20/20 Insight Special Report

ENERGY TRANSFER
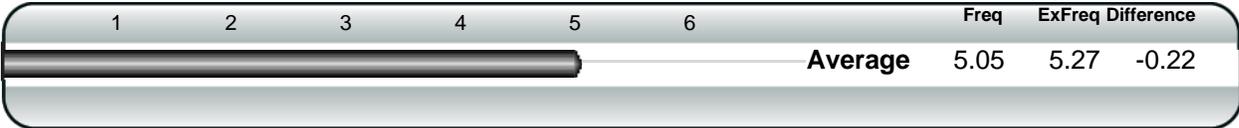
Joe Sample

December 18, 2018

Table of Contents

Leadership Excellence

Joe Sample

Category Summary

Managing Performance

	1	2	3	4	5	6		Freq	ExFreq	Difference
							Average	5.05	5.27	-0.22

Supporting Development

	1	2	3	4	5	6		Freq	ExFreq	Difference
							Average	4.79	5.20	-0.41

Setting the Example

	1	2	3	4	5	6		Freq	ExFreq	Difference
							Average	5.23	5.43	-0.20

Managing Performance

1. Clearly explains to others what is expected of them.

	1	2	3	4	5	6		Freq	ExFreq	Difference
			3		5					
							Average	5.63	5.67	-0.04
							SELF	4.00	6.00	-2.00
							DRPT	5.50	5.50	0.00
							PEER	5.75	5.75	0.00

Please provide further clarification regarding your response if needed: -
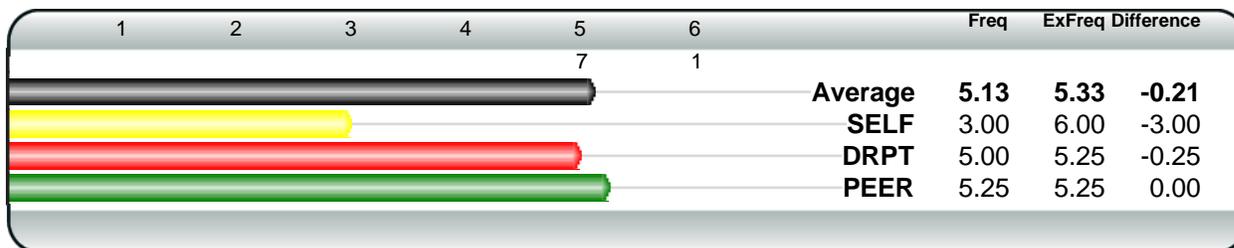- *Joe's team knows "keeping the butane tanks full" is their mission.*

2. Holds others accountable for improving performance and achieving developmental goals.

	1	2	3	4	5	6		Freq	ExFreq	Difference
				2	5	1				
							Average	4.88	5.44	-0.57
							SELF	4.00	6.00	-2.00
							DRPT	5.00	5.50	-0.50
							PEER	4.75	5.25	-0.50

Please provide further clarification regarding your response if needed: -
- *I believe Joe holds his staff accountable for "improving performance" since their performance levels are very much consistent. I am not sure about "achieving development goals" due to lack of information.*

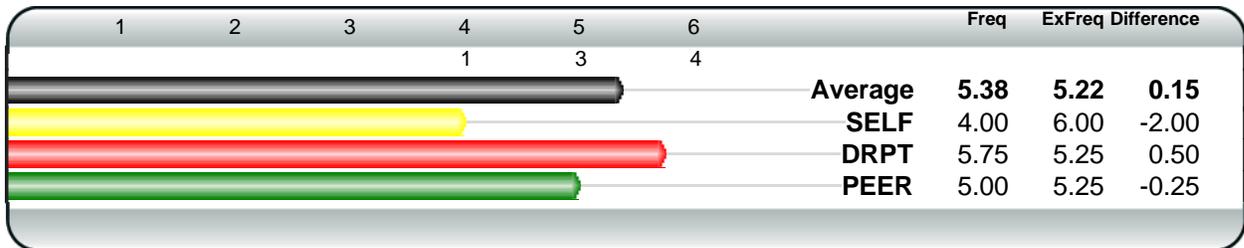**3. Gives timely, constructive and ongoing feedback to others regarding their performance.**

	1	2	3	4	5	6		Freq	ExFreq	Difference
					7	1				
							Average	5.13	5.33	-0.21
							SELF	3.00	6.00	-3.00
							DRPT	5.00	5.25	-0.25
							PEER	5.25	5.25	0.00

Please provide further clarification regarding your response if needed: -
- *I believe Joe gives timely and constructive feedbacks to others since the performance of his team is consistently high.*

- *Joe is very good at making sure one feels like they've done a good job or if one needs improvement by working and talking to us individually or as a group.*

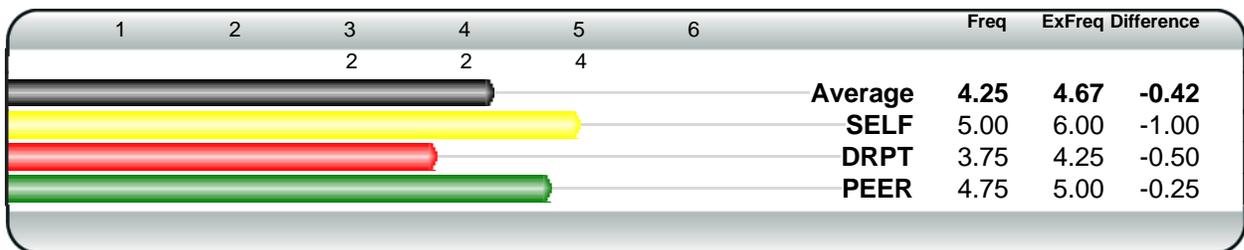## Item Ratings - Performance/Expected

4. Gives meaningful and specific praise or recognition to those who have performed well.

	1	2	3	4	5	6		Freq	ExFreq	Difference
				1	3	4	Average	5.38	5.22	0.15
							SELF	4.00	6.00	-2.00
							DRPT	5.75	5.25	0.50
							PEER	5.00	5.25	-0.25

Please provide further clarification regarding your response if needed: -
- *Joe frequently shares his appreciation, recognition with individuals and the group.*

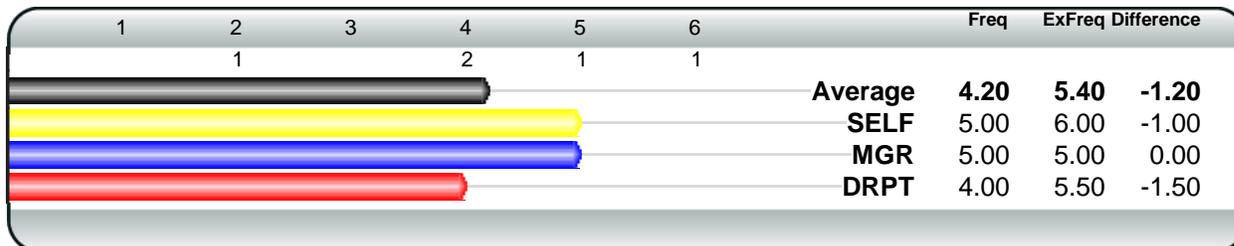**5. Expresses an accurate evaluation of people's strengths and weaknesses.**

	1	2	3	4	5	6		Freq	ExFreq	Difference
			2	2	4		Average	4.25	4.67	-0.42
							SELF	5.00	6.00	-1.00
							DRPT	3.75	4.25	-0.50
							PEER	4.75	5.00	-0.25

Please provide further clarification regarding your response if needed: -
- *Joe is good at seeing people's strength and giving praise. Weaknesses can be hard to see unless an issue arises. When you are not sitting with your group to see where their focus is and how their day progresses you can miss weaknesses. Some employees cover their weaknesses with excuses. When questionable issues arise time needs to be focused on getting feedback from co-workers and other departments that might be effected. Once the weaknesses is identified a plan needs to be made to correct issues going forward and support for employee to continue to improve their performance. Issues need to be addressed immediately so not to effect other employees and departments.*
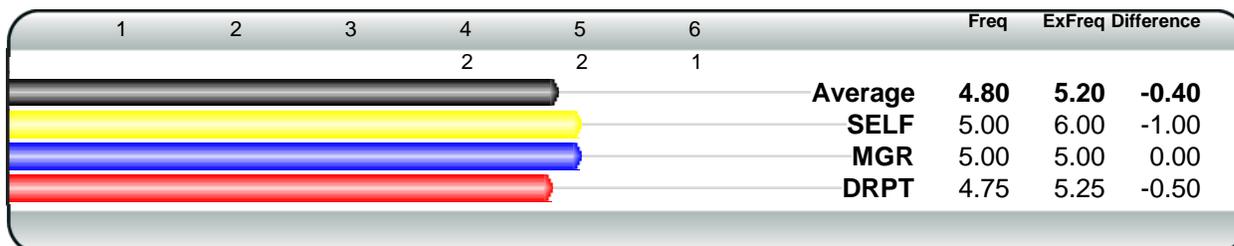
Supporting Development

