
20/20 Insight Special Report



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May 3, 2011

Table of Contents

Report Introduction	3
Category Summary - Agreement/Importance	5
Item Ratings - Agreement/Importance	8
Item Ratings - Relationships/Comments	14
Summary Questions	32
Highest-Rated Items	34
Recommendations for Development	35

Report Introduction

This Leadership 360 report includes feedback from the raters you selected in the following categories:

- Managers
- Peers
- Direct Reports
- Others

Definitions and Explanations

This report describes the frequency to which you display 35 competencies or behaviors, which are organized under three categories - Leading Self, Leading Others, and Leading Teams.

Respondents rated these items on the following scale of Frequency:

- 1-Almost Never
- 2-Seldom
- 3-With Some Regularity
- 4-Usually
- 5-Almost Always

Respondents marked "NA" or "Not Applicable" if they could not rate a behavior, usually because of limited exposure. These responses are not included in your results.

Most sections of the report contain a Column 1 marked "Yours". This average includes all rater groups except your self-rating. In computing the results for this average, each rater (e.g., peer, manager) is given equal weight. The Column 2 on most report pages is the "Proj Avg" or project average. It is the average for the all the individuals in DOE RL/ORP who also participated in the Leadership 360.

Description of the Report by Section

Section #1 - This section lists your 5 highest-rated competencies.

Section #2 - This section lists your results by competency, in numerical order, with the details by rater group, and the written comments associated with that competency.

Section #3 - This section lists your 5 lowest-rated competencies, with developmental recommendations. We suggest as you read through these, you circle or highlight the suggestions that resonate with you.

Section #4 - This final section lists the comments collected for the two Summary Questions about you as a Leader.

Interpreting the Leadership 360 Results

Understanding the numbers

All behaviors were rated on a five-point scale, ranging from a low of 1 to a high of 5. Remember everyone can have a different interpretation of the scale, and that can explain some rating differences.

Making comparisons

Comparison to others: The "Proj Avg" can be a good comparison if you are similar to the other participants (for example, in level of authority).

Difference between self-rating and other rater groups: Comparing your self-ratings with those from the other groups will help you understand how others perceive you. For example, a consistent difference may indicate a lack of self-awareness.

Using results from different rater groups

Not all groups are equally able to rate some items. You should consider this when evaluating the feedback you received. For example, your subordinates may be the best source to rate some areas, and your manager may be in a better position to rate others.

Targeting your efforts at improvement

For you, some competencies may be more important than others. To make the most of this feedback, you should concentrate on a few competencies and their associated comments.

When choosing an area to emphasize, consider:

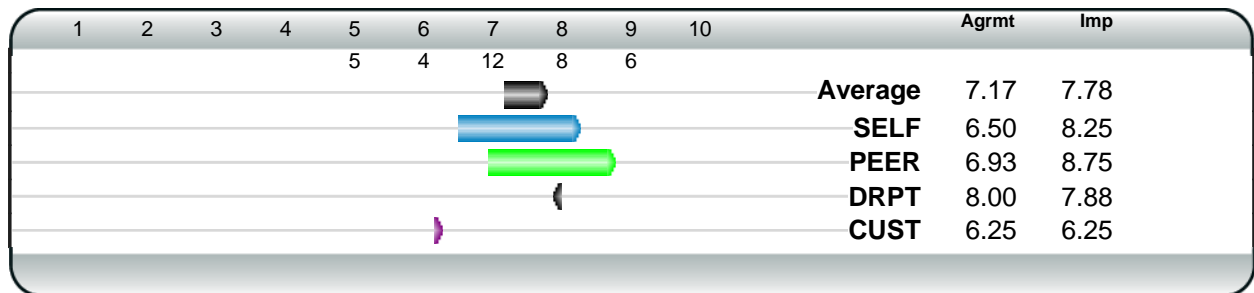
- its importance to your organization's mission;
- its importance to your present position;
- its consistency with your personal and career goals; and
- whether you can realistically change it.

We realize this is a lot of data to digest, so do it in stages. It is normal to experience a range of reactions to it, but as you read it the first time, don't try to explain or rationalize it - just absorb it.

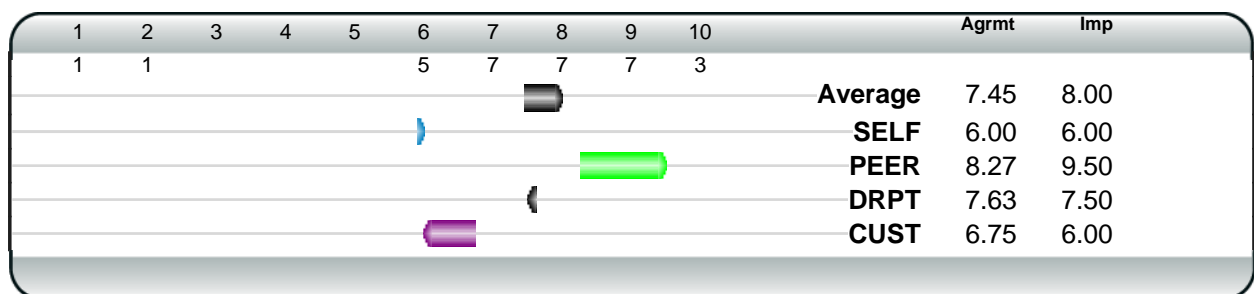
Soon you will be meeting with a Leadership Coach to help you get the most of this experience, and they will help you see the trends and gain as much from the feedback as possible.

Category Summary - Agreement/Importance

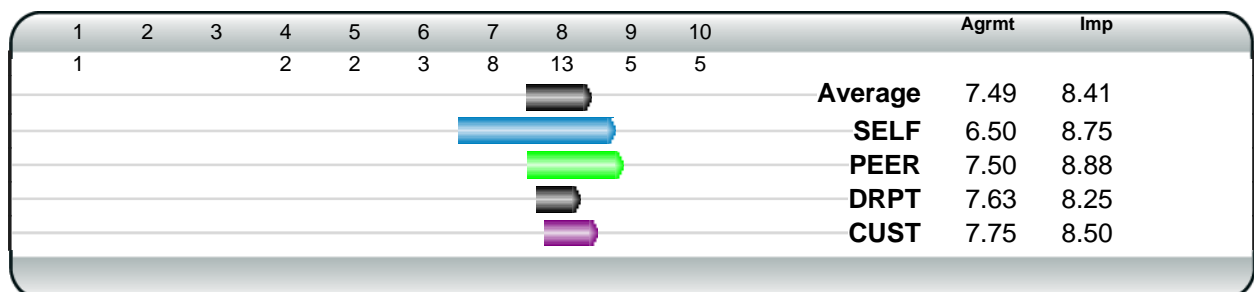
Delegating



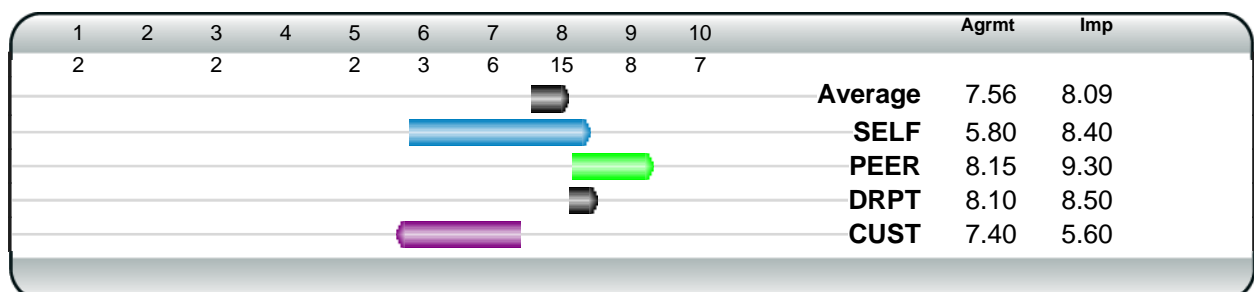
Resolving Conflict



Encouraging Innovation

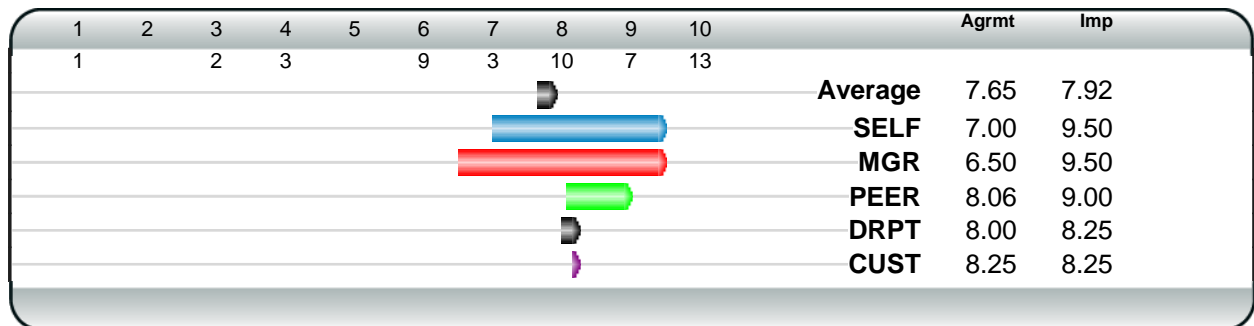


Performance Coaching

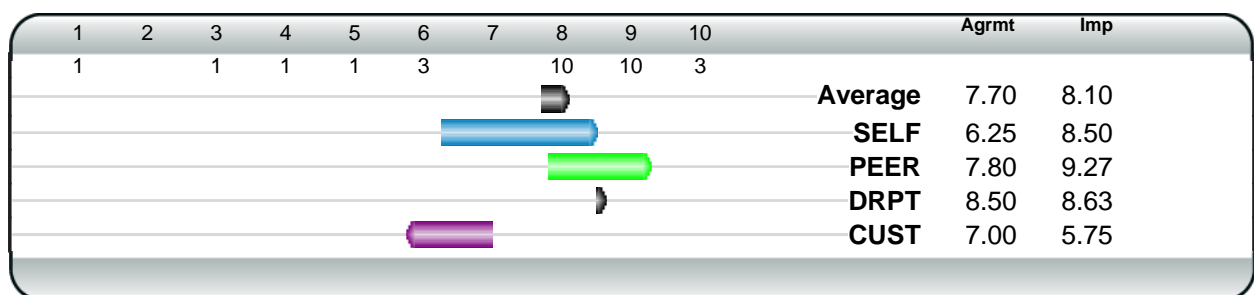


Category Summary - Agreement/Importance

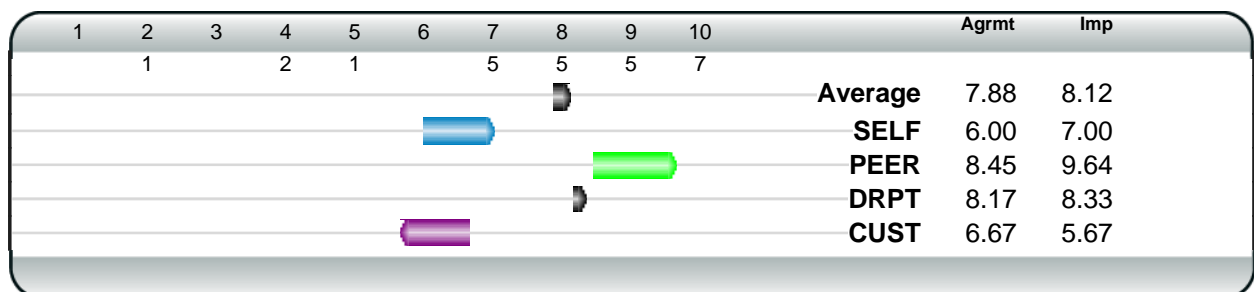
Leading by Example



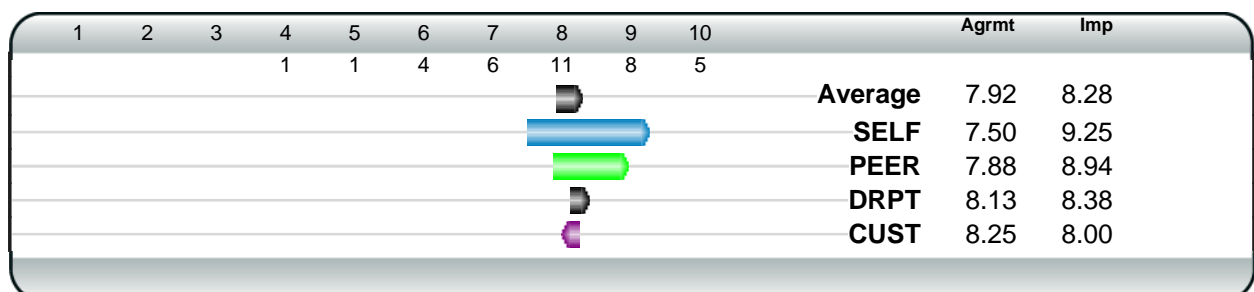
Performance Management



Teambuilding

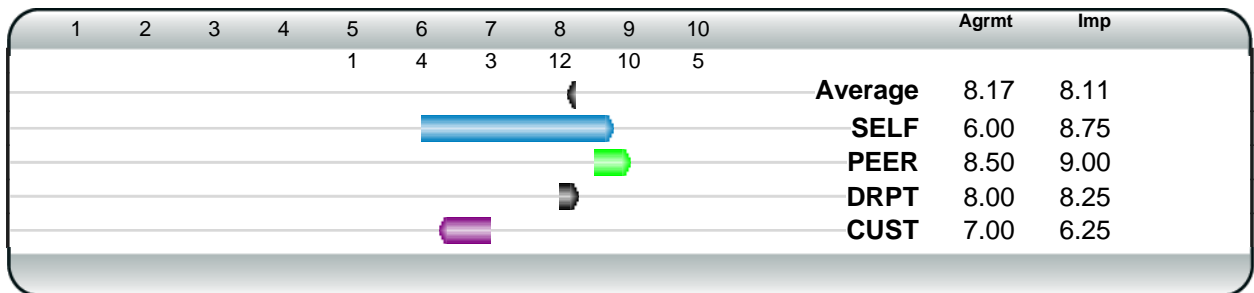


Decision Making

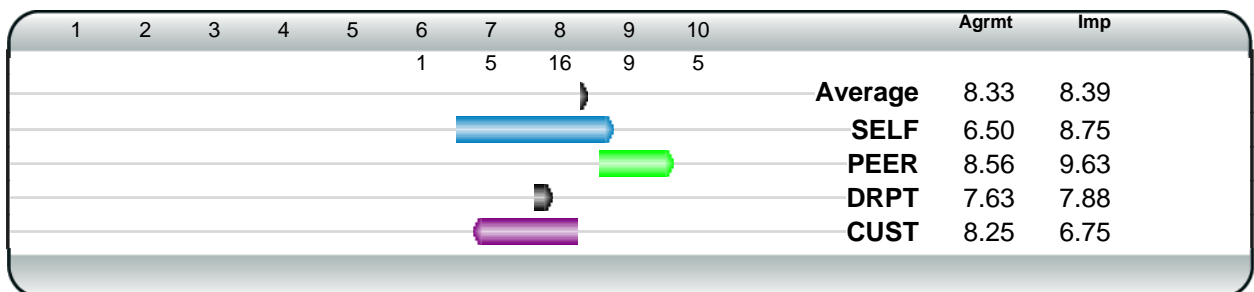


Category Summary - Agreement/Importance

Observing



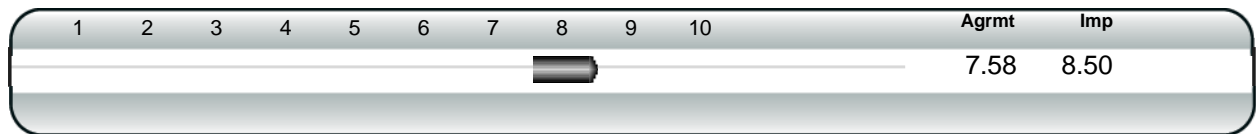
Listening



Item Ratings - Agreement/Importance

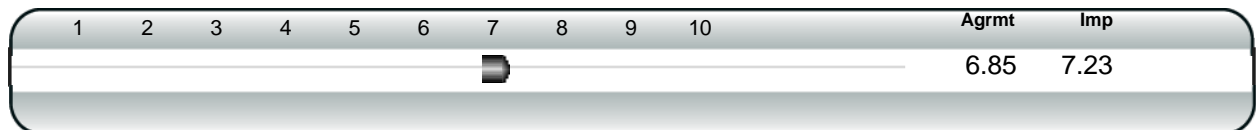
1. Works on improving own knowledge and skills.

