

Management Skills Inventory

Sample Inc

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Introduction

As a Manager, you are required to cover a wider range of issues than ever before. The skill areas examined in the Management Competency Inventory are the building blocks for Competence in Managing in a modern workplace. They are not lofty concepts, but day-to-day skills that allow Managers to work efficiently and effectively by harnessing the potential of themselves, the non-people resources available to them, and their people.

The Management Skills Inventory identifies improvement areas in 16 key Management Skills:

1. Communicating
2. Planning
3. Making Decisions
4. Solving Problems
5. Resolving Conflicts
6. Delegating
7. Managing Change
8. Handling Pressure
9. Developing Staff
10. Motivating Staff
11. Interviewing
12. Negotiating
13. Measuring Results
14. Maintaining Systems and Procedures
15. Influencing Others
16. Serving Customers

The skills measured in this questionnaire were developed over a period of eight years working with Management teams across five Industries at a variety of levels from Front Line to Senior Management groups. They were developed by collating information acquired during Management development programs attended by over 600 Managers over the eight year period.

As part of the program, focus groups were formed to determine the key skills that Managers need to do their jobs effectively. The lists developed were rigorously debated, and the groups had to develop personal development plans based on their outcomes.

The list that was created is therefore a list of practical items that Managers themselves feel they need to do their job, it is not a theoretical model that has not been field tested. Instead, it comes from the combined experience of Managers in the field.

The following report contains the results of your 360-degree profile against this rigorously tested model.

The most important thing you can do with this information is to determine what you need to do to improve your performance. Do not dwell on low scores with a negative frame of mind, trying to justify why you received that score. Look at low scores as an opportunity to improve. Identify behaviours that you may exhibit that could cause others to rate you at this level. Then look at what you need to do to change these behaviours. The lower you are scored, the bigger the opportunity you have to improve.

Be prepared to ask people about what you need to do to improve. Do not ask questions such as, "Why did you score me like that?". You will get defensive answers that are of no help to you.

Ask the question, "What can I do differently to improve my performance in this area?". These types of question will elicit constructive comment.

Set yourself goals, and seek verbal feedback from those around you to help you to make the needed changes.

Use the Management Skills Inventory as a valuable input to your personal development process. Work through your strengths, and use these as leverage to help you improve the lower rated skill areas.

Now read the report carefully and whilst you are doing that, think about what you do day-to-day to get good insight into where your improvement needs to be.

How To Read This Report

This report is divided into four sections that should be interpreted and used as follows:

SECTION 1: OVERALL

A snapshot of each Unit of Competence and how it is scored by you and all your raters.

Note: There are two scales represented on the histograms - Actual Performance and Expected Performance. By asking your raters to respond in both scales you are able to contextualise your performance score by asking, "Am I performing better than expected for my role, or worse?"

SECTION 2: STRENGTHS AND AREAS FOR DEVELOPMENT

This list is determined from the average of all your raters' scores.

Those areas where you scored best - that is, your strengths - should be the focus of continual improvement and development.

Your poorer scoring behaviours should be your immediate development focus. However, in seeking to improve poorer performing behaviours do not do so at the expense of your strengths.

SECTION 3: RESULTS BY QUESTION

A detailed reporting of the results for each question.

Results are graphed for your own self view, your manager, peer, and subordinates.

Each result is graphed for scores for Current and Expected performance with the Gap between these two scales providing a clear indication of your training and development needs. Note: where the Gap is greater than two, the gap score will be coloured red.