6. Gives team members challenging assignments based on individual strengths.

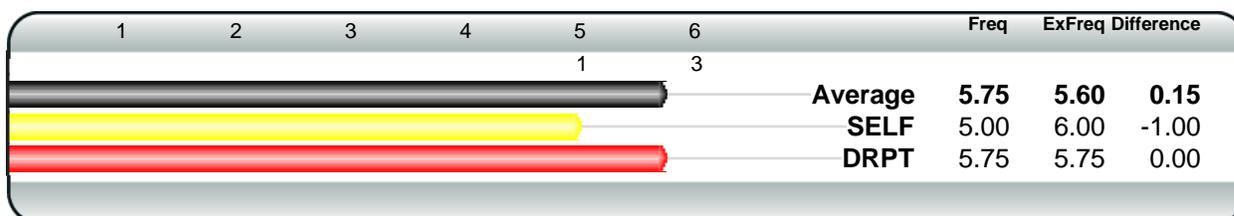|	1	2	3	4	5	6		Freq	ExFreq	Difference
		1		2	1	1	Average	4.20	5.40	-1.20
							SELF	5.00	6.00	-1.00
							MGR	5.00	5.00	0.00
							DRPT	4.00	5.50	-1.50

Please provide further clarification regarding your response if needed: -

- *It seems that there are certain people in our group who Joe holds to a higher level of accountability than others. Rather than having a couple of "go to people" in the group, Joe should allow everyone the opportunity to be challenged and to improve upon his/her strengths.*

- *Joe can improve on making sure that everybody in the group gets a chance to take on challenging assignments so that certain team members can improve on their weaknesses; rather then selecting a selective few to take on these challenges solely based on their accountability and reliability.*

- *More assignments are given to stronger employees more often then spreading it out and giving other employees a chance to show their strentgths. It's easier when you are busy to go to the stronger more dependable employee but it sometimes adds pressure to that one employee and other employees feel left out. Everyone needs to be called upon at times to give them a chance to show their strength, step up to the plate and shine.*

7. Actively removes barriers that make it hard for team members to accomplish both performance and professional development goals.
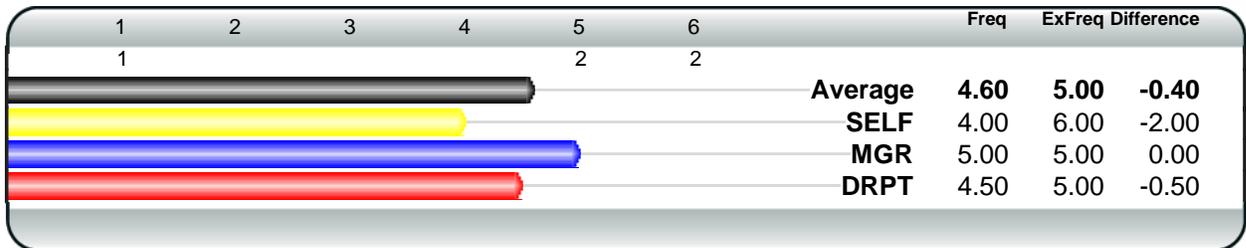
	1	2	3	4	5	6		Freq	ExFreq	Difference
				2	2	1	Average	4.80	5.20	-0.40
							SELF	5.00	6.00	-1.00
							MGR	5.00	5.00	0.00
							DRPT	4.75	5.25	-0.50

8. Helps team members learn without punishing them for mistakes when trying new or difficult challenges.

	1	2	3	4	5	6		Freq	ExFreq	Difference
					1	3	Average	5.75	5.60	0.15
							SELF	5.00	6.00	-1.00
							DRPT	5.75	5.75	0.00

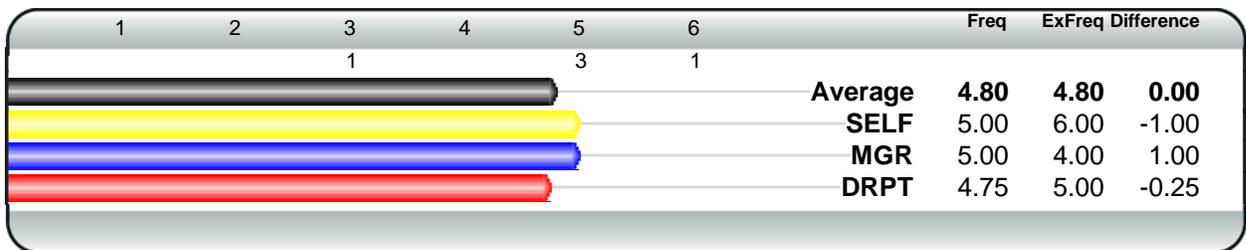## Item Ratings - Performance/Expected

9. Encourages team members to have a working plan for their professional development.

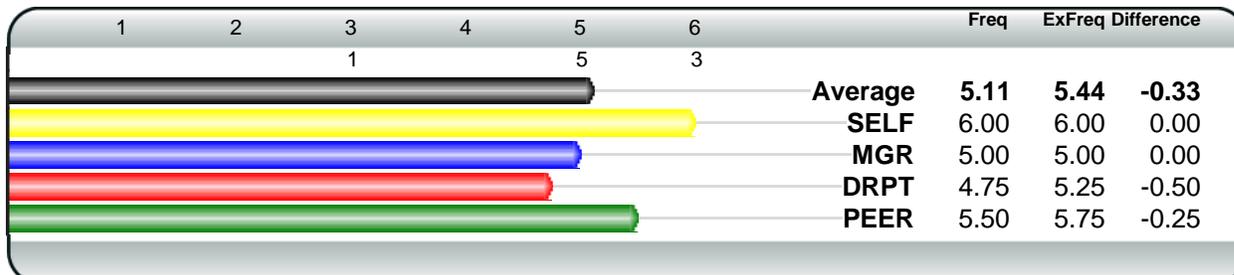|	1	2	3	4	5	6		Freq	ExFreq	Difference
	1				2	2				
							Average	4.60	5.00	-0.40
							SELF	4.00	6.00	-2.00
							MGR	5.00	5.00	0.00
							DRPT	4.50	5.00	-0.50

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

	1	2	3	4	5	6		Freq	ExFreq	Difference
			1		3	1				
							Average	4.80	4.80	0.00
							SELF	5.00	6.00	-1.00
							MGR	5.00	4.00	1.00
							DRPT	4.75	5.00	-0.25

Setting the Example

11. Effectively communicates and keeps others abreast of changes within the organization.

	1	2	3	4	5	6		Freq	ExFreq	Difference
			1		5	3				
							Average	5.11	5.44	-0.33
							SELF	6.00	6.00	0.00
							MGR	5.00	5.00	0.00
							DRPT	4.75	5.25	-0.50
							PEER	5.50	5.75	-0.25

Please provide further clarification regarding your response if needed: -

- *Joe has to keeps his team abreast of changes - dealing with "change" is a part of his business.*

- *Joe is very busy and he has numerous meeting or conference calls that effect our jobs. Information we need isn't always shared or shared in a timely manner. Taking notes and highlighting what needs to be shared during each meeting would help him remember and make it easier to share with us. A quick run by our desk or an end of day email to the group on what he has learned would be appreciated.*
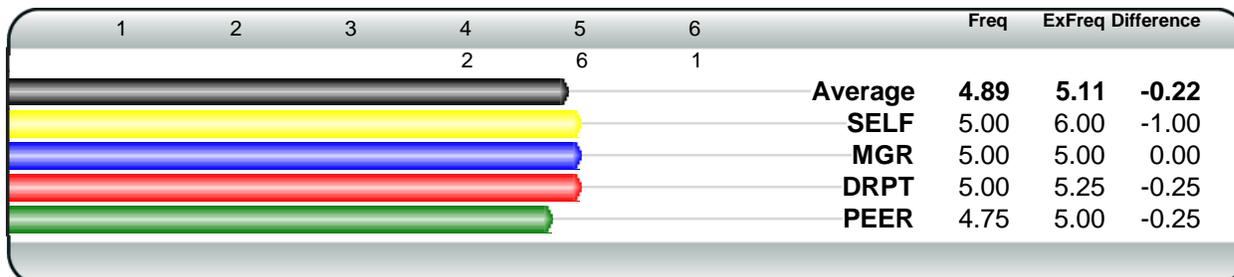
12. Provides a positive role model of effective leadership behavior during change.

