



Leadership Competency Model 360 Group Report

[The Model](#)

[Overall Summary](#)

[Competency Results](#)

[Development Suggestions](#)

Participants:

- Dick Example
- Lara Example
- Terri Example
- Ron Example
- Kimberly Example
- Julie Example
- Vicky Example
- Pat Example
- Marilyn Example
- Deborah Example
- Sheila Example
- Javier Example
- Isabel Example
- Rick Example
- John Example
- Jonathan Example
- Ana Example
- Matt Example



Copyright © 2004 Bigby, Havis & Associates, Inc. and David G. Bigby, Ph.D. All rights reserved.

THE MODEL

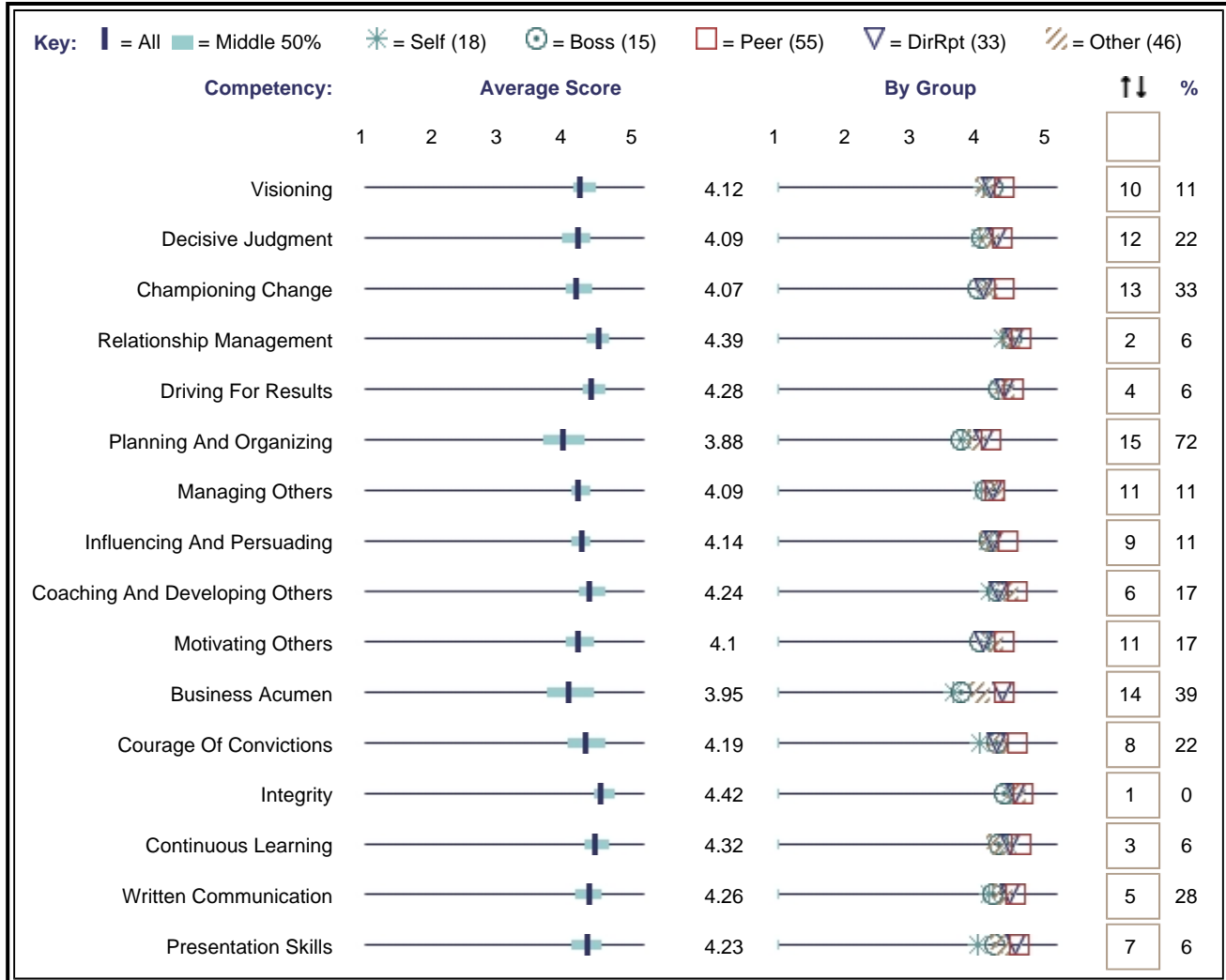
Leadership Competency Model

Visioning	Identifying long-term goals and championing the implementation of different or alternative ideas.
Decisive Judgment	Making good decisions in a timely and confident manner.
Championing Change	Taking action to support and implement change initiatives effectively.
Relationship Management	Developing and maintaining positive relationships with individuals outside their work group.
Driving For Results	Challenging, pushing the organization and themselves to excel and achieve.
Planning And Organizing	Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.
Managing Others	Directing and leading others to accomplish organizational goals and objectives.
Influencing And Persuading	Convincing others to adopt a course of action.
Coaching And Developing Others	Advising, assisting, mentoring and providing feedback to others to encourage and inspire the development of work-related competencies and long-term career growth.
Motivating Others	Inspiring others to perform well by actively conveying enthusiasm and a passion for doing a good job.
Business Acumen	Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective.
Courage Of Convictions	Having the personal courage to address difficult issues in the face of potential opposition.
Integrity	Upholding a high standard of fairness and ethics in everyday words and actions.
Continuous Learning	Striving to expand knowledge and refine skills through education and training. Inspiring others to develop and refine knowledge and skills relevant to their work.
Written Communication	Having the skills to communicate to others in a written format.
Presentation Skills	Having the skills to effectively communicate to an audience in a formal setting.

OVERALL SUMMARY

Leadership Competency Model

Your Summary Competency Ratings

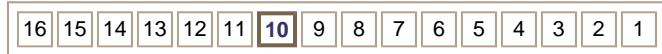


↑↓ This column shows the rank order of scores on each competency starting with "1" as the highest possible score.

% Percent of participants receiving a development suggestion for this competency.

COMPETENCY RESULTS

Relative Competency Rank



Low.....

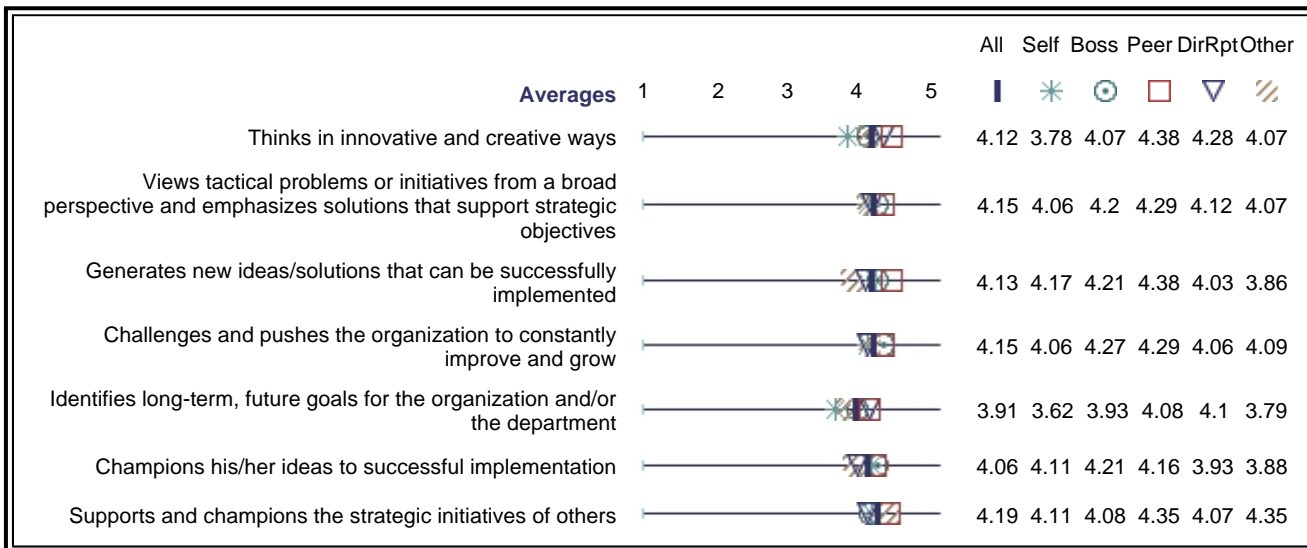
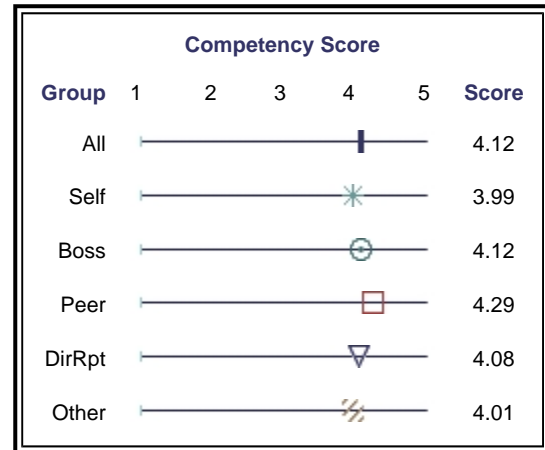
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

