

ABCD Corporation 360° Assessment Results

John Smith



Table of Contents

Category Summary 2
Item Ratings with Comments 3
Highest-Rated Items 11
Lowest-Rated Items 13

Category Summary

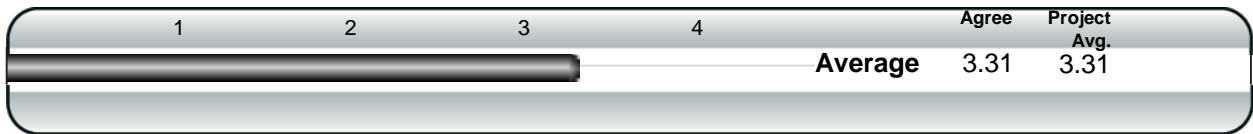
This report section displays all category scores.

Results are displayed both as a bar graph and in numerical form. The category names appear on the left side of the page. Your self-ratings are not included in these averages.

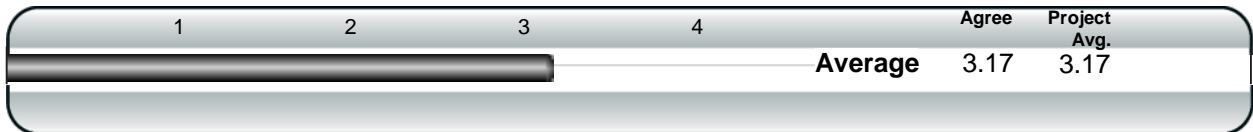
Column 1: Displays scores for the primary scale from highest to lowest. It represents the average of all item scores within each category; the bar graph also shows these averages.

Column 2: Displays the combined scores for all subjects in the project.

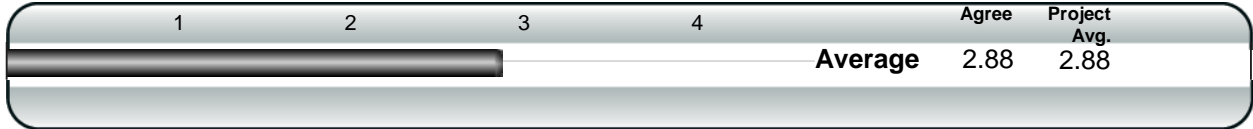
Fundamental Executive Skills



Effective Partnerships



Innovative, Smart and Diverse Organization



Open and Proactive Communications



Item Ratings with Comments

This section displays detailed information about the individual items, organized by category.

Results are displayed both as a bar graph and in numerical form. Your self-ratings are displayed as a separate bar graph and are not included in the average score.

The category name appears on the left, and the items related to the category are listed in the order in which they appeared in the assessment.

Directly beneath each item statement is the distribution of ratings, which shows the number of respondents who gave ratings at each point on the scale (e.g., 2 people may have given a rating of 4, 3 people gave a rating of 5, etc.).

The horizontal bar graphs and corresponding number to the right display the item score on the primary scale, based on the relationship type. The first bar shows the overall score from all respondents. The second bar displays the rating you gave yourself, and the remaining bars show the average ratings given by each rater relationship (e.g., peer, manager, etc.).

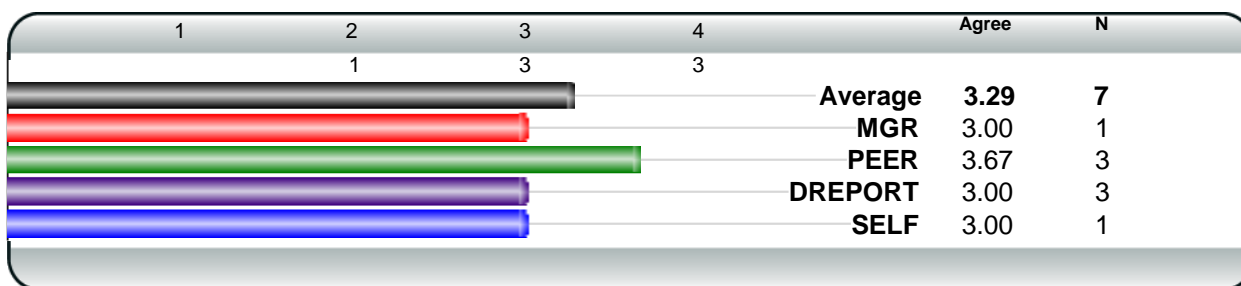
Column 1: Displays the scores for each item on the primary scale.

Column 2: Displays the total number of individuals who rated this item. This number can vary across items because some respondents may have skipped some items.

If any respondents wrote comments about a particular item, the comment appears immediately below the bar graphs. Each dash (-) represents a comment from a different person.

Fundamental Executive Skills

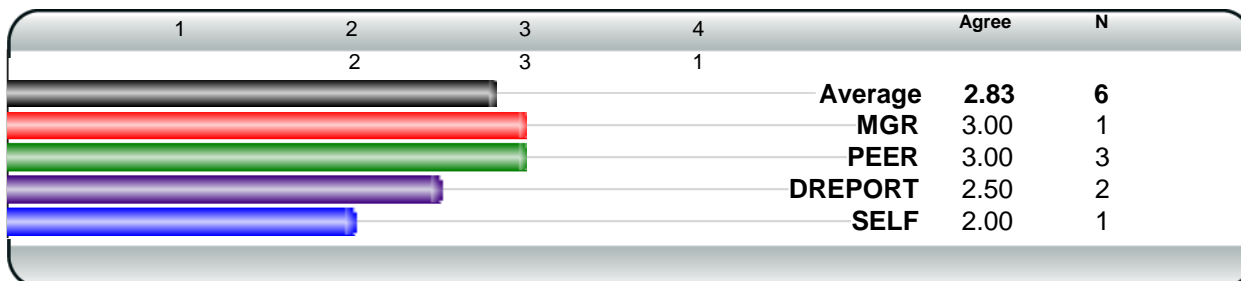
1. Provides a positive role model of effective leadership behavior for managers.



Comments (optional): - Please provide examples or insights to support your rating.