	1	2	3	4	5	6		Freq	ExFreq	Difference
					2	7				
							Average	5.78	5.78	0.00
							SELF	5.00	6.00	-1.00
							MGR	5.00	5.00	0.00
							DRPT	6.00	6.00	0.00
							PEER	5.75	5.75	0.00

Please provide further clarification regarding your response if needed: -
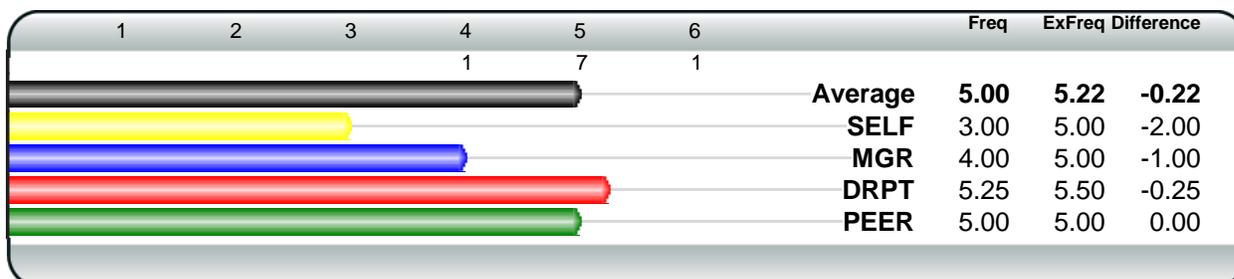
- *Joe is always professional and upbeat. He may not always have the information or answers we are looking for at that moment because he only knows what he has been told at that point but he is supportive and listens to us all. He is good at coming back and updating as he is informed.*

- *Joe is very good about keeping a positive attitude with whatever changes the group or company comes across. It helps the group morale stay focused and keeps things positive within the group.*

- *Well, Joe listens patiently to others and express his point of views diplomatically.*
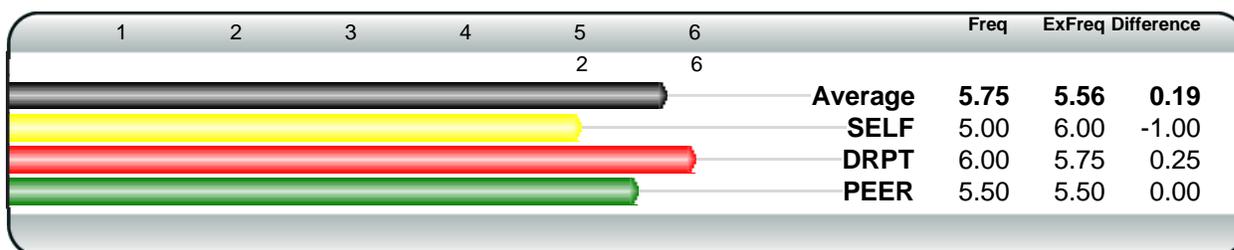
13. Mentors people who have leadership potential.

	1	2	3	4	5	6		Freq	ExFreq	Difference
				2	6	1				
							Average	4.89	5.11	-0.22
							SELF	5.00	6.00	-1.00
							MGR	5.00	5.00	0.00
							DRPT	5.00	5.25	-0.25
							PEER	4.75	5.00	-0.25

14. Works on improving own knowledge and skills.

	1	2	3	4	5	6		Freq	ExFreq	Difference
				1	7	1				
							Average	5.00	5.22	-0.22
							SELF	3.00	5.00	-2.00
							MGR	4.00	5.00	-1.00
							DRPT	5.25	5.50	-0.25
							PEER	5.00	5.00	0.00

Please provide further clarification regarding your response if needed: -

- *Joe learns new stuff if it is necessary for his job.*

15. Interacts well with the different personalities of coworkers.

	1	2	3	4	5	6		Freq	ExFreq	Difference
					2	6				
							Average	5.75	5.56	0.19
							SELF	5.00	6.00	-1.00
							DRPT	6.00	5.75	0.25
							PEER	5.50	5.50	0.00

Please provide further clarification regarding your response if needed: -

- *He has excellent people skills. I have seen Joe asking difficult questions skillfully in order to get others to cooperate in projects.*

- *Joe is very good at getting along with every type of personality. He is very personable and engaging no matter who he is talking too.*

- *This is one of Joe's biggest strengths. He is very much a people person and gets along with everyone.*

16. When listening, gives full attention to the speaker.

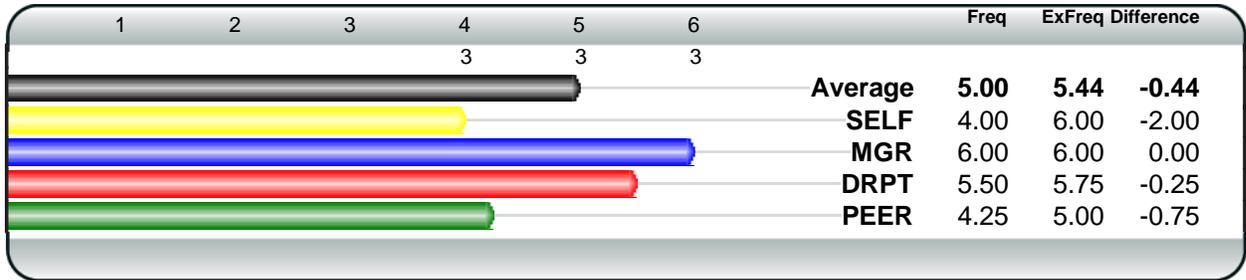|	1	2	3	4	5	6		Freq	ExFreq	Difference
					8	1				
							Average	5.11	5.44	-0.33
							SELF	5.00	6.00	-1.00
							MGR	6.00	6.00	0.00
							DRPT	5.00	5.50	-0.50
							PEER	5.00	5.25	-0.25

Please provide further clarification regarding your response if needed: -

- *You can go to Joe and he will listen and give his complete attention. But when he is busy and runs by your desk asking questions or needing you to email him something. He doesn't always focus on what you are saying. Later he will email you the same question or ask that you email him the information again because he can't find it.*

Item Ratings - Performance/Expected

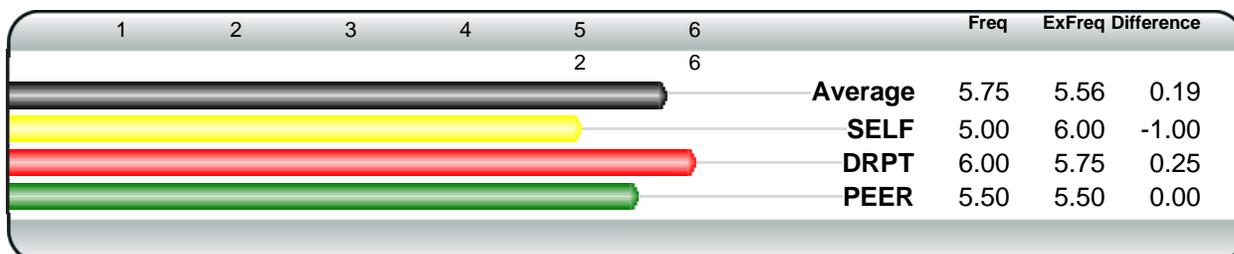**17. When listening, asks questions to check understanding.**

	1	2	3	4	5	6	Freq	ExFreq	Difference
				3	3	3			
Average							5.00	5.44	-0.44
SELF							4.00	6.00	-2.00
MGR							6.00	6.00	0.00
DRPT							5.50	5.75	-0.25
PEER							4.25	5.00	-0.75

Please provide further clarification regarding your response if needed: -

- *Joe always ask questons and makes sure he has the full story. He is always supportive and offers ideas or will step in and help.*

- *Joe entertains questions pleasantly. For complex business issues, Joe could use more "Do you have any questions for me?"*

15. Interacts well with the different personalities of coworkers.
(Setting the Example)

	1	2	3	4	5	6		Freq	ExFreq	Difference
					2	6				
							Average	5.75	5.56	0.19
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							DRPT	6.00	5.75	0.25
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4. Gives meaningful and specific praise or recognition to those who have performed well.
(Managing Performance)