(Leading by Example)



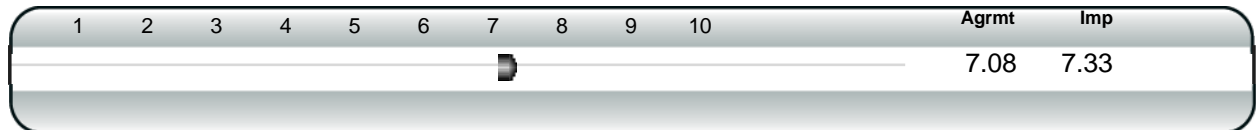
2. Uses time effectively--works on high-priority actions first.

(Leading by Example)



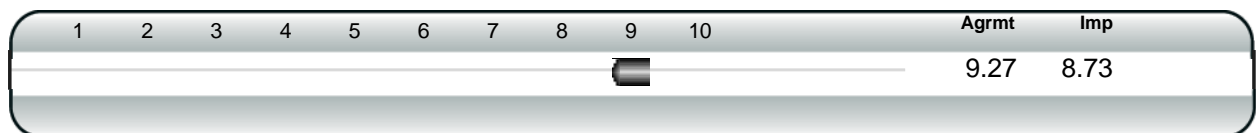
3. Remains calm and effective in high-pressure situations.

(Leading by Example)



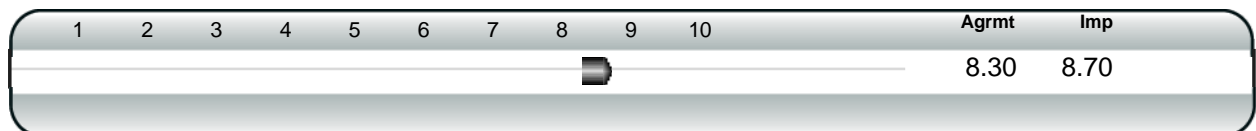
4. Demonstrates high standards of ethical conduct.

(Leading by Example)



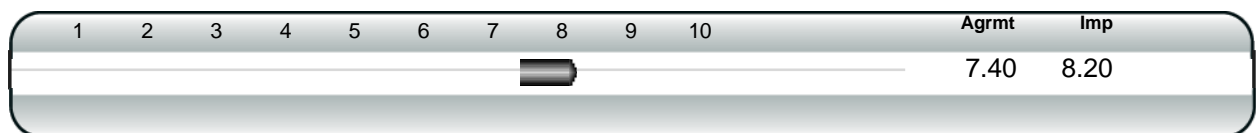
5. Expresses a vision of the future--exciting goals and ambitious plans.

(Encouraging Innovation)



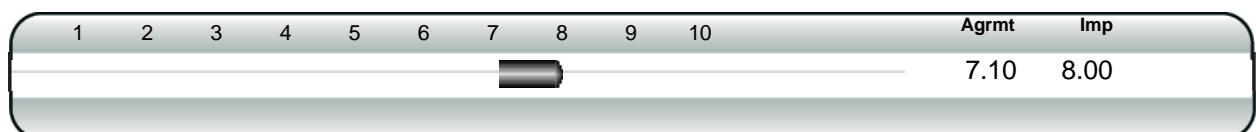
6. Encourages team members to ask "why" and to question the status quo.

(Encouraging Innovation)



7. Encourages team members to look at problems in new ways.

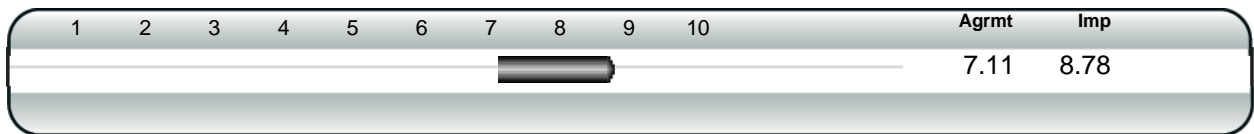
(Encouraging Innovation)



Item Ratings - Agreement/Importance

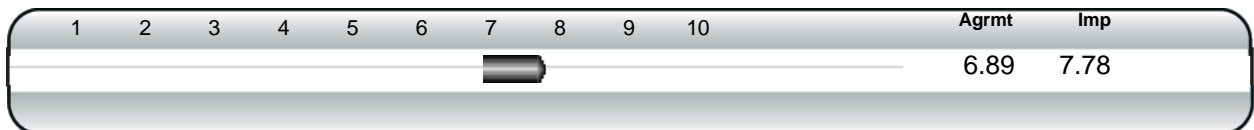
8. When solving problems, asks team members for input.

(Encouraging Innovation)



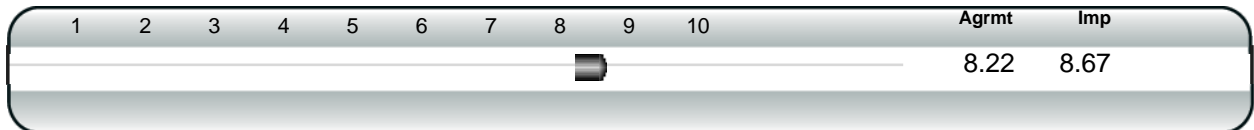
9. When possible, gets opinions and ideas from the team before making a decision.

(Decision Making)



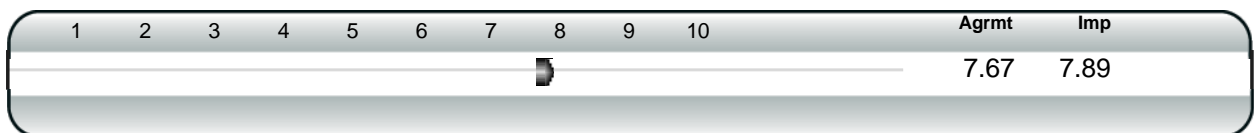
10. Makes decisions that support the organization's long-range goals.

(Decision Making)



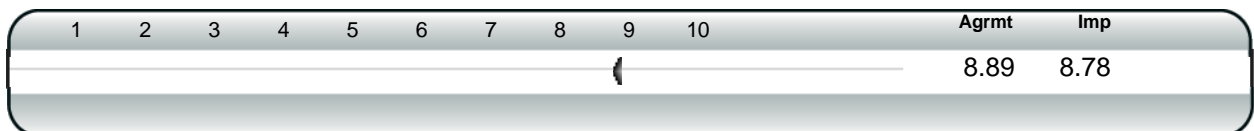
11. Makes decisions that support the needs of team members.

(Decision Making)



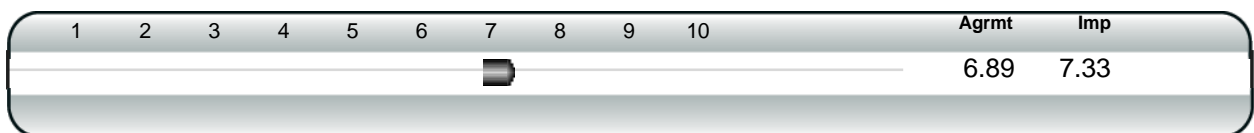
12. Makes ethically correct decisions.

(Decision Making)



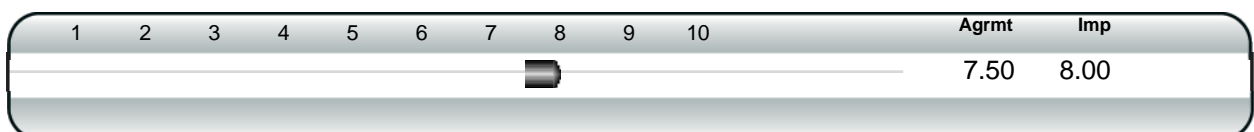
13. Makes clear how individual roles are important to team success.

(Delegating)



14. Assigns tasks based on individual team member's strengths.

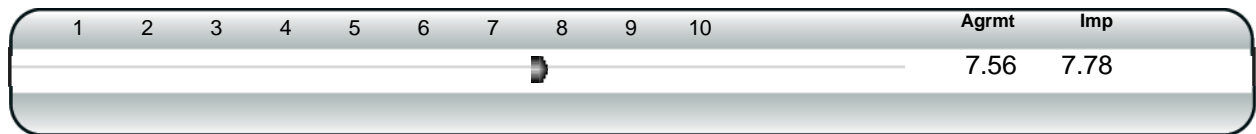
(Delegating)



Item Ratings - Agreement/Importance

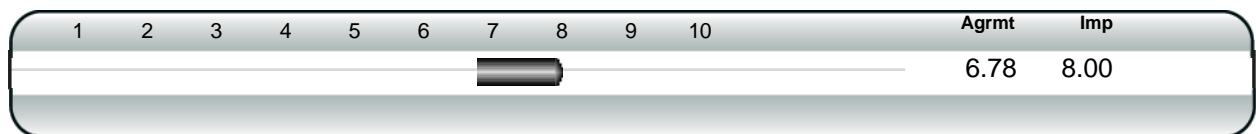
15. Explains why a task, objective or goal is important.

(Delegating)



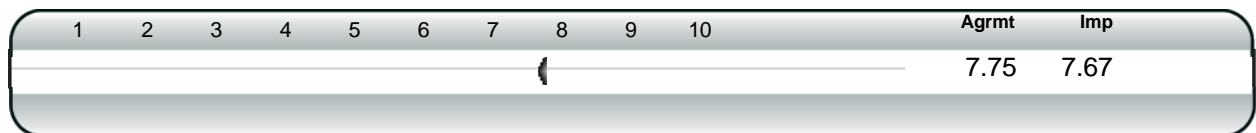
16. Explains clearly how much freedom of action and authority have been granted to the team member.

(Delegating)



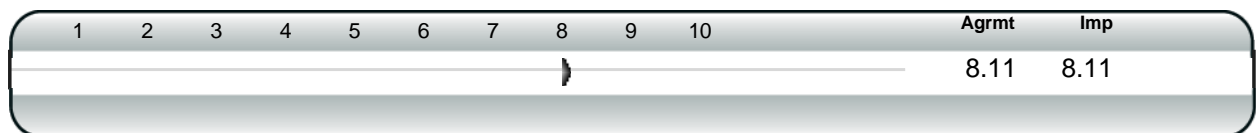
17. Enforces team norms and standards.

(Observing)



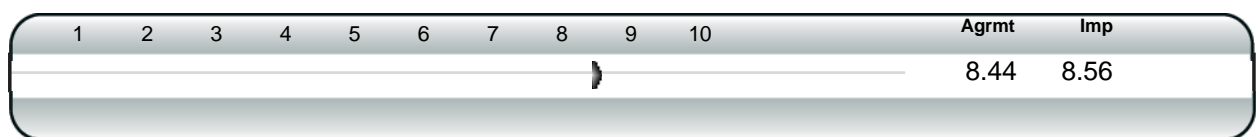
18. Supports and encourages team members when they take initiative.

(Observing)



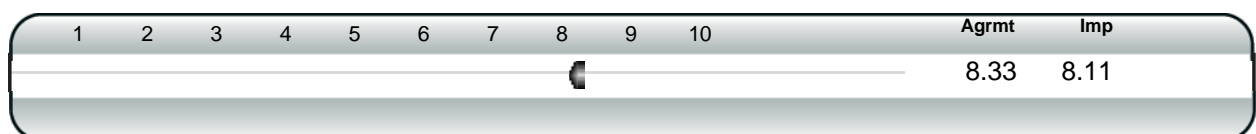
19. Reassures and supports team members when they encounter obstacles.

(Observing)



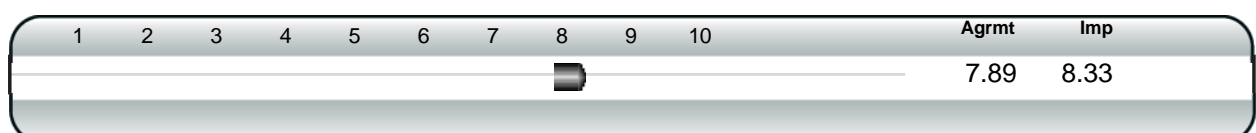
20. When needed, helps team members overcome difficulties and roadblocks.

(Observing)



21. Shows genuine interest when another person is speaking.

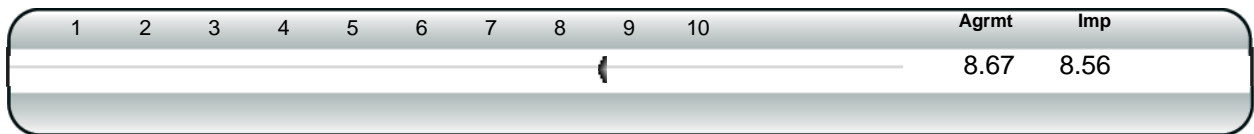
(Listening)



Item Ratings - Agreement/Importance

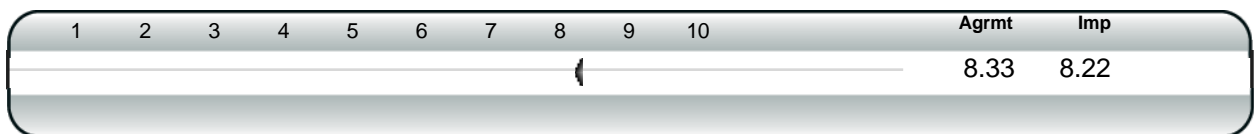
22. When listening, asks questions to check understanding.

(Listening)



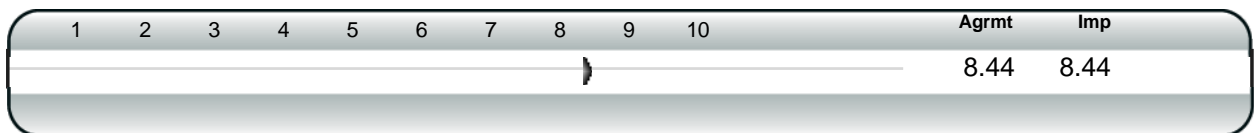
23. When listening, checks the meaning of the speaker's tone of voice, gestures and facial expressions.

(Listening)



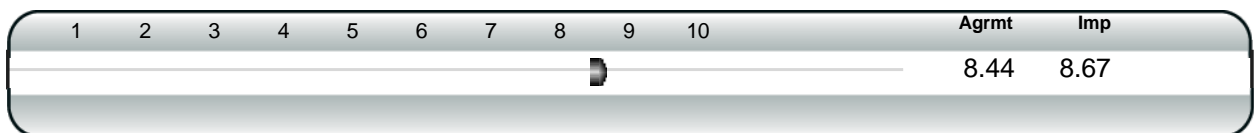
24. When listening, summarizes the speaker's thoughts, feelings and ideas.

(Listening)



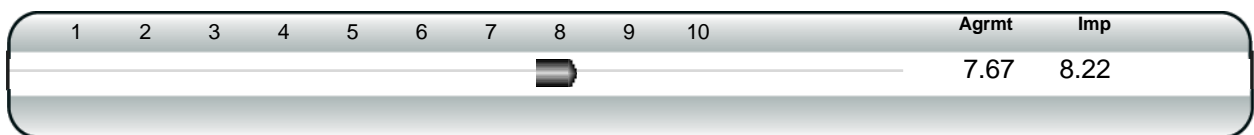
25. Gives praise or recognition to the team when it has performed well.