Visioning

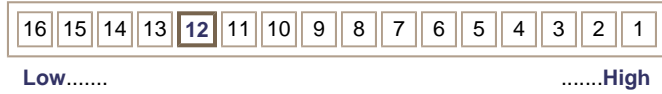
Identifying long-term goals and championing the implementation of different or alternative ideas.

People who are competent at visioning generate creative and strategic solutions that can be successfully implemented. They think in innovative ways and support similar thinking in others. They challenge and push the organization to constantly improve and grow.



COMPETENCY RESULTS

Relative Competency Rank

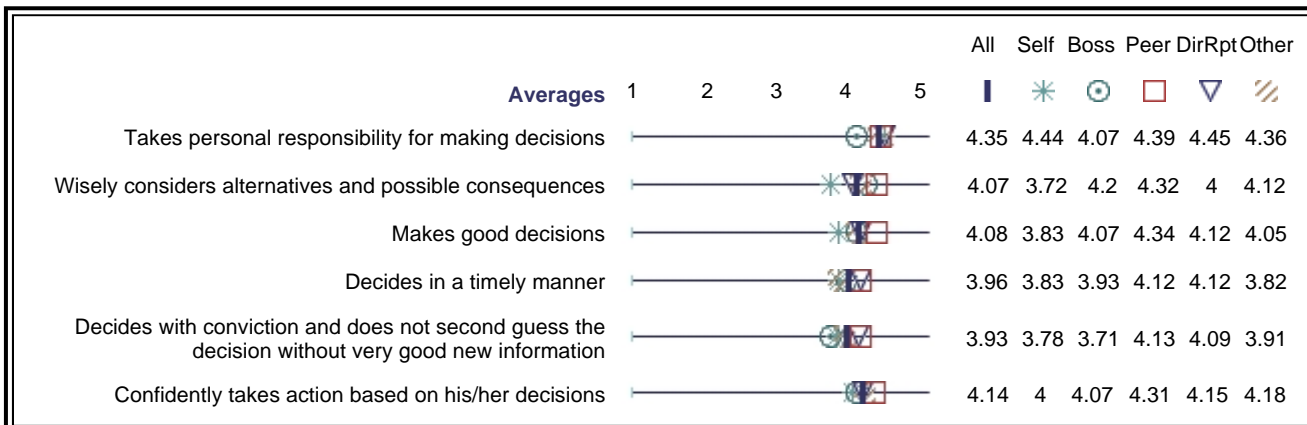
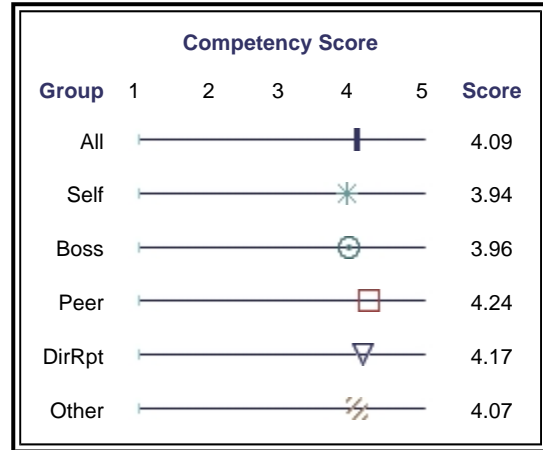


Decisive Judgment

Making good decisions in a timely and confident manner.

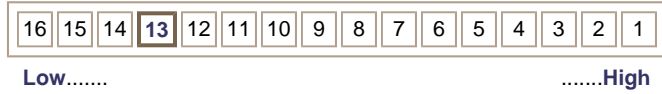
People who display this competency make sound decisions with conviction and in a timely manner. After they have considered alternatives and possible consequences, they can decide upon a course of action and assume responsibility for their decisions.

Strongly Disagree =1 ... Strongly Agree = 5



COMPETENCY RESULTS

Relative Competency Rank

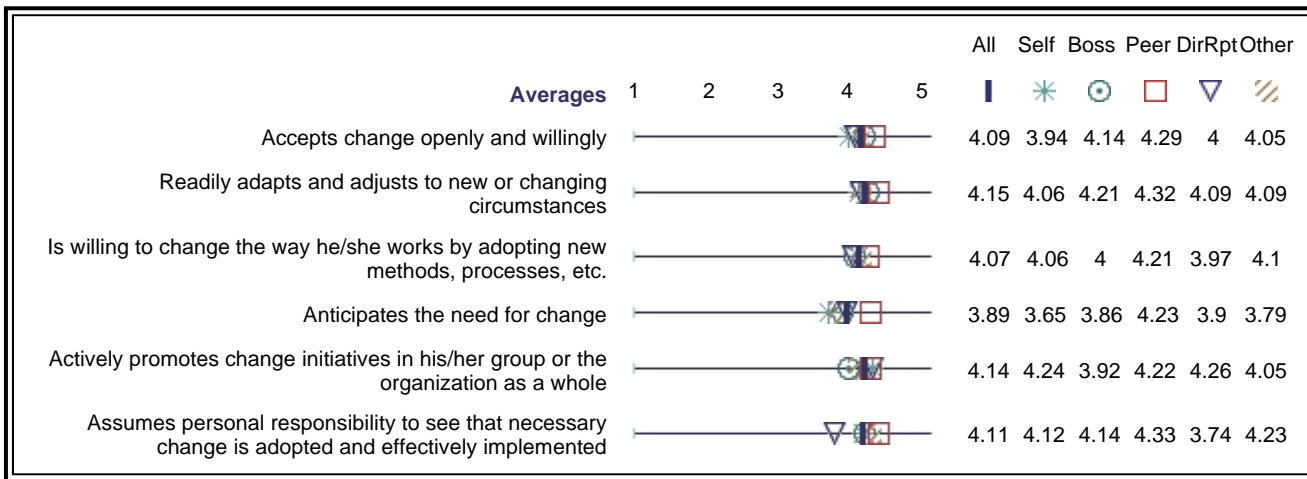
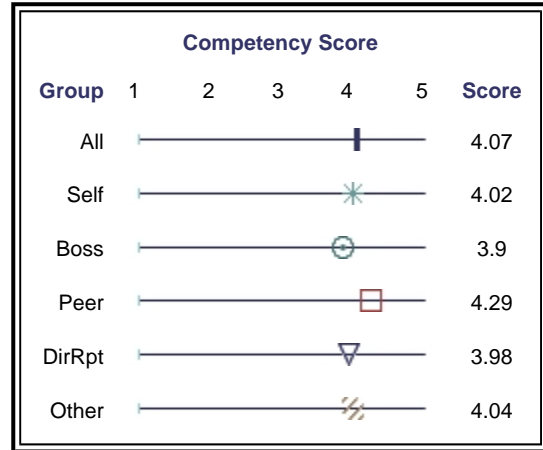


Championing Change

Taking action to support and implement change initiatives effectively.

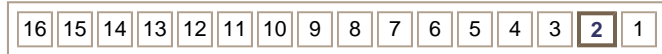
People who display this competency actively lead change efforts through their words as well as their actions. They build the support of those affected by the change initiative and take personal responsibility to ensure that changes are successfully implemented.

