

# Management Competency Assessment

Jane Fonsley

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The logo graphic for HRworkbench features a series of vertical bars of increasing height from left to right, colored in orange and blue, with a blue curved base underneath.

## INTRODUCTION

Recent research into managerial effectiveness has revealed that:

- Managers who seek and get regular feedback from others are **among the better performing managers**
- Managers who are accurately aware of their strengths and weaknesses are **better leaders**

This Management Competency Assessment will provide you with the opportunity to assess the feedback received from your colleagues so that you can develop a clear picture of your managerial qualities.

The National Learning Institute has developed the Management Competency Assessment as a 360° feedback tool in the hope that you will:

- Establish a **benchmark of your current managerial effectiveness** in the key areas covered in the profile
- Initiate **development plans** to improve your managerial effectiveness
- **Assess your development progress** over a defined time period

**The Management Competency Assessment is a learning tool which ...**

- Was originally developed as part of Leadership and Management Development Programs so it is a true learning and development tool
- Has been applied with program participants for over 10 years so its worth has been proven
- Is used as benchmarks for people such as yourself who are about to commence a process of formal development
- Provides “before” and “after” comparisons (e.g. if you complete the profile again over the next 6-12 months, you can gauge your development progress)

**The Management Competency Assessment covers 50 behaviours in 5 key managerial effectiveness areas:**

- **Gaining Commitment to Goals and Performance Standards**
- **Coaching**
- **Assessing Performance and Providing Feedback**
- **Providing Recognition and Rewards**
- **Managing Staff for Continuity of Performance**

**There are four sections which show ...**

1. **Overall Trends – In coloured graphical form to show you how each group of raters' scores in the 5 areas compare to your self perception**
2. **Individual Rater Results – Shows how each rater has rated each of the 5 managerial effectiveness areas PLUS an average of all raters PLUS a comparison with your self rating**
3. **Rater Feedback and Recommendations – Shows scores on all 50 behaviours PLUS whether raters want you to display 'more', 'less' or the 'same' amount of each of the 50 behaviours**
4. **Rater Comments – Written feedback to clarify the raters' numerical scores**

## SECTION 1: OVERALL TRENDS

This graph shows you how each group of raters has scored in the 5 areas by comparison to your self-perception.

The rating scale used in the graph refers to the 5 possible responses to each of the 50 questions (behaviours):

- 5 - always
- 4 - often
- 3 - occasionally
- 2 - seldom
- 1 - never

The score for each group of raters is the average of all raters' scores within that group. Note: if a rater did not (or could not) answer a question, it scored '0' but is not included and therefore does not affect the average score.

This is probably one of the most important sections and should be studied in detail **BEFORE** you proceed to examine the other three sections.

The aim of this section of the report is to:

- Give you the 'big picture' view of how others perceive your managerial performance
- Show how your self-perception compares with others
- Identify the key areas of strength of your managerial effectiveness
- Identify the areas where further development and learning might be useful

To get the most from this section, we suggest you analyse it in two distinct and separate steps:

1. What are the **OBSERVATIONS** you can make from looking at the graph?
2. How would you **INTERPRET** these observations?

### Step 1. Observations only (No interpretations or guessing 'Why?' during this step, please!)

- Are there any trends? If so, describe them.
- Are there consistencies or variations between raters?
- Do certain raters / groups of raters score the functions similarly?
- Which are the 'highs' and 'lows' in terms of scores?
- Are there certain functions where most raters agree?
- Are there certain functions where there are wide variations between rater groups?
- What other observations can you make?

### Step 2. Possible interpretation of the graph (As many guesses as to 'Why?' as you like, now!)

When you have finished observing the data, it's then time to start an initial interpretation of the results.

- Take each of the observations you have made – what do you think are the possible reasons for these scores?
- In succeeding sections of this report, which areas will you need to pay particular attention to?
- Which groups of raters will you need to pay particular attention to?



**OBSERVATIONS:** What do I see?

Trends? Consistencies? Variations? Raters who score similarly? Highs? Lows? Where do most raters agree?

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## SECTION 2: INDIVIDUAL RATER RESULTS

This table shows how each rater has rated each of the 5 managerial effectiveness areas PLUS an average of all raters PLUS a comparison with your self rating.