- *always willing to do what needs to be done, nothing is "beneath him"*
- *Is good at speaking, not always the best listener.*

2. Shows interest in learning in a variety of areas.

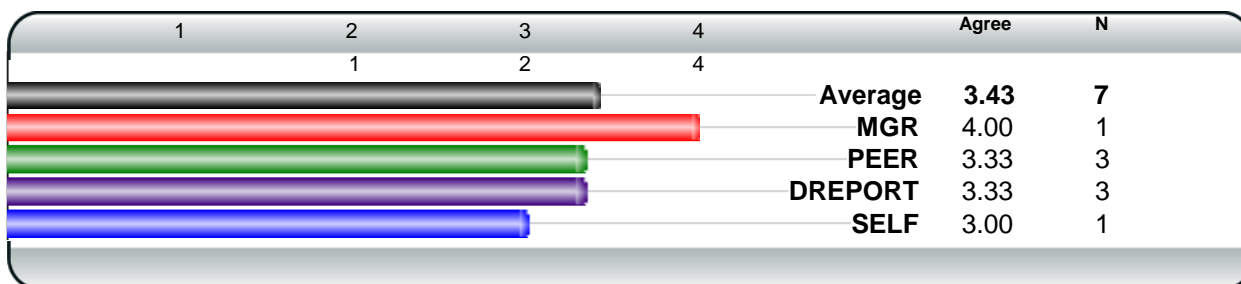


Item Ratings with Comments

Comments (optional): - Please provide examples or insights to support your rating.

- *He's busy so I can understand that he doesn't always have time to show interest in something new.*
- *Self: I could improve on this. There isn't always time to think about anything other than getting my main tasks done.*
- *Maybe just doesn't always have time.*

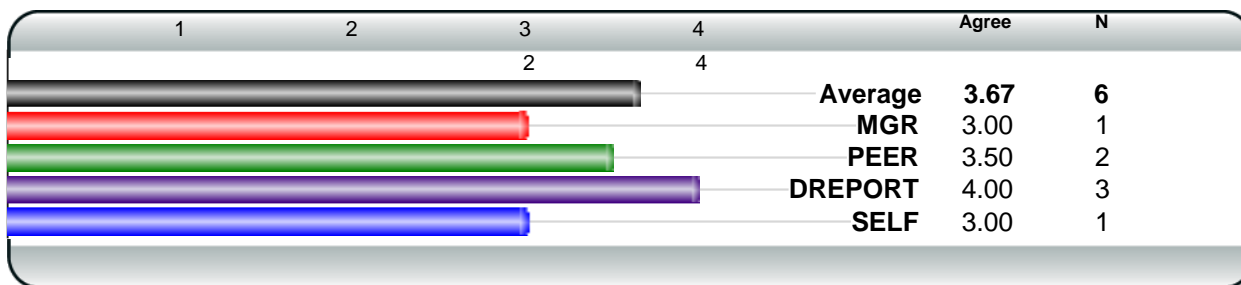
3. Maintains a network of key contacts throughout the organization.



Comments (optional): - Please provide examples or insights to support your rating.

- *He seems to know everyone.*
- *Self: I think I stay connected with many parts of the organization.*

4. In a crisis, helps others remain calm by focusing attention on finding solutions.

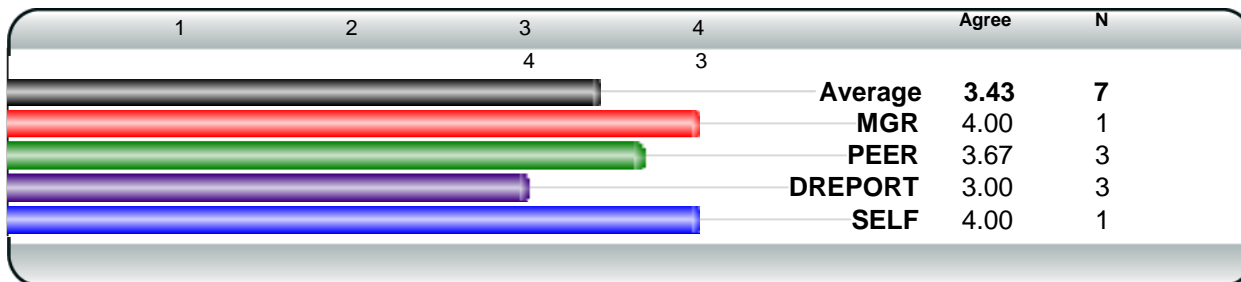


Comments (optional): - Please provide examples or insights to support your rating.

- *He handles stress well and helps others do the same.*
- *He reminds his employees that everyone makes mistakes and then explains how to creatively solve the problem.*
- *Self: I am fairly level-headed and can handle more stress than the average person. I could improve upon keeping others calm.*
- *I have never witnessed this, therefore I chose N/A.*
- *remains positive so team members focus on solving not panicking - got us through the last-minute redo of materials for ABC company last fall*

Effective Partnerships

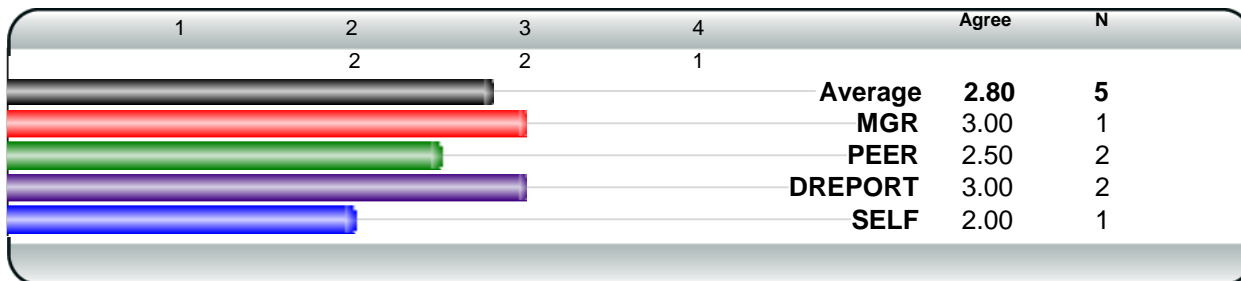
5. Explains new business directions so that people understand their new roles.



Comments (optional): - Please provide examples or insights to support your rating.

- Great at keeping us informed.
- In times of change or uncertainty, he always lets me know how I fit into the new business direction.
- the periodic staff meetings and staff emails are very helpful

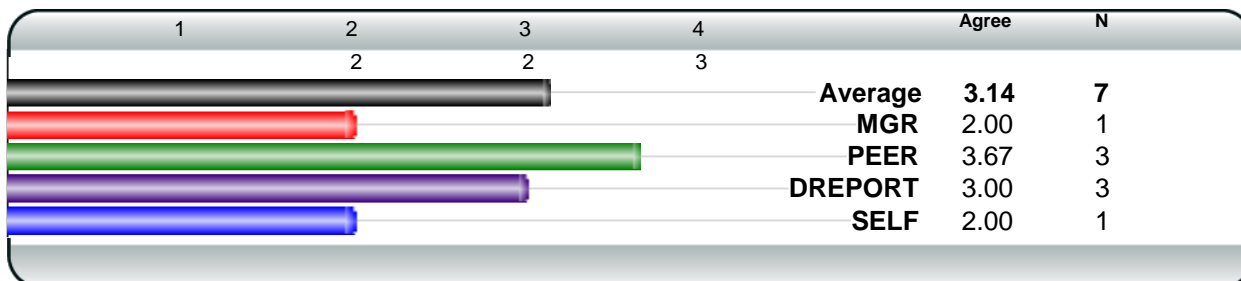
6. Sets up policies that enable intra-departmental coordination.