(Teambuilding)



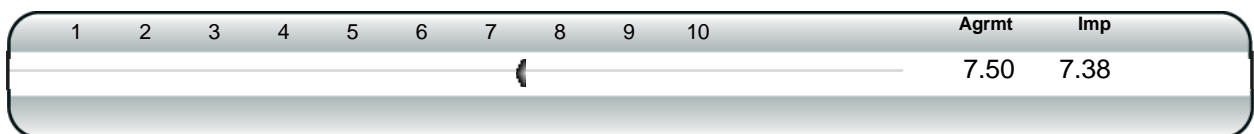
26. Helps the team address and resolve team issues.

(Teambuilding)



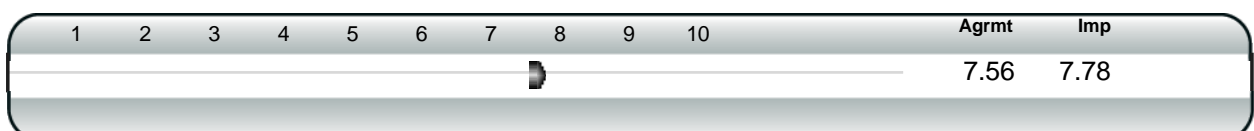
27. Represents the team effectively to the rest of the organization.

(Teambuilding)



28. Encourages coworkers to communicate with each other directly to resolve conflicts.

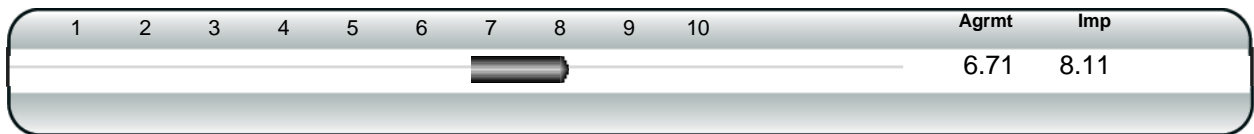
(Resolving Conflict)



Item Ratings - Agreement/Importance

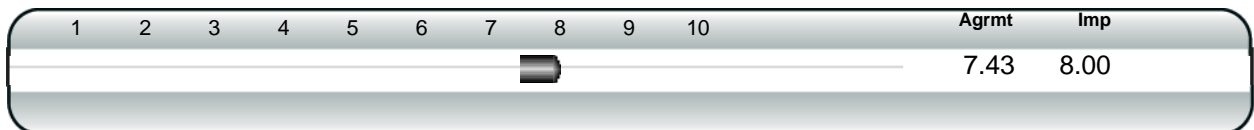
29. When other coworkers are in conflict, helps them listen to each other.

(Resolving Conflict)



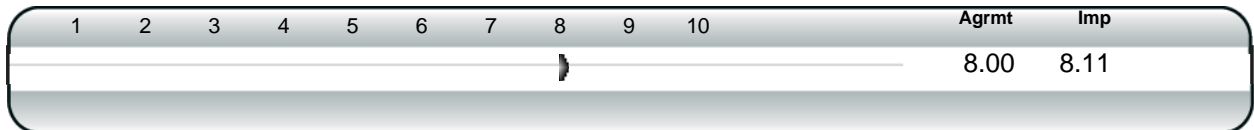
30. When other coworkers are in conflict, helps them identify areas of agreement.

(Resolving Conflict)



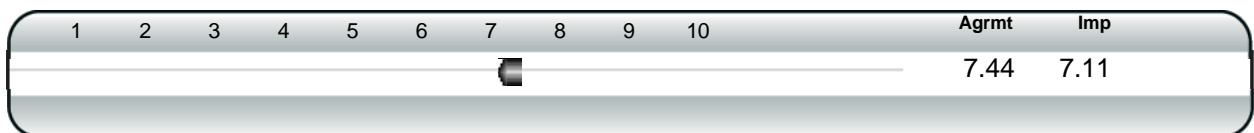
31. When other coworkers are in conflict, encourages them to consider new options.

(Resolving Conflict)



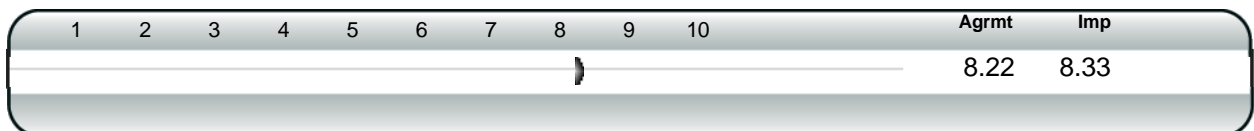
32. When introducing a new task or skill, demonstrates how it is done.

(Performance Coaching)



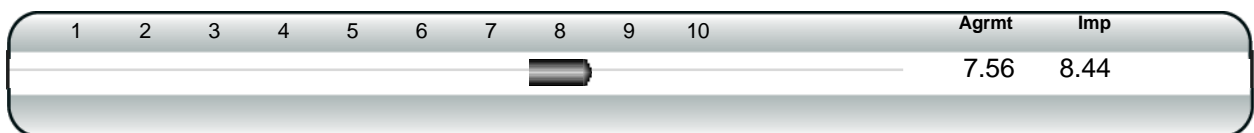
33. When explaining a task or skill, allows time for practice.

(Performance Coaching)



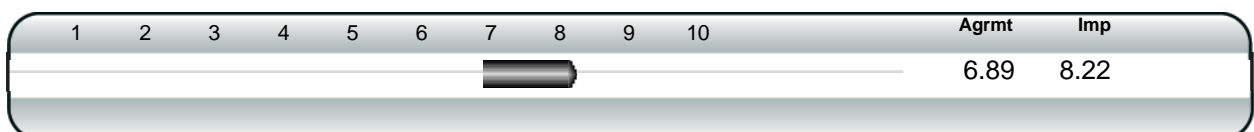
34. When helping team members develop new abilities, is patient and encouraging.

(Performance Coaching)



35. Encourages team members to think and solve problems for themselves.

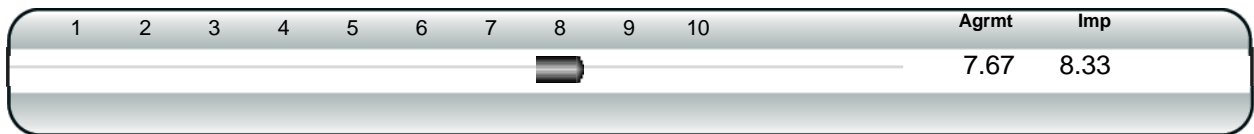
(Performance Coaching)



Item Ratings - Agreement/Importance

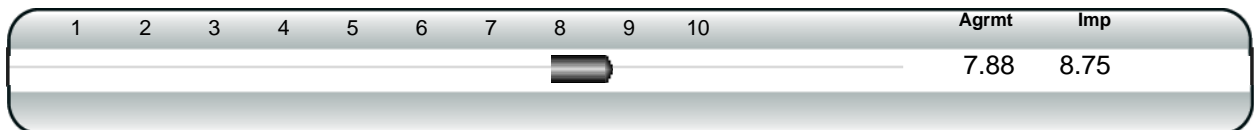
36. Encourages team members to attend education and training programs.

(Performance Coaching)



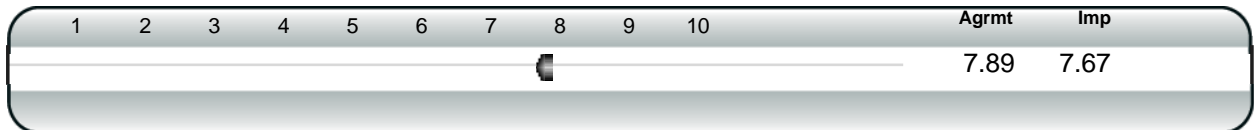
37. Gives ongoing performance feedback throughout the year.

(Performance Management)



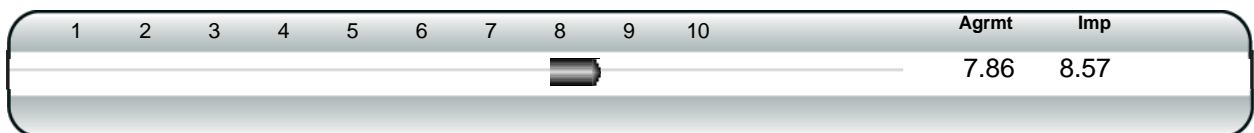
38. Gives informal verbal feedback about performance soon after it occurs.

(Performance Management)



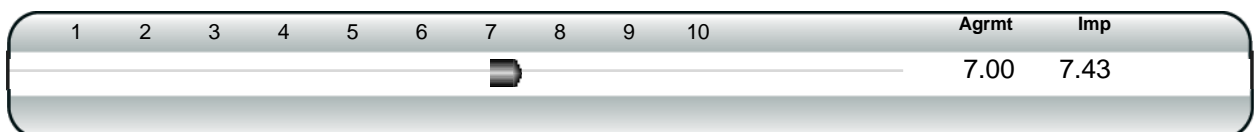
39. Gives fair and accurate performance appraisal ratings.

(Performance Management)



40. During performance appraisal meetings, helps the team member set performance and professional development goals.

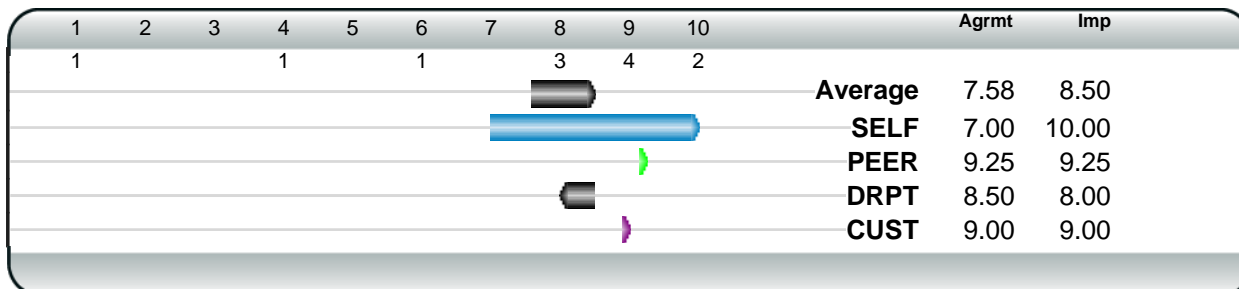
(Performance Management)



Item Ratings - Relationships/Comments

1. Works on improving own knowledge and skills.

(Leading by Example)



What you LIKE: - Behaviors or conditions you hope will continue

- her continuing in school
- Her eagerness to learn
- Susan is always reading and participatin in personal growth efforts
- Susan is very adept at making coffee.
- Susan is very open minded and eager to learn new ways of doing things
- Very curious about learning. Appears to learn from others.
- Very Helpful

What you DON'T LIKE: - Behaviors or conditions that bother you and why

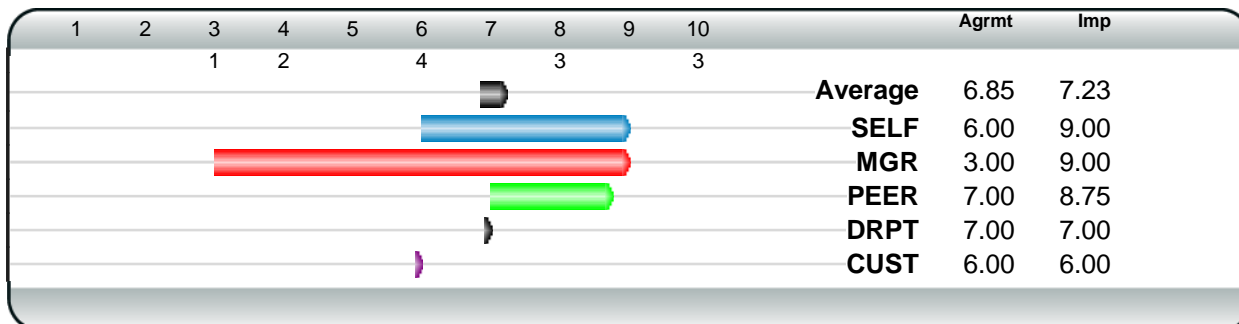
- Always busy
- She drinks from the tap even though there is a sign that says not to.
- She's always reading something so she can continue to grow. It doesn't leave enough time for coffee fellowship.

What you WANT: - Improvements that you desire

- Buy us cookies
- I want Susan to stop drinking tap water.
- More time for coffee

2. Uses time effectively--works on high-priority actions first.

(Leading by Example)



Item Ratings - Relationships/Comments

What you LIKE: - Behaviors or conditions you hope will continue

- I have to say I don't see Susan in this situation very often.
- She emails very efficiently.
- She is very good at setting priorities.
- Susan appears to be able to prioritize her tasks
- When Susan is working on something, she gives 110%.

What you DON'T LIKE: - Behaviors or conditions that bother you and why

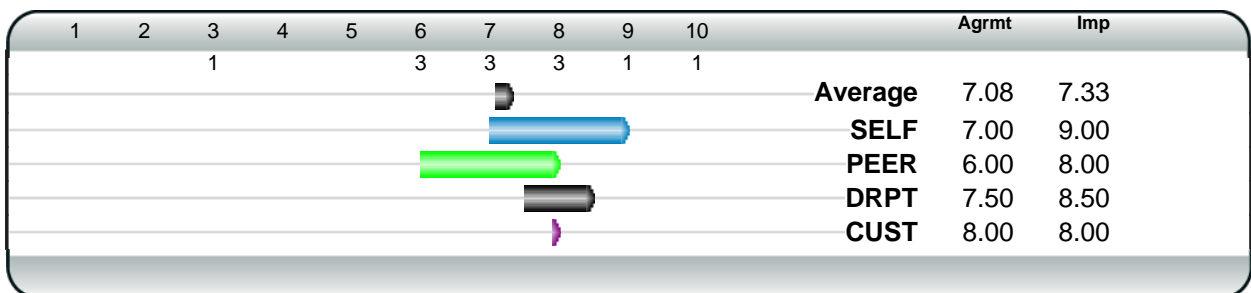
- administratively she may not be so organized
- Can't think of any.
- She spends too much time in the bathroom.
- Sometimes Susan underestimates the amount of time/effort that will be required to complete something and then gets stressed out trying to accomplish it. Under promise - over deliver

What you WANT: - Improvements that you desire

- She must get her laundry done sooner.
- That her social life gets higher priority.
- You need to think things through and consider others before moving forward. It could save you time and you would be more efficient.