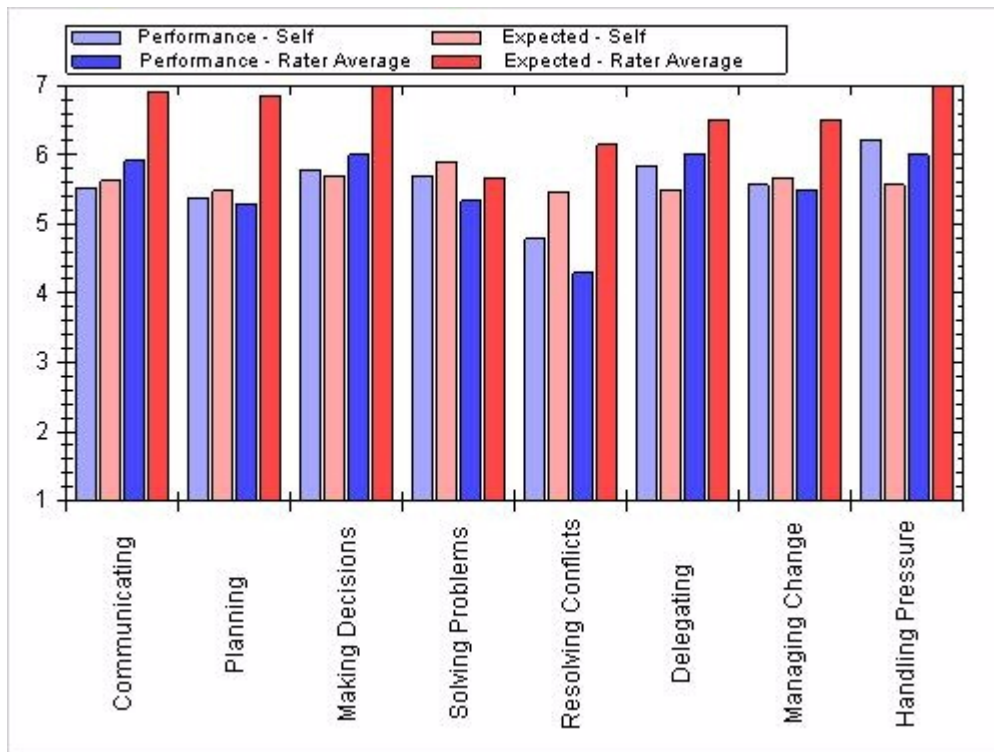
The distribution of scores across the scoring anchors allows you to further analyse how varied or congruent your results may be: do your raters agree, or is there some degree of polarisation?

SECTION 4: COMMENTS

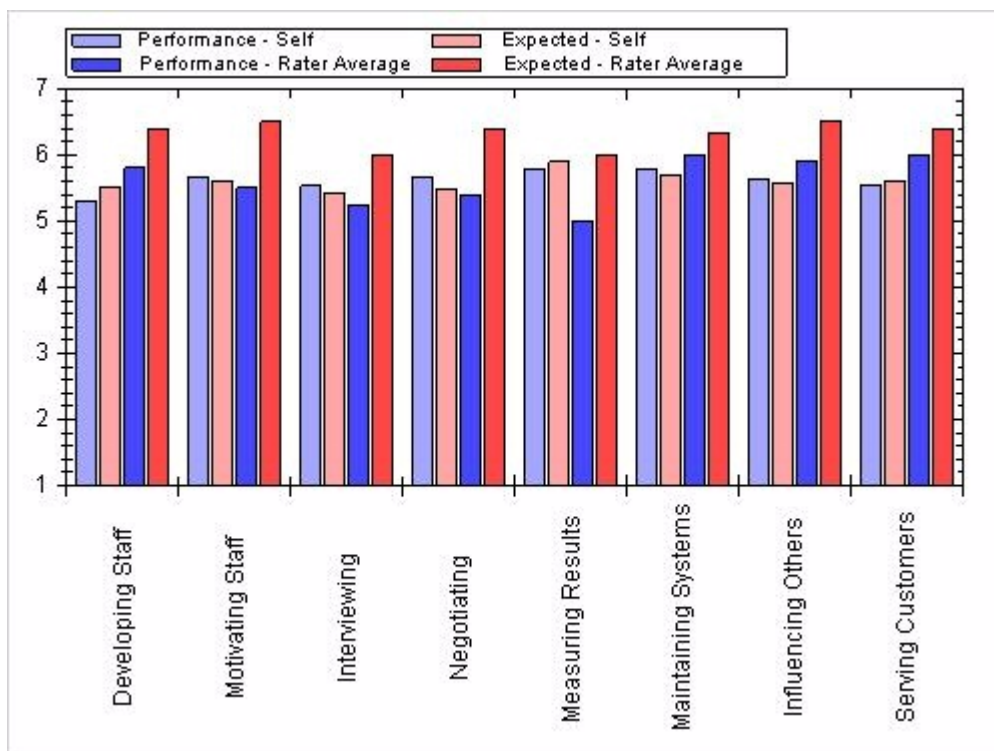
Some of your raters may have chosen to provide comments on their ratings. These comments are presented by question, by view. This qualitative data gives you context for the ratings given to you, and oftentimes gives you valuable clues as to how you can improve performance.

