



# Talent Accelerator for Managers

Manager Self-Assessment Report for:

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Online Assessment: 5 Mar 2008



This report is designed to provide a focus about specific leadership and management competency strengths and potential development areas. It should not be used as a source of information concerning personnel actions including promotion, salary, review or termination.

# Talent Accelerator for Managers

## Summary Feedback Report

### Introduction

This report provides you with feedback on 20 critical leadership and management competencies required for effective performance in your job. Talent Accelerator for Managers compares your own self-perceptions to those of others in an extensive international database of leaders and managers in diverse industries.

### The Importance of Self-Reflection and Feedback

- Accurate self-reflection and feedback is essential to individual growth and development.
- Accurate self-reflection and feedback can act as a powerful stimulus to change your own behavior.
- Seeking input and feedback from others about your manager self-assessment report can help clarify the accuracy of your own self-assessment and facilitate development planning efforts.

### How to Use Your Manager Self-Assessment Report

- Analyze and process your manager self-assessment report.
- Understand the impact and consequences of your behavior.
- Identify what you could be doing more of, less of, or differently to increase managerial effectiveness.
- To implement a self-directed professional development action plan.

### The Report Contains:

- Competency Definitions
- Competency Summary
- Feedback Interpretation
- Development Planning Guide

# Talent Accelerator for Managers

## Competency Definitions

### COMMUNICATION SKILLS

**Listening**

*Listens and understands the verbal communications of others.*

**Two-Way Feedback**

*Keeps others informed in a timely manner.*

**Written Communication**

*Expresses written thoughts and ideas in a clear and concise manner.*

**Oral Communication**

*Conveys oral thoughts & ideas in a clear and concise manner.*

**Oral Presentation**

*Presents individual and organizational viewpoints to groups in a clear and persuasive manner.*

**Vision/ Goal Setting**

*Shares a common vision and develops strategic goals for the organization.*

### TASK MANAGEMENT SKILLS

**Planning/ Organizing**

*Sets realistic & measurable goals and allocates resources.*

**Delegation**

*Assigns work, clarifies expectations, and defines how individual performance will be measured.*

**Administrative Control/ Follow Up**

*Develops procedures to evaluate and monitor job activities and tasks on an ongoing basis.*

**Performance Evaluation**

*Provides on-going feedback and conducts timely and effective performance reviews.*

**Performance Management**

*Provides others with regular and timely feedback on their performance and offers support when individuals are confronted with problems.*

**Recognizing/ Rewarding**

*Rewards and recognizes performance in a timely and appropriate manner.*

# Talent Accelerator for Managers

## Competency Definitions Continued

### INTERPERSONAL SKILLS

**Team Development**

*Creates and develops motivated, cohesive, and high performance teams.*

**Interpersonal Sensitivity**

*Takes actions that demonstrate consideration for the feelings and needs of others.*

**Negotiation/ Conflict Management**

*Negotiates and effectively resolves interpersonal differences with others.*

**Coaching/ Employee Development**

*Attracts, develops and retains talent. Effectively coaches, trains and develops others.*

**Leadership/ Influence**

*Utilizes appropriate interpersonal styles and approaches in facilitating a group towards task achievement.*

**Employee Involvement**

*Involves employees in organizational planning, decision making and problem solving processes.*

### PROBLEM-SOLVING SKILLS

**Problem Analysis**

*Analyzes a situation, identifies alternative solutions, and develops specific actions.*

**Decisiveness/ Judgment**

*Makes high quality decisions when required.*

# Talent Accelerator for Managers

## Competency Group Introduction

### Competency Group Line Graphs

Each bar graph compares your self ratings to those in the international database across four managerial competency factors:

- Communication Skills
- Task Management Skills
- Interpersonal Skills
- Problem-Solving Skills

### How to Interpret Your Graphs

The competency group line graphs compare your own self-perceptions to those in the existing normative database. The line graphs that follow compare your perceptions to the normative sample using two related scores: standardized t-scores on the left axis and percentiles on the right axis.

Standardized t-scores provide a useful way to compare your own scores to others in the large normative database of supervisors, managers and executives. The t-score, for a competency or item, is the distance and direction from the average expressed in units of standard deviation. A t-score is sometimes called a "standardized score" with 50 representing the average. For example, a t-score of 60 means that the competency or item is one standard deviation above the average score in the normative database.

