



**Executive Ten Competency Review**  
**Ima Sample**

**Feedback Report**  
7/28/2010

# About this Report

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This multi-rater feedback process is designed to assist you in your professional development. When used effectively, the survey can:

- Help you identify your professional strengths and developmental opportunities
- Give you the opportunity to improve your skills by being more aware of others' perceptions and observations of your performance
- Encourage candid and honest communication between you and your colleagues
- Guide your conversations with your colleagues to ensure you remain informed of others' observations and suggestions
- Establish a quantitative baseline that will allow you to assess your progress

## Participants in your review

The following groups of individuals were invited to participate in this review.

Rater Type	Nominated	Responded	Response Rate
Superiors	3	1	33%
Peers	3	3	100%
Subordinates	3	3	100%
Self	1	1	100%
Total	10	8	80%

## Raters nominated to participate

The following individuals were nominated to provide feedback to you through this multi-rater feedback process.

Rater Name	Relationship
1. d, d	Peers
2. e, e	Peers
3. f, f	Peers
4. Sample, Ima	Self
5. g, g	Subordinates
6. h, h	Subordinates
7. i, i	Subordinates
8. a, a	Superiors
9. b, b	Superiors
10. c, c	Superiors

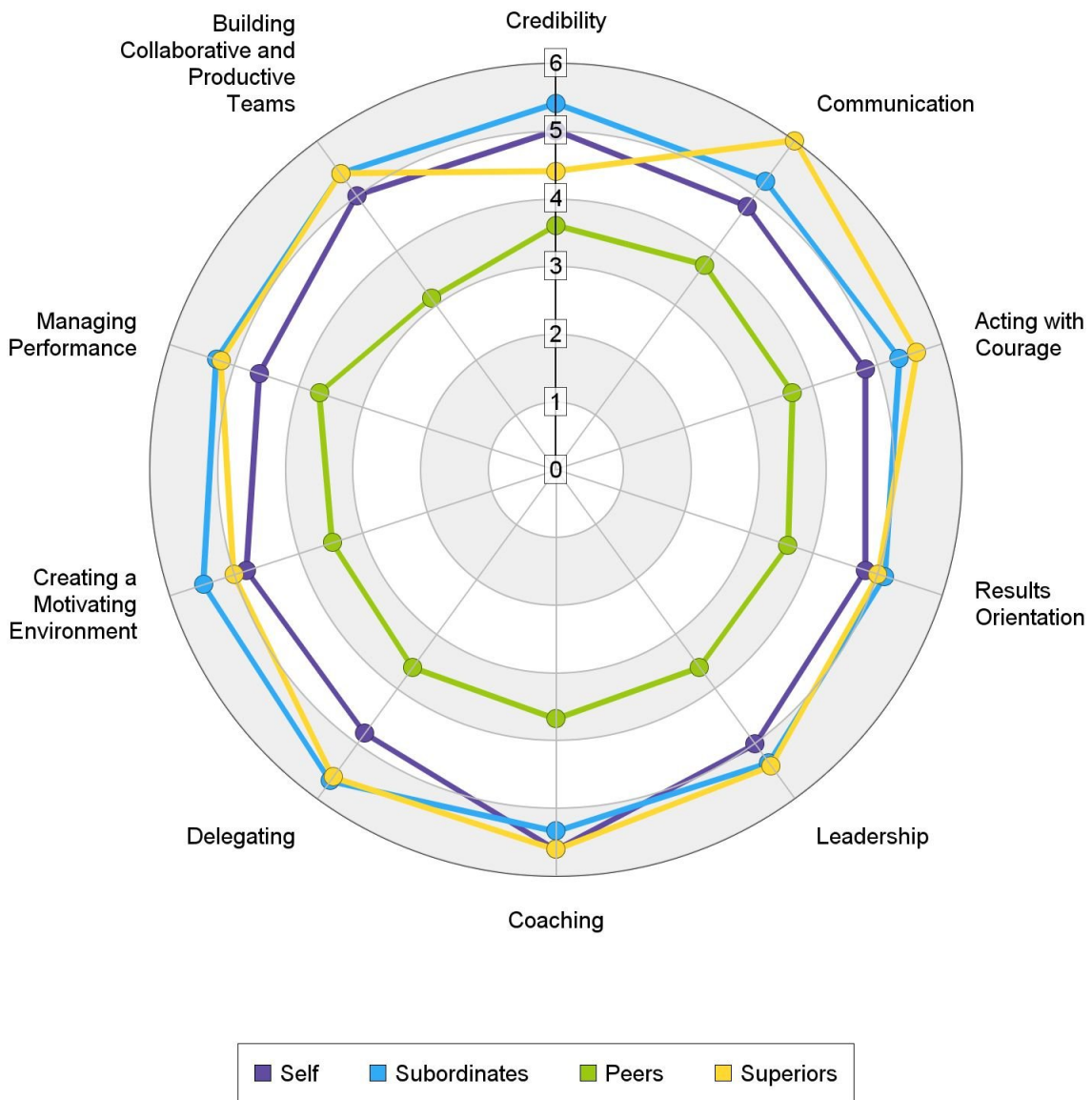
## Rating Scale

This review employed the following rating scale when asking raters to provide feedback about their observations of your behaviors.

<b>Scale Option</b>	<b>Assigned Value</b>
Don't Know	---
Never	1
Almost Never	2
Sometimes	3
Frequently	4
Almost Always	5
Always	6