The aim of this section is to:

- Identify how many raters have responded in each group (this will help to explain whether there is a true representative sample within each group)
- Identify any particularly high or low individual raters
- Show how the average of all raters compares with your self-perception.

To get the most from this section:

- Make a note of any raters who have scored particularly high or low (either right across the 5 areas or in one particular area) so that you can look at this in the following sections
- Ask yourself why your self-perception might be close to, or somewhat different from, the average of all raters (You'll recall from our initial comments that *'Managers who are accurately aware of their strengths and weaknesses are **better leaders**'*)

### INDIVIDUAL RATER RESULTS

P1	P2	T1	T2	M1	Rater Mean	Rater High	Rater Low	Self Mean
Goals								
3.9	4.8	2.9	3.3	3.1	3.6	5	1	4.1
Coaching								
3.2	4.2	2.6	2.8	3.7	3.3	5	1	4
Feedback								
3	4.2	2.6	3	3.2	3.2	5	1	4.3
Recognition								
3.3	4.2	2.5	2.6	3.6	3.24	5	1	3.1
Continuity								
3.1	4.2	2.7	3.1	3.3	3.28	5	1	4.1
<b>Overall</b>					<b>3.32</b>	<b>5</b>	<b>1</b>	<b>3.92</b>

Before proceeding with Sections 3 and 4, review the graph in Section 1 and make a note of the following:

Which of the 5 areas are your real strengths as a manager?

Gaining Commitment to Goals and Performance Standards	Coaching
Assessing Performance and Providing Feedback	Providing Recognition and Rewards
Managing Staff for Continuity of Performance	

What interpretations have you made about these areas?

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Which of these 5 areas show some room for development

Gaining Commitment to Goals and Performance Standards	Coaching
Assessing Performance and Providing Feedback	Providing Recognition and Rewards
Managing Staff for Continuity of Performance	

What interpretations have you made about these areas?

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## SECTION 3: RATER FEEDBACK AND RECOMMENDATIONS

This section of the report provides you with two types of feedback:

- Scores from all raters on all 50 behaviours as to **how they see your managerial behaviour**
- **Recommendations** as to whether they think **you should display more, less or the same amount of each behaviour.**




### 1. Interpreting how others see your behaviour:

Each behaviour has been scored out of a possible 5, ie



- 5 - always
- 4 - often
- 3 - occasionally
- 2 - seldom
- 1 - never

### 2. Recommendations for changing your behaviour

Raters have suggested you:

- Display 'more' of this behaviour – indicated by an up arrow 
- Display 'less' of this behaviour – indicated by a down arrow 
- Display the 'same' amount of this behaviour – indicated by a tick 

To get the most from this section, we suggest that you:

1. Go straight to the areas you identified as 'strengths' and possible 'areas for development'.
2. Identify the behaviours that will have most impact on your performance – these will be the behaviours where you have scored very well (keep this behaviour going!) and those behaviours where you have not scored so well (you should list some of these in your development plan).
3. Also look for behaviours where people have consistently given you up arrows . Do you need to change some of these behaviours?
4. Note very carefully any down arrows  – Our experience suggests these are very few in number and need to be examined. Why do you think people would like to see you do less of these behaviours?
5. Before proceeding to section 4, jot down any questions / comments on which you may want further clarification.