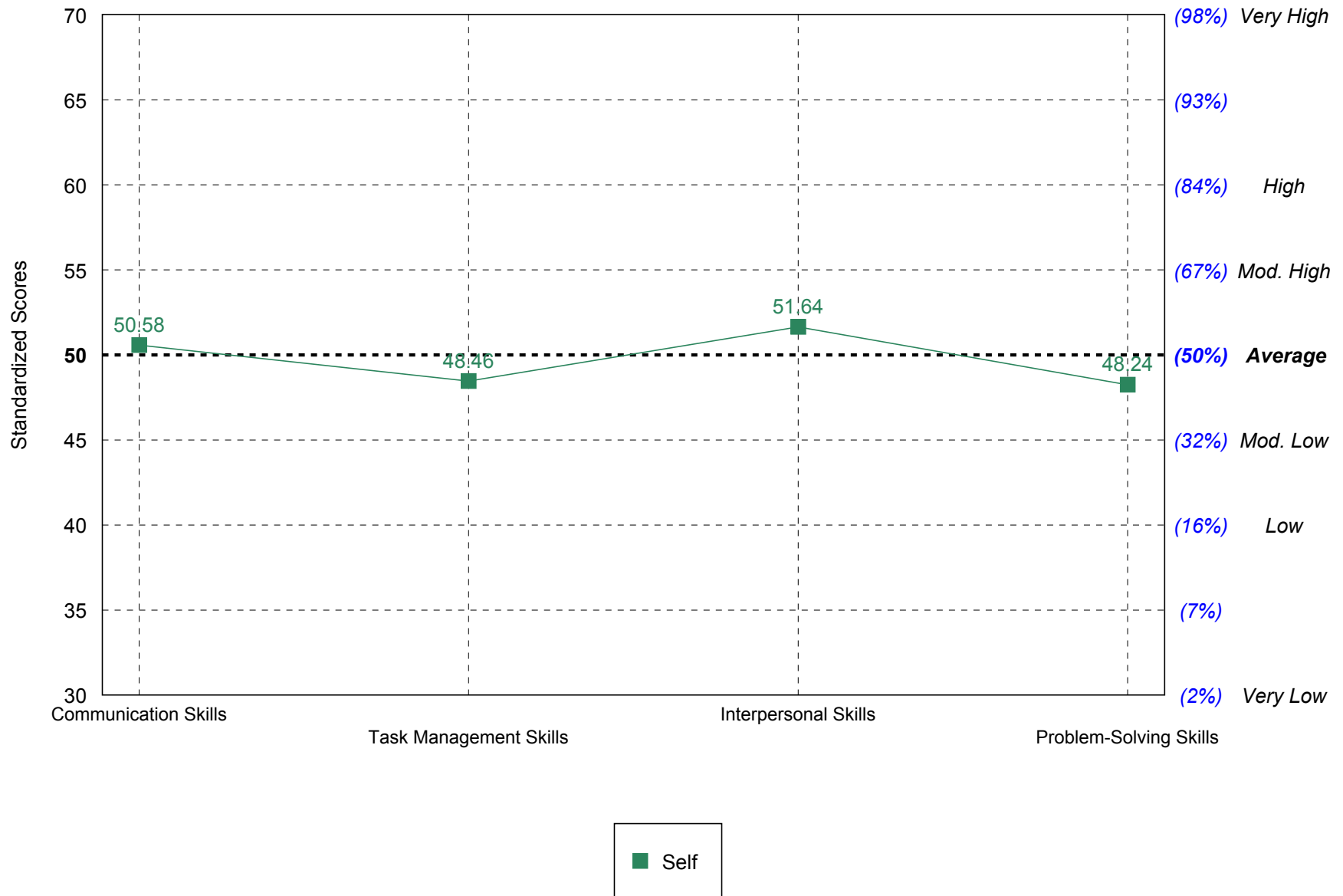
These t-scores represent the actual standard deviation above or below the average (shown as 50.0 on the graph). If you have a score that is above the 60, the t-score is in the top 2 percent of all people rated on that item (in other words, in the 98th percentile). Such a score is considered very high and is labeled as such at the right of the graph. A t-score difference of 5 or more might suggest important differences to further explore.

To further understand your scores, read the following definitions of the terms "Average" score, "Moderately High" score, and so on.

Very High	t-score above 70 (98th percentile)
High	t-score above 60 (84th percentile)
Moderately High	t-score above 55 (67th percentile)
Average	t-score equal to 50 (50th percentile)
Moderately Low	t-score below 45 (32th percentile)
Low	t-score below 40 (16th percentile)
Very Low	t-score below 30 (2nd percentile)

# Talent Accelerator for Managers

## Competency Group Summary



# Talent Accelerator for Managers

## Competency Introduction

This section provides feedback about your own self-perceptions to those in the international normative database across 20 leadership and management competencies.

### How to Interpret Your Graphs

The following line graphs compare your own self-perceptions to those in the international database for each of the 20 managerial competencies measured in the manager self-assessment.

The line graphs that follow compare your perceptions to those in the normative sample using two related scores: standardized t-scores on the left axis and percentiles on the right axis.

Standardized t-scores provide a useful way to compare your own scores to others in the large international normative database of employees. The t-score, for a competency or item, is the distance and direction from the average expressed in units of standard deviation. A t-score is sometimes called a "standardized score" with 50 representing the average. For example, a t-score of 60 means that the competency or item is one standard deviation above the average score in the normative database.