Comments (optional): - Please provide examples or insights to support your rating.

- Communication is encouraged, but I feel he could do more to support this.
- He does not give information that helps departments coordinate with one another, especially when new policies are introduced.
- I don't know that I've seen this behavior, so I chose N/A.

7. Shows knowledge and respect for people's responsibilities throughout the organization.

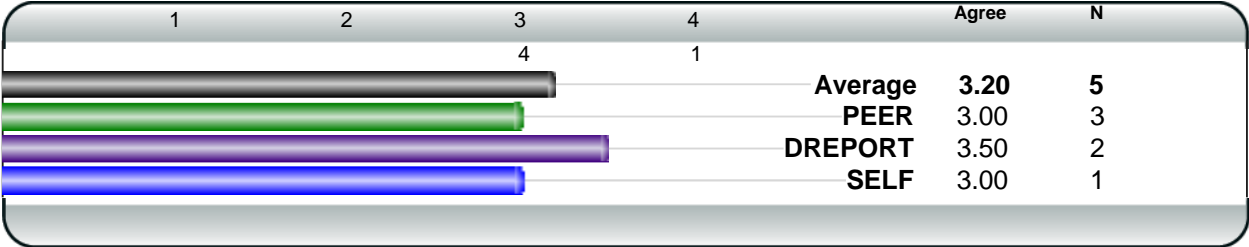


Comments (optional): - Please provide examples or insights to support your rating.

- Self: I admit I don't always remember everyone's responsibilities.
- I don't always feel that he understands all of my responsibilities. Delegates work to me that doesn't always apply to me, and doesn't delegate work that should have come to me.

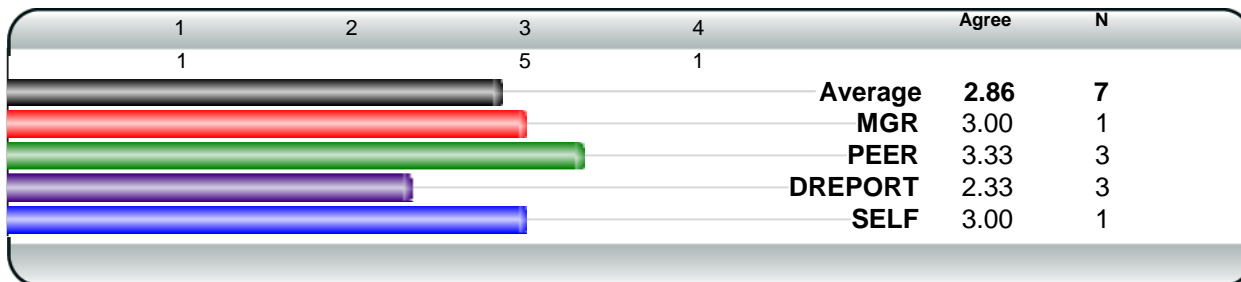
Item Ratings with Comments

8. Makes delighting internal customers a major goal of organizational development.



Open and Proactive Communications

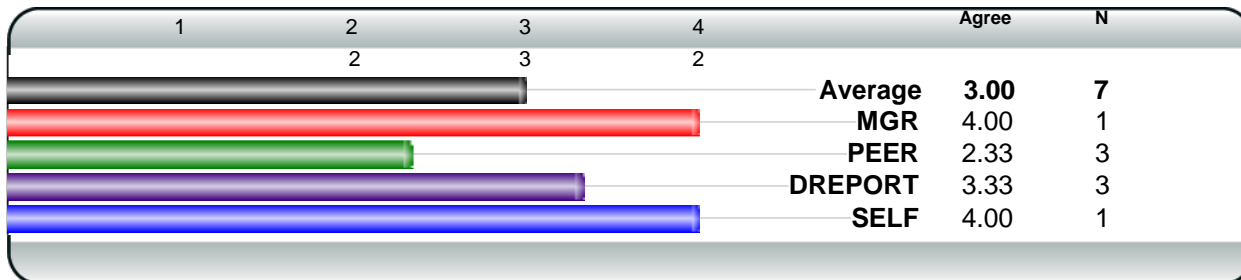
9. Ensures that communication systems meet the needs of employees.



Comments (optional): - Please provide examples or insights to support your rating.

- He does not set up systems for consistent communication of information when schedule changes.

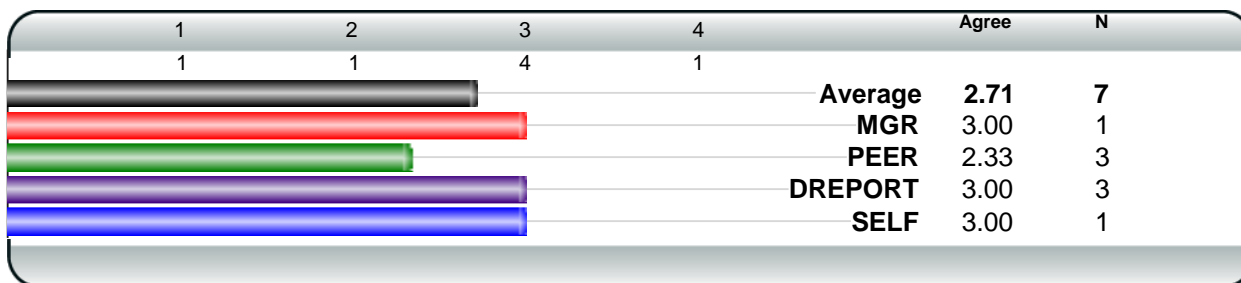
10. Keeps people focused on business goals, priorities and plans.



Comments (optional): - Please provide examples or insights to support your rating.

- Makes sure we get the job done.
- People are focused on the goals that are conveyed at meetings - but not everyone in organization is aware of the "big picture"
- Sometiems I don't feel like I know where the business is going. It seems to be secretive.