Points I need to clarify

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## GAINING COMMITMENT TO GOALS AND PERFORMANCE STANDARDS

P 1	P 2	T 1	T 2	M 1	S
Q1: Communicates high personal standards by the way they talk, their personal grooming and the way they present themselves.					
↓ 5	✓ 5	↓ 5	↓ 4	↑ 3	5
Q2: Demonstrates strong personal commitment and persistence to achieving the team's goals.					
↓ 5	✓ 5	↓ 5	↓ 4	✓ 5	5
Q3: When other team members are overloaded, they will help them complete their work.					
↑ 2	✓ 4	↑ 1	↑ 2	↑ 2	3
Q4: Includes team members in the process of setting standards and performance goals for their jobs					
↓ 5	✓ 4	↑ 2	↑ 3	✓ 5	4
Q5: Ensures there are clear, specific performance standards for each team member's job.					
✓ 5	✓ 5	✓ 5	✓ 5	↓ 5	4
Q6: Helps team members understand how their jobs contribute to the overall effectiveness of the team and the organisation.					
✓ 5	✓ 5	↑ 2	↑ 2	↑ 2	3
Q7: Asks team members to participate in setting deadlines for the achievement of their goals.					
↑ 2	✓ 5	↑ 2	↑ 3	↑ 2	5
Q8: Asks team members to participate in deciding which of their goals is most important.					
↑ 2	✓ 5	↑ 1	↑ 2	↑ 1	5
Q9: Checks that their team members have a very clear understanding of the performance expectations for their role.					
↓ 5	✓ 5	↓ 5	↓ 5	✓ 5	4
Q10: Makes sure their team members know how their role affects other areas of the organisation.					
↑ 3	✓ 5	↑ 1	↑ 3	↑ 1	3

## COACHING

P 1	P 2	T 1	T 2	M 1	S
Q11: Builds relationships with all the people in the team, rather than remaining distant and impersonal.					
↑ 2	✓ 3	↑ 2	↑ 2	↑ 2	2
Q12: When assigning work to people, they fit the job to the person to make best use of the person's skills and abilities.					
✓ 5	✓ 4	↑ 3	↑ 3	✓ 5	5
Q13: Uses delegation as a way to develop team members and assigns work accordingly.					
✓ 5	✓ 5	✓ 4	↑ 4	↓ 5	5
Q14: When a problem occurs on something they have delegated, they give the person the opportunity to work it out without interfering.					
↑ 3	✓ 5	↑ 2	↑ 2	✓ 5	3
Q15: If they believe team members are correct in a decision that has been made, they will support them with managers, customers and others.					
↓ 5	✓ 5	✓ 4	✓ 4	✓ 5	5
Q16: Provides help, training and guidance so that team members can improve their performance.					
↑ 2	✓ 4	↑ 2	↑ 2	↑ 3	3
Q17: When coaching, they first explain the task, then demonstrates, then has people try it out and finally, assess the performance.					
↑ 2	✓ 3	↑ 1	↑ 3	↑ 3	3
Q18: Pays close attention to what team members are saying when they talk and continues to clarify until they clearly understand.					
↓ 5	✓ 5	✓ 5	✓ 5	✓ 5	4
Q19: Team members can be completely open when telling about their mistakes, because they offer support not blame.					
↑ 1	✓ 4	↑ 2	↑ 2	↑ 2	5
Q20: Provides coaching and training to specifically prepare people to fill in for each other in absences or leave.					
↑ 2	✓ 4	↑ 1	↑ 1	↑ 2	5

## ASSESSING PERFORMANCE AND PROVIDING FEEDBACK

P 1	P 2	T 1	T 2	M 1	S
Q21: Discusses, agrees and documents performance expectations with each team member.					
↑ 2	✓ 5	↑ 2	↑ 3	↑ 2	5
Q22: Talks honestly and constructively when discussing a person's performance with them.					
✓ 4	✓ 4	↑ 4	↑ 4	↑ 5	5
Q23: When correcting poor performance, they criticises the act not the person and then suggests positive alternatives.					
↑ 3	✓ 4	↑ 2	↑ 2	↑ 3	5
Q24: Works with team members to reach mutual agreement on the outcomes of their formal performance reviews.					
✓ 3	✓ 4	↑ 3	↑ 3	↑ 2	5
Q25: Assists team members to develop specific plans to improve their performance.					
↑ 3	✓ 5	↑ 2	↑ 3	↑ 3	4
Q26: Works with team members to help them determine realistic short-term career objectives.					
↑ 1	✓ 3	↑ 1	↑ 2	↑ 2	2
Q27: Gives team members regular feedback (both positive and negative) on their performance as it happens.					
✓ 4	✓ 5	↑ 3	↑ 3	↑ 3	5
Q28: Written performance reviews are consistent with the informal verbal feedback they give people.					
↑ 3	✓ 3	↑ 3	↑ 3	✓ 4	5
Q29: Clearly explains to team members the criteria used to assess their overall performance.					
✓ 4	✓ 5	✓ 4	✓ 4	✓ 5	5
Q30: Sits down regularly with each team member to review and discuss the team member's performance.					
↑ 3	✓ 4	↑ 2	↑ 3	✓ 3	2