Section 1: Overall

Current and Expected : Units 1-8



Current and Expected : Units 9-16



Section 2: Strengths and Development Needs

The following are your top scoring behaviours based on the average of all your raters. They are your strengths and should be continually developed and managed to ensure peak performance.

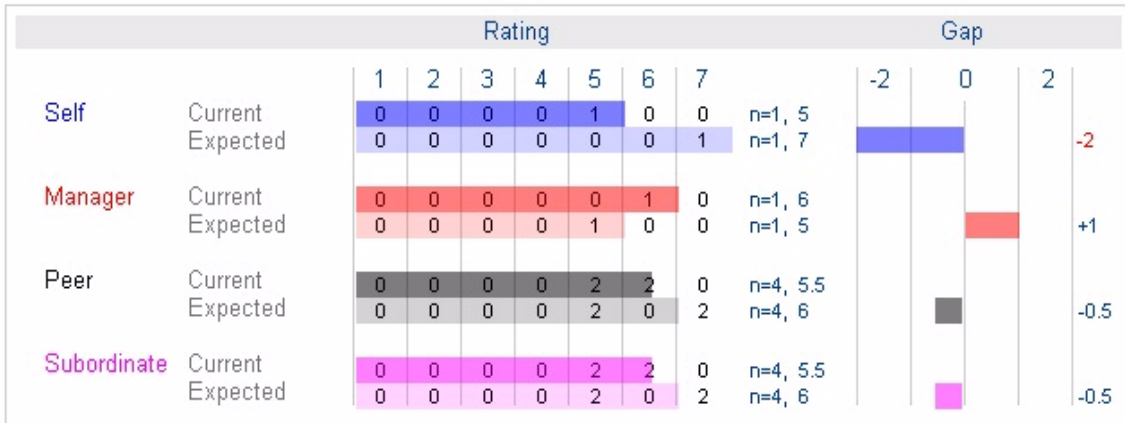
Question number	Rater average	Self rating	Description
4	6.00	7	Understands what others mean when dealing with people by telephone
32	6.00	6	Allocates work to staff
24	6.00	5	Takes appropriate actions to resolve problems
54	5.89	5	Assesses team performance in context with team and organisational objectives.
56	5.89	6	Uses technology efficiently to assist in the achievement of organisational objectives.
65	5.89	6	Gains commitment from CLIENTS to act upon those ideas

The following items are your lowest scoring behaviours based on the average of all your raters. These should be your priorities for development.

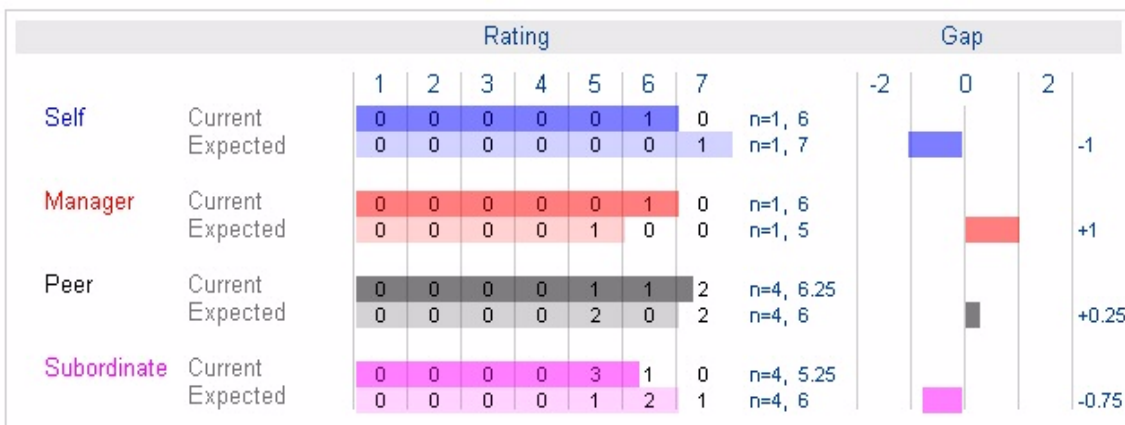
Question number	Rater average	Self rating	Description
26	4.11	4	Deals with strong differences of opinion, anger and confrontation when dealing with STAFF
25	4.33	3	Deals with strong differences of opinion, anger and confrontation when dealing with MANAGEMENT
27	4.33	5	Deals with strong differences of opinion, anger and confrontation BETWEEN STAFF
16	4.78	5	Sets goals and objectives when Financial Planning i.e. budget control
10	4.78	7	Understands what others mean when interpreting procedural or policy documents
11	4.78	7	Clearly expresses own message when designing procedural or policy documents

