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APPENDIX A
LEADERSHIP ASSESSMENT QUESTIONNAIRE (LAQ)

Appendix A - Leadership Assessment Questionnaire (LAQ)

In this questionnaire you will be rating how things are done in a manager's division. A "division consists of all the people who report to a manager and the manager self.

Name of person to be assessed:

Reference number:

You are his/her:

The purpose of the questionnaire is to provide useful feedback to the manager. This feedback will enable the manager to become more aware of his/her leadership strengths as well as key development needs. You are required to rate yourself/manager on a number of statements relating to certain behaviours that are critical to his/her job performance.

Use the scale outlined below as a guide or norm to indicate to what extent the statements describe your/manager's work performance. Please study the descriptions carefully before giving a rating.

Rating Scale

1	Immediate development is essential	Development is needed. Doubt if the person is capable of meeting expectations
2	Development is needed	Development is needed. Dedication and effort are necessary if the person is to be successful
3	Adequate but could improve	The performance of the person is acceptable, but there is room for improvement
4	Fully meets expectations	Development is not essential, although ongoing development is desirable
5	Superior to others	Superior to others in meeting expectations. Widely recognised throughout the organization as superior to others



Please answer all relevant questions. It will take approximately 15 min. to complete the questionnaire.

Please follow the following guidelines in answering the questions.

- Leave any question that you cannot answer blank – do not indicate ‘N/A’ or anything else between the brackets.
- A minimum of 41 questions need to be answered.
- Do not change the colour of the fonts of the questionnaire. Keep it as is and complete the questionnaire in black.
- Questions should be answered in whole numbers only. Percentages of decimals should not be used.

Your information will be treated confidential and will be processed with the other raters’ ratings in a report to the assessee.

It is crucial for the success of the assessment that you complete the questionnaire promptly. Please complete it within one week and send it back to the email address indicated.

Rating	Question
	1. Displays commitment towards company values
	2. Demonstrate the capacity to see the connections between different parts
	3. Successfully assists team members to adapt to a multi-cultural organization
	4. Appropriately displays tolerance for mistakes
	5. Inspires trust in subordinates



	6. Adapts communication style to suit the requirements of the receiver
	7. Keeps up to date with new developments in the field of business
	8. Successfully creates an environment conducive to change
	9. Demonstrates an understanding of the ideas, views and feelings of others.
	10. Successfully links performance objectives with the strategy of the company
	11. Effectively assists others to adapt to changing circumstances
	12. Takes responsibility for own development
	13. Successfully anticipates potential problems
	14. Applies business principles in performing duties
	15. Adheres to organization standards of ethical behaviour
	16. Displays an openness for constructive criticism
	17. Gathers information about the future (e.g.) changing technology, future competition
	18. Understands how own tasks logically impact on other disciplines and functions.
	19. Facilitates the formation of a network of cross-functional teams



	20. Encourages calculated risk taking
	21. Responds positively to a changing environment
	22. Takes ownership for solving problems
	23. Easily adapts between different roles and situations.
	24. Facilitates inputs from different teams to enhance customer service.
	25. Is results and action orientated
	26. Leads by example
	27. Facilitates regular analysis of alternative plans to meet objectives
	28. Fully understands the principles of business environment
	29. Fully understands the impact of diversity on business
	30. Accepts accountability for own behaviour
	31. Efficiently practices two-way communication
	32. Gathers information on the current operations of the company
	33. Treats others with respect and dignity



- | | |
|--|---|
| | 34. Forms integrated solutions that will solve more than one existing problem |
| | 35. Integrates initiatives across functional teams |
| | 36. Creates opportunities for people to think from different perspectives |
| | 37. Establishes systems for the gathering of important information |
| | 38. Effectively integrates different kinds of information. |
| | 39. Facilitates interaction between teams for the formation of new ideas |
| | 40. Develops possible future scenarios |
| | 41. Provides people with relevant and updated information. |
| | 42. Clarify the role and function of all team members |
| | 43. Ensures that the company vision and values are owned by the team |
| | 44. Provides opportunities for personal development of employees |
| | 45. Develops mechanisms for team members to continuously measure performance |
| | 46. Utilises reward systems in motivating team members. |
| | 47. Removes performance barriers and constraints |
| | 48. Creates an environment where team members are |



	motivated to perform
	49. Takes ownership for efficient communication to team members.
	50. Successfully influence others in accepting the team purpose
	51. Stimulates a desire within team members to succeed.
	52. Utilises the performance management system to enhance the performance of subordinates
	53. Clearly explains the role of the team in reaching company goals
	54. Promotes self confidence of team members
	55. Effectively provides continuous on-the-job coaching
	56. Takes effective action to determine the purpose of the team
	57. Implements appropriate employee development actions
	58. Enables the team to schedule own work



APPENDIX B

360° LEADERSHIP ASSESSMENT FEEDBACK REPORT



Appendix B - 360° Leadership Assessment Feedback Report

1. Integrity

No	Behaviour Indicators	Self	Promoter	Peers	Subordinates	Rater Summary
a)	Displays commitment towards company values					
b)	Inspires trust in subordinates					
c)	Adheres to company's standards of ethical behaviour					
d)	Leads by example					
Overall Mark						

Comments:

2. Adaptability

No	Behaviour Indicators	Self	Promoter	Peers	Subordinates	Rater Summary
a)	Effectively assist others to adapt to changing circumstances					
b)	Responds positively to a changing environment					
c)	Successfully creates an environment conducive to change					
d)	Easily adapts between different roles and situations					
Overall Mark						

Comments:



3. Self-responsibility

No	Behaviour Indicators	Self	Promoter	Peers	Subordinates	Rater Summary
a)	Accepts accountability for own behaviour					
b)	Takes responsibility for own development					
c)	Displays an openness for constructive criticism					
d)	Takes ownership for solving problems					
Overall Mark						

Comments:

4. Leadership Communication

No	Behaviour Indicators	Self	Promoter	Peers	Subordinates	Rater Summary
a)	Clarify the role and function of all team members					
b)	Adapts communication style to suit the requirements of the receiver					
c)	Efficiently practices two-way communication					
d)	Takes ownership for efficient communication to team members					
Overall Mark						

Comments:



5. Purpose Building

No	Behaviour Indicators	Self	Promoter	Peers	Subordinates	Rater Summary
a)	Takes effective action to determine the purpose of the team					
b)	Successfully influence others in accepting the team purpose					
c)	Clearly explains the role of the team in reaching company goals					
d)	Ensures that the company vision and values are owned by the team					
Overall Mark						

Comments:

6. Motivational Capacity

No	Behaviour Indicators	Self	Promoter	Peers	Subordinates	Rater Summary
a)	Promotes self confidence of team members					
b)	Creates an environment where team members are motivated to perform					
c)	Stimulates a desire within team members to succeed					
d)	Utilises reward systems in motivating team members					
Overall Mark						

Comments:



7. Information Capacity

No	Behaviour Indicators	Self	Promoter	Peers	Subordinates	Rater Summary
a)	Establishes systems for the gathering of important information					
b)	Gathers information on the current operations of the company					
c)	Gathers information about the future (e.g. changing technology, future competitions)					
d)	Provides people with relevant and updated information					
Overall Mark						

Comments:

8. Conceptual Ability

No	Behaviour Indicators	Self	Promoter	Peers	Subordinates	Rater Summary
a)	Demonstrates the capacity to see the connections between different parts					
b)	Effectively integrates different kinds of information					
c)	Forms integrated solutions that will solve more than one existing problem					
d)	Understands how own tasks logically impact on other disciplines and functions					
Overall Mark						

Comments:



9. Visionary Thinking

No	Behaviour Indicators	Self	Promoter	Peers	Subordinates	Rater Summary
a)	Develops possible future scenarios					
b)	Facilitates regular analysis of alternative plans to meet objectives					
c)	Successfully anticipates potential problems					
d)	Creates opportunities for people to think from different perspectives					
Overall Mark						

Comments:

10. Business Acumen

No	Behaviour Indicators	Self	Promoter	Peers	Subordinates	Rater Summary
a)	Fully understands the principles of the business environment					
b)	Applies business principles in performing duties					
c)	Keeps up to date with new developments in the field of business					
Overall Mark						

Comments:



11. Diversity Learning

No	Behaviour Indicators	Self	Promoter	Peers	Subordinates	Rater Summary
a)	Successfully assists team members to adapt to a multicultural organization					
b)	Treats others with respect and dignity					
c)	Demonstrates an understanding of the ideas, views and feelings of others					
d)	Fully understands the impact of diversity on business					
Overall Mark						

Comments:

12. Cross-functional Teamwork

No	Behaviour Indicators	Self	Promoter	Peers	Subordinates	Rater Summary
a)	Facilitates inputs from different teams to enhance customer service					
b)	Integrates initiatives across functional teams					
c)	Facilitates the formation of a network of cross-functional teams					
d)	Facilitates interaction between teams for the formation of new ideas					
Overall Mark						

Comments:



13. People Development

No	Behaviour Indicators	Self	Promoter	Peers	Subordinates	Rater Summary
a)	Provides opportunities for personal development of employees					
b)	Implements appropriate employee development actions					
c)	Effectively provides continuous on-the-job coaching					
Overall Mark						

Comments:

14. Performance Achievement

No	Behaviour Indicators	Self	Promoter	Peers	Subordinates	Rater Summary
a)	Is results and action orientated					
b)	Utilises the performance management system to enhance the performance of subordinates					
c)	Develops mechanisms for team members to continuously measure performance					
d)	Successfully links performance objectives with the strategy of the company					
Overall Mark						

Comments:



15. Empowerment

No	Behaviour Indicators	Self	Promoter	Peers	Subordinates	Rater Summary
a)	Enables the team to schedule own work					
b)	Appropriately displays tolerance for mistakes					
c)	Encourages calculated risk taking					
d)	Removes performance barriers and constraints					
Overall Mark						

Comments:

SUMMARY TABLE FOR ALL COMPETENCIES

No	Competency	Self	Promoter	Peers	Subordinates	Rater Summary
a.	Integrity					
b.	Adaptability					
c.	Self-responsibility					
d.	Leadership communication					
e.	Purpose building					
f.	Motivational capacity					
g.	Information capacity					
h.	Conceptual ability					
i.	Visionary thinking					
j.	Business acumen					
k.	Diversity learning					
l.	Cross-functional teamwork					
m.	People development					
n.	Performance achievement					
o.	Empowering					
Overall Mark						



Rater Summary

The rater summary mark is calculated as follows:

Promoter	20%	Promoter	50%
Peers (average)	20%	or Peers (average)	50%
Subordinates (average)	60%	(if no subordinates)	

Rating Scale:

1	Immediate development is essential	Development is needed. Doubt if the person is capable of meeting expectations
2	Development is needed	Development is needed. Dedication and effort are necessary if the person is to be successful
3	Adequate but could improve	The performance of the person is acceptable, but there is room for improvement
4	Fully meets expectations	Development is not essential, although ongoing development is desirable
5	Superior to others	Superior to others in meeting expectations. Widely recognised throughout the organization as superior to others



APPENDIX C
STATISTICAL ANALYSES OF ASSESSMENT RESULTS

Appendix C – Statistical analysis of assessment results per competency

SCALE 1 – INTEGRITY

		Supervisor			Subordinate			Peer			Self		
Gender	N	0	1	2	0	1	2	0	1	2	0	1	2
Male	245	3.87 (0.53)	3.92 (0.45)	3.93 (0.44)	4.04 (0.59)	4.08 (0.46)	3.98 (0.58)	3.98 (0.36)	3.98 (0.36)	3.98 (0.34)	4.10 (0.43)	4.078 (0.45)	4.11 (0.42)
Female	13	3.97 (0.52)	4.11 (0.38)	3.83 (0.34)	3.94 (0.48)	3.96 (0.68)	3.90 (0.60)	3.81 (0.25)	3.90 (0.46)	3.87 (0.24)	3.96 (0.53)	3.96 (0.50)	3.94 (0.59)
		Supervisor			Subordinate			Peer			Self		
Race	N	0	1	2	0	1	2	0	1	2	0	1	2
African	41	3.7 (0.58)	3.91 (0.51)	3.94 (0.43)	4.01 (0.60)	4.06 (0.58)	3.88 (0.68)	3.88 (0.36)	3.93 (0.36)	3.91 (0.29)	4.15 (0.44)	4.07 (0.38)	4.15 (0.36)
White	180	3.93 (0.51)	3.96 (0.42)	3.93 (0.42)	4.09 (0.54)	4.08 (0.45)	4.01 (0.57)	3.98 (0.35)	3.99 (0.35)	4.00 (0.32)	4.077 (0.42)	4.05 (0.45)	4.10 (0.44)
Coloured	22	3.84 (0.50)	3.85 (0.50)	3.89 (0.47)	3.76 (0.87)	4.00 (0.42)	3.90 (0.55)	3.92 (0.27)	3.86 (0.37)	3.84 (0.36)	3.98 (0.44)	4.06 (0.52)	4.09 (0.33)
Asian	15	3.8 (0.50)	3.82 (0.47)	3.83 (0.37)	3.9 (0.43)	4.10 (0.54)	3.97 (0.40)	4.07 (0.37)	3.98 (0.49)	3.90 (0.44)	4.27 (0.51)	4.30 (0.50)	4.15 (0.56)
		Supervisor			Subordinate			Peer			Self		
Age	N	0	1	2	0	1	2	0	1	2	0	1	2
20-40	58	3.90 (0.49)	3.97 (0.41)	3.92 (0.422)	3.95 (0.54)	4.10 (0.52)	4.01 (0.59)	3.97 (0.38)	3.97 (0.38)	3.93 (0.31)	4.20 (0.47)	4.10 (0.48)	4.09 (0.45)
41-50	148	3.84 (0.51)	3.92 (0.46)	3.91 (0.45)	4.01 (0.62)	4.07 (0.46)	4.00 (0.58)	3.97 (0.34)	3.96 (0.34)	3.94 (0.33)	4.01 (0.40)	4.02 (0.45)	4.09 (0.42)
51-60	52	3.93 (0.61)	3.92 (0.45)	3.98 (0.41)	4.18 (0.48)	4.05 (0.47)	4.02 (0.56)	3.96 (0.36)	3.99 (0.43)	4.08 (0.34)	4.21 (0.44)	4.20 (0.42)	4.17 (0.42)
		Supervisor			Subordinate			Peer			Self		
Level	N	0	1	2	0	1	2	0	1	2	0	1	2
M2-3	10	3.93 (0.53)	4.10 (0.50)	4.03 (0.46)	4.28 (0.51)	4.4 (0.46)	4.35 (0.53)	4.10 (0.29)	4.20 (0.26)	4.23 (0.34)	3.98 (0.48)	4.08 (0.41)	4.15 (0.52)
M4	54	3.97 (0.40)	4.08 (0.40)	4.06 (0.42)	4.16 (0.58)	4.16 (0.45)	4.06 (0.55)	3.99 (0.34)	4.00 (0.32)	4.00 (0.32)	4.10 (0.44)	4.05 (0.40)	4.08 (0.39)
M5-6	149	3.86 (0.56)	3.87 (0.43)	3.89 (0.44)	3.99 (0.61)	4.00 (0.49)	3.97 (0.60)	3.94 (0.35)	3.93 (0.38)	3.95 (0.32)	4.12 (0.42)	4.12 (0.47)	4.15 (0.42)
S4-6	45	3.79 (0.53)	3.91 (0.51)	3.87 (0.42)	3.99 (0.51)	4.14 (0.44)	3.82 (0.49)	4.02 (0.39)	4.00 (0.37)	3.92 (0.36)	4.01 (0.46)	3.94 (0.44)	3.96 (0.46)

SCALE 2 – ADAPTABILITY

		Supervisor			Subordinate			Peer			Self		
Gender	N	0	1	2	0	1	2	0	1	2	0	1	2
Male	245	3.53 (0.54)	3.67 (0.47)	3.68 (0.46)	3.79 (0.58)	3.85 (0.44)	3.78 (0.54)	3.72 (0.40)	3.73 (0.39)	3.78 (0.37)	3.86 (0.47)	3.88 (0.44)	3.93 (0.44)
Female	13	3.75 0.50	3.65 (0.50)	3.60 (0.50)	3.65 (0.55)	3.65 (0.57)	3.77 (0.67)	3.67 (0.37)	3.77 (0.46)	3.71 (0.32)	3.96 (0.36)	3.65 (0.46)	3.73 (0.47)
		Supervisor			Subordinate			Peer			Self		
Race	N	0	1	2	0	1	2	0	1	2	0	1	2
African	41	3.43 (0.58)	3.66 (0.54)	3.61 (0.48)	3.75 (0.57)	3.81 (0.59)	3.70 (0.65)	3.65 (0.44)	3.66 (0.39)	3.79 (0.35)	3.87 (0.55)	3.91 (0.45)	3.99 (0.40)
White	180	3.56 (0.55)	3.68 (0.46)	3.70 (0.45)	3.82 (0.59)	3.87 (0.43)	3.81 (0.54)	3.73 (0.39)	3.75 (0.38)	3.78 (0.37)	3.86 (0.45)	3.86 (0.43)	3.92 (0.46)
Coloured	22	3.61 (0.38)	3.68 (0.36)	3.62 (0.48)	3.65 (0.54)	3.75 (0.39)	3.65 (0.49)	3.66 (0.35)	3.78 (0.31)	3.73 (0.33)	3.77 (0.39)	3.80 (0.46)	3.83 (0.40)
Asian	15	3.58 (0.51)	3.65 (0.63)	3.63 (0.48)	3.55 (0.46)	3.78 (0.34)	3.75 (0.39)	3.77 (0.31)	3.68 (0.60)	3.77 (0.41)	3.85 (0.57)	3.97 (0.63)	3.98 (0.39)
		Supervisor			Subordinate			Peer			Self		
Age	N	0	1	2	0	1	2	0	1	2	0	1	2
20-40	58	3.61 (0.52)	3.74 (0.48)	3.75 (0.42)	3.70 (0.57)	3.81 (0.50)	3.80 (0.56)	3.75 (0.39)	3.79 (0.39)	3.75 (0.38)	3.95 (0.49)	3.90 (0.50)	3.95 (0.40)
41-50	148	3.55 (0.52)	3.66 (0.46)	3.64 (0.46)	3.78 (0.60)	3.85 (0.44)	3.78 (0.58)	3.71 (0.39)	3.73 (0.37)	3.78 (0.37)	3.78 (0.44)	3.80 (0.45)	3.089 (0.45)
51-60	52	3.47 (0.64)	3.65 (0.50)	3.69 (0.48)	3.88 (0.51)	3.85 (0.44)	3.75 (0.43)	3.69 (0.42)	3.70 (0.45)	3.82 (0.36)	3.96 (0.51)	4.01 (0.35)	4.00 (0.45)
		Supervisor			Subordinate			Peer			Self		
Level	N	0	1	2	0	1	2	0	1	2	0	1	2
M2-3	10	3.60 (0.73)	3.95 (0.54)	3.76 (0.48)	4.05 (0.37)	4.18 (0.24)	4.08 (0.46)	3.85 (0.17)	3.90 (0.39)	3.80 (0.50)	3.75 (0.59)	3.88 (0.58)	3.88 (0.65)
M4	54	3.68 (0.52)	3.78 (0.45)	3.78 (0.42)	3.87 (0.53)	3.85 (0.38)	3.87 (0.48)	3.74 (0.40)	3.80 (0.29)	3.81 (0.32)	3.88 (0.44)	3.88 (0.34)	3.93 (0.42)
M5-6	149	3.49 (0.54)	3.62 (0.45)	3.63 (0.46)	3.74 (0.61)	3.81 (0.47)	3.76 (0.55)	3.71 (0.39)	3.69 (0.43)	3.78 (0.35)	3.87 (0.48)	3.91 (0.49)	3.97 (0.44)
S4-6	45	3.58 (0.54)	3.67 (0.51)	3.68 (0.47)	3.72 (0.54)	3.88 (0.47)	3.67 (0.58)	3.69 (0.43)	3.78 (0.36)	3.74 (0.44)	3.81 (0.46)	3.72 (0.39)	3.78 (0.38)

SCALE 3 – SELF-RESPONSIBILITY

		Supervisor			Subordinate			Peer			Self		
Gender	N	0	1	2	0	1	2	0	1	2	0	1	2
Male	245	3.75 (0.51)	3.83 (0.47)	3.76 (0.47)	3.94 (0.55)	4.01 (0.44)	3.87 (0.53)	3.93 (0.36)	3.90 (0.37)	3.92 (0.30)	3.99 (0.45)	3.96 (0.46)	4.04 (0.43)
Female	13	3.88 (0.55)	3.88 (0.49)	3.71 (0.42)	3.83 (0.45)	3.81 (0.72)	3.87 (0.63)	3.81 (0.33)	3.79 (0.32)	3.87 (0.35)	3.71 (0.51)	3.88 (0.46)	3.81 (0.67)
		Supervisor			Subordinate			Peer			Self		
Race	N	0	1	2	0	1	2	0	1	2	0	1	2
African	41	3.64 (0.52)	3.85 (0.56)	3.81 (0.48)	3.84 (0.57)	3.97 (0.54)	3.67 (0.65)	3.86 (0.38)	3.85 (0.33)	3.88 (0.27)	3.92 (0.54)	3.91 (0.46)	4.04 (0.53)
White	180	3.79 (0.52)	3.83 (0.45)	3.80 (0.45)	3.99 (0.53)	4.02 (0.46)	3.94 (0.51)	3.94 (0.37)	3.82 (0.36)	3.94 (0.30)	3.97 (0.44)	3.96 (0.46)	4.03 (0.43)
Coloured	22	3.80 (0.49)	3.84 (0.40)	3.64 (0.54)	3.75 (0.66)	3.97 (0.40)	3.74 (0.57)	3.85 (0.24)	3.83 (0.37)	3.78 (0.34)	4.02 (0.39)	3.94 (0.43)	4.01 (0.45)
Asian	15	3.67 (0.49)	3.77 (0.54)	3.53 (0.48)	3.73 (0.44)	3.92 (0.40)	3.70 (0.33)	3.98 (0.27)	3.82 (0.51)	3.88 (0.35)	4.02 (0.50)	4.12 (0.51)	4.00 (0.48)
		Supervisor			Subordinate			Peer			Self		
Age	N	0	1	2	0	1	2	0	1	2	0	1	2
20-40	58	3.80 (0.50)	3.93 (0.52)	3.78 (0.46)	3.85 (0.58)	4.03 (0.49)	3.89 (0.54)	3.88 (0.39)	3.91 (0.31)	3.90 (0.35)	4.08 (0.49)	3.99 (0.54)	4.06 (0.46)
41-50	148	3.74 (0.50)	3.80 (0.46)	3.74 (0.48)	3.94 (0.55)	4.00 (0.46)	3.85 (0.56)	3.93 (0.33)	3.88 (0.37)	3.90 (0.30)	3.90 (0.44)	3.90 (0.42)	4.00 (0.44)
51-60	52	3.78 (0.59)	3.80 (0.44)	3.86 (0.45)	4.01 (0.49)	3.97 (0.44)	3.88 (0.48)	3.97 (0.39)	3.92 (0.40)	3.97 (0.27)	4.07 (0.43)	4.10 (0.44)	4.08 (0.44)
		Supervisor			Subordinate			Peer			Self		
Level	N	0	1	2	0	1	2	0	1	2	0	1	2
M2-3	10	3.78 (0.52)	4.03 (0.64)	3.83 (0.57)	4.08 (0.39)	4.13 (0.40)	4.18 (0.26)	4.05 (0.23)	4.13 (0.36)	4.10 (0.32)	3.88 (0.43)	3.88 (0.52)	4.00 (0.49)
M4	54	3.86 (0.47)	3.93 (0.43)	3.94 (0.36)	4.01 (0.46)	4.02 (0.45)	3.93 (0.51)	3.97 (0.35)	3.92 (0.310)	3.96 (0.26)	3.99 (0.46)	3.97 (0.38)	3.96 (0.44)
M5-6	149	3.95 (0.47)	3.84 (0.56)	3.90 (0.33)	3.85 (0.37)	3.88 (0.30)	3.99 (0.46)	3.98 (0.48)	4.09 (0.45)	3.88 (0.30)	3.99 (0.46)	3.98 (0.48)	4.09 (0.45)
S4-6	45	3.75 (0.46)	3.83 (0.49)	3.78 (0.43)	3.93 (0.47)	4.09 (0.46)	3.81 (0.52)	3.94 (0.45)	3.95 (0.38)	3.93 (0.34)	3.91 (0.43)	3.89 (0.48)	3.91 (0.41)

SCALE 4 – LEADERSHIP COMMUNICATION

		Supervisor			Subordinate			Peer			Self		
Gender	N	0	1	2	0	1	2	0	1	2	0	1	2
Male	245	3.55 (0.52)	3.72 (0.51)	3.71 (0.47)	3.76 (0.61)	3.84 (0.49)	3.72 (0.57)	3.76 (0.40)	3.83 (0.37)	3.81 (0.34)	3.88 (0.50)	3.89 (0.45)	3.92 (0.47)
Female	13	3.87 (0.72)	3.81 (0.52)	3.75 (0.46)	3.69 (0.72)	3.63 (0.76)	3.65 (0.75)	3.75 (0.27)	3.75 (0.43)	3.75 (0.31)	3.81 (0.58)	3.79 (0.52)	3.77 (0.53)
		Supervisor			Subordinate			Peer			Self		
Race	N	0	1	2	0	1	2	0	1	2	0	1	2
African	41	3.43 (0.54)	3.66 (0.55)	3.68 (0.41)	3.63 (0.63)	3.74 (0.64)	3.66 (0.67)	3.70 (0.46)	3.77 (0.39)	3.74 (0.36)	3.93 (0.54)	3.96 (0.40)	4.01 (0.48)
White	180	3.59 (0.53)	3.73 (0.51)	3.74 (0.47)	3.80 (0.62)	3.86 (0.49)	3.74 (0.56)	3.78 (0.39)	3.84 (0.38)	3.83 (0.33)	3.85 (0.50)	3.87 (0.46)	3.88 (0.47)
Coloured	22	3.58 (0.53)	3.80 (0.50)	3.60 (0.53)	3.69 (0.60)	3.80 (0.41)	3.61 (0.62)	3.77 (0.37)	3.81 (0.30)	3.78 (0.35)	3.81 (0.38)	3.78 (0.45)	3.91 (0.35)
Asian	15	3.58 (0.51)	3.67 (0.51)	3.65 (0.46)	3.65 (0.52)	3.78 (0.40)	3.70 (0.49)	3.80 (0.42)	3.80 (0.44)	3.73 (0.42)	4.05 (0.58)	4.03 (0.61)	4.02 (0.64)
		Supervisor			Subordinate			Peer			Self		
Age	N	0	1	2	0	1	2	0	1	2	0	1	2
20-40	58	3.62 (0.52)	3.79 (0.57)	3.72 (0.41)	3.655 (0.63)	3.88 (0.52)	3.75 (0.61)	3.77 (0.41)	3.84 (0.38)	3.78 (0.33)	4.00 (0.47)	3.94 (0.48)	3.96 (0.49)
41-50	148	3.54 (0.51)	3.71 (0.49)	3.69 (0.48)	3.78 (0.64)	3.82 (0.51)	3.72 (0.59)	3.77 (0.37)	3.81 (0.37)	3.78 (0.35)	3.80 (0.49)	3.82 (0.45)	3.89 (0.49)
51-60	52	3.55 (0.61)	3.68 (0.51)	3.77 (0.50)	3.81 (0.54)	3.81 (0.48)	3.68 (0.50)	3.75 (0.46)	3.85 (0.40)	3.90 (0.31)	3.94 (0.53)	4.01 (0.42)	3.94 (0.41)
		Supervisor			Subordinate			Peer			Self		
Level	N	0	1	2	0	1	2	0	1	2	0	1	2
M2-3	10	3.70 (0.54)	3.95 (0.44)	3.83 (0.64)	3.88 (0.40)	4.03 (0.32)	3.938 (0.43)	3.85 (0.32)	4.05 (0.26)	3.95 (0.35)	3.78 (0.52)	3.83 (0.50)	3.95 (0.57)
M4	54	3.61 (0.45)	3.88 (0.44)	3.83 (0.30)	3.81 (0.64)	3.85 (0.46)	3.72 (0.58)	3.80 (0.42)	3.82 (0.32)	3.87 (0.32)	3.87 (0.48)	3.89 (0.35)	3.89 (0.39)
M5-6	149	3.54 (0.55)	3.66 (0.48)	3.68 (0.47)	3.75 (0.64)	3.77 (0.51)	3.72 (0.58)	3.76 (0.39)	3.79 (0.40)	3.79 (0.32)	3.91 (0.51)	3.94 (0.48)	3.98 (0.49)
S4-6	45	3.56 (0.58)	3.69 (0.66)	3.65 (0.55)	3.68 (0.56)	3.96 (0.56)	3.67 (0.59)	3.73 (0.43)	3.88 (0.36)	3.73 (0.40)	3.77 (0.49)	3.74 (0.47)	3.71 (0.45)