3. Remains calm and effective in high-pressure situations.

(Leading by Example)



What you LIKE: - Behaviors or conditions you hope will continue

- I think she has a good deal of passion for what she does. She may come across at times aggressive-but I think its her passion. There may be times this behavior may be prompted by a high pressure situation.
- She stays calm when bad things happen.
- She's good at keeping her cool in stressful situations.
- Susan is very even tempered and appears to be able to handle preasure very well

What you DON'T LIKE: - Behaviors or conditions that bother you and why

- She stays calm when bad things happen.
- Sometimes too kind.
- Using emotions to handle situations

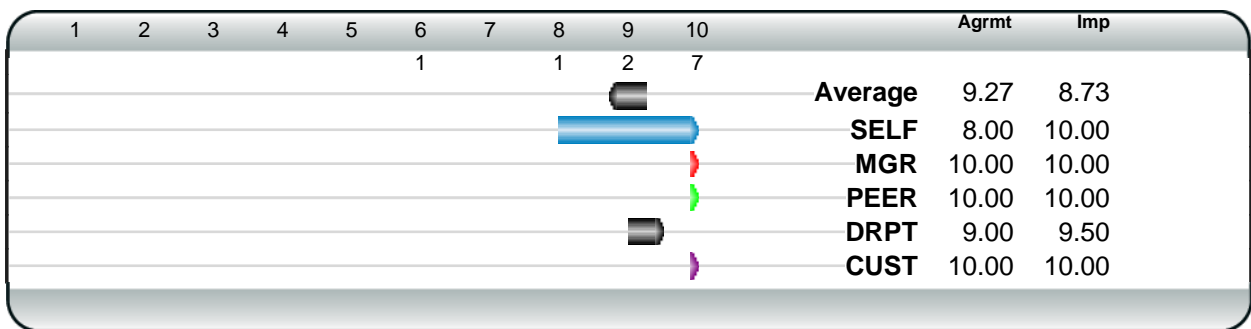
Item Ratings - Relationships/Comments

What you WANT: - Improvements that you desire

- *I want bad things to stop happening to her.*
- *Think about how it will affect others.*

4. Demonstrates high standards of ethical conduct.

(Leading by Example)



What you LIKE: - Behaviors or conditions you hope will continue

- *She is an ethical titan.*
- *Someone very rare in the business world today - you believe (and prove!) that it is possible to be financially successful while maintaining a high level of integrity.*
- *This is one of your strong points, it so important in this business.*
- *Very high ethical standards.*
- *Very high on this scale.*

What you DON'T LIKE: - Behaviors or conditions that bother you and why

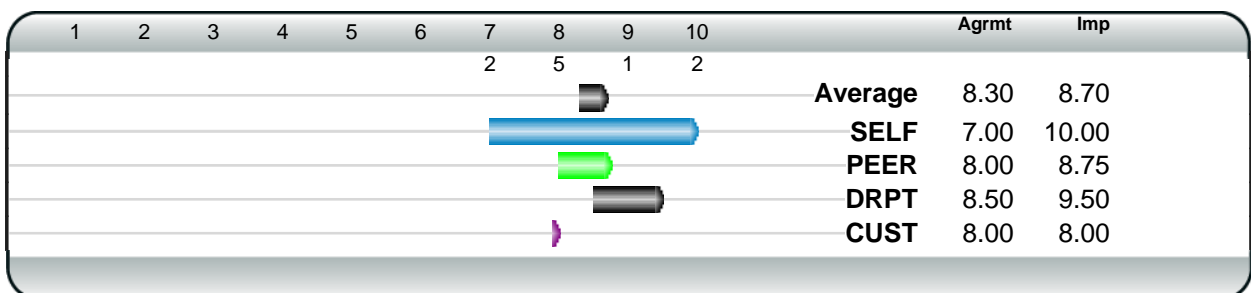
- *She is an ethical titan.*

What you WANT: - Improvements that you desire

- *Stop being so ethical.*
- *The standards are great, but don't give everything away!*

5. Expresses a vision of the future--exciting goals and ambitious plans.

(Encouraging Innovation)



Item Ratings - Relationships/Comments

What you LIKE: - Behaviors or conditions you hope will continue

- Her vision is right on target.
- She certainly has the ability to engage others in this area.
- She is a daydreamer.
- Susan is very good at conceiving a plan, a vision for the future and is very supportive of others to help them reach these goals
- Susan's enthusiasm about a new project is highly evident and extremely infectious.
- The ideas are good and the enthusiasm is contagious.

What you DON'T LIKE: - Behaviors or conditions that bother you and why

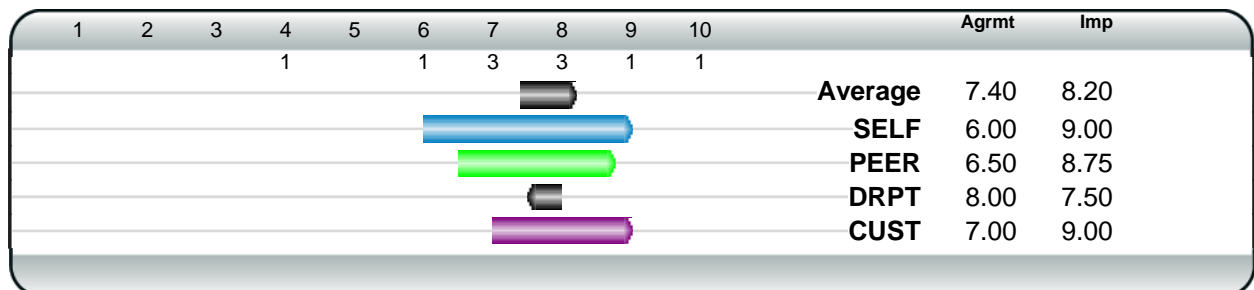
- Not seeing things through. Keeps changing things.
- Prioritize - eat the elephant one bite at a time
- She sleeps when she daydreams.

What you WANT: - Improvements that you desire

- I want her to get more sleep at night.
- It would be great to have more time with her, but I understand about being busy!!
- Use focus groups to test ideas before investing time and money in them.

6. Encourages team members to ask "why" and to question the status quo.

(Encouraging Innovation)



What you LIKE: - Behaviors or conditions you hope will continue

- Always makes it a point to check in with others to make sure that everyone gets a chance to express their opinion.
- She bugs everyone.
- Susan explains things very well

What you DON'T LIKE: - Behaviors or conditions that bother you and why

- She bugs everyone.
- She can be stubborn at times.
- When you move forward without consulting others. This is usually due to time constraints.

What you WANT: - Improvements that you desire

- I want her to stop bugging everyone.

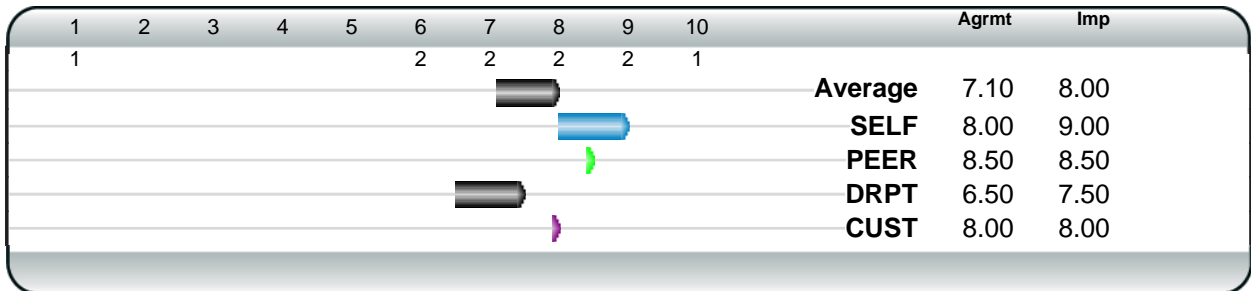
Item Ratings - Relationships/Comments

What you WANT: - Improvements that you desire - (cont'd)

- Planning for the TTA and each of us on the team.

7. Encourages team members to look at problems in new ways.

(Encouraging Innovation)



What you LIKE: - Behaviors or conditions you hope will continue

- I think she has the ability to think creatively about problems and issues.
- She is really nice sometimes.
- she's creative.
- Susan can get others to think outside the box, to see that not every situation can be handled the same way.
- You are very good at this. That is why I like to ask your opinion.

What you DON'T LIKE: - Behaviors or conditions that bother you and why

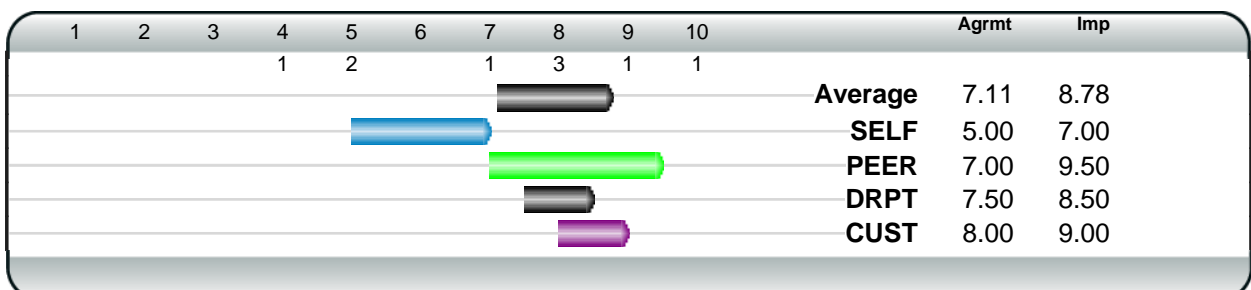
- nothing.
- She bugs everyone.

What you WANT: - Improvements that you desire

- Can step back and ask how others have handled and get more feedback
- I want her to be nice.

8. When solving problems, asks team members for input.

(Encouraging Innovation)



What you LIKE: - Behaviors or conditions you hope will continue

- I know you have done this in the past and should do it more often.

Item Ratings - Relationships/Comments

What you LIKE: - Behaviors or conditions you hope will continue - (cont'd)

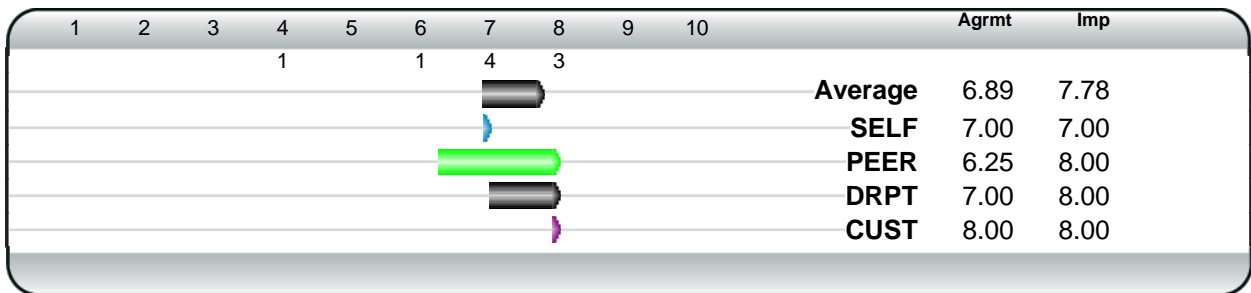
- *She does this always.*

What you WANT: - Improvements that you desire

- *Ask us, you may be surprised!*

9. When possible, gets opinions and ideas from the team before making a decision.

(Decision Making)



What you LIKE: - Behaviors or conditions you hope will continue

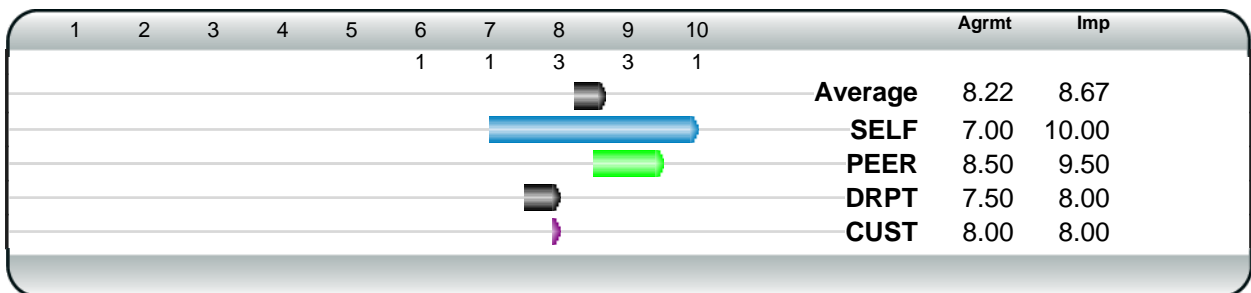
- *The TEAM Meetings*

What you WANT: - Improvements that you desire

- *Would like to hear more of her own opinions as well.*

10. Makes decisions that support the organization's long-range goals.

(Decision Making)



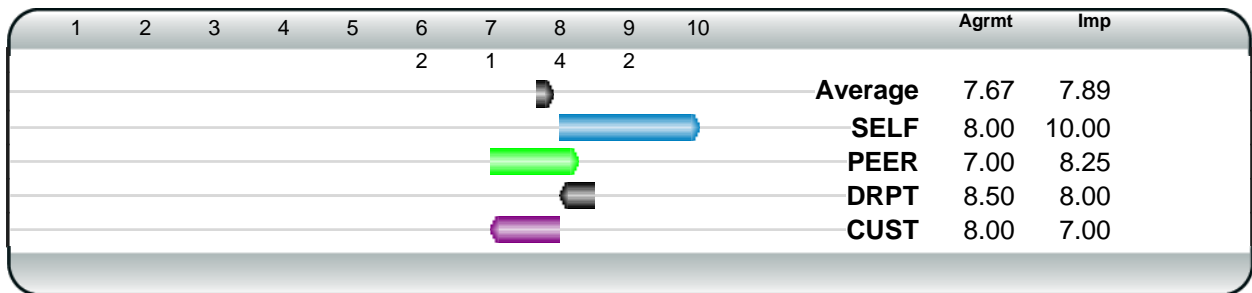
What you LIKE: - Behaviors or conditions you hope will continue

- *Susan is always thinking and planning for what is best for The TEAM Approach and all those involved with the team*

Item Ratings - Relationships/Comments

11. Makes decisions that support the needs of team members.

(Decision Making)

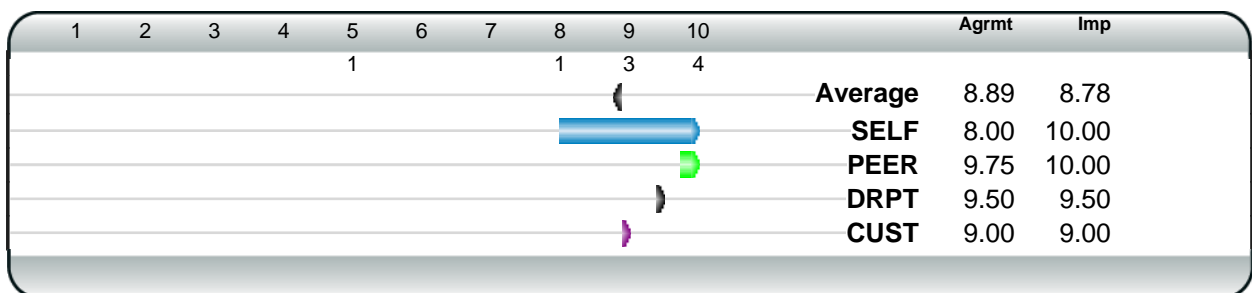


What you LIKE: - Behaviors or conditions you hope will continue

- Susan always looks for and manages to find the "win-win" in every situation

12. Makes ethically correct decisions.

(Decision Making)

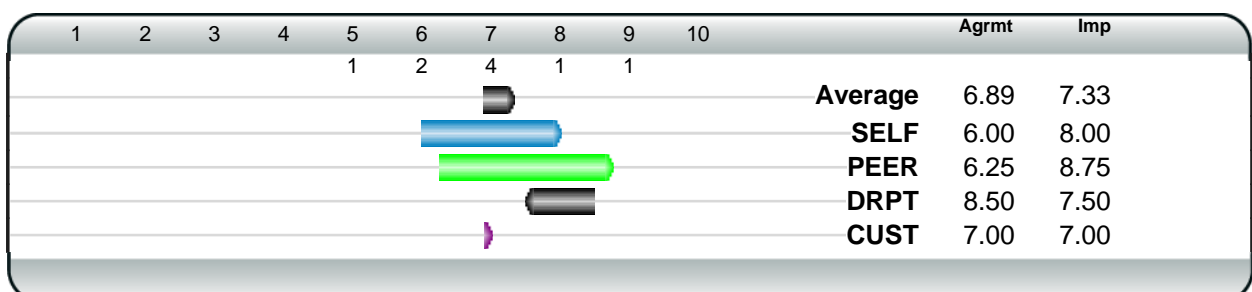


What you LIKE: - Behaviors or conditions you hope will continue

- Never a doubt in my mind about how you conduct yourself.
- Susan is a strong business women with very high standards and morals and that shows!!
- You can always expect total honesty.

13. Makes clear how individual roles are important to team success.

(Delegating)



What you LIKE: - Behaviors or conditions you hope will continue

- Susan always makes certain to check with team members for understanding of their roles.