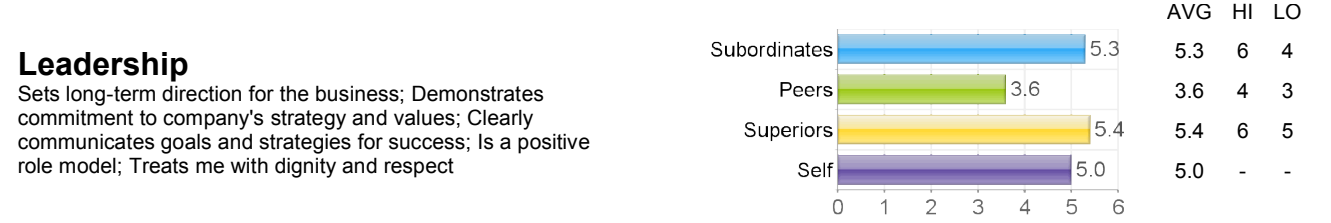
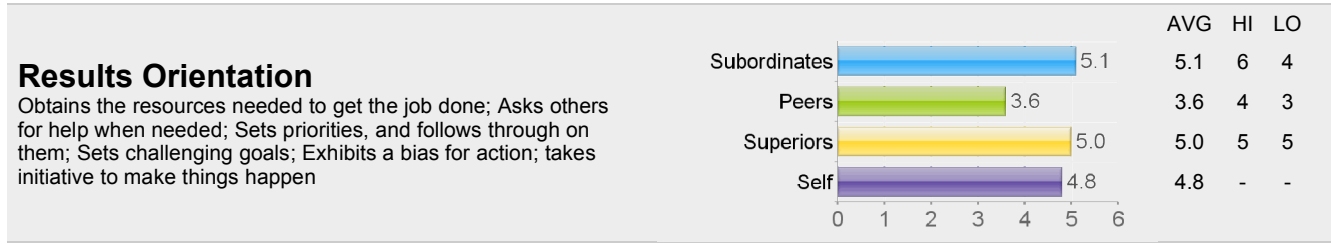
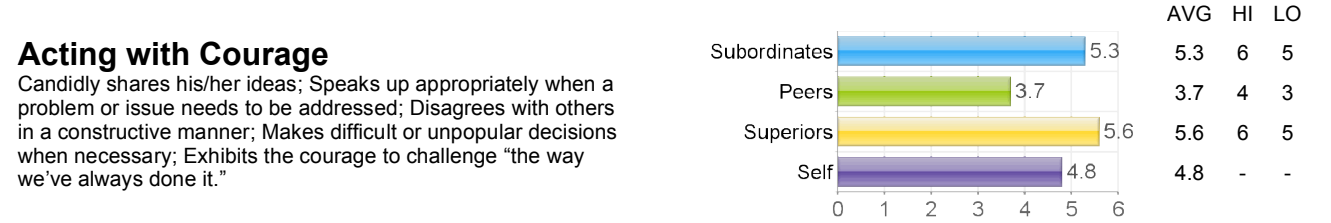
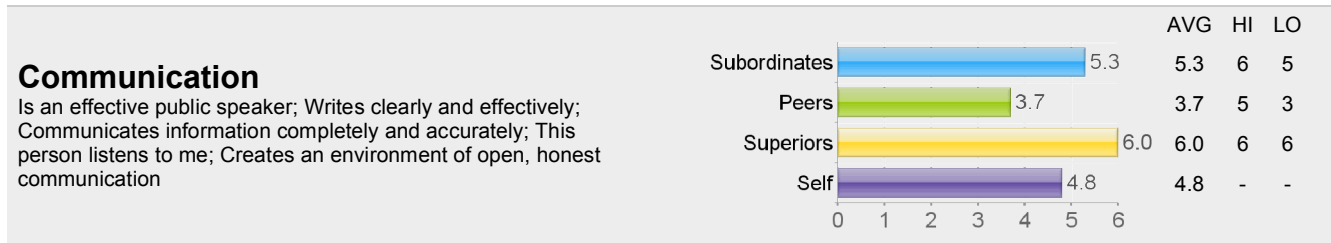
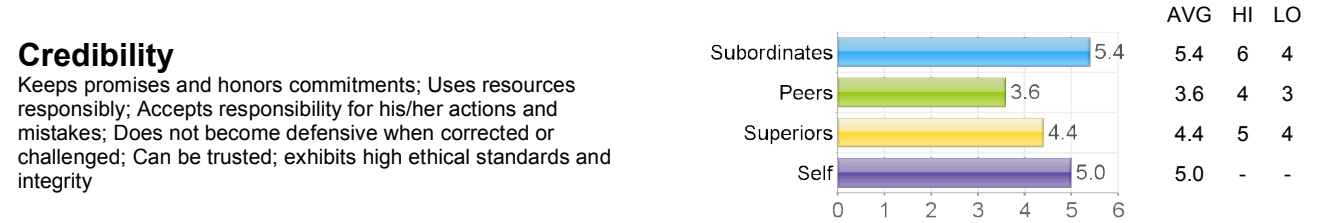
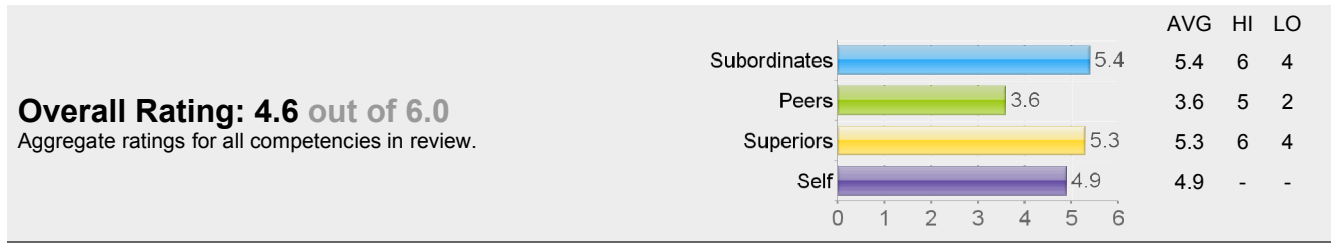
# Competency Profile

The Competency Profile radar chart below shows scores for each rating group across all competencies. Radar charts are useful in easily spotting gaps between rater groups' perceptions and observations of an individual's behaviors. More favorable scores fall toward the outside of the chart.



# Competency Summary

This report shows average ratings for each competency in the review segmented by rater group. The HI and LO columns present the highest and lowest ratings submitted by each rater group for a given competency.

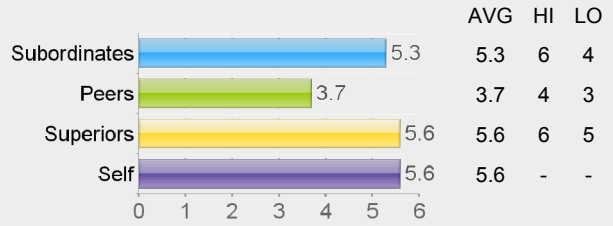


Rating Scale: 6 = Always; 5 = Almost Always; 4 = Frequently; 3 = Sometimes; 2 = Almost Never; 1 = Never; 0 = Don't Know

# Competency Summary (continued)

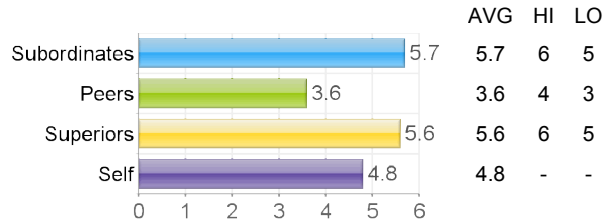
## Coaching

Helps others understand their strengths and developmental needs; Provides advice, counsel, and coaching to help others develop; Supports and encourages others in their efforts to develop; Assigns responsibilities to others that allow them to grow and develop; Supports others when they fail



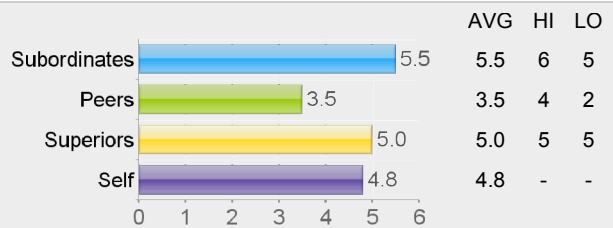
## Delegating

Encourages others to participate in decision-making; Allows others to make decisions and act independently; Effectively assigns responsibility to others while ensuring an appropriate match to their interests and capabilities; Does not delegate his/her own responsibilities to others; Checks the statu...