SCALE 5 – PURPOSE BUILDING

		Supervisor			Subordinate			Peer			Self		
Gender	N	0	1	2	0	1	2	0	1	2	0	1	2
Male	245	3.61 (0.51)	3.73 (0.47)	3.75 (0.43)	3.85 (0.59)	3.88 (0.46)	3.76 (0.55)	3.79 (0.38)	3.82 (0.36)	3.83 (0.33)	3.89 (0.50)	3.85 (0.49)	3.91 (0.50)
Female	13	3.79 (0.42)	3.83 (0.40)	3.73 (0.37)	3.81 (0.55)	3.69 (0.52)	3.71 (0.61)	3.77 (0.24)	3.67 (0.43)	3.71 (0.32)	3.71 (0.62)	3.71 (0.56)	3.71 (0.51)
		Supervisor			Subordinate			Peer			Self		
Race	N	0	1	2	0	1	2	0	1	2	0	1	2
African	41	3.56 (0.52)	3.78 (0.53)	3.74 (0.42)	3.86 (0.59)	3.90 (0.54)	3.69 (0.68)	3.75 (0.39)	3.79 (0.37)	3.81 (0.30)	3.95 (0.53)	3.93 (0.46)	3.994 (0.42)
White	180	3.64 (0.51)	3.73 (0.45)	3.76 (0.43)	3.88 (0.58)	3.88 (0.46)	3.79 (0.52)	3.80 (0.38)	3.83 (0.35)	3.84 (0.33)	3.87 (0.50)	3.82 (0.49)	3.88 (0.49)
Coloured	22	3.59 (0.46)	3.68 (0.47)	3.69 (0.47)	3.78 (0.69)	3.85 (0.44)	3.64 (0.55)	3.72 (0.36)	3.72 (0.36)	3.75 (0.38)	3.81 (0.40)	3.78 (0.45)	3.75 (0.53)
Asian	15	3.60 (0.52)	3.64 (0.50)	3.70 (0.41)	3.61 (0.45)	3.77 (0.37)	3.63 (0.46)	3.83 (0.28)	3.80 (0.46)	3.73 (0.39)	4.02 (0.62)	3.97 (0.65)	4.03 (0.66)
		Supervisor			Subordinate			Peer			Self		
Age	N	0	1	2	0	1	2	0	1	2	0	1	2
20-40	58	3.65 (0.50)	3.83 (0.45)	3.75 (0.39)	3.80 (0.58)	3.84 (0.53)	3.79 (0.59)	3.82 (0.38)	3.86 (0.33)	3.80 (0.27)	3.92 (0.50)	3.81 (0.51)	3.89 (0.45)
41-50	148	3.60 (0.50)	3.69 (0.48)	3.72 (0.44)	3.86 (0.62)	3.88 (0.44)	3.74 (0.55)	3.76 (0.39)	3.79 (0.36)	3.80 (0.35)	3.85 (0.50)	3.81 (0.50)	3.86 (0.53)
51-60	52	3.63 (0.55)	3.73 (0.45)	3.81 (0.44)	3.89 (0.48)	3.92 (0.46)	3.77 (0.49)	3.83 (0.33)	3.82 (0.40)	3.90 (0.32)	3.93 (0.54)	3.98 (0.43)	3.99 (0.46)
		Supervisor			Subordinate			Peer			Self		
Level	N	0	1	2	0	1	2	0	1	2	0	1	2
M2-3	10	3.80 (0.40)	3.95 (0.50)	3.88 (0.46)	4.03 (0.40)	4.08 (0.29)	3.95 (0.37)	3.95 (0.11)	4.10 (0.13)	3.95 (0.11)	3.86 (0.53)	3.83 (0.57)	3.93 (0.68)
M4	54	3.75 (0.42)	3.88 (0.37)	3.84 (0.34)	3.98 (0.52)	3.93 (0.39)	3.89 (0.49)	3.84 (0.35)	3.87 (0.34)	3.86 (0.31)	3.90 (0.50)	3.90 (0.38)	3.96 (0.41)
M5-6	149	3.56 (0.54)	3.65 (0.47)	3.71 (0.45)	3.81 (0.63)	3.82 (0.46)	3.73 (0.51)	3.78 (0.36)	3.77 (0.37)	3.80 (0.34)	3.90 (0.51)	3.85 (0.54)	3.92 (0.52)
S4-6	45	3.61 (0.49)	3.79 (0.51)	3.70 (0.40)	3.80 (0.53)	3.94 (0.57)	3.61 (0.56)	3.71 (0.47)	3.85 (0.34)	3.80 (0.38)	3.80 (0.52)	3.73 (0.45)	3.71 (0.48)

SCALE 6 – MOTIVATIONAL CAPACITY

		Supervisor			Subordinate			Peer			Self		
Gender	N	0	1	2	0	1	2	0	1	2	0	1	2
Male	245	3.60 (0.55)	3.72 (0.51)	3.65 (0.48)	3.61 (0.66)	3.62 (0.54)	3.48 (0.66)	3.71 (0.41)	3.73 (0.41)	3.74 (0.38)	3.81 (0.47)	3.79 (0.51)	3.83 (0.48)
Female	13	3.77 (0.53)	3.83 (0.47)	3.56 (0.48)	3.50 (0.65)	3.33 (0.50)	3.46 (0.69)	3.60 (0.30)	3.73 (0.45)	3.58 (0.37)	3.63 (0.46)	3.54 (0.58)	3.50 (0.67)
		Supervisor			Subordinate			Peer			Self		
Race	N	0	1	2	0	1	2	0	1	2	0	1	2
African	39	3.49 (0.61)	3.72 (0.57)	3.62 (0.39)	3.58 (0.70)	3.58 (0.59)	3.36 (0.71)	3.64 (0.40)	3.67 (0.37)	3.67 (0.38)	3.88 (0.55)	3.87 (0.53)	3.88 (0.47)
White	177	3.63 (0.53)	3.74 (0.50)	3.67 (0.49)	3.65 (0.64)	3.61 (0.55)	3.54 (0.65)	3.72 (0.41)	3.74 (0.41)	3.75 (0.37)	3.79 (0.47)	3.76 (0.52)	3.80 (0.52)
Coloured	22	3.73 (0.51)	3.73 (0.48)	3.59 (0.48)	3.42 (0.75)	3.55 (0.44)	3.39 (0.64)	3.65 (0.40)	3.70 (0.34)	3.77 (0.37)	3.73 (0.41)	3.68 (0.43)	3.81 (0.34)
Asian	15	3.53 (0.63)	3.62 (0.50)	3.45 (0.47)	3.33 (0.54)	3.65 (0.44)	3.25 (0.64)	3.78 (0.36)	3.70 (0.59)	3.67 (0.51)	3.80 (0.46)	3.88 (0.57)	3.82 (0.50)
		Supervisor			Subordinate			Peer			Self		
Age	N	0	1	2	0	1	2	0	1	2	0	1	2
20-40	57	3.67 (0.50)	3.77 (0.52)	3.64 (0.41)	3.51 (0.65)	3.56 (0.59)	3.44 (0.67)	3.72 (0.40)	3.77 (0.38)	3.66 (0.36)	3.88 (0.46)	3.80 (0.55)	3.85 (0.51)
41-50	147	3.60 (0.54)	3.71 (0.51)	3.62 (0.50)	3.58 (0.69)	3.61 (0.54)	3.47 (0.69)	3.69 (0.42)	3.70 (0.41)	3.72 (0.40)	3.74 (0.47)	3.71 (0.50)	3.78 (0.51)
51-60	49	3.57 (0.62)	3.72 (0.47)	3.71 (0.46)	3.77 (0.52)	3.63 (0.50)	3.55 (0.55)	3.73 (0.37)	3.74 (0.44)	3.87 (0.30)	3.87 (0.48)	3.94 (0.50)	3.87 (0.45)
		Supervisor			Subordinate			Peer			Self		
Level	N	0	1	2	0	1	2	0	1	2	0	1	2
M2-3	10	3.73 (0.51)	4.05 (0.51)	3.78 (0.49)	3.83 (0.51)	3.95 (0.28)	3.85 (0.32)	3.83 (0.21)	3.98 (0.25)	3.88 (0.18)	3.75 (0.50)	3.60 (0.59)	3.88 (0.71)
M4	54	3.73 (0.45)	3.92 (0.44)	3.77 (0.44)	3.68 (0.59)	3.64 (0.51)	3.64 (0.59)	3.74 (0.38)	3.77 (0.35)	3.81 (0.41)	3.78 (0.40)	3.81 (0.39)	3.83 (0.47)
M5-6	147	3.56 (0.59)	3.66 (0.50)	3.62 (0.47)	3.55 (0.68)	3.56 (0.54)	3.45 (0.69)	3.70 (0.41)	3.68 (0.43)	3.71 (0.37)	3.81 (0.48)	3.80 (0.55)	3.86 (0.49)
S4-6	42	3.61 (0.50)	3.65 (0.53)	3.53 (0.52)	3.63 (0.70)	3.63 (0.61)	3.30 (0.64)	3.65 (0.46)	3.76 (0.39)	3.71 (0.40)	3.77 (0.55)	3.70 (0.53)	3.63 (0.48)

SCALE 7 – INFORMATION CAPACITY

		Supervisor			Subordinate			Peer			Self		
Gender	N	0	1	2	0	1	2	0	1	2	0	1	2
Male	245	3.56 (0.56)	3.64 (0.53)	3.64 (0.49)	3.82 (0.60)	3.89 (0.49)	3.87 (0.54)	3.79 (0.41)	3.79 (0.41)	3.82 (0.36)	3.76 (0.53)	3.77 (0.49)	3.81 (0.49)
Female	13	3.62 (0.40)	3.74 (0.53)	3.31 (0.50)	3.81 (0.48)	3.81 (0.57)	3.65 (0.72)	3.69 (0.29)	3.71 (0.39)	3.69 (0.34)	3.62 (0.39)	3.69 (0.43)	3.54 (0.48)
		Supervisor			Subordinate			Peer			Self		
Race	N	0	1	2	0	1	2	0	1	2	0	1	2
African	41	3.42 (0.52)	3.57 (0.57)	3.60 (0.46)	3.74 (0.62)	3.84 (0.60)	3.72 (0.70)	3.66 (0.41)	3.68 (0.46)	3.75 (0.46)	3.73 (0.55)	3.79 (0.46)	3.84 (0.48)
White	180	3.62 (0.53)	3.69 (0.51)	3.64 (0.49)	3.88 (0.58)	3.93 (0.47)	3.88 (0.52)	3.84 (0.40)	3.83 (0.39)	3.84 (0.33)	3.77 (0.52)	3.76 (0.48)	3.79 (0.49)
Coloured	22	3.43 (0.54)	3.44 (0.49)	3.47 (0.54)	3.61 (0.71)	3.67 (0.48)	3.66 (0.51)	3.61 (0.38)	3.65 (0.34)	3.70 (0.34)	3.65 (0.60)	3.63 (0.51)	3.61 (0.43)
Asian	15	3.47 (0.77)	3.60 (0.72)	3.65 (0.60)	3.63 (0.45)	3.82 (0.35)	3.73 (0.45)	3.78 (0.34)	3.78 (0.54)	3.82 (0.38)	3.78 (0.49)	3.90 (0.65)	3.92 (0.51)
		Supervisor			Subordinate			Peer			Self		
Age	N	0	1	2	0	1	2	0	1	2	0	1	2
20-40	58	3.68 (0.48)	3.81 (0.44)	3.68 (0.51)	3.70 (0.65)	3.943 (0.54)	3.91 (0.58)	3.81 (0.40)	3.84 (0.37)	3.83 (0.34)	3.92 (0.51)	3.78 (0.51)	3.846 (0.51)
41-50	148	3.51 (0.55)	3.58 (0.55)	3.60 (0.50)	3.85 (0.59)	3.87 (0.48)	3.82 (0.55)	3.74 (0.39)	3.76 (0.42)	3.82 (0.37)	3.66 (0.50)	3.71 (0.49)	3.75 (0.50)
51-60	52	3.60 (0.59)	3.63 (0.54)	3.62 (0.47)	3.87 (0.53)	3.86 (0.47)	3.76 (0.51)	3.89 (0.43)	3.79 (0.41)	3.80 (0.37)	3.82 (0.56)	3.89 (0.46)	3.86 (0.43)
		Supervisor			Subordinate			Peer			Self		
Level	N	0	1	2	0	1	2	0	1	2	0	1	2
M2-3	10	3.73 (0.55)	4.00 (0.49)	3.73 (0.46)	4.13 (0.48)	4.03 (0.34)	4.13 (0.48)	3.90 (0.17)	3.95 (0.28)	4.03 (0.22)	3.93 (0.46)	3.85 (0.34)	3.98 (0.59)
M4	54	3.71 (0.51)	3.79 (0.49)	3.81 (0.47)	4.88 (0.55)	3.95 (0.49)	3.85 (0.51)	3.81 (0.38)	3.84 (0.35)	3.82 (0.37)	3.81 (0.51)	3.79 (0.38)	3.78 (0.47)
M5-6	149	3.49 (0.55)	3.54 (0.51)	3.53 (0.47)	3.79 (0.62)	3.82 (0.48)	3.81 (0.58)	3.77 (0.41)	3.73 (0.42)	3.80 (0.33)	3.75 (0.54)	3.78 (0.54)	3.82 (0.48)
S4-6	45	3.58 (0.56)	3.71 (0.59)	3.66 (0.55)	3.81 (0.56)	3.98 (0.52)	3.81 (0.51)	3.79 (0.43)	3.86 (0.42)	3.81 (0.44)	3.66 (0.49)	3.66 (0.48)	3.69 (0.49)

SCALE 8 – CONCEPTUAL ABILITY

		Supervisor			Subordinate			Peer			Self		
Gender	N	0	1	2	0	1	2	0	1	2	0	1	2
Male	245	3.63 (0.55)	3.73 (0.51)	3.74 (0.49)	3.86 (0.57)	3.92 (0.48)	3.82 (0.54)	3.81 (0.40)	3.82 (0.38)	3.85 (0.34)	3.89 (0.48)	3.87 (0.45)	3.94 (0.42)
Female	13	3.79 (0.41)	3.79 (0.45)	3.65 (0.45)	3.79 (0.60)	3.71 (0.59)	3.71 (0.58)	3.81 (0.34)	3.67 (0.47)	3.71 (0.34)	3.77 (0.36)	3.83 (0.36)	3.83 (0.47)
		Supervisor			Subordinate			Peer			Self		
Race	N	0	1	2	0	1	2	0	1	2	0	1	2
African	41	3.43 (0.61)	3.62 (0.53)	3.64 (0.47)	3.74 (0.63)	3.88 (0.59)	3.65 (0.61)	3.68 (0.47)	3.76 (0.43)	3.76 (0.36)	3.86 (0.50)	3.87 (0.45)	3.96 (0.39)
White	180	3.72 (0.51)	3.80 (0.49)	3.79 (0.47)	3.94 (0.55)	3.96 (0.46)	3.91 (0.52)	3.86 (0.37)	3.86 (0.36)	3.88 (0.32)	3.91 (0.47)	3.89 (0.42)	3.96 (0.43)
Coloured	22	3.43 (0.50)	3.45 (0.49)	3.52 (0.53)	3.58 (0.68)	3.74 (0.49)	3.57 (0.49)	3.63 (0.39)	3.68 (0.35)	3.73 (0.38)	3.66 (0.40)	3.74 (0.48)	3.74 (0.28)
Asian	15	3.55 (0.64)	3.67 (0.57)	3.68 (0.62)	3.63 (0.33)	3.68 (0.44)	3.55 (0.40)	3.82 (0.26)	3.70 (0.61)	3.87 (0.39)	3.88 (0.51)	3.87 (0.63)	3.80 (0.47)
		Supervisor			Subordinate			Peer			Self		
Age	N	0	1	2	0	1	2	0	1	2	0	1	2
20-40	58	3.71 (0.47)	3.79 (0.47)	3.81 (0.46)	3.76 (0.58)	3.91 (0.53)	3.84 (0.55)	3.78 (0.46)	3.86 (0.35)	3.84 (0.31)	3.98 (0.44)	3.93 (0.44)	4.01 (0.37)
41-50	148	3.62 (0.56)	3.70 (0.51)	3.70 (0.51)	3.86 (0.60)	3.92 (0.47)	3.81 (0.52)	3.82 (0.36)	3.80 (0.41)	3.85 (0.35)	3.79 (0.46)	3.80 (0.46)	3.89 (0.43)
51-60	52	3.63 (0.58)	3.75 (0.54)	3.76 (0.46)	3.96 (0.48)	3.91 (0.51)	3.80 (0.46)	3.82 (0.41)	3.80 (0.37)	3.86 (0.37)	4.01 (0.52)	4.00 (0.40)	3.97 (0.44)
		Supervisor			Subordinate			Peer			Self		
Level	N	0	1	2	0	1	2	0	1	2	0	1	2
M2-3	10	3.73 (0.68)	4.18 (0.47)	3.78 (0.40)	4.13 (0.48)	4.30 (0.35)	4.15 (0.52)	3.95 (0.26)	4.18 (0.39)	4.00 (0.24)	3.78 (0.46)	3.88 (0.36)	3.98 (0.65)
M4	54	3.69 (0.52)	3.83 (0.50)	3.87 (0.45)	3.93 (0.52)	4.04 (0.45)	3.94 (0.45)	3.86 (0.42)	3.85 (0.33)	3.88 (0.28)	3.95 (0.45)	3.89 (0.35)	3.94 (0.41)
M5-6	149	3.59 (0.53)	3.63 (0.47)	3.66 (0.48)	3.82 (0.60)	3.81 (0.47)	3.77 (0.56)	3.76 (0.37)	3.76 (0.40)	3.82 (0.34)	3.85 (0.49)	3.87 (0.49)	3.95 (0.41)
S4-6	45	3.72 (0.59)	3.85 (0.58)	3.83 (0.54)	3.86 (0.55)	4.01 (0.55)	3.77 (0.54)	3.87 (0.45)	3.88 (0.37)	3.86 (0.42)	3.92 (0.46)	3.85 (0.43)	3.87 (0.42)

SCALE 9 – VISIONARY THINKING

		Supervisor			Subordinate			Peer			Self		
Gender	N	0	1	2	0	1	2	0	1	2	0	1	2
Male	244	3.45 (0.55)	3.62 (0.51)	3.60 (0.52)	3.77 (0.58)	3.80 (0.50)	3.72 (0.57)	3.72 (0.43)	3.75 (0.41)	3.76 (0.37)	3.79 (0.52)	3.80 (0.47)	3.86 (0.47)
Female	13	3.67 0.34	3.50 (0.60)	3.42 (0.52)	3.54 (0.52)	3.65 (0.48)	3.71 (0.67)	3.65 (0.30)	3.63 (0.45)	3.58 (0.36)	3.60 (0.42)	3.63 (0.49)	3.62 (0.54)
		Supervisor			Subordinate			Peer			Self		
Race	N	0	1	2	0	1	2	0	1	2	0	1	2
African	41	3.29 (0.65)	3.55 (0.60)	3.51 (0.52)	3.64 (0.63)	3.75 (0.59)	3.57 (0.64)	3.60 (0.45)	3.63 (0.44)	3.68 (0.39)	3.725 (0.57)	3.84 (0.48)	3.87 (0.41)
White	179	3.52 (0.50)	3.66 (0.47)	3.63 (0.50)	3.84 (0.55)	3.83 (0.49)	3.81 (0.56)	3.77 (0.41)	3.78 (0.39)	3.79 (0.35)	3.82 (0.49)	3.80 (0.43)	3.87 (0.48)
Coloured	22	3.32 (0.50)	3.41 (0.50)	3.49 (0.57)	3.39 (0.65)	3.64 (0.44)	3.49 (0.55)	3.52 (0.45)	3.63 (0.38)	3.64 (0.41)	3.63 (0.56)	3.59 (0.55)	3.59 (0.47)
Asian	15	3.35 (0.59)	3.55 (0.68)	3.47 (0.65)	3.53 (0.36)	3.78 (0.42)	3.47 (0.40)	3.67 (0.31)	3.73 (0.49)	3.70 (0.38)	3.75 (0.59)	3.88 (0.67)	3.87 (0.53)
		Supervisor			Subordinate			Peer			Self		
Age	N	0	1	2	0	1	2	0	1	2	0	1	2
20-40	58	3.51 (0.47)	3.78 (0.45)	3.67 (0.48)	3.63 (0.56)	3.72 (0.58)	3.79 (0.62)	3.69 (0.45)	3.84 (0.38)	3.74 (0.35)	3.88 (0.51)	3.85 (0.52)	3.92 (0.46)
41-50	147	3.43 (0.55)	3.55 (0.53)	3.58 (0.52)	3.78 (0.62)	3.82 (0.47)	3.70 (0.58)	3.71 (0.42)	3.70 (0.42)	3.75 (0.37)	3.69 (0.49)	3.72 (0.46)	3.80 (0.48)
51-60	52	3.47 (0.60)	3.62 (0.50)	3.52 (0.53)	3.82 (0.46)	3.82 (0.50)	3.72 (0.52)	3.75 (0.41)	3.74 (0.41)	3.78 (0.40)	3.93 (0.53)	3.93 (0.40)	3.88 (0.45)
		Supervisor			Subordinate			Peer			Self		
Level	N	0	1	2	0	1	2	0	1	2	0	1	2
M2-3	10	3.60 (0.76)	4.05 (0.40)	3.58 (0.53)	3.93 (0.39)	3.98 (0.32)	4.03 (0.43)	3.88 (0.21)	3.98 (0.40)	3.833 (0.29)	3.80 (0.56)	3.83 (0.51)	3.88 (0.72)
M4	54	3.54 (0.49)	3.70 (0.46)	3.75 (0.45)	3.84 (0.54)	3.90 (0.41)	3.84 (0.48)	3.78 (0.44)	3.77 (0.35)	3.82 (0.32)	3.83 (0.49)	3.81 (0.37)	3.88 (0.44)
M5-6	149	3.40 (0.53)	3.52 (0.51)	3.51 (0.50)	3.70 (0.61)	3.71 (0.51)	3.67 (0.60)	3.68 (0.40)	3.69 (0.42)	3.72 (0.37)	3.76 (0.54)	3.79 (0.52)	3.83 (0.49)
S4-6	45	3.51 (0.57)	3.73 (0.52)	3.67 (0.60)	3.79 (0.54)	3.91 (0.53)	3.70 (0.60)	3.69 (0.50)	3.82 (0.40)	3.78 (0.41)	3.81 (0.44)	3.76 (0.42)	3.84 (0.40)

SCALE 10 – BUSINESS ACUMEN

		Supervisor			Subordinate			Peer			Self		
Gender	N	0	1	2	0	1	2	0	1	2	0	1	2
Male	245	3.54 (0.59)	3.68 (0.57)	3.64 (0.52)	4.00 (0.58)	4.04 (0.44)	3.99 (0.53)	3.89 (0.40)	3.88 (0.42)	3.88 (0.37)	3.82 (0.55)	3.83 (0.51)	3.89 (0.51)
Female	13	3.62 0.43	3.55 (0.49)	3.33 (0.49)	3.92 (0.47)	3.97 (0.62)	3.82 (0.62)	3.61 (0.43)	3.74 (0.28)	3.77 (0.44)	3.82 (0.54)	3.72 (0.45)	3.64 (0.55)
		Supervisor			Subordinate			Peer			Self		
Race	N	0	1	2	0	1	2	0	1	2	0	1	2
African	41	3.41 (0.57)	3.67 (0.59)	3.67 (0.54)	3.99 (0.58)	4.04 (0.51)	3.85 (0.64)	3.81 (0.42)	3.73 (0.47)	3.85 (0.37)	3.89 (0.56)	3.92 (0.48)	4.02 (0.48)
White	180	3.60 (0.57)	3.70 (0.55)	3.62 (0.52)	4.03 (0.56)	4.06 (0.44)	4.04 (0.50)	3.91 (0.40)	3.92 (0.38)	3.85 (0.37)	3.89 (0.56)	3.92 (0.48)	4.02 (0.48)
Coloured	22	3.38 (0.61)	3.56 (0.54)	3.64 (0.55)	3.80 (0.75)	3.88 (0.53)	3.82 (0.60)	3.67 (0.41)	3.82 (0.43)	3.76 (0.37)	3.61 (0.50)	3.67 (0.56)	3.83 (0.46)
Asian	15	3.49 (0.67)	3.60 (0.58)	3.58 (0.53)	3.93 (0.46)	4.02 (0.29)	3.96 (0.42)	3.91 (0.34)	3.84 (0.58)	3.84 (0.35)	3.98 (0.60)	3.93 (0.68)	3.96 (0.55)
		Supervisor			Subordinate			Peer			Self		
Age	N	0	1	2	0	1	2	0	1	2	0	1	2
20-40	58	3.90 (0.49)	3.86 (0.51)	3.75 (0.50)	3.90 (0.56)	4.08 (0.47)	4.04 (0.52)	3.85 (0.43)	3.93 (0.35)	3.89 (0.41)	4.01 (0.49)	3.87 (0.56)	3.93 (0.54)
41-50	148	3.84 (0.51)	3.63 (0.56)	3.61 (0.53)	4.04 (0.58)	4.05 (0.44)	3.97 (0.55)	3.88 (0.40)	3.85 (0.44)	3.88 (0.35)	3.69 (0.53)	3.77 (0.48)	3.84 (0.51)
51-60	52	3.93 (0.61)	3.62 (0.59)	3.54 (0.53)	4.00 (0.57)	3.99 (0.47)	3.96 (0.50)	3.88 (0.40)	3.87 (0.40)	3.85 (0.40)	3.96 (0.58)	3.94 (0.52)	3.92 (0.51)
		Supervisor			Subordinate			Peer			Self		
Level	N	0	1	2	0	1	2	0	1	2	0	1	2
M2-3	10	3.77 (0.55)	4.17 (0.57)	3.90 (0.52)	4.27 (0.34)	4.13 (0.39)	4.20 (0.55)	4.00 (0.16)	4.13 (0.32)	4.17 (0.24)	3.97 (0.43)	4.03 (0.33)	4.03 (0.55)
M4	54	3.71 (0.61)	3.76 (0.60)	3.77 (0.52)	4.10 (0.56)	4.16 (0.45)	4.12 (0.49)	3.91 (0.41)	3.88 (0.37)	3.87 (0.37)	3.91 (0.53)	3.81 (0.44)	3.89 (0.48)
M5-6	149	3.46 (0.57)	3.58 (0.52)	3.56 (0.50)	3.97 (0.59)	4.00 (0.45)	3.94 (0.55)	3.85 (0.39)	3.84 (0.42)	3.87 (0.34)	3.80 (0.56)	3.84 (0.55)	3.90 (0.54)
S4-6	45	3.58 (0.56)	3.78 (0.58)	3.62 (0.57)	3.92 (0.59)	4.01 (0.46)	3.93 (0.51)	3.89 (0.49)	3.93 (0.45)	3.84 (0.50)	3.75 (0.56)	3.79 (0.48)	3.76 (0.47)