11. Creates a climate of trust among employees.

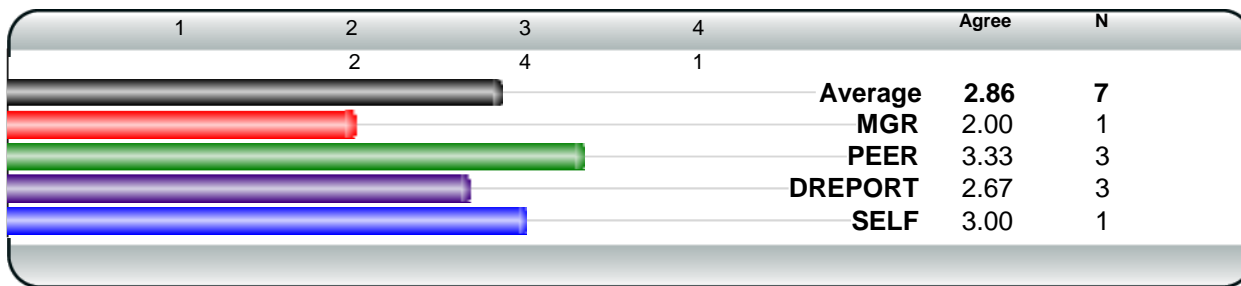


Comments (optional): - Please provide examples or insights to support your rating.

- Some of his policies create competition among the team rather than trust.
- Teambuilding activities would benefit our team.

Item Ratings with Comments

12. Gives constructive feedback effectively.

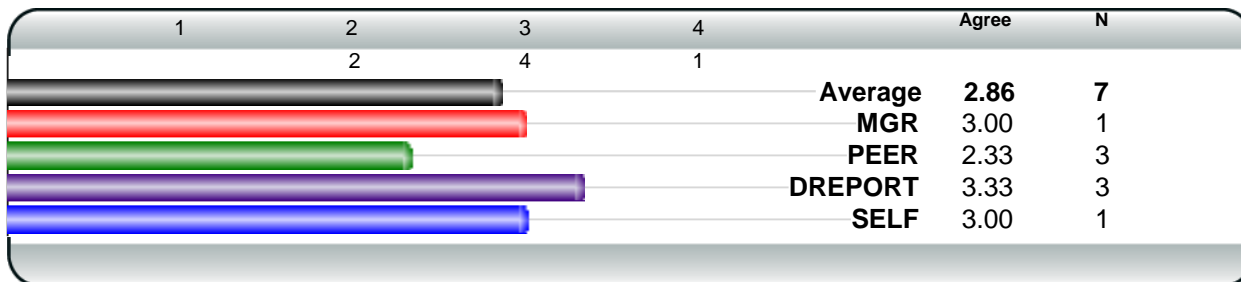


Comments (optional): - Please provide examples or insights to support your rating.

- He should chose his words a little more carefully. Occasionally his feedback comes across as critical, rather than constructive.
- Sometimes feedback becomes more critical than constructive.

Innovative, Smart and Diverse Organization

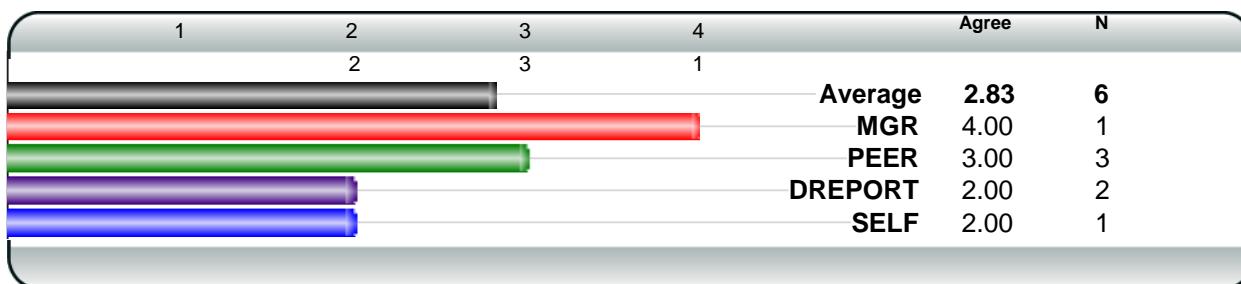
13. Empowers managers to improve work processes.



Comments (optional): - Please provide examples or insights to support your rating.

- Anything that will help us be more productive he supports.
- He will brainstorm and try new techniques, even if he disagrees with the decision.

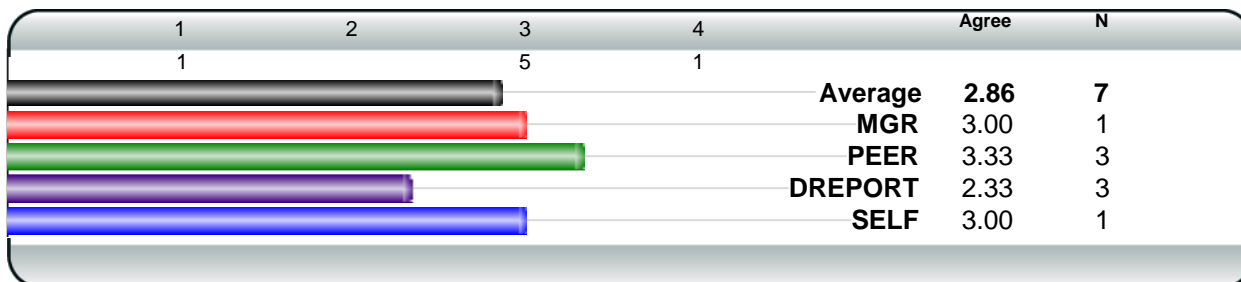
14. Reviews systematic measurement and analysis of quality outputs at key points in production process.



Comments (optional): - Please provide examples or insights to support your rating.

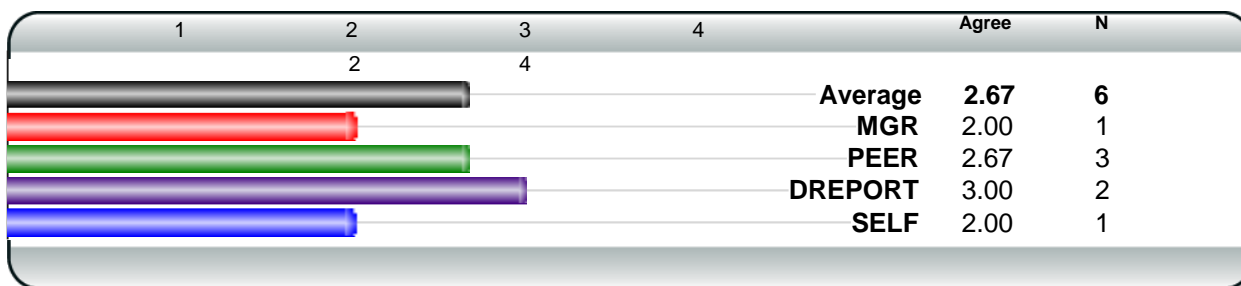
- He should hold more face-to-face project status meetings to keep team on task. Sending emails to the team isn't always effective.

