



The Accountable Manager: Development Report

Report For Sally Sample

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Overview

About this Report

This report is designed for individuals in managerial and leadership roles. It is organized around key competencies that have been shown to drive success in these roles. This report will help you better understand your natural potential in each of these areas and can serve as a key input into your development efforts.

Key Reminders

There are a few important things to keep in mind when reading your report:

- **Resist the temptation** to evaluate higher results as "good" and lower results as "bad". Higher results do not necessarily indicate greater competence, nor do lower results necessarily indicate deficiency. Interpretation is context specific. So, when reviewing your results, it is critical to consider the unique context and demands that you face in your role.
- **Higher results may** indicate greater potential, whereas **lower results may** indicate less natural potential in a given area. Your results **do not** represent your actual behavior at work. Your highest and lowest results indicate which aspects tend to be most salient, impactful, and readily noticed by others. Focusing on competencies with lower results may yield the quickest gains, but you may choose to focus on development suggestions from competencies with higher results as well.
- All profiles will indicate areas of strength as well as some development opportunities. It is important to examine your profile holistically and consider how your results interact with each other and in the context of your role. Becoming more aware of your areas of strength and development opportunities can help you understand **how to best leverage your strengths** as well as how you may need to adapt your mindset or approach to meeting situational demands.

Report Contents

This report includes a Summary of your overall results, followed by detailed information for each competency. On the detail pages, you will see the competency name, its definition, your numerical result, typical work behaviors related to that competency, behavioral tendencies associated with lower and higher results, and finally, a series of development suggestions. Note that numerical results are categorized as lower (scores of 0-23), moderate (scores of 24-60), and higher (scores of 61 or greater).

Summary

Remember: Higher results may indicate a higher natural potential to exhibit this competency whereas, lower results may indicate less natural potential to exhibit this competency. Higher scores are not better than lower scores, the scoring is a measurement of natural potential and all skills can be learned.

Competencies	Score	Lower	Moderate	Higher
Demonstrates Self-Awareness	9			
Manages Conflict	37			
Sets Priorities	39			
Aligns Team	21			
Delegates Effectively	21			
Provides Feedback	4			
Communication Skills	37			
Manages Change	17			
Coaches For Results	15			

Demonstrates Self-Awareness



The ability to hold yourself to a higher standard of behavior, and to take personal ownership for words, actions, outcomes. Invests time for self-development as a leader.

Work behaviors related to this competency typically include:

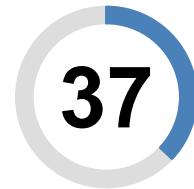
- Displays self-motivation, self-control and ownership of behavior
- Leads with accountability, owns their role
- Stays current by learning new skills and displays a positive outlook towards the future

Behavioral Tendencies	
Lower Score:	Higher Score:
• May avoid seeking out challenges outside typical job responsibilities • Ignores or denies the relevance of others' feedback, or may seem defensive • Complains often or become easily frustrated by routine work activities	• Enjoys acquiring new knowledge and skills to remain current with job requirements • Demonstrates appropriate level of self-motivation, attitude, and self-control • Displays a positive disposition towards work

Development Suggestions
• Having a leadership vision is like creating a roadmap for yourself. Write one or two actions you can take in the coming week specific to your leadership development and set a goal to complete those actions. As you achieve these smaller goals, create a new one that takes you one step further. • Ask a colleague or a peer, "What's one thing I can do to build self-awareness?", or "What's one thing I can do to be a better leader?", or "What's one thing I could do to be more supportive of the company?" Listen to their comments and put what they say into practice. • Pretend it is five years from now. Write down how you would like people to describe your future leadership style or strengths. Next, identify 2-3 actions you can take now to become the leader you want to be. Share your goals with a trusted colleague or friend. • At the end of each day take a few moments to think about your leadership. Reflect on the actions you took to move yourself forward towards your leadership vision. Continue to display a positive attitude about your work and the organization as you continue to develop your leadership skills.

Manages Conflict

The ability to handle conflict in a respectful, optimistic way and create growth and learning within an organization.



