores

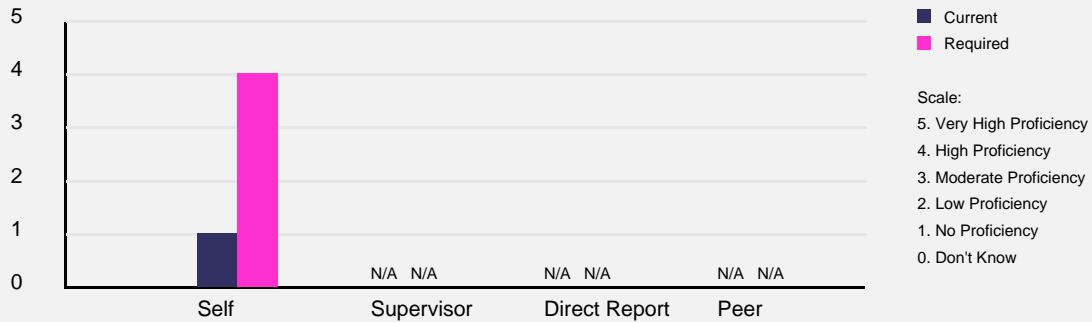
57. Uses qualitative and quantitative data and analytical tools in problem solving

Competency: Problem Solving and Decision Making



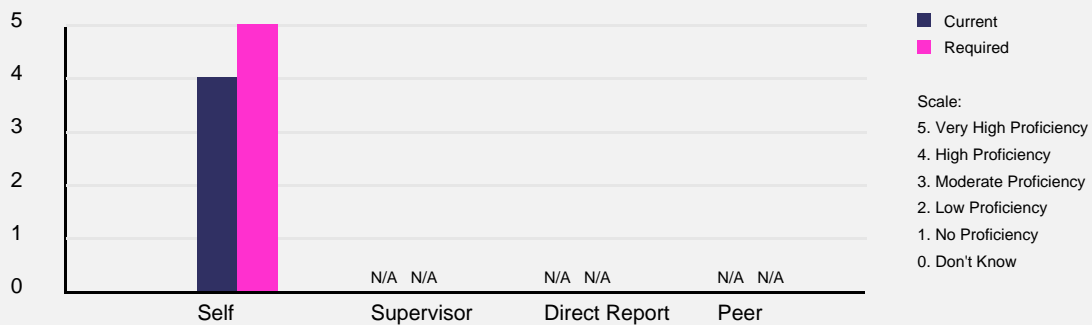
58. Considers the values, risks, impact, and implications of decisions in evaluating and choosing alternative solutions

Competency: Problem Solving and Decision Making



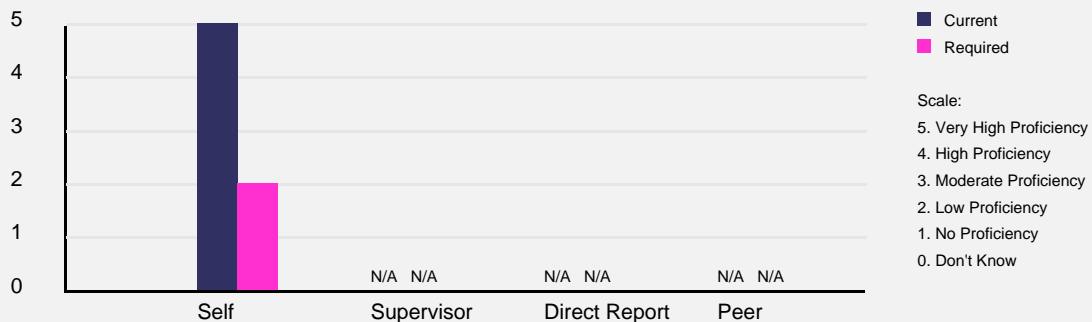
59. Integrates customer needs and expectations into the development and delivery of services or products