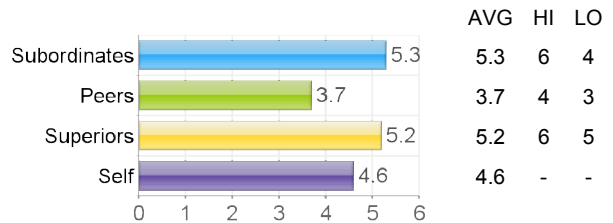
## Creating a Motivating Environment

Maintains consistently high standards of performance; Conveys confidence in others' ability to succeed; Inspires me to do my best work; Gives others credit for helpful ideas and suggestions; Uses acknowledgement and praise to drive performance



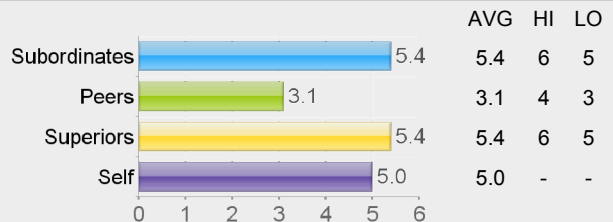
## Managing Performance

Clarifies others' roles and responsibilities; Sets goals that are clear and specific; Clearly articulates his/her expectations and standards; Provides others with regular feedback about their performance; Creates an environment of accountability



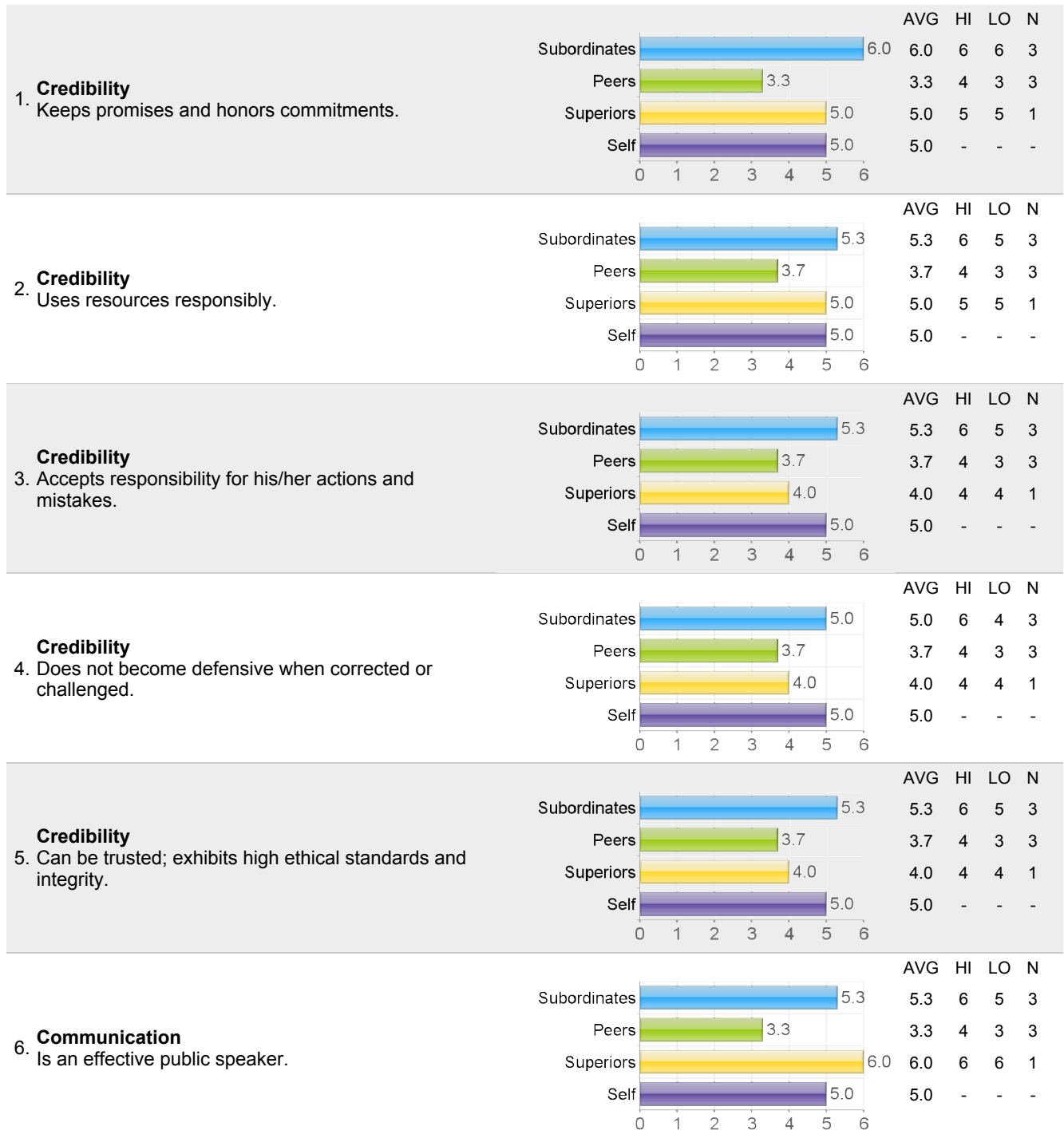
## Building Collaborative and Productive Teams

Effectively attracts, selects and develops talent; Demands cooperation and teamwork; Encourages others to express their ideas and opinions; Fosters healthy debate within the team; Relates well to people at all levels of the organization



# Individual Review Items

This report shows average ratings for each individual item in the review segmented by each rater group. The HI and LO columns present the highest and lowest ratings submitted by each rater group for a given review item. The N column shows the number of responses submitted in a given rater group for a particular item.



Rating Scale: 6 = Always; 5 = Almost Always; 4 = Frequently; 3 = Sometimes; 2 = Almost Never; 1 = Never; 0 = Don't Know

# Individual Review Items (continued)

7. <b>Communication</b> Writes clearly and effectively.	Subordinates		5.3	5.3	6	5	3
	Peers		3.7	3.7	4	3	3
	Superiors		6.0	6.0	6	6	1
	Self		5.0	5.0	-	-	-
8. <b>Communication</b> Communicates information completely and accurately.	Subordinates		5.0	5.0	5	5	3
	Peers		3.7	3.7	4	3	3
	Superiors		6.0	6.0	6	6	1
	Self		5.0	5.0	-	-	-
9. <b>Communication</b> This person listens to me.	Subordinates		5.3	5.3	6	5	3
	Peers		4.0	4.0	5	3	3
	Superiors		6.0	6.0	6	6	1
	Self		5.0	5.0	-	-	-
10. <b>Communication</b> Creates an environment of open, honest communication.	Subordinates		5.3	5.3	6	5	3
	Peers		4.0	4.0	5	3	3
	Superiors		6.0	6.0	6	6	1
	Self		4.0	4.0	-	-	-
11. <b>Acting with Courage</b> Candidly shares his/her ideas.	Subordinates		5.0	5.0	5	5	3
	Peers		3.7	3.7	4	3	3
	Superiors		6.0	6.0	6	6	1
	Self		5.0	5.0	-	-	-
12. <b>Acting with Courage</b> Speaks up appropriately when a problem or issue needs to be addressed.	Subordinates		5.0	5.0	5	5	3
	Peers		3.7	3.7	4	3	3
	Superiors		6.0	6.0	6	6	1
	Self		5.0	5.0	-	-	-
13. <b>Acting with Courage</b> Disagrees with others in a constructive manner.	Subordinates		5.7	5.7	6	5	3
	Peers		3.7	3.7	4	3	3
	Superiors		6.0	6.0	6	6	1
	Self		5.0	5.0	-	-	-

