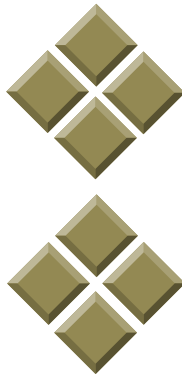


# APPENDIX



# Appendix

## Table of Contents

Management Skills Self-Assessment	3
Distribution of MBTI Types: Females and Males	6
Hemispheric Preference Exercise	7
Information Processing Preferences Exercise	9
Flow Chart	10
Post-Decision Checklist	11
Fishbone Diagram	13
The 5 “Whys” Method	14
The Phoenix Checklist	15
Developmental Action Plan Form: Sample	17
Developmental Action Plan Form: Blank	19

## Management Skills Self-Assessment

What is your *current* level of success in the 8 Essential Skills?

Assess yourself using a 1-5 scale (5 = highest)

### **Skill 1 - Managing Yourself**

1 - 5

1. How you use time	
2. Your approach to accomplishing the goals and objectives of your unit and organization	
3. How you recognize and deal with the really important issues	
4. How open and approachable you are to your employees and others	
5. Your willingness to keep up to date technically	
6. Your level of self-confidence and ego maturity	
7. Your willingness and ability to make decisions	

### **Skill 2 - Communicating for Results**

1. How openly, candidly, and frequently you communicate	
2. How straightforward you are dealing with employees' performance	
3. How effectively you conduct team meetings	
4. How willing your employees are to bring up problems and issues	
5. How well you write	
6. How well you listen	
7. How effectively you scan the environment	
8. How well you present information to others	

### **Skill 3 - Building Successful Relationships**

1. How supportive and helpful you are to employees	
2. How effectively you resolve conflicts	
3. How willing you are to confront tough issues	
4. Your willingness to involve employees in setting their own goals	
5. How well you promote teamwork	
6. Your willingness to create and sustain an atmosphere of trust with your people	

**Skill 4 - Managing Others****1 - 5**

1. How well you set challenging objectives with and for your employees	
2. How well you appropriately plan and coordinate the work of the team	
3. How clearly you define specific performance standards for each employee	
4. Your willingness to meet regularly with your employees to discuss their performance	
5. Your willingness to help your employees achieve high performance levels	
6. Your willingness to discuss performance problems with employees and seek their suggestions for improvement	
7. How effectively you use recognition and praise to reward excellent performance	
8. How consistently you recognize good performance more often than criticizing	
9. How committed you are to developing your staff	

**Skill 5 - Managing Change**

1. How well you understand and support change in your organization	
2. How willing you are to look for opportunities to improve your team's results	
3. How quickly and successfully you let people know when plans and goals change	
4. How you go about facilitating the change process within your group	
5. The ease with which you implement changes in direction, priorities, or projects	
6. The level of resistance you exhibit toward imposed or mandated changes	
7. Your willingness to seek out information about why changes are needed	

**Skill 6 - Solving Problems and Making Decisions**

1. Your willingness to make clear-cut decisions when needed	
2. Your willingness to involve employees and others in generating ideas, suggestions, and alternatives to complex problems	
3. Your willingness to consider new information, differing opinions, or viewpoints contrary to your own	

**Skill 6 – Solving Problems and Making Decisions, *continued***

1 - 5

4. Your ability to solve problems and make decisions with less information than you would prefer	
5. Your ability to understand the financial implications of your decisions	
6. Your ability to use critical thinking skills to weigh alternatives	
7. Your ability to provide guidance, support, and encouragement to others	

**Skill 7 - Leading and Empowering**

1. Your ability to follow up on important issues and actions	
2. Your willingness to clarify who is responsible for what within the group	
3. Your willingness to be open and encourage people to express their feelings and viewpoints, including when they disagree with you	
4. Your ability to empower individuals in a purposeful manner	
5. Your ability to keep a positive focus in front of the team	
6. Your willingness to help others overcome roadblocks and resistance to moving toward goals	
7. Your commitment to staff and team development	