Competency: Quality Centered



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

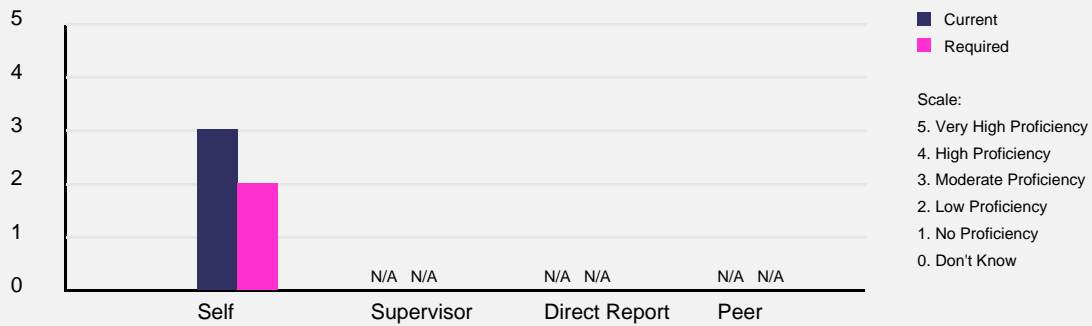
Competency: Quality Centered



Individual Task Scores

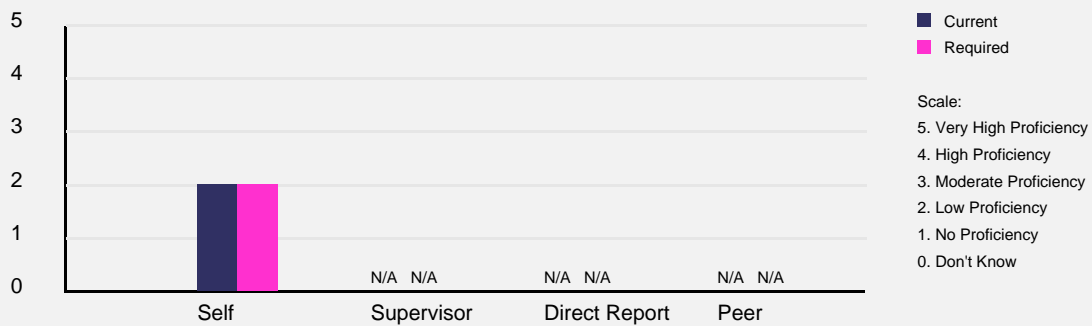
61. Seeks ways to continuously improve the quality of services, products, and processes

Competency: Quality Centered



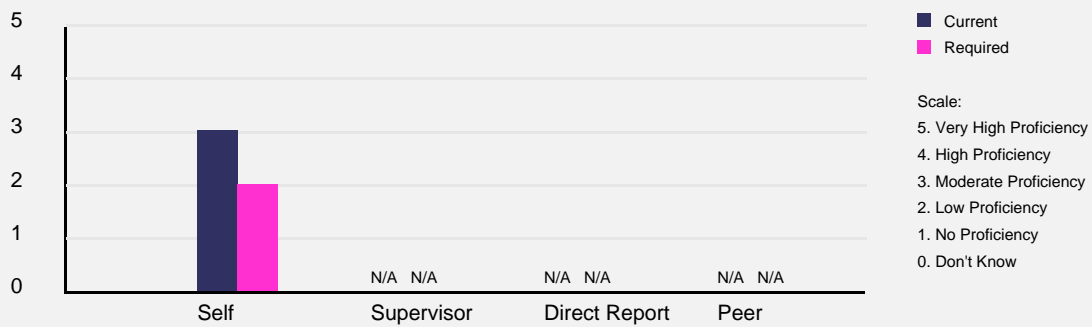
62. Works persistently on agreed-upon goals despite opposition, distractions, and setbacks

Competency: Results Focus



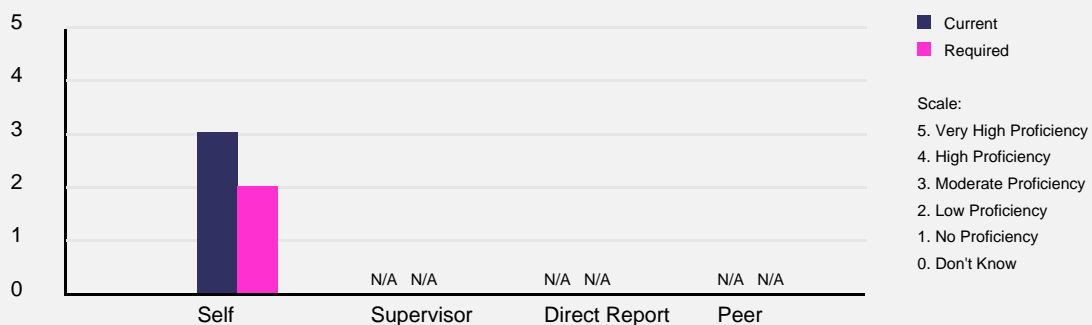
63. Recognizes and takes advantage of opportunities to further goals and objectives