	1	2	3	4	5	6		Freq	ExFreq	Difference
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							Average	5.38	5.22	0.15
							SELF	4.00	6.00	-2.00
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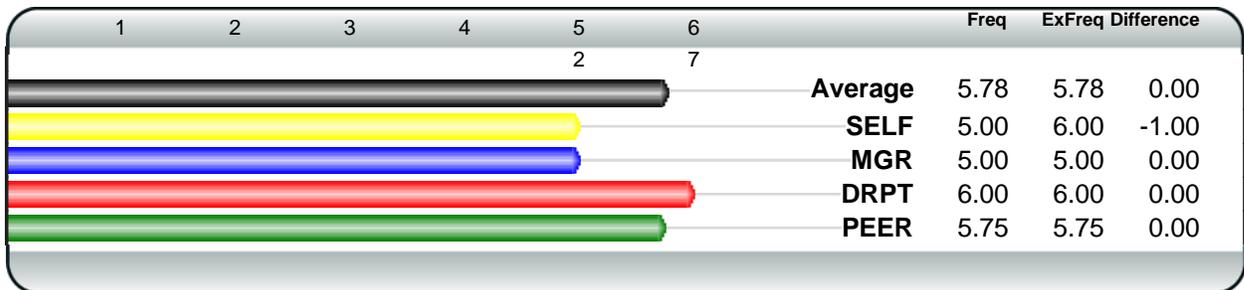*(Supporting Development)*
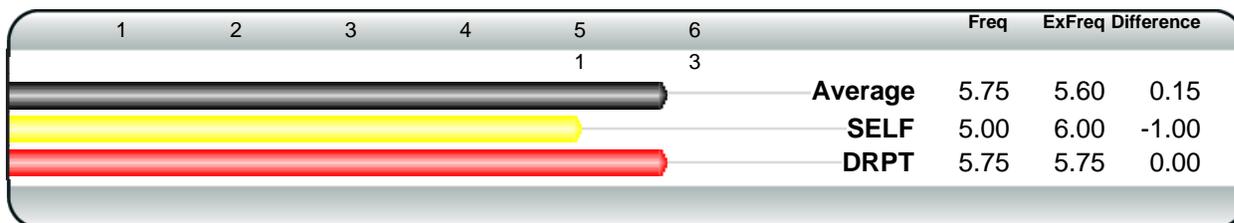
	1	2	3	4	5	6		Freq	ExFreq	Difference
					1	3				
							Average	5.75	5.60	0.15
							SELF	5.00	6.00	-1.00
							DRPT	5.75	5.75	0.00

10. Encourages team members to attend education and training programs.
(Supporting Development)

	1	2	3	4	5	6		Freq	ExFreq	Difference
			1		3	1				
							Average	4.80	4.80	0.00
							SELF	5.00	6.00	-1.00
							MGR	5.00	4.00	1.00
							DRPT	4.75	5.00	-0.25
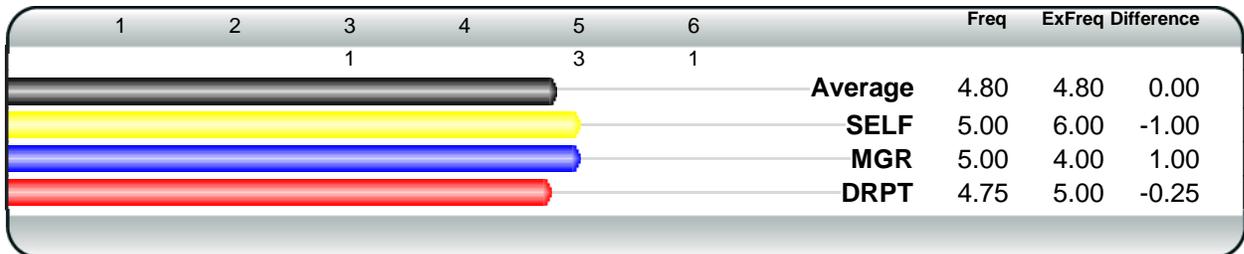
12. Provides a positive role model of effective leadership behavior during change.
(Setting the Example)

	1	2	3	4	5	6		Freq	ExFreq	Difference
					2	7				
							Average	5.78	5.78	0.00
							SELF	5.00	6.00	-1.00
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6. Gives team members challenging assignments based on individual strengths.
(Supporting Development)

	1	2	3	4	5	6		Freq	ExFreq	Difference
		1		2	1	1				
							Average	4.20	5.40	-1.20
							SELF	5.00	6.00	-1.00
							MGR	5.00	5.00	0.00
							DRPT	4.00	5.50	-1.50

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- *It seems that there are certain people in our group who Joe holds to a higher level of accountability than others. Rather than having a couple of "go to people" in the group, Joe should allow everyone the opportunity to be challenged and to improve upon his/her strengths.*

- *Joe can improve on making sure that everybody in the group gets a chance to take on challenging assignments so that certain team members can improve on their weaknesses; rather then selecting a selective few to take on these challenges solely based on their accountability and reliability.*

- *More assignments are given to stronger employees more often then spreading it out and giving other employees a chance to show their strentgths. It's easier when you are busy to go to the stronger more dependable employee but it sometimes adds pressure to that one employee and other employees feel left out. Everyone needs to be called upon at times to give them a chance to show their strength, step up to the plate and shine.*

Item Description:

Most people don't like stress, but they don't like work to be boring either. People are motivated by compensation and incentives, but an even more powerful motivator is the opportunity to use one's best talents, complete an assignment successfully and make an important contribution. Most people want to learn and grow stronger professionally, and this is not possible without testing their abilities in challenging assignments.

During the course of work, leaders may have to delegate a variety of tasks or projects. Which individuals should be singled out for the responsibility? Who has a role related to the assignment? Who wants the assignment? Who has the most talent for dealing with the challenges of the assignment?

Some leaders automatically assign tasks according to job function. Or, if the task is important, they will rely on their favorite high-achiever. Others offer people new challenges so they will grow professionally. Leaders should consider experience, skill, knowledge, values, motivation, attitudes and style of working so that the responsible person can draw on considerable internal resources while carrying out the assignment.

The future success of an organization depends on the professional development of its workforce. Organizations invest billions of dollars annually in training and development, but

the most learning takes place in the workplace, where people learn from experience.

Managers can do a great deal to develop the abilities of managers simply by giving them challenging things to do, and then helping them to learn from the experience of work. A wise manager will use judgment when assigning projects and responsibilities, to ensure that the challenge is appropriate to the abilities of the manager.
Also, there is an art to coaching the manager to learn valuable lessons from successes and failures.

Recommendations:

What lower ratings may mean:

The people who gave you feedback may feel that they are not sufficiently challenged by the assignments given to them.
- Some may feel that their best talents are not being used.
- They may feel they are not accomplishing anything significant.
- Perhaps you can't trust certain people with challenging assignments.
- You may have felt you should take on the most challenging assignments.
- You may not trust others to perform as well as you would.
- You may have given the challenging assignments to certain people.
- You may not have appreciated how an assignment can develop a person.
- Perhaps the work group needs to set its sights on a more challenging vision.

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 feel challenged by their work. Ask them what improvements they would like to see in the way you distribute challenging assignments to members of the team.

- Think of a time when you did not feel your work was particularly meaningful or challenging. How did you feel? What impact did this have on your desire to do your best work?

- The next time you find yourself making assignments, pay attention to whether people will perceive the task as meaningful or challenging. Consider who might find the experience a developing one.

- Don't try to challenge team members by simply giving them more things to do. That may keep them busy, but unless work is linked to important goals, activity for its own

make work less meaningful and create dissatisfaction.

- When tasks are repetitive and procedures must be followed, little initiative or creativity is required. Consider asking team members to think of ways to improve procedures. For example: "Look, this is the way we do it now. But there may be a better way. Could we make some changes around here that would make work easier, eliminate waste or increase our output? See what you can come up with. I'd like to hear your ideas. Maybe we'll try some things."

- Consider cross-training the members of your team. This would involve people doing each other's jobs until they become proficient. The result is likely to be greater appreciation for each other's roles; increased knowledge, skill and experience of team members; improved cooperation; and greater flexibility in making assignments.

- Consider whether you depend on your "stars" too much. While it's safer to assign the most difficult tasks to the people with greater ability, it may be wise to take the approach of developing the less capable team members into stars. Perhaps the more talented members can be asked to work on assignments with people who need development, with the explicit goal of gradually increasing responsibility and challenges for these individuals.

- Work is sometimes not challenging because goals are not set high enough. Is quality as high as it can be? Are customers as delighted as they can be? Has waste been completely reduced? Are work processes as efficient and effective as possible? Have costs been reduced to the lowest level?

- If the goose (your team) is laying golden eggs (excellent results), it probably can't continue to do so without developing itself. Can it lay bigger golden eggs? Can it lay them more often? Consider working on the goose. Is your team everything it can be? Can team roles be reconfigured and matched with more current systems and technology? Can team members develop stronger interpersonal and shared leadership skills?

- Consider that there may be several bad reasons for making an assignment:
  - The person always comes through for you.
  - You know the person will fail, giving you justification for termination.
  - Individuals outside the team recommend their favorite person.
  - The person is a friend of yours.
  - It's the person's turn for an assignment.

- When making an assignment, consider whether some of these conditions apply:
  - The assignment is directly related to the person's job duties.
  - The person's capabilities best match the assignment.
  - The assignment fits the style of thinking and working of the person.
  - The person wants the assignment.

- The assignment will "stretch" the person's professional abilities.
- The customer asks for this person.

In some cases all these reasons may apply, which would make for an easy choice. Consider which factors are more important to a particular assignment.

• If you have not already done so, informally evaluate the abilities and commitment of all your team members. A 5-point scale can be used: 1 (lowest you've seen), 2 (lower than most), 3 (average), 4 (higher than most), 5 (highest you've seen).

ABILITIES	COMMITMENT
- Knowledge	- Motivation
- Skill	- Work values
- Experience	- Work attitudes
- Physical capability	- Personality-work match

Consider repeating this evaluation in relation to an actual assignment.