## PROVIDING RECOGNITION AND REWARDS

P 1	P 2	T 1	T 2	M 1	S
Q31: Gives team members responsibility to plan their work and measures outputs against set standards.					
✓ 5	✓ 5	✓ 5	↑ 4	✓ 5	4
Q32: Makes people's jobs interesting by providing them with variety, responsibility and authority.					
↑ 3	✓ 3	↑ 2	↑ 2	✓ 5	3
Q33: Is constantly seeking ways to create a work environment which is positive and solutions-based.					
↑ 4	✓ 5	↑ 3	↑ 3	✓ 4	4
Q34: Uses recognition and praise regularly to acknowledge good performance.					
↑ 3	✓ 4	↑ 2	↑ 2	↑ 3	5
Q35: When recognising good performance, they praise the act rather than the person.					
↑ 3	✓ 4	↑ 2	↑ 2	↑ 3	1
Q36: Notices and shows appreciation when team members have put in extra effort.					
↑ 3	✓ 5	↑ 2	↑ 3	↑ 4	4
Q37: Is careful to recognise good performance from all team members, particularly those with whom they don't 'click'.					
↑ 2	✓ 3	↑ 1	↑ 2	↑ 3	2
Q38: Provides team members with the information they need regarding pay and other benefits.					
✓ 4	✓ 4	✓ 3	✓ 3	✓ 3	1
Q39: Helps people develop their full potential by providing training, coaching and job rotation.					
↑ 2	✓ 4	↑ 2	↑ 2	↑ 3	2
Q40: As a result of their leadership, the team receives favourable comments on the team's performance from others outside the team.					
✓ 4	✓ 5	↑ 3	↑ 3	✓ 3	5

## MANAGING STAFF FOR CONTINUITY OF PERFORMANCE

P 1	P 2	T 1	T 2	M 1	S
Q41: Conducts regular work group meetings to discuss aspects of importance to the team.					
↑ 2	✓ 4	↑ 1	↑ 2	↑ 2	2
Q42: Ensures there is a positive climate within meetings that allows for a frank and open exchange of both thoughts and feelings.					
↑ 1	✓ 3	↑ 1	↑ 2	↑ 2	1
Q43: At the end of team meetings, team members are clear about decisions made and actions for which they are responsible.					
↑ 1	↑ 3	↑ 1	↑ 2	↑ 2	5
Q44: Develops teamwork by encouraging people to work together to support one another on activities that are related.					
✓ 4	✓ 5	↑ 4	↑ 4	↑ 3	5
Q45: Team members are more likely to hear from them about matters that affect them, rather than the grape vine.					
↓ 5	✓ 4	↓ 5	↓ 5	↓ 5	3
Q46: Actively keeps in touch with issues that might affect work group morale and takes appropriate action.					
↑ 2	✓ 4	↑ 2	↑ 3	↑ 3	5
Q47: Emphasises cooperation and not competitiveness among the team members.					
↑ 3	✓ 5	✓ 3	↑ 3	✓ 5	5
Q48: When conflicts arise among the team, they support team members to find a solution.					
↑ 4	✓ 5	↑ 3	↑ 3	↑ 3	5
Q49: People get a clear cut decision when they need one.					
↓ 5	✓ 5	↓ 5	✓ 5	✓ 5	5
Q50: If people do not meet reasonable standards, they coach and/or counsel them and if necessary, take appropriate remedial action.					
✓ 4	✓ 4	↑ 2	↑ 2	✓ 3	5

## SECTION 4: COMMENTS

This section provides you with written comments where people have thought their comments would add to the numerical scores.

Use these comments to clarify or enrich the data from previous section.

Note: Sometimes people receive very few comments. Our experience suggests this may be due to a number of reasons including:

- Cultural differences. For example, some cultures are less verbose than others or perhaps less used to giving written feedback.
- Organisational culture. For example, in some organisations communication (and particularly feedback) is not as open as in others.
- Managerial style. For example, some managers may have a style that inhibits others from providing written comments.

There may of course be other reasons for the lack of comments – you will need to make some assessment about this.

**Q1** Communicates high personal standards by the way they talk, their personal grooming and the way they present themselves.

