EFFECTIVE SUPERVISORY MANAGEMENT PROGRAM

ADDITIONAL RESOURCES

Work Philosophy
Opinionnaire

Show how much you agree or disagree with each of the following statements by drawing a circle around the response that comes closest to the way you feel. Be sure to respond to each statement.

1. Most employees have too little knowledge about the organization for their suggestions to be of much value in organizational decision making.

    Strongly Agree   Agree   Disagree   Strongly Disagree

2. Usually, employees should only be given the information that is needed to get the job done.

    Strongly Agree   Agree   Disagree   Strongly Disagree

3. When employees are not motivated, it is usually because their work has no meaning for them.

    Strongly Agree   Agree   Disagree   Strongly Disagree

4. When allowed to work on their own, employees usually lower their standards for work output.

    Strongly Agree   Agree   Disagree   Strongly Disagree

5. When employees are not creative, it is usually because creative efforts have been discouraged by supervisors and organizational practices.

    Strongly Agree   Agree   Disagree   Strongly Disagree

6. Most people would not work if they did not need the pay.

    Strongly Agree   Agree   Disagree   Strongly Disagree

7. A supervisor gains the respect of most of his subordinates when he admits that one of them was right and he was wrong on a given issue.

    Strongly Agree   Agree   Disagree   Strongly Disagree

8. Most employees can handle more responsibility than they currently have been given even if it might lead to more headaches.

    Strongly Agree   Agree   Disagree   Strongly Disagree

9. The reasons for policies are not nearly as important to employees as the details of the policies themselves.

    Strongly Agree   Agree   Disagree   Strongly Disagree

10. It is better for the supervisor to ask subordinates for their suggestions before he offers his own opinion.

    Strongly Agree   Agree   Disagree   Strongly Disagree

Work Philosophy *Scoresheet*

Record your score on the Work Philosophy Opinionnaire by circling the numbers on the following chart corresponding to your response to the statements. For example, if you strongly disagreed with statement number one, you would circle +2 in the first line under the fourth column which is headed "Strongly Disagree".

Statement	Opinion			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1	-2	-1	+1	+2
2	-2	-1	+1	+2
3	+2	+1	-1	-2
4	-2	-1	+1	+2
5	+2	+1	-1	-2
6	-2	-1	+1	+2
7	+2	+1	-1	-2
8	+2	+1	-1	-2
9	-2	-1	+1	+2
10	+2	+1	-1	-2
Totals				
			Grand Total:	

Now total your score in each column. Tabulate your grand total score by summing the four column totals in the same manner. Subtract minus numbers from plus scores (for example...+2...-1...-1...+l = +1). Your total score can be anything from -20 to +20.

Theory X and Theory Y	According to Douglas McGregor, traditional organizations with their centralized decision making and external control of work tend to rely on questionable assumptions about human nature and human motivation. The persons who manage these organizations assume that most people prefer to be directed, are not interested in assuming responsibility, and want safety above all. Accompanying this philosophy is the belief that people are motivated by money, fringe benefits and the threat of punishment.

McGregor labeled this philosophy Theory X.

Managers who accept Theory X assumptions attempt to structure, control and closely supervise their employees. These managers feel that external control is clearly appropriate for dealing with unreliable, irresponsible, and immature people.

Drawing heavily upon Maslow's hierarchy of needs., McGregor concluded that Theory *X* assumptions about human nature are usually inaccurate and related management practices are ineffective in motivating employees. He questioned whether people in a modern society with their increasing levels of education and standard of living were preoccupied with survival needs.

McGregor developed an alternate theory of human motivation he called Theory Y. This theory assumes that people are not, by nature, lazy and unreliable. It postulates that people can be basically self directed and creative at work if given the opportunity. Therefore, it should be an essential task of management to unleash this potential in individuals. Properly motivated people can achieve their own goals best by directing their own efforts toward accomplishing organizational goals.

Question	Theory X	Theory Y
Do people want to work?	No	Yes
Do people generally want responsibility?	No	Yes
Do people have the capacity for creativity?	No	Yes
Are people best motivated through higher or lower order needs?	Lower	Higher
Can most people be trusted to do right without coercion?	No	Yes

These alternate philosophies can be summarized as follows:

It should be noted that McGregor did not assert that all people in all situations want to work and assume responsibility but that most people have the potential for pursuing higher order needs if given the opportunity. Furthermore, the best managerial results come from efforts that tap this potential.