Competency: Results Focus



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

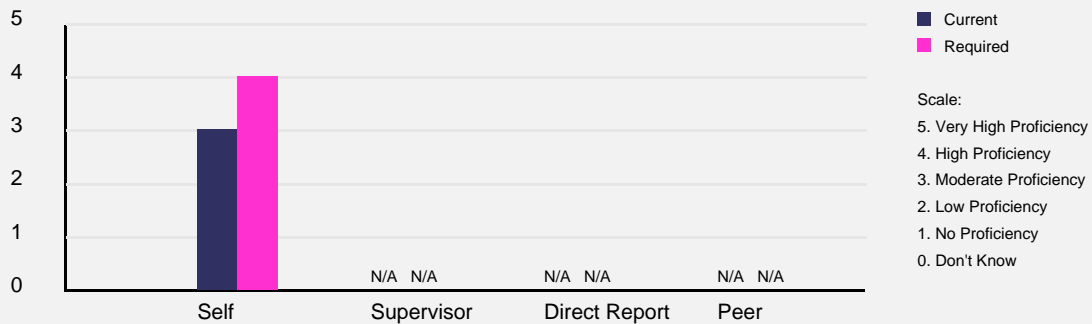
Competency: Results Focus



Individual Task Scores

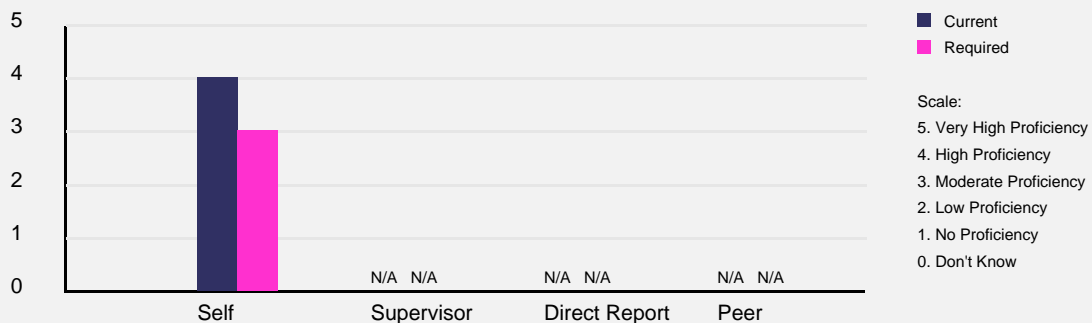
65. Demonstrates a commitment to excellence in own performance, and serves as a role model to organization and employees

Competency: Role Modeling



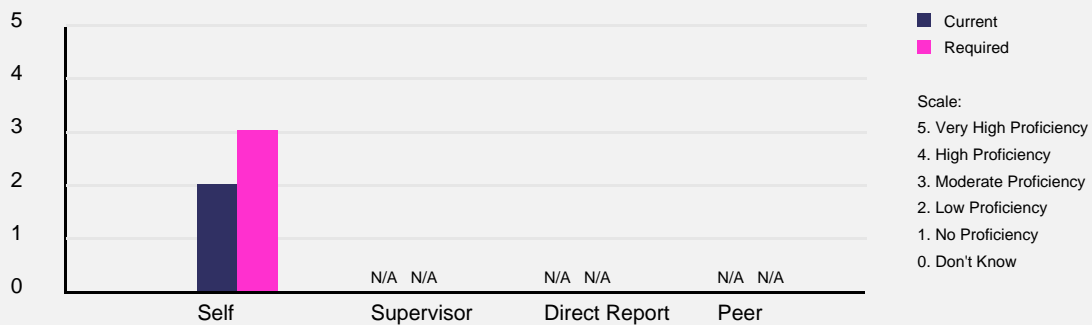
66. Shows congruence between words and actions, and follows through on commitments