Strongly Disagree =1 ... Strongly Agree = 5



COMPETENCY RESULTS

Relative Competency Rank



Low.....

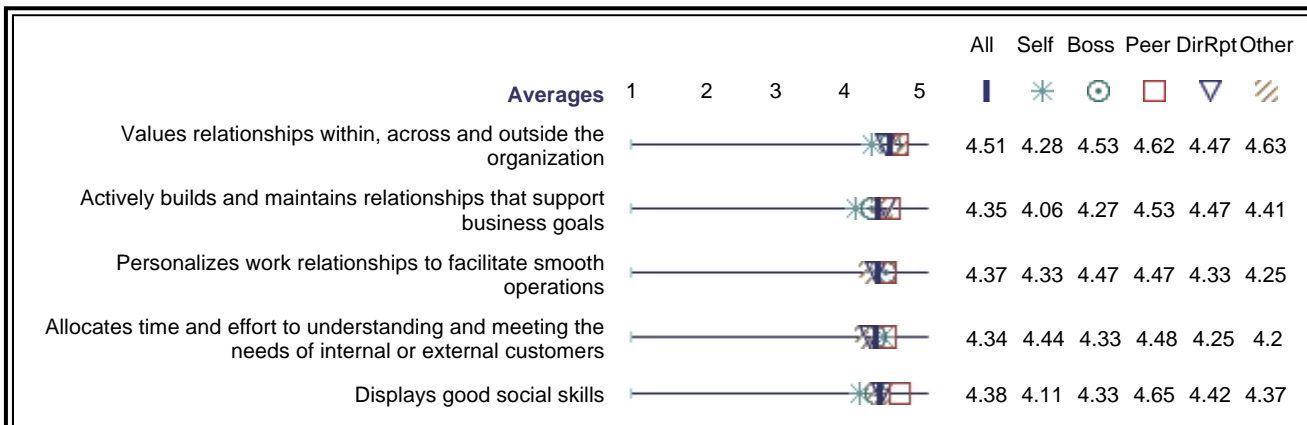
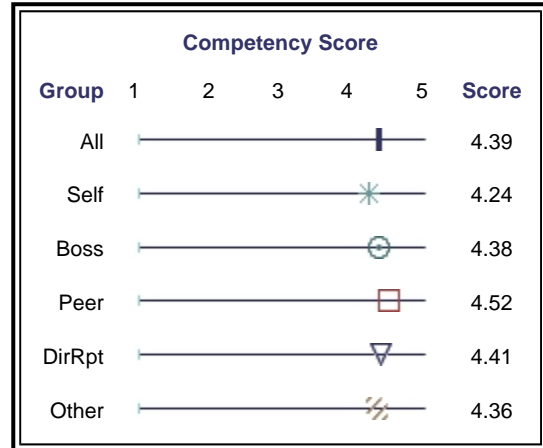
.....High

Strongly Disagree = 1 ... Strongly Agree = 5

Relationship Management

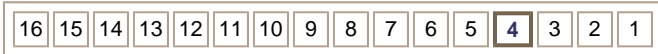
Developing and maintaining positive relationships with individuals outside their work group.

People who are competent at relationship management actively seek opportunities to build relationships important to their business. They are in frequent contact with internal or external customers to assure satisfaction. They consider how their actions or decisions may impact other groups or departments and work collaboratively to accomplish work goals.



COMPETENCY RESULTS

Relative Competency Rank



Low.....

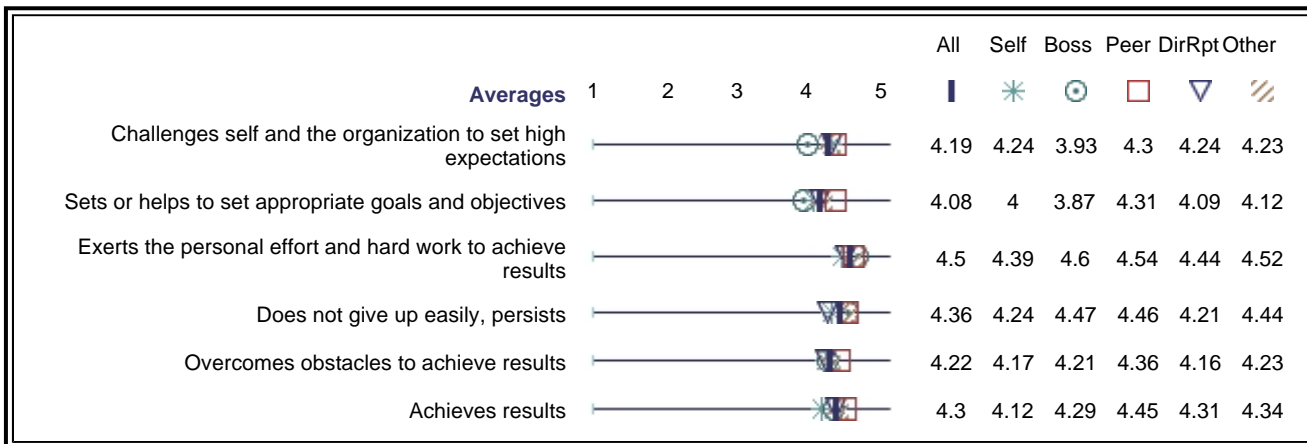
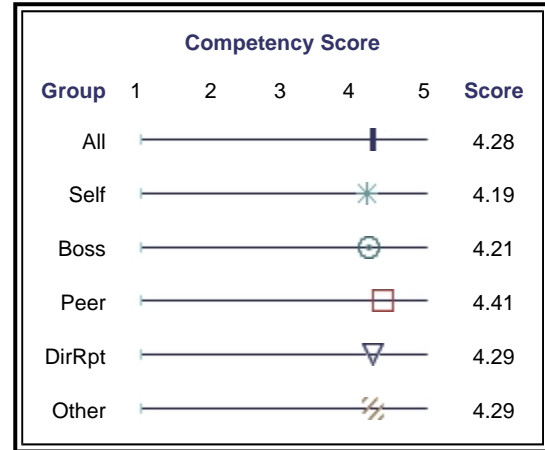
.....High

Driving For Results

Challenging, pushing the organization and themselves to excel and achieve.

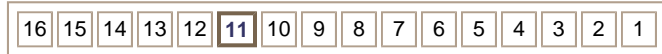
People who exhibit a drive for results establish or help establish objectives and contribute to their accomplishment. They assume personal responsibility for the success of the organization and persist, even when faced with obstacles, to achieve results.

Strongly Disagree = 1 ... Strongly Agree = 5



COMPETENCY RESULTS

Relative Competency Rank



Low.....