Work behaviors related to this competency typically include:

- Does not shy away from conflict
- Takes the time to understand the root cause of conflict and works to resolve the issue
- Demonstrates resilience by maintaining positivity despite stressors

Behavioral Tendencies

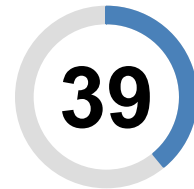
Lower Score:	Higher Score:
• May avoid opportunities to help people in conflict reconcile their differences • Becomes discouraged or stressed when things don't go as planned • Seems easily discouraged when they encounter challenges, obstacles, or setbacks	• Pro-actively manages hostility between individuals or groups when disagreements occur • Handles pressure without getting upset, moody, or anxious • Pursues goals despite obstacles, challenges or setbacks

Development Suggestions

- In today's digital world it is easy to feel pressure 24-hours a day. It's important to establish some work-life boundaries. That might mean making a rule not to check email when you are at home in the evening, or not answering the phone during dinner. Identify an activity that you can take to give yourself some control over your time and stress levels. What is the first step you can take to reduce your stress levels or improve your time management?
- Stress can be rooted in a need to develop certain skill sets. For example, poor conflict-management or time-management are often cited as reasons for stress. What contributes to your stress level? What have you done in the past to help yourself get through stressful situations? What can you apply from the past to help you do things differently moving forward?
- Identify how different sources of adversity interfere with your ability to reach your goals. Choose one goal and track your progress over the next week. Record every source of adversity you experience. Track how you react to the adversity. At the end of the week, reflect on what went well and what you could have done differently to minimize any negative reactions.
- Think about someone who resolves conflict effectively. If you could borrow one skill that they have for you to bring into your conflict situations, what would it be? How would that skill help you be more effective the next time you encounter a conflict scenario at work?
- Pick one difficult situation that you are facing right now. What are some reactions that you are having to that situation? Make a list and share your insights with your boss or colleague to identify how best to move forward.

Sets Priorities

The ability to have strong time-management skills where leaders accomplish goals, prioritize tasks, and keep their teams focused on important work.



Work behaviors related to this competency typically include:

- Is organized and planful
- Identifies priorities and stays focused on important tasks for themselves and their team members
- Manages multiple demands with a proactive and positive approach

Behavioral Tendencies	
Lower Score:	Higher Score:
• Procrastinates or becomes easily distracted • Becomes bored easily or can quickly lose interest in projects • Has difficulty taking initiative or making the extra effort	• Plans and prioritizes work to maximize efficiency and minimize downtime • Effectively manages simultaneous demands or competing agendas • Consistently strives to complete tasks and assignments at work in a timely way

Development Suggestions

- Review your important work and identify which tasks carry the highest value to your team and organization. For your most important tasks, identify timelines for getting the work done.
- Create structure for time management. Start by setting a time limit to get a task done. For example, in your calendar block off two hours to complete your monthly expense report. This way the reminder will pop up on your computer and it will keep you on track.
- Identify the top three goals that you want to achieve this quarter and put them into a system or app that can help you track them. Set a reminder in your calendar each month to take some time and reflect on the progress you've made.
- Follow these tips for managing stress. 1) Identify situations that create stress and list the factors that make you feel tense. 2) Examine the reasons for your stress and look for patterns across the situations that you identified in Step 1. 3) Identify future situations that are likely to cause stress and look for ways to reduce it.
- Going forward, make your meetings 50 minutes in length. Send out an agenda ahead of time. Start the meeting on time, stay on topic (as best as possible and redirect if required), and end on time. Make sure everyone knows their next steps.
- When leading virtual meetings be sure to use the full functionality of the meeting platform. Where possible use polls, ask people to chat to ask questions and provide answers, and use whiteboards if available to take notes.

Aligns Team

The ability to promote cooperation and commitment within a team to achieve goals and deliverables by ensuring that all team members: understand the team purpose; have measurable goals; have meaningful work delegated to them; and receive effective feedback that is focused on growth and development.



Work behaviors related to this competency typically include:

- Actively works to build team alignment and engagement to ensure that team members are working on the right things and doing it together
- Communicates goals, objectives openly and supports team to achieve targets
- Develops strong working relationships

Behavioral Tendencies

Lower Score:	Higher Score:
• May not fully consider the team's mission, knowledge, skills, and abilities when forming a team • Infrequently uses goal setting as a strategy for managing performance • Communicates in a manner that may seem overly direct or lacking diplomacy, tact, or courteousness	• Establishes teams with clear goals in mind • Establishes goals that align with the larger team and organizational goals • Listens thoughtfully, chooses what they say, and behaves in a socially appropriate manner

Development Suggestions

- Read your company's annual report to stay current on strategy and priorities. Take that information to your manager and spend time understanding how to apply it to better focus your efforts and those of others with whom you work.
- Identify those (both within your team and on other teams) who are responsible for each part of the business processes in which you take part. You are dependent on these people and should work to understand their goals and what motivates them. Invite them to your team meetings to better understand their priorities and forge more positive, efficient relationships.
- Develop a clear picture of your company's business goals and how your work fits into that picture. View this alignment as an ongoing process rather than as an event. Include time for regular discussion and updates at staff meetings and make a point to discuss these topics with others across the business.
- Use FAST goals, which are the most recent structure for writing goals that create accountability for both the manager and the employee. **FAST: Frequently discussed**, the manager must check in with the employee regularly to track progress. **Ambitious**, the goals should have a stretch element but be achievable. **Specific**, there must be some details in the goals. **Transparent**, goals should be made available for all employees to see. Write yourself a FAST goal for your leadership development. Working with an employee, write a FAST goal for work they will soon be doing. Share these goals with the other team members.