Competency: Role Modeling



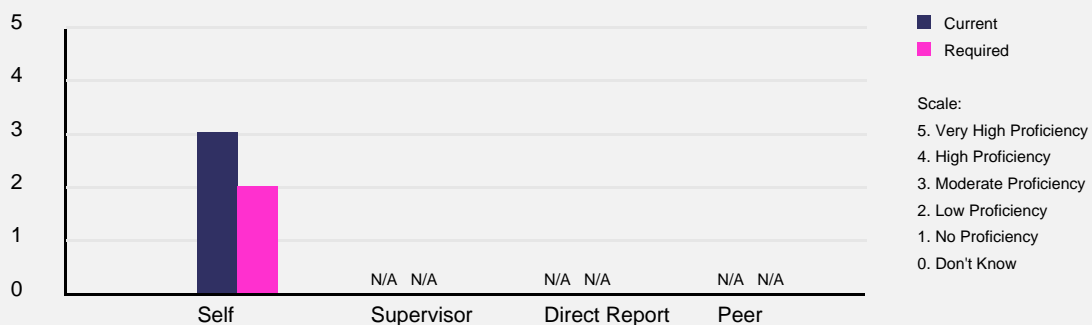
67. Demonstrates and encourages high standards of honesty, integrity, trust, and respect for others

Competency: Role Modeling



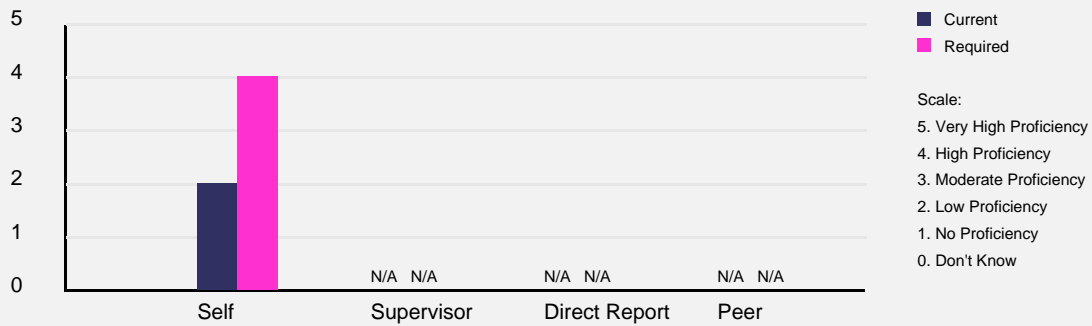
68. Realistically assesses own strengths, weaknesses, and impact on others

Competency: Self-Development



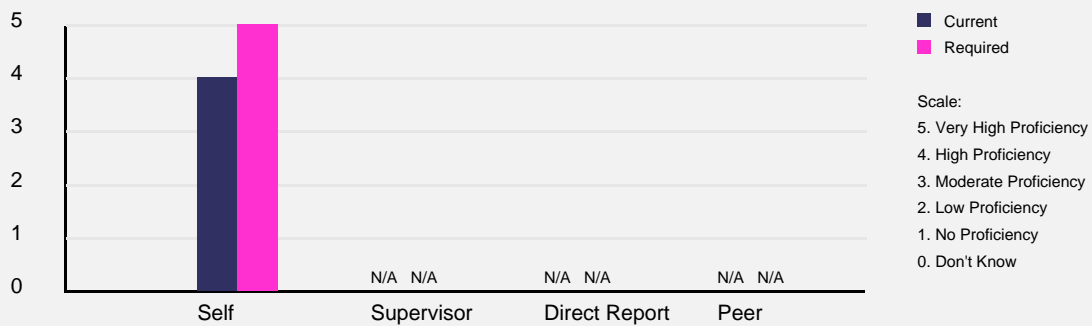
69. Seeks and makes use of feedback from others