Item Ratings - Relationships/Comments

What you LIKE: - Behaviors or conditions you hope will continue - (cont'd)

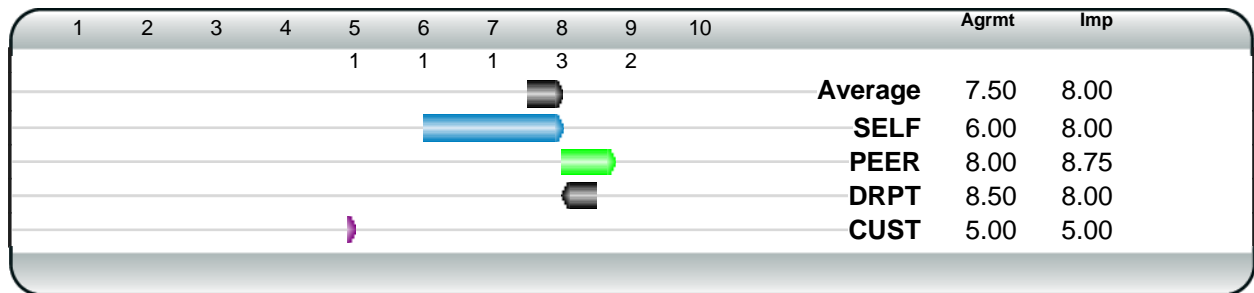
- Susan is very supportive.

What you WANT: - Improvements that you desire

- Need to work on this area if this concept is work.

14. Assigns tasks based on individual team member's strengths.

(Delegating)

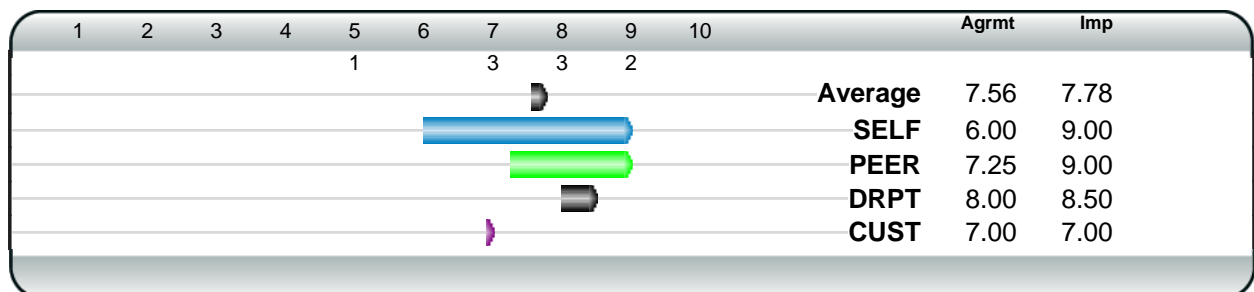


What you LIKE: - Behaviors or conditions you hope will continue

- In my interactions with Susan I don't get an opportunity to see this very often.
- She's great at utilizing peoples' inherent skills & talents
- Susan has faith in all the team members and is willing to foster and mentor us through any project.
- Yep--this she does!
- You are very good at recognizing people's strengths.

15. Explains why a task, objective or goal is important.

(Delegating)



What you LIKE: - Behaviors or conditions you hope will continue

- Susan is very good about explaining a process and it's importance

What you DON'T LIKE: - Behaviors or conditions that bother you and why

- Improve communications, don't just announce things.
- My own lack of product knowledge!

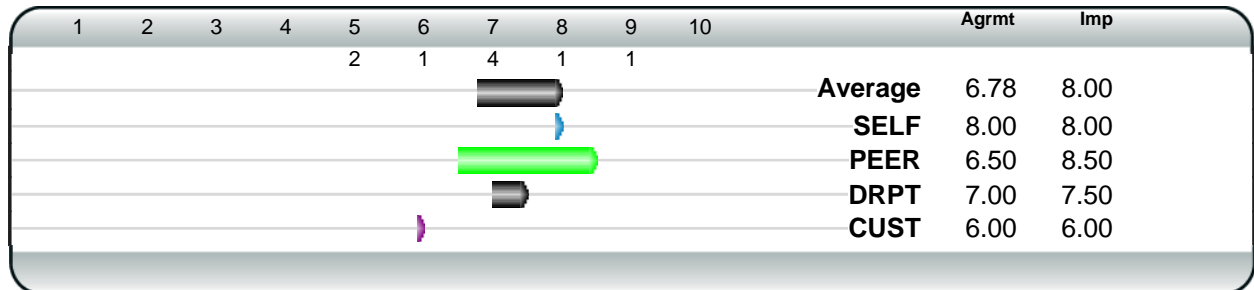
What you WANT: - Improvements that you desire

- Email is a great to communicate, it may help if you use it convey information weekly. Be deliberate about scheduling meetings in advance. Don't leave a meeting without another one being scheduled and stick to

Item Ratings - Relationships/Comments

What you WANT: - Improvements that you desire - (cont'd)
it.

16. Explains clearly how much freedom of action and authority have been granted to the team member.
(Delegating)



What you LIKE: - Behaviors or conditions you hope will continue

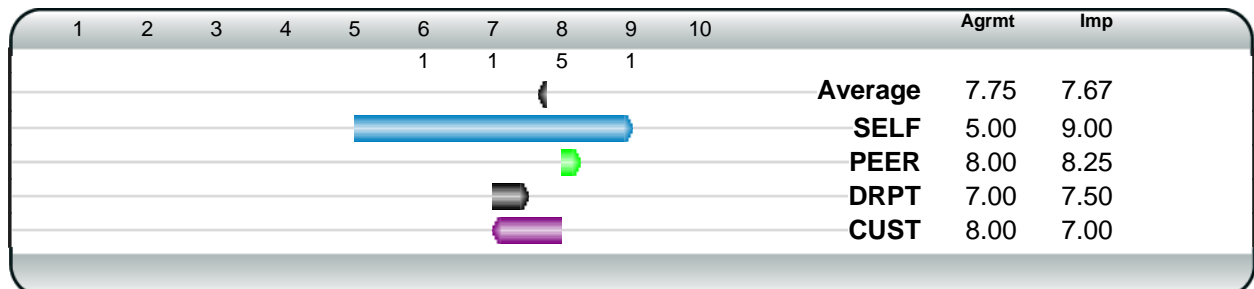
- Susan certainly doesn't dictate to affiliates, but does support and mentor as needed!

What you DON'T LIKE: - Behaviors or conditions that bother you and why

- Again, perhaps not enough time with her, but we are all busy!

17. Enforces team norms and standards.

(Observing)



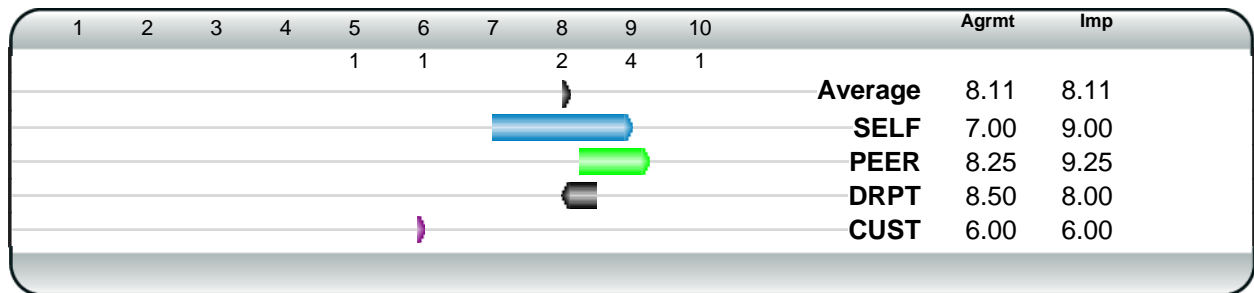
What you LIKE: - Behaviors or conditions you hope will continue

- Susan has communicated the importance of standardizing the team's norms and standards, but as long as the action is ethical and fair to our customers I feel there is flexibility.

Item Ratings - Relationships/Comments

18. Supports and encourages team members when they take initiative.

(Observing)

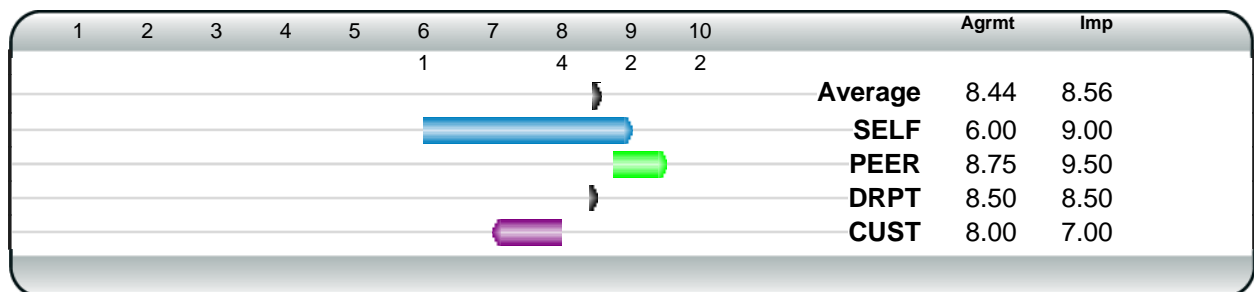


What you LIKE: - Behaviors or conditions you hope will continue

- Always!!
- Susan is a great person to bounce a new idea off of.
- You are great at encouraging others.

19. Reassures and supports team members when they encounter obstacles.

(Observing)

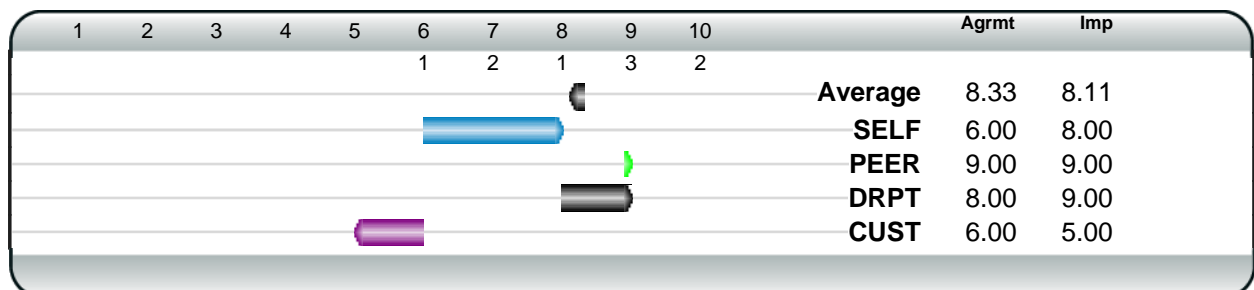


What you LIKE: - Behaviors or conditions you hope will continue

- Has the ability to pick people up.
- She's very supportive!
- Susan is a great mentor
- You care and you show it. You go above and beyond in this area to assure success.

20. When needed, helps team members overcome difficulties and roadblocks.

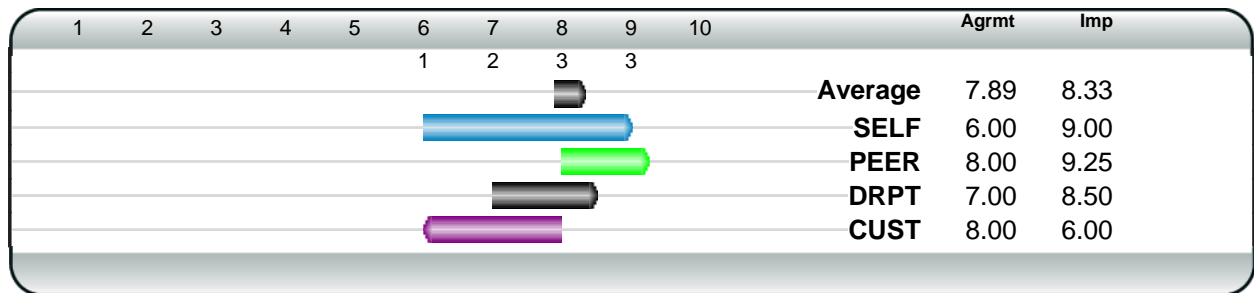
(Observing)



Item Ratings - Relationships/Comments

21. Shows genuine interest when another person is speaking.

(Listening)



What you LIKE: - Behaviors or conditions you hope will continue

- During a face-to-face meeting, Susan is right there with whomever is speaking.
- She's an excellent listener.
- Susan listens and shows understanding and support.

What you DON'T LIKE: - Behaviors or conditions that bother you and why

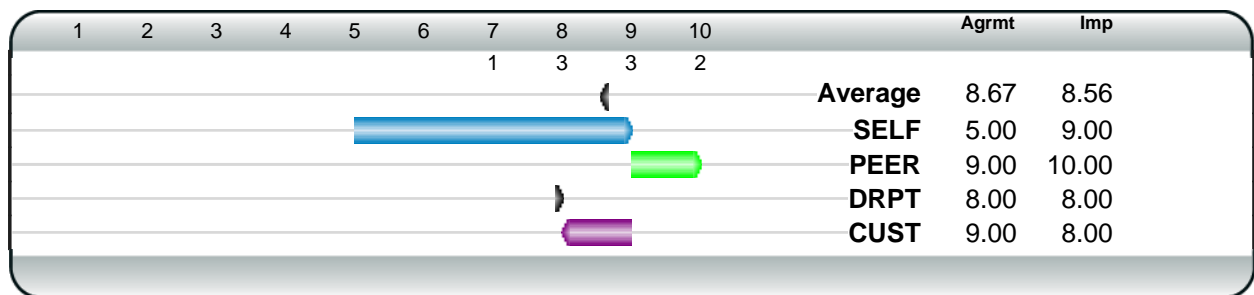
- Sometimes in the regular office, things are really busy and I get the impression that you're only listening with one ear.

What you WANT: - Improvements that you desire

- Please tell me if you can't give me your full attention. Unless it's an emergency, I'd rather wait to speak to you until you can.

22. When listening, asks questions to check understanding.

(Listening)



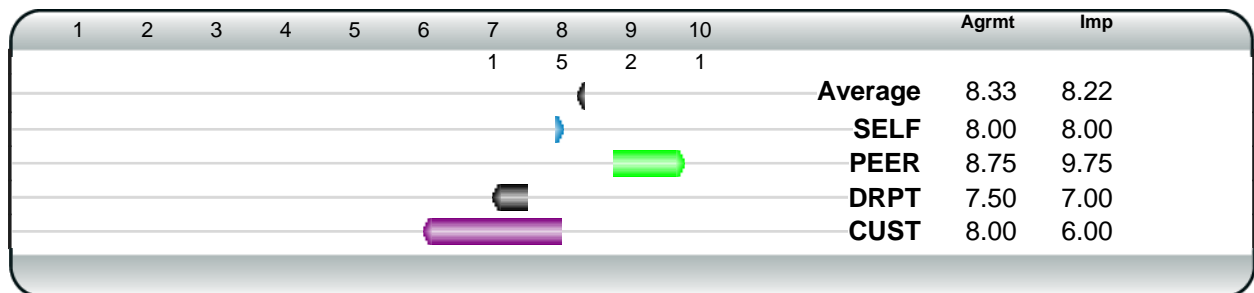
What you LIKE: - Behaviors or conditions you hope will continue

- You often follow up with e-mails just to double check something that we've agreed upon. It's a nice double-check, plus it's a reminder in writing for me too!

Item Ratings - Relationships/Comments

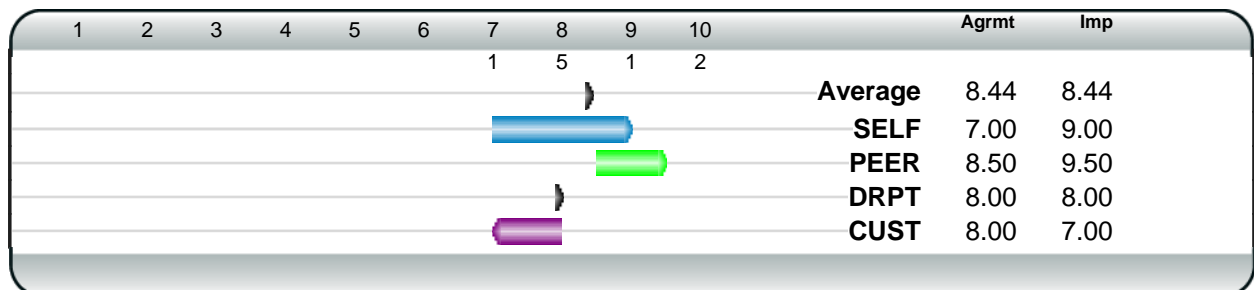
23. When listening, checks the meaning of the speaker's tone of voice, gestures and facial expressions.