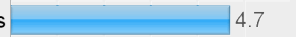


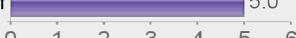


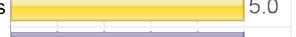

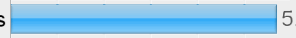


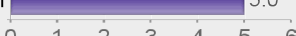




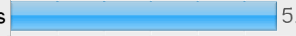


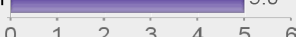




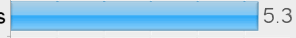


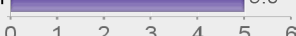
Rating Scale: 6 = Always; 5 = Almost Always; 4 = Frequently; 3 = Sometimes; 2 = Almost Never; 1 = Never; 0 = Don't Know

# Individual Review Items (continued)

		AVG	HI	LO	N
<b>Acting with Courage</b> 14. Makes difficult or unpopular decisions when necessary.	Subordinates	5.7	6	5	3
	Peers	3.7	4	3	3
	Superiors	5.0	5	5	1
	Self	4.0	-	-	-
		0 1 2 3 4 5 6			
<b>Acting with Courage</b> 15. Exhibits the courage to challenge "the way we've always done it."	Subordinates	5.3	6	5	3
	Peers	3.7	4	3	3
	Superiors	5.0	5	5	1
	Self	5.0	-	-	-
		0 1 2 3 4 5 6			
<b>Results Orientation</b> 16. Obtains the resources needed to get the job done.	Subordinates	4.7	5	4	3
	Peers	3.7	4	3	3
	Superiors	5.0	5	5	1
	Self	4.0	-	-	-
		0 1 2 3 4 5 6			
<b>Results Orientation</b> 17. Asks others for help when needed.	Subordinates	5.0	6	4	3
	Peers	3.7	4	3	3
	Superiors	5.0	5	5	1
	Self	5.0	-	-	-
		0 1 2 3 4 5 6			
<b>Results Orientation</b> 18. Sets priorities, and follows through on them.	Subordinates	4.7	5	4	3
	Peers	3.3	4	3	3
	Superiors	5.0	5	5	1
	Self	5.0	-	-	-
		0 1 2 3 4 5 6			
<b>Results Orientation</b> 19. Sets challenging goals.	Subordinates	5.7	6	5	3
	Peers	3.7	4	3	3
	Superiors	5.0	5	5	1
	Self	5.0	-	-	-
		0 1 2 3 4 5 6			
<b>Results Orientation</b> 20. Exhibits a bias for action; takes initiative to make things happen.	Subordinates	5.5	6	5	2
	Peers	3.7	4	3	3
	Superiors	5.0	5	5	1
	Self	5.0	-	-	-
		0 1 2 3 4 5 6			

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# Individual Review Items (continued)

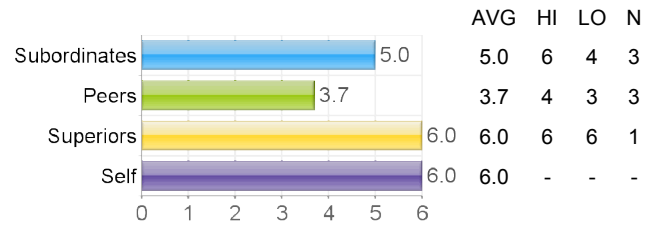
21. <b>Leadership</b> Sets long-term direction for the business.	Subordinates		4.7	4.7	5	4	3
	Peers		3.7	3.7	4	3	3
	Superiors		5.0	5.0	5	5	1
	Self		5.0	5.0	-	-	-
22. <b>Leadership</b> Demonstrates commitment to company's strategy and values.	Subordinates		5.0	5.0	5	5	3
	Peers		3.7	3.7	4	3	3
	Superiors		5.0	5.0	5	5	1
	Self		5.0	5.0	-	-	-
23. <b>Leadership</b> Clearly communicates goals and strategies for success.	Subordinates		5.7	5.7	6	5	3
	Peers		3.3	3.3	4	3	3
	Superiors		5.0	5.0	5	5	1
	Self		5.0	5.0	-	-	-
24. <b>Leadership</b> Is a positive role model.	Subordinates		5.7	5.7	6	5	3
	Peers		3.7	3.7	4	3	3
	Superiors		6.0	6.0	6	6	1
	Self		5.0	5.0	-	-	-
25. <b>Leadership</b> Treats me with dignity and respect.	Subordinates		5.7	5.7	6	5	3
	Peers		3.7	3.7	4	3	3
	Superiors		6.0	6.0	6	6	1
	Self		5.0	5.0	-	-	-
26. <b>Coaching</b> Helps others understand their strengths and developmental needs.	Subordinates		5.3	5.3	6	5	3
	Peers		3.7	3.7	4	3	3
	Superiors		5.0	5.0	5	5	1
	Self		5.0	5.0	-	-	-
27. <b>Coaching</b> Provides advice, counsel, and coaching to help others develop.	Subordinates		5.3	5.3	6	5	3
	Peers		3.7	3.7	4	3	3
	Superiors		5.0	5.0	5	5	1
	Self		5.0	5.0	-	-	-

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# Individual Review Items (continued)