Competency: Self-Development



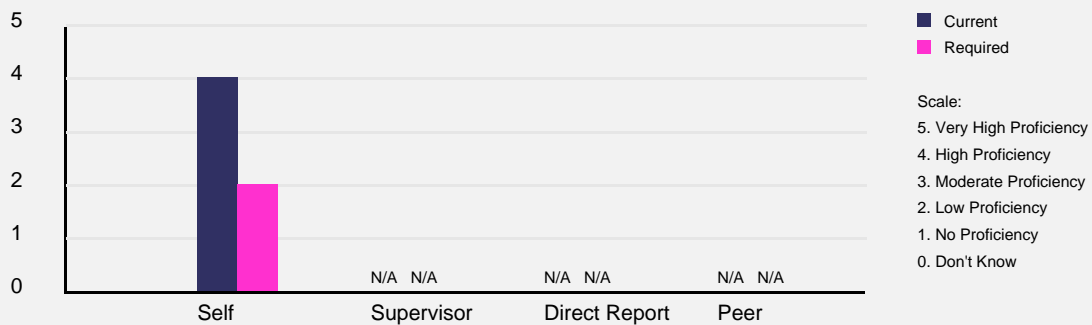
70. Invests time and energy in self-development and growth

Competency: Self-Development



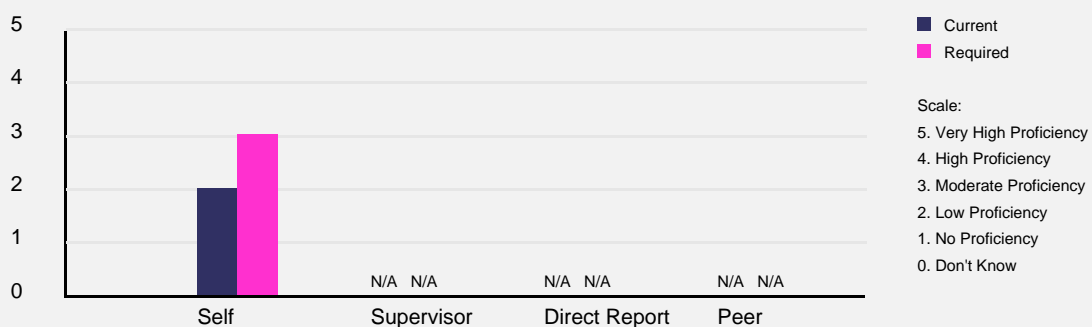
71. Maintains technical proficiency in area of responsibility

Competency: Self-Development



72. Fosters cooperation and teamwork among team members

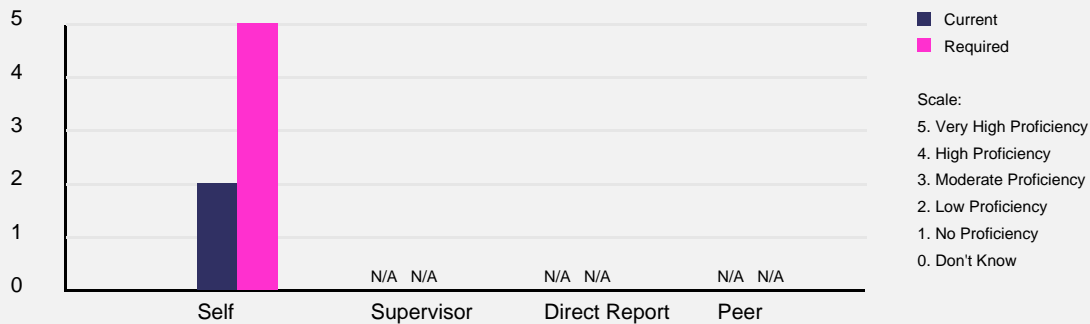
Competency: Team Leadership



Individual Task Scores

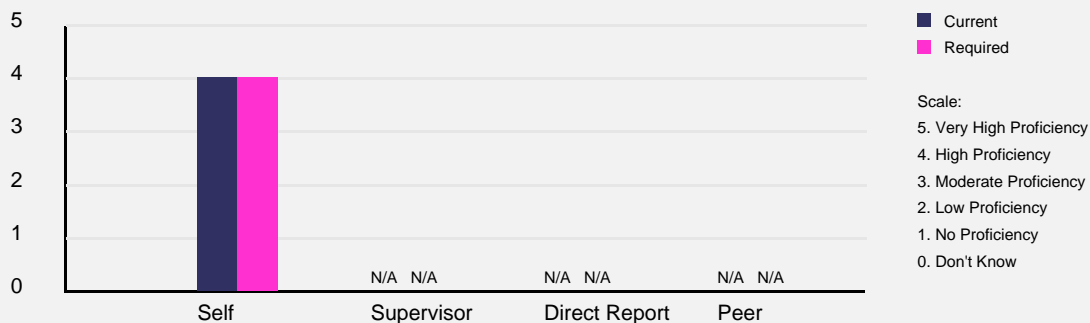
73. Creates an environment that encourages open communication and collective problem solving