• While it's important to give growing professionals developmental challenges, be careful not to give them more than they can do. Consider what they know, their skills and the level of their experience; then challenge them a little beyond that level. Be prepared to give encouragement and support.

• If your work group operates in a highly participative mode, consider involving members in the decision to assign people to projects or tasks.

• Consider believing in and doing things based on these positive attitudes:
  "Something wonderful will happen when I pick the right person for a job."
  "It's important to know the strengths of the people who work with me."
  "Challenging work can be exciting and energizing."
  "Challenges are everywhere. There's no end to what can be achieved."

Recommended Resources:

Belker, Loren B., and Gary S. Topchik. *The First-Time Manager, 6th ED.* AMACOM, 2012.*

"Delegating" video in *Strong for Performance* online development program. Performance Support Systems, 2012.

Dyer, W. Gibb, et al. *Team Building: Proven Strategies for Improving Team Performance, 5th ED.* Jossey-Bass, 2013.*

Lowest-Rated Items

Holpp, Lawrence. *Managing Teams*. McGraw-Hill, 1998. (20/20 Insight classic)
Kouzes, James M., and Barry Z. Posner. *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others*. Jossey-Bass, 2003.*

Luecke, Richard A., and Perry McIntosh. *The Busy Manager's Guide to Delegation*. AMACOM, 2009.*

Newstrome, John. *Supervision: Managing for Results, 10th ED.* McGraw-Hill/Irwin, 2012.*

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

Scholtes, Peter R., et al. *The Team Handbook: How to Use Teams to Improve Quality, 3rd ED.* Joiner/Oriel Inc, 2003.* (20/20 Insight classic)

Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations, 5th ED.* Jossey-Bass, 2012.*

Lawson, Ken. *Successful Leadership Skills*. Barron's Educational Series, 2006.

Maxwell, John C. *Leadership 101: What Every Leader Needs to Know.* Thomas Nelson, 2002.*

Tichy, Noel M., and Cohen, Eli. *The Leadership Engine: How Winning Companies Build Leaders at Every Level.* Harper Business, 2002.

Whitmore, John. *Coaching for Performance: GROWing Human Potential and Purpose - The Principles and Practice of Coaching and Leadership, 4th ED.* Nicholas Brealey Publishing, 2009.*

* Available in Kindle format.

2. Holds others accountable for improving performance and achieving developmental goals.
(Managing Performance)
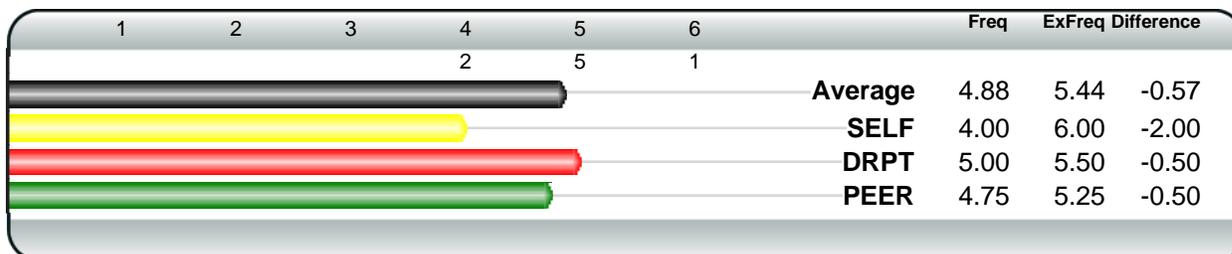
	1	2	3	4	5	6		Freq	ExFreq	Difference
				2	5	1				
							Average	4.88	5.44	-0.57
							SELF	4.00	6.00	-2.00
							DRPT	5.00	5.50	-0.50
							PEER	4.75	5.25	-0.50

Lowest-Rated Items

Please provide further clarification regarding your response if needed: -
-   *I believe Joe holds his staff accountable for "improving performance" since their performance levels are very much consistent. I am not sure about "achieving development goals" due to lack of information.*

Recommendations:

What lower ratings may mean:

The people who gave you feedback may feel that when you hold people accountable for development, you are not always clear about what you really want.
*   They may feel that you have new or revised expectations.
*   They may want you to describe clearly what you expect for their professional development.
*   They may wonder what you really want.
*   You may not have stated clearly how they will be held accountable.
*   You may not be sure exactly what you want.
*   Perhaps you have explained this before and thought they already knew.
*   You may have stated your expectations in a threatening or intimidating way.

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 accountable for their professional development. Ask them how they would like you to improve the way you hold them accountable for achieving developmental goals.

*   Identify someone who is good at holding people accountable for their goals. If possible, study this person's on-the-job behavior. Consider asking this person to observe you and give you feedback.

*   The whole point of giving constructive feedback to improve performance is to focus on improved future performance. If the person is having a hard time figuring out how to change, ask for their suggestions first to improve performance and achieve developmental goals. If they are still struggling to suggest ideas, contribute your own suggestions for ways to improve.

*   It's not necessary to use aggressive or hurtful language. Language like this will serve:
    -   "I recall that our agreement was . . . ."
    -   "I need this from you . . . ."
    -   "Here's what we have to get done . . . ."

- "When it's great for me, it looks like this . . . ."

• Check to be sure that people understand your expectations. This is best done by having people restate their commitment to action. Examples: "I want to make sure we are in agreement about your developmental goals. In your own words, what do you want to be held accountable for?"

• Affirm related aspects of performance that are being done well. Let people know what to continue doing.

• Affirm your own role in supporting them, whatever it may be. Examples:
  - "That's right. I'll make sure you get plenty of advance notice."
  - "My role will be to keep Accounting informed."
  - "And I'll make sure you get the software you need."

• When you know they understand the desired developmental goals, ask for their commitment. Examples:
  - "Can I count on you to do that?"
  - "Are you willing to follow through?"
  - "Do we have an agreement?"
  - "Are you committed to doing that?"

• End constructive feedback on a positive note. Express your confidence in the person's ability to succeed. Examples:
  - "I'm confident you'll do fine."
  - "I'm sure you can handle this."
  - "I'm here if you need anything."

• Consider believing in and doing things based on these positive attitudes:
   "I am responsible for telling people what I would like to see improved.
   "I make sure others know exactly what I need from them."

17. When listening, asks questions to check understanding.
(Setting the Example)
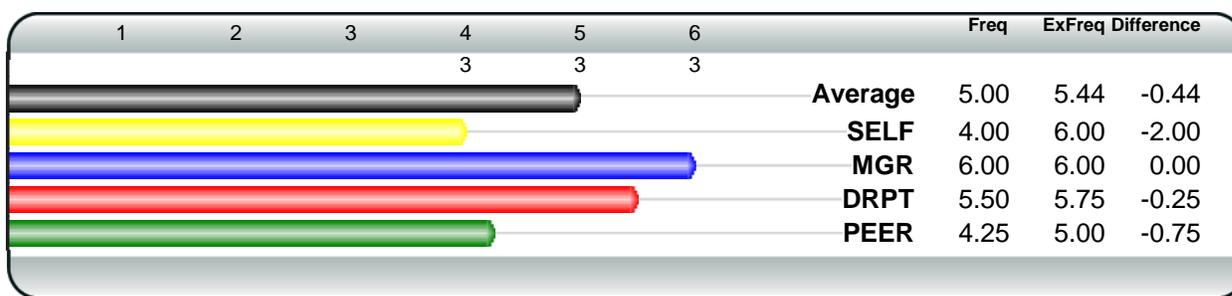
	1	2	3	4	5	6		Freq	ExFreq	Difference
				3	3	3				
Average								5.00	5.44	-0.44
SELF								4.00	6.00	-2.00
MGR								6.00	6.00	0.00
DRPT								5.50	5.75	-0.25
PEER								4.25	5.00	-0.75

Lowest-Rated Items

Please provide further clarification regarding your response if needed: -

- *Joe always ask questons and makes sure he has the full story. He is always supportive and offers ideas or will step in and help.*

- *Joe entertains questions pleasantly. For complex business issues, Joe could use more "Do you have any questions for me?"*

Item Description:

The goal of communication is to transfer information from one person to the other with perfect accuracy. For many reasons, information is often misunderstood. People may not share the same language or assumptions. There may be distractions--stress is one of the major ones; it may be difficult to keep attention focused. Listeners may miss part of the message. They may hear something unexpected or something they don't want to hear, such as criticism. They may deny or discount the message. Feelings are typically get mixed in with the content of the message. This can cause misinterpretations or defensive reactions. Important aspects of the message that are communicated nonverbally may be misunderstood.

To listen effectively, people need to listen actively. They need to check what they think they heard. Listeners should not make the mistake of assuming that what they heard was what the speaker meant. Smart listeners check the message frequently.

Recommendations:

What lower ratings may mean:

The people who gave you feedback may feel that you do not always verify what you think you are hearing.
- They may feel that you don't understand what they're trying to say.
- Maybe you feel positive that you know what people are trying to say.
- You may not be sure about a tactful way to check the message.
- You may create mental pictures that don't match the speaker's message.
- Perhaps you thought effective listening meant only concentrating.