#### Self

- I try hard to present myself well in all respects

#### Manager

- Jane is confident and groomed well, but can be abrasive.

#### Peer

- I think Jane is too high in the personal standards stakes. People cannot live up to her expectations
- Jane is a model for us all in this area

**Q2** Demonstrates strong personal commitment and persistence to achieving the team's goals.

#### Manager

- Definitely committed, and persistent, no doubt about that

#### Peer

- Certainly does this very well, very confident and is very determined to succeed
- Her personal commitment goes beyond the bounds of what is acceptable for our type of Company

**Q3** When other team members are overloaded, they will help them complete their work.

#### Self

- They need to get their own work done, I will assist only in a crisis

#### Manager

- Jane expects people to be self sufficient, if they become overloaded she would see this as failure. The team member would be expected to extricate themselves from this position. It would be motivating for Jane to get her hands dirty with the team, they would respect her more for this.

#### Peer

- I observed Jane using the term 'tell someone who cares' to a staff member who was asking for assistance.

**Q4** Includes team members in the process of setting standards and performance goals for their jobs

#### Self

- Could possibly do a bit more here. They need to get a hold of their own performance.

### Peer

- Includes, but directs. There is little two way communication

**Q5** Ensures there are clear, specific performance standards for each team member's job.

### Self

- Once set, they just get on and do it

### Manager

- Absolutely clear, sometimes too detailed and prescriptive. Needs to involve the team members more in setting the standards

### Peer

- Does this strongly
- We often seek guidance from Jane on how she gets this done so well

**Q6** Helps team members understand how their jobs contribute to the overall effectiveness of the team and the organisation.

### Self

- They really just need to know how things get done from their point of view

### Manager

- Must do more of this. The team outputs are vital to other areas of the business and sometimes it is apparent that the outputs of Janes team do not meet the expectations of the other areas.

### Team Member

- We are not sure what the rest of the organization does

**Q7** Asks team members to participate in setting deadlines for the achievement of their goals.

### Manager

- I think Jane sets them more than negotiates them

### Peer

- Uses directional behavior; needs to seek commitment from others through ownership of the targets

**Q8** Asks team members to participate in deciding which of their goals is most important.

### Manager

- I am sure this does not happen. Jane will tell them what the priorities are.

**Peer**

- Not that I have seen

**Q9** Checks that their team members have a very clear understanding of the performance expectations for their role.

**Self**

- This is where I will be putting a lot more attention

**Manager**

- Drives this home, hard

**Q10** Makes sure their team members know how their role affects other areas of the organisation.

**Self**

- I am not sure how important this is. Maybe we all need to focus a bit more on doing our jobs and not worrying about the impact anywhere else

**Manager**

- See previous; everyone in Janes group is an island

**Q11** Builds relationships with all the people in the team, rather than remaining distant and impersonal.

**Self**

- Not my job to be nice. I need to get work done

**Manager**

- Jane is strong and gets the job done. High staff turnover, however, indicates that the methodology of getting things done should change.

**Peer**

- Jane separates work and relationship building. Work is professional and she sees no place for building rapport with staff members

**Q12** When assigning work to people, they fit the job to the person to make best use of the person's skills and abilities.

**Self**

- I make sure my best people are working on the critical issues

### Manager

- Does this very well

### Peer

- Jane knows who is a performer, who is not, and how to utilize the resources
- Jane does this well in a way, however she misses the opportunity to grow people into roles because she will not risk the time to develop peoples skills and abilities

### Team Member

- Jane has favorites for the best tasks. If she had everyone rotating through the various activities we would not be in such a pickle when someone leaves
- Need to mix the work around more

**Q13** Uses delegation as a way to develop team members and assigns work accordingly.

### Self

- Give them the work, expect them to do it.

### Manager

- Delegation can go to the extreme of abrogation. Needs to be more involved to grow the person to the point they can deal with delegation; many cannot and find that strict delegation creates uncertainty

### Peer

- Jane is red hot on delegation. She sees it as vital to achieving the objectives of the team

**Q14** When a problem occurs on something they have delegated, they give the person the opportunity to work it out without interfering.