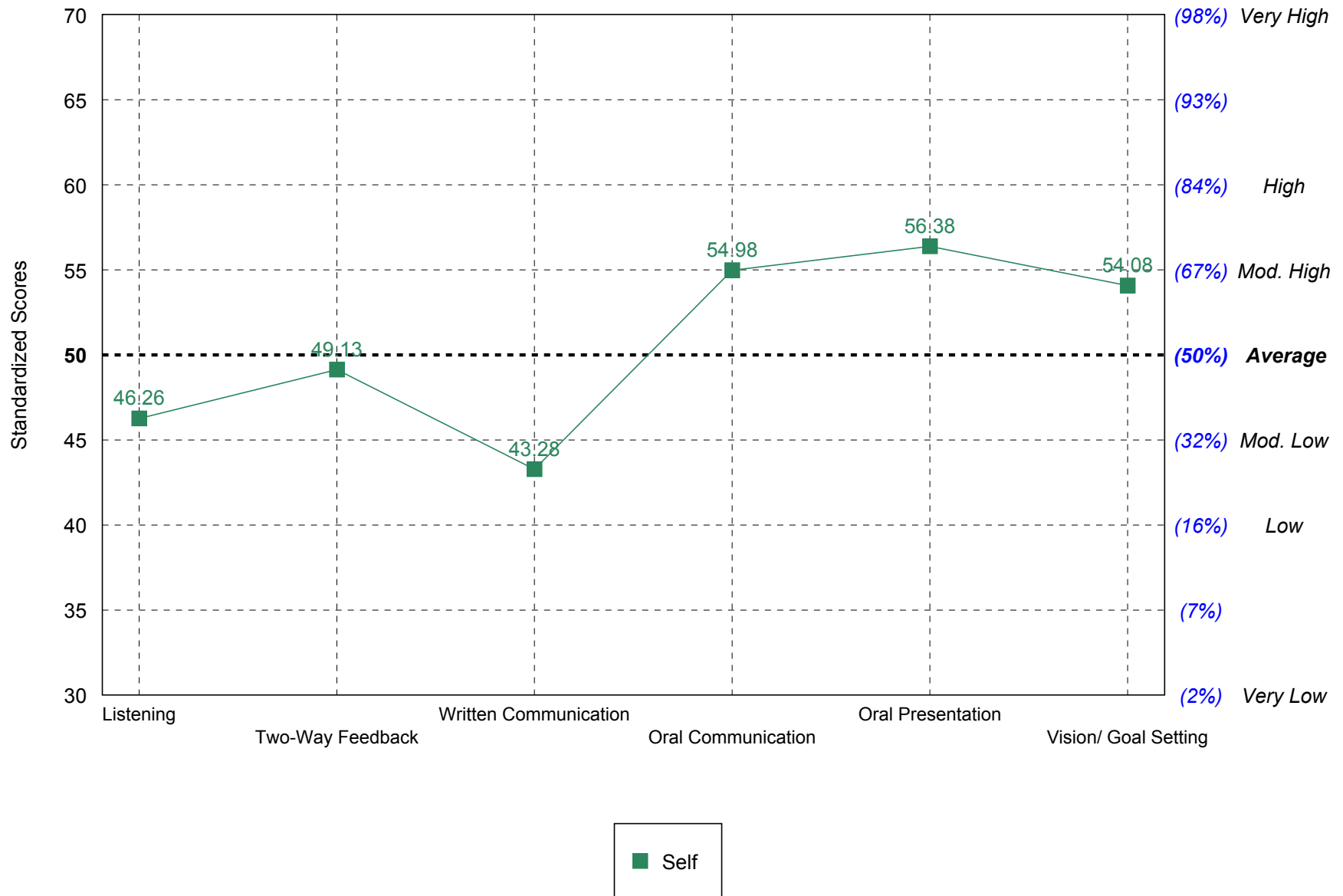
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To further understand your scores, read the following definitions below:

Very High	t-score above 70 (98th percentile)
High	t-score above 60 (84th percentile)
Moderately High	t-score above 55 (67th percentile)
Average	t-score equal to 50
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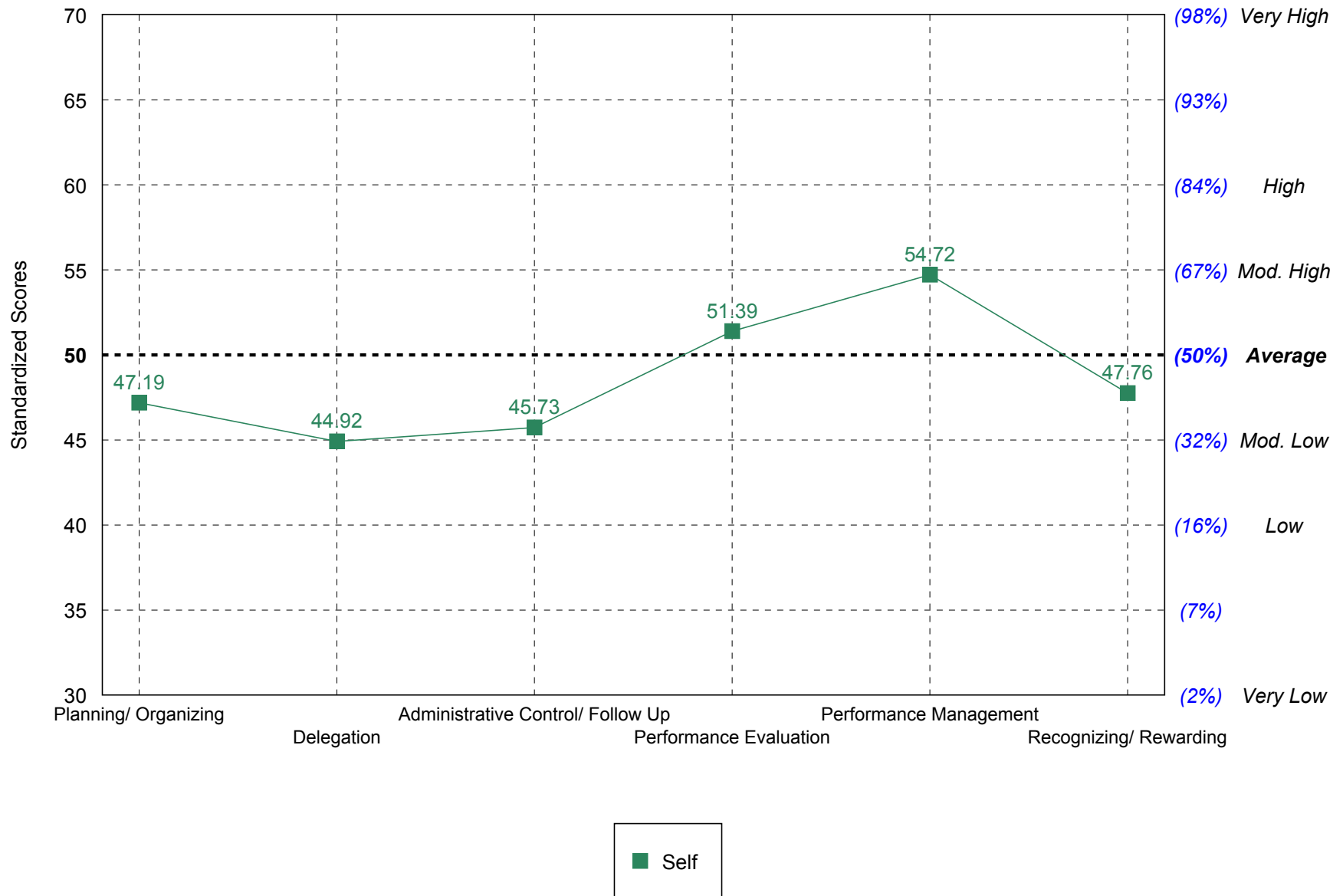
# Talent Accelerator for Managers