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 to understand perfectly what people are saying. Ask them what improvements they would like to see in the way you verify what you think you heard.

- Identify someone who asks questions to clarify what has been said. If possible, study this person's on-the-job behavior. Consider asking this person to observe you and give you feedback.

- As you concentrate on what people say, listen not so much for the details, but for the meaning. What point is this person trying to make? What is the bottom line? When you feel that you have heard a unit of meaning, check to be sure that this is what the speaker is trying to express.

- You may have to be patient with some of the people you listen to. As you try to piece together the meaning of their messages, you may sense that they are not sure of what they are trying to say. They may not understand the point of their message. They may have just wanted to talk about it with someone. In that case, your checking the message will help them understand the meaning of their message--a powerful benefit of your listening.

- The best method for checking what you think you heard is to (1) decide what you think the person is trying to say, and (2) say it back to them in your own words. If they agree that you understood, they will say so. If you missed the point, they will correct you. Examples:
    - "Let me get this straight. You're saying that . . . ."
    - "OK, you're telling me that . . . ."
    - "Do you mean that . . . ."
    - "So, ..."
    - "If I get your meaning, ..."

- Consider believing in and doing things based on these positive attitudes:
   "I check important messages to be sure I heard them right."
   "I only think I know what people mean. I have to check it out to be sure."

Recommended Resources:

Brady, Mark. *Wisdom of Listening*. Wisdom Publications, 2003.*

Burley-Allen, Madelyn. *Listening: The Forgotten Skill, 2nd ED.* Wiley, 1995.* (20/20 Insight classic)

Goldsmith, Marshall. *What Got You Here Won't Get You There (Chapter 9).* Hyperion, 2007.*

Goulston, Mark and Keith Ferrazzi. *Just Listen: Discover the Secret to Getting Through to Absolutely Anyone*. AMACOM, 2009.*
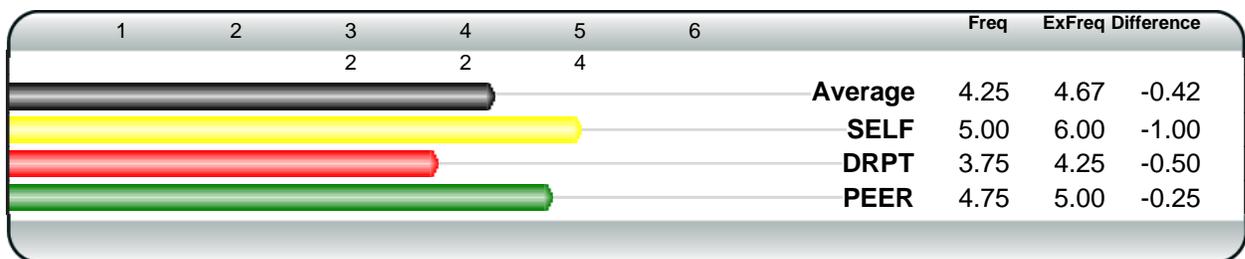
"Listen" video in *Strong for Performance* online development program. Performance Support Systems, 2012.

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

* Available in Kindle format.

5. Expresses an accurate evaluation of people's strengths and weaknesses.
(Managing Performance)

	1	2	3	4	5	6		Freq	ExFreq	Difference
			2	2	4					
Average								4.25	4.67	-0.42
SELF								5.00	6.00	-1.00
DRPT								3.75	4.25	-0.50
PEER								4.75	5.00	-0.25

Please provide further clarification regarding your response if needed: -
 - *Joe is good at seeing people's strength and giving praise. Weaknesses can be hard to see unless an issue arises. When you are not sitting with your group to see where their focus is and how their day progresses you can miss weaknesses. Some employees cover their weaknesses with excuses. When questionable issues arise time needs to be focused on getting feedback from co-workers and other departments that might be effected. Once the weaknesses is identified a plan needs to be made to correct issues going forward and support for employee to continue to improve their performance. Issues need to be addressed immediately so not to effect other employees and departments.*

Item Description:

Whether a performance review asks for ratings of key skills and behaviors or summarizes key results, leaders should give honest, accurate judgments. The notion that higher-than-deserved ratings will encourage people or spare their feelings is misguided. Inflated ratings simply report that an area is strong when it isn't. They communicate approval instead of the need for improvement. Later, if documentation is needed to prove that an assignment or task was performed poorly, it won't be there.

Conversely, the notion that lower-than-deserved ratings will "send a message" or motivate a person to try harder is also misguided. Such ratings are seen as unfair. They discourage people who know they have performed well and could lead to cynicism or dissatisfaction. When people feel that fair recognition has been withheld, they often withhold aspects of performance. People need to have accurate information about their performance to make appropriate improvements.

Recommendations:

What lower ratings may mean:

The people who gave you feedback may feel that the ratings you give are not always fair or accurate.
- They may have expected higher or lower ratings.
- They may believe the performance review system is unfair.
- They may feel you aren't aware of their accomplishments.
- Maybe the system has encouraged artificially inflated ratings.
- Perhaps you have tried to "go easy" on some people when rating them.
- You may have been reluctant to give ratings that would affect their pay and benefits.
- Possibly you used formal reviews to express anger or resentment.
- You may have had to rate people you don't observe regularly.

Recommended follow-up development actions:

- If the comments in your report don't describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of how you should give performance feedback.

- Perhaps the people who work around you expect more of you than you realize. Tell them that you want your performance ratings to be fair. Ask them what improvements they would like to see in the way you rate them.

- Think of a time when you received performance review ratings that you felt were unfair or inaccurate. How did you feel? What impact did this have on your desire to perform at your best?

- The key guidelines to recording any measurement of performance are:
    - Accurate-describe performance as it actually happened
    - Honest-give your true opinions

- Individual performance is essential to achieving team and organization goals. If you and others don't give true assessments of performance, appropriate efforts to improve performance can't be taken. In other words, ratings that aren't accurate can seriously degrade the success of the organization.

- The most common barriers to objectivity when giving ratings are friendship and animosity. It's your job to give honest, accurate ratings when completing a performance review. To do otherwise is to falsely represent information or, in more blunt terms, to lie. It's a matter of ethics, integrity and responsibility. The key is to separate your personal feelings about people from their job performance.

- Consider believing in and doing things based on these positive attitudes:

"If I learn about poor performance, I'll discourage it."
"If I learn about excellent performance, I'll encourage it."

Recommended Resources:

Bell, Chip R. and Marshall Goldsmith. *Managers as Mentors: Building Partnerships for Learning, 3rd Rev. ED.* Berrett-Koehler Publishers, 2013.*

"Give Constructive Feedback" and "Give Positive Feedback" videos in *Strong for Performance* online development program. Performance Support Systems, 2012.

Lawson, Ken. *Successful Leadership Skills.* Barron's Educational Series, 2006.

Rosner, Bob, and Allan Halcrow. *The Boss's Survival Guide: Workplace 911 for the Toughest Problems Today's Managers Face, 2nd ED.* McGraw-Hill, 2009.*

Shepard, Glen. *How to Make Performance Evaluations Really Work: A Step-by-Step Guide Complete With Sample Words, Phrases, Forms, and Pitfalls to Avoid.* Wiley, 2005.*

Swan, William S. *How to Do a Superior Performance Appraisal.* Wiley, 1991. (20/20 Insight classic)

Whitmore, John. *Coaching for Performance: GROWing Human Potential and Purpose - The Principles and Practice of Coaching and Leadership, 4th ED.* Nicholas Brealey Publishing, 2009.*

* Available in Kindle format.

7. Actively removes barriers that make it hard for team members to accomplish both performance and professional development goals.
(Supporting Development)
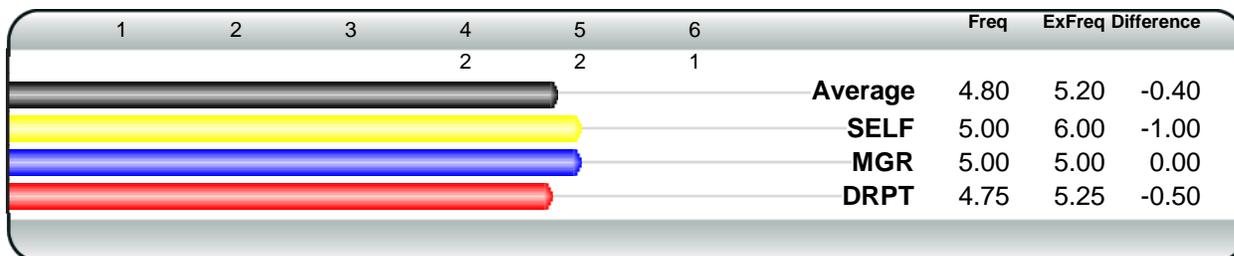
	1	2	3	4	5	6		Freq	ExFreq	Difference
				2	2	1				
							Average	4.80	5.20	-0.40
							SELF	5.00	6.00	-1.00
							MGR	5.00	5.00	0.00
							DRPT	4.75	5.25	-0.50

Recommendations:

What lower ratings may mean:

The people who gave you feedback may feel that you are not always there to help them

achieve their developmental goals when they need it.