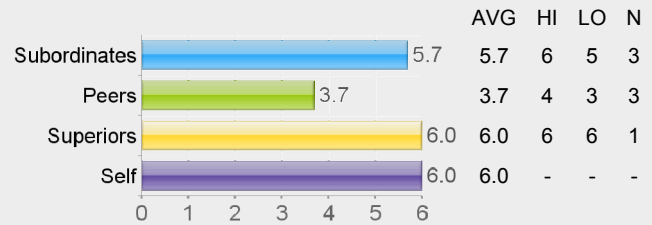
**Coaching**

28. Supports and encourages others in their efforts to develop.



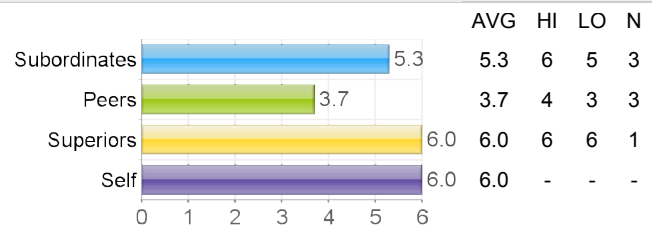
**Coaching**

29. Assigns responsibilities to others that allow them to grow and develop.



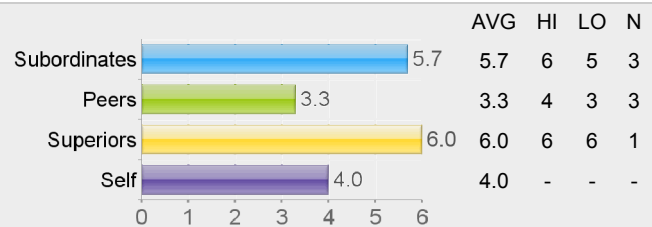
**Coaching**

30. Supports others when they fail.



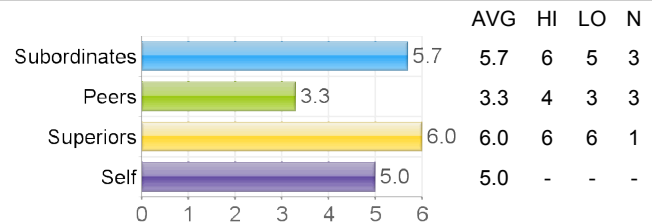
**Delegating**

31. Encourages others to participate in decision-making.



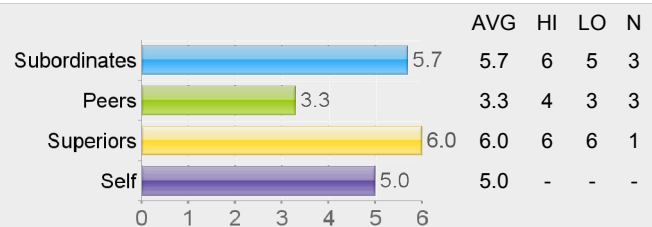
**Delegating**

32. Allows others to make decisions and act independently.



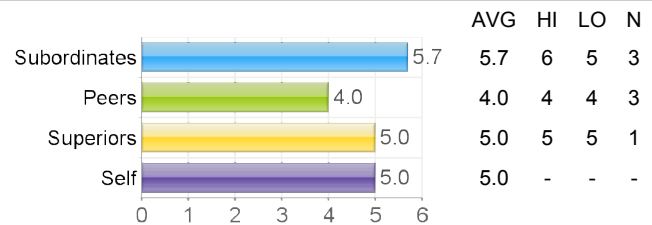
**Delegating**

33. Effectively assigns responsibility to others while ensuring an appropriate match to their interests and capabilities.



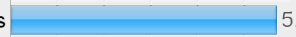

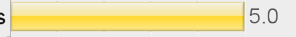















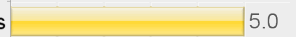



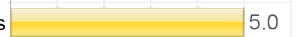





**Delegating**

34. Does not delegate his/her own responsibilities to others.



Rating Scale: 6 = Always; 5 = Almost Always; 4 = Frequently; 3 = Sometimes; 2 = Almost Never; 1 = Never; 0 = Don't Know

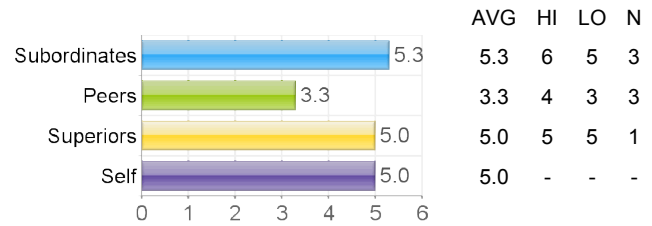
# Individual Review Items (continued)

<b>Delegating</b> 35. Checks the status of delegated projects or tasks appropriately to ensure quality.	Subordinates		5.7	5.7	6	5	3
	Peers		4.0	4.0	4	4	3
	Superiors		5.0	5.0	5	5	1
	Self		5.0	5.0	-	-	-
<b>Creating a Motivating Environment</b> 36. Maintains consistently high standards of performance.	Subordinates		5.0	5.0	5	5	3
	Peers		3.3	3.3	4	3	3
	Superiors		5.0	5.0	5	5	1
	Self		4.0	4.0	-	-	-
<b>Creating a Motivating Environment</b> 37. Conveys confidence in others' ability to succeed.	Subordinates		5.0	5.0	5	5	3
	Peers		3.3	3.3	4	3	3
	Superiors		5.0	5.0	5	5	1
	Self		5.0	5.0	-	-	-
<b>Creating a Motivating Environment</b> 38. Inspires me to do my best work.	Subordinates		5.7	5.7	6	5	3
	Peers		3.7	3.7	4	3	3
	Superiors		5.0	5.0	5	5	1
	Self		5.0	5.0	-	-	-
<b>Creating a Motivating Environment</b> 39. Gives others credit for helpful ideas and suggestions.	Subordinates		6.0	6.0	6	6	3
	Peers		3.7	3.7	4	3	3
	Superiors		5.0	5.0	5	5	1
	Self		5.0	5.0	-	-	-
<b>Creating a Motivating Environment</b> 40. Uses acknowledgement and praise to drive performance.	Subordinates		5.7	5.7	6	5	3
	Peers		3.3	3.3	4	2	3
	Superiors		5.0	5.0	5	5	1
	Self		5.0	5.0	-	-	-
<b>Managing Performance</b> 41. Clarifies others' roles and responsibilities.	Subordinates		5.3	5.3	6	5	3
	Peers		3.3	3.3	4	3	3
	Superiors		5.0	5.0	5	5	1
	Self		5.0	5.0	-	-	-

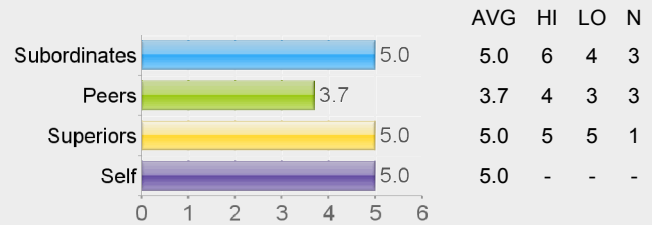
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# Individual Review Items (continued)

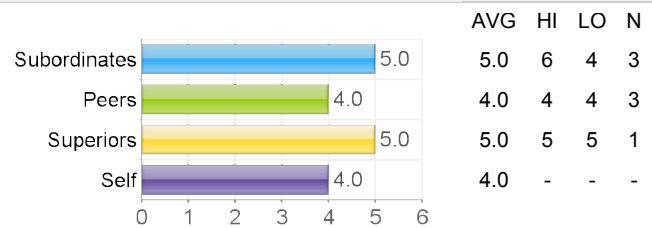
42. **Managing Performance**  
Sets goals that are clear and specific.



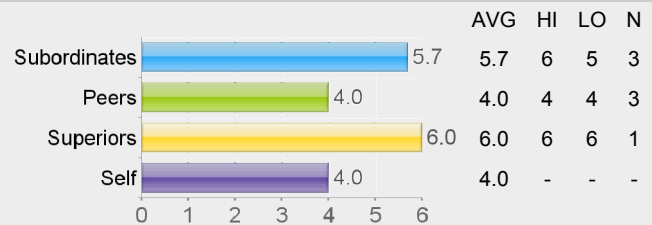
43. **Managing Performance**  
Clearly articulates his/her expectations and standards.