## Communication Skills



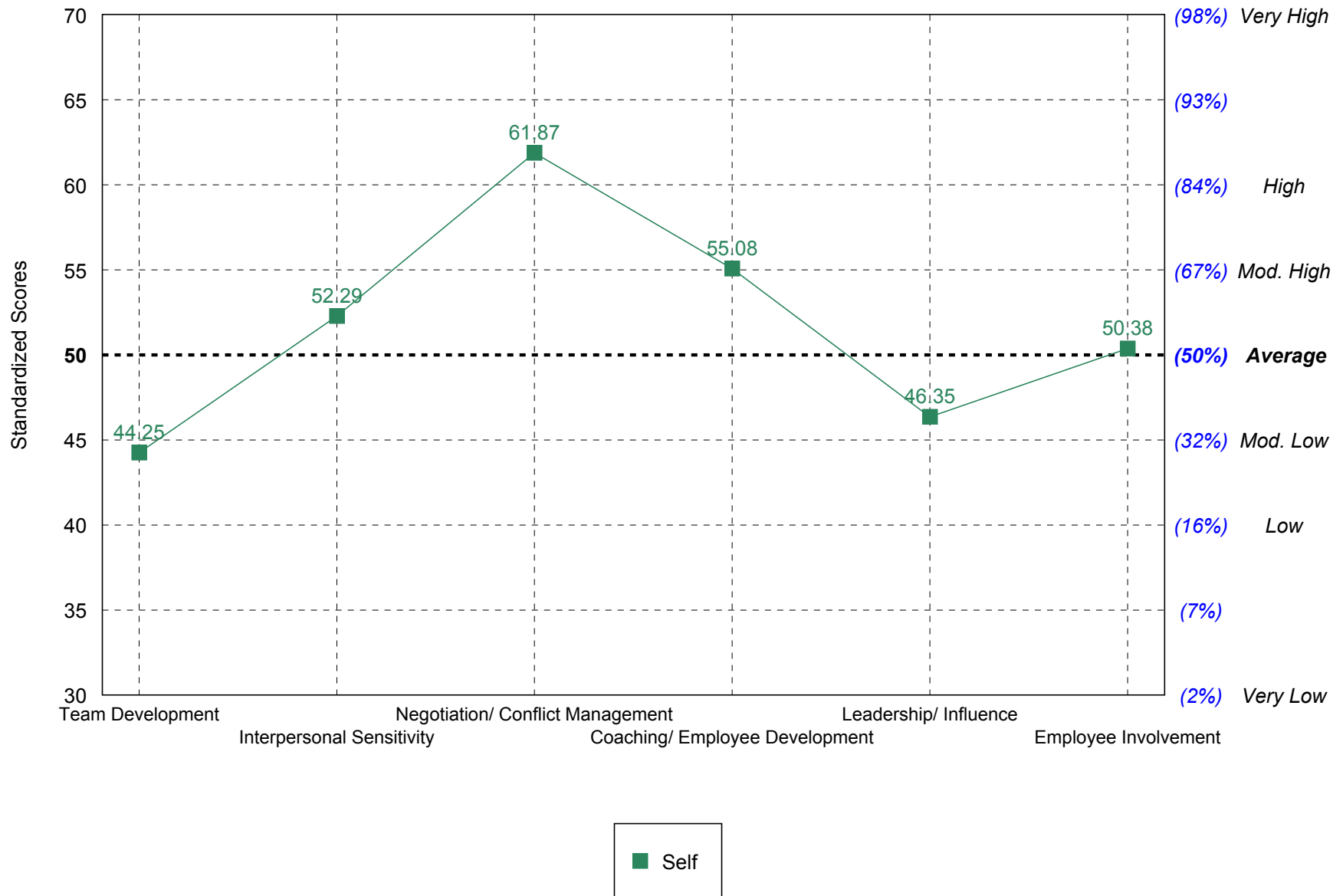
# Talent Accelerator for Managers

## Task Management Skills



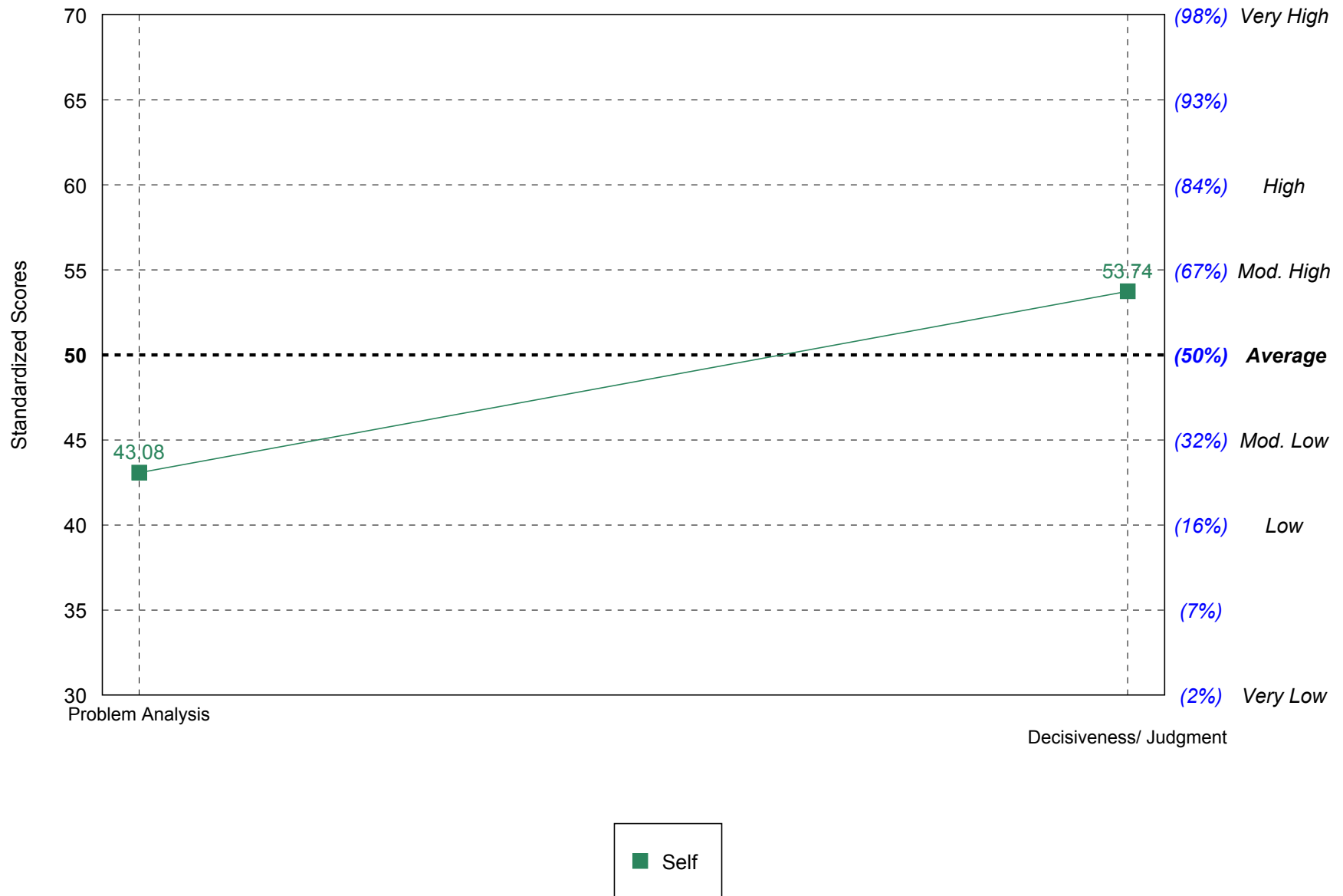
# Talent Accelerator for Managers

## Interpersonal Skills



# Talent Accelerator for Managers

## Problem-Solving Skills



# Talent Accelerator for Managers

## Behavior Summary

The average scores for each of the 100 leadership and managerial behaviors are summarized below (1 to 7 frequency scale with higher scores corresponding to more frequently observed behavior). The competencies and behaviors are presented in descending order based on your average scores.

Behavior	Self	Manager Norms
<b>Negotiation/ Conflict Management</b>	<b>6.40</b>	<b>5.19</b>
Recognize that diverse points of view of others must be encouraged, acknowledged & accepted.	7.00	5.17
Discuss possible "win-win" solutions & seek agreement on specific actions when conflicts arise.	7.00	5.17
Resist acting defensively & keep an open mind when others disagree with him or her.	6.00	5.27
Resolve interpersonal conflicts among employees.	6.00	5.17
Allow for disagreements to emerge & be discussed openly.	6.00	5.17
<b>Oral Presentation</b>	<b>6.00</b>	<b>5.39</b>
Restate & clarifies important points & questions from others.	6.00	5.39
Effectively handle comments, complaints & disagreements in meetings & presentations.	6.00	5.39
Handle questions in meetings & presentations in a responsive & diplomatic manner.	6.00	5.39
Am prepared & organized for meetings & presentations.	6.00	5.39
Deliver oral presentations that are persuasive, clear & logically organized.	6.00	5.39
<b>Oral Communication</b>	<b>6.00</b>	<b>5.52</b>
Articulate & enunciate clearly when speaking & communicating.	7.00	5.55
Provide clear, concise & logical answers to questions from others.	6.00	5.39
Clearly express & request information from others.	6.00	5.55
State complex information & thoughts simply and clearly.	6.00	5.55
Maintain eye contact when speaking to others.	5.00	5.55
<b>Decisiveness/ Judgment</b>	<b>5.80</b>	<b>5.45</b>
Make timely decisions based on adequate data & information.	7.00	5.45