Delegates Effectively

The ability to allocate decision-making authority and/or task responsibility to others in order to maximize the organization's and individual's effectiveness, employees are assigned tasks that will help develop their abilities.



Work behaviors related to this competency typically include:

- Identifies and creates opportunities to grow and develop skills of team members
- Assigns work that is aligned to organizational and team goals to maximize outcomes
- Provides support, coordinates effort and assigns appropriate resources to accomplish tasks

Behavioral Tendencies

Lower Score:	Higher Score:
• May avoid delegating tasks and responsibilities to others • Seems focused on own agendas rather than others' goals, objectives, and aspirations • Has difficulty streamlining projects	• Assigns work to others based on tasks, skills, and workloads • Motivates others to accomplish organizational goals • Coordinates people, financial information and material capital to maximize efficiency and performance

Development Suggestions

- When delegating, remember your role. Provide clear objectives, agree on success criteria and completion date, share any specific instructions the employee needs to execute the work, and discuss the level of involvement you need to have in the effort. Answer any questions and ask the person or group to describe the assignment in their own words to ensure clarity and understanding. Remain available to give guidance but do not do the work yourself. Remember, even though someone may approach something differently than you would, your role is to manage the work of your team, not do the work of your team.
- Delegate early, as it allows planning time. Identify a task that needs to be done that you can delegate now so that there is time to provide clear expectations and to start the work well in advance of the due date.
- It can be tempting to delegate most tasks to the person or people on your team you trust, even though they may not be the best person for the task. To ensure that everyone on your team has the chance to do interesting work use the following guidelines to determine who you should delegate to. Begin by considering who currently has the requisite knowledge or skills, has an interest in the work, has a need to further develop in this area, and has the time to do it. Narrow your list of candidates by considering the dynamics of the work, including its visibility and importance, its interaction with other projects, people, and resources, and the amount of teaching time you have available. Once you have a sense for what the work will require, you can then select the best person. What upcoming task can you delegate to someone, and what makes them your top choice? Write a delegation action plan for this task.
- Resist taking over when things are not going as you planned. Trust but verify. If you find that the employee is off track, provide specific feedback regarding what you expected versus what you are seeing, and then collaborate on ways to get them back on track.

Provides Feedback

The ability to delegate responsibility and to work with others to develop their capabilities by: providing behaviorally based feedback; sharing information, advice, and suggestions to help others to be more successful; and regularly meeting with employees to review their development progress.



Work behaviors related to this competency typically include:

- Regularly communicates with employees to provide coaching and feedback
- Provides both positive and constructive feedback in a specific and timely manner
- Regularly meets with team to transparently share goals, challenges and successes

Behavioral Tendencies

Lower Score:	Higher Score:
• May not pay attention to employees' performance and productivity • Provides insufficient or low-quality feedback • Ignores the development needs and desires of their team members	• Evaluates employees' performance fairly and objectively, and provides timely and actionable feedback • Recognizes development needs of others and coaches them around those needs • Holds regular team meetings to outline progress to date and plan next steps

Development Suggestions

- To be an accountable manager, you must develop the ability to provide balanced and honest feedback to others. Feedback is used when actions need to improve as well as when work is being done well. Delivering feedback can be uncomfortable, so it is important to provide it without alienating people. Test feedback messages with a trusted colleague to see how they might be received. This week, catch people doing things right. Use the Situation–Behavior–Impact–Discovery (SBID) model (see below) and give them feedback to let them know that you recognize the good work that they are doing.
- Periodic assessment of progress on goals ensures plans are achievable, which impacts others' effectiveness. Establish a regular practice of connecting with others to provide feedback (strengths and development) to them. Set up weekly or monthly one-to-one meetings with each team member to connect and support them staying on track with their performance and goals. Keeping these meetings as a priority is important, as it sends a message to your employees that their success is your success.
- To be effective, feedback needs to be timely, specific, and actionable. Use the SBID feedback model to frame your conversation. Start by providing context (situation) of where and when something happened. Next, describe the behavior (objectively, as though a video camera was focused on it, voice and visual). Then talk about the impact of the behavior and finally make sure you turn the conversation in to a two-way dialogue by asking an open-ended question. Think of a situation at work where you need to help someone get back on track and provide them with constructive feedback. Use the SBID model and work through each section to provide structure to your conversation. Practice saying the words out loud and see how they sound or share your message with a colleague. Test for appropriate energy and tone.
- Avoid the temptation to 'sugar coat' issues when in conversations with others. Use the SBID framework described above, and make sure that your language is direct and respectful. Focus on the behavior and the impact of the behavior.