- They may think you don't always know when there is a problem.
- They may believe you aren't interested in helping them.
- They may perceive that you are busy with other things.
- You may feel that as a leader you have your own work to do.
- You may believe people should figure things out for themselves.
- Maybe you find it hard to tell when people need your help.
- Perhaps you find it hard to tell when your help is no longer needed.
- Possibly your attempts to help out in the past have been rejected.

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 to be there when they need you. Ask them what improvements they would like to see in the way you help them overcome difficulties and roadblocks related to their professional development.

- One of the easiest ways to tell whether your help is needed is to ask. The art is to communicate your willingness to help while letting people know you have confidence in them. Example: "Jeanette, I'm sure you can handle things here. If you get to a crunch point, I want you to know I'm available to help out. Just tell me what you need me to do, OK?"

- When an employee's progress towards their developmental goal is temporarily halted by an unexpected problem, your first reflex should be to determine what caused it. From the leader's perspective, your question should be: is the problem something they have the responsibility to handle, or is it the type of problem that has to do with the leader's role? It is your role to empower them with resources, coordinate with elements outside the team, address individual performance problems, share information and experience, etc.

- If you jump in to handle problems they have been given responsibility for, you may have gone too far. Capable people do not like managers who try to do their jobs for them. It sends the message that the leader does not think they can handle it on their own. Talented people know this is not true, and they resent it.

- To help team members focus on solutions, draw on your knowledge and experience to inform them of options that are available to them.

- The problem may not be a new one. Ask the employee if he or she has had experience with this kind of problem and what worked. Beyond that, you can share any

you may have seen.

- When an employee is blocked by a problem he or she has never seen before, one of the most useful things a leader can do is to get the employee involved in problem solving.

- Consider believing in and doing things based on these positive attitudes: "Every problem has a solution."

18. What do you think is this person's greatest strength?

- *Self: I believe that my greatest strength is in providing my Team with the support and positive feedback in their fulfillment of their roles and responsibilities to make them successful. Many on my Team are self-starters and only need guidance and managerial support to be successful in their roles. By allowing team members to self-manage and be successful, I feel that they are more fulfilled and motivated to take on more responsibility and maintain the Team's success.*

- *Dedication to specific tasks that are assigned to him*

- *Effective communication is his greatest strength*

- *His personality and humor. His ability to build bridges and get along with a variety of people from all levels of the organization.*

- *Joe is always supportive of our group. He listens, makes sure he understands, offers advise, goes to bat for us, and will step in and help without stepping on our toes. I appreciate the opportunity to work with Joe and all he does for our group.*

- *Joe is always willing to listen and take our opinions and concerns with an open mind. He is willing to help in anyway he can that will excel our group forward, and does it with a very light and positive attitude.*

- *Joe is definitely a people person and does extremely well with all personalities and makes everyone feel at ease and included.*

- *Joe's greatest strength is his willingness and effectiveness of working with different individuals within various departments.*

- *Joe's greatest strengths are his business knowledge and result oriented approach in dealing with issues. He is very knowledgeable in butane logistics business and has keen eyes for opportunity. Joe is also approachable and friendly.*

- *Planning and working to accomplish his plans*

19. What do you think is this person's greatest development opportunity? Please specify what behavior you would like them to stop or start doing more of.

- *Self: Two areas in which I think are my greatest development opportunities are communicaiton as well as knowledge and skill development. In the area of communication, I feel that I need to be more clear and timely in communicating my expectations for the Team. One way that I believe that I can do this is by scheduling at least two meetings a year to formally address the Team and make a presentation on the state of our business and my expectations of the Team. When I first came into my current role, I did hold more formal meetings but I need to go back to doing that. And in the area of knowledge and skill development, I have allowed myself to get pulled into the everyday tasks of my role and I need to carve out time to work on my knowledge and skill development for the betterment of me and my Team.*

- *Focus more on business profitability*

- *Joe can improve on holding everybody accountable for what comes across their desk. There seems to be a selective few people in the group that get stuff thrown at them that should be handled by the person hired to do the job.*

- *Joe has cultivated a sense of purpose for his staff and they all seem to know "keeping the butane tanks full" is one of their mission. As innovation is a core driver of growth and performance for his team and company, I hope Joe, as leader of the pact, will start looking into more "innovation" in the logistics process dealing with current and future challenges.*

- *Joe is very busy and has a lot on his plate. Because of this, he can seem distracted and disorganized at*

times. I think if he is able to delegate some of his responsibilities to others, he would be better able to focus.

- *Quicker decision making.*

- *Taking more of a broader view of the business and not allowing the specific tasks to be performed if they are not the best economic option for the company.*

- *When busy put an effort in to focusing on what is on hand at that moment or at least recognize the loss of focus and keep a small notebook on hand for those moments.*

20. What other comments would you like to add?

- *I enjoy working for and with Joe. He is one of the best bosses I have ever had in my career. The group he has put together for our department is the best and very supportive of one another which I believe is a reflection of the support Joe shows our team. Joe is professional, supportive, friendly, funny and he puts genuine effort and care in to our team.*

- *Joe is a dedicated employee who is very intelligent. He has a bright future with the partnership and should take a broader view of the overall business.*

- *Joe is a pleasure to work with and a vital member of the butane blending team*

- *Joe is an excellent leader. He is supportive of those that report to him.*

- *Overall Joe is really great to work with. He is willing to let you grow and improve within the company and never holds you back. He is also very friendly and easy to express any concerns too, and his positive attitude really helps the group in many different ways. I think we can all agree that we are happy to have him as one of our managers.*

Managers Feedback

1. Clearly explains to others what is expected of them.

Please provide further clarification regarding your response if needed: -
- *Joe's team knows "keeping the butane tanks full" is their mission.*

2. Holds others accountable for improving performance and achieving developmental goals.

Please provide further clarification regarding your response if needed: -
- *I believe Joe holds his staff accountable for "improving performance" since their performance levels are very much consistent. I am not sure about "achieving development goals" due to lack of information.*

3. Gives timely, constructive and ongoing feedback to others regarding their performance.

Please provide further clarification regarding your response if needed: -
- *I believe Joe gives timely and constructive feedbacks to others since the performance of his team is consistently high.*

- *Joe is very good at making sure one feels like they've done a good job or if one needs improvement by working and talking to us individually or as a group.*

4. Gives meaningful and specific praise or recognition to those who have performed well.

Please provide further clarification regarding your response if needed: -
- *Joe frequently shares his appreciation, recognition with individuals and the group.*

5. Expresses an accurate evaluation of people's strengths and weaknesses.

Please provide further clarification regarding your response if needed: -
- *Joe is good at seeing people's strength and giving praise. Weaknesses can be hard to see unless an issue arises. When you are not sitting with your group to see where their focus is and how their day progresses you can miss weaknesses. Some employees cover their weaknesses with excuses. When questionable issues arise time needs to be focused on getting feedback from co-workers and other departments that might be effected. Once the weaknesses is identified a plan needs to be made to correct issues going forward and support for employee to continue to improve their performance. Issues need to be addressed immediately so not to effect other employees and departments.*

6. Gives team members challenging assignments based on individual strengths.

1	2	3	4	5	6		Freq	ExFreq	Difference
	1		2	1	1	**MGR**	5.00	5.00	0.00

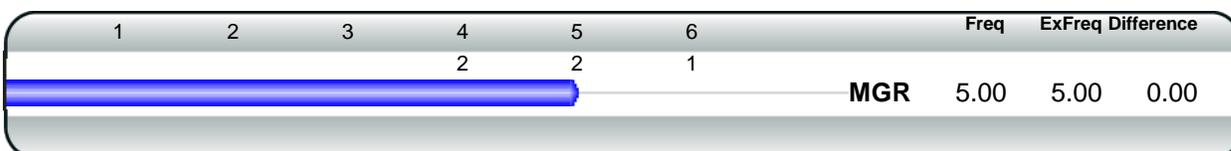**Please provide further clarification regarding your response if needed: -**
- *It seems that there are certain people in our group who Joe holds to a higher level of accountability than others. Rather than having a couple of "go to people" in the group, Joe should allow everyone the opportunity to be challenged and to improve upon his/her strengths.*
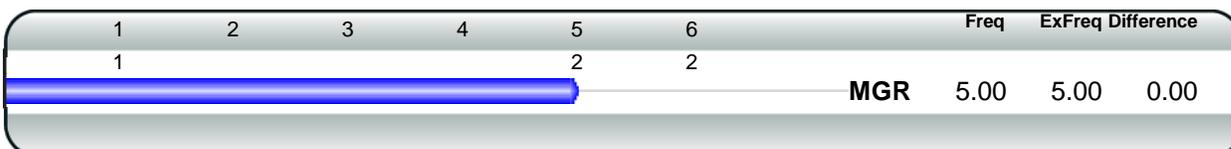
Managers Feedback