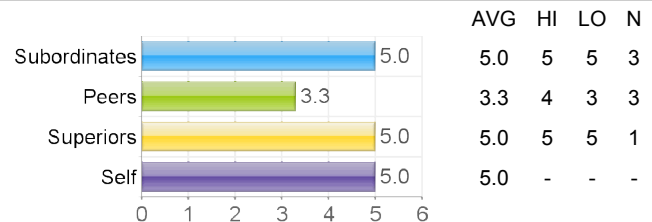
44. **Managing Performance**  
Provides others with regular feedback about their performance.



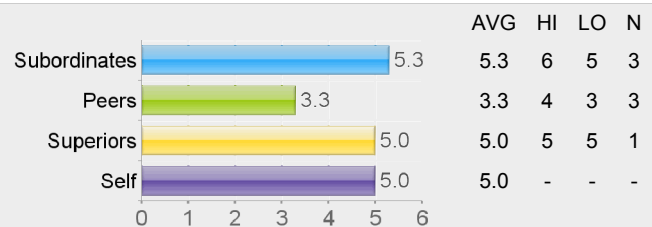
45. **Managing Performance**  
Creates an environment of accountability.



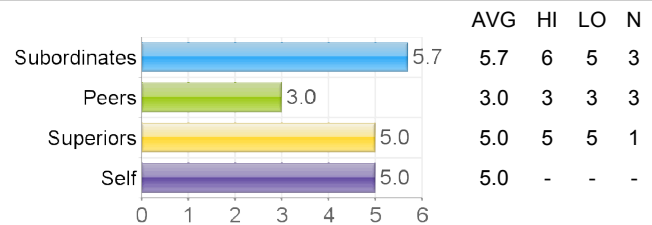
46. **Building Collaborative and Productive Teams**  
Effectively attracts, selects and develops talent.



47. **Building Collaborative and Productive Teams**  
Demands cooperation and teamwork.

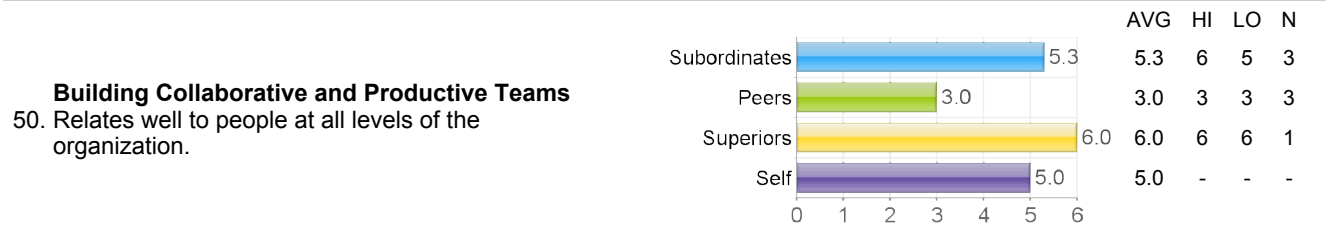
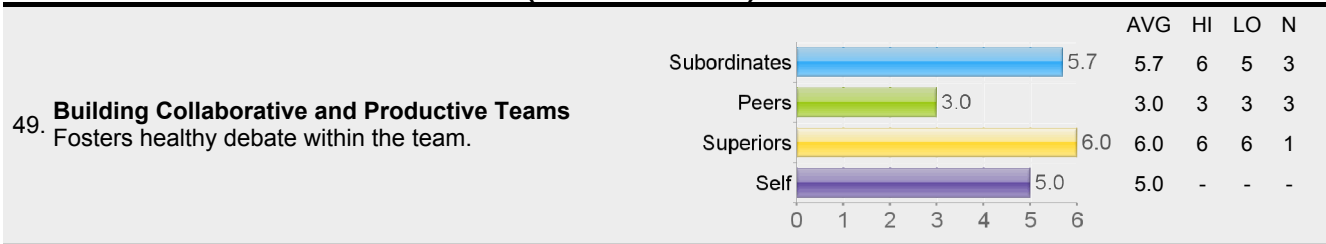


48. **Building Collaborative and Productive Teams**  
Encourages others to express their ideas and opinions.



Rating Scale: 6 = Always; 5 = Almost Always; 4 = Frequently; 3 = Sometimes; 2 = Almost Never; 1 = Never; 0 = Don't Know

# Individual Review Items (continued)



# 10 Highest Rated Items

This report shows average weighted ratings for each of the top 10 rated items in the review across all non-self rater groups. Average ratings for individual rater groups are also shown for easy reference.

Top 10 Items	Self	All Raters	Subordinates	Peers	Superiors
1. <b>Managing Performance</b> Creates an environment of accountability.	4.0	5.0	5.7	4.0	6.0
2. <b>Creating a Motivating Environment</b> Gives others credit for helpful ideas and suggestions.	5.0	4.9	6.0	3.7	5.0
3. <b>Delegating</b> Checks the status of delegated projects or tasks appropriately to ensure quality.	5.0	4.9	5.7	4.0	5.0
4. <b>Delegating</b> Does not delegate his/her own responsibilities to others.	5.0	4.9	5.7	4.0	5.0
5. <b>Coaching</b> Assigns responsibilities to others that allow them to grow and develop.	6.0	4.9	5.7	3.7	6.0
6. <b>Leadership</b> Treats me with dignity and respect.	5.0	4.9	5.7	3.7	6.0
7. <b>Leadership</b> Is a positive role model.	5.0	4.9	5.7	3.7	6.0
8. <b>Acting with Courage</b> Disagrees with others in a constructive manner.	5.0	4.9	5.7	3.7	6.0
9. <b>Communication</b> Creates an environment of open, honest communication.	4.0	4.9	5.3	4.0	6.0
10. <b>Communication</b> This person listens to me.	5.0	4.9	5.3	4.0	6.0

# 10 Lowest Rated Items

This report shows average weighted ratings for each of the bottom 10 rated items in the review across all non-self rater groups. Average ratings for individual rater groups are also shown for easy reference.