15. Encourages others to question accepted practices, patterns and assumptions.



Item Ratings with Comments

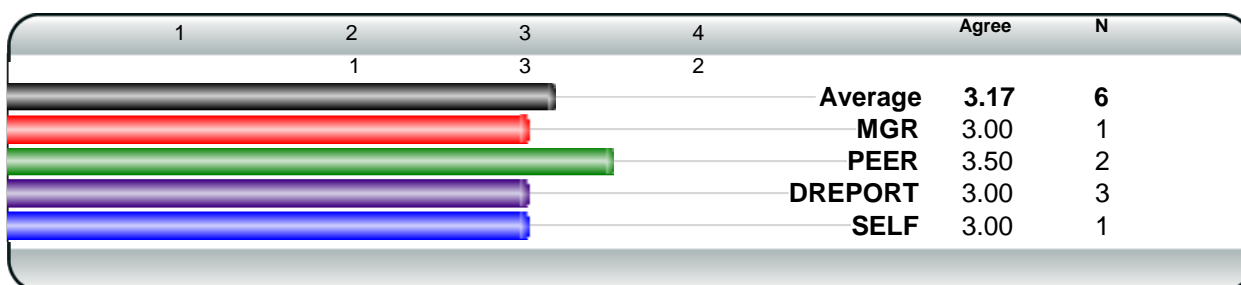
16. Commits time and resources to experiment with new solutions.



Comments (optional): - Please provide examples or insights to support your rating.

- Seems like he wants to try new solutions, but doesn't always want to give me the time to do so.

17. Demonstrates an appreciation of the value a diversity of people in the workforce.

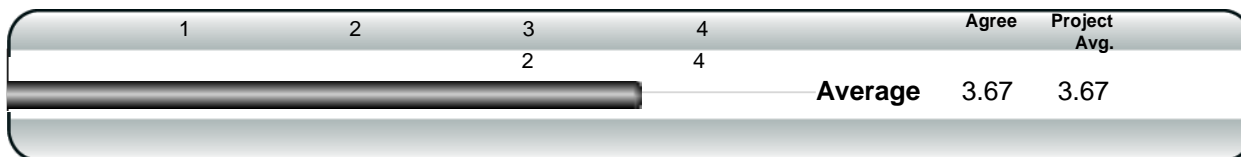


Comments (optional): - Please provide examples or insights to support your rating.

- Goes along with not understanding my responsibilities. Makes me feel that he does not appreciate the unique strengths and skills I bring to the organization.
- I can't say that I've witnessed this, so I chose N/A.
- Self: I need to improve on communicating my appreciation for others. I do appreciate the unique skills and abilities each person brings to the workforce, but I don't always vocalize it.

Highest-Rated Items

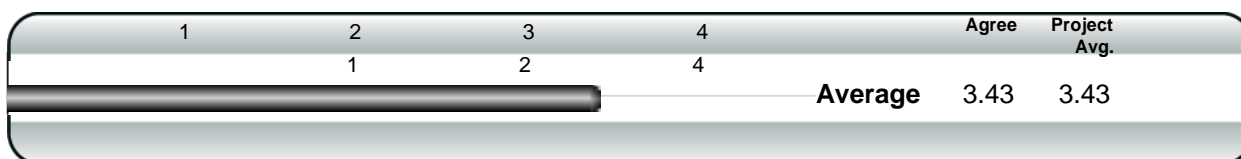
4. In a crisis, helps others remain calm by focusing attention on finding solutions.



Comments (optional): - Please provide examples or insights to support your rating.

- He handles stress well and helps others do the same.
- He reminds his employees that everyone makes mistakes and then explains how to creatively solve the problem.
- Self: I am fairly level-headed and can handle more stress than the average person. I could improve upon keeping others calm.
- I have never witnessed this, therefore I chose N/A.
- remains positive so team members focus on solving not panicking - got us through the last-minute redo of materials for ABC company last fall

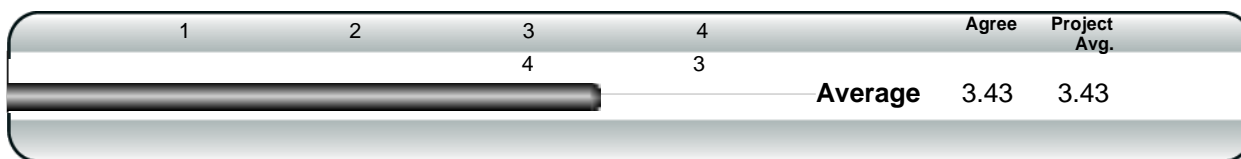
3. Maintains a network of key contacts throughout the organization.



Comments (optional): - Please provide examples or insights to support your rating.

- He seems to know everyone.
- Self: I think I stay connected with many parts of the organization.

5. Explains new business directions so that people understand their new roles.

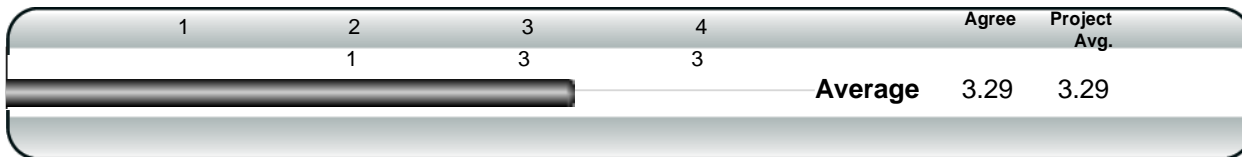


Comments (optional): - Please provide examples or insights to support your rating.

- Great at keeping us informed.
- In times of change or uncertainty, he always lets me know how I fit into the new business direction.
- the periodic staff meetings and staff emails are very helpful

Highest-Rated Items

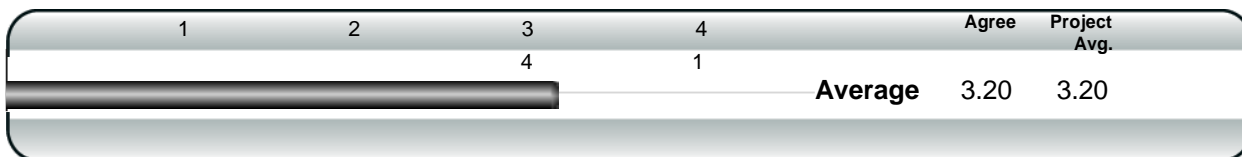
1. Provides a positive role model of effective leadership behavior for managers.



Comments (optional): - Please provide examples or insights to support your rating.