Please provide further clarification regarding your response if needed: - - (cont'd)

- *Joe can improve on making sure that everybody in the group gets a chance to take on challenging assignments so that certain team members can improve on their weaknesses; rather then selecting a selective few to take on these challenges solely based on their accountability and reliability.*

- *More assignments are given to stronger employees more often then spreading it out and giving other employees a chance to show their strentgths. It's easier when you are busy to go to the stronger more dependable employee but it sometimes adds pressure to that one employee and other employees feel left out. Everyone needs to be called upon at times to give them a chance to show their strength, step up to the plate and shine.*
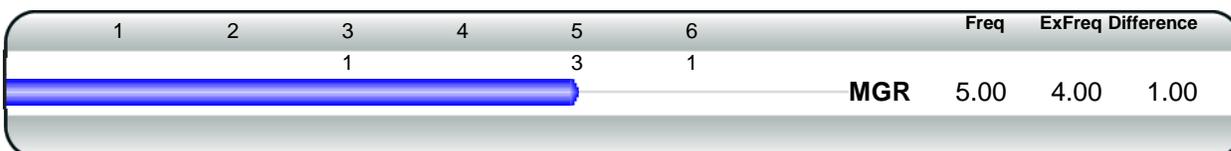
7. Actively removes barriers that make it hard for team members to accomplish both performance and professional development goals.
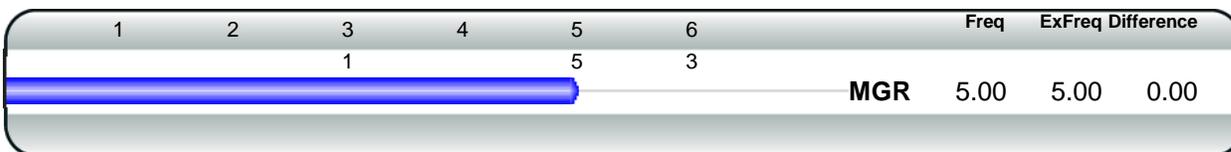
	1	2	3	4	5	6		Freq	ExFreq	Difference
				2	2	1				
							MGR	5.00	5.00	0.00

9. Encourages team members to have a working plan for their professional development.

	1	2	3	4	5	6		Freq	ExFreq	Difference
	1				2	2				
							MGR	5.00	5.00	0.00

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

	1	2	3	4	5	6		Freq	ExFreq	Difference
			1		3	1				
							MGR	5.00	4.00	1.00

11. Effectively communicates and keeps others abreast of changes within the organization.

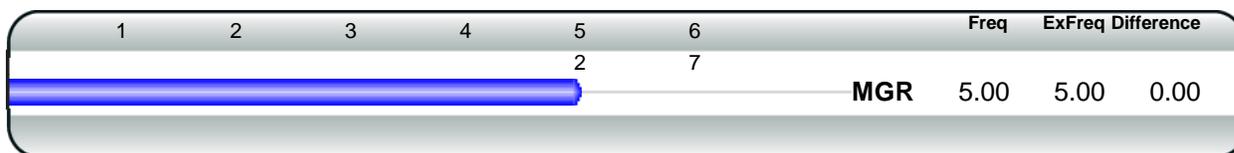|	1	2	3	4	5	6		Freq	ExFreq	Difference
			1		5	3				
							MGR	5.00	5.00	0.00

Please provide further clarification regarding your response if needed: -

- *Joe has to keeps his team abreast of changes - dealing with "change" is a part of his business.*

- *Joe is very busy and he has numerous meeting or conference calls that effect our jobs. Information we need isn't always shared or shared in a timely manner. Taking notes and highlighting what needs to be shared during each meeting would help him remember and make it easier to share with us. A quick run by our desk or an end of day email to the group on what he has learned would be appreciated.*

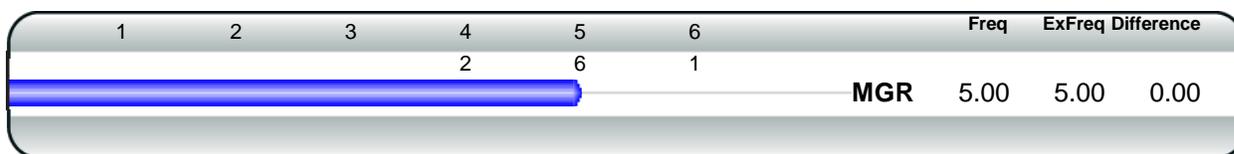**12. Provides a positive role model of effective leadership behavior during change.**

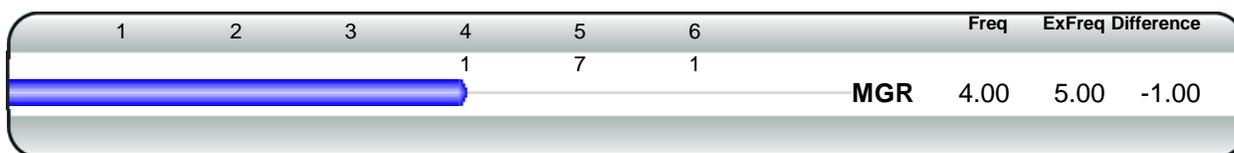|	1	2	3	4	5	6		Freq	ExFreq	Difference
					2	7				
							MGR	5.00	5.00	0.00

Please provide further clarification regarding your response if needed: -

- *Joe is always professional and upbeat. He may not always have the information or answers we are looking for at that moment because he only knows what he has been told at that point but he is supportive and listens to us all. He is good at coming back and updating as he is informed.*

- *Joe is very good about keeping a positive attitude with whatever changes the group or company comes across. It helps the group morale stay focused and keeps things positive within the group.*

- *Well, Joe listens patiently to others and express his point of views diplomatically.*

13. Mentors people who have leadership potential.

	1	2	3	4	5	6		Freq	ExFreq	Difference
				2	6	1				
							MGR	5.00	5.00	0.00

14. Works on improving own knowledge and skills.

	1	2	3	4	5	6		Freq	ExFreq	Difference
				1	7	1				
							MGR	4.00	5.00	-1.00

Please provide further clarification regarding your response if needed: -

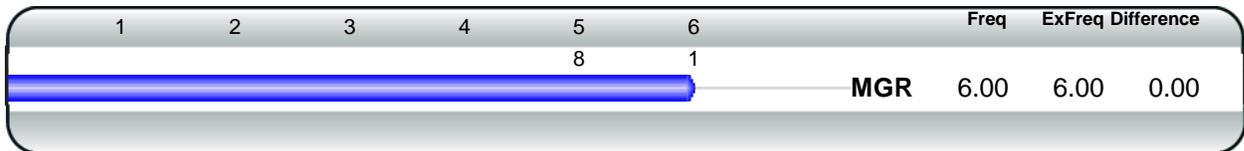- *Joe learns new stuff if it is necessary for his job.*

15. Interacts well with the different personalities of coworkers.

Please provide further clarification regarding your response if needed: -

- *He has excellent people skills. I have seen Joe asking difficult questions skillfully in order to get others to cooperate in projects.*

- *Joe is very good at getting along with every type of personality. He is very personable and engaging no matter who he is talking too.*

- *This is one of Joe's biggest strengths. He is very much a people person and gets along with everyone.*
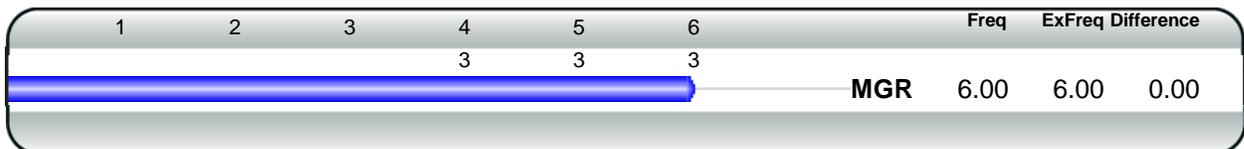
Leadership Excellence

16. When listening, gives full attention to the speaker.

	1	2	3	4	5	6		Freq	ExFreq	Difference
					8	1				
							MGR	6.00	6.00	0.00

Please provide further clarification regarding your response if needed: -

- *You can go to Joe and he will listen and give his complete attention. But when he is busy and runs by your desk asking questions or needing you to email him something. He doesn't always focus on what you are saying. Later he will email you the same question or ask that you email him the information again because he can't find it.*

17. When listening, asks questions to check understanding.

	1	2	3	4	5	6		Freq	ExFreq	Difference
				3	3	3				
							MGR	6.00	6.00	0.00

Please provide further clarification regarding your response if needed: -

- *Joe always ask questons and makes sure he has the full story. He is always supportive and offers ideas or will step in and help.*

- *Joe entertains questions pleasantly. For complex business issues, Joe could use more "Do you have any questions for me?"*