Make decisions confidently & quickly when necessary.	7.00	5.45

# Talent Accelerator for Managers

## Behavior Summary Continued

Behavior	Self	Manager Norms
<b>Decisiveness/ Judgment</b>	<b>5.80</b>	<b>5.45</b>
Gather enough information, data & input before making a decision.	6.00	5.45
Stick with a decision or course of action unless it is obvious that it is incorrect.	5.00	5.45
Consider the consequences of decisions.	4.00	5.45
<b>Performance Management</b>	<b>5.80</b>	<b>5.27</b>
Focus on specific behaviors, instead of personality when employee performance discussions are required.	7.00	5.27
Explore & discuss the causes of employee performance & discipline problems.	6.00	5.27
Attempt to get commitment from employees to improve performance problems.	6.00	5.27
Clearly establish & communicate performance goals & standards with employees.	5.00	5.27
Clearly communicate employee performance problems in a fair and consistent manner.	5.00	5.27
<b>Coaching/ Employee Development</b>	<b>5.80</b>	<b>5.28</b>
Remove obstacles which may be hindering employees' performance.	7.00	5.28
Convey confidence in the skills & abilities of employees.	6.00	5.28
Provide adequate support & training to employees.	6.00	5.28
Take an interest in & support the career development plans of employees.	5.00	5.28
Support employee development plans such as on-the-job training, stretch assignments, etc.	5.00	5.28
<b>Vision/ Goal Setting</b>	<b>5.60</b>	<b>5.18</b>
Inform employees how their work is linked to both team & organizational business goals.	6.00	5.18
Communicate organizational vision, values and beliefs effectively.	6.00	5.18
Communicate & motivates others about the organizational mission & vision of the future.	6.00	5.18
Set & communicate clear priorities for individuals & work teams.	5.00	5.18
Establish & communicate organizational, departmental and team goals & performance standards.	5.00	5.18
<b>Interpersonal Sensitivity</b>	<b>5.40</b>	<b>5.15</b>
Develop & maintain supportive, friendly & sensitive interpersonal relationships with others.	6.00	5.15