(Listening)



24. When listening, summarizes the speaker's thoughts, feelings and ideas.

(Listening)

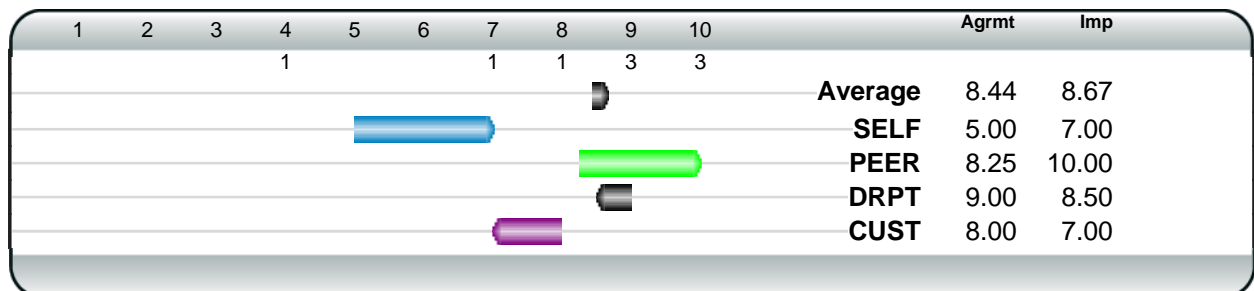


What you LIKE: - Behaviors or conditions you hope will continue

- she does this very well.

25. Gives praise or recognition to the team when it has performed well.

(Teambuilding)



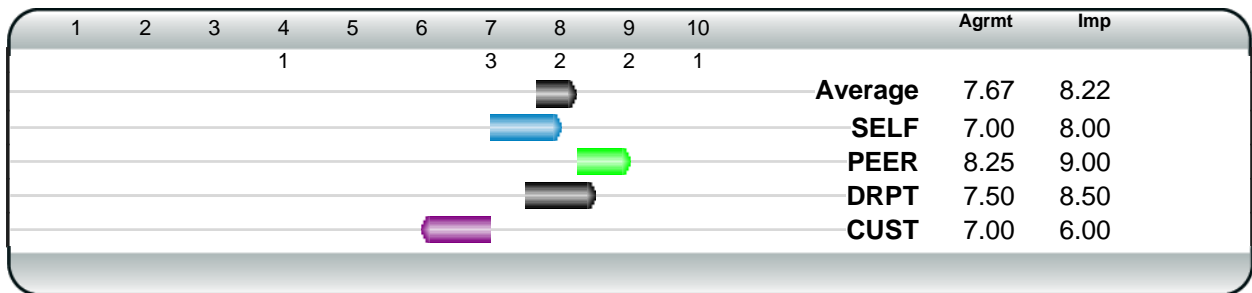
What you LIKE: - Behaviors or conditions you hope will continue

- Susan has been nothing but supportive to me!
- Susan is one of the best cheerleaders I know
- You always give feedback and recognize accomplishments.

Item Ratings - Relationships/Comments

26. Helps the team address and resolve team issues.

(Teambuilding)



What you LIKE: - Behaviors or conditions you hope will continue

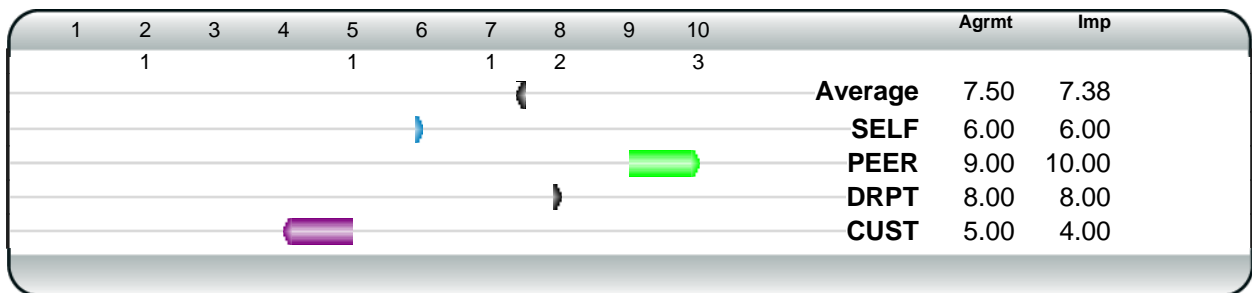
- Susan can be both direct and diplomatic which is very helpful when problems arise.
- The team meetings

What you WANT: - Improvements that you desire

- The day of the meetings (Fridays) is very difficult for me

27. Represents the team effectively to the rest of the organization.

(Teambuilding)

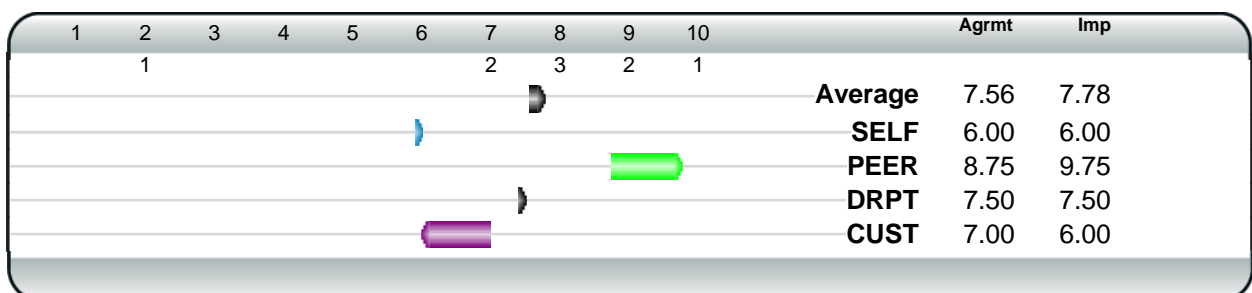


What you LIKE: - Behaviors or conditions you hope will continue

- Susan is exstreamly TEAM Approach oriented

28. Encourages coworkers to communicate with each other directly to resolve conflicts.

(Resolving Conflict)



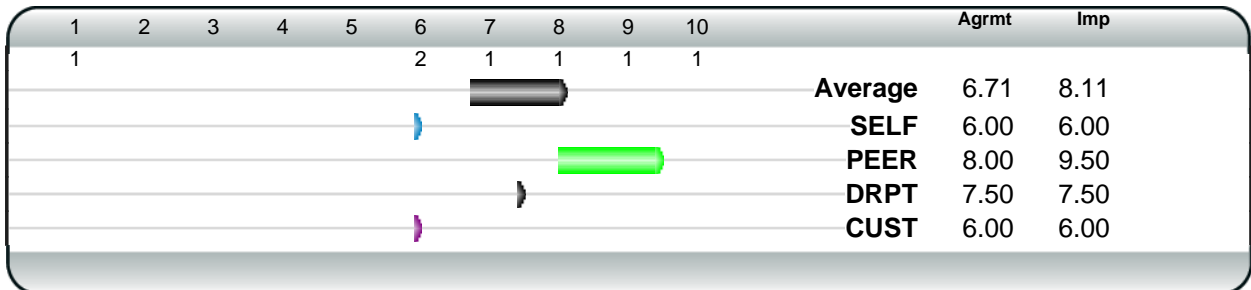
Item Ratings - Relationships/Comments

What you LIKE: - Behaviors or conditions you hope will continue

- I haven't experinced or witnessed any conflict amoung the team members, but I know that Susan would be supportiv eand encourage open honest dialoge to resolve the conflict. Thats what she does!
- Not only will Susan encourage you to deal directly with the other person, she'll even help you figure out what to say and how.

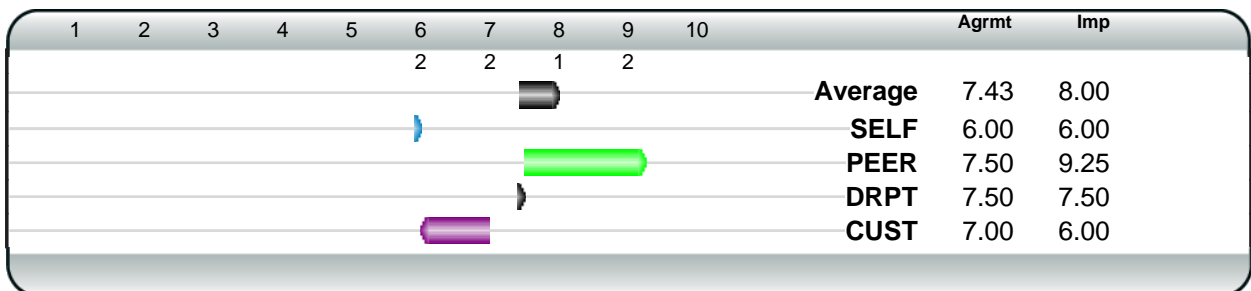
29. When other coworkers are in conflict, helps them listen to each other.

(Resolving Conflict)



30. When other coworkers are in conflict, helps them identify areas of agreement.

(Resolving Conflict)

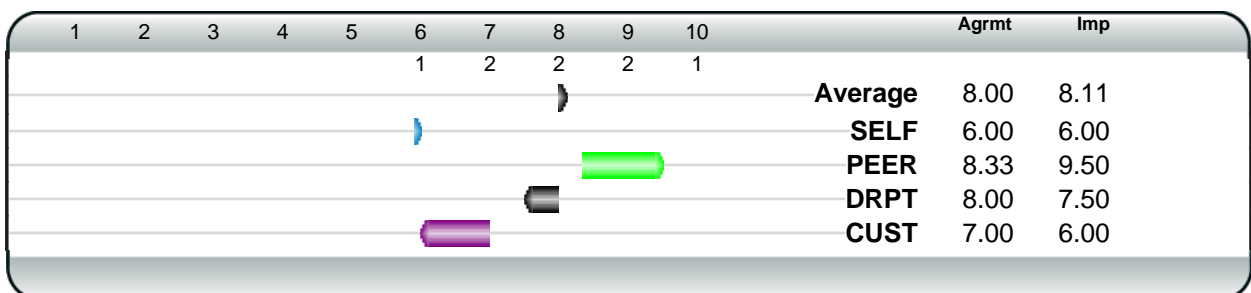


What you LIKE: - Behaviors or conditions you hope will continue

- Again, haven't seen any conflict, but I have no doubte that Susan would help those in conflict to understand and recognize the issues.

31. When other coworkers are in conflict, encourages them to consider new options.

(Resolving Conflict)



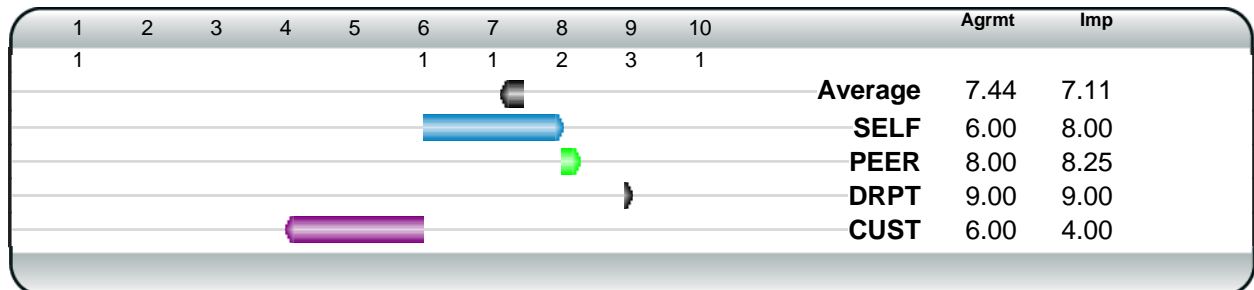
Item Ratings - Relationships/Comments

What you LIKE: - Behaviors or conditions you hope will continue

- Again, you've always managed to find that "win-win"
- Again...Susan is very creative and can think out of the box and get others to do so as well. She has shared stories with me of conflict resolution in both her business and personal life.
- You always point out different options.

32. When introducing a new task or skill, demonstrates how it is done.

(Performance Coaching)



What you LIKE: - Behaviors or conditions you hope will continue

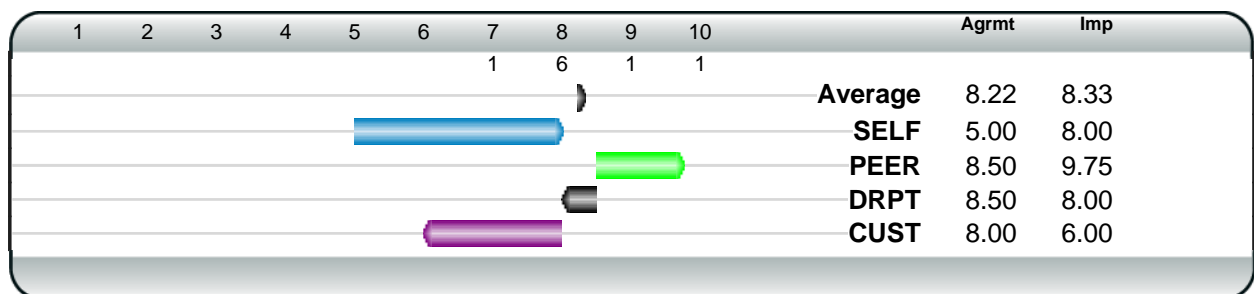
- her ongoing support
- She comes up with some great ideas!
- You make marketing look so easy!

What you WANT: - Improvements that you desire

- I get support over the phone on ne wproducts and ideas ans that is wonderful. Perhaps, while I'm not that busy I could assist with helping other team members with some of their projects. That would get me doing more hands on stuff, which is how I learn

33. When explaining a task or skill, allows time for practice.

(Performance Coaching)



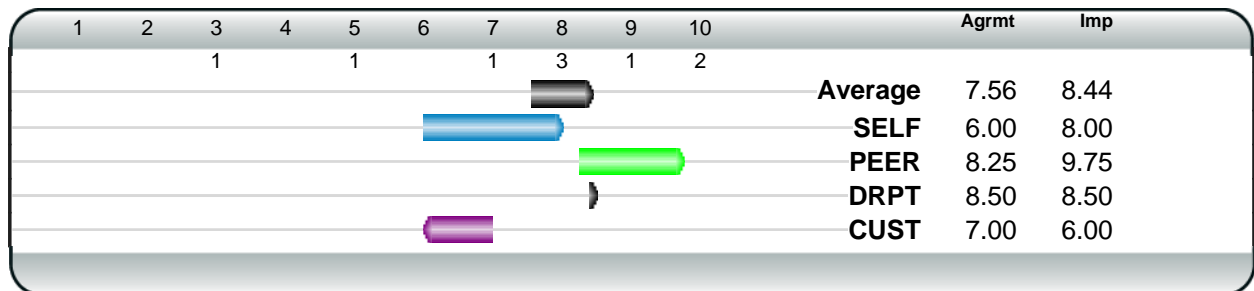
What you LIKE: - Behaviors or conditions you hope will continue

- Same cometsns as # 33
- She's a very good facilitator.

Item Ratings - Relationships/Comments

34. When helping team members develop new abilities, is patient and encouraging.

(Performance Coaching)

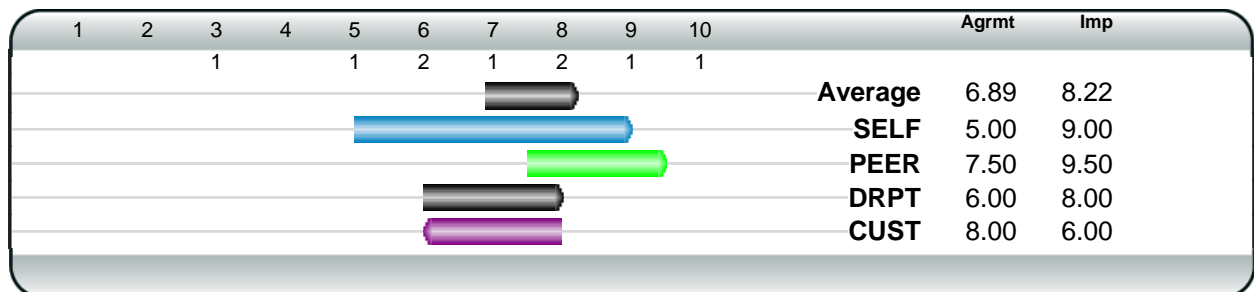


What you LIKE: - Behaviors or conditions you hope will continue

- Always
- You're a great coach and give very good feedback.