Competency: Team Leadership



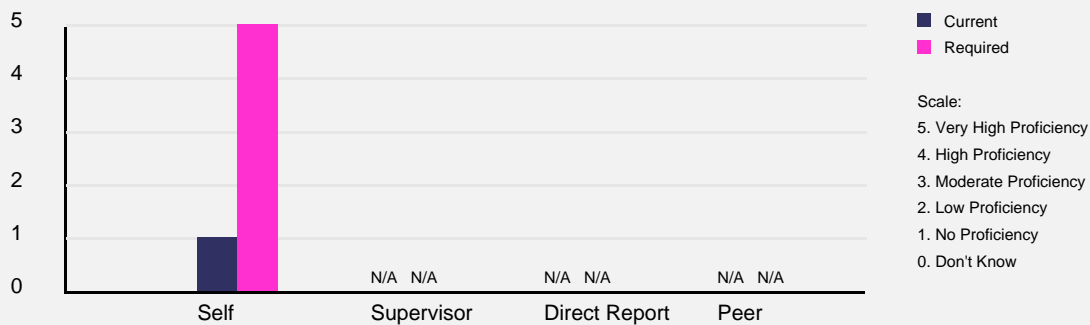
74. Seeks consensus among diverse viewpoints to build group commitment

Competency: Team Leadership



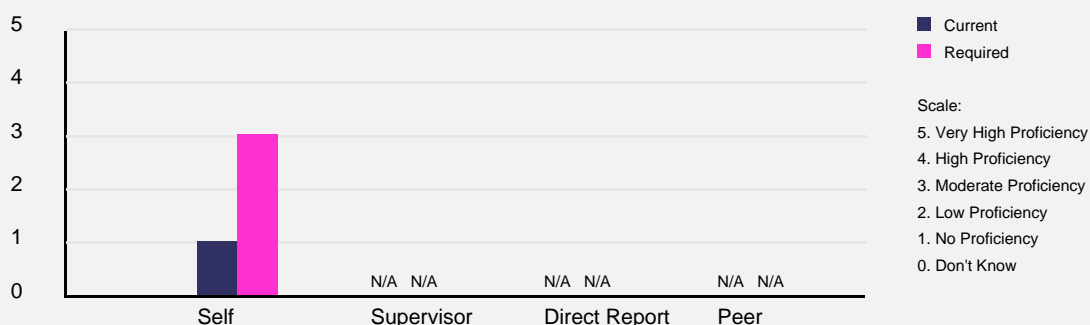
75. Applies evolving technologies and methodologies to manage and improve organizational effectiveness

Competency: Technology Management and Application



76. Ensures staff are trained and capable in new technology

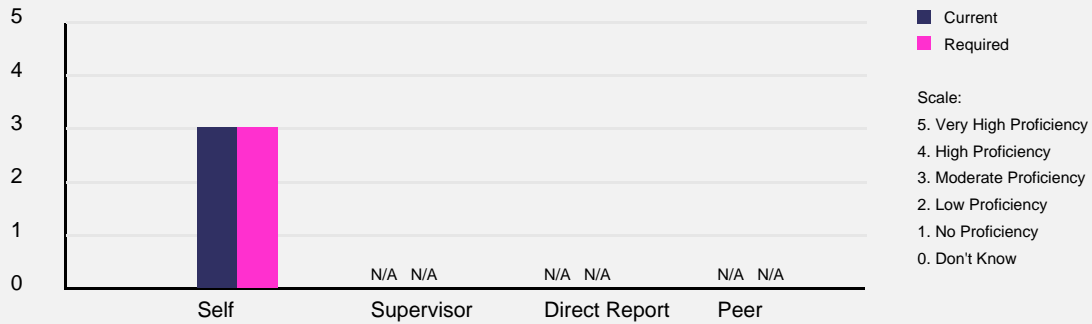
Competency: Technology Management and Application