SCALE 11 – DIVERSITY LEARNING

		Supervisor			Subordinate			Peer			Self		
Gender	N	0	1	2	0	1	2	0	1	2	0	1	2
Male	245	3.60 (0.52)	3.76 (0.45)	3.72 (0.42)	3.90 (0.62)	3.93 (0.44)	3.82 (0.56)	3.82 (0.40)	3.81 (0.39)	3.87 (0.35)	3.94 (0.47)	3.95 (0.44)	4.01 (0.45)
Female	13	3.77 0.53	3.90 (0.47)	3.86 (0.49)	3.83 (0.59)	3.69 (0.66)	3.79 (0.67)	3.83 (0.36)	3.81 (0.43)	3.69 (0.36)	3.77 (0.53)	3.87 (0.53)	3.85 (0.52)
		Supervisor			Subordinate			Peer			Self		
Race	N	0	1	2	0	1	2	0	1	2	0	1	2
African	41	3.58 (0.49)	3.74 (0.50)	3.81 (0.45)	3.84 (0.59)	3.93 (0.51)	3.75 (0.65)	3.828 (0.44)	3.77 (0.38)	3.89 (0.32)	3.95 (0.55)	4.02 (0.41)	4.12 (0.51)
White	180	3.60 (0.51)	3.75 (0.44)	3.72 (0.42)	3.92 (0.63)	3.92 (0.45)	3.86 (0.55)	3.81 (0.39)	3.82 (0.39)	3.86 (0.36)	3.92 (0.45)	3.91 (0.44)	3.97 (0.44)
Coloured	22	3.75 (0.51)	3.90 (0.43)	3.66 (0.49)	3.84 (0.62)	3.90 (0.43)	3.76 (0.60)	3.82 (0.36)	3.83 (0.37)	3.81 (0.35)	3.95 (0.41)	3.98 (0.45)	4.02 (0.35)
Asian	15	3.62 (0.65)	3.75 (0.49)	3.68 (0.37)	3.95 (0.42)	3.96 (0.46)	3.68 (0.36)	3.93 (0.41)	3.80 (0.47)	3.87 (0.40)	4.02 (0.55)	4.17 (0.45)	4.08 (0.49)
		Supervisor			Subordinate			Peer			Self		
Age	N	0	1	2	0	1	2	0	1	2	0	1	2
20-40	58	3.61 (0.53)	3.82 (0.49)	3.75 (0.44)	3.78 (0.64)	3.92 (0.47)	3.83 (0.57)	3.81 (0.45)	3.83 (0.40)	3.79 (0.39)	3.95 (0.49)	3.92 (0.47)	4.03 (0.41)
41-50	148	3.63 (0.56)	3.74 (0.45)	3.74 (0.45)	4.02 (0.49)	3.93 (0.46)	3.82 (0.58)	3.83 (0.37)	3.80 (0.39)	3.86 (0.34)	3.89 (0.44)	3.91 (0.42)	3.97 (0.46)
51-60	52	3.63 (0.56)	3.74 (0.45)	3.74 (0.45)	4.02 (0.49)	3.91 (0.44)	3.81 (0.79)	3.79 (0.39)	3.83 (0.41)	3.96 (0.32)	4.06 (0.50)	4.10 (0.44)	4.06 (0.47)
		Supervisor			Subordinate			Peer			Self		
Level	N	0	1	2	0	1	2	0	1	2	0	1	2
M2-3	10	3.70 (0.50)	3.95 (0.62)	3.83 (0.49)	4.00 (0.29)	4.08 (0.35)	4.10 (0.38)	3.85 (0.38)	4.00 (0.39)	4.03 (0.38)	3.73 (0.64)	3.83 (0.53)	3.93 (0.75)
M4	54	3.65 (0.45)	3.85 (0.37)	3.79 (0.41)	3.97 (0.54)	3.96 (0.43)	3.88 (0.55)	3.88 (0.34)	3.85 (0.32)	3.93 (0.31)	3.96 (0.44)	3.93 (0.36)	3.99 (0.43)
M5-6	149	3.59 (0.53)	3.71 (0.42)	3.70 (0.42)	3.85 (0.67)	3.87 (0.47)	3.80 (0.58)	3.78 (0.40)	3.75 (0.41)	3.83 (0.35)	3.96 (0.49)	3.99 (0.47)	4.05 (0.45)
S4-6	45	3.62 (0.55)	3.78 (0.56)	3.73 (0.45)	3.96 (0.57)	4.03 (0.43)	3.76 (0.57)	3.85 (0.41)	3.93 (0.39)	3.84 (0.39)	3.88 (0.40)	3.86 (0.42)	3.87 (0.36)

SCALE 12 – CROSS-FUNCTIONAL TEAMWORK

		Supervisor			Subordinate			Peer			Self		
Gender	N	0	1	2	0	1	2	0	1	2	0	1	2
Male	244	3.54 (0.60)	3.68 (0.52)	3.69 (0.53)	3.77 (0.60)	3.81 (0.50)	3.75 (0.54)	3.72 (0.44)	3.74 (0.42)	3.80 (0.38)	3.79 (0.54)	3.76 (0.51)	3.86 (0.48)
Female	13	3.77 0.40	3.73 (0.36)	3.56 (0.49)	3.73 (0.59)	3.73 (0.61)	3.75 (0.55)	3.67 (0.31)	3.67 (0.46)	3.65 (0.36)	3.50 (0.44)	3.63 (0.44)	3.60 (0.48)
		Supervisor			Subordinate			Peer			Self		
Race	N	0	1	2	0	1	2	0	1	2	0	1	2
African	41	3.40 (0.70)	3.61 (0.55)	3.66 (0.49)	3.63 (0.66)	3.82 (0.58)	3.64 (0.63)	3.60 (0.54)	3.70 (0.46)	3.76 (0.37)	3.76 (0.58)	3.80 (0.55)	3.94 (0.43)
White	180	3.60 (0.57)	3.72 (0.49)	3.72 (0.51)	3.84 (0.58)	3.83 (0.50)	3.81 (0.53)	3.75 (0.41)	3.77 (0.40)	3.81 (0.39)	3.78 (0.53)	3.75 (0.46)	3.85 (0.50)
Coloured	22	3.49 (0.50)	3.51 (0.50)	3.51 (0.60)	3.56 (0.62)	3.66 (0.49)	3.55 (0.47)	3.60 (0.38)	3.64 (0.38)	3.69 (0.37)	3.66 (0.51)	3.65 (0.53)	3.64 (0.46)
Asian	15	3.52 (0.61)	3.63 (0.62)	3.58 (0.72)	3.48 (0.46)	3.65 (0.42)	3.57 (0.35)	3.75 (0.34)	3.68 (0.59)	3.80 (0.36)	3.85 (0.61)	3.90 (0.76)	3.90 (0.50)
		Supervisor			Subordinate			Peer			Self		
Age	N	0	1	2	0	1	2	0	1	2	0	1	2
20-40	58	3.59 (0.49)	3.74 (0.51)	3.69 (0.47)	3.60 (0.64)	3.73 (0.57)	3.78 (0.58)	3.66 (0.42)	3.78 (0.43)	3.77 (0.33)	3.80 (0.57)	3.76 (0.57)	3.88 (0.46)
41-50	147	3.55 (0.57)	3.64 (0.49)	3.66 (0.56)	3.79 (0.61)	3.81 (0.49)	3.75 (0.55)	3.71 (0.41)	3.71 (0.42)	3.77 (0.39)	3.72 (0.50)	3.71 (0.47)	3.81 (0.49)
51-60	52	3.51 (0.70)	3.72 (0.57)	3.73 (0.52)	3.88 (0.48)	3.85 (0.48)	3.70 (0.45)	3.79 (0.49)	3.78 (0.40)	3.88 (0.39)	3.88 (0.62)	3.89 (0.52)	3.95 (0.50)
		Supervisor			Subordinate			Peer			Self		
Level	N	0	1	2	0	1	2	0	1	2	0	1	2
M2-3	10	3.783 (0.52)	4.08 (0.37)	3.90 (0.54)	4.10 (0.43)	4.30 (0.39)	4.00 (0.55)	4.00 (0.11)	3.98 (0.14)	3.90 (0.32)	3.83 (0.68)	3.80 (0.39)	3.95 (0.71)
M4	54	3.67 (0.57)	3.85 (0.49)	3.91 (0.43)	3.87 (0.56)	3.88 (0.37)	3.87 (0.47)	3.74 (0.40)	3.81 (0.32)	3.84 (0.32)	3.83 (0.50)	3.76 (0.44)	3.96 (0.45)
M5-6	149	3.49 (0.57)	3.59 (0.50)	3.61 (0.51)	3.71 (0.61)	3.73 (0.53)	3.70 (0.55)	3.70 (0.42)	3.69 (0.45)	3.76 (0.40)	3.74 (0.56)	3.75 (0.55)	3.84 (0.50)
S4-6	44	3.54 (0.68)	3.69 (0.52)	3.60 (0.61)	3.75 (0.60)	3.82 (0.55)	3.68 (0.52)	3.69 (0.51)	3.77 (0.43)	3.81 (0.41)	3.80 (0.49)	3.76 (0.45)	3.74 (0.43)

SCALE 13 – PEOPLE DEVELOPMENT

		Supervisor			Subordinate			Peer			Self		
Gender	N	0	1	2	0	1	2	0	1	2	0	1	2
Male	238	3.577 (0.53)	3.68 (0.50)	3.73 (0.48)	3.62 (0.65)	3.70 (0.54)	3.57 (0.63)	3.71 (0.42)	3.75 (0.40)	3.75 (0.38)	3.79 (0.57)	3.78 (0.55)	3.82 (0.51)
Female	13	3.85 0.40	3.90 (0.46)	3.64 (0.44)	3.54 (0.46)	3.56 (0.64)	3.48 (0.73)	3.62 (0.38)	3.49 (0.46)	3.59 (0.39)	3.51 (0.54)	3.44 (0.52)	3.51 (0.55)
		Supervisor			Subordinate			Peer			Self		
Race	N	0	1	2	0	1	2	0	1	2	0	1	2
African	39	3.57 (0.55)	3.71 (0.52)	3.76 (0.41)	3.62 (0.74)	3.61 (0.58)	3.46 (0.65)	3.68 (0.49)	3.66 (0.44)	3.75 (0.35)	3.85 (0.66)	3.93 (0.54)	3.91 (0.48)
White	176	3.59 (0.51)	3.69 (0.49)	3.75 (0.48)	3.66 (0.63)	3.74 (0.56)	3.64 (0.63)	3.72 (0.40)	3.76 (0.40)	3.76 (0.39)	3.77 (0.56)	3.72 (0.54)	3.79 (0.52)
Coloured	22	3.56 (0.56)	3.65 (0.52)	3.56 (0.46)	3.39 (0.67)	3.59 (0.40)	3.38 (0.63)	3.67 (0.42)	3.76 (0.34)	3.67 (0.41)	3.73 (0.53)	3.67 (0.53)	3.68 (0.38)
Asian	15	3.52 (0.70)	3.62 (0.52)	3.50 (0.47)	3.38 (0.50)	3.50 (0.47)	3.21 (0.52)	3.74 (0.40)	3.69 (0.48)	3.64 (0.46)	3.81 (0.65)	3.88 (0.66)	3.95 (0.60)
		Supervisor			Subordinate			Peer			Self		
Age	N	0	1	2	0	1	2	0	1	2	0	1	2
20-40	57	3.65 (0.52)	3.80 (0.47)	3.68 (0.44)	3.56 (0.64)	3.71 (0.62)	3.57 (0.66)	3.71 (0.41)	3.78 (0.40)	3.72 (0.36)	3.89 (0.69)	3.82 (0.59)	3.84 (0.52)
41-50	145	3.56 (0.52)	3.64 (0.52)	3.70 (0.50)	3.62 (0.67)	3.68 (0.51)	3.56 (0.64)	3.68 (0.42)	3.71 (0.41)	3.71 (0.41)	3.72 (0.55)	3.70 (0.56)	3.78 (0.52)
51-60	49	3.56 (0.56)	3.73 (0.46)	3.83 (0.43)	3.66 (0.57)	3.72 (0.56)	3.57 (0.57)	3.80 (0.42)	3.76 (0.38)	3.87 (0.33)	3.82 (0.49)	3.88 (0.42)	3.84 (0.48)
		Supervisor			Subordinate			Peer			Self		
Level	N	0	1	2	0	1	2	0	1	2	0	1	2
M2-3	10	3.63 (0.53)	3.97 (0.48)	3.73 (0.47)	3.80 (0.32)	4.07 (0.38)	3.90 (0.45)	3.70 (0.40)	4.00 (0.31)	3.90 (0.16)	3.53 (0.69)	3.50 (0.69)	3.70 (0.85)
M4	53	3.63 (0.47)	3.86 (0.44)	3.83 (0.43)	3.65 (0.58)	3.72 (0.47)	3.70 (0.60)	3.77 (0.39)	3.73 (0.43)	3.76 (0.38)	3.75 (0.46)	3.72 (0.42)	3.78 (0.44)
M5-6	146	3.56 (0.56)	3.59 (0.50)	3.68 (0.47)	3.58 (0.70)	3.64 (0.57)	3.53 (0.63)	3.70 (0.43)	3.71 (0.40)	3.73 (0.38)	3.79 (0.60)	3.82 (0.58)	3.86 (0.53)
S4-6	42	3.60 (0.50)	3.79 (0.49)	3.73 (0.53)	3.64 (0.60)	3.76 (0.56)	3.44 (0.70)	3.66 (0.39)	3.78 (0.39)	3.75 (0.44)	3.82 (0.59)	3.67 (0.51)	3.69 (0.44)

SCALE 14 – PERFORMANCE ACHIEVEMENT

		Supervisor			Subordinate			Peer			Self		
Gender	N	0	1	2	0	1	2	0	1	2	0	1	2
Male	245	3.61 (0.57)	3.73 (0.52)	3.73 (0.48)	3.83 (0.58)	3.84 (0.48)	3.98 (0.58)	3.98 (0.36)	3.98 (0.36)	3.98 (0.34)	4.10 (0.43)	4.078 (0.45)	4.11 (0.42)
Female	13	3.83 0.41	3.79 (0.43)	3.60 (0.39)	3.85 (0.39)	3.83 (0.60)	3.90 (0.60)	3.81 (0.25)	3.90 (0.46)	3.87 (0.24)	3.96 (0.53)	3.96 (0.50)	3.94 (0.59)
		Supervisor			Subordinate			Peer			Self		
Race	N	0	1	2	0	1	2	0	1	2	0	1	2
African	41	3.49 (0.64)	3.74 (0.59)	3.71 (0.45)	3.78 (0.59)	3.82 (0.57)	3.66 (0.72)	3.71 (0.43)	3.73 (0.39)	3.76 (0.45)	3.90 (0.47)	3.93 (0.40)	4.02 (0.37)
White	180	3.64 (0.53)	3.75 (0.49)	3.74 (0.49)	3.88 (0.56)	3.86 (0.46)	3.82 (0.57)	3.82 (0.37)	3.84 (0.36)	3.83 (0.34)	3.80 (0.54)	3.80 (0.51)	3.89 (0.54)
Coloured	22	3.60 (0.62)	3.66 (0.56)	3.64 (0.46)	3.64 (0.66)	3.78 (0.58)	3.61 (0.50)	3.68 (0.42)	3.78 (0.35)	3.78 (0.36)	3.84 (0.53)	3.78 (0.62)	3.86 (0.41)
Asian	15	3.70 (0.70)	3.58 (0.47)	3.68 (0.53)	3.63 (0.42)	3.68 (0.41)	3.63 (0.47)	3.87 (0.36)	3.82 (0.43)	3.82 (0.45)	4.00 (0.54)	4.08 (0.62)	4.07 (0.48)
		Supervisor			Subordinate			Peer			Self		
Age	N	0	1	2	0	1	2	0	1	2	0	1	2
20-40	58	3.74 (0.55)	3.80 (0.51)	3.79 (0.42)	3.78 (0.54)	3.87 (0.53)	3.80 (0.63)	3.83 (0.41)	3.81 (0.37)	3.75 (0.35)	3.98 (0.60)	3.90 (0.58)	3.98 (0.54)
41-50	148	3.58 (0.54)	3.71 (0.50)	3.69 (0.49)	3.84 (0.61)	3.84 (0.48)	3.77 (0.60)	3.78 (0.37)	3.82 (0.35)	3.81 (0.37)	3.75 (0.52)	3.77 (0.51)	3.90 (0.52)
51-60	52	3.58 (0.66)	3.72 (0.55)	3.73 (0.50)	3.84 (0.52)	3.79 (0.48)	3.74 (0.52)	3.79 (0.40)	3.79 (0.42)	3.88 (0.38)	3.89 (0.44)	3.95 (0.42)	3.91 (0.43)
		Supervisor			Subordinate			Peer			Self		
Level	N	0	1	2	0	1	2	0	1	2	0	1	2
M2-3	10	3.70 (0.63)	4.05 (0.44)	3.85 (0.38)	4.20 (0.37)	4.08 (0.41)	4.05 (0.33)	3.900 (0.24)	4.15 (0.47)	4.00 (0.24)	3.78 (0.62)	3.85 (0.50)	3.90 (0.63)
M4	54	3.75 (0.55)	3.87 (0.49)	3.87 (0.44)	3.91 (0.52)	3.96 (0.48)	3.87 (0.55)	3.84 (0.38)	3.82 (0.31)	3.85 (0.35)	3.94 (0.47)	3.92 (0.50)	3.95 (0.44)
M5-6	149	3.59 (0.58)	3.68 (0.50)	3.70 (0.48)	3.77 (0.61)	3.78 (0.47)	3.75 (0.61)	3.79 (0.37)	3.80 (0.38)	3.81 (0.35)	3.84 (0.55)	3.85 (0.52)	3.96 (0.52)
S4-6	45	3.55 (0.51)	3.68 (0.57)	3.61 (0.52)	3.82 (0.50)	3.81 (0.55)	3.65 (0.59)	3.73 (0.46)	3.79 (0.33)	3.71 (0.46)	3.68 (0.50)	3.68 (0.48)	3.73 (0.51)

SCALE 15 - EMPOWERMENT

Gender	N	Supervisor			Subordinate			Peer			Self			
		0	1	2	0	1	2	0	1	2	0	1	2	
Male	247	3.50 (0.49)	3.64 (0.45)	3.62 (0.47)	3.72 (0.56)	3.77 (0.49)	3.67 (0.59)	3.70 (0.38)	3.73 (0.37)	3.75 (0.34)	3.82 (0.45)	3.84 (0.43)	3.89 (0.42)	
Female	13	3.65 (0.45)	3.87 (0.32)	3.54 (0.39)	3.60 (0.66)	3.48 (0.66)	3.56 (0.67)	3.69 (0.31)	3.69 (0.33)	3.56 (0.37)	3.60 (0.52)	3.64 (0.43)	3.54 (0.43)	
Race	N	Supervisor			Subordinate			Peer			Self			
0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
African	41	3.35 (0.59)	3.61 (0.52)	3.55 (0.46)	3.65 (0.59)	3.74 (0.52)	3.55 (0.66)	3.62 (0.42)	3.70 (0.35)	3.65 (0.40)	3.74 (0.54)	4.07 (0.38)	3.865 (0.34)	
White	181	3.55 (0.45)	3.66 (0.42)	3.66 (0.44)	3.79 (0.54)	3.81 (0.49)	3.73 (0.56)	3.73 (0.37)	3.75 (0.37)	3.76 (0.33)	3.84 (0.42)	4.05 (0.45)	3.87 (0.43)	
Coloured	22	3.59 (0.45)	3.53 (0.60)	3.59 (0.37)	3.70 (0.34)	3.59 (0.45)	3.53 (0.60)	3.59 (0.37)	3.70 (0.34)	3.76 (0.29)	3.68 (0.41)	4.06 (0.52)	3.78 (0.36)	
Asian	15	3.50 (0.53)	3.63 (0.54)	3.42 (0.42)	3.41 (0.53)	3.47 (0.51)	3.44 (0.59)	3.77 (0.28)	3.58 (0.44)	3.77 (0.39)	3.88 (0.59)	4.30 (0.50)	3.88 (0.57)	
Age	N	Supervisor			Subordinate			Peer			Self			
0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
20-40	58	3.54 (0.41)	3.70 (0.42)	3.61 (0.45)	3.68 (0.55)	3.73 (0.55)	3.67 (0.54)	3.68 (0.42)	3.78 (0.39)	3.70 (0.35)	3.90 (0.45)	3.800 (0.43)	3.89 (0.41)	
41-50	148	3.49 (0.48)	3.60 (0.46)	3.59 (0.47)	3.69 (0.56)	3.77 (0.49)	3.65 (0.64)	3.70 (0.36)	3.71 (0.37)	3.74 (0.34)	3.72 (0.44)	3.78 (0.44)	3.84 (0.43)	
51-60	52	3.55 (0.57)	3.71 (0.44)	3.68 (0.46)	3.83 (0.56)	3.76 (0.48)	3.69 (0.49)	3.72 (0.35)	3.73 (0.36)	3.79 (0.34)	3.96 (0.48)	4.01 (0.35)	3.95 (0.41)	
Level	N	Supervisor			Subordinate			Peer			Self			
0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
M2-3	10	3.75 (0.44)	3.95 (0.45)	3.68 (0.53)	3.98 (0.22)	3.95 (0.40)	4.03 (0.14)	3.78 (0.28)	3.93 (0.39)	3.88 (0.27)	3.78 (0.55)	3.75 (0.49)	3.80 (0.61)	
M4	54	3.59 (0.43)	3.75 (0.37)	3.78 (0.33)	3.76 (0.60)	3.78 (0.45)	3.80 (0.54)	3.75 (0.33)	3.82 (0.32)	3.77 (0.35)	3.80 (0.50)	3.86 (0.38)	3.83 (0.43)	
M5-6	149	3.47 (0.49)	3.58 (0.43)	3.56 (0.48)	3.68 (0.58)	3.70 (0.50)	3.61 (0.61)	3.67 (0.38)	3.67 (0.38)	3.73 (0.34)	3.81 (0.46)	3.86 (0.45)	3.92 (0.42)	
S4-6	45	3.52 (0.55)	3.67 (0.54)	3.59 (0.50)	3.72 (0.49)	3.87 (0.54)	3.60 (0.62)	3.72 (0.42)	3.77 (0.36)	3.72 (0.37)	3.81 (0.39)	3.74 (0.40)	3.78 (0.36)	



APPENDIX D

EXAMPLE OF A DEVELOPMENT PLAN



Appendix D – Example of a Development Plan

Development Area : Problem Solving

1.	Developmental Goal	:	Improve speed with which I analyse problems and make decisions.
2.	Criteria for Success	:	<ul style="list-style-type: none"> • Quality of solutions remains high • Continue to do high-quality analyses • Team members, boss, and peers will recognize the increase in the speed and greater flexibility of my decision-making.
3.	Typical Strategy	:	Actions / Next Steps:
	<i>Coaching</i>		<ol style="list-style-type: none"> 1. Meet with Paul (Mentor) next week to get ideas on his approach to dealing with frequent changes in his department. Review what he does, how he does it. Ask him about his biggest mistakes and what he learned from them. 2. agree on a timetable to get coaching (meet at least twice within next month.)
4.	Additional Strategies	:	Actions / Next Steps:
	<i>Job assignment</i>		<ol style="list-style-type: none"> 1. Volunteer for the Delta Task Force (requires solution within a tight deadline; provides a complicated problem). 2. Work with team members to review issues and suggest alternative ways of analyzing information. 3. Get feedback from Linda (task force member) on problem-solving skills – find out what I do well and where I can improve!
	<i>Reading</i>		Read <u>Managerial Decision Making</u> by George Huber and complete this book by the end of next month.



APPENDIX E

LEADERSHIP COMPETENCIES: DEFINITIONS AND BEHAVIOUR INDICATORS



Appendix E – Leadership Competencies

Leadership Competencies : Definitions and Behaviour Indicators

1) Integrity

To communicate and act consistently with integrity at all times, within the Company's values and Code of Business Conduct.

- Ensure and maintain confidentiality where required
- Keep promises and avoid lip service
- Lead by example (walk the talk)
- Instil trust/trustworthiness
- Show consistency in words and actions
- Portray the stated standards of ethical behaviour (Code of Business Conduct)

2) Adaptability

To respond positively and effectively to the organization's ever-changing and challenging environment and to understand the complexities of a competitive business environment

- Respond positively to a changing environment (competitive situations and new information)
- Be open to new ideas and new methods of performing tasks
- Help others to cope with or adapt to change and ambiguity
- Explain the need and reasons for changes to team
- Create an environment that motivates team members in changing circumstances

3) Self-responsibility

To accept responsibility for, and take ownership of, one's own behaviour and to accept accountability for the performance and behaviour of one's own functional team



- Take responsibility for delivering the tasks required in one's job
- Take ownership for problems without passing the buck
- Demonstrate determination, loyalty and commitment to achieve goals
- Take ownership and accountability to learn from one's mistakes
- Personal commitment to what has to be done

4) Leadership communication

To influence team members to enhance their performance by creating understanding, a shared vision of where the organization is going to and how their individual and group performance help realise organizational objectives and strategies.

- Communicate clearly to individuals and teams what is expected of them; how they are doing and where they fit into the bigger picture
- Take full ownership and responsibility for one's own communication role
- Adapt one's communication to be appropriate to the requirements of specific persons or situations.
- Value two-way communication and listening
- Understand and be able to apply the basic skills of interpersonal and group communication appropriately in different situations.

5) Purpose building

To build commitment in the team by clearly communicating the team's role and purpose and how this fits in with the vision and strategic direction of the organization

- Ensure that the organizational vision, purpose, and values become valued and owned by the team
- State advantages of a vision, purpose and direction in order to gain the support or buy-in of others and other units



- Ensure that strategies and plans are linked with those of other teams to ensure alignment
- Build alliances with internal and external customers in order to create a shared purpose mindset
- Identify and establish external alliances required in order to reach team strategies, goals and objectives.

6) Motivational capacity

To build confidence in the team to achieve goals, and to improve motivation and commitment by celebrating the team's successes

- Boost the self-confidence of team members.
- Recognise and reward individual team members for their successes
- Create a culture in which team members have the confidence in each other to explore change, seek challenges and take risks
- Clearly state own stand on issues or proposals of others in a persuasive and inspiring manner.
- Create an environment where team is motivated to perform

7) Information capacity

To gather and share current and future strategic information from a wide spectrum of internal and external sources

- Improve our organizational competence through networking opportunities and survey information
- Regularly gather broad information about the company and its operations (e.g. customers, competitors, markets, costs, sales, etc.)
- Gather information about the future (e.g. the changing organizational environment, new customer benefits, new products, future competition, changing technology)
- Evaluate and verify information gathered for accuracy and quality



- Provide processes/channels to exchange relevant information (finger on the pulse)

8) Conceptual ability

To link different kinds of information to form ideas (about strategies) for the future

- Understand how own tasks logically relate to other disciplines and functions
- See causal links between problems in different divisions and identify the root causes of the problems
- Link strategic, tactical and practical information in order to solve problems and form solutions to problems
- Demonstrate the capacity to conceptualise, identify themes, trends, interrelationships and synthesise the whole, to see the connections between the parts
- Form integrated solutions provided by different perspectives which will solve more than one existing problem

9) Visionary thinking

To maintain a clear vision which allows one to develop alternative ways of reaching future goals within a changing environment

- Develop more than one alternative route to bring about desired change or achieve future strategic goals/objectives (futuristic)
- Stimulate learning by exploring the relationships between alternative strategies
- Compare the consequences (pro and cons) of pursuing alternative routes to gain a deeper understanding of the necessary steps.
- Build a culture in which decision-making through analysis of alternative plans is valued and actively encouraged in meeting the demands of a dynamic environment.

10) Business acumen

To understand and apply business principles in order to optimise service and profit



- Have a basic understanding of the environment in which the company operates (business cycle)
- Understand the company's current and potential markets, competitors and strategy (commercial sense)
- Calculate the bottom line implications of what one does (bottom-line driven)
- Understand the industry and business as well as the related market competitiveness
- Know how to meet the challenges of different business situations (business intuition)
- Utilise business acumen for creating, recognizing and anticipating new business opportunities for the company

11) Diversity learning

To share ideas in a non-evaluative setting in order to understand and learn from other diverse individuals

- Assist diverse team members to fit into a multi-national and multi-cultural team and organization
- Check and clarify own understanding of team members' diverse views, feelings and cultures
- Create opportunities for diverse team members to learn about each other and learn from each other
- Treat others with respect and dignity by showing understanding their ideas, views and feelings.
- Understand the impact of diversity on the business and use it as a learning opportunity

12) Cross-functional teamwork

To facilitate ideas and solutions across functional teams in order to enhance company performance and mutual understanding



- Encourage good relations, co-operation and participation between own team and other teams
- Provide opportunities for the team members to interact and work across functional boundaries.
- Facilitate team interactions and dialogue in order to share ideas and reach consensus on performance improvement and service delivery
- Facilitate discussions about the formation of solutions which can explain two or more individual ideas or problems
- Integrate initiatives across functional teams in order to create a high level of understanding of various roles, responsibilities and activities

13) People development

To create and foster a climate for personal development by providing challenging development opportunities and continuous coaching.

- Identify and address development areas and needs of subordinates
- Provide on-the-job support as well as opportunities for training and development
- Assist team members to make their jobs more meaningful and challenging
- Develop wider and multi-skilled organizational competencies
- Provide feedback, coaching and mentoring on team members' personal development

14) Performance achievement

To continually communicate within the team what is expected of them and to guide them in developing and improving their performance through feedback.