### Self

- Depends. If it is critical and they stuffed up, I tell them exactly what has to happen and when. If we have time, I let them work it out but you have to be careful of them wasting time whilst doing this

### Manager

- Not just an opportunity, an obligation to work it out on their own

### Peer

- If Jane sees a problem, she pounces. There is no room to 'work it out'. Instructions come fast and furious.

**Q15** If they believe team members are correct in a decision that has been made, they will support them with managers, customers and others.

#### Self

- They need my support always and deserve more. Cannot let the team be exposed

#### Manager

- Very passionately.

#### Peer

- Too a level of boredom. Needs to back away a little. She is too defensive about her team.
- Defends her team like a terrier. She is very protective of them all.

**Q16** Provides help, training and guidance so that team members can improve their performance.

#### Self

- When time permits. Usually they learn off each other

#### Manager

- Jane seems to think that people must self develop. Whilst this is commendable, people are not capable of this and need guidance. More required here.

**Q17** When coaching, they first explain the task, then demonstrates, then has people try it out and finally, assess the performance.

#### Self

- I usually get someone else who knows the task to teach them, I am too busy for those details.

#### Manager

- Mostly Jane just tells them what is required

#### Peer

- I am unsure about this, I do not witness enough of her training

**Q18** Pays close attention to what team members are saying when they talk and continues to clarify until they clearly understand.

#### Self

- I hang in there and make sure they explain themselves. It is critical so that they don't think you are agreeing with something you are not.

### Manager

- Jane does this very well. She listens hard and makes sure she completely understands the issue

### Peer

- Over does this, in my view.

**Q19** Team members can be completely open when telling about their mistakes, because they offer support not blame.

### Manager

- This is a major reason for the high turnover of staff in the area. If you are wrong, Jane has a habit of confrontation so staff hide their mistakes and when consequences loom, it is often easier to move out.

### Peer

- If someone makes a mistake; best not let Jane find out.

**Q20** Provides coaching and training to specifically prepare people to fill in for each other in absences or leave.

### Self

- Absolutely! I don't want any gaps that give me problems

### Manager

- She fills the gaps, but there is little evidence of training or coaching from Jane. More likely the rest of the team covers for the training.

### Team Member

- This is a major problem for us

**Q21** Discusses, agrees and documents performance expectations with each team member.

### Self

- Have to do this in case you need to address the problem later

### Manager

- Discussion is a one way monologue. Jane will tell them, not sure if there is a great deal of discussion

### Peer

- Hands out tasks and delegates responsibility

### Team Member

- Discusses is not an issue. Jane tells you what the expectations are

**Q22** Talks honestly and constructively when discussing a person's performance with them.

### Manager

- No Doubt. Maybe we need to explore what good feedback is provided.

**Q23** When correcting poor performance, they criticises the act not the person and then suggests positive alternatives.

### Manager

- I think Jane would make it personal, not focus on the act.

### Peer

- Plays the person quite hard when things go wrong.

**Q24** Works with team members to reach mutual agreement on the outcomes of their formal performance reviews.

### Self

- They usually agree with my viewpoint

### Manager

- This again would be a one way communication

**Q25** Assists team members to develop specific plans to improve their performance.

### Self

- Whenever I can.

**Q26** Works with team members to help them determine realistic short-term career objectives.

### Self

- Not my problem. They want to change careers then they can plan that in their own time

### Manager

- This would be a very motivating event for the team

**Peer**

- Not in Jane's vision.

**Q27** Gives team members regular feedback (both positive and negative) on their performance as it happens.

**Self**

- Only time to give feedback is when they have just done something. It is fresh in their minds.

**Manager**

- Mostly negative if things go wrong. Would like to see more positive feedback

**Team Member**

- Mostly negative.

**Q28** Written performance reviews are consistent with the informal verbal feedback they give people.

**Manager**

- Not sure about this, would need to review more closely before offering a contrary opinion.

**Peer**

- Not sure about this

**Q29** Clearly explains to team members the criteria used to assess their overall performance.

**Self**

- I think this is clear to everyone

**Q30** Sits down regularly with each team member to review and discuss the team member's performance.

**Self**

- Sits down, does not apply to this workplace. We will often have a chat on the fly

**Q32** Makes people's jobs interesting by providing them with variety, responsibility and authority.

**Self**

- I guess, they are totally responsible and have the authority to do their job

**Peer**

- Variety could be fine tuned.