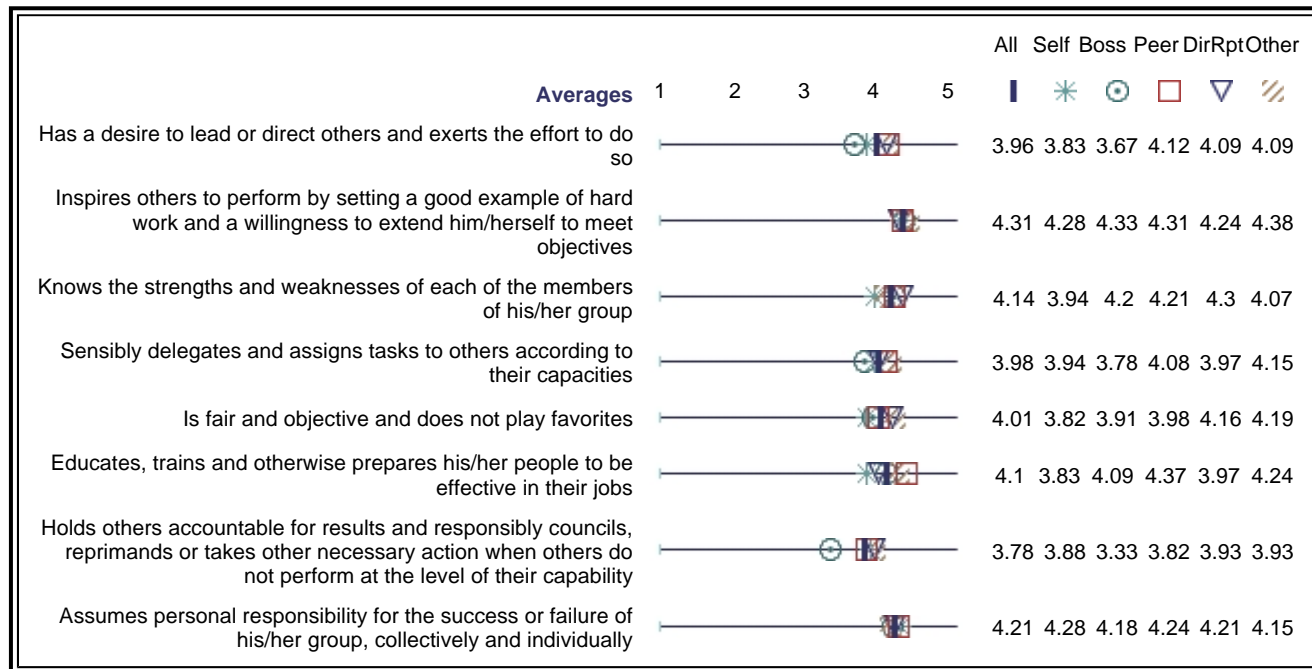
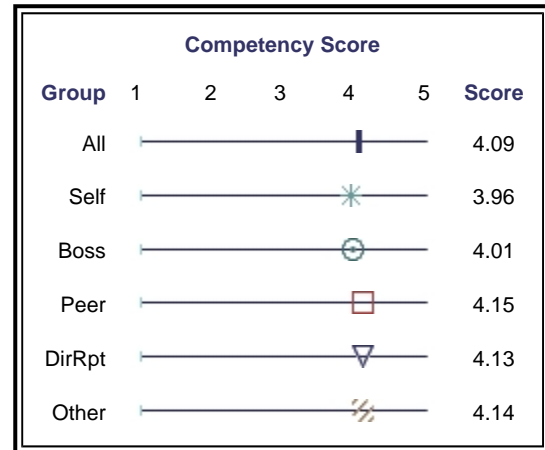
.....High

Managing Others

Directing and leading others to accomplish organizational goals and objectives.

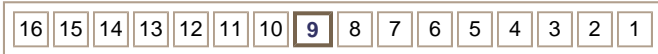
People who display this competency effectively manage and direct the activities of others. They work through other people to accomplish objectives, and they encourage performance through motivation and feedback. They hold people accountable.

Strongly Disagree = 1 ... Strongly Agree = 5



COMPETENCY RESULTS

Relative Competency Rank



Low.....

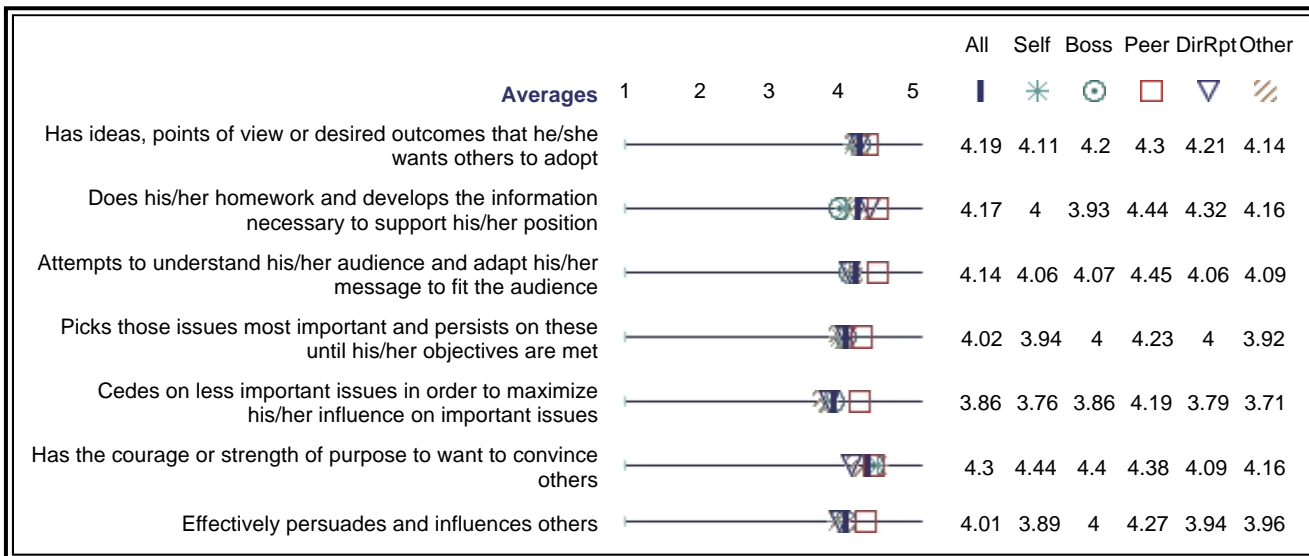
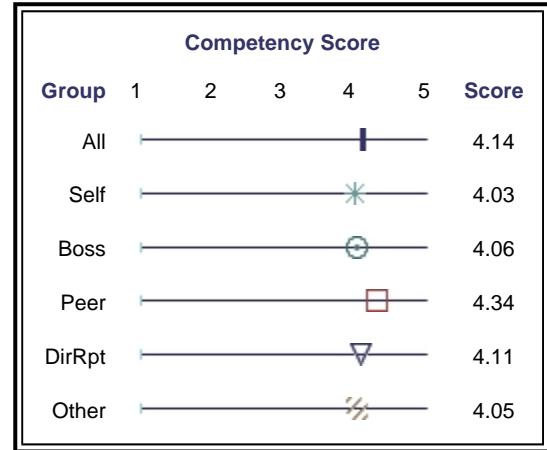
.....High

Strongly Disagree =1 ... Strongly Agree = 5

Influencing And Persuading

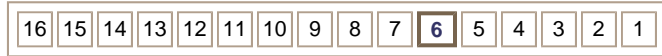
Convincing others to adopt a course of action.

People who display this competency influence others without being excessively aggressive or pushy. They understand their audience and modify their method of persuasion accordingly. They are confident and do not give up easily.



COMPETENCY RESULTS

Relative Competency Rank



Low.....

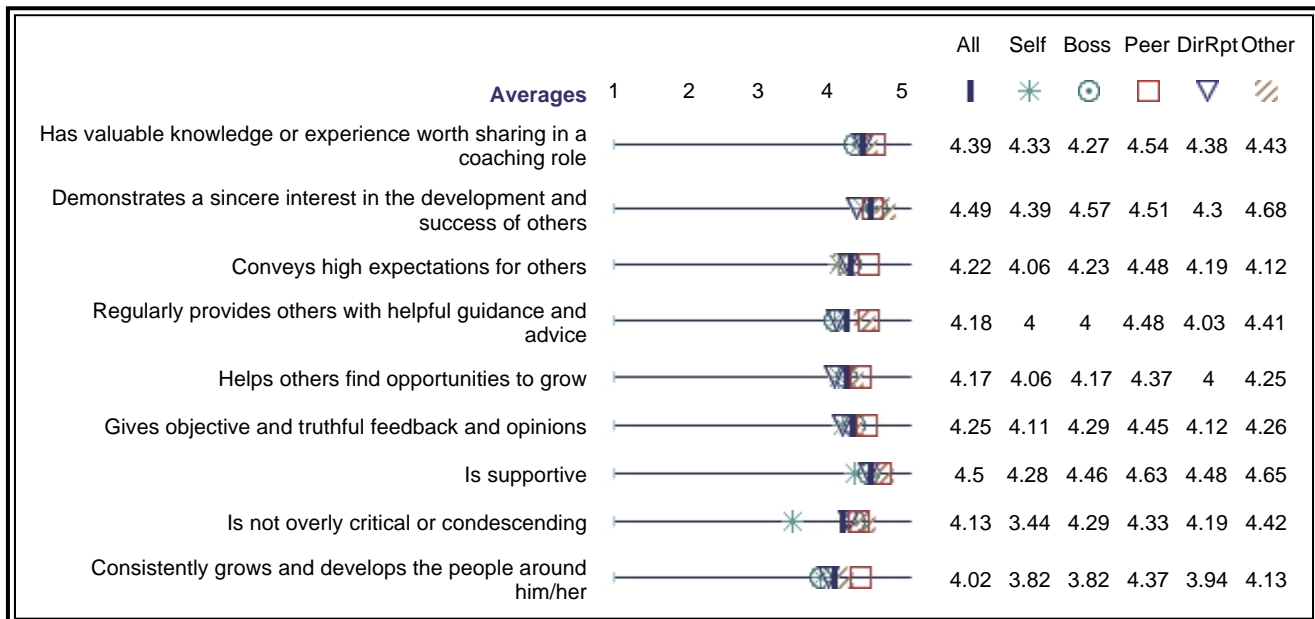
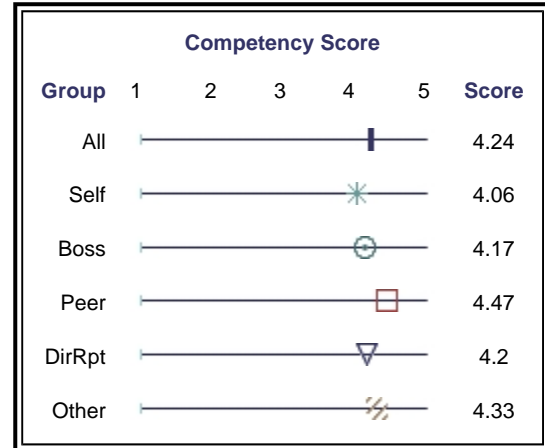
.....High