- *always willing to do what needs to be done, nothing is "beneath him"*
- *Is good at speaking, not always the best listener.*

8. Makes delighting internal customers a major goal of organizational development.



Lowest-Rated Items

This section reports the scores of your 5 lowest-rated items across all categories. Your self-ratings are not included in these averages.

Results are displayed both as a bar graph and in numerical form, from lowest to highest. Items are shown on the left side of the page, with the related category in parenthesis below it.

Column 1: Displays the average score for each item on the primary scale, with the lowest score listed first, followed by the second lowest score, and so on.

Column 2: Displays the average scores received by other subjects in the project.

Beneath the bar graph are the development recommendations for that item. Development recommendations include:

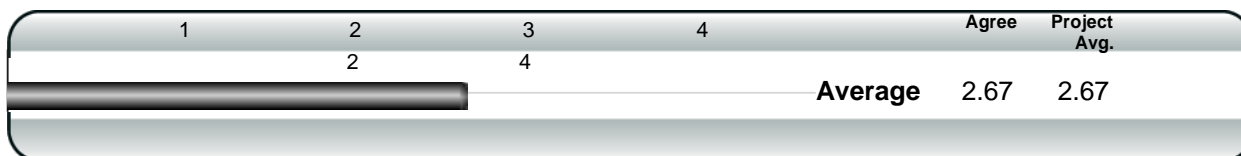
Item Description – A brief explanation of the specific behavior described in the item and why the behavior is important in the workplace.

Developmental Recommendation – Describes possible reasons for the low ratings, to help you analyze the cause. A list of recommended follow-up development actions that can improve performance is also provided.

Recommended Resources – A list of references which includes books, magazine articles, videos and other media available for you to use for your personal and professional development.

16. Commits time and resources to experiment with new solutions.

(Innovative, Smart and Diverse Organization)



Comments (optional): - Please provide examples or insights to support your rating.

- Seems like he wants to try new solutions, but doesn't always want to give me the time to do so.

To survive the cycles of evaluation and revision needed to grow into a winning idea, a good idea needs to be supported in many ways. Time must be given for people to work on it. Equipment, tools, materials, supplies and other expensive commodities must be committed to its development. It also needs intangible support, such as creative input and encouragement. The innovation project must compete with other worthy projects for limited resources.

Leaders and other professionals in the workplace must believe in the idea or it will not receive the support it needs to finish its development. It isn't always easy to know whether a new idea will help an organization achieve its vision. Leaders must exercise imagination, judgment and courage to decide whether to continue to support an innovative project.

What lower ratings may mean:

The people who gave you feedback may feel that you are too quick to say no to giving support to new ideas or innovative projects.

- They may want more resources for their innovative projects.
- In the past, you may have given low priority to innovative projects.

Lowest-Rated Items

- You may believe that investing resources in new ideas is risky.
- You may not realize how much support an innovative project needs.
- You may not know how to give intangible support to innovative projects.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of how to support the development of new ideas.
- Perhaps the people who work around you expect more of you than you realize. Tell them you want to support worthy innovative projects. Ask them what improvements they'd like to see in the way you provide that support.
- Identify someone who has a reputation for empowering the development of innovative projects. If possible, study this person's approach. Consider asking this person for advice.
- Think about an actual situation in which you failed to commit resources to an innovative project. Analyze what happened, why, and the consequences. How could the situation have been handled differently?
- Consider acting as a catalyst for a worthy project, planting seeds in the minds of senior managers, contacting specialists who may be interested in working on it, asking around for needed resources, etc.
- Identify the potential benefits of an innovation and quantify them in dollars and sense, then compare with the costs to develop it.
- If you find that committing time, money and other tangible resources to an innovative project is a hard decision, get the opinions of a variety of people who may care about whether the project lives or dies.
- Resources are always limited, so that's not a sufficient reason for saying no. Be creative in your search for resources that can be committed to a project. Sometimes it helps just to look the other way while others scrounge for needed space, time, tools, etc.
- Consider a policy of permitting a limited amount of time-say, four hours a week-for people to work on anything they want. This will require trust, patience and courage, but if innovation is important, this kind of policy can empower creativity and internal motivation to succeed.
- Consider believing in and doing things based on these positive attitudes:
"Innovation is an investment in future success."
"Innovation doesn't just happen. I have to make it happen."

Recommended Resources

Dodgson, Mark. *Innovation*. OUP Oxford, 2010.*

"Encouraging Ideas" video in *Strong for Performance* online development program. Performance Support Systems, 2012.

Kelley, Tom, and Jonathan Littman. *The Ten Faces of Innovation: IDEO's Strategies for Defeating the Devil's Advocate and Driving Creativity Throughout Your Organization*. Currency/Doubleday, 2005.*

Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations, 5th ED*. Jossey-Bass, 2012.*

Lowest-Rated Items

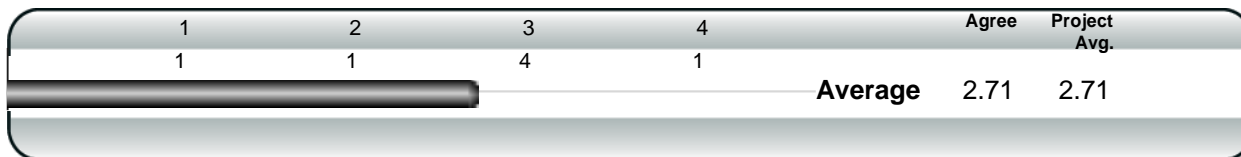
Miller, William C. *Flash of Brilliance: Inspiring Creativity Where You Work*. Basic Books, 1998. (20/20 Insight classic)

Paulus, Paul B., ED., and Bernard A. Nijstad, ED. *Group Creativity: Innovation through Collaboration*. Oxford University Press, 2003.*

* Available in Kindle format.

11. Creates a climate of trust among employees.

(Open and Proactive Communications)



Comments (optional): - Please provide examples or insights to support your rating.

- Some of his policies create competition among the team rather than trust.
- Teambuilding activities would benefit our team.

Most of the time a work group faces difficult challenges, and a cooperative effort is needed. People must take initiative, find solutions, make decisions and take independent action. In reality, there's no guarantee that even people with exceptional abilities and commitment will always perform well. Mistakes and setbacks can cause problems for the organization. It takes courage for leaders to trust employees when significant challenges arise.

Talented people want to think for themselves and use their special talents. They want the freedom of action to get things done their way. They want to use their creativity and initiative. Capable people can become dissatisfied when they aren't trusted with difficult tasks or the freedom to make decisions. Under these conditions, it's unreasonably difficult-if not impossible-for them to do their best work. Leaders must trust employees to get work done using their own judgment and initiative.