Some of the managerial strategies recommended by McGregor included:

1. Management by objectives rather than management by control. To the extent feasible, subordinates should be delegated objectives to be accomplished rather than orders to be followed.
2. Decentralization and delegation of authority. A flat organization chart facilitates decontrol since each superior is supervising a large number of subordinates and, thus, doesn't have time to exert as much control.
3. Job enrichment. Providing employees at lower levels with new challenges can appeal to their higher order need. Practically any job can be made more challenging by giving employees more control over their work (e.g. work scheduling, ordering supplies, negotiating with others) and expanding their responsibilities.
4. Participation in organizational decision making, especially in matters that directly affect the employee.
5. Self-appraisal. Performance appraisal should be fundamentally a self appraisal facilitated by the supervisor and guided by objectives rather than an assembly line inspection in which the superior 'judges" the subordinate.

A central theme of the Theory Y approach is recognition that practically all employees have the potential for some level of self actualization. Each person's self actualization, however, is likely to be unique. For the college professor, it may be represented by a deeper understanding of the intellectual movements throughout history while, for another person, it could be achieved, in part, through the proper exercise of authority as a plant security guard or the recognition of a more effective sales technique.

The manager can promote the pursuit of self-actualization by the strategies suggested by McGregor. Each of these strategies makes the assumption that employees are mature individuals who can be trusted with more responsibility, not only for planning and organizing their work but also for evaluating their own performance.

Jacob Jacoby and James Terborg[2] developed an instrument to assess people's managerial philosophies according to the Theory X/ Theory Y model and used it in a study of several hundred supervisory and non-supervisory personnel in both governmental and business organizations. Their study led them to the following conclusions:

1. There is not significant difference between supervisors and non-supervisors in regard to Theory X and Theory Y philosophies.

2. The older you are, the more likely you are to embrace a Theory Y philosophy.

3. Persons possessing a Theory X philosophy are more dogmatic and opinionated and tend to view people as machine-like and subject to external control.

4. Persons embracing a Theory Y philosophy tend to view people as organic systems whose behavior is affected not only by external forces but by intrinsic forces as well.

How would you interpret these conclusions? It should not come as a surprise that persons embracing a Theory X philosophy are more dogmatic and opinionated than their Theory Y counterparts. They basically view themselves as more important and trustworthy than others and, consequently, their close inspection is viewed as essential. Persons embracing a Theory Y philosophy possess an appreciation of the potential good that comes from within employees at all levels of the organizational hierarchy.

The first two findings of Jacoby and Terborg are perhaps slightly more surprising. Apparently, some organizations do not place emphasis upon work philosophy in promoting persons into management positions since supervisors were not significantly different from their subordinates in work philosophy. Maybe top management embraces Theory X in these organizations.

Perhaps most instructive is the finding that older employees arc more likely to subscribe to a Theory Y philosophy. Maybe their experience has taught them something about human nature. This discovery by Jacoby and Terborg is even more interesting in view of the likelihood that the older one is, the more likely he or she was taught a Theory X philosophy since Theory Y is the more modern view.

What has been your experience? Does your organization generally employ Theory X or a Theory Y philosophy? While Theory Y has been described as the modern view, it should be pointed out that McGregor discussed this idea more than twenty years ago and that other scholars have since moved our thinking far beyond these basic lessons. But the reality of practice lags pitifully behind the suggestions of the experts. Many organizations are far more than twenty years behind the times in their management practices.

As the late Douglas McGregor put it himself more than twenty years ago.

> *I share the belief that we could realize substantial improvements in the effectiveness of industrial organizations during the next decade or two... But if this conviction is to become reality instead of pious hope, we will need to view the process as a slow, costly, sometimes discouraging approach toward a goal which would seem :o many to be quite unrealistic.*[3]

References

1. Douglas McGregor. *Leadership and Motivation*. (Cambridge, Mass: The MIT.   Press 1966)

2 Jacob Jacoby and James R. TcTboTg1 ~Development and Validation of Theory X and Y Scales for Assessing McGregor's Managerial Philosophies," (Conroe, Texas: Telecometrics International, 1975)

3 Douglas McGregor, The Human Side of Enterprise," in *Management and Motivation*, Victor H. Vroom and Edward LDeci, eds. (Baltimore: Penguin Books. 1970).p.318

Questions for
Self-Assessment
and Discussion
	1. What is your work philosophy? Where did your score fall on the Work Philosophy Opinionnaire?
	