Strongly Disagree =1 ... Strongly Agree = 5

Coaching And Developing Others

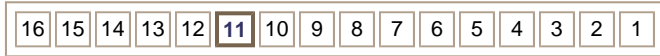
Advising, assisting, mentoring and providing feedback to others to encourage and inspire the development of work-related competencies and long-term career growth.

People who display this competency are sincerely interested in the development and success of others. They provide honest feedback and guidance in a supportive manner and assist others in meeting individual goals and challenges. In all, they are positive, objective and fair.



COMPETENCY RESULTS

Relative Competency Rank



Low.....

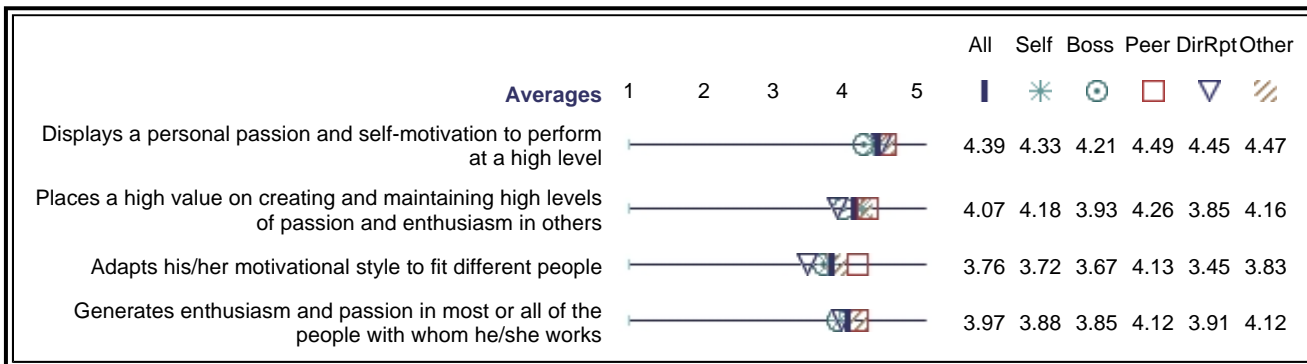
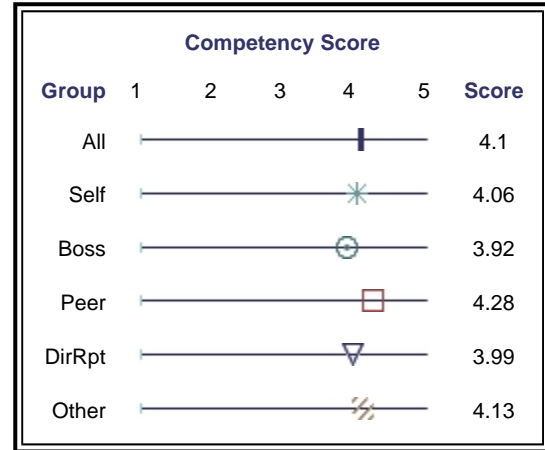
.....High

Strongly Disagree =1 ... Strongly Agree = 5

Motivating Others

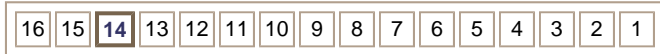
Inspiring others to perform well by actively conveying enthusiasm and a passion for doing a good job.

People who display this competency encourage and inspire others.



COMPETENCY RESULTS

Relative Competency Rank



Low.....

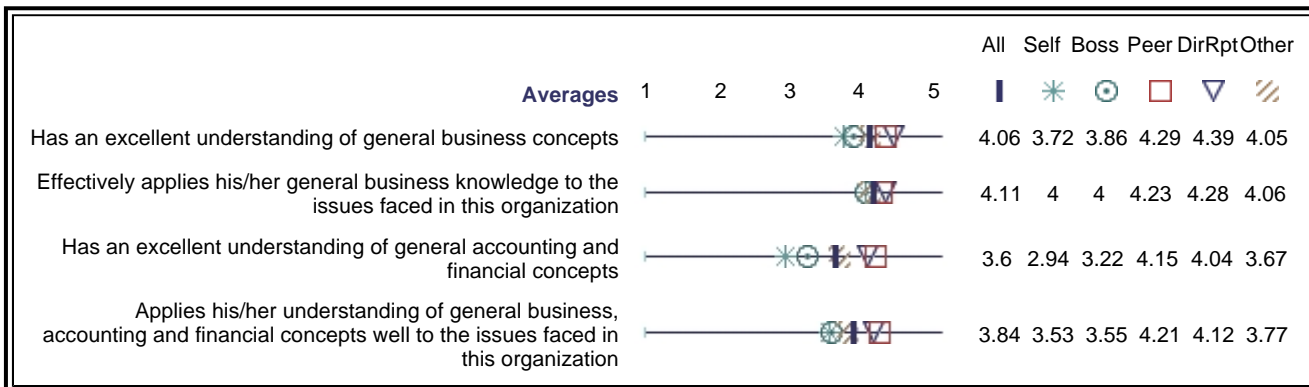
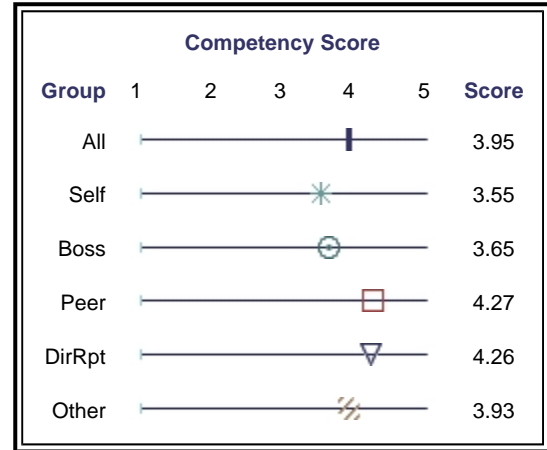
.....High

Strongly Disagree =1 ... Strongly Agree = 5

Business Acumen*

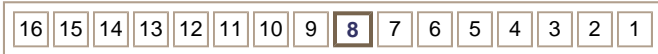
Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective.

People who display this competency will have a good understanding of general business and financial concepts. They are effective at using this knowledge to understand important business issues related to their work.



COMPETENCY RESULTS

Relative Competency Rank



Low.....