- Assist team members to link their performance objectives with team and organizational strategies
- Regularly review performance of team in terms of strategies, goals and objectives and provide feedback
- Set measurable targets and objectives which will improve performance



- Include meaningful, value-adding and challenging objectives/goals in the performance plans of the team
- Support development of new improved measures of company, team and individual performance

15) Empowerment

To grant team members broad responsibility to take action and the freedom to go beyond the existing boundaries of their work in order to improve performance and deliver excellent service

- Redesign work processes and restructure the organization to empower team members to accept more responsibility and to work across boundaries
- Be tolerant of mistakes and encourage calculated risk-taking (tolerant of possible negative consequences of being pro-active and creative)
- Work around constraints, challenges, existing practices and obstacles
- Reduce bureaucratic rules, procedures and/or controls and actively stimulate action, teamwork, learning and initiative (“outside the box”)
- Actively encourage innovation and alternative problem solving (to overcome barriers)



APPENDIX F

360° LEADERSHIP ASSESSMENT GUIDELINES FOR LEADERS



Appendix F

360° Leadership Assessment Guidelines for Leaders

1	Why is leadership assesement important?
2	What is 360° assesement and feedback?
3	What is in it for me (benefits)?
4	The 360° assesement process
5	Who will see the results and how will it be used?
6	What to look out for when doing a multi-rater assesement
7	Conclusion



1 Why is leadership assessment important?

The main purpose of the 360° leadership assessment is to identify strengths and weaknesses in order to enable leaders to reduce and eliminate development areas and build on strengths. The company aims to assess all leaders once a year on their leadership competencies to enable leaders in order to incorporate focused development actions based on the assessment results into their Personal Development Plans.

Each leader should determine suitable development opportunities within the leadership development guidelines.

Leaders play a significant role in forming and changing the company's culture and improving the company's performance. The company's strategic goal for Leadership Development is to improve the quality of leaders (by developing specific leadership competencies) to take the company forward and continuously outperform competitors.

2 What is 360° assessment and feedback?

The 360° assessment process refers to the practice of gathering assessments of a number of people. The practice entails the assessing of an individual (the rest of the document will refer to these people as raters), processing the gathered information and feeding back the results to the individual. Typically, the process involves assessments by the person and the person's direct supervisor, peers and subordinates. Each rater should know the person to be assessed well enough in order to be able to assess him or her. The term 360° feedback is applied because since sources are thought of as encircling the person, thereby obtaining a holistic perspective of a person's behaviour.

The 360° feedback model differs from the traditional single source assessment completed only by the supervisor (promoter). By increasing the number of evaluations to offer a more balanced and comprehensive view, the 360° feedback process improves the quality of an assessment.

Since the raters are people with whom the employee interacts regularly at work, their assessments are regarded as reliable, valid and credible.

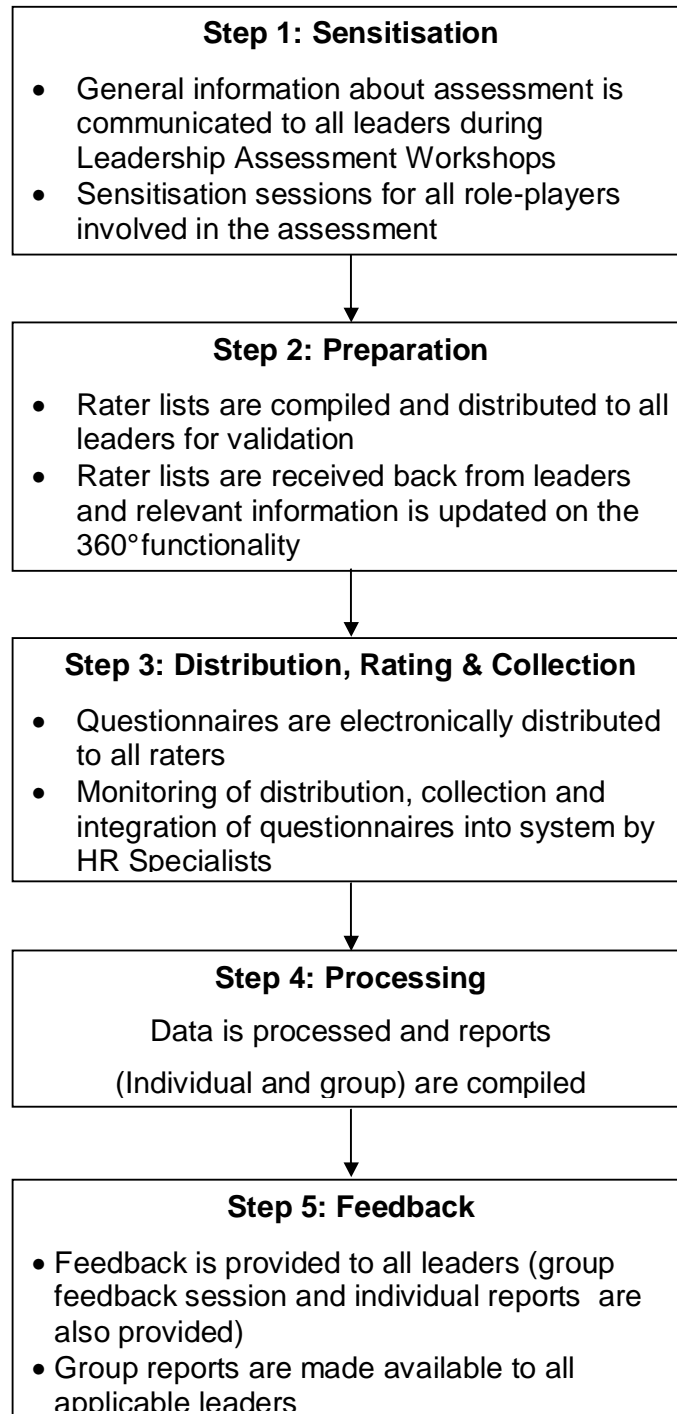
1 What is in it for me (benefits)?

The 360° leadership assessment and feedback process provides the following benefits:

- Clear answers to a question: "How am I doing?" Leaders want to know where they stand and how they are seen by their promoters, colleagues (peers) and subordinates;
- Pinpoints leadership development areas more accurately and is therefore an excellent mechanism to guide the improvement of leadership behaviour – not only does it provide individual leaders with accurate and valid information, but it also focuses the organization on the improvement of its overall leadership;
- Provides feedback to leaders in a way that helps them to evaluate and "correct" (if necessary) their self-perceptions. Often the process uncovers significant discrepancies between the individual's self-ratings and those of others. Correcting the discrepancies can result in the more effective building of relationships and teams;
- When a leader receives feedback from numerous individuals, the feedback is more reliable. The data is more credible and reliable since it includes observations of more than one person who are in close contact with the leader;
- Results in more objective feedback - provide opportunities for more people to give input in a leader's perceived level of competence in terms of observed leadership behaviours;
- Allows people to provide feedback on their continuous observation of how the leader reacts - not only in crises, but also in routine day-to-day conditions;
- Signals that the organization wishes to emphasise the importance of effective leadership and positive relationships within and between departments.



2 The 360° Assessment Process



The 360° Assessment Process (continued)

Step 1: Sensitisation of line management

During the Leadership Assessment workshops which are attended by every leader together with the leader's natural work team, some general information about the assessment is shared, for example, where the assessment fits into the overall process of leadership development within the organization.

It is, however, necessary that all those involved in the assessment (including the subordinates) attend a sensitisation session lasting about one hour. The purpose of the sensitisation is to enhance the understanding of the assessment process, the assessment questionnaire and how it should be completed, as well as what will happen with the results. If every rater understands the process and how to approach the assessment objectively, it will increase the validity of the results. It is critically important that each leader encourages all his/her raters (especially subordinates) to attend these sessions since it is to the leader's benefit if they understand the assessment process.

Step 2: Preparation for the assessment

Every leader will be assessed on their leadership competencies and will receive an electronic rater list (a list of names of the leader's raters, their salary reference numbers and other pertinent details)

The following is an example of a typical group which can form part of a leader's rater list:

- The leader;
- Supervisor: This is the person(s) to whom the leader directly reports. Should the leader work in a matrix situation, ratings of both supervisors should be included;
- Peers: These participants work in a collegial relationship with the leader. May come from different service organizations, levels or regions or may work in a project team with the leader. They must, however, know the leader well enough in a work situation in order to be able to assess such a leader. Each leader should nominate four peers to assess him/her.



- Subordinates: This is every person who reports directly to the leader. Each person will be assessed by a maximum of five subordinates who will be randomly selected by the system. Should a person have five or less subordinates, all of them will be included in the assessment. A person without subordinates will be assessed by his/her supervisor and peers.

The updated rater lists must be sent back electronically as soon as possible to the e-mail address from where it was sent. Prompt responses are critically important since the assessment cannot continue without this information.

Step 3: Distribution, rating and collection of questionnaires

Each rater receives by e-mail the necessary questionnaire(s) to complete. The questionnaire is in the form of an attachment with a Microsoft Word file and clear instructions appear in the e-mail message on how the file should be opened. Complete the questionnaire, save it correctly and send it back.

The whole process is managed centrally by Human Resource Specialists. Only a few Human Resource Specialists have access to the data to ensure confidentiality.

Although the raters' names are specified on the raters' lists, a leader will never be able to identify the person who completed the questionnaire. The results are averaged for each group, e.g. peers or subordinates. The leader will only have access to the average results of each group. No individual will therefore be identified to enhance objectivity and honesty.

The following must be kept in mind when receiving and completing the questionnaire:

In order to achieve the objective of providing leaders with valid feedback, it is of critical importance that assessments are objective and unbiased. Assessments should therefore be based on actual observed behaviour rather than perceptions or personal preferences. Each rater should try to complete all the required questions, but where a person is unable to assess the other person, it should be left blank rather than to just allocate a random score.

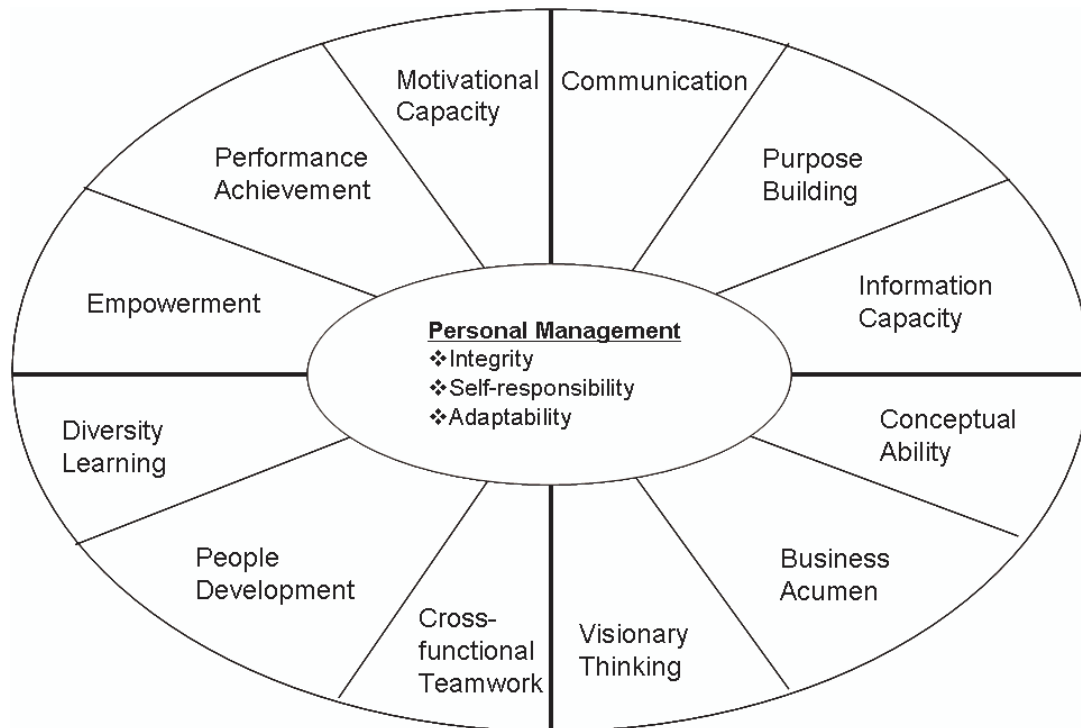


DOs	DON'TS
Wait until you are calm and relaxed with no outside influences disturbing you when completing the questionnaire.	Do not alter anything, the filename, font or any other detail
Be careful not to use only one or two ranges on the scale. Read all the definitions of the five-point scale and use the entire range. This will ensure more meaningful feedback to the leader.	Do not delete anything (in particular not any brackets). The assessment system will search for the brackets to be able to read the rating.
Do use the lowest (1) or highest (5) scores on the scale, if necessary. Sometimes raters are afraid to not be overcritical, but try to be fair and honest and give the appropriate rating based on your experience.	Do not delete e-mails that "look" the same - you may receive more than one e-mail with questionnaire(s) attached!
	Do not give an overall impression - rather rate each question independently.

The 360° Leadership Questionnaire

Top Management identified fifteen leadership competencies or characteristics which are critical in times of change. These competencies are described in terms of behaviours - and these behaviours have been formulated into a questionnaire. The questionnaire consists of about sixty questions and should require less than thirty minutes to complete.

The fifteen leadership competencies



Rating scale

The following five-point rating scale must be used to assess each question:

1	Immediate development is essential	Does not meet expectations. Dedication and effort are required to improve performance.
2	Development is needed	Development is needed if the person is to be successful.
3	Adequate but could improve	The performance of the person is acceptable, but there is room for improvement.
4	Fully meets expectations	Fully meets expectations, although ongoing development is desirable.
5	Superior to others	Superior to others in meeting expectations. Widely recognised throughout the organization as superior to others.

Step 4: Processing of questionnaires

All questionnaires are distributed and received at a central point and database, which are administered by Human Resources.

The questionnaires will be distributed and received through the Outlook system and the reports will be distributed individually.

Once all questionnaires of a specific person have been returned, questionnaires will be loaded on to the system. Any errors detected in completing the questionnaires will be followed up and only then will feedback reports be generated.

Step 5: Feedback

Two levels of feedback reports will be generated:

(a) Individual feedback report

Each leader will receive an individual feedback report on the results of his/her assessment. This report aims to provide a leader with as much meaningful information as possible in terms of leadership behaviour. It will provide the leader with an indication of strengths as well as development areas that require improvement. A leader should discuss these results with his/her promoter during their quarterly performance feedback and review sessions and, based on the results, include specific development actions in his/her personal development plan.

In the 360° Leadership Assessment feedback report, each competency and each question are indicated separately. In addition, each group of raters, for example, peers or subordinates is indicated separately - the peer rating will be an average of the peers and the subordinate rating will be an average of the number of subordinates that assessed a particular leader.



The different groups of raters will be weighted as follows (the self-assessment rating is excluded for this purpose):

A person with subordinates:

Subordinates	60%
Peers	20%
Supervisor	20%

A person without subordinates:

Supervisor	50%
Peers	50%

Competency 1	Self	Superior 20%	Peers 20%	Subordinates 60%	TOTAL 100%
Question 1					
Question 2					
Question 3					
Total for competency					

During group feedback sessions a facilitator will explain the layout of the report, the competencies and the specific questions relating to each competency, how to interpret a report as well as how to determine development needs and incorporate the latter into a personal development plan.

Every leader should attend a session in order to understand his/her feedback report. If an individual has, after a feedback session, a need for a one-on-one discussion on his/her individual results, it can be arranged through the facilitator of the group session.

(b) Company/group reports

At a company level, different type of reports will be generated, for example, for each relevant service organization/region/job level and for the company as a whole. This will provide an overall picture of the leadership behaviour of a service organization/region/job level or the company.



3 Who will have access to the results and how will the results be used?

The results of the 360° assessment will be used in two different ways:

- Most important, each leader will receive an individual feedback report with detail about his/her ratings in terms of each of the competencies. This report will assist in validating and clarifying his/her leadership development needs. Development actions based on these needs should be included in the leader's personal development plan and be monitored and reviewed through the performance and development management system. The individual report will be provided only to the leader. It is strongly recommended that he/she should share and discuss the report with his/her promoter.
- The company and group reports will be used in order to identify trends in leadership behaviour and development needs. Based on these trends, specific development programmes or interventions will be designed and implemented.

These reports can also be used to benchmark the company's leadership behaviour against national and international best practices. Establishing a baseline and then monitoring overall leadership assessment results can assist in determining the contribution of leaders to the company's effectiveness and performance.



4 Important points to consider when participating in a multi-rater assessment

Potential Pitfalls	What can be done to prevent it from happening
Lack of objectivity and honesty from raters when rating their subordinates, peers, supervisor, him- or herself.	<ul style="list-style-type: none"> All raters should attend a sensitisation session to understand the rationale of the assessment more clearly.
A focus on the person rather than a focus on his/her leadership behaviour indicators that are assessed.	<ul style="list-style-type: none"> Each question should be answered separately - do not simply give an overall impression.
Confidentiality of raters is not taken into account. This will prevent raters from feeling comfortable about providing honest feedback.	<ul style="list-style-type: none"> All the information is sent out and received back at a centralised office in head office where a limited number of persons will have access to it. All individual information will be treated with utmost confidentiality.
360° assessment requires more time to implement since one person assess a number of people (the assessment questionnaire must be complex enough to be meaningful, but simple enough to be completed easily).	<ul style="list-style-type: none"> The questionnaire consists of only 58 questions that can be linked directly to the leadership competencies All raters should complete the applicable questionnaires as soon as possible.
People might find feedback from multiple sources intimidating.	<ul style="list-style-type: none"> The reports categorise the different groups of raters (for example, subordinates and peers) together in order to simplify the report.
How to handle and interpret the feedback is often troublesome for people.	<ul style="list-style-type: none"> Group feedback sessions are arranged during which the interpretation of reports will be explained and any questions can be answered.
	<ul style="list-style-type: none"> Individual follow-up sessions can be arranged with an HR facilitator.

It will be important for all role-players to bear these pitfalls in mind and to avoid them as far as possible. This will ensure that the assessment is as fair, objective and honest as possible.

5 Conclusion

An important step in developing and nurturing leaders in the company is the assessment of the leaders. This gives each individual leader an indication of how well he/she is performing and what to focus on in order to enhance his/her leadership competencies. It furthermore provides the company with a total picture of its leaders, as well as an indication on areas in which development programmes, interventions and resources should be focused.



APPENDIX G
PERSONAL DEVELOPMENT PLANNING GUIDELINES

APPENDIX G

Personal Development Planning Guidelines

Introduction

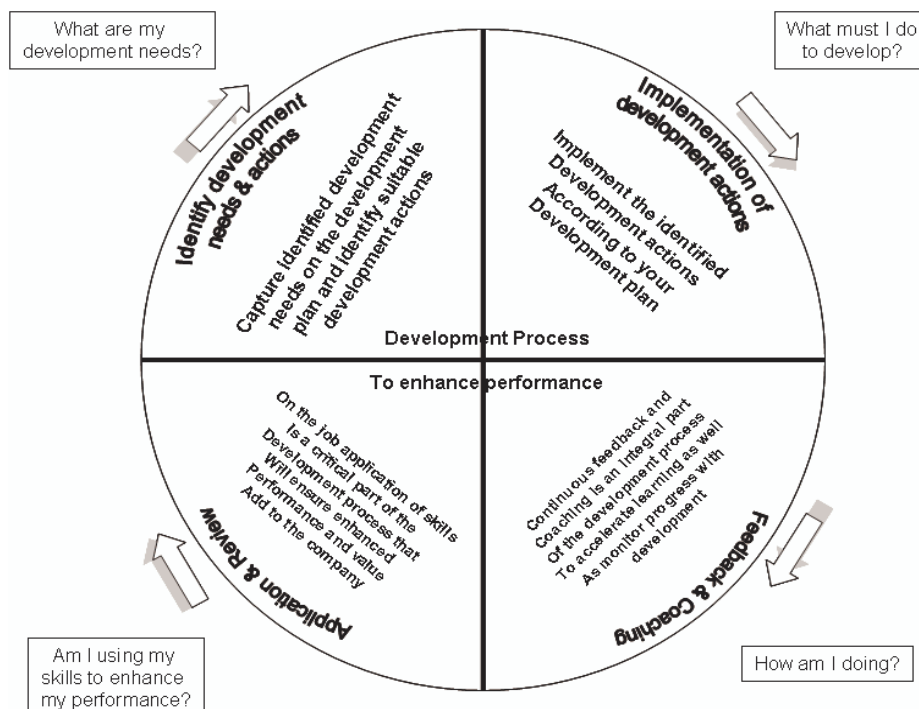
Development planning is a critical part of the Performance Management Process since development is a key enabler of performance. Ultimately, the purpose of a development plan is to enable leaders, to enhance their performance.

The personal development process

Identifying development needs and actions is important since it enables leaders to identify and prioritise their development needs as well as to identify appropriate actions in order to address their development needs.

A structured Personal Development plan based on the identified development areas will enable leaders to effectively manage and monitor their development.

The following model describes the personal development process and is followed by a detailed description.





Identification of development needs and actions

- Study previous competence assessment results, e.g. 360° leadership assessment reports.
- Study list of required competencies for the job to determine possible development areas.
- Consider future skills based on business needs, e.g. new technology, business processes, changes in the market, competition, etc.
- Determine development priorities based on this information.
- Break each priority down into specific actions to address the identified development needs.
- Set target date for each action.
- Identify areas of strengths that can add value to the business.
- Identify activities to optimise the identified strengths.

Implementation of development actions

A development plan will be of no value if the identified development action is not implemented. The development plan should consist of a variety of development actions such as the following:

- Job rotation
- Job enrichment e.g. by working on cross-functional projects
- On the job, over the shoulder training
- Coaching by promoter
- Self-study and reading
- Mentorship
- Part-time study
- E-learning modules
- Workshops/seminars
- Formal training programs

Formal classroom based training programs should only be included in the development plan if none of the other development actions listed above can address the development need since formal training is the most expensive development action.



Feedback and coaching

This forms part of the ongoing communication between a supervisor and performer and is therefore an integral part of every supervisor's leadership role.

In addition to the formal feedback that performers must receive at specific times, they must also be continuously informed of their progress, successes or shortcomings in the execution of their daily activities. Only when people know how they are performing in the process of achieving their outputs, will they be aware of possible problems and know when they are being successful.

Guidelines for informal progress feedback and coaching discussion are:

- Do not delay; discuss problems immediately before they become a crisis.
- The more regularly this is done, the greater its effect on people's motivation to develop and improve performance.
- Exercise good judgement by not providing feedback on sensitive or negative aspects in the presence of other people.
- As in the case of formal feedback, informal feedback should also be honest, open and specific.
- Do not reserve positive feedback or compliments until the formal feedback interview. Provide such feedback spontaneously and continuously.

In the course of performing a task, especially in the event of a new or difficult one, performers sometimes seek assistance. Such performers do not need destructive criticism. They need someone to consult with when not knowing what to do next when they experience problems, face obstacles, or only need to talk. They want the person, first and foremost, to listen, then to assist them in considering possible solutions and finally to confirm that what they are planning is meaningful.

A supervisor is the ideal person to occupy this coaching role for performers. They are personally involved in the end result, and also control additional resources that may be



required. Promoters who do not know how to fulfil this role may be experienced as obstructive, critical or simply indifferent.

By seeking information the supervisor can learn about their performers' concerns. By checking understanding, the supervisor confirms his understanding of the situation or problem. Instead of defining solutions themselves, seeking suggestions will encourage performers to use their own problem-solving abilities. The skill of developing suggestions or ideas allows the supervisor to extend the subordinates' ideas. When a performer feels uncertain, encouragement through acknowledgement and disclosure can help develop their confidence. By using these skills, the supervisor can ensure that coaching discussions are truly developmental.

Application and review

It is of vital importance that the knowledge and skills acquired by performers during their development are applied on the job in order to improve their performance as well as to ensure value adding to the company.

When performance assessment is done, the development progress of every performer should also be reviewed in order to determine new or additional development needs. A new development plan must then be drawn up for the next performance cycle.

Development guidelines

Start the development planning process by scheduling a meeting with your supervisor to discuss development needs.

Compile a Personal Development Plan based on the example provided.

A development plan should consist mainly of development actions such as the following in order to address identified development areas:

- Job rotation
- Job enrichment e.g. working on cross-functional projects.
- On-the-job-training by working with a person who has the skills which must be developed.



- Coaching sessions by promoter on identified development areas of candidate, e.g. networking skills, conflict handling etc.
- Informal mentorship. The performer and supervisor identify a suitable mentor and request the identified person to be a mentor for the performer.
- Part-time study. Part-time study is an option for a performer who do not have a formal qualification or who will benefit from a post-graduate qualification.
- Self-study and reading. Performers can, for instance, keep a personal diary on their behaviour, e.g. how they handle difficult/conflict situations. At the end of each week, they study their diary and reflect on how well or how badly they handled difficult/conflict situations. They then write down how they are going to improve).
- E-Learning modules. Modules can be selected according to the development needs of the performer.
- Videos/seminars. The performers can identify a seminar that will address one or more of their development areas and arrange to attend such sessions. After attending a video session or attending a seminar the performer should draw up an action plan of what actions are to be taken in order to implement what has been learned.
- Revisit previous training material. The performer can revisit the content of previously attended training courses/workshops. The performer can then critically evaluate himself/herself in order to determine to what extent they have applied the knowledge and skills obtained in such a course/workshop.

The most relevant development options reflected in the above list must be identified by the performer and his/her supervisor based on the performer's development areas reflected in the development report, after which it must be included in the Personal Development Plan. These development actions should account for 80% - 90% of your Personal Development Plan. Formal training courses/workshops/programs should account for the remaining 10-20% of development.

The development plan must be treated as a living document that must be reviewed and updated on a regular basis.

TIPS FOR PERSONAL DEVELOPMENT PLANNING (PDP)

TIPS FOR SUPERVISORS	TIPS FOR PERFORMERS
<ul style="list-style-type: none"> • Take competency assessment results into consideration, i.e. 360° Leadership Assessment results 	<ul style="list-style-type: none"> • Develop a clear understanding of your strengths and weaknesses (study assessment results).
<ul style="list-style-type: none"> • Take business priorities as well as career aspirations of the performer into consideration. 	<ul style="list-style-type: none"> • Ask for regular feedback from supervisor, peers, customers and team members.
<ul style="list-style-type: none"> • Use the previous PDP as a guideline. 	<ul style="list-style-type: none"> • Use role profile as a guide to understand the skills required to perform optimally.
<ul style="list-style-type: none"> • Understand what the short, medium and long-term skills requirements are for the organization as well as the skills required to meet the future goals of the performer. 	<ul style="list-style-type: none"> • Have an understanding of the organization's business needs.
<ul style="list-style-type: none"> • Match the current skills of the performer to the requirements of the job (role) that they currently perform. 	<ul style="list-style-type: none"> • Take the assessment results into consideration.
<ul style="list-style-type: none"> • Help the employee to establish and prioritise development needs according to the needs of the business as well as future career goals of the performer. 	<ul style="list-style-type: none"> • Have a clear understanding of the people development process and opportunities in the company, e.g. how to apply for a part-time bursary.
<ul style="list-style-type: none"> • Create a personal development plan by linking the development areas. • Make a note of this action on the physical PDP. 	<ul style="list-style-type: none"> • Have a clear understanding of the importance of self-development for the individual and for the organization as well as the different ways one can develop oneself, e.g. on-the-job-learning, part-time study, etc.
<ul style="list-style-type: none"> • Use the Manager's Desktop functionality to book the performer on the training interventions, when applicable. • Nominate performer for relevant development programmes. 	<ul style="list-style-type: none"> • Schedule time to attend training interventions.
<ul style="list-style-type: none"> • Monitor progress and provide feedback and coaching on an ongoing basis. 	<ul style="list-style-type: none"> • Accept any feedback in a positive manner. Regard any feedback session as a coaching session for personal growth.
<ul style="list-style-type: none"> • Ensure that the Personal Development Plan of the performer consists of 70% actions to address the development needs of the current job and 30% actions to address the career development needs. 	<ul style="list-style-type: none"> • Think about long-term career intentions regularly and ensure that one is still on track to achieve them
<ul style="list-style-type: none"> • Ensure that the development actions on the PDP consist of a variety of training interventions and not only formal training courses. Only 10-20% of the development actions should be formal training. 	<ul style="list-style-type: none"> • Ensure that the PDP consists of a variety of development actions and not only formal training e.g. reading, on-the-job-training, participation in project, self-study, etc.