	   -14 to -20 Very high Theory X
	   -6 to -13 Theory X
	   -5 to +5 In-between
	   +6 to +13 Theory Y
	   +14 to +20 Very high Theory Y
	
	   (You should realize, of course, that the accuracy of your Work Philosophy Opinionnaire score in measuring your work philosophy is dependent upon your being honest with yourself in responding to the items on the instrument).

	2. Were you surprised with your score? Why? Do you feel it was an accurate reflection of your philosophy?
	3. What implications does your philosophy have for your effectiveness as a supervisor?
	4. Can you identify at least one thing you will likely change as a result of this experience?
	5. How do you think your co-workers or employees would assess your philosophy? How might they see you differently from the way you see yourself? (Since it is difficult to be totally objective in response to an instrument such as Work Philosophy Opinionnaire, you may wish to ask some co-workers to assess how they perceive you philosophy in action by rating you with this instrument. In other words, which statements do they believe you agree with? Their responses should be anonymous).
	6. If you had other people to assess themselves on the instrument, how do you compare to them? What might explain the difference?
	7. What organizational circumstances might tend to enhance or inhibit the potential for employing a Theory Y Philosophy?

The Role of the Manager in Managing Open Systems

1. Because every person is a part of the system, every person can influence the system. No person (despite his or her protests to the contrary) is without influence. There is no blame!

2. In changing organizations, we need to think through what we want the organization to look like. The design of the organization is ultimately a function of the values and beliefs of the people who lead it. In other words, organizations are created by people who put their thoughts into action through behaviors, processes and structures. Therefore, *to create fundamental change in organizations requires changing how people think* so they can change their behaviors and the processes and structures that reinforce their behaviors.

3. It is not possible for a manager to change how other people in the organization think simply through one-on-one personal influence. Managers must identify points of highest leverage which, when changed, will yield other changes.

4. What goes around comes around. Your own behavior today will affect your tomorrow. Today's problems are a result of yesterday's solutions.

CHARACTERISTICS OF EFFECTIVE PUBLIC MANAGERS

We believe that effective public managers:

1. Value sharing all relevant information to those impacted by decisions.
2. They value people having the right to make informed, free choices and
3. They value persons having a high commitment to the choices they make.

4. Further, effective public managers understand that those that oppose their choices have a high commitment to the choices they make because they have different information or are driven by different values and beliefs.

5. Effective public managers have a clear sense of purpose. They clearly understand the role of good governance and effective stewardship.
6. Effective public managers see themselves as partners with their employee's boards and citizens.
7. Effective public managers are coaches to their employees.
8. Effective public managers have an awareness of the assumptions they make about people at work in the public sector. They understand that the assumptions they make determine the behavior they engage in and the consequences they are likely to experience as a result of their actions. *They are life-long learners.*
9. Effective public managers are systemic in their thinking. They look at the big picture and anticipate both intended and unintended results in both the short and long term
10. The most effective public managers are:

   Self-reflective
   Selfless
   Dedicated
   Mission-focused
   An Advocate for mutually determined choices

THE MOST EFFECTIVE PUBLIC MANAGERS BRING TWO SKILL SETS TO THE TABLE

    I.   Management
    II.   Leadership

MANAGEMENT is characterized as taking actions related to the following organizational requirements:

- Planning
- Organizing
- Staffing
- Coordinating
- Reviewing
- Directing

LEADERSHIP on the other hand is related to creating the conditions for motivating and inspiring others to believe in their ability to achieve challenging goals. Some of the skills shown in leaders may be described as:
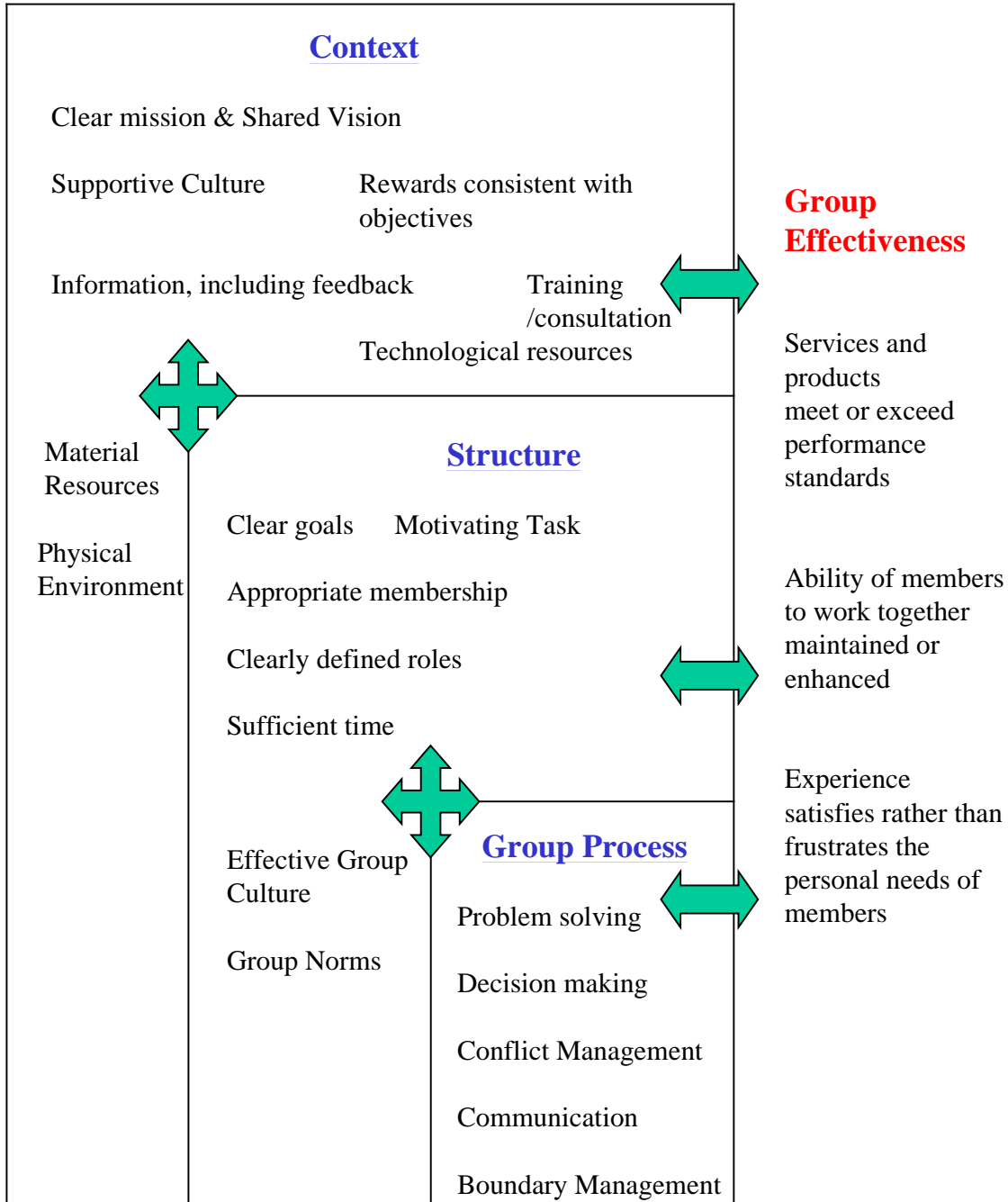
- Creating a vision
- Challenging the status quo when the status quo blocks achievement.
- Encouraging others through positive feedback
- Celebrating accomplishments of individuals and groups, and providing support while challenging others to achieve.
- Being enthusiastic – reflect an energy and commitment to their job. Are positive in their approach to tough situations, and believe in what they are doing.
- Leaders express and model the values that guide their behavior.
- Leaders are usually effective delegators. They use assignments as teaching tools in the

Organizational Effectiveness Defined . . .

- The organization delivers services and products that meet or exceed the performance standards of the people who receive and review them.

- The organization functions in a way that maintains or enhances the ability of members to work together in the future.

- The organizational experience, on balance, satisfies rather than frustrates the personal needs of its members.