# Talent Accelerator for Managers

## Behavior Summary Continued

Behavior	Self	Manager Norms
<b>Interpersonal Sensitivity</b>	<b>5.40</b>	<b>5.15</b>
Make it easy for employees to talk about their job challenges & problems.	6.00	5.15
Make an effort to understand how employees are feeling.	5.00	5.15
Show interest in & am considerate of the needs of others.	5.00	5.15
Demonstrate sensitivity towards diversity in the workforce (e.g., gender, race, ethnicity, age) & treats all employees in a fair & consistent manner.	5.00	5.15
<b>Two-Way Feedback</b>	<b>5.20</b>	<b>5.29</b>
Keep employees informed with relevant job information & important organizational issues in a timely manner.	7.00	5.29
Update employees in a prompt & timely manner on developments that affect their job, tasks, & assignments.	6.00	5.29
Maintain close contact & communication with employees (keeps others well informed).	5.00	5.29
Communicate information needed by team members in a prompt & timely manner.	4.00	5.29
Encourage a climate in which employees feel free to openly share their thoughts & feelings.	4.00	5.29
<b>Employee Involvement</b>	<b>5.20</b>	<b>5.16</b>
Seek input from employees about organizational decisions, plans & problems.	7.00	5.16
Involve employees in organizational decision-making, planning & problem-solving processes.	7.00	5.16
Solicit & value the thoughts, opinions & ideas of employees.	5.00	5.16
Involve employees in discussions regarding organizational issues & problems.	4.00	5.16
Provide opportunities for employees to get involved in challenging organizational tasks, projects & assignments.	3.00	5.16
<b>Performance Evaluation</b>	<b>5.20</b>	<b>5.04</b>
Focus on both performance strengths & areas to be developed during employee appraisal meetings.	6.00	5.04
Encourage employees to prepare for & participate during performance appraisal review meetings.	6.00	5.04
Provide employees with on-going feedback about work performance & progress.	6.00	5.04
Encourage continuous performance discussions with my employees throughout the appraisal period.	5.00	5.04
Complete & maintains written documentation on employee performance throughout an appraisal period.	3.00	5.04

# Talent Accelerator for Managers

## Behavior Summary Continued

Behavior	Self	Manager Norms
<b>Planning/ Organizing</b>	<b>5.00</b>	<b>5.29</b>
Establish a logical sequence of work activities & assignments.	6.00	5.29
Develop both short & long-range plans that consider relevant cost, schedule & resource information.	6.00	5.29
Maintain information (e.g., documents, data, records, files) in a well-organized manner.	5.00	5.29
Organize, utilize & manage my time productively.	4.00	5.29
Effectively schedule work activities & tasks.	4.00	5.29
<b>Recognizing/ Rewarding</b>	<b>5.00</b>	<b>5.25</b>
Provide immediate positive feedback to others when their assignments & projects are completed successfully.	7.00	5.25
Provide positive incentives & rewards for the successful completion of tasks, projects & assignments.	6.00	5.25
Share successes & discuss effective performance with others.	4.00	5.25
Reward individuals for their efforts & accomplishments when deserved.	4.00	5.25
Compliment employees when they perform well.	4.00	5.25
<b>Leadership/ Influence</b>	<b>4.80</b>	<b>5.17</b>
Build strategic alliances & networks with key people.	6.00	5.17
Communicate a vision of the organizational future & inspire commitment & support towards this vision from others.	5.00	5.17
Effectively convince & persuade others to see my perspective & ideas.	5.00	5.17
Capable of adjusting my interpersonal & leadership style to motivate & influence employees.	4.00	5.17
Communicate & expresses ideas in a manner that persuades and influences others.	4.00	5.17
<b>Team Development</b>	<b>4.80</b>	<b>5.44</b>
Develop team spirit, cohesion & high morale.	6.00	5.44
Create consensus around team & organizational goals & inspires & motivates others to work hard & be productive.	5.00	5.44
Encourage a climate of trust, honesty & openness with others.	5.00	5.44
Develop cooperation rather than competition among employees, groups & work teams.	5.00	5.44
Support the team & actively convey the needs of individuals & team members to upper management.	3.00	5.44