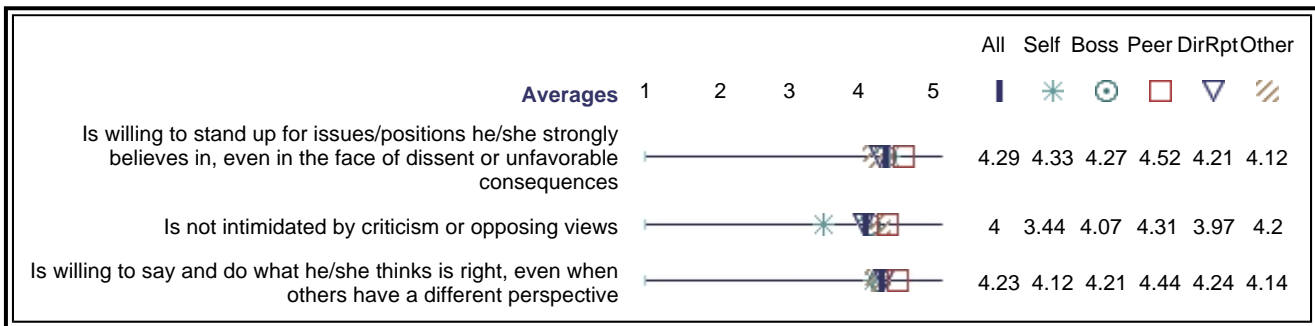
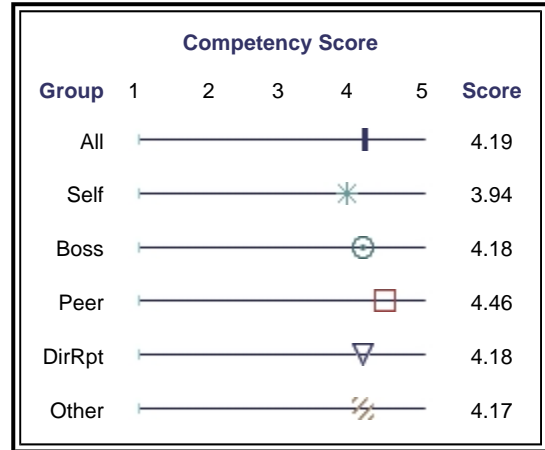
.....High

Courage Of Convictions*

Having the personal courage to address difficult issues in the face of potential opposition.

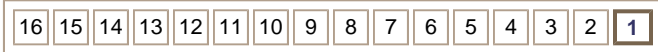
People who display this competency place a high importance on addressing the difficult issues. They are willing to say and do what they think is right, even when others around them have a different perspective.

Strongly Disagree = 1 ... Strongly Agree = 5



COMPETENCY RESULTS

Relative Competency Rank



Low.....

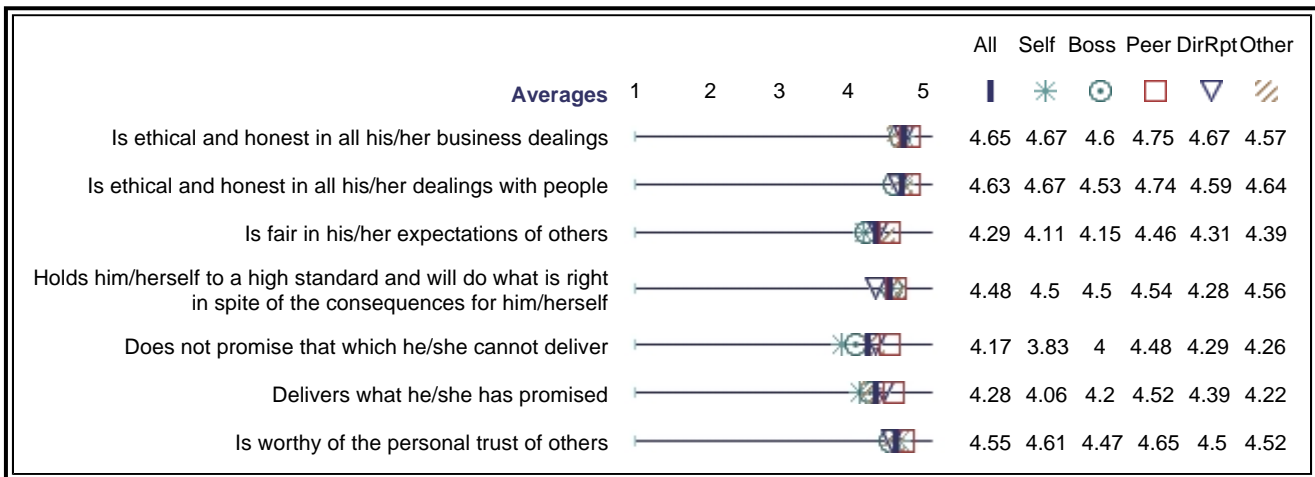
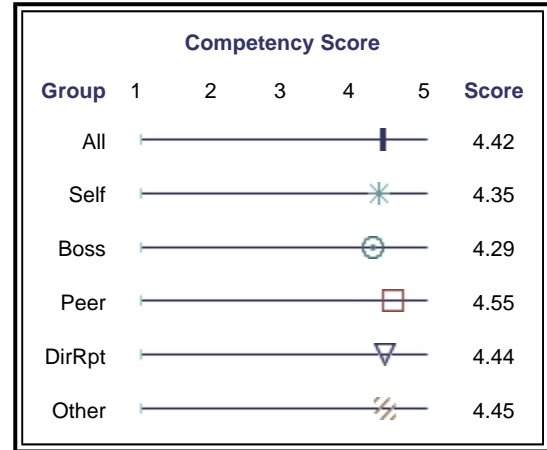
.....High

Integrity*

Upholding a high standard of fairness and ethics in everyday words and actions.

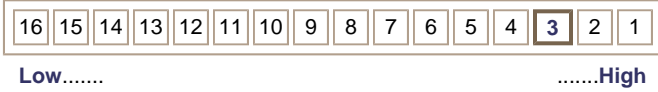
People who display this competency conscientiously and reliably behave in an ethical and honest manner in their dealings with management, peers, direct reports and customers. They are fair in their expectations of others and behave toward others with equal fairness.

Strongly Disagree = 1 ... Strongly Agree = 5



COMPETENCY RESULTS

Relative Competency Rank

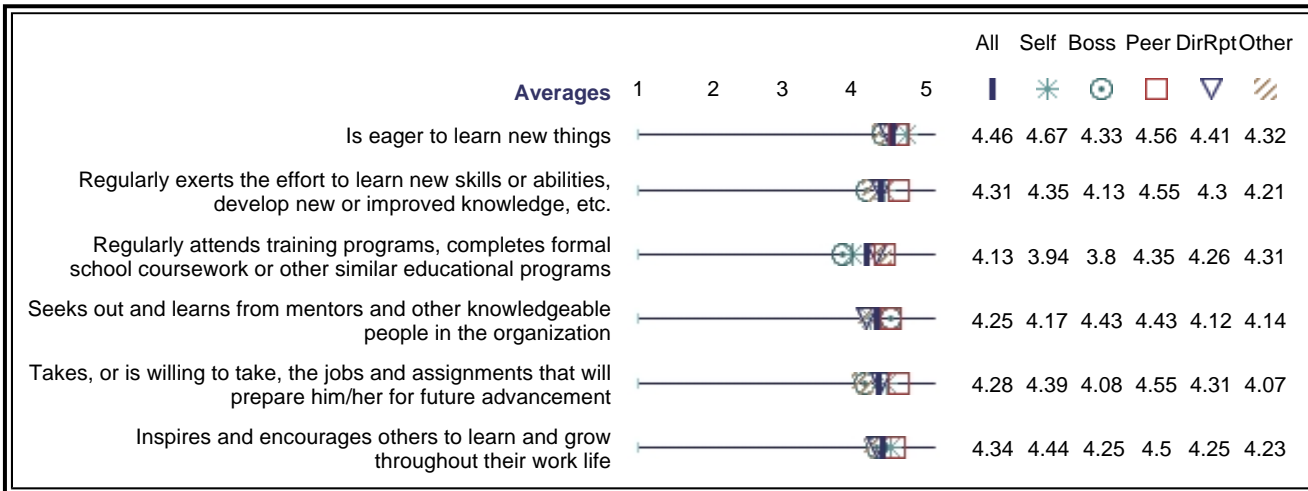
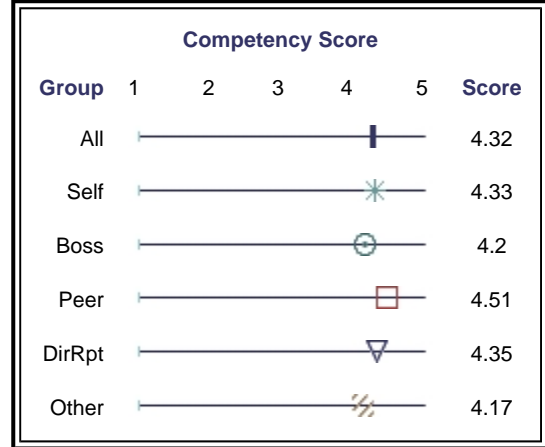


Continuous Learning*

Striving to expand knowledge and refine skills through education and training. Inspiring others to develop and refine knowledge and skills relevant to their work.