Adapted from J. R. Hackman & G.R. Oldham (1960). Work Redesign. Addison Wesley

Group Effectiveness Model

Context

Clear mission & Shared Vision

Supportive Culture   Rewards consistent with objectives

Information, including feedback   Training /consultation

Technological resources

Material Resources

Physical Environment

Structure

Clear goals   Motivating Task

Appropriate membership

Clearly defined roles

Sufficient time

Effective Group Culture

Group Norms

Group Process

Problem solving

Decision making

Conflict Management

Communication

Boundary Management

Group Effectiveness

Services and products meet or exceed performance standards

Ability of members to work together maintained or enhanced

Experience satisfies rather than frustrates the personal needs of members

• Adapted from *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups* by Roger M. Schwarz, Jossey-Bass Publishers, 1994.

Key Concepts for Applying the Organizational (Group) Effectiveness Model

Process - How things are done.

Structure – The relatively stable process characteristics of a group or organization, including reporting procedures, formal divisions, and job groupings.

Context – Aspects of the larger culture (organization, community, society) that influence a group but which the group does not control.

Communication – exchanging information in a way that conveys meaning.

Beliefs – Assumptions about what is true.
Values – Assumptions about what is worthwhile or desirable

Norms – Expectations about how people should or should not behave that all or many group members share.

System - a collection of parts that interact with each other to function as a whole.

Systems thinking -
     a.   studying the whole system to understand the parts of the system;
     b.   taking the big picture into consideration; looking at wholes rather than parts;
     c.   understanding that there are almost no actions that can be taken that do not have an impact on things outside the issue you are addressing;
     d.   understanding that influence flows both ways - everything affects everything else;
     e.   Recognizing that today's problems are a consequence of yesterday's solutions.

The Bureaucratic Mind-Set

The breeding ground for politics as we know it in organizations is the bureaucratic mind-set that pervades life in organizations. The essence of a bureaucratic mind-set is the choice of safety, caution and control.

The core of this mind-set is to not take responsibility for what is happening. Other people are the problem. Efforts to improve the organization often involve people outside the room we are in at the moment. In order to manage the politics of our situations we become good at

- Manipulating situations and, at times, people;
- Managing information and plans carefully to our own advantage;
- Involving the names of high-level people when seeking support for our projects;
- Becoming calculating in the way we manage relationships
- Paying great attention to what the people above us want from us;
- Living with the belief that in order to get ahead we must be cautious about telling the truth.

The initial psychological contract you make with your organization goes something like this:

1. You must submit to authority.
2. You must deny self-expression.
3. You must sacrifice for unnamed future rewards.
4. You must believe that those above you are "just" and that the contract is "just"; otherwise you will be seen as disloyal.

Such a contract creates behaviors like the following:

- **Myopic self-interest –**defining thing in terms of moving up the ladder and focus on personal rewards rather than service contribution to others.

- **Use of manipulative tactics** – behaving strategically, cautiously and indirectly.

- **Encouragement of dependency**- believing that our survival lies at the hands of someone else.

The material on this page and the next are summarized from <u>The Empowered Manager</u> by Peter Block. (San Francisco: Jossey Bass, 1987).

The Entrepreneurial Contract (Developmental Mentality)

This contract is based on the beliefs that:

1. **The most trustworthy source of authority comes from within the person.**
    Individuals are responsible for their own actions and for the success of the organization.

    Management focuses the organization on its purposes and helps create the needed culture and

    structure.

2. **The task of supervision is to help people trust their instincts and take responsibility for the success of the organization**.
    Self expression is necessary to free people's energy, excitement, passion and motivation.

3. **Commitment to a commonly held vision as the basis for responsible individual action.**

4. **Demands that people make a serious commitment to the organization but people commit to the organization because they want to, not because they have to***.*

Such a contract encourages:

1. ***Enlightened self-interest***
    Success is defined as making a contribution, doing something important, serving internal/external customers, acting with integrity; personal rewards are of secondary importance. Jobs that have meaning, the opportunity to learn and create something special, and the chance to grow in a business through their own efforts. Advancement and pay are important but are given a secondary focus.

2. ***Authentic tactics***
    Communication is straightforward so that priorities are set based upon need. Information and control are shared. People know where they stand.

3. ***Autonomy***
    People feel their survival is in their own hands. They take responsibility for their own situation.