APPENDIX H
SELF-DEVELOPMENT GUIDELINES FOR LEADERS

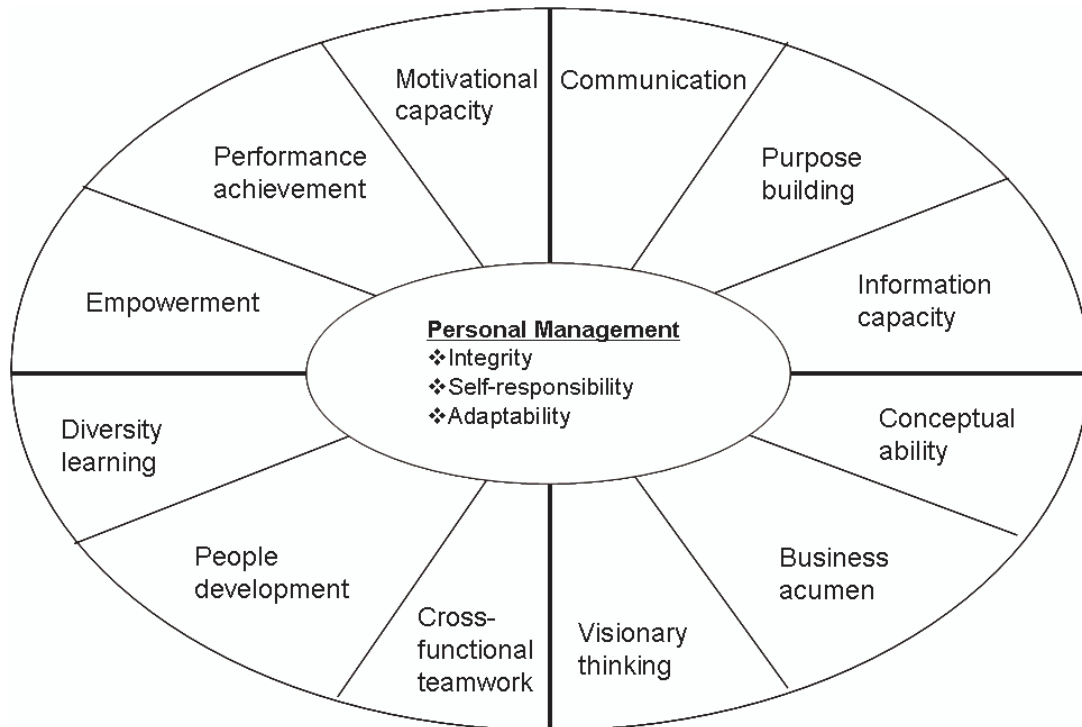


APPENDIX H

Self-Development Guidelines for Leaders

- a. Integrity
- b. Adaptability
- c. Self –responsibility
- d. Leadership Communication
- e. Purpose Building
- f. Motivational capacity
- g. Information capacity
- h. Conceptual ability
- i. Visionary thinking
- j. Business Acumen
- k. Diversity learning
- l. Cross-functional teamwork
- m. People Development
- n. Performance achievement
- o. Empowerment

Leadership Competency Model



Rating scale for Development

1	Immediate development is essential	Does not meet expectations. Dedication and effort are required to improve performance.
2	Development is needed	Development is needed if the person is to be successful.
3	Adequate but could improve	The performance of the person is acceptable, but there is room for improvement.
4	Fully meets expectations	Fully meets expectations, although ongoing development is desirable.
5	Superior to others	Superior to others in meeting expectations. Widely recognized throughout the organization as superior to others.



1. Integrity Development Guidelines

How to reach level 3

- Practise consistency. Do one's words match one's actions? If one's words and actions change from situation to situation, or if the people one is with, influence one's behaviour.
- Practise openness. Keep people informed. Explain one's decisions. Be candid about problems. Disclose all relevant information.
- Tell the truth. While we may consider ourselves to be fundamentally honest people, it is easy to obfuscate meanings or compromise opinions slightly when placed under pressure or intimidated.
- Be genuine at all times in your actions. What is one's philosophy of life? Which beliefs warrant one's vigorous defending? Establish to what extent one feels true to both oneself as well as the company's values, even if that means risking disapproval or lack of acceptance?
- Be fair. Before making decisions or taking action, think of how others will regard them in terms of objectivity and fairness.
- Gather feedback from others regarding their perceptions of your honesty, ethics and integrity. Try to address any issues of concern.
- Do not promise anything unless you know you that it can be delivered. You will find it difficult to build trust if you break promises.
- Should anyone provide one with confidential or sensitive information, it should be treated as such even if the reason for the confidentiality is not understood.
- Be open in the event of making a mistake. Do not blame others for these errors.
- Failing to meet deadlines can often be seen as being unreliable and can lead to a lack of trust. Evaluate time management skills and work on them where necessary.
- Give thought to someone who one trusts or who one regards as potentially ethical. Try to identify the actual reasons as to why one has developed this feeling/perspective and make use of this type of behaviour in dealing with others.



How to reach level 4 – 5

- Show your trust to others. Are you willing to share an honest expectation or goal, or risk telling a fundamental personal truth about yourself, before the other person has "earned" that level of trust?
- Display those qualities that would be expected from your employees. In the event of your desire for openness, dedication, commitment and responsibility from employees, demonstrate these qualities yourself. Your employees regard you as a role model.
- Keep a tally of promises made (directly or implicitly), and try to check whether you have kept them all.
- Practice what you preach at work.
- Be conversant with the code of ethics in your area of work, and regularly review one's adherence to these standards.
- Prior to taking action on an important issue elicit advice on the approach from a colleague whose integrity is respected.
- Develop a code of ethics for the team, department or organization and ensure that all are conversant with this code.
- Build trust in team members by:
 - a) Showing that you care about others.
 - b) Supporting your team through your words and actions.
 - c) Practising openness. Keep people informed, explain your decisions, be candid about problems, and fully disclose relevant information.
 - d) Even handedness. Before making decisions or taking action, consider if others will see them as objective and fair. Give credit where it's due. Be objective and impartial in performance evaluations. Pay attention to equity perceptions in reward distributions.
 - e) Express your feelings. If you share your feelings, others will see you as genuine and human. They will know who you are and will respect you for it.
 - f) Consistency in decision-making.
 - g) Maintain confidences. If people regard you as someone who betrays confidences, is treacherous, or someone who can not be relied on, you will not be trusted.



- h) Demonstrate competence. Command the admiration and respect of others by demonstrating professional ability and good business sense. Develop and display your communication, team-building and interpersonal skills.
- Become conversant with the three characteristics of integrity:
 - a) Know right from wrong.
 - b) Acting on this knowledge at all times.
 - c) Openly declaring that you are acting on understanding right from wrong.
 - Use the following INTEGRITY formula to reflect on the three core characteristics of integrity.
Value Clarification x (Action + Voice) = Integrity
 - a) **VC** = is a measure of your commitment to discern right from wrong in given circumstance.
 - b) **A** = represents how willing one is to act on what one believes is right.
 - c) **V** = shows how willing one is to own this inner truth and give voice to it, i.e. how willing you are to share one's convictions openly with others who are affected or involved.
 - d) **I** = the hypothetical rating for your present level of integrity.
 - e) Score each factor on a scale from 0 (lowest) to 10 (highest). The highest score, reserved mainly for saints and angels, is 200. The lowest score is 0.
 - Conduct the following integrity test:
 - a) What do I stand for?
 - b) Is the discernment between right and wrong a conscious effort? Is action taken on the outcome of the discernment and is it openly declared that such action takes into consideration the issue of right from wrong.
 - c) What am I willing, and not willing, to do to achieve this?
 - Practise the following skills with regard to the clarification of values:
 - a) Promise only what one is in a position to deliver and then carry out the promise irrespective of obstacles.
 - b) Integrate persistence, resilience and continuous improvement into one's core values.



- c) Model your driving values consistently, never compromise on values and seek opportunities to demonstrate one's driving values.
- Ethical communication must combine the conviction that one is correct in holding the conviction that others should be respected.
 - a) Avoid giving in too easily to the demands of others.
 - b) Be receptive to the possibility of being persuaded of the merits of another viewpoint.
 - c) Rely on persuasion rather than coercion to convince others of one's point of view. Do not provoke hostile feelings by insisting that one's view is the only correct view.
 - d) Listen to others and be genuinely interested in their comments.

2. Adaptability Development Guidelines

How to reach level 3

- Regard change as being positive. Make a list of all the benefits that can be envisaged in the short and long term.
- Develop patience. Recognise that interruptions are part of the job and that one will have to build long-term or complex tasks around short-term crises and problems.
- Acquire various management styles and identify one's preferred approaches. Attempt to adapt new styles to suit different situations and people.
- Build in "quiet time" in your diary. This will give one space to plan and replan and adjust one's priorities.
- Be prepared to see priorities as ever changing. Recognise that as the manager's priorities change, so inevitably will one's priorities also change. This should be taken in one's stride.
- Do not under or over plan activities. Try to assess realistically how long things take so that one is not always chasing one's own tail while having to fill in gaps at the last minute.
- Discuss with one's manager the changes in the offering and how this may affect one's role.
- Keep in touch with business strategy in your area and make efforts to understand how these might affect one's work.



- Analyse your personal style to see if you tend to take a "fixed view" on issues. Recognise any such tendency and develop strategies to deal with it.
- Ask the manager to explain the reasoning behind any changes which affect one so that a picture of priorities can be developed.
- Maintain a balance between work and home life as well as personal needs so that one can feel more able to adjust to demanding work pressures when they arise.
- Find out as much as possible about a new job or project in advance. Talk to those already performing such tasks or who have done so in the past.
- Consider how often one says "but" when someone proposes doing something differently.
- Focus on a change that one decided to turn down and now regret the decision. Consider what the advantages and benefits of making this change would be?
- Discuss in detail, with the manager or a colleague, a recent project for which one was responsible. How rigid was one's approach? Was one open to new ideas and alternatives? How could one have handled it better?
- Think through all the changes that you would anticipate both at home and at work over the next six months. List all the things you can do now to adapt and prepare.

How to reach level 4 and 5

- Review one's skills and abilities and identify areas where such skills could be used to greater affect. Discuss with the manager how one's talents could be better utilised.
- Discuss with the manager the skills and abilities one believes will be required in the future and how one might develop these.
- Review one's working practices and recommend to the manager any changes that could be made to either improve one's own performance or that of another area of the business.
- Find ways to improve team meetings so that transformation can be fully explored and concerns raised and dealt with.



- Examine your emotional responses to change. Learn how to manage anger and fear more effectively.
- Identify a person of difficult disposition and think about how one might tackle such a person differently. Experiment with different approaches.
- Develop profiles of how you act at work and how you act at home. Examine the differences in the way one behaves in different environments and see if one can adapt any ways of behaving from one environment to another.
- Examine whether one has difficulty advertising transformation and why. Does one require presentation skills training? Does one feel that one does not know the reasons for transformation? Talk to the manager and engage help in dealing with the real issue.
- Be prepared to develop one's skills outside the working environment. Take strong positive personal action so that one can adapt to changes that may confront one in the future.
- Identify one's passions in life, and see if one can build expertise in this. This will provide security, whatever happens in one's current job or organization.
- Together with a mentor, focus on the changes for which one has been responsible for at work. Discuss how you dealt with the situations, what one might do differently and how this relates to one's personal strengths and limitations in this area.
- Identify the major repetitive, routine procedures in the department. At one's next team meeting brainstorm new and different approaches to these tasks. Experiment with such approaches to test the efficiency.
- Talk to a mentor about a work project where unforeseen circumstances forced a change of approach to achieve your objectives. Review the modifications that you made, and think about what you might have done differently. Make a list of possible alternative courses of action.
- Find a colleague or friend whom you regard as open to new approaches and different ways of doing things. Talk to them about your job objectives and the different ways in which you could meet these. Could you change your current approach?
- Identify a major change that will be introduced into your area in the near future. List the benefits and drawbacks that you believe it will have, and



develop an implementation plan that will maximise the benefits and overcome the drawbacks.

- Identify a change that will impact on you and your colleagues in the near future. Develop an honest, open way of selling the idea to your colleagues.
- Review your area of the business and identify a change that could improve performance in this area. Identify the processes and key benefits, and develop a plan for communicating and implementing this change to every individual who would be affected.
- Review the benefits and drawbacks of a major change that will be introduced in one's area in the near future, and establish how it helps to meet the business strategy. Develop a way to positively communicate the change to your team, and get feedback from them on their attitudes to the change.
- Volunteer to pilot a new procedure, process or method of working.
- Work on a project with someone who is responsible for implementing major transformation. Determine how the changes are communicated and gain the commitment of others.
- Develop success criteria to be used for the measurement of the impact of a project designed to enhance transformation. Include attitudinal as well as factual measures.
- Engage in the management and implementation of a major transformation project from start to completion. Seek advice from colleagues with relevant experience and draw up a list of criteria for successful implementation of the change. After implementation, review the change against one's criteria.
- Pay a visit to an organization that has successfully implemented major transformation and interview the key people involved who hold key posts.
- Approach effective project managers with the view to learn what was done in order to implement change.
- Develop counselling skills to assist others to cope more effectively with the negative impact of change.
- Make a study of literature (e.g. Bill Gates, Thatcher) and learn about what attitudes they adapted as well as what skills and strategies they employed in leading effectively toward transformation.



- Discuss with a colleague a successful and entrepreneurial business within the industry. Try to identify the risks that they have taken and how these have paid off.
- Study the business press, focusing particularly on major transitions and changes. Note how competitors dealt with these. Prepare a report on the variety of ways in which a similar merger / redundancy / acquisition / relocation or other programme might have been dealt with.
- Draw up a list of five common problems at work. For each, write down as many different ways as possible, to approach the problem. Contrast these with current work practices. Identify realistic alternatives. Could you incorporate these into your existing approach?

Self-responsibility Development Guidelines

How to reach level 3

- Active focusing on goals as being integrated to learning and take responsibility.
- Prioritise an important meeting, pause and ask:” What do I want to initiate here?” What can I contribute to add value to this meeting?
- Develop work action plans that enable you to systematically work through tasks that need to be achieved.
- Engage with a mentor to discuss one’s progress as team leader.
- Locate someone who has a reputation for leading others, has a wide range of skills, knows much about the organization and has a wide range of contacts and use the person as a role model.
- Whenever encountering difficulties, focus on the possible benefits of overcoming them.
- Believe that challenges can be met and live the life one choose:
 - (a) Take actions where possible.
Make an impact in those areas where influence is possible. Whilst one cannot dictate how a colleague should behave, one can control one’s own performance by asking for the information required to do the job.
 - (b) Learn to let go.



- Refrain from trying to control situations over which there is no control e.g. a traffic jam; a procrastinating supervisor).
 - (c) Rehearse powerful performances.
- When facing a situation in which one will be called upon to present ideas or take a position, one should spend a few minutes visualising oneself performing before the group. Evoke the sensations associated with personal power e.g. imagine oneself as smart, competent, articulate, poised, successful and admired.
- Progressively engage in tasks with more challenging but nevertheless achievable goals.
 - One will be committed to the organization only to the extent that one's values blend with the values of the organization. It may be time for one to consider the following two sets of values:
 - (a) Clarify own values - what really motivates you? Compare this with the mission and values of the organization.
 - (b) Is there a meaningful way for one to add value to this organization? Will you achieve your medium and long-term career objectives? Is there purpose in one's current employment?
 - Engage in negotiations with the manager with a view to the areas of one's job in which one can act without supervision and take personal responsibility for the outcomes.
 - Request the manager to delegate a new task to one on a regular basis.
 - Practice "self-affirming" exercises every day, e.g. "I am responsible for ..." Say this to yourself in front of the mirror several times.
 - Admit weakness or not knowing something. Perceive openness as strength.
 - If a task cannot be performed at the requested time, either renegotiate a new time or renegotiate the task.
 - The following exercise is an excellent way to become more aware of one's feelings and enables one to become aware of the role emotions play in work life.
 - (a) At different times during the day, or at the end of each workday, commit to write what feelings were experienced during the preceding hours, as well as their origin.



- (b) After a few weeks, or possibly a month, examine the written entries and re-look your emotions. It is found that certain emotions occur more often than other emotions, e.g. does anger occur more frequently than other emotions?

It is found that the same emotions occur time and again as a result of the scope cause for example constant anxiety causing to delay involving work orders. In following the examination of the emotions as reflected in the written entries, conclusions can be drawn in terms of what action should be taken in order to bring about change, for example, to alleviate anxiety. Should this not be the situation, for example as in the case of the fear of being laid off work, then one may attempt resolve the problem by addressing the underlying causes so that such emotion does not negatively interfere with the workday. Undertake a difficult situation which one has been avoiding and confront the individual(s) on the issue.

- Give thought to those instances when one has been criticised. List the constructive ways to respond; list negative or emotional ways of responding. Discuss one's most typical response with close and critical colleagues. Seek a method that will lessen one's level of personal sensitivity.
- Learn from constructive criticism and refrain from dwelling on mistakes. Ensure that one focus on the day at hand. Whilst fretting about the past and worrying about the future, one is wasting time during which knowledge and skills could have been acquired. Log how much time one spends thinking about the past, present and future in any one day. Is this in perspective?
- Identify the way in which one perceives events and people. Does one sense and perceive the events of one's life in a predominantly positive or negative light. Listen to one's language and consider the attitudes one adopts. With regards to a protracted but ultimately constructive staff meeting, would one make the comment: "What a waste of time", or "It took a while, but we accomplished a lot"?
- Remedy negative self-communing. If one's constant trading (judgments, opinions, and beliefs) is predominantly negative, consciously cause such behaviour and endeavour to modify it. Select an everyday situation and



draw up a written list of one's positive and pessimistic beliefs one have about such situation. Choose one appealing positive statement and practise using it in new situations. Write the statement down on a card which is placed in a prominent position so that it can be focused upon twice every day.

- Use motivational statements to convince oneself that one possesses the capabilities and the drive to accomplish a particular task. Make use of the following exercise:
 - (a) Each morning as you first sit down at your desk, give yourself one motivational statement. Examples: "I can get done all of that which I have to do today", or "I am going to have a very productive day."
 - (b) Each time you are given a new assignment; give yourself a few motivational self-statements: e.g. "I can do whatever it takes to get this assignment done" or "I can stick with it until it is successfully accomplished."
 - (c) Call out: "I feel great!" Do this with passion and repeat it five times. Let your communication reflect your enthusiasm.
 - (d) Put one's most powerful motivational statements on index cards: "I know what to do to start this task and finish it successfully," "I've got what it takes to stick with it," "Nothing will get in the way of my getting this job done." Place the cards where they can readily be seen, and read the statements to one self whenever feeling flagging motivation.
- Apply productive self-criticism - the key to self-motivation.
- Set oneself meaningful goals. When motivated, one has a clear sense of direction. Set challenging, realistic goals.
- Indulge in the mental imagery of oneself taking action and by such indulgence, galvanizing oneself to pursuit such action in reality. Carry out the following exercise:
 - (a) Relax and become calm by closing the eyes and breathing deeply.
 - (b) Conjure up in one's mind the task for which one is feeling uninspired. Compile a written evaluation for an employee, for example. Vividly focus on the sensations one would experience in such a situation. Visualise oneself at one's desk, feel the pages of



the evaluation form under the fingers, and hear telephones ringing and people talking in the corridor.

- (c) Imagine struggling with the task. The form is in front of one. You imagine starting to write something and then deleting it. Upon moving to the next paragraph of the evaluation document, one is unable to write anything. One feels frustrated; visual the possibility of pacing around one's office.
 - (d) Imagine oneself regaining composure. Return and sit at the desk, feel calm and in control, and begin writing down one section of the form.
 - (e) Imagine oneself succeeding. Imagine oneself working through the evaluation form, completing each section with constructive criticism and suggestions for improvement.
 - (f) Imagine, then, feeling good. The report has been completed and one is please that this point has been reached. One is proud that one had such useful things to say?
 - (g) By self communicating in one's mind in terms of the step-by-step approach to the task from commencement to completion, one feels justified in considering oneself to be successful i.e. the task has been accomplished. This then spurs one on to undertake the task in reality.
- Develop a feeling of self-worthiness to what has been achieved. Recognise that one has done a good job, and that one is capable of repairing what requires repair. This acknowledgement fills one with the confidence, optimism, and enthusiasm to proceed on with the rest of the report.
 - Celebrate the achievement on the surpassing of a challenging goal. Invite trusted acquaintances to join the celebration as encouragement and for the pleasure of all.
 - Maintain a written logbook of one's negative self-communing. Take note of how often negative self-communing occurs, under what circumstances and what one is telling about oneself. Recall one's negative disposition prior to the exercise and take hold of the evident disposition.
 - Subject oneself to a difficult and challenging exercise in which ones ability to influence others is tested to the full.



- Together with one's Manager and/or mentor, review one's work output and action plans. Discuss their compatibility with corporate goals and opportunities. Make requests from opportunities to improve.

How to reach level 4 and 5

- Accept a major project or task which must be completed. Identify all the obstacles, objectives and difficulties that may be encountered while attempting to achieve. Hold face-to-face discussions with interested parties so that the situation can be understood from their perspective. Request colleagues for suggestions to overcome problems. Develop strategies which inter alia, include a range of options for overcoming objections, for achieving the objective.
- Learn emotional self-awareness since this would allow one to use emotions as valuable sources of insight about oneself, others as well as the events and situations around one:
 - (a) Perform regular spot checks on emotions.
Perform during the course of each day, brief but frequent spot checks on one's feelings/emotional state. Make use of one's physical or emotional state in order to direct one's attention to one's emotional state. Should it be noticed, for example that one has adopted a slouching posture or that one is clenching one's teeth, cease doing so and attempt to discover by intuition, the underlying reasons for one's emotional state, for example, overwhelmed, exhausted, withdrawn? It is imperative to pay attention, note to and put a name to the feelings as such information is revealed throughout the day.
 - (b) Connect feelings to their sources.
Once an emotional state has been identified (I am worried, I feel discouraged), associate it with a specific source or link it with the issue, concern or situation to which it may be related. How often have feelings been expressed, yet when asked the origin thereof the response is a shrug shoulders in wonder? Drawing connections between our feelings provides opportunities for insight, influence and ultimate integration with our inner life.
 - (c) Expand vocabulary relative to emotion.



If one's vocabulary of emotions is limited, e.g. happy, sad, angry, and frustrated - endeavour to expand one's identification and description of the intensity and range of one's emotions. Emotions should be thought of as existing on a continuum from mild to strong. Place different words at different points on that continuum in describing the degree of intensity of an emotion.

- Express one's feelings and gut-level instincts, allowing them to be used as an integral part of one's daily actions and interactions:

(a) Express a full range of emotions.

If you are more proficient at expressing anger, practise expressing enthusiasm or appreciation. One might begin doing this verbally or in writing; graduate to expressing oneself to a trusted friend, colleague or relative.

(b) Integrate feelings into every interaction.

Many think about the expression of feelings as a specific event – setting up a special time to discuss or arranging a meeting with a trained professional. Rather make the impression of one's feelings as much a natural part of one's daily interactions as the expression of your thoughts or opinions.

(c) Show appreciation to those around you.

Emotional energy is contagious: On at least once a day, express to a person in one's life circle, in what specific way one appreciates such a person. Look directly at the person when greeting. Compliment those in one's company with a genuine expression of gratitude. Comment for example on their skill or their assistance. Notice their emotions as a result.

- Help create a climate that fosters success by doing the following:
 - (a) Inject humour regularly as a way to keep perspective and health;
 - (b) Reward personal balance;
 - (c) Foster creativity;
 - (d) Point out and nurture moments of synergy and collaboration;
 - (e) Construct and maintain an open, lively, synergistic environment;
 - (f) Grasp at any opportunity to promote enthusiasm;
 - (g) Live by the self-fulfilling prophecy: predicting success enhances success;



- (h) Establish support for the ascent - challenges, setbacks and adversity.
- Work towards a more positive attitude. List three situations in which one has felt negative. Thereafter concentrate on all the possible benefits, or advantages that could have been gained. Pursue the search for opportunities and challenges rather than threats. Whenever oneself sense that one is debating negatively, pause and consider the possible benefits and opportunities.
 - Identify those situations in the past, in which one has displayed most drive and commitment. What were the key conditions in those situations? Can one identify a way in which to incorporate these into one's current job?
 - Try to view challenges and setbacks from a problem-solving perspective: look for solutions, rather than focusing on the problems and harping on why things can not be done. Focus on the development strategies formulated for developing one's innovation competency.
 - Choose an emotional mentor: a person who serves as a motivational model, an inspirational hero. Frequently consult the mentor with the view to raise one's motivation.
 - Set a target every month for the improvement of one's management skill. Make a note in a diary of listing main areas to be improved and allocate one per month, starting immediately.
 - Let others know that one is looking for increased responsibility, development and challenges.
 - Spend time reflecting on those in one's life who believed in one, provided encouragement and applauded one's capability. Try to visualise them and imagine a repetition of what was mentioned to you. Visualise oneself doing the same to another.
 - Establish which skills and competencies are valued both for more senior roles as well as for future business demands and develop a plan to acquire these skills.

3. Leadership Communication Development Guidelines

How to reach level 3

- Come to terms with the two basic truths of leadership communication.
 - Leadership communication has almost nothing to do with talking and almost everything to do with listening. Communication does not equal talking: big talkers are usually poor communicators. Leadership communication refers to the ability of a leader to create understanding and to build relationships within a group of people. It is easy to convey information, but much more difficult to create the understanding of that information.
 - Leadership communication is not something optional that one can decide to do if and when one has the time: you are doing it anyway, and the only choice is that of how effectively one wishes to communicate. The only true leaders are communicating leaders. Without effective two-way communication, no manager will be able to lead others towards world-class performance.
- Practise the process of becoming an effective leader of the team.

Does one effectively leading one's your employees towards better performance? If one is not absolutely sure of the approach to achieve this, the following step-by-step process can be followed as a guide to achieve higher levels of performance within the team. This process is based on meeting the basic - but most importantly - communication needs of any employee:

Step 1: What is my job and how am I doing?

The primary information required of any employee is to really understand what is expected of the employee. The question "What is my job and how am I performing?" is the first in a series of questions that a leader should answer in order to lead employees to perform more competently.

This first step is about much more than quarterly performance contracting and review sessions. This involves the role which one as leader fulfils in order to



provide employees a sense of purpose, and an understanding of the contribution which they can make.

Ensure that they understand what is expected of them. Allow the employees to discuss their questions and concerns about their job. Provide feedback on how they perform. Provide guidance and coaching when performance is below expectations. Recognise, praise and reward commendable performance.

Consider to interaction with employees who directly report to one. How much time is spent on a one-on-one interaction with each employee?

- Discussing job responsibilities reaching agreement with the individual in terms of personal targets?
- Discussing procedures to be followed within the work situation?
- Listening to the employee's suggestions or recommendations concerning job responsibilities?
- Providing feedback on individual performance?
- Explaining to individuals why they are of value to the team, and how they can add the most value?
- Discussing how the individual can improve own performance?
- Give acknowledgement for good work?
- Listening to the employee's problems in coping with tasks?
- Visiting employees in their offices or workplaces?
- Availability to employees to discuss work-related problems?

These elements are the first step in becoming a communicating leader, able to lead employees to improving their performance.

Step 2: Does anybody care?

As prerequisite to be productive and committed to hard work, employees must know that they are being valued and cared for. It is important for the communicating leader to understand the employee as an individual and to respect personality and cultural differences.



True understanding means standing where the other person stands to perceive what the other person perceives. It is this characteristic that distinguishes an excellent leader from a good leader.

One can be tested in terms of this characteristic to become a communicating leader:

- Is one too busy to investigate the reasons why an employee seems demotivated and unhappy?
- Does one believe that the personal problems of employees are something one would rather not know about?
- Is one afraid to confront problems or conflict between employees?
- Does one find excuses not to put oneself in the shoes of an employee?
- Is one the type of leader who seldom asks the people reporting to one to provide feedback on the type of leader one is?
- Does one prefer to keep a distance between oneself and your subordinates?
- Is it difficult for one to show compassion and concern for the feelings and needs of those within one's area of responsibility?

If the answer to any of the questions was in the affirmative, one should reconsider one's approach as a leader. Communicating leaders are caring and show that they care.

They consider the time that they spend on this aspect as an integral part of their jobs and as a valuable investment in their people. A communicating leader values people and assists them in the performance of their work, instead of seizing the initiative and personally completing the task.

Step 3: How are we doing and where do we fit in?

Does one understand how to strategically align one's team with the rest of the company? Is one able to impart this vision? This third step in becoming a communicating leader is central to the success of any modern organization.

Keep the following in mind:



The company vision does not apply to one's team. The vision statement is too general and non-specific. One should be able to place this vision in the context of what one and one's team is doing. The same principle applies to everything else: targets, performance and other company initiatives.

More importantly, one should be able to get consensus on the direction in which the team is moving. "What should we do to deliver excellent service, and how are we going to get there?" is a question that only the leader and the team can answer.

In doing so, one should ensure that one's communication role includes:

- Clarifying the purpose and role of the team in the company.
- Creating a shared picture of where the team should be in a year, two years or in five years time.
- Ensuring an understanding of the specific goals and objectives that one's team should reach to be successful.
- Providing enough opportunities to discuss the bigger company picture in an ever-changing environment and to clarify how these changes affect your team's goals.
- Listening to one's employees in order to determine their external awareness of information external to the company acquisition, their questions, suggestions and fears.
- Discussing how the behaviour of one's team influences the rest of the company and how the team should interact with other teams/divisions and service organizations to deliver the final service to the end user.

Even if every member of the team were to know exactly where the team is heading as well as why, it remains crucial for one as a communicating leader to provide daily feedback on their progress – yet another step in becoming a communicating leader.