What lower ratings may mean:

The people who gave you feedback may feel that you don't trust them as much as you should.

- They may feel that they've earned more trust than you give them.
- They may believe they need you to trust them more to do their best.
- They may perceive that you have a low opinion of them.
- Possibly you don't ask for their involvement as often as you could.
- You may be giving them more details and instructions than they need.
- You may check on progress more than is necessary.
- Perhaps you express more worry and concern than is appropriate.

Recommended follow-up development actions:

- If the comments in your report don't describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of how they should be trusted.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you do trust them. Ask them how they would like you to improve the way you demonstrate and communicate that trust.
- Identify someone who seems to be comfortable trusting others. If possible, study this person's on-the-job behavior. Consider asking this for feedback or advice.
- Make a commitment to increase the degree to which you show that you trust your coworkers. Determine to whom you will extend more trust and decide how you'll demonstrate that you trust these people.
- When cooperating on tasks, be sure to discuss clearly which outcomes are expected, along with any guidelines about what is not permitted.

Lowest-Rated Items

- People are fulfilled professionally when they are given significant responsibilities and tasks. Think about who is able to handle the challenges you'd like to share.
- Satisfy your need for control by scheduling in-process review meetings, during which accomplishments, problems, changes and needs can be discussed. Otherwise, back off and let your coworkers do their best work.
- When you allow someone to share responsibilities with you, sometimes mistakes are made or there are unexpectedly bad consequences. Even talented people make mistakes, and setbacks are predictable when carrying out difficult projects. Back up your coworkers. Don't let them absorb the criticism by themselves. Help them learn lessons from the experience and get back on track with the project. Offer your support, confidence and sincere encouragement. Resist the temptation of taking over and doing tasks for them.
- Consider believing in and doing things based on these positive attitudes:
"Control is an illusion."
"I will be successful if I trust talented employees to do a good job."

Recommended Resources

Allen, David. *Getting Things Done: The Art of Stress-Free Productivity*. Penguin Books, 2002.*

Clements, Phil, and Tony Spinks. *The Equal Opportunities Handbook: How to Recognize Diversity, Encourage Fairness and Promote Anti-Discriminatory Practice, 4th ED*. Kogan Page, 2009.

Connellan, Thomas. *Bringing Out the Best in Others!: 3 Keys for Business Leaders, Educators, Coaches and Parents*. Peak Performance, 2002.

Covey, Stephen. *The Speed of Trust*. Free Press, 2008.*

Kouzes, James J., and Barry Z. Posner. *Credibility: How Leaders Gain and Lose It, Why People Demand It, 2nd ED*. Jossey-Bass, 2011.*

"Trust" resources in *Strong for Performance* online development program. Performance Support Systems, 2012.

* Available in Kindle format.

6. Sets up policies that enable intra-departmental coordination.

(Effective Partnerships)

1	2	3	4	Agree	Project Avg.
	2	2	1		
Average				2.80	2.80

Comments (optional): - Please provide examples or insights to support your rating.

- *Communication is encouraged, but I feel he could do more to support this.*
- *He does not give information that helps departments coordinate with one another, especially when new policies are introduced.*
- *I don't know that I've seen this behavior, so I chose N/A.*

It is doubtful that any group will be able to achieve its goals without help from people in other parts of the organization. The work group is one part of the whole system. Just as members of a team must interact well and support each other to be successful, groups and teams within an organization must have mutually supportive relationships. They need to see each other as internal customers or suppliers.

Leaders can help establish vital connections with other elements of the organization by setting up policies that make inter-departmental coordination easy. If leaders don't help establish mutually rewarding relationships, then team members will cut themselves off from information and solutions and miss opportunities to establish strong allies.

What lower ratings may mean:

The people who gave you feedback may feel that you haven't done enough to promote inter-departmental communication.

- They may feel that there's too much friction and politics within the organization.
- They may want you to do more to get people to talk to each other.
- They may have experienced failures and lost opportunities due to departmental strife.
- Maybe it's hard to communicate across structural boundaries.
- Perhaps you aren't sure how bad the problem is.
- You may not know how parts of the organization need to communicate with each other.
- You may not understand the best way for groups to interact with each other.
- Maybe you feel that it's not your job to intervene in inter-departmental processes.

Recommended follow-up development actions:

- If the comments in your report don't describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of policies that will improve inter-departmental communication.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you want to do what you can to promote inter-departmental communication. Ask them how they would like you to improve the way you help groups everywhere communicate and work well together.
- Find out which parts of the organization are having trouble communicating with each other.
- Listen to people who have had failures and frustrations due to a lack of information and coordination.

Lowest-Rated Items

- Expand your network to include allies, advisors and mentors. Who has a stake in better inter-departmental communication? Who wants to improve the situation? What can they do to help?
- Boundaries and turf wars are common in organizations. Talk to executives in other organizations to learn from their experiences.
- Estimate the cost of coordination and communication failures. Take the problem, along with your proposals, to top management.
- Work on fixing the problem on relationship at a time. First, establish optimum communication between your group and others within the organization. Then, based on your experience, facilitate conflict resolution between department heads.
- Departmental politics can make coordination solutions difficult to implement. Consider getting help from a management consultant.
- Consider believing in and doing things based on these positive attitudes:
"No man is an island; every group is connected to the whole."
"An organization is like a brain. I don't want it to be a brain-damaged brain."

Recommended Resources

"Interact with the Team" video in *Strong for Performance* online development program. Performance Support Systems, 2012.

Klubnik, Joan P., and Penny F. Greenwood. *The Team-Based Problem Solver*. Irwin Professional Publishing, 1994. (20/20 Insight classic)

Lawson, Ken. *Successful Assertive Management*. Barron's, 2006.

Marquardt, Michael. *Building the Learning Organization, 3rd ED*. Nicholas Brealey Publishing, 2011.*

Maxwell, John C. *The 360 Degree Leader: Developing Your Influence from Anywhere in the Organization*. Thomas Nelson, 2011.*

Miller, William C. *Flash of Brilliance: Inspiring Creativity Where You Work*. Basic Books, 1998. (20/20 Insight classic)

Senge, Peter M. *The Fifth Discipline: The Art & Practice of the Learning Organization, Rev. & Up. ED*. Doubleday, 2006.*

* Available in Kindle format.

2. Shows interest in learning in a variety of areas.

(Fundamental Executive Skills)

1	2	3	4	Agree	Project Avg.
	2	3	1		
Average				2.83	2.83

Comments (optional): - Please provide examples or insights to support your rating.