Individual Task Scores

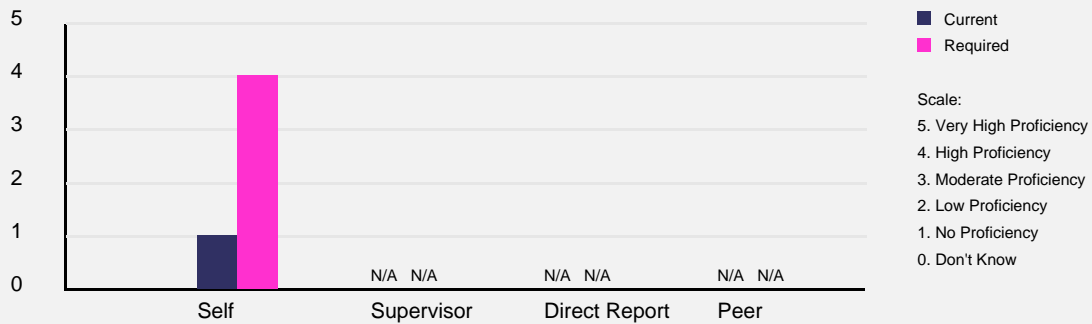
77. Manages own time efficiently

Competency: Time Management



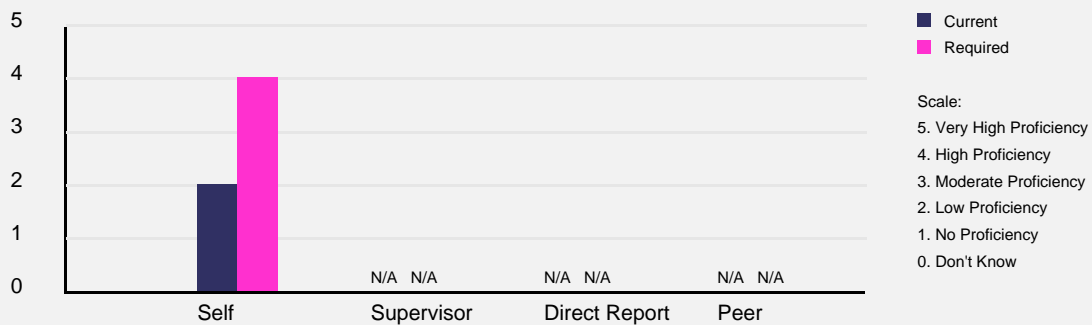
78. Communicates facts and ideas in writing in a clear, succinct, and organized manner

Competency: Writing



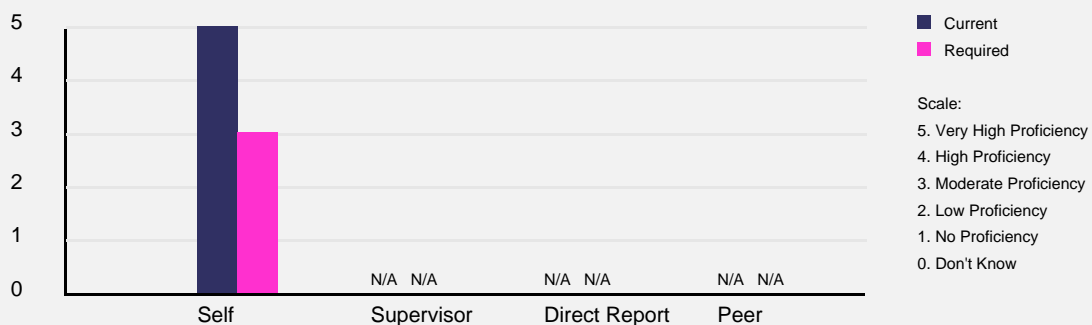
79. Reviews and critiques others' writing in a constructive and substantive manner

Competency: Writing



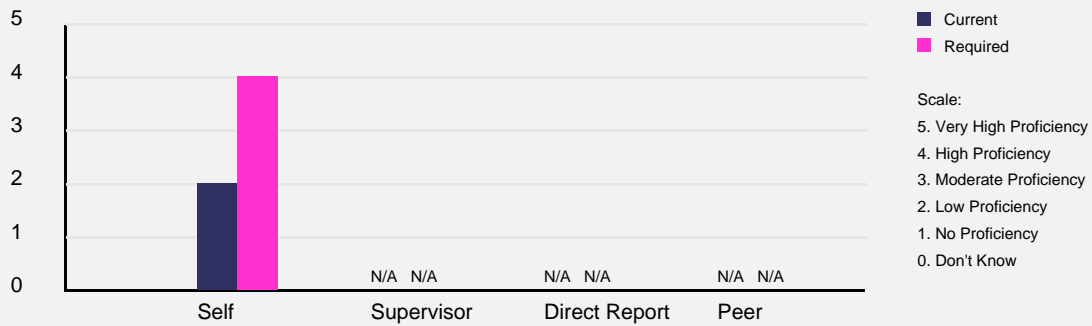
80. Creates a vision of the organization's future