35. Encourages team members to think and solve problems for themselves.

(Performance Coaching)

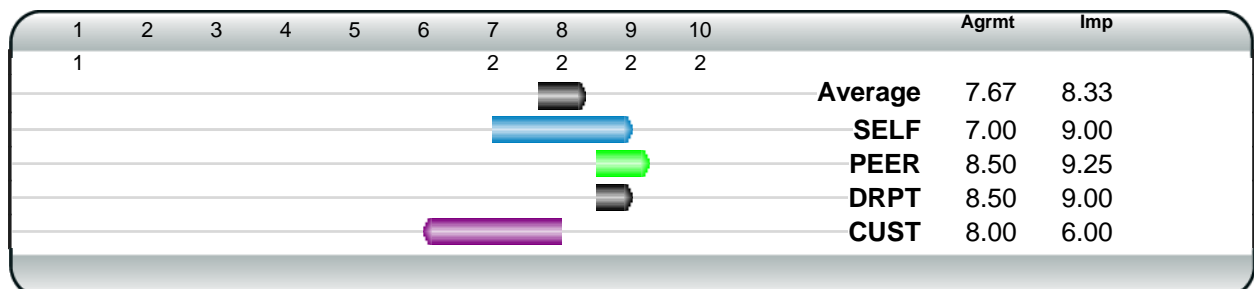


What you DON'T LIKE: - Behaviors or conditions that bother you and why

- Sometimes for the sake of time or simply getting the job done quickly, you'll just jump in and do it.

36. Encourages team members to attend education and training programs.

(Performance Coaching)



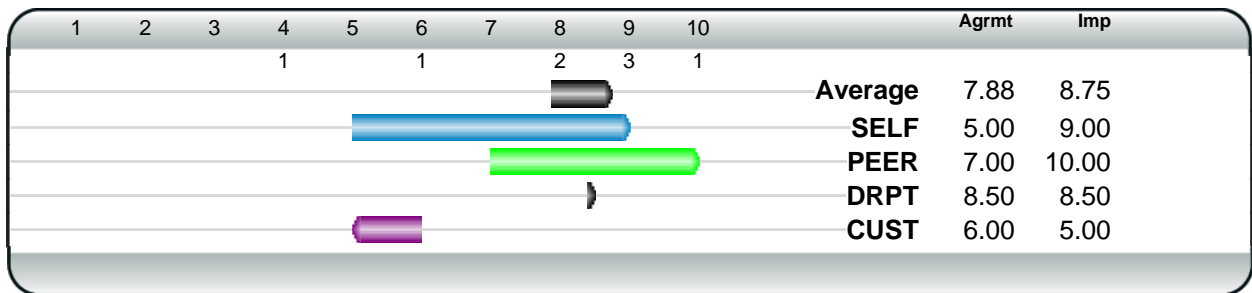
What you LIKE: - Behaviors or conditions you hope will continue

- This goes back to Susans strong ethics and standards! Always wanting to improve herself and realizes the importance of self improvement to everyone.

Item Ratings - Relationships/Comments

37. Gives ongoing performance feedback throughout the year.

(Performance Management)



What you LIKE: - Behaviors or conditions you hope will continue

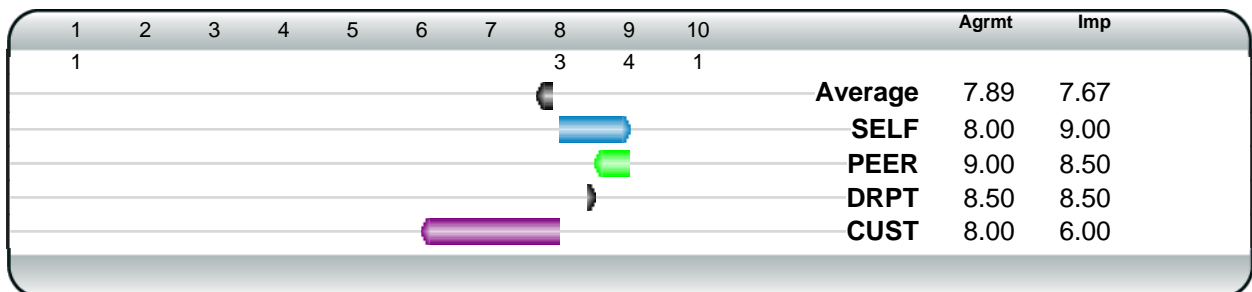
- I have gotten constant feedback and support.

What you WANT: - Improvements that you desire

- some constructive criticism

38. Gives informal verbal feedback about performance soon after it occurs.

(Performance Management)

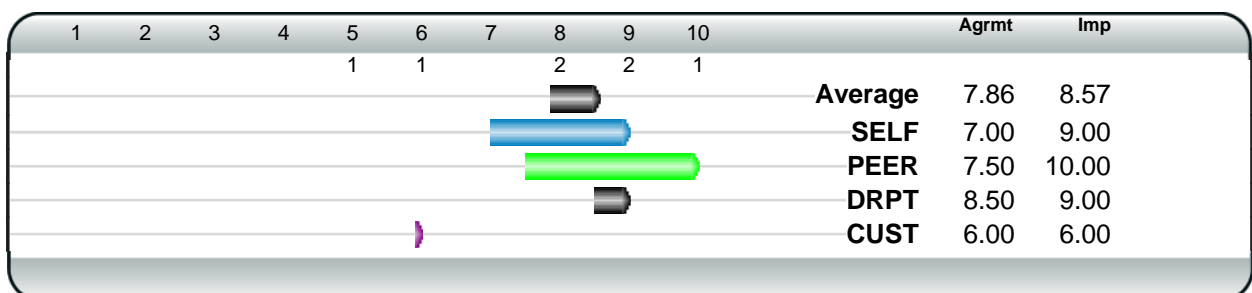


What you LIKE: - Behaviors or conditions you hope will continue

- I think she does this.
- No surprises - that is a good thing

39. Gives fair and accurate performance appraisal ratings.

(Performance Management)



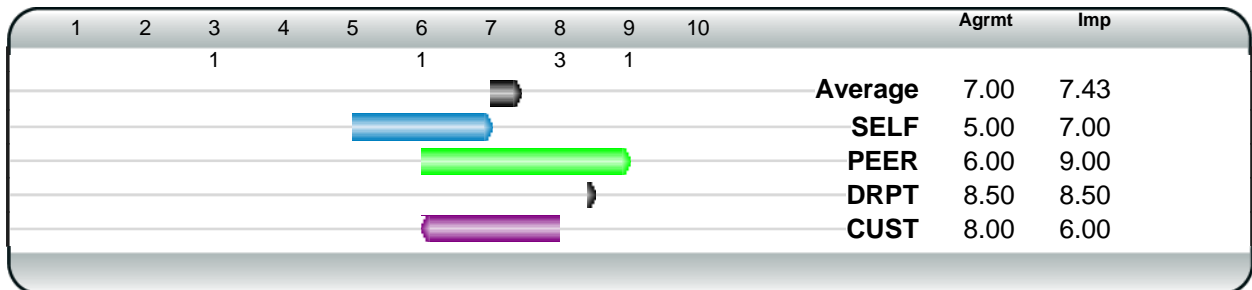
Item Ratings - Relationships/Comments

What you LIKE: - Behaviors or conditions you hope will continue

- *She's honest.*

40. During performance appraisal meetings, helps the team member set performance and professional development goals.

(Performance Management)



What you LIKE: - Behaviors or conditions you hope will continue

- *Rumor has it that she does this well.*

What you WANT: - Improvements that you desire

- *I haven't been to an appraisal meeting,so I can only assume from what I see of Susan that she would be more then able and willing to help set goals.*

Summary Questions

41. What is this person's most outstanding asset?

- *Demonstrates very good Quality Service towards customers*
- *She's friendly, supportive, encouraging, upbeat, honest*
- *Susan has many outstanding qualities. Her abilities in seeing possibilities, her enthusiasm and her sales skills are what stand out to me.*
- *Susan's most outstanding asset is her deep and profound commitment to the team process. She encourages each team member to be their best individually as well as collectively.*
- *That's a tough one! Her MOST outstanding quality to me would be her willingness to be supportive of others.*
- *They know the business very well.*
- *Very ethical, generally optimistic.*
- *Way too many to list here!*

42. What do you believe should be this person's #1 priority for development?

- *Self: Continued work in the area of helping teams through serious conflict should be an area of focus for me. Continued work in improving listening skills too, would benefit me in all areas of my work.*
- *Developing a focus and managing her time. Delegating is another area which will help her to be more effective.*
- *If there was anything that Susan could improve on, it would be delegation.*
- *Learning how to delegate*
- *More patience.*
- *Perhaps time management, as I understand that she does not like to do routine/admin stuff, yet is very busy and needs to be able to handle these tasks in a timely manner in order to increase her effectiveness.*
- *Sponsor Dale Kelley as a PSS affiliate....*
- *Taking time for herself.*
- *Utilize Best Practices efficiently.*

43. What else would you like to communicate to this person?

- *I have not had the opportunity to work with Susan much, at this point in time. I find her very understanding, supportive and creative. I perceive her to be a very strong and determined individual and I look forward to learning more with her!*
- *It has been a pleasure to work with you.*
- *Keep up the good work.*
- *Keep up the great work!*
- *Person needs to project more team effort*
- *That she has a good deal to offer.*
- *You are so talented and I wish you could see what the rest of the world does. Take time to analyze where*

Summary Questions

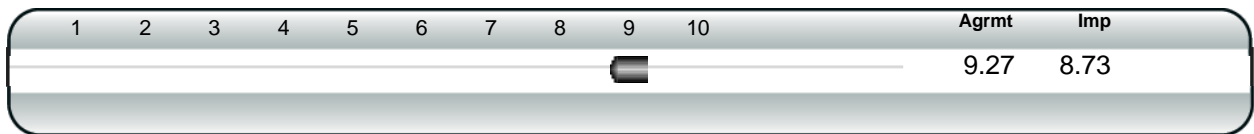
you are headed and plan how to get there. You just need some fine tuning!

- *You're a special friend--your honesty and personal integrity mean a lot!*

Highest-Rated Items

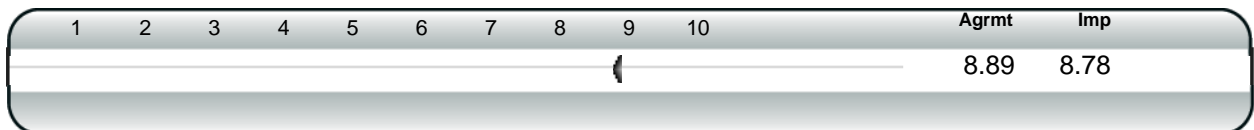
4. Demonstrates high standards of ethical conduct.

(Leading by Example)



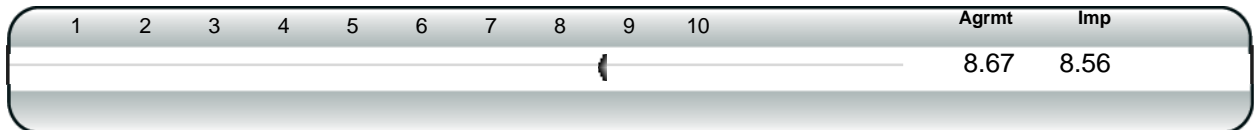
12. Makes ethically correct decisions.

(Decision Making)



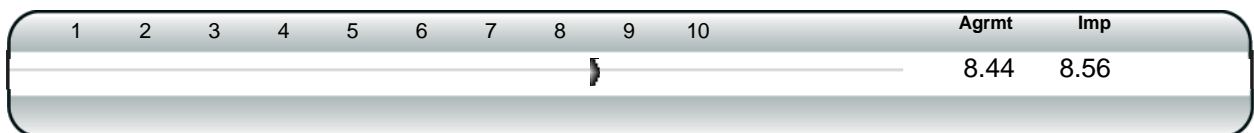
22. When listening, asks questions to check understanding.

(Listening)



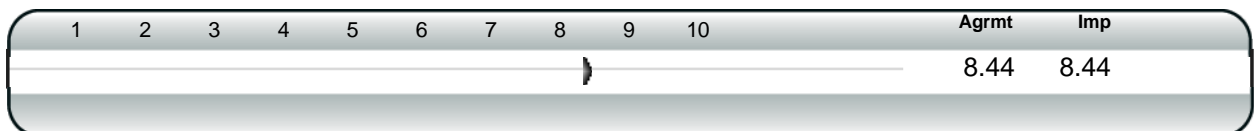
19. Reassures and supports team members when they encounter obstacles.

(Observing)



24. When listening, summarizes the speaker's thoughts, feelings and ideas.

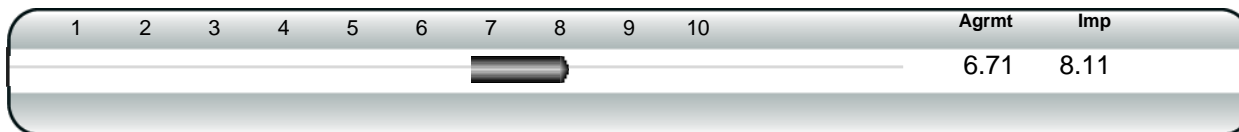
(Listening)



Recommendations for Development

29. When other coworkers are in conflict, helps them listen to each other.

(Resolving Conflict)



People who try to facilitate conflict resolution will see that people in conflict typically throw up barriers to communication. They are frustrated, suspicious or angry with each other. They focus mostly on their own needs, not the needs of the other person. Under these circumstances, it's difficult for them to use good interpersonal communication skills.

Yet, in order to resolve conflict to the satisfaction of everyone, it's vital that both parties translate their statements of want into statements of need. Only then can they brainstorm new alternatives that may be mutually beneficial. Coworkers and leaders can facilitate this statement by getting the parties in conflict to ask about each other's needs, then listen actively to each other. They should restate what the other person said to ensure that the needs of each are clearly understood.

What lower ratings may mean:

The people who gave you feedback may feel that you usually don't help them listen to each other.

- They may see you as someone who doesn't get involved.
- They may want your help when communication becomes difficult.
- You may not have good listening skills yourself.
- Perhaps you are not sure how to get people to listen to each other.
- Maybe you don't understand the importance of listening.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you want parties in conflict to listen well to each other. Ask them what improvements they would like to see in the way you help them do that.
- Identify someone who is skillful at helping people listen to each other. If possible, study this person's on-the-job behavior. Consider asking this person to observe you and give you feedback.
- Think of a time when people in conflict found it almost impossible to listen to each other. How did you feel? What impact did this have on your ability to resolve the conflict?
- The next time you try to help parties in conflict listen to each other, notice whether you pay attention to how they communicate more than what they communicate. Did you ask them to perform steps in communication they overlooked? Did you insist that they follow the process?
- Parties in conflict are not likely to remember the conflict resolution process. They will react instinctively to barriers and aggressive behaviors. You will have to make sure they accomplish each step, one at a time:
 1. Get both parties to say what they want.
 2. Determine how much they already agree on.
 3. Ask both parties to state the needs that are driving their wants.
 4. Ask the creative question: What options will satisfy both needs?
 5. Get them to brainstorm ways to satisfy both needs.
 6. Determine mutually acceptable options.