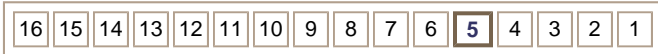
People who display this competency always strive to improve their knowledge, understanding, abilities and skills throughout their working lives. Through their example or by direct encouragement, they also inspire others to be lifelong learners.

Strongly Disagree = 1 ... Strongly Agree = 5



COMPETENCY RESULTS

Relative Competency Rank



Low.....

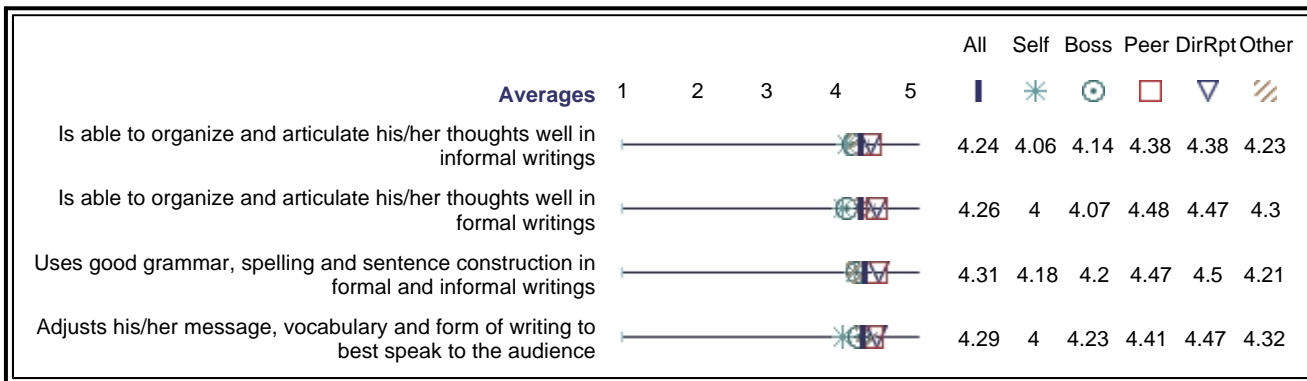
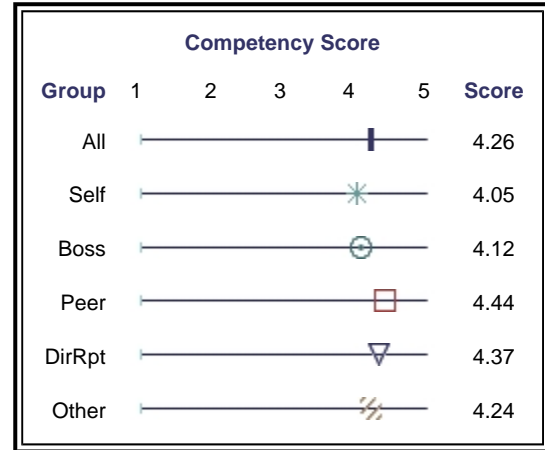
.....High

Strongly Disagree =1 ... Strongly Agree = 5

Written Communication*

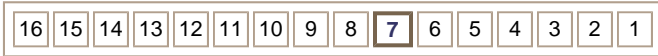
Having the skills to communicate to others in a written format.

People who are competent in written communication are able to organize and articulate their thoughts well in formal and informal writings. They adjust their message, vocabulary and form of writing to best speak to their audience.



COMPETENCY RESULTS

Relative Competency Rank



Low.....

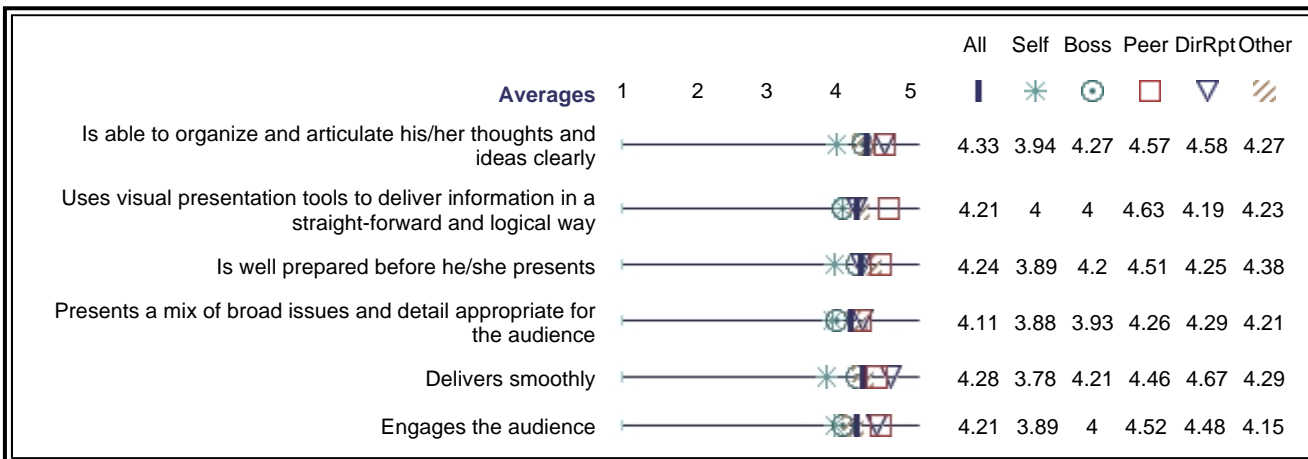
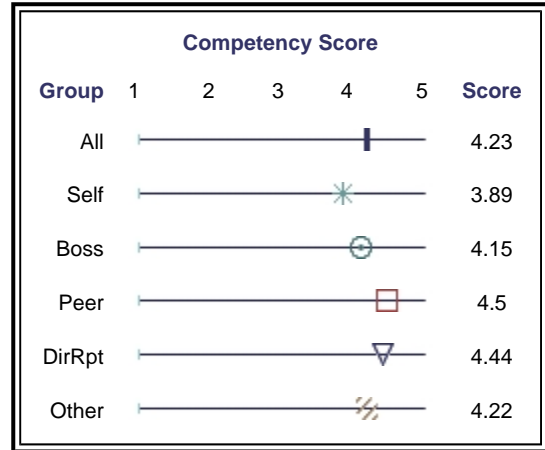
.....High

Presentation Skills*

Having the skills to effectively communicate to an audience in a formal setting.

People who display this competency are able to organize and articulate their thoughts and ideas clearly. They use visual presentation tools to deliver information in a straightforward and logical way. They prepare well, adjust their message to their audience, and deliver smoothly.

Strongly Disagree = 1 ... Strongly Agree = 5



DEVELOPMENT SUGGESTIONS

Listed below are the competencies ranked in order of highest to lowest scores. For your reference each of the development suggestions has been printed on the following pages. **For sample purposes only one developmental suggestion is shown.**

1. Integrity - 0%
2. Relationship Management - 6%
3. Continuous Learning - 6%
4. Driving For Results - 6%
5. Written Communication - 28%
6. Coaching And Developing Others - 17%
7. Presentation Skills - 6%
8. Courage Of Convictions - 22%
9. Influencing And Persuading - 11%
10. Visioning - 11%
11. Managing Others - 11%
12. Motivating Others - 17%
13. Decisive Judgment - 22%
14. Championing Change - 33%
15. Business Acumen - 39%
16. Planning And Organizing - 72%

DEVELOPMENT SUGGESTIONS

Planning And Organizing

You can be more productive and efficient by effectively planning and organizing your work. Many talented and motivated people fail to reach their potential because of poor planning ability. Fortunately, planning and organizing are specific skills that can be learned.