The psychological contract in organizations is set when individuals make choices

    a.   Between maintenance and greatness
    b.   Between caution and courage
    c.   Between dependency and autonomy

You are making an important choice between maintaining the organization as it exists or leading and

managing in a way that helps the organization change.

THE LEADER'S INFLUENCE TOOLS

- Relationship-caring / respect

- Being credible
  Competent
  Enthusiastic
  Listens well

- Having authority
  Being able to coerce through the use of rewards and punishments

- Having control of resources the employees want

- Being in a position to influence higher ups

- Education / training

- Giving authority and responsibility

- Providing full information about their jobs and the organization's financial status and how their jobs impact the financial status of the organization.

Values and Beliefs for Effective Management

Below is a list of the beliefs and principles the School of Government faculty established through discussion and consensus decisions. It is our assumption that these beliefs and principles give direction to effective management behavior.

Beliefs:	Principles:
1 • Valid and relevant information enables people to make free and informed choices which increase the likelihood that they will be committed to those choices.	• Share all relevant information.
2 • People support what they help to create	• Involve people in decisions that affect them.
3 • Organizations are systems- we cannot change just one thing without other changes taking place.	• Manage change systemically.
4 • All actions have both long and short-term consequences.	• Consider both long and short-term consequences before deciding to take an action.
5 • You cannot motivate people to do a good job unless they have a good job to do.	• Design jobs that are intrinsically motivating (jobs that are meaningful, provide feedback and provide responsibility). • Give recognition for achievement.
6 • Involving people with diverse perspectives raises the quality of a decision.	• Involve people in decisions who can represent the appropriate perspectives.
7 • Taking risks and understanding failure is necessary for originating effectiveness and professional growth.	• Support people in taking risks to achieve desired outcomes.
8 • We can't change other people's behavior directly; we may change it by changing our behavior in a way that others respond it to.	• Control your own behavior, manage others. • Behave in a way that lets others make choices about their behavior.

9 •	All people have values and beliefs; everything they do stems from those values and beliefs. People ultimately infer your values and beliefs through what you do; consistency and congruence between stated values and beliefs and behavior are necessary for effectiveness, because that is one way people judge us.	•	We should state our values and beliefs.
		•	We should behave consistently with our stated values and beliefs.
		•	We should continually check for consistency/congruence between our stated values and beliefs and behavior.
10 •	Trust is essential to organizational effectiveness; trust results when people make themselves vulnerable and ultimately experience positive consequences from it.	•	Take personal risks.
		•	Follow all the other principles.
11 •	The needs and interests of the organization and those of the individuals are sometimes compatible and sometimes in conflict; there is interdependence between the interest of the organization and those of the individuals.	•	Act in ways that integrate the needs of individuals and the organization.
12 •	Discounting our own or others' capabilities leads to the wrong person taking responsibility for actions; in so doing, learning is sacrificed and the effectiveness of the organization is diminished.	•	Value peoples' capabilities and allow everyone to be accountable for his or her actions.
13 •	Individuals have different needs, goals, skills, values, beliefs, etc. that are important to the organization's effectiveness.	•	Take individual differences into account in managing people.
14 •	Organizations are trying to achieve many possibly conflicting purposes simultaneously.	•	Evaluate any potential action against all the purposes you're trying to achieve.

15 • Cause and effect are not necessarily closely related in time and space - short and long term results may be different.	• Seek continuous feedback throughout the system about the effects of our actions. • Don't abandon a solution just because it doesn't have immediate payback.
16 • The more people from different parts of the system are involved in planning, the more likely the outcomes will be accurately predicted.	• Involve people from all relevant parts of the system in planning.
17 • Solutions that treat symptoms not causes may mislead by improving the situation before it gets worse.	• A solution should not be celebrated as successful just because it seems to have immediate payback. • Avoid focusing on immediate phenomena and look for underlying causes.
18 • People's behavior makes sense to them; they do things for a reason.	• Seek to understand the underlying reasons for people's behavior.
19 • It is impossible to predict all of the outcomes of a plan.	• Plan change to allow for an emerging design.