	<b>Bottom 10 Items</b>	<b>Self</b>	<b>All Raters</b>	<b>Subordinates</b>	<b>Peers</b>	<b>Superiors</b>
1.	<b>Results Orientation</b> Sets priorities, and follows through on them.	5.0	4.1	4.7	3.3	5.0
2.	<b>Credibility</b> Does not become defensive when corrected or challenged.	5.0	4.3	5.0	3.7	4.0
3.	<b>Results Orientation</b> Obtains the resources needed to get the job done.	4.0	4.3	4.7	3.7	5.0
4.	<b>Leadership</b> Sets long-term direction for the business.	5.0	4.3	4.7	3.7	5.0
5.	<b>Creating a Motivating Environment</b> Maintains consistently high standards of performance.	4.0	4.3	5.0	3.3	5.0
6.	<b>Creating a Motivating Environment</b> Conveys confidence in others' ability to succeed.	5.0	4.3	5.0	3.3	5.0
7.	<b>Building Collaborative and Productive Teams</b> Effectively attracts, selects and develops talent.	5.0	4.3	5.0	3.3	5.0
8.	<b>Credibility</b> Accepts responsibility for his/her actions and mistakes.	5.0	4.4	5.3	3.7	4.0
9.	<b>Credibility</b> Can be trusted; exhibits high ethical standards and integrity.	5.0	4.4	5.3	3.7	4.0
10.	<b>Results Orientation</b> Asks others for help when needed.	5.0	4.4	5.0	3.7	5.0

# Open-ended Comments

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All respondents are asked to provide open-ended commentary on skills. The comments below are segmented by question and presented exactly as they were entered by the respondent.

## **Comments: Please describe this person's greatest strengths (2,000 characters maximum)**

**1. Self:** I effectively develop the direction and design the structures and goals necessary to build effective and cohesive teams. I involve and inform others of my team's initiatives and demonstrate my full commitment to them. I provide timely coaching and clearly communicate my expectations for the performance required to meet key accountabilities. I offer my personal time and listen and respond to my team's needs. I understand and utilize economic, financial, and industry data to accurately diagnose business strengths and weaknesses, identifying key issues, and developing strategies and plans.

**2. Peers:** Ima treats people with the necessary dignity, respect, and fairness. He gives proper credit to others and stands up for deserving others and their ideas.

**3. Peers:** Integrity, trust, can always be counted on to live up to commitments, is comfortable interacting and influencing at all levels in the organization, takes ownership and does not ask for accolades, technical knowledge, drives change, viewed as a quiet leader

**4. Peers:** Ima is a calm, poised professional. He is someone that can be counted on to get a job done. He is very knowledgeable about issues and provides excellent insight/input at meetings to help develop solutions to problems.

**5. Peers:** Ima is a very technically strong and trusted colleague. Strengths are: Dependable Technical ability Honest Relationship builder Hard working Willing to contribute

**6. Peers:** Ima take extreme pride and commitment to his work and is constantly looking for way to expand his core expertises.

**7. Direct Reports:** Ima performs actions as promised and does not share confidential information. He behaves consistently across most situations. Ima gives timely and appropriate feedback on performance. He answers appropriate questions to ensure understanding.

**8. Direct Reports:** Ima is an articulate, intelligent, leader and is very well respected within the Company. He is more technically competent than any other accounting and finance resource and is by far the best manager in the ACME corporate office. Ima has the courage to make tough decisions in the face of opposition and strives for fair treatment for his staff and the staff of other managers. He demands a lot of himself and those around him. He is able to effectively communicate his own vision and the vision of the company.

**9. Direct Reports:** Ima is confident in what he does. Ima retains the capacity for effective action or accomplishment over long periods of time. Ima demonstrates the physical and mental stamina necessary to meet the challenges of organizational demands. Ima stays focused on work tasks and productively uses time and energy when under stress. Ima identifies the facts and realities of a situation without letting positive or negative emotion unduly influence perspective.

**10. Direct Reports:** One of Ima's most noticeable strengths to me is his ability to be or appear to be calm regardless of the situation. He is also one of the most honest people I've ever met which I definitely admire. He will stop what he's doing to listen to you and is always willing to share his ideas however gives you the ability to make the final decision. There has not been one day since I joined the team that I have not enjoyed working for him.

## **Comments: Please describe this person's greatest developmental opportunities (2,000 characters maximum)**

**1. Self:** I am sometimes challenged and can have difficulty presenting ideas in a formal

setting. I sometimes find it difficult to maintain a positive attitude in difficult situations. I can also struggle not to maintain a negative attitude toward situations, actions and in individuals.

**2. Peers:**

**3. Peers:** My view: Team building Managing change and innovation Less of a worryer about change and more of a contributor by having clearer lines of responsibility and ownership International experience "Business" experience

**4. Peers:** Perception that strong emotions occasionally influence Ima's perspective

**5. Peers:** Sometimes Ima appears to be less than open to opinions that do not agree with his. He can be defensive when receiving feedback. This makes it difficult to feel comfortable providing him the feedback.

**6. Direct Reports:** Going public and transitioning all of his teams into operating and working as teams of a public company will definitely be a developmental opportunity for him.

**7. Direct Reports:** Ima could improve by choosing the appropriate persons based on skill and giving these individuals the autonomy in decision making to encourage ownership of tasks. Ima is challenged by obstacles properly selecting candidates for with the correct skill set to match the proper job requirements.

**8. Direct Reports:** Push himself and others to be on time for meetings. Spend quality time outside of the office with his senior most staff to promote a sense of belongingness.

# Recommended Developmental Reading

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Based on the results of your feedback survey, we'd like to recommend the following articles, brought to you in partnership with Harvard Business Review. You can retrieve or purchase these articles by visiting <http://www.echospan.com/articles> and entering the article ID below the article's title.

## **The First 90 Days: Critical Success Strategies for New Leaders at All Levels**

*Michael D. Watkins*

Article ID: A20076

Fully a quarter of all managers in major corporations enter new leadership roles each year. Whether their assignments involve leading a work group or taking over a company as CEO, they face very similar challenges--and risks--in those critical first months on the job. How new leaders manage their transitions can make all the difference between success and failure. In this hands-on guide, Michael Watkins, a noted expert on leadership transitions, offers proven strategies for moving successfully into a new role at any point in ones career. Concise and practical, The First 90 Days walks managers through every aspect of the transition, from mental preparation to forging the right alliances to securing critical early wins. Through vivid examples of success and failure at all levels, Watkins identifies the most common pitfalls new leaders encounter and provides tools and strategies for how to avoid them.

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## **Running Meetings: Pocket Mentor Series**

*Harvard Business School Press*

Article ID: A20078

Meetings are unavoidable--but they dont have to be unproductive. This tool-packed guide helps you transform meetings from time-sinks to springboards for effective action by learning how to set smart agendas, keep meetings on track, handle problem behaviors and time-wasters, and motivate participants to take action.

The Pocket Mentor Series offers immediate solutions to common challenges managers face on the job every day. Each book in the series is packed with handy tools, self-tests, and real life examples to help you identify your strengths and weaknesses and hone critical skills. Whether youre at your desk, in a meeting, or on the road, these portable guides enable you to tackle the daily demands of your work with greater speed, savvy, and effectiveness.

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## **Retaining Your Best People: The Results-Driven Manager Series**

*Harvard Business School Press*

Article ID: A20079

If great talent is hard to find, its even harder to keep. This valuable guide offers insights and strategies to make sure your most important people stay motivated, happy, and productive--within your company. Engage your workers. Design appropriate incentive systems. Create an innovative culture. Managers are under increasing pressure to deliver better results, faster. Meeting todays tough challenges requires complete mastery of a full array of management skills, from communicating and coaching to public speaking and managing people. The Results-Driven Manager series is designed to help time-pressed managers hone and polish the skills they need most. Concise, action-oriented, and packed with invaluable strategies and tools, these timely guides help managers improve their job performance today--and give them the edge they need to become the leaders of tomorrow.