**Skill 8 - Growing Yourself**

1. Your ability to understand your own strengths, weaknesses, and opportunities for improvement	
2. Your willingness to request and utilize honest feedback from others	
3. Your willingness to create and effectively use a personal development action plan	
4. Your commitment to lifelong learning and personal growth as an evolving standard	
5. Your persistence and willingness to try again and again until you achieve your goals	
6. Your resilience in the face of change and challenge	
7. Your willingness to actively encourage the same behaviors in your employees and colleagues	

## Distribution of MBTI Types

<b>ISTJ</b> 6.9%	<b>ISFJ</b> 19.4%	<b>INFJ</b> 1.6%	<b>INTJ</b> 0.8%
<b>ISTP</b> 2.4%	<b>ISFP</b> 9.9%	<b>INFP</b> 4.6%	<b>INTP</b> 1.8%
<b>ESTP</b> 3.0%	<b>ESFP</b> 10.1%	<b>ENFP</b> 9.7%	<b>ENTP</b> 2.4%
<b>ESTJ</b> 6.3%	<b>ESFJ</b> 16.9%	<b>ENFJ</b> 3.3%	<b>ENTJ</b> 0.9%

<b>E</b>	52.5%
<b>I</b>	47.5%
<b>S</b>	74.9%
<b>N</b>	25.1%

**FEMALES**  
**GENERAL U.S. POPULATION**  
Percentage Distribution

SOURCE: (MBTI MANUAL, 1998)

<b>T</b>	24.5%
<b>F</b>	75.5%
<b>J</b>	56.2%
<b>P</b>	43.8%

<b>ISTJ</b> 16.4%	<b>ISFJ</b> 8.1%	<b>INFJ</b> 1.3%	<b>INTJ</b> 3.3%
<b>ISTP</b> 8.5%	<b>ISFP</b> 7.6%	<b>INFP</b> 4.1%	<b>INTP</b> 4.8%
<b>ESTP</b> 5.6%	<b>ESFP</b> 6.9%	<b>ENFP</b> 6.4%	<b>ENTP</b> 4.0%
<b>ESTJ</b> 11.2%	<b>ESFJ</b> 7.5%	<b>ENFJ</b> 1.6%	<b>ENTJ</b> 2.7%

<b>E</b>	45.9%
<b>I</b>	54.1%
<b>S</b>	71.7%
<b>N</b>	28.3%

**MALES**  
**GENERAL U.S. POPULATION**  
Percentage Distribution

SOURCE: (MBTI MANUAL, 1998)

<b>T</b>	56.5%
<b>F</b>	43.5%
<b>J</b>	52.0%
<b>P</b>	48.0%

## Hemispheric Preference Exercise

Mark the one statement from each pair that best describes you. If you're unsure about an item, your initial gut reaction is usually the most accurate.

**A**    **B**

- |       |   |
|-------|---|
| _____ | You like studying with a group.   |
| _____ | You like studying by yourself.  |
| _____ | You ignore the instructions and just begin a task.                          |
| _____ | You read the instructions before beginning a task.                          |
| _____ | You often have several tasks you are working on at the same time.           |
| _____ | You usually finish each task before moving on to the next.                  |
| _____ | You will begin a task without waiting to see how other people are doing it. |
| _____ | You like to see how other people are doing a task before you begin.         |
| _____ | You remember the main ideas better than the details when you read.          |
| _____ | You remember the details better than the main ideas when you read.          |
| _____ | You prefer essay tests where you can explain your answer.                   |
| _____ | You prefer tests that are multiple choice or true/false.                    |
| _____ | Your workspace often gets cluttered.  |
| _____ | Your workspace is usually fairly organized.                                 |
| _____ | You like team competition rather than individual competition.               |
| _____ | You like individual competition rather than team competition.               |
| _____ | You like to choose how to perform a task.                                   |
| _____ | You like to know exactly how a task is to be performed.                     |

**A      B**

\_\_\_\_\_ You want to see the results of your tests, but don't care about correcting answers.

\_\_\_\_\_ You want to go over your tests and correct any mistakes.

\_\_\_\_\_ You have difficulty ignoring distractions while you are studying or working.

\_\_\_\_\_ You can easily ignore distractions while you are studying or working.

\_\_\_\_\_ You want to know the whole assignment before working on the details.

\_\_\_\_\_ You prefer to break down an assignment into parts and work on the details.

\_\_\_\_\_ You ask other people for input in making decisions.