# Talent Accelerator for Managers

## Behavior Summary Continued

Behavior	Self	Manager Norms
<b>Listening</b>	<b>4.80</b>	<b>5.18</b>
Maintain appropriate eye contact and attentive non-verbal behavior when being spoken to.	6.00	5.18
Summarize what employees have said in order to clarify understanding (e.g., uses statements like, "You seem to be saying...").	5.00	5.18
Listen to what people say in a way that shows understanding (e.g., uses statements like, "You feel..." or "You seem to be saying...").	5.00	5.18
Am willing to take the time to understand & listen to employees.	5.00	5.18
Wait out silences and listen patiently without interrupting others.	3.00	5.18
<b>Delegation</b>	<b>4.80</b>	<b>5.30</b>
Provide adequate resources, information & training so that employees can perform delegated tasks.	6.00	5.30
Transfer the necessary authority to employees to ensure completion of delegated tasks, assignments & projects.	6.00	5.30
Clearly define & communicates tasks, projects & assignments when delegating to others.	4.00	5.30
Effectively utilize the skills, experience & capabilities of others to complete work assignments.	4.00	5.30
Delegate assignments to employees according to both individual & organizational needs.	4.00	5.30
<b>Written Communication</b>	<b>4.80</b>	<b>5.50</b>
Writes technical information in an easily understood manner.	5.00	5.50
Write in a clear, direct & concise manner.	5.00	5.50
Use written communications effectively & appropriately.	5.00	5.50
Write in a logical & organized manner.	5.00	5.50
Use appropriate grammar, tense & language in written communications.	4.00	5.50
<b>Problem Analysis</b>	<b>4.60</b>	<b>5.27</b>
Generate & consider multiple solutions to a problem.	6.00	5.27
Anticipate potential & future problems.	5.00	5.27
Create opportunities to be innovative & create new ideas & concepts.	5.00	5.27
Gather & utilize available information in order to understand and solve organizational issues & problems.	4.00	5.27
Consider alternatives & generate contingency plans when making decisions & solving problems.	3.00	5.27

# Talent Accelerator for Managers

## Behavior Summary Continued

Behavior	Self	Manager Norms
<b>Administrative Control/ Follow Up</b>	<b>4.60</b>	<b>5.04</b>
Follow-up with employees to monitor quality & effective performance.	7.00	5.04
Keep track of details and follows up on tasks, projects & assignments.	6.00	5.04
Establish effective mechanisms to monitor & ensure that work is done on time & with quality.	4.00	5.04
Develop systems to monitor budgets, costs, & expenses.	3.00	5.04
Develop systems and procedures to monitor individual, team and organizational progress on projects, tasks and assignments.	3.00	5.04

# Talent Accelerator for Managers

## Development Planning Guide

### Examining your Manager Self-Assessment Feedback Report

Your reactions to your manager self-assessment feedback report provide insight that is useful not only in the interpretation of the results, but in deciding what you may do about them. Start with your feelings about the results.

### Emotional Reaction

Your initial reaction to your summary feedback report is important. It provides insight that is useful in interpreting your results and in deciding what competencies you will target for your developmental planning efforts. Start with your feelings about your summary feedback report. If you had to select a single word or phrase to describe your emotional reactions, to your summary feedback report it would be:

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What is it about your report that leads you to feel this way?

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How do your self-ratings compare to the Manager Norms?

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What trends do you see (things that are surprising or validating)?

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What new insights, if any do you get from your report?

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# Talent Accelerator for Managers

## Development Planning Guide Continued

### Deciding What Management Competencies to Work On

The first column below summarizes the Talent Accelerator for Managers competencies. Place a check next to the ones you would rate as being most important to your current position. The second column reflects competencies in which other raters have provide feedback that some additional development is desirable. Place a check next to those competencies that others see as potential development areas. Any competency with both columns checked suggests a more critical development area These should be targeted as part of your Development Plan.

Competency Group	Competency	Importance	Development
<b>Communication Skills</b>	Listening		
	Two-Way Feedback		
	Written Communication		
	Oral Communication		
	Oral Presentation		
	Vision/ Goal Setting		
<b>Task Management Skills</b>	Planning/ Organizing		
	Delegation		
	Administrative Control/ Follow Up		
	Performance Evaluation		
	Performance Management		
	Recognizing/ Rewarding		
<b>Interpersonal Skills</b>	Team Development		
	Interpersonal Sensitivity		
	Negotiation/ Conflict Management		
	Coaching/ Employee Development		
	Leadership/ Influence		
	Employee Involvement		
<b>Problem-Solving Skills</b>	Problem Analysis		
	Decisiveness/ Judgment		

# Talent Accelerator for Managers

## Development Planning Guide Continued

### Deciding What Management Competencies to Work On Continued

List three strengths based upon your manager self-assessment results to continue to leverage for successful performance in your current job or position:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List three development areas based upon your manager self-assessment results (i.e., behaviors you will do more, less or differently for successful performance in your current job or position):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The purpose of your manager self-assessment feedback is to assist you to develop crucial leadership and management competencies. Developing skills can be challenging because it almost always means replacing current behavior with a new pattern of behavior. This is not easy! Research suggests that desired change is more likely to be successful when:

- The desired competency is specifically defined
- There is commitment and motivation to change behavior
- An action plan is shared with others
- An analysis is made of reasons for potential lack of success
- Other people support your behavior change
- The behavioral outcomes are visible and can be measured

The action plan worksheet on the next page will assist you in developing one of the competencies you have identified based on the results of your manager self-assessment. As you begin your action plan, consider the following:

- Focus on being specific
- Use the recommendations in your feedback report as a basis for your behavioral plan
- Keep your plan simple and put it in writing
- Define how to monitor and evaluate results

# Talent Accelerator for Managers

## Development Planning Guide Continued

Manager Competency:	
Development Activities:	Target Dates:
Support/Resources Required:	
Measures of Success:	
Results/Outcomes:	