Competency: Visioning



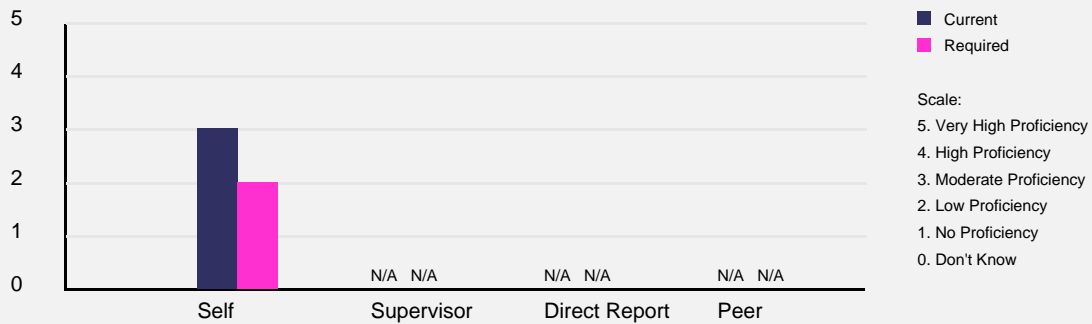
81. Communicates the vision in a way that promotes wide ownership and commitment

Competency: Visioning



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

Competency: Visioning



DEVELOPMENT SUGGESTIONS

This section includes the development suggestions for improving skill levels in your twelve areas of highest development need. These areas are directly linked to the development needs reports in Section 2.

Development suggestions for the twelve need areas represent the three top development needs from each perspective in the Overview of Development Needs report.

The development suggestions can be used as part of your development or action plan. The report includes the following sections:

- The task or activity linked to a competency
- Suggested development activities
- Recommended training topics
- Related HRD Press training course and reading materials

NOTE: These suggestions are only stimuli for your development. You are encouraged to modify (or even create your own) suggestions so that your development activities are tied to your own goals and to the organization's mission and goals.

DEVELOPMENT NEED

Applies evolving technologies and methodologies to manage and improve organizational effectiveness

This activity is linked to the following competency: Technology Management and Application

DEVELOPMENT ACTIVITIES:

Consider the following activities to help you build your effectiveness in this area:

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

SUGGESTED TOPICS FOR TRAINING:

Look for training programs or workshops that cover the following topics:

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

DEVELOPMENT NEED

Creates an environment that encourages open communication and collective problem solving

This activity is linked to the following competency: Team Leadership

DEVELOPMENT ACTIVITIES:

Consider the following activities to help you build your effectiveness in this area:

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

SUGGESTED TOPICS FOR TRAINING:

Look for training programs or workshops that cover the following topics:

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

DEVELOPMENT NEED

Takes calculated risks to move initiatives forward

This activity is linked to the following competency: Action Orientation

DEVELOPMENT ACTIVITIES:

Consider the following activities to help you build your effectiveness in this area:

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

SUGGESTED TOPICS FOR TRAINING:

Look for training programs or workshops that cover the following topics:

1. Risk taking
2. Operational decisionmaking
3. Problem solving
4. Decision modeling

DEVELOPMENT NEED

Identifies and understands the interests of others in the negotiation process

This activity is linked to the following competency: Conflict Resolution and Negotiation

DEVELOPMENT ACTIVITIES:

Consider the following activities to help you build your effectiveness in this area:

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

SUGGESTED TOPICS FOR TRAINING:

Look for training programs or workshops that cover the following topics:

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

DEVELOPMENT NEED

Adjusts leadership style to fit a variety of situations and people

This activity is linked to the following competency: Coaching

DEVELOPMENT ACTIVITIES:

Consider the following activities to help you build your effectiveness in this area:

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

SUGGESTED TOPICS FOR TRAINING:

Look for training programs or workshops that cover the following topics:

1. Decision-making styles

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