\_\_\_\_\_ You like to come to decisions by thinking them through by yourself.

\_\_\_\_\_ You tend to organize papers and documents into piles.

\_\_\_\_\_ You like to have a detailed filing system for sorting papers.

\_\_\_\_\_ You are more motivated to read a book that includes pictures and diagrams.

\_\_\_\_\_ You are more motivated to read a book because of its title and cover, even if it doesn't include pictures.

\_\_\_\_\_ Total Marks in Each Column

Source: (Blakely, 2000)

*Used by Permission*

Add the total number of marks in each column and enter them on the line above. The column with the higher number *may* indicate your hemispheric preference. Column **A** indicates a right-brain preference; Column **B** indicates a left-brain preference.



## Information Processing Preferences Exercise

### ***Sensory Checklist***

Mark all of the following statements that you feel strongly describe yourself. You may have several items checked in a section, only a couple, or none at all.

#### **Kinesthetic**

- You learn best when you can perform a task.
- You have trouble paying attention if you sit still for a long time.
- You often slouch in your chair or fidget if you sit still too long.
- You feel like you always have to be moving some part of your body.
- Movies or books must be full of action to keep your attention.

#### **Auditory**

- You talk out loud to yourself to solve problems or vent anger.
- You need to hear yourself say things in order to remember them.
- To memorize information, you need to repeat it aloud or to yourself.
- You would rather listen to a description of something than read about it.
- You can easily remember information put to a beat or music.

#### **Visual**

- You learn best if you can see the information you need to learn.
- You like to see charts and pictures, in addition to text, when studying.
- You are drawn to bright, colorful objects.
- You often visualize situations in your head as you think about them.
- You remember something better if you see it in writing.

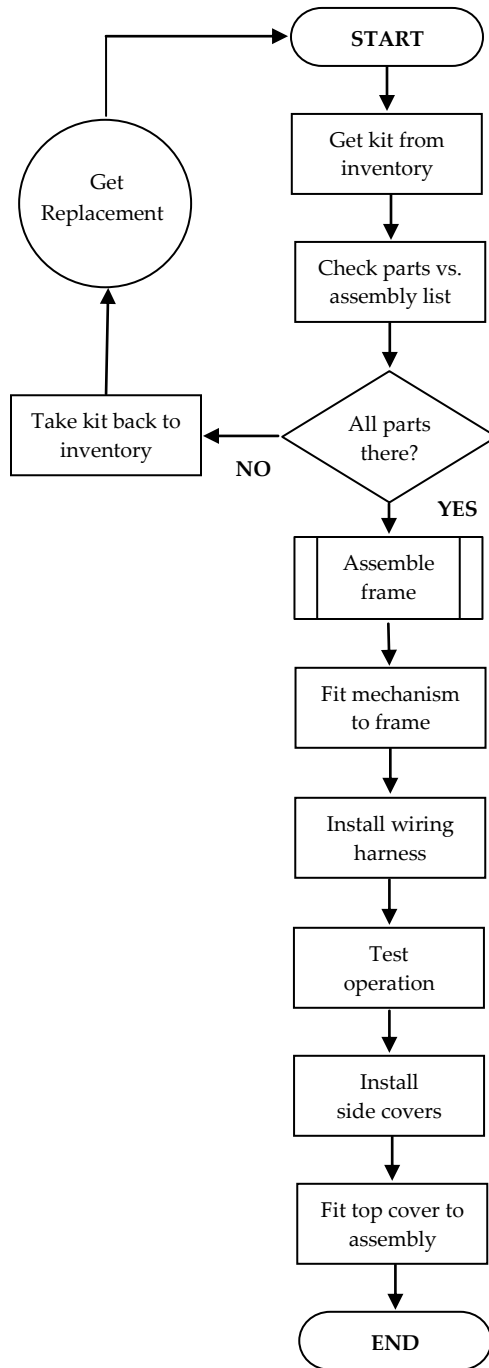
Source : (Blakely, 2000)

*Used by Permission*

Count the number of boxes you checked in each section. The section with the most marks is probably your dominant or conscious sense. The section with the second highest number of marks is likely your support or subconscious sense. The section with the fewest marks is probably your weakest or unconscious sense.

## Flow Chart

This section of the *Appendix* includes several tools to assist in problem solving and decision making.