**Q33** Is constantly seeking ways to create a work environment which is positive and solutions-based.

**Manager**

- Here Jane works hard but gets her enthusiasm confused with 'positive' work environment

**Peer**

- Could improve morale a little. I observe a high staff turn in Janes area.
- Jane works hard at making sure that everything is done to achieve results. She drives hard and expects everyone else to do the same. Demonstrates the behavior she requires real time.

**Q34** Uses recognition and praise regularly to acknowledge good performance.

**Self**

- I always give good levels of recognition for good work

**Manager**

- Could definitely do more of this

**Q35** When recognising good performance, they praise the act rather than the person.

**Self**

- The person needs the feedback, they need to feel good about themselves

**Manager**

- Not sure about this, I think she probably does although I can recall instances of global statements without specific reference to acts.

**Q36** Notices and shows appreciation when team members have put in extra effort.

**Manager**

- Notices definitely, could reward a bit more

**Q37** Is careful to recognise good performance from all team members, particularly those with whom they don't 'click'.

**Self**

- Treat them all the same. Could be said I 'don't click' with them all

**Manager**

- If people do not 'click' with Jane, they are not hanging around.

**Peer**

- There is a warning here. Do not get off side with Jane and watch out if you are a fool.

**Q38** Provides team members with the information they need regarding pay and other benefits.

**Self**

- Not my job

**Q39** Helps people develop their full potential by providing training, coaching and job rotation.

**Self**

- Not my job either, this is an HR responsibility

**Manager**

- Could work on this and again, it would be motivational

**Peer**

- Not big on any of these

**Q40** As a result of their leadership, the team receives favourable comments on the team's performance from others outside the team.

**Peer**

- The team gets a lot of positive comment but they also make a lot of mistakes and Jane washes that comment aside
- Jane's team is always getting good feedback from the rest of the business units.

**Q41** Conducts regular work group meetings to discuss aspects of importance to the team.

**Self**

- Meetings take too much time. I move around and talk with people one-on-one

**Manager**

- Jane does no do meetings. I wish she would get this together as the team rarely discuss things together

**Peer**

- Not one for meetings

**Q42** Ensures there is a positive climate within meetings that allows for a frank and open exchange of both thoughts and feelings.

**Self**

- do not have meetings

**Peer**

- Jane does not believe that meetings re useful. She avoids them at all costs

**Q43** At the end of team meetings, team members are clear about decisions made and actions for which they are responsible.

**Self**

- Assuming a meeting is 2 people

**Q44** Develops teamwork by encouraging people to work together to support one another on activities that are related.

**Self**

- This is the secret to success in our team

**Manager**

- Jane does this well. The whole team pull together, I think they just need to do this

**Peer**

- Jane expects that all team members assist each other and that she should be able to step right away with nothing going wrong

**Q45** Team members are more likely to hear from them about matters that affect them, rather than the grape vine.

**Manager**

- Jane could actually back away from this a little. She does it too much and creates friction because of it

**Q46** Actively keeps in touch with issues that might affect work group morale and takes appropriate action.

**Manager**

- Is in touch, no doubt, but needs to better understand the mnotivation of people

**Q47** Emphasises cooperation and not competitiveness among the team members.

### Manager

- Definitely does this

### Peer

- This is a definitely type answer. Jane likes to foster cooperation and does not like competitive behavior. That aside, she does stream people into tasks depending on their ability so by definition there is competitive measurement

**Q48** When conflicts arise among the team, they support team members to find a solution.

### Manager

- Team members find their own solutions where they can. Jane could improve their confidence by facilitating these situations better.

### Peer

- Jane would jump in and resolve any conflicts pronto

**Q49** People get a clear cut decision when they need one.

### Manager

- Always.

### Peer

- Sometimes too blunt. Could learn to use a bit of diplomacy with some decisions.
- You will not get any straighter an answer than from Jane

**Q50** If people do not meet reasonable standards, they coach and/or counsel them and if necessary, take appropriate remedial action.

### Manager

- Take remedial action but I think coaching is bypassed.

### Peer

- Is swift in dealing with non-performance