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## **Managing Change to Reduce Resistance: The Results-Driven Manager Series**

*Harvard Business School Press*

Article ID: A200710

Driving change is a difficult but necessary requirement for competing in today's marketplace. This guide shows how to get employees to embrace the need for change and work together to take advantage of new business realities by combating cynicism and gaining support, generating short-term wins, and overcoming major obstacles to change. Managers are under increasing pressure to deliver better results faster than the competition. Meeting today's tough challenges requires complete mastery of a full array of management skills, from communicating and coaching to public speaking and managing people. The Results-Driven Manager series helps time-pressed managers hone and polish the skills they need most. Concise, action-oriented, and packed with invaluable strategies and tools, these timely guides help managers improve their job performance today and give them the edge they need to become the leaders of tomorrow.

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### **Leading in Times of Change**

*Kerry A. Bunker, Michael Wakefield*

Article ID: A200711

During change, leaders must perform a delicate balancing act: They have to make tough decisions without losing sight of the emotions and concerns of employees. To do this, the authors argue, requires managing the tension between seemingly opposing tasks and capabilities, for instance: Show a sense of urgency and Demonstrate realistic patience. The article guides you in striking the right balance to drive successful change. Includes the graphic The Transition Leadership Wheel.

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### **Why Should Anyone Be Led by You? What It Takes to Be an Authentic Leader**

*Rob Goffee, Gareth Jones*

Article ID: A200713

Too many companies are managed not by leaders, but by mere role players and faceless bureaucrats. What does it take to be a real leader—one who is confident in who she is and what she stands for and who truly inspires people to achieve extraordinary results? Rob Goffee and Gareth Jones argue that leaders don't become great by aspiring to a list of universal character traits. Rather, effective leaders are authentic: They deploy individual strengths to engage followers' hearts, minds, and souls. They are skillful at consistently being themselves, even as they alter their behaviors to respond effectively in changing contexts. In this lively and practical book, Goffee and Jones draw from extensive research to reveal how to hone and deploy one's unique leadership assets while managing the inherent tensions at the heart of successful leadership: showing emotion and withholding it, getting close to followers while keeping distance, and maintaining individuality while conforming enough. Underscoring the social nature of leadership, the book also explores how leaders can remain attuned to the needs and expectations of followers. *Why Should Anyone Be Led by You?* changes forever how we view, develop, and practice the art of leadership, wherever we live and work.

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### **Managing Authenticity**

*by Rob Goffee and Gareth Jones*

Article ID: A200716

Leaders and followers both associate authenticity with sincerity, honesty, and integrity. It's the real thing—the attribute that uniquely defines great managers. But while the expression of a genuine self is necessary for great leadership, the concept of authenticity is often misunderstood, not least by leaders themselves. They often assume that authenticity is an innate quality—that a person is either genuine or not. In fact, the authors say, authenticity is largely defined by what other people see in you and, as such, can to a great extent be controlled by you.

In this article, the authors explore the qualities of authentic leadership. To illustrate their points, they recount the experiences of some of the authentic leaders they have known and studied, including the BBC's Greg Dyke, Nestlé's Peter Brabeck-Letmathe, and Marks & Spencer's Jean Tomlin.

Establishing your authenticity as a leader is a two-part challenge. You have to consistently match your words and deeds; otherwise, followers will never accept you as authentic. But it is not enough just to practice what you preach. To get people to follow you, you also have to get them to relate to you. This means presenting different faces to different audiences—a requirement that many people find hard to square with authenticity. But authenticity is not the product of manipulation. It accurately reflects aspects of the leader's inner self, so it can't be an

act.

Authentic leaders seem to know which personality traits they should reveal to whom, and when. Highly attuned to their environments, authentic leaders rely on an intuition born of formative, sometimes harsh experiences to understand the expectations and concerns of the people they seek to influence. They retain their distinctiveness as individuals, yet they know how to win acceptance in strong corporate and social cultures and how to use elements of those cultures as a basis for radical change.

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### **The Ultimately Accountable Job**

*by Jerome A. Colletti and Mary S. Fiss*

Article ID: A200717

**Company leader.** The best sales chiefs actively help formulate and execute company strategy, and they collaborate with all functions of the business to deliver value to customers.

**Customer champion.** Customers want C-level relationships with suppliers in order to understand product strategy, look at offerings in advance, and participate in decisions made about future products—and sales leaders are in the best position to offer that kind of contact.

**Process guru.** Although sales chiefs must look beyond the sales and customer processes they have honed over the past decade, they can't abandon them. The focus on process has become only more important as many organizations have begun bundling products and services to meet important customers' individual needs.

**Organization architect.** Good sales leaders spend a lot of time evaluating and occasionally redesigning the sales organization's structure to ensure that it supports corporate strategy. Often, this involves finding the right balance between specialized and generalized sales roles.

**Course corrector.** Sales leaders must watch the horizon, but they can't take their hands off the levers or forget about the dials. If they do, they might fail to respond when quick adjustments in priorities are needed.

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### **Managing Yourself**

*Peter F. Drucker*

Article ID: A200718

Throughout history, people had little need to manage their careers--they were born into their stations in life or, in the recent past, relied on their companies to chart their career paths. But times have drastically changed. Today we must all learn to manage ourselves. What does that mean? As Peter Drucker tells us in this seminal article first published in 1999, it means we have to learn to develop ourselves. We have to place ourselves where we can make the greatest contribution to our organizations and communities. And we have to stay mentally alert and engaged during a 50-year working life, which means knowing how and when to change the work we do. It may seem obvious that people achieve results by doing what they are good at and by working in ways that fit their abilities. But, Drucker says, very few people actually know--let alone take advantage of--their fundamental strengths. He challenges each of us to ask ourselves: What are my strengths? How do I perform? What are my values? Where do I belong? What should my contribution be? Don't try to change yourself, Drucker cautions. Instead, concentrate on improving the skills you have and accepting assignments that are tailored to your individual way of working. If you do that, you can transform yourself from an ordinary worker into an outstanding performer. Today's successful careers are not planned out in advance. They develop when people are prepared for opportunities because they have asked themselves those questions and rigorously assessed their unique characteristics. This article challenges readers to take responsibility for managing their futures, both in and out of the office.

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### **Letting Go**

*Timothy W. Firnstahl*

Article ID: A200725

Innumerable business experts urge executives of growing companies to help themselves and

their organizations by delegating responsibility. However well meaning, the dispensers of such advice usually underestimate the difficulty entrepreneurs have in giving up their cherished roles. Entrepreneurs pride themselves on their skills and talents and thrive on being in all places at once. But as their organizations expand, they can better spend their time coaching and planning rather than doing. Otherwise, their staffs can never mature, and they themselves wont have time to chart the companys future.

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