Communication Skills



The ability to express oneself clearly in conversations and interactions with others. The ability to plan and deliver oral and written communications that make an impact and are created for their intended audiences.

Work behaviors related to this competency typically include:

- Pays attention to their audience and shares information in a compelling way to ensure listeners understand the message
- Speaks publicly with confidence, is well prepared and conveys information in an organized manner
- Aligns behavior, body language and energy with message

Behavioral Tendencies	
Lower Score:	Higher Score:
• May avoid having to speak in public or make presentations • Struggles to express themselves effectively via the spoken word, or may neglect to connect streams of thought • May struggle to convey information in an organized, reasoned way	• Expresses ideas and opinions effectively in spoken conversations • Seems skilled at public speaking regardless of the purpose of the presentation or time to prepare • Consistently conveys information and explains their thoughts and reasoning clearly, concisely, and accurately

Development Suggestions

- There are four main types of communication. Verbal, nonverbal, written, and visual. It is important for managers to be good at all of these. Thinking of these four types of communication, what are your strongest skills? Which skills could you invest some time on to further develop? Identify 1-2 actions can you take to build those skills. Share your development plan with your manager and set a goal for each skill.
- Use communication to establish broader perspective for others. Give the “why” (business purpose and rationale) in addition to the “what” and “how” of organizational plans, policies, and actions. Link your communication to business planning, continuous improvement and reengineering efforts, restructuring, and improving customer service. Information that is linked to a larger purpose or initiative will be taken more seriously. Identify a message you need to share soon. Write a plan that identifies the audience, why the message is important (the business purpose) so that it links to what is going to happen, and how things are going to be done.
- Record a presentation that you are planning to make (you can use your cell phone), then watch the recording to help identify strengths and limitations of your communication style. Pay attention to your pace and the level of language you use. If you find this difficult to do on your own, seek assistance from someone you consider an effective presenter and use their feedback to help you become a better communicator.
- ‘One size fits all’ messages will not resonate equally with internal and external stakeholders. Today, people are used to getting contextualized messages developed specifically to address their own interests and concerns. Develop and look for ways to deliver personalized messages through both in-person and digital channels. Really get to know your audience before you send a message to them. What do you need to know about your audience for an upcoming message? How can you make the message personalized for them?
- Self-confidence comes from balance. At one end there is low self-confidence, while at the other end, there is over-confidence. If you are under-confident, you will avoid taking risks and stretching yourself. If you’re overconfident, you may take on too much risk or stretch yourself beyond your capabilities. Find your true ability through asking for feedback. With the right amount of self-confidence, you will take informed risks, stretch yourself (but not beyond your abilities), and strive to achieve goals. Where is your sweet spot?

Manages Change



The ability to demonstrate support for innovation and for organizational changes needed to improve effectiveness by initiating, sponsoring, and implementing organizational change and by helping others to successfully manage organizational change. The ability to keep functioning effectively when under pressure, maintain self-control in the face of change, and have empathy for others as they work through change.

Work behaviors related to this competency typically include:

- Understands the impact of continuous change on team members and works to maintain productivity
- Is empathetic and supportive of team members while moving change initiatives forward
- Maintains personal productivity during time of change and ambiguity

Behavioral Tendencies

Lower Score:	Higher Score:
• Infrequently identifies opportunities for positive change and seldom spearheads implementing new methods and systems • May have a shortage of empathy or compassion for others • Appears uneasy and hesitant in situations in which information is scarce	• Champions new methods, systems, and processes to improve performance • Displays sensitivity towards the attitudes, feelings, or circumstances of others • Comfortably handles unclear or unpredictable situations