Section 3: Results by Question

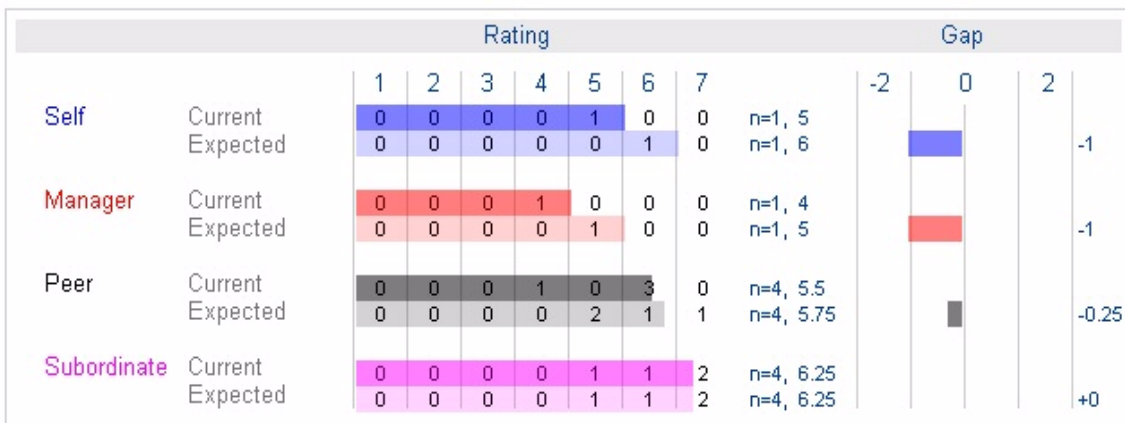
1. Understands what others mean when dealing with people on a one-to-one basis (Communicating) (One-to-One)



2. Clearly expresses own message when dealing with people on a one-to-one basis (Communicating) (One-to-One)



3. Clearly expresses own message when writing reports (Communicating) (Writing)



Section 4: Comments

1 - Understands what others mean when dealing with people on a one-to-one basis (Communicating) (One-to-One)

Self

- Sometimes I mis-understand things, more or less with email based communication. Though I have started asking for clarification more often now - just to make sure.

Manager

- Listens carefully to what is being said and doesn't assume to know what people are going to say before they are finished speaking.

Peer

- Sometimes sally does not comprehend emails correctly - but we are all guilty of this at times.

Subordinate

- Generally - though sometimes sally misinterprets some things.

2 - Clearly expresses own message when dealing with people on a one-to-one basis (Communicating) (One-to-One)

Manager

- Can sometimes be a little unclear when distracted but on a whole Sally expresses herself well.

Peer

- Is good at expressing herself to others.

Subordinate

- This is true most of the time. But I guess that's the same for everyone.

3 - Clearly expresses own message when writing reports (Communicating) (Writing)

Peer

- Sometimes find quality of written reports lacking.
- Write reports that are easy to read and informative.

Subordinate

- Sally tends to be very clear with it comes to her written communication.

4 - Understands what others mean when dealing with people by telephone (Communicating) (Telephone)

Self

- Quite a lot of the time, I find telephone is a much preferred means of communication over email, though email does have it's advantages for other reasons.

Manager

- Handles phone conversations well by listening to exactly what is being said.

Peer

- Deals with people well on the telephone.