Recommendations for Development

- As you coach people to listen to each other, hold in your mind an image of perfect communication:
 - People talk directly to each other and look at each other.
 - When someone talks, the other listens.
 - When someone listens, that person checks the message.
 - When someone checks the message, the other person verifies it.You will have to intervene each time some part of the communication is not happening.
- The first step will be to ask both parties to state their wants and make sure the other party has understood. For example. "Ted, tell Mary what you want That's fine. Now, Mary, did you hear all that? Tell me what you believe Ted wants Ted, is that what you meant? Does she have it right? . . . OK, tell her what you really meant Mary, what did you hear him say? . . . Ted, it sounds like she understands you now, right? . . . Now, Mary, please tell Ted what you want from him"
- Consider believing in and doing things based on these positive attitudes:
 - "People need help stepping outside the pattern of instinctive reactions."
 - "Resolving conflict is a process, but you have to follow the right steps."

Recommended Resources

Cloke, Kenneth, and Joan Goldsmith. *Resolving Conflicts at Work*, Rev. Ed. Jossey-Bass, 2005.

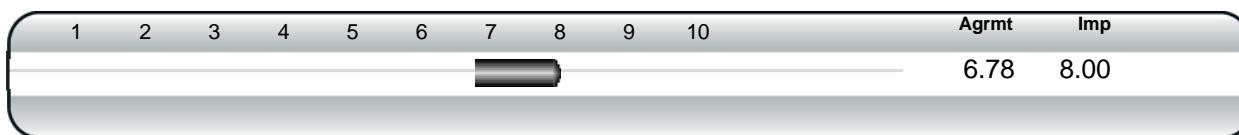
Levine, Stuart R. *The Six Fundamentals of Success*. Currency/Doubleday, 2006.

Steil, Lyman K., and Richard K. Bommelje. *Listening Leaders: The Ten Golden Rules to Listen, Lead and Succeed*. Beaver's Pond Press, 2004.

Recommendations for Development

16. Explains clearly how much freedom of action and authority have been granted to the team member.

(Delegating)



Effective delegation means empowering people with the authority to make decisions and take action. Leaders can't be everywhere, and it would be cumbersome for leaders to check every decision. Talented people are capable of making such decisions, and leaders should trust them to do so when their efforts are needed to achieve objectives.

However, it is important to specify how much rope a person has. What are the boundaries? What is not permitted? What kinds of decisions should be reserved for leaders? Talented individuals should not be kept on a short leash, but rarely is it appropriate to give them unlimited freedom of action. They want guidance from their leaders. They want to know the rules; they want to do what is expected of them.

What lower ratings may mean:

The people who gave you feedback may feel that they are not sure how much authority they have.

- They may not know when to take initiative or when to check with you.
- They may be unclear about constraints or boundaries you have in mind.
- When you delegate a task, you may not describe the parameters.
- After granting authority, you may have become upset when people used it.
- You may assume people already know how much authority they have.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you want them to be clear about their authority. Ask them what improvements they would like to see in the way you specify the amount of freedom of action you want them to use.
- Think of a time when you were not sure how much freedom of action you had. How did you feel? What impact did this have on your ability to be successful?
- The next time you find yourself making an assignment, think about describing clearly the boundaries of the task. Make clear what the person can and cannot do. Empower the person with the right amount of authority.
- Think about whether it is your habit to spell out boundaries, or do you assume that people know what they are and will act accordingly? To change your pattern, consider writing down everything you want people to avoid doing, so that you can communicate clearly. It is like telling them the length and width of the playing field and showing them where the goal line is. You should feel comfortable with whatever they decide to do within the boundaries of the playing field.
- As a leader, you probably will never be involved in an unconstrained project. Be specific about any boundaries that may exist:
 - Safety--requirements to protect people and equipment
 - Resources--what kinds are available and how much can be used
 - Deadlines--when certain actions must be completed

Recommendations for Development

- Standards--specific levels of quality that are expected
 - Authority--what decisions can be made without checking with the leader
 - Regulations--any laws or policies that may apply
- Consider this rule of thumb: the fewer boundaries that constrain team members, the better. The more guidance and instructions you give, the less original thinking will go into the project. You certainly do not want to over-specify implementation to talented people.
 - Be sure you have given careful thought to the minimum boundaries you wish to specify. You will lose credibility as a leader if you change your mind later.
 - Consider believing in and doing things based on these positive attitudes:
 - "People want to play the game. First, they've got to know the rules."
 - "People will turn themselves loose if they have room to operate."

Recommended Resources

Buckingham, Marcus, and Curt Coffman. *First, Break All the Rules: What the World's Greatest Managers Do Differently*. Simon & Schuster, 1999.

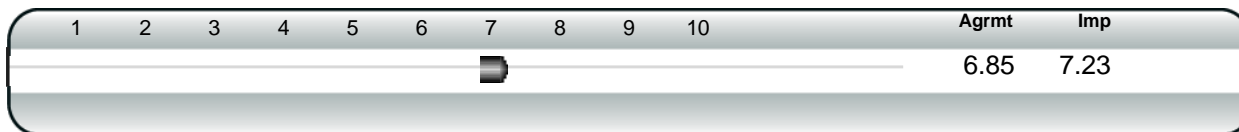
Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations*, 3rd Ed. Jossey-Bass, 2003.

Lawson, Ken. *Successful Assertive Management*. Barron's, 2006.

Recommendations for Development

2. Uses time effectively--works on high-priority actions first.

(Leading by Example)



In our changing world, activity is fast-paced. A lot is happening, and much of it is not what was projected. It is difficult to get everything done, and everyone would like to have more time. Some people take time away from their personal lives, but there is only so much time in a day or a week. Time is a resource--a very limited one--and the solution is to use it more wisely.

People have to determine which activities will enable them to accomplish their professional and organizational goals. They need to use tools, methods, habits and self-discipline to help them spend more time working on the most important things. Team members who don't manage their time well may create crisis situations in the workplace, sacrifice quality, disrupt the schedules of others and run out of time for accomplishing the most important activities.

What lower ratings may mean:

The people who gave you feedback may feel they are adversely impacted by the way you use your time.

- They may feel you are poorly organized.
- They may feel that you waste time or aren't fully in control of it.
- You may not know what the top priorities are.
- Maybe you sometimes put off important activities until the last minute.
- Your work may be interrupted by unexpected events, visits or calls.
- You may have to spend time "putting out fires" and solving problems.
- You may find it hard to say "no" to a request.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them you do not want to waste time. Ask them what more they would like to see you do to manage your time well.
- Identify someone who is good at managing time. If possible, study this person's on-the-job behavior. Consider asking this person to observe you and give you feedback.
- Think about an actual situation in which your failure to use time wisely caused problems. Analyze what happened, why, and the consequences. How could you have handled the situation differently?
- Review the stated mission and goals of your work group.
- Find out what your top priorities are--the goals or projects that matter most and will make the biggest difference to your success and the success of your organization.
- Get better at breaking difficult, complex goals or projects into smaller objectives or tasks.
- Think of ways to involve others in a team effort to get difficult jobs done.
- Create more detailed action plans that list all steps with dates and responsible individuals.

Recommendations for Development

- Set more realistic task deadlines and do everything in your power to meet them.
- Consider using a more effective system of planning calendars, software and other tools for time management.
- At the end of each day, account for how you actually spent your time. Determine how much time was spent working on high-priority goals. How much time was wasted and why? What can you do to reduce these time-wasters?
- Before beginning a new task, ask yourself, "Is this the best use of my time right now?"
- Discipline yourself to put off less important activities. Work on highly important projects first, even if not time-urgent. Spend more time on them now to prevent a future crisis.
- Establish norms and procedures to minimize interruptions of all kinds. If possible, establish regular periods of protected time, when you cannot be interrupted.
- Get better at saying "no" in a positive way to requests not aligned with your top priorities.
- Eliminate "time wasters" such as reading junk mail, extended or non-priority phone conversations, socializing, low-priority non-urgent tasks, etc.
- Consider believing in and doing things based on these positive attitudes:
 "Time is money--it can be wasted or invested wisely."
 "I will make the best use of my time."

Recommended Resources

Covey, Stephen R., et al. *First Things First: To Live, to Love, to Learn, to Leave a Legacy*. Free Press, 1996. (a 20/20 Insight classic)

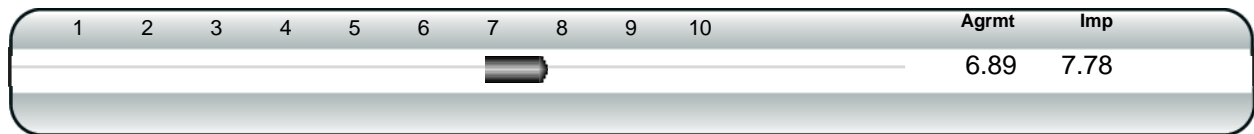
Dodd, Pamela, and Doug Sundheim. *The 25 Best Time Management Tools & Techniques*. Peak Performance Press, 2005.

Mancini, Marc. *Time Management*. McGraw-Hill, 2003.

Recommendations for Development

9. When possible, gets opinions and ideas from the team before making a decision.

(Decision Making)



Wise leaders consult the intelligence, creativity, knowledge, skills, opinions and experience of other team members before making a decision. These people have a stake in the decision, and they know things that leaders don't know. Nearly always, the extra input will make the decision a better informed one. By consulting with the team, leaders help members feel that they are a part of the decision, reducing the likelihood that they will oppose it. People are more likely to give their input freely if they believe it is desired and valued. Leaders can encourage them to contribute by asking for it, listening to it, using it and giving them credit for it.

Leaders have four options when making a decision: (1) autocratic--the leader makes the decision with no input from members of the group, (2) consultative--the leader makes the decision, but first get opinions and ideas from group members, (3) consensus--the leader turns the decision over to the group, and (4) delegated--the leader expects the person to whom the responsibility has been delegated to make the decision. Only the autocratic decision does not involve input from members of the group.

What lower ratings may mean:

The people who gave you feedback may feel that you often do not ask for their input before making a decision.

- They may feel that they have important input to offer.
- They may want to do what they can to make sure decisions are beneficial.
- Perhaps you have not made a habit of asking for their input.
- You may not have thought to ask for ideas or opportunities.
- You may not think their opinions about important issues are relevant.
- You may believe that in most cases their input is not really needed.
- You may feel that getting input takes more time than it is worth.
- You may believe that they know very little that you don't already know.
- Possibly you have not expressed appreciation for their opinions and ideas.
- Maybe you have not given your team members credit for their input.

Recommended follow-up development actions:

- If the comments you received do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you value their knowledge, experience and creativity and that you often need their input before making a decision. Ask them what improvements they would like to see in the way you get their opinions and ideas.
- Identify someone who has a reputation for getting ideas from team members. If possible, study this person's on-the-job behavior. Consider asking this person to observe you and give you feedback.
- Think about an actual situation in which you failed to ask for ideas from members of your work group. Analyze what happened, why, and the consequences. How could the situation have been handled differently?
- Consider that checking the opinions of your team members before making a final decision doesn't cost anything, except for a little time. A smart leader gets the facts before making a decision, and your team members are often your best source of information.

Recommendations for Development

- To make better informed decisions, ask for and listen to input from team members. Their focus is not the same as your focus, and they are likely to give you information that you may have overlooked.
- When the members of your team give you facts and information, ask them what they think it means. When they tell you, listen and take notes. Resist the urge to argue with opinions that conflict with your own. Simply acknowledge the input and thank them for it. Example: "Joan, I have never had that point of view explained to me before. It may prove useful. Thank you."
- When they give you opinions, ask: "What has happened to cause you to feel that way?" or "What facts do you have to support that notion?"
- When getting input from your team, explain the options available to you. Review the pros and cons of each option. Ask them if they believe there are any other options. Ask: "What are the most important criteria for making this decision?" Ask them what they feel should be done, and why.
- Remember that you are under no obligation to do what they suggest. Simply affirm their input and thank them. Example: "You've given me a lot of food for thought. Now I need time to consider it. It will help me think more clearly, and I thank you for it."
- Don't make the mistake of asking for input from your team members as a formality, after you have already made your decision. It is amazing how often they know when this is happening, and they lose respect for the person who asked.
- Consider believing in and doing things based on these positive attitudes:
"Most of the solutions my group needs exist in the minds of the members."
"If I ask, I shall receive."

Recommended Resources

Henderson, David, and Charles Hooper. *Making Great Decisions*. Chicago Park Press, 2006.

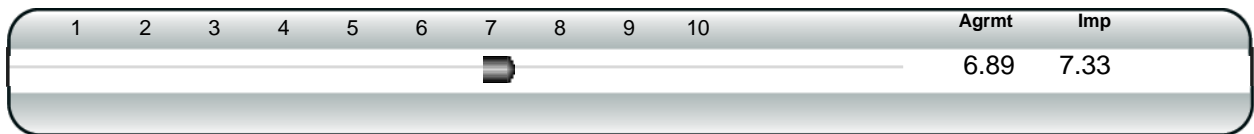
McCall, Morgan W., and Robert E. Kaplan. *Whatever It Takes: The Realities of Managerial Decision-Making*, 2nd Ed. Prentice-Hall, 2001.

Rees, Fran. *How to Lead Work Teams: Facilitation Skills*, 2nd Ed. John Wiley & Sons, 2001.

Recommendations for Development

13. Makes clear how individual roles are important to team success.

(Delegating)



In most work groups, the members must work together well in order to perform their mission. Specific, essential roles need to be identified. Talented people should be selected to fill those roles. If everyone delivers a highly professional effort and works smoothly with everyone else, the team is likely to be successful.

Individual roles may be defined through a creative design of work processes, or they may evolve over a long period of trial and error. In either case, everyone in the work group must make a specific contribution, so everyone must clearly understand the importance of each other's roles. As changes occur in the workplace, it is the role of leaders to make sure that there is no confusion about who is supposed to do what.

What lower ratings may mean:

The people who gave you feedback may feel that you do not sufficiently stress the importance of each person's role on the team.

- They may be confused about who is responsible for what.
- Maybe some people sense you value some roles more than others.
- Because of changes, they may be concerned that their roles have changed.
- Possibly the specific roles of each team member are not clear to you.
- Perhaps you feel that team members already understand their roles.
- Maybe they are aware of their roles but want more explanation.
- Some team members may not know what you think about their roles.
- Some people may want to change their roles to make a greater contribution.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you want everyone on the team to clearly understand each other's roles. Ask them what improvements they would like to see in the way you clarify the importance of their roles.
- Ask yourself what roles are needed to accomplish the mission and vision of your team. On a sheet of paper, describe in writing the roles that are currently specified on the team. Is your team structured with the right roles? Make sure there are no gaps--that the team structure is sufficient to support the team mission and vision.
- People want to feel that they are playing an important role. In fact, if someone is not playing an important role, that position should be restructured so that it is important. Be sure to emphasize face-to-face with everyone exactly what actions are expected and how each role is important.
- Consider defining role expectations in writing--a "job description." It may include a description of the role, how it supports the team purpose and general responsibilities. The statement could also include a list of qualifications and skills needed for the role. Give a copy to the team member. Review it annually and keep it current.
- As missions, conditions or people change, roles are likely to change. While a leader does not have to do it very often, it may be necessary to review with everyone the structure of the team. Explaining the big picture

Recommendations for Development

of how everyone's roles related to the team effort can help people understand how to cooperate and interact with each other.

- If many changes have happened over time, people may not be sure who should be doing what. One way of getting back on track is to involve the team members in creative dialogue to clarify roles. Consider asking questions such as these:
 - Has our vision changed? What should it be now?
 - What are our most important priorities right now?
 - What roles are needed to be successful?
 - Which of you should play these roles?
- When problems or setbacks occur, a team member may need encouragement. An excellent way to encourage someone is to reaffirm how important that person's role and contributions are to the total team effort.
- Consider believing in and doing things based on these positive attitudes:
 - "Everyone wants to feel important."
 - "For people to do their best, they need to know what's expected."

Recommended Resources

Buckingham, Marcus. *The One Thing You Need to Know...About Great Managing, Great Leading, and Sustained Individual Success*. Free Press, 2005.

Fox, Jeffrey J. *How to Become a Great Boss*. Hyperion, 2002.

Scholtes, Peter R., et al. *The Team Handbook: How to Use Teams to Improve Quality*, 3rd Ed. Oriel, 2003.