Imagine a five-day hike through an unfamiliar area. The hikers know exactly where they wish to be on day five, and although they are unable to see the ultimate destination, they constantly discuss the most appropriate direction to take. They require feedback from their guide, who is more experienced in hiking



and is more familiar with the terrain or is able to recognise landmarks. The communicating leader should be familiar with the strategic environment and be able to understand progress according to the organizations strategy. The promising of feedback motivates the hikers and keeps them focused on what all have to achieve.

Step 4: How can I help?

The fourth step in becoming a communicating leader is the ultimate test in separating true leaders from traditional managers.

The proof of being an excellent communicating leader is in what one does with the input, questions, ideas and suggestions from one's team members. The objective as a leader should be to create an environment in which one's employees can freely express their concerns, make suggestions and help with the creative process of problem solving. One should help the employees take personal ownership to find ways to improve their performance.

The way in which one as a leader respond to input from employees and makes use of their ideas in other forums shows commitment and sincerity to improve their performance. By carefully listening to one's employees and by acting on their suggestions, one will do more than just show that one values them - one will obtain solutions to problems and so lead the team to achieve world-class performance.

How to reach level 4 and 5

- Leading change by facilitating transformation

In an ever-changing business environment it is crucial for every leader to effectively fulfil the leadership role in order to facilitate effective transformation.

Change is situational and external - it is the new building, the new team award policy or the reduction of staff numbers. Changes like these happen outside the combat and influence individual employee, as opposed to the change (transformation) that must transpire within. It is a

simple enough matter to announce a change, but more difficult to help others understand and pursue the required transformation.

Transformation is the psychological process people go through to come to terms with the new external situation. It is internal, traumatic and should be facilitated only by leaders. The only method to facilitate effective transformation is through constant and effective leadership communication. Transformation usually requires letting go with old beliefs and habits, to cross a neutral zone filled with uncertainty and, to start with a new beginning. Employees must be led by one whom they trust to make the crossing. Without this, they will resist or even try to sabotage the change.

The absolute minimum requirements to effectively facilitate transformation and to help employees cope with change are the following four P's:

- Clarify and communicate the PURPOSE. Explain why this change is necessary and how it will add value to the Company and the lives of its employees.
- After having understood the purpose, paint a PICTURE of the "new" in order to reduce uncertainty and to provide employees something to hold on to. Disseminate as much detail and information as possible in order to create an acquaintance with the "new".
- Provide a PLAN. Follow a phased or step-by-step approach to help employees cope meaningfully with the total change.
- Assign to each employee a PART to play. It is essential that employees should understand their roles and functions and that they believe they have a valuable contribution to make.

In the case of leaders within the organization's overall transformation process, the following criteria should apply. Measure oneself against each of the following statements:

- I constantly develop a need for change;
- I am able to create a new vision for my team;



- I replace old with new and do not leave my employees in fear and uncertainty;
 - I motivate employees beyond their expectations;
 - I focus on crucial issues and do not tolerate insignificant issues;
 - I am recognised as a positive leader.
- Use the appropriate channels for relationship building

Leadership communication is all about the manner in which one builds relationships with employees and colleagues. The preferred and most effective communication channel to do this is one-on-one or face-to-face discussions with one's employees and colleagues. This channel provides the opportunity to listen and to both provide and receive feedback to create understanding. Other personal communication channels include:

 - Daily start-up meetings
 - Cross-functional workshops
 - Formal line briefing sessions
 - Video conferences
 - Practise good listening skills

The problem with listening is that it is not seen as a problem, since we rarely know that we have not listened successfully.

Prior to the commencement of a meeting give thought to listening habits and listening skills. Measure the habits and skills against the way in which the Chinese listen. The Chinese symbol for the word "listening" consists of:

- Eyes (look directly at the person being listened to and make eye-contact);
- Ears (hear what is being said);
- A straight line (to give undivided attention to what is being said);
and
- A heart (you have to want to understand the speaker).

The most effective listening style is empathetic listening. Create and encourage an atmosphere in which employees and colleagues can both



express as well as solve their problems. Empathetic listening includes the sincere commitment to understand how the person one listens to feels about an issue in question. The fact that one is cognisant of the problem from the other person's point of view means that one understands it - it does not mean that one would necessarily agree with it. By repeating what the speaker says in one's own words, one can check one's level of understanding. Once the speaker is understood one can make relevant suggestions.

People who master the skill of empathetic listening are seen as strong leaders and are generally respected. Do you know a person who mastered the skill of empathetic listening? Study the way in which the person listens, understands and only then responds. Two major barriers to this kind of listening are prejudice and hasty responses. Remember the following two guidelines:

- Recognise any prejudice towards the speaker and make an effort to disregard such prejudice. Be an open-minded listener.
 - Beware not to anticipate the speaker's reply before full completion of such a reply. The most common barrier to listening is mentally preparing an answer while the other person is speaking.
- Practise effective conflict handling skills
Many will go to great lengths in attempts to avoid confrontation, or often experience conflict as indefensible and destructive. As a communicating leader, one should work at changing the team's attitude towards conflict.

It is the essence of corporate health to bring a problem out into the open as soon as possible, even if this entails confrontation. Dealing effectively with conflict, whether with an individual or within a team, lies at the heart of leadership communication. As a result, one should actively encourage confrontation with issues about which there is disagreement - within the team.

Make use of the following guidelines in developing the mediating skills that one should master in order to manage conflict effectively:



- Acknowledge the conflict situation;
- Maintain a neutral position;
- Keep the discussion issue-oriented, not person-oriented;
- Facilitate exploration rather than responsibility;
- Focus on interests rather than on positions;
- Generate agreement rather than decision;
- Be wary of the temptation to wield power;
- Understand the dynamics of the situation.

4. Purpose building development guidelines

How to reach level 3

- Assist the team to create a vision that will support the overall vision of the organization. Invite others to assist with support and suggest ways in which the vision can be reached.
- Ensure that the goals of one's work unit are consistent with strategic company goals and assist the team to understand how their jobs contribute to company and corporate goals.
- Devise creative ways of communicating the vision. Communicate enthusiastically about the mission within the team and beyond.
- Explain to the employees the value of their contributions to the unit's goals.
- Request team members to list their understanding of each business objective. Attach the written ideas to a wall and compare their differences:
 - What are the similarities and differences?
 - What are the implications arising from those differences?
 - What action must be taken so that the team can improve its alignment with the organization's strategy?
- Ask the team to provide feedback with regards to how confident they are about their goals and objectives, and how one could be more effective in providing them with clear sense of direction.
- Enlighten the employees as to why their work is important to the company and how it supports the team's objectives. Share with them



one's goals and pressures, and give them insight into the demands being placed on a leader.

- Discuss the teams' aims and purpose. Link the outcomes to business, site and company vision. Involve the team in generating a compelling approach to these outcomes missions.
- While pursuing an activity or project during which difficulty is experienced in gaining the commitment of others, arrange a meeting with each person individually in order to understand their points of view. Determine to proceed with the activity or project in such a way that the needs of all are met.
- Discuss with other leaders how they summon up commitment towards a shared purpose.
- Make a study of how other organizations disseminate their strategic direction to their employees.
- Find a visionary speaker and analyse those aspects of their presentations which generate enthusiasm and commitment. Make use of these techniques and adapt them to one's own style.
- Communicate constantly the purpose of the organization - why are we at this location?
 - Define the pinnacle. What is the purpose of the organization? Answer the question: "Why do we exist?" All must be involved in communications. Reach agreement on the imperatives.
 - One who questions the value of purpose should imagine spending their life working for an organization which is without a purpose.
 - Consistently articulate an uplifting, inspirational, and optimistic vision. While purpose provides the reasons for one's existence, vision provides answers to where one is heading. Involve everyone in creation of purpose, but take it upon oneself to keep it alive and kicking.
 - Align all systems to the mountain. Reject systems that induce helplessness. Monitor one's alignment.
 - Create a culture in your team that is aligned with the culture of the organization. A strong, clearly articulated culture influences and provides a framework for people's behaviour and choices.



- Align the individuals' and the organizations' purposes with each other. Have and show genuine interest in the team's success.
- Make success a journey, not a pill. Reward strength of character over quick-fix solutions. Make it clear that management believes in enduring solutions and strategies, and not magic-bullet solutions.
- Identify someone with whom one has regular contact and is known to be good at building commitment. Make a study of that person, focusing on:
 - Physical characteristics;
 - Behaviour (responses);
 - Specific skills;
 - Use of language;
 - Timing.
- Conduct a presentation to the staff on the " global picture" as it relates to:
 - The strategic business direction of the organization and its implications for the future of one's division;
 - Worldwide trends and initiatives and how they may affect the company as well as one's customers;
 - How worldwide trends and initiatives may affect one's field locally, as well as your customers.
 - Trends in one's customer's businesses and markets.
- Invite others to assist with the identification of the short- and long-term implications of the information one presented on behalf of the organization. Use these insights when informing the planning division of one's activities.
- Investigate the relative merits of directive versus more consultative styles of management. Experiment with them and find out which of the styles is best to suit the different situations and with different staff.
- Arrange a meeting with the team to examine the values they believe drive an effective team. Ask members of the team to rate their team against how these values are displayed. Evaluate the action received annually to get closer to the ideal.
- Ensure that the team understands the critical success factors, i.e. what has to be done to achieve your mission and vision.



- Talk to others who are regarded as successful people managers. Discuss how they set purpose-building behaviour in their units, and use these insights to do the same.
- Constantly communicate to one's team the organizations direction and strategy as well as the types of change that are necessary. Challenge and debate with any team member not demonstrating the desired behaviour and ask the team to challenge one as leader.

How to reach level 4

- Devise a plan to develop the strategies and goals of one's team so that those can be presented to other units - showing how one's strategies were developed to link with those of other units and support their performance and how you can continually improve your contributions to the whole organization.
- Review commitment to core values. Demand examples of specific behaviour which are evident in themselves and demonstrate that the values are enthusiastically pursued.
- Clarify values regularly in order to remain conversant with company values.
- Meet with other leaders and find out how they gain cooperation and commitment from their staff.
- Attempt to identify what motivates the various individuals in one's team. Ask the team members to discuss these situations when they felt motivated or demotivated. Do not assume that what motivates one will necessarily motivate others.
- Should one belong to a community organization, assist the organization to re-examine their mission and their short- and long-term goals. Introduce into the discussion of the demographic trends in the area and knowledge related to the community's future. Should the community organization be tackling urgent problems, practise motivational speaking skills to recruit volunteers, raise funds and so on.



How to reach level 5

- Plan a workshop or meeting in order to ensure that all staff understands how their work contributes to the organization's vision, core competencies, strategies and goals.
- Develop a vision statement for the team to observe for the next few years. If one is a manager of managers, involve the management team. Use this statement as a foundation in planning and setting of goals.
- Consider the following:
 - Who are one's customers?
 - What products/services does one generate?
 - What are one's capabilities?
 - What gives one the leading edge?
 - Who are one's competitors and what do they generate?

Prior to writing out the vision statement, try creative ways of illustrating it, e.g. drawing, painting, or even acting it out in the company of others. How does the visual presentation impact on oneself and on others? What does one favour or dislike about the picture? What changes can one bring out?

Once the above has been completed write down the vision statement. Be short and to the point, and make sure that the team's vision supports the company's business objectives.

5. Motivational capacity development guidelines

How to reach level 3

- After having successfully completed a task or project, share the resultant feelings of satisfaction with the team. Give recognition in particular to those who may have contributed to the success.
- How confident is one in the following situations?
 - Doing a formal presentation to high profile persons.
 - Chairing a departmental meeting.
 - Convincing the CEO of one's specific ideas.
 - Confronting others on work-related issues.
 - Defending one's subordinates or colleagues' decisions in a critical forum.



Identify the areas in which one should develop greater confidence. List the specific skills and knowledge you think you need, where and how you can acquire these and who can help.

- Identify a colleague or a friend who motivates others effectively.
- Believe that one can meet challenges and live the life which one chooses.
- Review previous powerful performances.
- When you face a situation in which you will be called upon to present ideas or take a position, visualize yourself performing before the group. Summon up the feelings one would associate with personal power. Imagine one-self as smart, competent, articulate, poised, successful and admired.
- Identify a person who comes across as self-confident. Spend some time with the person during working hours. Identify the ingredients of the person's success and consider how one could adapt oneself.
- Make a note of recent situations in which one has been either, non-assertive, e.g. nervous, passive or aggressive. Imagine how one could behave differently if faced with the same situation. Identify a forthcoming situation in which one wishes to be assertive, and make a note of any action one should take to be assertive.
- To motivate one's team, start with oneself, thus:
 - Make a list of that which will make one feel happy or uplifted. Share these with one's team and ask them also to compile a list.
 - Arrange inspirational items around the workplace - in the office, factory, at reception, and even in the toilets! Change them regularly so they remain fresh and always generate conversation.
 - Remember that people become more inspired when they get in contact with what makes them personally feel that way.
 - Draw up a list of some of the examples of how one has encouraged colleagues at work during the past week - and any opportunities that one may have missed.
- Spread news about the team's work and successes both inside and outside the organization.



How to reach level 4

- Seize every opportunity to promote the work of one's team and its members to other teams and their leaders.
- Make use of opportunities to involve colleagues in one's activities, especially in areas where they can contribute or where there may be a learning opportunity to improve their confidence.
- Find creative and enjoyable ways to celebrate team victories together. Use the imagination of one's colleagues in developing good ideas. This will encourage the team members and give them the opportunity to build confidence in their social skills.
- Celebrate the successes of other team members.
- Make a list of the specific ways in which cooperation with others influences the way in which one's team performs, whether positively or negatively. Identify areas which require improvement. Discuss these with the manager and consider whether or not a strategy can be developed to guide the team closer to the ideal.
- Conduct regular internal team morale surveys to be able to assess how satisfied and happy the team members are.
- Recognise the team's contribution toward those outside the team. Grant credit publicly to others. Ensure that others become aware of those who performed commendable work.
- Be sure to show appreciation to those who provide assistance, particularly if there were a possibility of inconvenience to the helpers.
- Keep other team members informed about any action one has taken and which may affect their work. Be sensitive to decisions which could possibly rebound on them.
- Practise positive responses with those within one's personal company. Demonstrate enthusiasm. Ask friends, family and colleagues to rate you on a scale of 1-10 in terms of enthusiasm and plan or try to move up the scale by at least one point.
- Ask the team to provide feedback in terms of one's effectiveness to motivate them in the past. At what point was one more or less effective?
- What action/s should be taken to effect improvement?
- Bear in mind and practice the following points:



- Make a concerted effort to understand the needs of the team members;
- Clearly explain the results expected of the team members in terms of the work;
- Elicit their ideas and suggestions concerning the objectives and work;
- Encourage and support the team members to make their own decisions where feasible;
- Reward good work;
- Inform the team of specific expectations; include the objectives to be accomplished as well as the deadlines. Encourage the team members to advise one why they are possibly not being in a position to complete an assignment in the given time.

How to reach level 5

- Instil a habit of celebrating success, either at a departmental level or an individual level. Give recognition to those who have performed exceptionally.
- Put strategies in place to influence employees to change their behaviour:
 - Encourage continual improvement. Recognise and reward small improvements. There are no limits to an employee's job performance.
 - Use a collaborative style. Employees will accept change more easily if they take part in the identification and the choice of ideas for improvement.
 - Break difficult tasks down into simpler tasks. In this way, discouraged employees are more likely to attain success. Achieving success on simpler tasks encourages them to take on those more difficult ones.

6. Information capacity development guidelines

How to reach level 3

- Study relevant trade and professional journals to stay abreast of trends and issues.
- Be receptive to incoming communications. How effective is one at ensuring that others receive the information which they require?
 - Are telephone calls returned promptly?



- Are e-mails prioritised and dealt with?
- Does one forward, information that could be useful to others?
- Is the information which has been obtained, been properly laid out and readily accessible – such as information on those with certain sets of skill, the special expertise of support departments, products and services, etc.?
- Does one take into consideration what would be the most effective way of communicating in particular situations?
- When working off site, how frequently does one keep in touch with those in one's department? Is it found that one is becoming distanced from one's department?
- Information is received in large quantities and from a variety of sources. Such information requires evaluating before it can be used. Ask oneself the following questions as one listens to a conversation or reads written material:
 - What is the person trying to communicate? What are the meanings of the words? What is the tone of voice and body language?
 - Is there perhaps another meaning underlying the message?
 - How does it relate to one? How does it relate to others?
 - Is this the complete story or selected parts of a story? Does one have all the necessary information?
 - Are the points made supported by facts? Does the information make sense?
 - How does this relate to information one already has? How does this information relate to past, present, or future events?
 - Can one use the information? Is the information credible? Is the speaker or author credible?
 - Is all the communication or only parts thereof, helpful?
- Explain a work-related problem to a friend or member of one's family and ask them to pose questions that will test one's understanding.
- Learn how to skim through documents quickly in order to extract the key information.
- When making a decision, make a list of every person who could be affected or who may have useful information that would make a



difference to the decision. Try to contact as many of these people as possible and listen to what they have to say.

- Take a problem that is concerning one at work. Find out how this type of problem is being dealt with by other departments or organizations. Attempt to use any of these methods to deal with one's problems.
- Read two daily newspapers to gain a balanced perspective on issues.
- Regularly ask members of one's team what they do, what processes they are engaged in and the types of information required to perform their jobs.
- Conduct an "information audit" in the team. Ask team members to review all the information that they receive within one week. Categorize the information and file under: "irrelevant for job". Together as a team review the items under each heading and attempt manage the information flows more efficiently.
- Ask the managers to facilitate one's understanding of the information they use to perform their jobs. In respect of team item request of the managers, the origin, the manner in which the information was used as well as the degree of its usefulness. Use the outcome of this meeting as an aid to establish one's own database.
- Interview those with whom one has regular dealings. Find out their occupations, their backgrounds, the skills they possess and how they may be able to offer such skills and experience to assist one in one's occupation.
- Identify someone considered to be well informed and who possesses key information and figures to share in business discussions. Establish their source of this information.
- Speed-read all information which one receives and learn to extract what is useful. Set up a filing system or database to store this information in a way that is easily accessible.
- When the manager gives the instructions, be sure that one knows precisely what one is supposed to do and why it should be done that particular way. Ask about the available resources as well as the deadline for completion. Ensure that one is aware of services of advice or guidance.



- Maintain a database on one's key customers. This must include their purchasing history, the key contact information and their roles, personal information and information relevant to their business. Update this database regularly.
- Know where to access all necessary policy and procedure manuals. Scan them and note the sections that one may need to read regularly. Identify the responsible person to ensure that the manuals are updated as well as when this was done.
- Enquire about business issues that may have an impact on one's job, e.g. product range, key competitors, market share issues and financial performance. Update one's knowledge regularly.
- Identify reports that are useful to one regarding the job. Extract key information from reports to store for future reference.
- Identify all the experts in the organization in one's field. Find out the nature of their work and their particular expertise.
- The next time one requires information, write down what it is that is required, and where and how to access it.
- Learn various skills on how to elicit information from others, e.g. self-disclosure, the testing of understanding, reflecting feelings.
- When confronted by a problem, ask oneself whether a procedure guide or other written material could provide the required assistance so that one gains the experience independently accessing the information.
- When in discussion with customers or with colleagues, listen to both the "facts" and "feelings" in their messages. At a later stage review the interventions one made that elicited particular types of data. How would one summaries both sets of messages in that interaction?
- Brainstorm with the team, ways of improving one's sources of information.

How to reach level 4

- Try to take part in some research or survey including data collection, analysis and the submission of recommendations.
- When in discussion with a customer, concentrate on listening to what they are saying and understanding their need. Ensure that one asks questions in order to understand the essence of what they are saying.



Apply similar active listening techniques in communicating with one's manager and colleagues.

- When reading a book or digesting written material, make notes of questions or insights developed and follow up the questions with further research.
- Ask your manager how the organization gathers data on market trends. Ensure that one understands:
 - The information sources used;
 - How the information sources are organized and compiled;
 - What sources one should need in order to be most familiar with, in order to effectively analyse future trends.
- Enquire as to whether there is an expert on reference sources and materials who can assist one in future analytical effort.
- Find out how those from outside the organization view the issues with which the business is confronted with. Join an industry group such as the Chamber of Commerce, and develop an insight into others' perspective on one's business.
- Research the market open to the company and its profile - product mix, marketing strategy, public image, and geographical spread - differs from that of its competitors, by engaging in discussions with business development experts.
- For each of the processes used by the team, identify processes that link with other teams. Find out how the other teams work, what issues prevail and what problems exist.
- Identify the key tasks and projects one is likely to be working on over the next six to twelve months. Make written notes of the key steps required for each project and the information one will require. Early in the process, ask for input and ideas from customers and key decision-makers. Build a relationship with them in order to ensure easy access to information as the project progresses.
- Compile a list of all possible contacts inside and outside the business that could provide one with information, and make a note of the kind of information which they could provide.



- Review a recent piece of work, taking account of resources, costs, budgets, outcomes, feedback etc. and then analyse its cost effectiveness.
- Ask the manager if one can run a project that undertakes specific research into an issue that is likely to have an impact on one's area in the future. The issue could have economic, political, technological, and social or market structure implications.
- Ask senior managers for their views on issues which are affecting or are likely to affect the business.
- Identify key suppliers who can provide the team with data which adds value to one's own work area.
- Conduct internal and external customer surveys. In one's questionnaire, use either the "strongly agree - strongly disagree" format, or multiple choice questions as well as opportunities for free ranging answers. Test the questions on a sample population and attempt to establish if any issues are being omitted or questions inadequately framed.
- For projects in which a range of data is required, experiment with different diagnostic methods, including:

- Telephone interviews
- Face-to-face interviews
- Questionnaires
- Focus group discussions
- Desk research

Assess the quality and type of information which each method generates.

- When a colleague presents information which one believes lack/s credibility, ask questions to ensure that one has understood precisely? Should one still not be confident, seek third-party verification.
- When encountering a change or a problem, gather all the information required in order to address the situation, including intelligence from those involved in events that led to the current situation.



- Check that the value of information is worth the amount of time spent on gathering it. Use one's cost/benefit analysis to develop more cost-effective methods if appropriate.
- Read the business section of the newspaper daily, underlining specific world events which could have repercussions on one's business. Discuss the implications with management colleagues.
- Build up a network of people and other resources to draw upon. Draw up a list of all acquaintances, their expertise, their contacts, and the type of information they are most likely to hold. Include those at all levels of the organization, one's customer's departments, friends from school, fellow church-goers, members of community groups, those who run delivery services and so on. What can one provide to those people on the list in return?

How to reach level 5

- Analyse how information is shared within the department. Begin by debriefing those who experience problems or opportunities that were missed owing to a lack of sufficient and accurate information. Pinpoint areas requiring improvement, and brainstorm creative ideas in the interest of change. Remember the golden rule of a brainstorm: do not criticize any ideas until they are all listed on a board or flip chart. Finally, target those ideas that are most suitable.
- Identify an area that has already set up systems for obtaining, storing and accessing data.
- Investigate the type of information gathered, what it is used for, how it is used and who has access to it. Examine the possibilities for using the ideas in one's own area.
- Ask the team to devise improved ways of obtaining the information they require more rapidly, e.g. what could be written down, that is currently gathered verbally?
- Identify obstruction and minor disturbances in the information flow in and out of one's department, and devise a plan to reduce these.
- Identify and analyse business opportunities and threats by getting information on key factors affecting current and potential operations.



- Read professional magazines, books, newspaper and articles that deal with trends that may impact on one's organization. Consider the implications for one's own department and any action that can possibly be taken.
- Develop a system in which others inside and outside the team can benefit from the information produced by such team. Discuss with the information technology experts, the possibilities of developing systems which may support better extraction, storage and transmission of data.
- Together with the manager, select a system, procedure or policy which should be evaluated. Access information that will facilitate the determination of its effectiveness; investigate all options and submit recommendations.
- Collect figures and statistical tables about the organization and its current situation. How are these related? List influences, both internal and external, that could have had an impact on these tables. Discuss with the manager, the conclusions one has made and then check the level of one's understanding.
- Ensure that one can access the information one requires in order to make decisions and solve problems. Think about setting processes in place that could aid the flow of information within one's team, department or organization. Regularly monitor this information.
- Build contact with those from organizations with similar market structures, products and processes. Find out how they view priorities for the future. Perform benchmark studies.
- Keep up to date with business, industry and sector issues through reading, networking and attending relevant seminars or courses so that one will always have a wider framework for considering issues.
- Talk to market researchers or other research departments and investigate the approaches they use to gather and analyse data.
- Choose an aspect of the business on which one would like more information.
- Gather such information by interviewing relevant people externally and internally.



- Create personal directories of information sources on as many issues as one is likely to encounter in the role. Regularly update and add to the directory.
- If one or one's colleague require to ask the same questions or research the same issue more than once, get better ways of capturing information.
- Carry out "action research" by communicating with academic institutions or industries whose interests are closest to issues relevant to one's team.
- Create an easily accessible team resource of relevant catalogues, brochures and advertisements.
- Develop active network groups to ensure that team members remain abreast of relevant information that may affect their jobs.
- Locate existing network groups that will add value to one's work, and take part in their activities.

7. Conceptual ability development guidelines

How to reach level 3

- Study different ways to improve one's thinking. This will help one to "extract" brief experiences that relate to the current problem.
- Ask colleagues whose analytical abilities are admired about particular problem-solving techniques.
- Take a challenging problem which one has kept in abeyance. Perform a "mind mapping" exercise on it to develop emerging themes.
- Access information on case studies of organizations. Analyse the key themes or issues of the cases.
- List the six most troublesome problems currently confronting one at work. Try to identify the major causes of each. Are any of them related? Could taking particular action affect several outcomes? Approach each problem in the context of the organization as a whole rather than as an isolated issue.
- Interview a member of a corporate strategy department. Find out the key aspects of the person's role, how the data they use is collected and how future scenarios are developed.
- Identify and make use of as many creative tools as possible, such as meta-planning, visioning reversal ("how do we not do ... ") and



excursions (pick up a random object and use word association to generate ideas to solve a problem).

- Build networks in areas and functions of the organization which one would like to know more about.
- Ask the manager to be seconded to another department in order to learn about a particular business process.
- Whenever a suggestion is offered, find a way to build on it or extract the kernel of an implementable solution. Learn to perceive the gem within the idea.
- Develop active listening skills so that you obtain or find the underlying issues and ideas that shape the bigger picture.
- Use the COI (criteria, objectivity and implication) principles of judgment:
 - Lay down criteria for the assessment process.
 - Ensure objectivity.
 - Consider the implication of each option for the problem and those involved.
- Make use of diagrams and pictures as much as possible in reports and meetings.
- Do a battery of personal style and aptitude inventories, such as OPQ or Myers Briggs. Make contact with the local psychometrists. What do the results reveal to one about one's thinking profile? How do you wish to change? How easily will this be achieved?
- Consider activities you can perform do in or outside work, which will enable one to be creative and freethinking.

How to reach level 4

- Ask the manager to provide one with unfamiliar data to analyse. Make use of experience and knowledge, identify themes, similarities and relevant issues in the data and note any connection with other situations. Discuss and compare the findings with one's manager.
- Become conversant with the business strategy of the business so that one can understand one's business environment.
- Identify the business processes of the department and how these impact on others.



- Ask the manager how one can become more involved in the business planning process in one's work area.
- Identify key themes emerging from the business plan that have implications on one's area. Discuss with the manager, the possibility of one being allowed to develop a strategy for an account or a key business function.
- Brainstorm the problems the team is facing in achieving their objectives.
- One may also do a SWOT analysis to determine the current strengths, weaknesses, threats and opportunities. Develop those strategic priorities that one reviews at every team meeting.
- Offer to draw up a draft document for senior management on an issue which one believes impacts the business and which is slightly understood. Offer alternative solutions.
- Break down a complex project or problem into manageable parts e.g. identify an ongoing task that one department performs and which one finds interesting. Draw a picture or graph that depicts the task's performance from start to completion. Include the start-up - the process through which the need for the task is identified - and wrap-up and review the phases, as well as task performance workshops. Break down the task into the smallest possible components. Ask the manager to critically assess one's description and edit where necessary. Write down what was learned during one's analysis and retain for future reference.
- Make a point of understanding the agendas of different functions and people so that one can perceive their likely aims and actions as part of a wider picture. Form contacts and ask questions.
- When faced with a complex problem, ask a colleague who is known to be objective to recommend an approach in solving it or to solve it. Identify other situations that may have similar solutions. Place oneself in the position of an interested party and consider the problem from that viewpoint. Then write down all the factors involved.
- Research problem analysis models and make use of those that help place team problems into a useful framework.
- Study for a part-time MBA to develop a framework for analysing business issues in an integrated way.