Development Suggestions

- Learn how to proactively manage uncertainty by working through how you would deal with a situation in which everything went wrong. Think of one task or project you are working on that has a high level of uncertainty. Make a list of all the things that could go wrong and plan for what you would do. For example, how to minimize the impact, who you would involve, and what you would tell others about the situation. Developing contingency plans will help you to feel more comfortable if something does go wrong.
- Think about an upcoming change initiative and create a list of your team members. Beside their name, identify how you think they are dealing with the change. For example, are they just getting started and anticipating what is coming? Are they letting go of the past and expressing concern about what is coming? Are they struggling and frustrated with what is happening and unclear about the future? Are they re-evaluating what is working and what else might need to be worked on? Or, are they all-in and fully committed to the change? What might they be feeling? Identify how you could engage with them. Create a communication plan for each team member.
- Work with your manager, a trusted colleague, or on your own to reflect on and identify what you already do that demonstrates resilience and dealing with ambiguity. Look for ways to ensure that you continue those behaviors. Identify where you have an opportunity to improve. Write an actionable and realistic plan to increase your resilience. Put your plan into action and regularly reflect on your progress or seek out feedback from others.
- Think about all the change initiatives that you are currently facing. Reflect on how you are feeling about each initiative: are some more positive and others more challenging? Are the projects on track or are some behind schedule? Create a chart for yourself so that you can see the depth and breadth of what you are currently dealing with. Now think about your team members: how are they tracking against these same changes? From your perspective, how are they feeling?

Coaches For Results



The ability to apply the fundamental coaching skills of asking questions, listening, building rapport, and guiding others to find their own solutions.

Work behaviors related to this competency typically include:

- Engages with employees and asks questions to guide employees to find their own solutions
- Is known to be a good listener and demonstrates active listening skills
- Is genuinely curious about what others think and seeks out differing perspectives

Behavioral Tendencies	
Lower Score:	Higher Score:
• May struggle to build support and buy-in for their ideas • Succumbs to distractions easily • Has a difficult time suspending judgment • May actively disengage when speaking with others and can seem to not be listening	• Demonstrates patience, attentiveness, and curiosity about others' points of view • Make people feel acknowledged, understood, and appreciated, which contributes to their ability to influence • Excels at conveying genuine interest in what other people have to say

Development Suggestions

- Not all conversations are coaching conversations. There will be times when you need to be the manager, for example when conversations are about health and safety, budgets, attendance, etc. Other times, when you are having more performance-based interactions or when you might be generating ideas with others, you may be able to have a more coach like conversation. Instead of telling someone what to do, or giving direction, practice asking more open-ended questions. Think about the work of your team members: what types of interactions could be good coaching opportunities? Make a list and the next time you are engaged in that conversation, practice your coaching skills. That way, the person you are speaking with will find their own answers and will have a higher level of personal accountability to follow through on the actions they come up with.
- Practice building your listening skills so that you can listen at multiple levels. The easiest level to listen for is the data and information. The next level is listening for emotions and feelings. The third level of listening, the deepest level, is values and beliefs. The next time you are listening to someone, ignore your phone and focus in on the person you are talking to. Afterwards, take some notes and see if you can recall the details, how you perceived them to be feeling, and what might be driving their actions.
- Identify an opportunity to influence someone. How well do you know them? Think about the relationship you have with that person: is your relationship strong, strained, weak, or non-existent? Before you can successfully influence that person, you need to get to know them. Do some preparation: organize your ideas, think about what you have in common, and prepare some open-ended strategic questions to guide your upcoming conversation.
- In your next coaching conversation with someone, when it is time for you to ask your next question, make a point of building your question based on some words that your coachee just said. Using their words to create your next question indicates that you are listening deeply to them. Sample conversation: Manager: "How are things going with the ABC project?" Employee: "Pretty good. I'm having some issues with the Digital Team. They don't seem to understand the importance of finishing their work by the end of next week and if they don't it will mess up the timelines." Manager: "What are you seeing from the Digital Team to indicate that they don't understand the importance of finishing their work?" Employee: "They never show up on time for our meetings and their progress reports are not ready." Manager: "Thinking about them not being on time, what else might be going on for them that is contributing to the situation?"

Assessment Model Summary

This individual participated in an assessment process to assist in identifying key strengths and potential development opportunities. This report provides a summary of the assessment findings based on completion of the following assessments:

- **Hogan Personality Inventory (HPI).** The HPI measures 7 personality-based dimensions that can impact behavior and leadership performance. The assessment provides detailed information regarding characteristics that facilitate or inhibit a person's ability to get along with others and to achieve his/her educational and occupational goals.
- **Hogan Development Survey (HDS).** The HDS measures 11 personality-based dimensions that represent potential 'derailers' for an individual. The assessment identifies qualities that emerge in times of increased strain and can disrupt relationships, damage reputations, and derail peoples' chances of success. By understanding these qualities, leaders can recognize and mitigate performance risks before they become a problem.