Collaboration

Motivating Factors	Ways to Build Them Into a Job
Sharing with and learning from others	Cross train Set up informal work groups Establish formal project teams Move toward self-directed work teams
Working across organizational boundaries	Set up teams or projects that involve other divisions or agencies Set up teams or projects that involve direct customer representatives
Network across organizational or geographic boundaries	Encourage visits to other communities Encourage involvement in training programs and professional organizations
Authority to communicate	Establish direct client relationships with internal and external customers and suppliers

Content
Motivating Factors   **Ways to Build Them Into a Job**

Using a variety of skills (skill variety)	Combine tasks from different jobs into one job
Working on something from start to finish (task identity)	Combine tasks from different jobs Form natural work groups Establish direct client relationships
Working on something that affects people's lives (task significance)	Establish direct client relationships
Knowing how well you've done from the job itself (feedback from the job)	Establish customer feedback mechanisms Establish clear goals and expectation Link technology to job and feedback Build in data-gathering and measurement as part of job
Developing new skills (growth and learning)	Cross-train Increase participation in decisions Develop new problem-solving or technical skills Build skills and knowledge for additional responsibilities
Recognition for achievement	Implement and publicize creative suggestions Publicize individual and team accomplishment Write personal "thank you's" for improvements and jobs well done

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Choice
Motivating Factors   **Ways to Build Them Into a Job**

Having a sense of accomplishment (achievement)	Establish hardest achievable goals
Deciding yourself how to do the job (autonomy)	Increase responsibility for decision making Establish goals and outcomes rather than methods
Control over resources	Involve employees in selection and distribution of resources Increase responsibility for maintaining resources De-centralize purchasing authority
Authority to communicate	Establish direct client relationships with internal and external customers and suppliers
Getting valid, relevant information upon which to base choices	Provide regular, specific feedback about task performance separate from formal evaluations Set up periodic coaching and counseling sessions Identify or help employees identify mentors

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SELF ASSESSMENT ITEMS – SUPERVISORY SKILLS

Below are a number of supervisory skill areas. Review these skill areas and consider your present skill set. Describe what you believe to be your major strength under each of the skill areas and also indicate at least one area of improvement that you believe you could work on. At the end of each training day, review your list and consider what areas of skill might be influenced by the materials you were given that day. You will not be asked to share this material. It is a recommended tool for helping you identify and develop your skills.

1. **INTERPERSONAL SKILLS** – Ability to be compassionate, curious and genuinely interested in other people's understanding and development. Sensitive to the need for recognizing outstanding performance and there to encourage when he or she is struggling to succeed.

   My strength: _____

   _____

   Needs improvement: _____

   _____

2. **SETTING EXPECTATIONS** – Setting challenging standards and holding employees accountable for their behavior in meeting these standards. Works with the employee (jointly determines) to establish doable standards of quality and efficiency.

   My strength: _____

   _____

   Needs improvement: _____

   _____

3. **INNOVATION** – Cultivating the ability to have a fresh outlook in approaching a problem. Helping employees shake loose from old methods and processes and see new possibilities. Recognizing

and encouraging the use of innovations and incorporating those innovations in organizational policy and practice. Actively seeks the ideas from employees on ways to improve performance and efficiency.

My strength: _____

_____

Needs improvement: _____

_____

4. **EMPLOYEE DEVELOPMENT** – Coaching and mentoring employees to formulate and attain personal goals for growth, learning and skill development. Encourages employees to consider what new skills and knowledge they want to achieve. Provides opportunities for employee to learn. Is skillful in using delegation of tasks as a tool in employee development.

My strength: _____

_____

Needs improvement: _____

_____

5. **PROBLEM SOLVING** – (individual, group and organization) finding solutions that address the problems and have the support and commitment of employees responsible for implementing the solutions.

My strength: _____

_____

Needs improvement: _____

_____

6. **AUTONOMY** – Creating an atmosphere where self management and innovation are encouraged and where employees have a sense of personal choice and accountability in how they complete their work assignments.

My strength: _____

_____

Needs improvement: _____

_____

7. **TEAM WORK** – Responsible for effective collaboration within his or her workgroup(s) (joint problem-solving, fully sharing information and materials). Creating an attitude of support and willing collaboration with other units and divisions of the organization. Encourages teamwork at lowest and highest levels of the organization.

My strength: _____

_____

Needs improvement: _____

_____

8. **FOCUSING ON RESULTS** – Sets and helps others set priorities to meet organizational goals and objectives. Takes personal responsibility for assuring that goals are challenging but realistic and shares responsibility when results are not achieved.

My strength: _____

_____

Needs improvement: _____

_____