- Develop frameworks which force one to consider all the issues that impact on problems such as:
 - People
 - Processes
 - Systems
 - Relationships
 - Structure
- When one experience a problem, identify the issues that create the problem. Develop a strategy for dealing with them.
- Keep up to date with business, industry and sector issues through reading, building contacts and attending relevant seminars or courses to keep on developing on ever widening framework for considering issues.
- Access information on case studies on organizations. Analyse and synthesise the key themes or issues in each case.

How to reach level 5

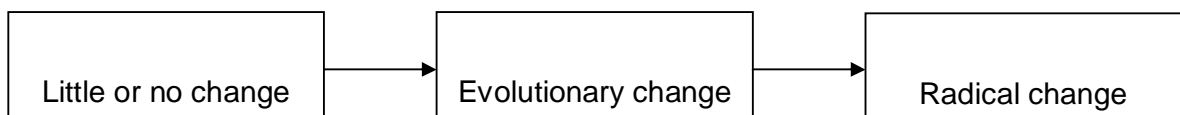
- Discuss with one's manager a project that requires a new line of thought; perhaps an old problem that requires a new solution. Make a request to be allowed to develop a strategy to approach such problem.
- Review a process or complex task in one's area of work. Devise ways to improve the effectiveness of this activity. Develop a model that describes the current situation and one that depicts one's proposal for improvement. Specify all the areas on which the change will impact and identify action that must be taken.
- Prepare a list of the most critical problems one currently faces within the organization. Try and identify the major causes underlying each problem. Are any of these related? Could taking particular action affect several outcomes? Approach each problem in the context of the organization, rather than as an isolated issue.
- Create a climate that contributes to a free and open exchange of ideas.
- Enquire as to how people from outside the organization view the issues faced by the business. Join an industry group, such as the Chamber of Commerce, to develop an insight into other's perspective on one's business.

- Build contacts with people from organizations with similar market structures, products and processes. Find out how the people that are working in a similar work area view the future. Carry out benchmark studies.
- Offer to be part of project teams that examine emerging business issues.

8. Visionary thinking development guidelines

How to reach level 3

- Take a challenging problem which one has kept in abeyance. Perform a "mind mapping" exercise on it to develop emerging themes.
- Ask oneself two questions when there is a problem to solve:
 - Where are we now? (Current state).
 - Where do we want to be? (Desired state).
 - Develop the process of how to reach the desired state before actually tackling the problem. (Close the gap between the current state and the desired state).
- Make use of one's intuition. Next time one is faced with a problem, make an intuitive decision without analysing all the facts. Afterwards check its validity.
- Find out how business planning is undertaken in one's business.
- Access information of case studies on organizations. Analyse the key themes or issues in each case. Identify the factors of strategic importance.
- Understand the long-term plans of one's own department and function. Discuss with the manager, the goals involved and how they will be reached. Communicate these to one's team while outlining the course of action that the department will take.
- Offer to write a draft document for senior management on an issue which one believes affects the business and which is slightly understood. Offer alternative solutions. The next time one considers an approach to an issue, think about the possibilities in three ways: -





- Concentrate on finding the most radical answers to problems and test them on others.
- Try alternative ways to influence people at meetings in order to expedite change. Use diagrams and sketches as much as possible.
- Average "away-days" for the team and maintain a flexible agenda. Allow the team members to build a picture of how the team should be constituted and how they pursue this.
- Read about right and left-brain functions. Consider the implications for work activities and as well as activities not related to work.

How to reach level 4

- To gain a deeper understanding of the steps, how to start and to optimise learning during the change process, practise the following:
 - Increase one's understanding of the concept of "strategy". Study how Michael Porter from Harvard Business School defines it, and compare it with other strategists' view points. Use this knowledge to develop one's own career strategy for the next five years. Think about where one would like to be, and then work backwards.
 - Study literature about organizations that are in the process of developing or changing their strategy. Understand how the key players formulated their strategy.
- Find key themes emerging from the business plan that have implications for one's area of work. Discuss with the manager the possibility of oneself developing a strategy for an account or a key business function.
- For every solution which one plans to implement consider:
 - Upon whom will this impact?
 - Who should support this?
 - Who should be involved?
 - How can one involve them?
 - What should one's communication plan be?
 - Ensure that persons from all relevant departments become involved early on in the planning.



- Learn about S.W.O.T. analysis techniques (strengths, weaknesses, opportunities, and threats) or: what's wrong, what's right? Apply them to the way one analyses the issues facing the team or organization.
- When faced with a complex problem, ask a colleague who is able to be objective to recommend an approach. Identify other situations that may have similar solutions. Place oneself in the position of an interested party and consider the problem from such view point. Write down all the factors involved.
- Identify how one can bridge gaps in one's experience, where there may be a lack of understanding of an area. Consider secondments and being assigned to long-term projects in order to fill critical gaps. Obtain the manager's agreement to one's proposed competency development and development strategy.
- Understand one's organization's strategic thinking - the plan itself, the philosophy behind it and major policies. Read all relevant documents that elaborate on these.

How to reach level 5

- Encourage staff to work with other units, functions or sectors to see issues from different perspectives.
- Create alternative visions of the future and predict their impact on one's team.
- Spend time creating and thoroughly exploring contingency plans to cope with unexpected developments.
- For each issue one pursues, identify the areas that create the problem. Develop a strategy for dealing with the problems.
- Brainstorm the problems facing the team in achieving objectives. The SWOT analysis technique can be used in order to determine the main problems.
- Develop strategic priorities that one will review at each subsequent team meeting.
- Enquire about strategic planning courses and their relevance to one's job. Put a case together to convince one's manager of the sound business investment that the course will offer, e.g. cost benefits and return on investment.



- Take an interest in the strategies of organizations outside one's industry. Select those persons with whom one could discuss the strategic thinking of employers in other markets and at other stages of development. Identify and list the differences between winners and losers.
- Find the key themes emerging from the business plan that have implications for one's area of work. Discuss with one's manager about oneself being permitted to develop a strategy for an account or a key business function.
- Identify influential figures both within and outside the company whom one regards as creative and innovative thinkers. Elicit from them, their perspective on the business developing in the medium and long term and identify the impact that their views may have on one's own strategies.
- Develop a strategy for all areas of one's life, not only one's work. Take note of how events in one area influence what happens in another. Make use of one's intuition and feelings to be guided to the solutions one desires.
- Demonstrate to one's staff how to identify the pros and cons of several different options. Encourage them to conceptualise the different aspects within a single framework.
- Define the future scenario by writing clear, concise and measurable scenarios:
 - Agree on a desired state.
 - Select a midpoint that can be described in specific terms.
 - Describe in detail the conditions one would see at that midpoint. Imagine flying in a helicopter while operating a movie camera with a wide-angle lens. What does the camera see?
 - Write down one's scenario.
- Conduct a force-field analysis as an aid towards determining the consequences of one's strategies:
 - Identify the forces resisting as well as the forces supporting change.
 - Ask oneself important questions such as:
 - Are we focusing on all the variables?
 - Do we have accurate information regarding the strength of the various forces?
 - How do these forces interrelate?



- How can we access additional data?

You should then have a better idea of where you need to focus your efforts in order to move to the desired state.

9. BUSINESS ACUMEN DEVELOPMENT GUIDELINES

How to reach level 3

Financial

- Find a mentor in the finance department with whom one can discuss: finance/business matters. Gain an understanding of the importance, measurement and distribution of profits; the meaning of assets and their role in generating costs and profits; the meaning of quality and measurement; and the effects of cost control and asset management on productivity and profitability.
- Read the company accounts and take note of aspects that one does not understand.
- Work out a plan for reducing costs in one's department, with clearly verifiable savings and other business benefits. Present the plan to management.
- Ensure that all one's decisions take cost into consideration. Meet the challenge to provide cost justifications of financial measures.
- Keep up to date with company and product literature.
- Study literature about basic management accounting and get to grips with simple techniques to calculate project return on investment.
- Identify key financial experts in the company and ask them to set aside time to coach one on things like company ratio analysis and ROI, i.e. return on investment calculations.
- Regularly attend briefing sessions.
- Identify the business processes of one's department and how they impact on others.

Personal efficiency



- Maintain a weekly updated logbook to ascertain whether or not one is wasting time on issues that are unimportant to the business or one's goals.
- Check oneself when socialising too frequently. What task is being avoided?
- Keep a "to do" list categorized under the letters A, B and C, thus:
A's: Must be done. May be large projects that have to be broken down into smaller tasks;
B's: Should be done, but shouldn't take precedence over an 'A' task;
C's: Could be done, but, if they were not done, no one would really notice.

Too many C's a day strongly shows that one is focusing on low priority tasks.

- Make use of company processes and equipment to help organise one's time more profitably, e.g. e-mail, filing systems, and diary.
- Become conversant with the cost structure of the company and the implications of time or resources wasted.
- Observe punctuality and convene efficient meetings, setting an agenda. Do not confuse problem-solving and information provision. Use different roles in the group, during meetings e.g. scribe, meeting manager, timekeeper.
- Ask the manager and colleagues to provide feedback on one's use of time as well as to comment on one's degree of efficiency.

Company knowledge

- Acquire an organogram and make note of job titles that one is not familiar with or persons one does not know at senior levels.
- Acquire a thorough knowledge of one's own business:
 - Its history and how it affects current practice;
 - Its mission statements, products and services;
 - Its market position, competitors, and outlets;
 - Its organizational structure and allocation of employees;
 - Its total assets, turnover, profit in relation to turnover and its assets;
 - Its sources of raw materials and current availability and cost vs. future availability and cost;



- Its technology: the current state, future developments and comparison with competitors;
- Its human resources policy in relation to recruitment, development and succession planning;
- Its values, public image and community relationships;
- Identify colleagues who know much about the company. Ask them how they acquired the knowledge and attempt to emulate them.
- Talk to those who perform other functions about how the work of the team influences them and vice versa.
- Identify the key functions of the company as well as its senior management. Talk to them in order to attain an understanding of their work.

How to reach level 4

Finance

- Identify areas of waste within organization and make cost-saving recommendations that will provide the company with an increased return on investment.
- Review a recently completed task, taking into account, resources, costs, budgets, profits, etc. Conduct a detailed costing to evaluate its cost-effectiveness.
- Read publications like the Financial Times and other publications. Identify factors and events that will have an impact on the performance of the business.
- Work through a business simulation which provides balance sheets, profit and loss accounts and fund flow statements
- Invite a financial expert to elaborate on the company's financial processes, including the business planning process.
- Make sure you get a picture of the business' financial performance at team meetings and communicate this onwards.

Market knowledge

- Identify the main features of the company's products and their various markets. Find out how these compare with products and markets of competitors. Present such findings to the team and manager.



- Interview a senior marketing manager in order to understand the marketing issues facing the business.
- Ask business managers about the issues they face with their customers and in getting new accounts.
- Request permission from an account manager to be allowed to join the team on sales visits. Become familiar with customer issues.
- Set up a benchmarking group with key competitors to establish best practices in an area of work relevant to one's own.
- Establish how the company analyses and identifies market trends. Assess how future trends will impact on one's sector of the business.

Company knowledge

- Become familiar with the various products sold by the company, how the products are marketed and sold and how prices are established.
- Draw up a business process flow chart, which indicates the movement of product from supplier to customer, and who is involved at each stage.
- Trace a decision made in one's area through to its impact on other departments. Find out how others were affected.
- Locate someone who is knowledgeable about the business and ask the person to explain relationships between different functional areas.
- Maintain a list of useful contact persons who may have the knowledge that one requires or can direct one to the correct source.

How to reach level 5

Market/financial awareness & company knowledge

- Take part in industry association committees and become involved in activities that bring oneself into contact with business leaders within one's sector.
- Make a study of literature about market and political forces affecting business, e.g. Porter's "Competitive Advantage".
- Establish networks of contact persons in other companies. Set up one's own information-sharing events around key issues and invite prominent speakers.



- Attend seminars and conferences on key external issues affecting one's business.
- Use a library service to run off information about the company and its competitors.
- Study internationally oriented management journals such as "Management Today".
- Identify the main environmental issues that impact on one's company and the way in which the business operates.
- Ascertain the key business ratios/performance indicators by which one's business is measured and identify how the business is performing against them.
- Develop a strategy for improving customer focus - include processes, structures and relationships. Assemble a project team across functional groups to address the issues. Include customers in one's team.

10. Diversity learning development guidelines

How to reach level 3

- Learn how to make one's thoughts, physiological changes and behaviours work for oneself:
 - Do not over-generalise;
 - Refrain from destructive labelling, e.g. stereotyping;
 - Avoid trying to read minds;
 - Do not pre-judge or draw conclusions without having the facts.
- Take time to listen to others. Try to understand, in particular, the meaning behind the words without judging. Do not assume what the person might feel or think.
- Attempt to analyse the emotional and intellectual barriers that prevent one from listening. Ask someone who is trustworthy to provide one with honest feedback. Remember to listen and learn, and try not to be defensive when receiving the feedback.
- Broaden one's social circle. Identify groups of people with whom one has little contact - who perform different work, who hold different beliefs, who have different interests - and target them for social encounters. One can extend one's social awareness by listening to friends discussing their



acquaintances, by reading autobiographies and by listening to others on the radio and television sharing their experiences.

- Find a way to present one's recommendations on an issue to senior managers or a group who may be antagonistic toward one's proposals. Anticipate the objections they may raise and how one will deal with them.
- Identify a colleague or a friend who comes across as sensitive to the feelings of others. Discuss how they go about dealing with people and adapt any useful tips to enhance one's own style.
- Read widely, watch films and television documentaries or attend local cultural events to learn more about other cultures and their values.
- Study the recent labour law legislation on culture fairness and selection practices. Ensure that one applies these practices when selecting staff, e.g. not asking questions about religion, marital status, etc.
- Learn about cultural differences in social and business norms when dealing with foreign colleagues or clients. Adapt behaviour when appropriate. For correct protocol, contact the communications department for more information.
- Before visiting another country, learn as much as possible about its language, culture, values and customs. Interact with people from such culture or people familiar with the culture. When visiting other countries on the company's behalf or for attending a training course, one is actually an ambassador for the country and the company.
- In the event of attending a meeting or making a presentation to an international audience, be aware of cultural sensitivities. Ensure that others have clearly understood the message and whether one understands what others are saying. Use open-ended questions, e.g. instead of "Do you understand?" ask, "How do you view this point?"
- Attend evening classes in cross-cultural studies and so increase one's knowledge and understanding of other cultures.
- Behave with sensitivity, respect and support for example, respectfulness by asking people for their opinions, etc; support, helping people accomplish their goals.
- Increase self-awareness by making a list of one's major prejudices; the things that irritate one and behaviour that one finds difficult to tolerate.



Make a conscious effort to control feelings when meeting people who irritate one and attempt to get to know them personally.

- Elicit feedback from other cultures with respect to how they perceive themselves as well as one's culture. Try to place oneself in their position. Then talk through issues relating to one's perspective of their culture.
- Practise being sensitive, not only to what others say, but also to the manner in which they are communicating - and what the real message is that they are trying to communicate. Observe others' eyes, their facial expression, their posture, as well as gestures.

There is, unfortunately, no reliable dictionary to translate non-verbal behaviours into meaning, but they can provide additional clues as to what is going on inside the speaker. This in turn, can be useful when trying to motivate and develop those who tend to be reserved. ALWAYS be sure to test one's assumptions in respect of non-verbal as well as other behaviours. Never take for granted one's interpretation of what another person means, simply on the basis of an assumption.

- Depict, in one's mind, a stereotype. Select a person who appears to bear the characteristics of the depicted stereotype. How many attributes of the stereotype can be found in the selected person? What stereotypes may apply to the person? How accurate are the assumptions?
- Try to understand the view point of others, based on who they are, the likely pressures to which they are subjected, as well as their goals. If an interaction proves unsatisfactory, question: "What was it about this person I didn't understand? How can I improve this relationship?"
- Be aware of individuals perceptions in one's team. Do not indulge in sexist or racist jokes.
- Make a concerted effort to become acquainted with everyone in one's team. Spend time with team members and find out who they are as people.
- Practise active listening skills, and allow others leeway in terms of time – do not rush in with one's own agenda. Make use of discernment, understanding, questioning and summarising skills.
- Try not to dominate team discussions. Encourage withdrawn members to join in and express their views. This will display respect and commitment from all team members.



How to reach level 4

- Recognise individual differences and respond to those differences in ways that will ensure employee retention and greater productivity, while simultaneously refraining from discrimination. Tailor one's approach to others in terms of optimal satisfactory interaction with each person.
- Try to develop international contacts within your organization.
- Many mistakenly view affirmative action as diversity, and then seek to place blame. When children are sad, for example, they often talk about the blameworthy behaviour of another. In order to progress from adversity we must identify the changes which must be made within ourselves rather than the changes we demand of others. Draw a chart with two columns, one for oneself and one for others. Write down on the chart, those changes one would like to see and move as many as possible to the "me" column.
- Seek out assignments which involve cross-departmental and cross-cultural experiences. Learn all one can about the norms and customs in groups. If one deals with customers from other countries, write down one's observations of their preferred styles. Learn about their customs and values
- Explain myths about one's own culture or some aspect of oneself which differs from the rest of one's group members. Tactfully confront stereotypes, bias and prejudicial behaviour such as comments or 'jokes'. Help others understand what it means to be different.
- Join groups and associations in which one will be compelled to associate with those from different backgrounds and with different values.
- Identify language, literacy and numeracy barriers and minimise these in order to ensure full participation by all employees in work and development activities.

How to reach level 5

- Ask the team: "What are the greatest obstacles to success with regard to diversity?" Help them to tear down the impediments.
- Review the affirmative action policy of the organization and devise strategies to promote and support it.



11. Cross-functional teamwork development guidelines

How to reach level 3

- Ensure that one really understands the duties of each team member. Should one experience difficulty, in forming a clear picture, confer with the manager in order to ascertain how one's work fits in with that of the others.
- If one finds that proposals submitted at a meeting to be unacceptable, let the meeting know in a dignified manner. State one's position calmly and be prepared to take time in reaching a workable compromise.
- Once a decision has been reached, refrain from undermining it beyond the venue of the meeting.
- Ensure that one is thoroughly aware of the true nature of the team members. One may be a member of more than one team and will have to recognise the goals and requirements of each team and the individual members within the team.
- Together with other team members identify the boundaries and limits to the authority and accountability of those present. Tactfully resolve any ambiguities or conflicts.
- If an issue cannot be resolved at a particular team meeting, ensure the timely convening of another opportunity for discussion and resolution. Do not wait for someone else to initiate this action; such action should not be reserved only for those in positions of authority.
- Do not allow secretaries to become over-protective of one's time. Ensure they know that part of their role is to support a constructive and open team climate where individuals can share issues.
- Pay attention to television programmes in which one is likely to witness team leaders in action. Analyse and discuss their behaviour and relevant qualities with friends or colleagues. Identify both commendable and poor practices.
- Compile a list of all the situations in which one has taken the role of team leader. Examine the degree to which one assisted in organising the groups. Identify aspects which require corrective action and try again.



- Read relevant professional journals which may contain interesting articles about team leadership issues. Make sure that one receives any relevant material.
- Encourage members of the group with whom one works to draw up a checklist of ground rules for effective teamwork. Assess the manner in which the team works, against these rules, and discuss measures to be adopted in the interest of improvement.
- Make team functioning, a standing discussion point at team meetings. Devise ways to improve and implement action agreed upon and conduct regular progress reviews.
- Do not complain to other team members. The sharing of feelings can help build relationships, particularly under conditions of pressure and stress, and continuous moaning about one's lot at work can be very draining for others.
- Pay attention to relevant videos and read literature about effective and ineffective group behaviour. Learn to recognise the kind of influences that contribute to or destabilise team effectiveness.
- Discuss with a senior manager whose skills are valued about the experiences that helped create their success. Identify and implement these learning points.
- Make a point of learning from team members. Adapt those behaviours that are more effective than one's own. Make a point of learning at least something from EVERY person in the team.
- Write down the strengths and weaknesses of each of one's colleagues. Compare these aspects with one's own. Recognise that one may establish friendly relationships with those who are much like oneself or who are very different. Identify those characteristics in which the others may have strengths - different from one's own - that can support one.
- Devise methods by means of which one can share work to the benefit of other members, especially if one is overloaded or has a particular learning opportunity.
- Provide counsel to each team member in the interest of understanding, the strengths and weaknesses of another in a positive, rather than derisive, environment. Make use of constructive, honest and specific feedback.



- Arrange for an assembly of individuals or teams from one's own unit as well as other units with the view to improving cooperation and to share decision-making. Arrange formal meetings to discuss design and implement steps to improve workflow, relationships and performance.

How to reach level 4

- Make use of team-building events to help break down social barriers. Build openness, honesty and trust. Ask yourself if you really know what others in the team do, say or feel.
- Build relationships with members of other teams who associate with one's own team. Involve them in decisions that affect their work processes or relationships.
- Do not ignore the fact that the team may require leadership skills other than simply those learned through one's manager. Take advantage of opportunities to provide what the team requires in order to progress, e.g. facilitation, structure, and information at the right time.
- Draw up a list of the specific influences that teamwork and cooperation have on the way in which the team performs i.e., positively or negatively. Identify aspects which require improvement; discuss these with the manager and explore whether a strategy can be developed to move the team closer to the ideal.
- Which decisions could be made more logically by a member of your team? Identify the skills that a person needs to develop to take ownership of these decisions and coach the person accordingly.
- Don't be an idea assassin. Encourage new ideas and suggestions from team members, and implement where you can.
- Get to understand the processes groups go through from inception to performing effectively. Use this knowledge to diagnose particular problems the team may be having.
- Review your team's interaction and cooperation with other teams. Identify strengths and areas for improvement. Develop a plan that sets out to improve team working across your area.
- Encourage the team to deal openly with conflict. Try to identify the causes of the conflict and work on resolving these. If they can't be resolved, identify "workable compromises."



- Always support new people through their learning curve and be on hand to provide maximum coaching investment.
- Identify a highly effective team in an outside company. Visit the team and its leader to find out how they operate and any processes that may be of benefit to one's team.
- Allow people to take on new tasks or projects when they are just ready for them, not when they are completely ready for them. Judge the timing.
- Stimulate your people's creativity in the broadest sense by exposing them to new experiences. Create opportunities for them to learn through delegation and exposure to other teams.
- Find ways outside work to exercise constructive leadership through voluntary associations and club membership.
- Ensure one's team gets the support it needs from other teams. Act as the bridge between them on issues.
- Develop processes for monitoring the overall productivity and effectiveness of one's team.
- Get the team to examine the values they believe drive an effective team. Ask them to rate this team against how these values are displayed. Evaluate the action needed to get closer to the ideal. Review annually.
- Treat each team member equitably and act as a facilitator when team members experience conflict. Don't take sides, but encourage a full exploration of the issues even if their views conflict with one's own.
- If a team member challenges one, don't react defensively. Allow them to explain their point fully. If there is still conflict, handle it appropriately by taking it off line if necessary, maintaining a collaborative approach if possible. Don't put them down.

How to reach level 5

- Develop ways of creating influential "teams" when one wants to work with colleagues who have a different style. They may address customer issues that one might not see.
- Constantly act as the bridge between other teams, customers, suppliers, and senior managers and let your team know that you are a resource to help them solve problems, as well as give direction and support.



- Arrange work sessions and team discussions between one's own and other functional teams where problems or concerns exist, e.g. between the finance and procurement teams. See how you can improve productivity, workflow and processes and implement new ideas.
- Arrange meetings and green-area sessions between one's own and other functional teams to get to know each other and to get to know what the other team's goals and responsibilities are. This will create a better understanding and improve productivity and workflow.

12. People development guidelines

How to reach level 3

- Establish regular one-on-one meetings with team members in order to discuss concerns, feelings and task-related issues. Structure these meetings, (.g. topics to be covered), but allow scope for matters arising.
- Draw up a checklist which makes provision for both positive and negative feedback. After provision of the feedback, ascertain the degree of success against these ground rules. Elicit from the recipient's feedback what you have said.
- Treat mistakes as learning opportunities. Change implies risk and employees should not feel that those who make mistakes will be punished. When failure occurs, ask: "What did we learn that can help us in the future?"
- Become acquainted with the performance management and development planning processes within the company, since this would facilitate interaction with others who follow such processes.
- Offer assistance and other support. Provide guidance and advice when asked.
- Recall an occasion when someone was particularly effective in assisting one's development. Attempt to identify what underlying characteristics contributed toward the effectiveness of the assistance, and endeavour to learn from the experience gained during the process of development.
- Be aware of expected standards of performance in others and be sensitive to the fact that the expected standards are not always maintained. In the event of below-par performance amongst staff,



explore the possibility of underlying problems and be prepared to act flexible, in the short term at least, in making demands, especially when a legitimate problem is the source of the hindrance.

- Show a willingness to provide accurate and honest feedback. Give praise for success whilst confronting problems. Attempt to provide factual, descriptive feedback on what was actually done, rather than expressing opinions.
- Find ways in which to coach others. Offer to act as a coach before and after particularly stressful and demanding events in which the team members participate. Assist them during their rehearsals beforehand, and debrief them afterwards.
- Meet with each member of the team to discuss their goals and aspirations.
- Provide them with information on the skills and competencies which they will require in order to develop to achieve their goals. Reach agreement on such projects and activities that facilitate the development of the required skills and provide them with the necessary experience and support.
- Provide opportunities for team members to practise giving feedback covering what they had learned on courses or in projects. This ensures team learning on the subject and affords the individual an opportunity to show what they know.
- When providing feedback covering individual and team competence, make use of the following criteria:
 - Provide factual, concise and relevant feedback, adhering to the agreed standards;
 - Provide feedback in a manner, time and place appropriate to all;
 - Ensure that details of actions to be taken as a result of the feedback are accurate and comply with the organization's policies and procedures;
 - Ensure that individual's issues are discussed privately and that team issues are discussed in the team;
- Undergo training in both providing and receiving feedback, so that one feels comfortable in the approach one adopts.



- Practise the following helpful hints for becoming aware of how to make appraisals:

- Use I-Think statements.

The intentional use of I-Think statements, help clarify what one thinks, and one also recognises that one is the person responsible for one's appraisals.

- Reflect on encounters when calm.

Spend a few minutes after having attended a meeting with the supervisor, a co-worker or the entire staff and attempt to establish what the underlying issue was that influenced one's appraisal of the encounter. By engaging in this inner dialogue when calm, the appraisals are likely to be more flexible and rational; this facilitates the drawing up of accurate conclusions.

- Seek contributions from others.

Since any event can be appraised from different perspectives, it is often advisable to approach others for their appraisal of events. Their responses might help one to evaluate whether or not one's appraisal of the event was very inaccurate, accurate or somewhere in between.

- Make time and resources available for members of the team to develop their skills.
- Ask the team about their career plans. They should know how they would like to develop from their current position. Sort out barriers and obstacles that they perceive would impede on reaching their goals.
- Approach a colleague whose coaching skills you admire and enquire as to how such skills gave rise to such effective outcomes.
- Interview each member of the staff informally as a way of building a relationship with each member; as to:
 - Where they come from (jobs, experience, skills, companies).
 - Where they are now (satisfaction, competence, confidence).
 - Where they want to get to (aspirations, plans, frustrations).
- Promote the benefits of self-development to the team and reward those who devise methods by means of which to increase their skills or knowledge in their own time.



- Ensure that each team member has equal opportunities and access to training courses, and assist individuals to adjust development plans in accordance with needs.
- Review the past performance documentation of the team. Take note of those cases in which development needs have not been closely analysed or where there has been no follow-up. Resolve these issues as a matter of urgency.
- Customise and implement action steps for the induction of new employees in one's specific section. The following action should be implemented on the day on which an employee reports for duty:
 - Report promptly to meet the new employee on arrival.
 - Introduce the employee personally to colleagues and other role-players.
 - Have a one-on-one session with the employee in order to discuss expectations, the section's business plan and deliverables, the broader picture of the organization and where the relevant section and the new employee fit into the scheme of things.
 - Introduce the employee to the local personnel officer and manager to discuss the performance management and other related HR processes, and to complete the necessary documentation.
- Locate a mentor to discuss one's progress as team leader. Select a person who has a favourable reputation for developing others, possesses a wide range of skills, is highly knowledgeable about the organization and has a wide range of networking contacts.
- Schedule monthly, or at least quarterly meetings, to discuss individual development plans. Discuss ways in which the individual might improve as well as the specific behaviours that will contribute to performance improvement and self-development.
- Pair up with someone who is an expert in coaching to monitor one's own coaching of the team.
- Offer coaching as an option, not as compulsory.
- Implement a coaching plan in the department. Ensure that it is subordinate specific and performance-focused and that it is implemented informally and frequently. Follow this cyclical process:



- Phase 1: Support the subordinates unconditionally. Focus on behaviour and share the responsibility. Listen and show empathy, give credit for achievements and provide assistance.
- Phase 2: Outline problems and new expectations clearly. Concentrate on one issue at a time.
- Phase 3: Reach a solution. Ensure that there is a plan of action and that the plan is accepted by all parties with a firm commitment to see it through.
- Phase 4: Ensure implementation of the plan whilst conducting assessments and interventions as well as redirecting where necessary. Ensure careful control and measurement procedures.
- Prior to attending training sessions, a meeting should be held with the aim to identify the trainee's specific learning objectives and review the achievement of these objectives after training.
- Make a point of spending time with the team in order to demonstrate how to perform important tasks. Monitor the team in action and provide practical feedback in regard to their performance without nit-picking.
- Offer to meet with one team member at a customer or internal meeting and provide feedback on how the member performed. Reach an agreement in advance in terms of the learning objectives which the team member wishes to achieve as well as what the member would like to be monitored on.
- Ensure that when feedback is provided to others, it is based on actual events and discussion and not on hearsay. Use notes if necessary, but not in a punitive fashion.
- Use the following criteria for the overall development plan of people:
 - Is the plan complete, concise, in the required format and within the scheduled time frame?
 - Does the plan specify how development will be implemented, monitored and reviewed? Does it identify how performance will be enhanced?
 - Does the plan comply with organization policies and standards and add value to the organization?