You may be considering this suggestion because others rated you in need of improvement. Or, you may feel that you would be more successful if you improved in this area. In either case, the following general tips can help you improve your planning and organizing skills. The resources listed at the end of this section provide a broader array of tools, methods and ideas.

Identify your target

There will always be many things to do and many demands upon your time and energy. To be effective, you must be able to distinguish the truly important from the potentially distracting. You must define those results you wish to obtain above all else. As you define these objectives, remember that good goals are:

- **Specific.** Set goals that are specific rather than general. For example, a specific goal like "increase production by 10%" is more effective than a general goal like "do your best."
- **Public.** Let your manager and coworkers know and understand your goals, key milestones and progress to attainment. They will be more likely to support your efforts.
- **Participative.** Involve others - your manager, coworkers, and key customers - in setting your goals. Their input will help you prioritize your work and encourage them to support your goal attainment.
- **Challenging, but attainable.** In general, higher goals lead to higher results. However, do not set unrealistic goals. When goals are truly unattainable, they lose their motivational effect and are more often a source of frustration rather than superior effort.
- **Measurable.** Progress to goal achievement should be measurable by objective standards and regular progress feedback should be available to all people involved. Progress feedback is an important motivator for most people and will reinforce the achievement of milestones and ultimate objectives.

Plan your time

Once you have defined your goals, try to plan your time around these objectives. Here are a few tips to help you stay focused and avoid distractions.

- Review your priorities at the start of each workday. Give precedence to activities and tasks that support your goal by working on them first.
- When evaluating your daily workload, try to distinguish importance from urgency. Be careful not to spend too much of your time on matters that are urgent, but not very important. Likewise, dedicate some time each week to



Practice good task triage

Triage is a concept from medicine. It is a system of assigning priorities of medical treatment on the basis of urgency and severity of symptoms. By inference, in a broader context, it is assigning priority to tasks based on a quick assessment of their importance and urgency rather than the order in which they are presented. Practice good time management by making conscious triage decisions about which tasks you work on and when.

tasks that are important even if they are not urgent right now. Try to delegate less important tasks, regardless of their urgency, whenever possible.

- Discipline yourself to have "focus time." Focus time is a period of time you set aside to concentrate all your efforts on accomplishing your goal. Minimize distractions during your focus time by shutting your door, not answering emails, and letting your calls go to voice mail. Try to devote at least 1 - 2 hours of focus time each day to your primary goal or priority.
- Identify "time wasters" by keeping a daily log. Write down all your activities in 15-minute increments for a 1 or 2 week period. Note how much time you spend on high priority activities versus low priority tasks. Brainstorm strategies to eliminate the typical distractions and time wasters that you identified.
- While you are focusing on top priority tasks, create a "holding list" for other issues or tasks that present themselves. Maintain your focus on your top priority task and use the holding list to remind you of important tasks that you will need to do later.
- If you enjoy variety in your work, create "mini-goals" for your projects and switch to another project once that mini-goal is complete. Stay focused on each project for a specific period or until a milestone is met.
- Purchase and use a personal organizer. There are a variety of excellent personal organizers available today, both paper- and electronic-based. Make a habit of recording all appointments, tasks, due dates and priorities in your personal organizer.

Organize your resources

- Daily "to do" files can help organize your daily resources in much the way that "to do" lists help you organize your daily tasks. Create a set of 31 separate folders, one for each day of the month. Put the resources and supporting materials for each day's tasks in the appropriate folder. If a task is delayed or incomplete, simply move its resources forward to the next day's folder.
- Some people rely on visual cues to remember tasks and responsibilities. As a result, their work areas are covered with piles of materials and reminder notes. As an alternative, consider using a dry erase board to remind you of the tasks that you need to complete. Color code tasks based on importance and file materials using the same color-coding system so they are easily accessible.
- Practice the "touch it once" principle. Every paper, email, or document that comes across your desk should be dealt with only once. Respond to it, file it and create an accompanying task to deal with it later, or discard it.
- Increasingly, many work resources are stored in electronic form. Thus, organizing computer files and emails has become imperative for the modern professional. Organize your computer files by project, customer, or some other job-specific method. Avoid lumping all your documents in a single file, or in files separated by software application.
- Organize email files in a similar manner to other electronic documents. Many emails can be responded to quickly and discarded. For those that you need to keep, put them in separate computer folders or sub-folders according to topic (i.e. project, customer, etc.). Avoid letting emails pile up in your inbox.
- Despite your best intentions, a certain amount of outdated paper and electronic files will accumulate. Schedule some time each month or quarter to clean-out papers, emails, and other electronic documents that are no longer needed. Either archive or discard these documents.



[The Personal Efficiency Program: How to Get Organized to Do More Work in Less Time, 2nd Edition](#) Kerry Gleeson. [Overview](#)

[How to Be Organized in Spite of Yourself: Time and Space Management That Works With Your Personal Style](#) Sunny Schlenger and Roberta Roesch. [Overview](#)

[Time Management from the Inside Out: The Foolproof System for Taking Control of Your Schedule and Your Life \(2000\)](#) Julie Morgenstern. [Overview](#)

[Make Success Measurable!: A Mindbook-Workbook for Setting Goals and Taking Action \(1999\)](#) Douglas K. Smith. [Overview](#)

[Leading for Innovation and Organizing For Results \(2001\)](#) Frances Hesselbein, Marshall Goldsmith, Iain Somerville (Editors). [Overview](#)

[Managing the Unknowable: Strategic Boundaries between Order and Chaos in Organizations \(1992\)](#) Ralph D. Stacey. [Overview](#)



Multimedia

[Harvard ManageMentor on Managing Your Time](#) Harvard Business Online. [Overview](#)

[How to Manage Multiple Projects & Meet Deadlines](#) Fred Pryor Seminars & CareerTrack. [Overview](#)

[Juggling Multiple Priorities](#) National Technological University. [Overview](#)

[Organizing and Managing Your Time](#) National Technological University. [Overview](#)

[Harvard ManageMentor Module: Setting Goals](#) Harvard Business Online. [Overview](#)

[Turning Goals into Results: The Power of Catalytic Mechanisms](#) Harvard Business School. [Overview](#)

[Managing Business Process Flows \(1999\)](#) Ravi Anupindi, Sunil Chopra, Sudhakar D. Deshmukh, Jan A. Van Mieghem, Eitan Zemel, Jan Van Mieghem. [Overview](#)

[Putting Real Options to Work to Improve Project Planning](#) Harvard Business Online. [Overview](#)

[Planning in Professional Service Firms](#) Harvard Business Online. [Overview](#)



On-line Learning

[Taking Control of Your Workday: Setting Goals and Prioritize Your Use of Time](#) Fred Pryor Seminars & CareerTrack. [Overview](#)

[Managing Your Time](#) Harvard Business School Publishing eLearning. [Overview](#)

[A Practical Guide to Time Management](#) Corpedia Education. [Overview](#)

[Juggling Multiple Priorities](#) National Technological University. [Overview](#)

[Project Planning & Scheduling Trainer](#) Management Concepts Incorporated. [Overview](#)

[Break Down the Barriers to Project Management](#) York University - Schulich School of Business. [Overview](#)

[Current Techniques in Production Planning and Scheduling](#) York University - Schulich School of Business. [Overview](#)

[Expanding Time: Focus on What is Important](#) Serebra. [Overview](#)



Public Courses

Managing Time and Stress Management Concepts Incorporated. [Overview](#)

Managing Multiple Projects, Objectives and Deadlines SkillPath Seminars. [Overview](#)

Practical Strategies for Process Improvement Tennessee, University of. [Overview](#)

Time Management Waterloo Management Education Centre. [Overview](#)

How To Get More Organized Padgett-Thompson. [Overview](#)

Improving Operational Performance & Productivity York University. [Overview](#)

Planning, Financial Management and Decision Making for the Product Support Manager Wisconsin-Madison, University of. [Overview](#)

Best Practices for the Multi-Project Manager American Management Association. [Overview](#)