- *He's busy so I can understand that he doesn't always have time to show interest in something new.*
- *Self: I could improve on this. There isn't always time to think about anything other than getting my main tasks done.*
- *Maybe just doesn't always have time.*

In most career fields, much is changing-regulations, technologies, markets, customers, products, services, structures and relationships. To remain effective, an executive has to be a life-long learner. When people stop learning, their ability to contribute declines. Those who don't continue to develop themselves become weak links in the chain that holds the organization together. A person probably needs to absorb the equivalent of at least 50 books a year, just to remain aware of new trends, ideas, concepts, methods and best practices.

No one can force a person to pursue professional development. Learning is an individual matter, and people have to take responsibility for their own professional development. What is needed is curiosity, an open mind and a willingness to try new approaches.

What lower ratings may mean:

The people who gave you feedback may feel that you're interested only in specialized areas of expertise.

- They may want you to take a broader view of self-development.
- The nature of the business of your organization may be changing.
- Possibly the larger environment of your business has changed in recent years.
- New skills may be required to be maximally effective.
- A different kind of contribution may be needed from you.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of what they feel you should know.
- Perhaps the people who work around you expect more of you than you realize. Tell them you want to continue to improve yourself professionally. Ask them what more they would like to see you do to improve your knowledge and skills.
- Identify someone who is dedicated to general self-development. If possible, study this person's approach to knowledge and learning. Consider asking this person to give you feedback.
- Think about an actual situation in which a lack of knowledge or ability caused you difficulties. Analyze what happened, why and the consequences. How could the situation have been handled differently?
- Also, look for lessons from using your strengths successfully. What did you do? Why did you choose to do it that way? What benefits resulted? How can you use these strengths in other ways? Record your

Lowest-Rated Items

- what learned from both successes and mistakes in a personal journal used exclusively for development.
- Obtain or draft a detailed list of the knowledge areas and competencies required to perform well in your role.
- Determine the degree to which your professional advancement is linked to your educational advancement. Assess how much you'll need to learn during the next year in order to perform well in your position or to find a better one. Evaluate whether any of the opportunities you seek require new skills or knowledge.
- Don't limit your search for learning opportunities in areas that you find familiar, comfortable, or enjoyable. Take on areas where you're most likely to be challenged. Seek "learning situations" where you'll be confronted with something you haven't seen before, rather than obvious "tickets" to advancement.
- Think about some knowledge or skill you acquired recently, and evaluate how much this new learning increased your value to the organization.
- Make a list of activities, projects or assignments that would be challenging enough to force you to gain new knowledge or skills. Get involved in some of these opportunities. Evaluate the educational opportunities available to you and pursue them, whether on your own time or sponsored by the organization.
- Rather than try to improve every area at once, pay attention to one or two top priorities. After you have noticed a benefit, focus on other priority areas.
- Study more books, manuals, articles, videotapes and audiotapes. Devote five fewer hours each week to television and five more hours to improving your knowledge.
- Consider believing in and doing things based on these positive attitudes:
"I don't want to appear uninformed, ignorant or inept."
"I'm a life-long learner."

Recommended Resources

Buhler, Patricia. *Alpha Teach Yourself Management Skills in 24 Hours*. Alpha Books, 2001.

Cooper, Robert K. *The Other 90%: How to Unlock Your Vast Untapped Potential for Leadership & Life*. Crown Business, 2002.*

Covey, Stephen R. *The 8th Habit: From Effectiveness to Greatness*. Free Press, 2005.*

"Self-Development" resources in *Strong for Performance* online development program. Performance Support Systems, 2012.

* Available in Kindle format.

14. Reviews systematic measurement and analysis of quality outputs at key points in production process.

(Innovative, Smart and Diverse Organization)

1	2	3	4	Agree	Project Avg.
	2	3	1		
Average				2.83	2.83

Comments (optional): - Please provide examples or insights to support your rating.

- He should hold more face-to-face project status meetings to keep team on task. Sending emails to the team isn't always effective.

Quality is managed and controlled by setting quality standards, not only the quality of the end product, but the process by which it is produced. These standards need to be quantifiable and measurable so they can be checked on a regular basis. Managers also need to make sense of the data, analyzing and reporting the data.

Executives need to be involved in this quality control process by reviewing the reports of these measurements. As changes in customer expectations, competition and technology happen, executives need to support manager efforts to update what is measured.

What lower ratings may mean:

The people who gave you feedback may feel that you aren't sufficiently involved in the quality control process by reviewing, analyzing and discussing process measurements with managers.

- They may feel you aren't familiar with the current system of quality monitoring.
- They may feel quality control isn't one of your top priorities.
- They may feel the organization needs a more robust quality management system.
- You may have failed to show interest in managers' quality control programs.
- You may not fully appreciate the challenges managers face when measuring quality.
- You may not have had much time to read and discuss recent quality reports.
- You may not understand some of the technical language and processes involved in measuring quality.

Recommended follow-up development actions:

- If the comments in your report don't describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of how you should monitor quality control.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you want to contribute to the effective management of quality control. Ask them what improvements they would like to see in the way you review and discuss this information with them.
- Think of the time when the organization didn't do a good job of checking quality. How did that impact on customer satisfaction? What impact did this have on the organization's ability to make a profit?
- If you want managers to believe quality is a top priority, learn more about the technical side of quality control management. Books and courses are available on this topic. If you can show that you understand and can intelligently discuss this aspect of quality control, you'll send a strong message to your managers.
- Data aren't useful if you don't know what they mean. Learn how to analyze quality data more effectively.

Lowest-Rated Items

The next time you receive a report, discuss its structure and content with someone knowledgeable in quality process measurement. What are the key points of the process that leads to quality products or services? Are these outputs being measured?

- Compare recent results with past results. What trends do you see?
- The bottom line is the sales trend. How delighted are your customers with your product or service? If you aren't completely satisfied with the feedback, what new processes would increase the level of quality?
- Make time in meetings with managers to discuss quality control data trends.
- Consider believing in and doing things based on these positive attitudes:
"I have to check quality data if I want the data to improve."
"I need to demonstrate to managers that high quality is my top priority."

Recommended Resources

Besterfield, Dale H. *Quality Control, 8th ED.* Prentice Hall, 2003.

Bradford, David L., and Allan R. Cohen. *Managing for Excellence: The Guide to Developing High Performance in Contemporary Organizations.* Wiley, 1997.* (20/20 Insight classic)

Evans, James R., & William M. Lindsay. *The Management and Control of Quality, 6th ED.* Cengage Learning, 2004.

Heller, Robert, and Tim Hindle. *Essential Manager's Manual.* DK Adult, 1998. (20/20 Insight classic)

Mitra, Amitava. *Fundamentals of Quality Control and Improvement, 3rd ED.* Wiley, 2008.

* Available in Kindle format.