- Is there a defined link, between required outcomes and performance gap that is clear and explicit and also agreed to by stakeholders, included in the plan?
- Elicit feedback from others in respect of one's delegation style. Assess whether there is a tendency toward too much control or too much "loose reign" management in the assignment and monitoring of tasks. Check that the skills levels of the team are appropriate for the tasks assigned to them and that one is managing them appropriately.
- Check how individuals feel about the tasks assigned to them. Encourage them to express themselves in terms of whether they feel under- or overloaded.
- Coach and mentor employees so that they will gain the skills to perform effectively in a diverse environment.

How to reach level 4

- Involve the team in problem-solving scenarios. Elicit the opinions of team members and encourage them to draw on their own experiences and make positive contributions to facilitate debate and discussion.
- Ensure that one is up to date with career paths in the company and the requirements for each job. Review the performance of the team against these requirements on a regular basis and ensure that one is aware of their levels of performance.
- Facilitate the rotation of roles within the group. If, for example one is constantly the person responsible for expediting matters, attempt to adopt a lower profile with the aim of enticing others to take the initiative.
- Once those in the department have completed a task or project, meet with them and review the completed work. Assist in the identification of skills excellence as well as those skills which require improvement. Grant recognition for work well done.
- Become personally acquainted with those in the division: their interests, background, leadership capabilities, principles, preferences, moods, and special expertise. Armed with information, places one in a position to be selective when delegating specific responsibilities. Match tasks with people. Assist people overcome their own personal and job-related shortcomings.



- Practise the following general coaching skills and the specific behaviours associated with each:
 - Devise methods and create opportunities to improve the capabilities and performance of employees.
 - Observe the behaviour of the employees on a day-to-day basis.
 - Ask questions: Why do you do a job this way? Can it be improved? What other approaches might be used?
 - Show genuine interest in the person as an individual, not merely as an employee. Respect their individuality. The insight one has into the employee's uniqueness is more important than any technical expertise that can be provided about improving job performance.
 - Listen to the employee. One cannot understand the world from an employee's perspective unless one listens.
- Encourage individuals to take responsibility for their own development. Ensure that they feel that they are free to discuss their own development needs and suggestions.
- Prior to asking someone to perform differently, consider the reasons as to why it would be in their best interest or in the company's best interest to perform in such a way.
- Attempt to influence employees to change their behaviour. Although the ultimate test of coaching effectiveness is whether or not an employee's performance improves, be concerned with their ongoing growth and development as well.
- When confronted with a problem or opportunity, meet with those who are considered to be able to make a contribution. Ensure that they participate, air their views and provide assistance. This will create a sense of ownership and commitment.
- Be aware of the development options available to subordinates, e.g. in-house training courses, external training courses, relevant literature etc., and communicate this information to them.
- Discuss the feasibility of seconding appropriate staff to another function in the interest of broadening experience.
- Consider the role of a mentor. Encourage staff to identify appropriate mentors in order to assist their development. Could one fill the role oneself?



- Identify a whole area of one's responsibility to delegate to others. Avoid favouritism. Rotate this responsibility but provide feedback to each individual on the basis of how they performed in this role.
- Delegate increased responsibility and autonomy. Allow them to stand in for one at meetings.
- At the close of a project, arrange a review session to identify what was learnt and what could be improved upon at the next opportunity.
- Find out each team member's learning style and discuss with them how their preferred style impacts on their development and career objectives.
- Involve team members in projects and invite them to meetings they would not normally experience.
- Undertake a skills audit of the team. Use the data to make quality decisions about future projects and task assignments.
- Elicit feedback from others regarding the staff's performance with outside bodies or other departments. Look for positive behaviours as well as areas which require improvement. Attempt to capitalise on strengths as well as focusing on development needs.
- Advertise the achievements of the team throughout the organization and thus ensure they obtain maximum exposure to available opportunities.

How to reach level 5

- Create a climate in which individuals feel confident to view opinions on the real underlying events within the work situation. Trust that one will not be hoodwinked and do the best to empathise with them in order to get to heart of any problem.
- Produce a manpower plan for one's field of responsibility for two years' hence and identify the competencies that will be needed by the individuals occupying these positions. Review current staff in order to identify the skills that will be required by them in order to meet future manpower requirements, and assist them in producing a personal development plan to support these.
- Elicit from the team their thoughts regarding the implications of the business strategy for the team's skills and competencies in the future. Encourage the team to produce a plan of how the team should develop in order to meet changing demands.



- Create a supportive climate. Reduce barriers to development and facilitate a climate that encourages performance improvement, thus:
 - Create a climate that contributes to a free and open exchange of ideas.
 - Offer help and assistance. Provide guidance and advice when asked.
 - Focus on mistakes as opportunities for learning. Change implies risk and employees should not feel that mistakes will be punished. When failure occurs, ask: "What did we learn that can help us in the future?"
 - Reduce obstacles. What factors does one control that, if eliminated, would help the employee to improve job performance?
 - Instil in each employee an awareness of the value of their contribution to the unit's goals.
 - Take personal responsibility for the outcome, but do not deprive employees of their full responsibility. Validate the employee's efforts when they succeed, and point to any omissions should they fail. Never blame the employees for poor results.
- Identify opportunities for secondments or involvements in projects outside the department which will enable individuals to broaden their knowledge of the business and develop specific skills.
- Review the culture of the organization and identify what strategic action would be necessary to ensure that the environment is supportive and encourages individuals to manage their own development. Set up a project in order to identify specific barriers and drivers for change, and identify actions on which the organization could embark in order to achieve cultural change.
- Nominate individuals to pursue high-risk projects. Communicate across the business to find opportunities that would be challenging for high potential members of the team.

13. Performance achievement development guidelines

How to reach level 3

- Make sure you understand the performance management process in the organization.



- Take personal responsibility for the output of the team but do not deprive employees of their full responsibilities. Validate the employee's efforts when they achieve success, and point out the omissions when they fail. Never blame to the employees for poor results. Review possible obstacles to acceptable performance.
- When delegating a task, clearly identify the goals to be achieved by those concerned. Focus on how the individual or group performance can be measured in order to determine success. Provide written, attainable goals for each employee.
- Together with the team, agree on critical success factors for the team as a whole and brainstorm ways in which these can be measured.
- Set a regular time each week during which a list must be drawn up of what must be done by oneself and the team during the following week. Establish priorities for these activities.
- Provide each team member with an updated job or role description. Ensure that they understand the description and that they are committed to the outputs. Set aside time during which issues are addressed that individuals wish to raise.
- Establish and agree on measures of performance for each output. Request the individuals to contribute their views concerning these measures. Reach agreement on qualitative as well as quantitative measures.
- Become fully acquainted with the company's procedures and policies in the appraisal of performance, and dealing with performance issues. (Arrange for the management of development training and coaching if necessary?)
- Arrange regular discussions with each individual in order to see whether they are still conversant with the overall strategy. Recognise their personal strengths and preferences. Establish firm, collaborative communication.
- Address performance issues promptly and appropriately. Do not make assumptions. Identify the real problems and develop alternative strategies for dealing with them. Provide open and flexible guidelines in terms of performance barriers.



- Establish regular one-on-one meetings with the team members to discuss concerns and feelings as well as task related issues. Structure these meetings in terms of what must be covered but allow time for issues that may arise.
- If one is not satisfied with a team member's performance, let the member know, whilst remaining non-manipulative. Focus on the actual behaviour that gave rise to the poor performance. As soon as possible after the event, discuss one's feelings and express one's wants.
- For a period of one week, maintain a detailed diary as to the nature of the interaction between oneself and one's staff. Critically review the diary entries with the view to ascertaining whether or not one was actually monitoring and regulating the staff's work or simply reacting to problems that occur, i.e. proactive versus reactive behaviour. Elicit feedback and suggestions from key colleagues as to how one could interact more effectively.
- Urge team members to approach one timeously when experiencing problems rather than wasting energy on time-consuming repetition of work. Act as a resource for employees.
- Communicate, communicate, and communicate. Never assume that others know what is expected or understand what is in one's mind. Inform, question and clarify.
- Keep a record of the issues discussed at one-on-one meetings. Review these and assess whether apportioning sufficient time to issues of concern, in the view of the individual, is given.
- Use the following helpful hints for providing constructive performance feedback effectively:
 - Prior to the provision of constructive feedback:
 - Identify the particular behaviour with which one is not satisfied;
 - Identify why the behaviour is a problem as well as the validity of one's feedback;
 - Assess how best to present the feedback;
 - Assess the right place to provide feedback;
 - Assess the right time to provide feedback;
 - Make a list of possible changes in advance.
 - During the feedback process:



- Point out that one is relating one's perceptions. It is advisable to say that these are own perceptions and are subjective. "I've been noticing that you've had difficulty fulfilling your obligations on the business plan. This has caused a number of problems for me because I've had to take the whole thing on myself, and I'm just not capable of it". Focus on the person's behaviour, not the person.
- Provide specific examples which illustrate the problem;
- Be sure to provide positive information;
- Acknowledge the difficulty of the situation;
- Look for clues as to how the team members are responding - e.g. whether they accept criticism, deny the problem or become angry;
- Discuss possible solutions;
- Reiterate the benefits to be gained;
- End on a positive note.
- After the Feedback Meeting:
 - Follow up with the other person
 - Assess the effectiveness of the changes.
 - Set goals that are realistic and measurable, and targets that are challenging and yet attainable. The more one knows about one's destination, the more likely one is to reach it. Create a step-by-step action plan for each of the above goals. Specify or point out exactly what must be done, how it is to be done, the timeframe in which the goals are to be achieved, and the difficulties which will have to be overcome. Aim to implement these plans and review progress against them.
- Conduct planning sessions with the team in order to develop a sense of the key priorities/accounts as well as the strategy, resources and time needed for each.
- Be aware of expected standards of performance in others and be sensitive to the fact that people sometimes fall below these expected standards. When reviewing below-par performance together with staff, explore the possibility of underlying problems and be prepared to be flexibly, (in the short term at least), in making demands, especially when a legitimate problem is the source of the hindrance.



- Show willingness to provide accurate and honest feedback. Give praise for success whilst confronting problems. Attempt to provide factual, descriptive feedback on what was actually done, rather than expressing opinions and making judgments.
- Practise the following helpful hints as guidance on how to do performance assessments:
 - Use I-Think statements.

The intentional use of I-think statements, help clarify what one thinks, and also recognises that oneself is responsible for one's assessments.
 - Reflect on encounters when calm.

Spend a few minutes after having attended a meeting with the supervisor, a co-worker or the entire staff and attempt to establish what the underlying issue was that influenced one's assessment of the encounter. By engaging in this inner dialogue when calm, the assessments are likely to be more flexible and rational; thus facilitate the drawing up of conclusions.
 - Seek contributions from others.

Since any event can be assessed from different perspectives, it is often advisable to approach others for their assessment of events. Their responses might help one to evaluate whether or not one's assessment of the event was very inaccurate, accurate, or somewhere in between.
- Undergo training in how to provide and receive feedback so that one would feel confident with the approach adopted.
- Make use of the following suggestions in order to improve the team's performance and to provide challenging objectives:
 - Combine tasks. Take existing and fractionalised tasks and place them together to form a new and larger module of work. This increases skills variety and task identity.
 - Create natural work units. This increases responsibility and ownership of the work and improves the likelihood that they will view their work as meaningful and important rather than as irrelevant and boring.
 - Expand jobs vertically. Vertical expansion gives them responsibilities and control that were formerly reserved for management. Vertical



expansion seeks to partially close the gap between the "doing" and the "controlling" aspects of the job, and increases autonomy.

- Establish feedback channels. By the increasing of feedback, the team members not only learn their degree of progress in the performance of their tasks, but also whether or not their performance is improving, deteriorating, or remaining at a constant level.

How to reach level 4

- Set aside time during which to monitor activities in the workplace. Talk to key staff members to enquire about progress in areas where problems often arise. Follow the principle of management by walking about (MBWA).
- Review the performance objectives and action plans with the team. Discuss how the objectives and plans align with corporate goals and opportunities.
- Set aside time at the end of each day in order to review progress against plans. Revise plans if necessary.
- Help team members understand why their contribution to their work is important to the company and how the contribution supports the objectives. Share with them one's goals and pressures.
- Provide them with insight into the demands being placed on one.
- Bear in mind and apply the following points:
 - Understand the staff's needs - do they want increased remuneration, recognition, companionship?
 - Clarify the results expected of them on the job.
 - Elicit the staff's ideas and suggestions on the objectives and work.
 - Encourage and support the staff to make their own decisions where feasible.
- Observe employees' behaviour on a day-to-day basis, thus:
 - Ask questions: Why do you do a task this way? Can it be improved? What other approaches might be used?
 - Show genuine interest in the person as an individual, not merely as an employee. Respect their individuality. The insight one has into an employee's uniqueness is more important than any technical



expertise which one can provide regarding the improvement of job performance.

- Listen attentively to the employee. The perspective of any individual on the world cannot be understood unless listening carefully to the individual.
- Persons should be given a true perspective of how they are viewed by others as well as how highly their potential is regarded. Talk constructively about how they can develop, and be honest about the opportunities you see for them.
- Seek feedback from the staff's performance with outside bodies and other departments. Look for positive behaviour as well as areas due for improvement. Attempt to capitalise on the staff's strengths as well as focusing on development needs.
- Anticipate the kind of problems that may arise on projects and prepare appropriate contingency plans. Communicate with experienced project managers their view to develop a model of likely problems and solutions.

How to reach level 5

- Become acquainted with the strengths and weaknesses of the team. Lay down plans for the future which will allow members of the team to capitalise on their strengths and correct their weaknesses through coaching and delegation.
- Conduct regular audits of one's work processes in order to identify inefficiencies and duplication. Create opportunities to improve and expand employees' performance and capabilities.
- Review the structure of the department and make a decision as to its viability. If not, consider corrective measures in the interest of improving effectiveness, make it more effective e.g. by reallocating tasks, dropping some work, re-organising, and redefining objectives.
- Spend time with the team reviewing all work processes, job design, relationships with other departments as well as technology requirements in the light of key priorities over the next twelve months. Act on the proposals developed as a result of behaviour.
- Engage in effective communication with the team, suppliers and all levels of the customer and the project sponsors so that difficulties or



inefficiencies can be identified timeously. Set up reward and incentive structures that recognise the objectives and structure of the team. Introduce team awards. Make use of company awards and schemes.

- Make arrangements for a justifiable combination of long-term and contract staff in order to carry out the business plan for the next one to three years.
- In the event of staff members working on projects or assignments failing to meet deadlines, elicit from them what can be done to ensure that deadlines are met. Make a note of their proposed ideas.
 - If one does not understand or if one disagrees with a suggested deadline, have the relevant project member explain their thinking. Listen patiently and objectively.
 - If others have set deadlines for the team ensure that everyone is fully informed of the rationale behind the deadlines. Should others set unrealistic deadlines, engage in negotiation in an attempt to resolve the problem.
 - Those working on projects should be involved from the initial stages in planning and the setting of milestones as well as deadlines.
 - Find ways to convey your sense of urgency with regards to deadlines. Monitor each team member and ask each about the progress being made. Take precautions not to appear to be over-managing. Learning to check on work performance by ways of a judicious and non-intrusive level of monitoring is a very important skill to master.
 - Examine workloads and priorities of each team member. Decide whether or not any duties or priorities require adjustment in the interest of the successful accomplishment of work objectives.
 - Be sure to show appreciation to those who successfully met challenging goals.
- Create a climate that is conducive to performance improvement, thus:
 - Create a climate that contributes to a free and open exchange of ideas;
 - Offer advice and assistance. Give guidance and advice when asked;
 - Encourage the employees. Project a positive and optimistic attitude. Do not make use of threats.



- Reduce the magnitude and extent of obstacles. What factors does one control that if eliminated, would help the employee to improve job performance?
- Let the employee know how valuable their contributions to the unit's goals are;
- Take personal responsibility for outcomes, but do not deprive employees of their full responsibility. Validate the employee's efforts when successful, and indicate those factors that cause failure. Do not impute blame to employees for poor results.

14. Empowerment development guidelines

How to reach level 3

- Efficient internal systems are a prerequisite for being able to build and maintain credibility with clients. Conduct an analysis of the policies and procedures which are in place in the department to control quality. Consider the following points:
 - Timekeeping;
 - Administrative systems and resources to ensure that written information such as letters, contracts, and deliverables are well written, clearly laid out and that the grammar and the punctuation are correct;
 - Accuracy and adequacy;
 - Filing systems and documentation;
 - A system of accountability among team members;
 - Systems for recording the location of external resources (phone numbers, skills areas);
 - A means of ensuring that personnel receive telephone and other messages. Instill a culture of responding timeously to customer needs;
 - A means of information exchange to ensure that all receive the information they require in order to expedite their work;
 - The administration of leave.
- Discuss with the manager, a project which requires a new line of thought due to the fact that it may be an old problem which requires a new



solution. Make a request that one be allowed to develop a strategy by means of which the old problem can be solved.

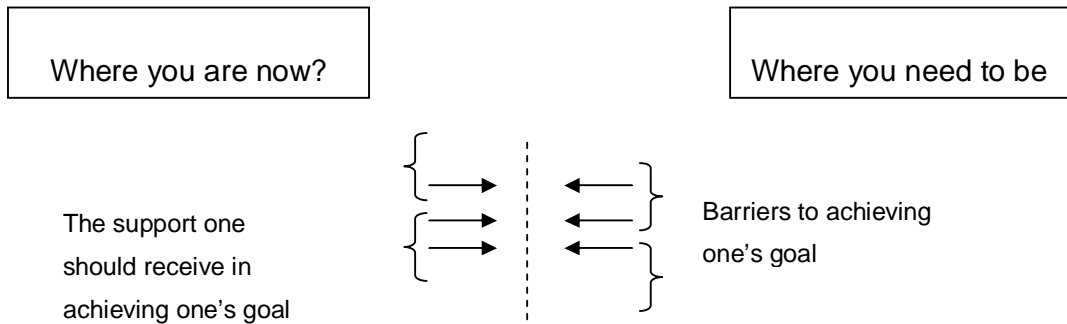
- Reduce the magnitude and extent of obstacles. What factors does one control that, if eliminated, would help the employee to improve job performance?
- Learn about "what if" modelling. Discuss with a corporate or financial planner, whether within or outside the organization, to learn about the principles. Make use of available technology as an aid in the learning exercise.
- Consider the structure of one's role and whether there is scope for one to work in a different way e.g. teleworking, which will allow one greater freedom to develop particular ideas or models.
- Approach problems differently - for example, instead of committing the problem to paper in written form, make use of a diagram. Chart the problem and illustrate different aspects thereof; depict aspects of the problem in the form of a motion picture in the mind.
- At the start of a project, practice the doomsday technique. Consider the worst possible scenario and what proactive preventive steps should be taken in such an event. At the end of a project arrange a review session to identify what knowledge and skills were gained and what aspects could be improved when such a project is pursued again.
- Stop fire-fighting. Ask oneself "Does this have to be done immediately"? "Does this have to be done at all"? "How does it fit in with my priority tasks"?
- Consider methods which will alter routine tasks and in so doing minimise repetitive activities whilst still maintaining high standards. Elicit feedback from others in striving for more cost-effective methods.
- Review one's working practices and make recommendations to the manager, on changes that could be undertaken to either improve one's performance or that of other areas of the business.
- Identify aspects of one's job which require quick and decisive action. Review these aspects to see which of them recurs and could be anticipated. Decide on a possible plan of action in the event of each situation arising.



- Should problems arise, identify the issues which should be renegotiated timeously and ensure that an agreement is reached in terms of the outcome of the negotiations.

How to reach level 4

- At the end of each month, review records kept in the relevant logbooks in order to check whether obstacles appear repeatedly and then identify solutions that may have been applied on previous occasions. Explore various types of situations with the view to develop methods to streamline approaches. Share these methods with colleagues.
- Together with colleagues, conduct an informal survey of policies and procedures that could require improvement.
 - Attempt to learn the origins of the policies and procedures. Ineffective policies and procedures waste time and are uneconomical. Such policies and procedures may be solutions to problems that no longer exist;
 - Identify the impact of each policy and procedure;
 - Identify the negative impact;
 - Identify possible solutions;
 - Develop recommendations;
 - Arrange a discussion with those who are regarded as experienced in terms of the application of policies and procedures.
- Curtail top-down control on members in the department. Consider designing systems and procedures to delegate responsibilities to individuals. What you have to do is to monitor the systems, processes and procedures.
- By being non-defensive and inviting criticism, creates a climate where all feel that appropriate risks can be taken and that there is some tolerance for mistakes. Learn from such mistakes and learn from team members that are willing to support each other.
- In order to facilitate proactive thinking, choose an activity which one wishes to engage in, in the near future. Identify obstacles and barriers, and develop alternative strategies for dealing with these situations.



- Identify major barriers to achieve objectives. Place oneself in the position of those who are believed to be responsible for the business. Try to find the cause of the barriers and make a decision as to what changes should be effected in the interest of the elimination.
- List the improvements one would like to make at work. Be fully cognisant of the results one expect. Be acquainted with one's personnel.
- Introduce the concept of brainstorming at the next staff meeting. Make use of a flip chart to help the group generate a list of areas which may require improvement within the department or even the organization.
- Study the performance data of one's department. Generate as many ideas as possible on how to improve efficiency. Present these ideas to a staff group and outline a few initial proposals.
- Identify a current concern within one's sector of the industry or within the marketplace. Outline the effect that this is having on one's own as well as other companies. Set up a forum with the view to discuss the implications and possible solutions.
- Attempt to become proactively involved in work projects, rather than being reactive by waiting to be asked to take action.
- Consult a person who is known to be particularly proactive and displays strong initiative. Request them to explain the modus operandi to their approach in becoming involved in issues. Focus on the benefits which they gained by taking on such an approach. Bear this in mind in one's own interest.
- Identify the main instances in which one has been compelled to behave proactively at work. Evaluate how effective one was; try to focus on specific instances in support of the evaluation. Attempt to identify



characteristics where one was effective on the one hand and less effective on the other hand with regard to.

- At the next occasion when a problem is identified, attempt to address the problem oneself. Discuss with the manager, the appropriateness of one's involvement.
- Participate in a voluntary activity that will require one to identify opportunities and be instrumental in their application, e.g. raising funds for a project or charity.
- Do not accept the standards of the levels of which one is fully aware to be unacceptable to customer requirements. Counter those who propagate such levels with feedback about customer needs and how the work will fail their expectations.
- Engage in a difficult situation which one has been avoiding and challenge the individuals on the issue. Perform a task that intimidates one.
- Challenge an idea which one believes is wrong in spite of others supporting the ideas. However, find ways to confront the issue rather than confronting other persons.
- Seize opportunities to chair meetings where influential people will be involved. Ensure that one adheres to protocol - establish who the appropriate person is for the outlining of protocol.
- Identify a transformation project which will involve several functions and establish oneself as project manager or project team member.
- Develop strong support networks in one's daily life to assist with adversity.
- Identify, together with other team members, the boundaries and limits to authority and accountability in terms of managers. Resolve any ambiguities or conflicts.
- When delegating a task or responsibility to another, regard the act of delegating as giving an actor a new role to rehearse. Allow them time and space to practice the role so that they can find their own method of playing the role before one should expect to see results.
- Grant others increased responsibility and autonomy. Allow them to represent one at meetings.
- Become familiar with the technique of empowerment:



- Be fully cognisant of the results one expects: clarify responsibility, authority and accountability;
- Be acquainted with one's personnel. Analyse their abilities and shortcomings; overcome their resistance to change and increase motivation by delegating important work that will help their growth;
- Delegate as fully as possible;
- Secure understanding and acceptance;
- Establish effective control measures;
- Require work to be complete;
- Encourage loyal opposition;
- Reward outstanding performance;
- Take the following steps to delegate authority and to empower your staff:
 - Clarify the elements of assignment. Determine which tasks are to be delegated as well as to whom. Identify the person most capable of performing the task, and determine whether or not the member has the time and the motivation to pursue such task. Delegate only the end results; that is, get agreement on what is to be carried out and the end results expected, but let the subordinate decide on the means.
 - Specify the subordinate's range of discretion. Every act of delegation comes with constraints. Although the authority to act is being delegated, such authority is limited. Authority is hereby being delegated to act on certain issues and within certain parameters. Such parameters should be specified.
 - Allow the subordinate to participate. One of the best sources for determining how much authority will be necessary to accomplish a task is to be found within the subordinate who will be held accountable for the task. Allowing employees to participate will give rise to an increase in motivation, satisfaction, and accountability for performance.
 - Inform others that delegation has taken place. Not only must those directly involved in the delegating know specifically what task has been delegated, and how much authority has been granted, but all of those who may be affected by the act of delegation must also be informed.



- Establish feedback controls. The establishment of controls to monitor employees' progress timeously facilitates the identification of important problems. The task will then be completed on time and according to the required specifications.
- Create a supportive climate. Reduce barriers to development and facilitate a climate that encourages improvement of performance.

How to reach level 5

- Review a process or a complex task. Identify all relevant issues and design methods by means of which to improve the effectiveness of this activity. Develop a model that describes the current situation and one that depicts the proposal for improvement. Indicate those areas which will be affected by the change and identify action that must be taken.
- Identify influential figures both within and outside the organization who are regarded as creative and innovative thinkers. Ascertain their view of the prospects of the business in the medium to long term. Compare their views with the organizations overall vision and identify the impact which their views would have on one's strategies, and if they could, to enhance these strategies as well as the organization's vision.
- Allow group venting sessions where individuals are permitted to vent the vitriolic feelings they may harbour about the organization. Arrange for a neutral person, such as a HR facilitator, to assist the group to sort out the nature of their feelings relating to them, get information about the team's problems as well as possible solutions.
- Identify factors that may impede progress towards achieving the team's objectives during the following six months. Develop a strategy for dealing with such obstacles.
- Review the "political" and bureaucratic barriers which prevent one and one's team from achieving objectives. Explore methods by means of which such barriers can be minimised.
- Take proactive measures in attempt to detect opportunities for change within and outside the company by listening to personnel within the organization. Initiate the formation of a task force in order to further develop these opportunities.



- Promote a culture conducive to productive change and improvement and put strategies in place to manage change and improvement processes within the organization.
- Study the company's strategic intent and values. Identify the positive values accorded to change and design creative ways for communicating this throughout the organization. Follow the appropriate channels of communication.
- Grant staff the responsibility for designing implementation plans, anticipating problems and taking pro-active action.
- Actively encourage suggestions for new ways to achieve objectives as well as developing others. Create an atmosphere in which failure is acceptable - provided there is also a reasonable chance of success.
- Challenge rules and policies and change procedures that constrain staff and restrict their ability to act and show initiative.
- Reduce top-down controls on staff to increase their capacity to take discretionary action.
- Delegate authority for decision-making to subordinates and grant them the freedom to use such authority.
- Encourage and support staff who take effective action even if this conflicts with rules, policies, procedures, controls or the established way of doing things. Monitor such staff carefully to ensure that they adopt a mature approach and not an approach that could result in a career-limiting move.
- Allocate resources which will facilitate the generation of ideas, feasibility studies, take advantage of new technologies as well as market assessment in order to demonstrate the commitment of the organization to the management of transformation.
- Clarify the roles of the managers of transformation in the organization and assign specially selected persons to the transformation process as a mean of the development and enhancement of their skills.
- Implement strategies which will strengthen those positive factors which contribute to the management of change and remove or at least minimise adverse factors.
- Assign persons to those tasks for which they are known to have a strong dislike and manage the consequences.



- Take charge of the installation of a new system whilst being fully aware of significant resistance.