## Post-Decision Checklist

Some problems and decisions are mission-critical or have far-reaching implications for your unit or the entire organization. When the issue is important, the stakes for you professionally, your team, and perhaps your organization may be high. Even when you've used a good process, balancing your analytical left brain with your creative, intuitive right brain, you can still make a poor decision due to factors you might not have anticipated.

So once you've made a decision – or when you think you're close to committing to a particular course of action – ask yourself a series of questions *before* actually implementing the decision. The following checklist may be helpful:

- Are there additional risks growing out of your selected alternative that haven't already been addressed? What are they? Is the level of risk acceptable? If not, is there another alternative that carries less risk?
- How will you communicate the solution/decision to those who are involved? Who will be negatively affected by the decision? How do you plan to deal with their potentially negative reaction? Is there any information that they should have before the decision is announced or implemented?
- Is there anyone else you want (or need) to consult with before moving ahead? Do you know who *all* the important stakeholders are and how your preferred solution will be viewed by them?
- How serious are the political consequences of this alternative?
- Are there any ethical or values-system consequences to this alternative that could prevent you from succeeding? How does this decision and its likely results feel to you?
- Do you have the systems in place to make this decision work successfully?
- If you read about this decision on the front page of the (*insert the name of your local paper*) and it was accurately reported, would you feel comfortable with that?

(Continued on next page)

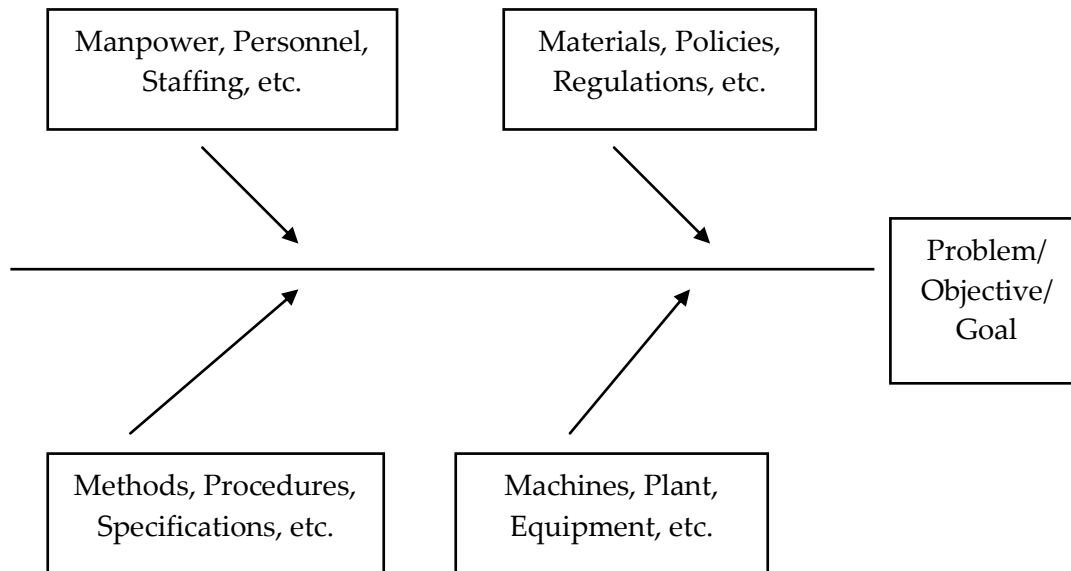
- What might be the second- and third-order effects of this alternative that you haven't thought about? Will the recommended choice affect how someone downstream (e.g., other units or your customers) does *their* work? If so, have you involved them in the decision-making process?
- Are there any potential negative AND important consequences you haven't thought of yet? Any unintended consequences that you haven't thought through that *could* occur?
- Will this decision enhance the reputation of this organization and its leadership?

Obviously, you won't use this checklist for routine daily decisions or minor problems. However, when the stakes are high and the decision has far-reaching implications, walking yourself and/or your team through the checklist might save you from making a major mistake. At that point, if you get pushback from important stakeholders, you'll be more confident that you have made the correct decision.

## Fishbone Diagram

A Fishbone Diagram or Cause-and-Effect Diagram can reveal the relationship between a given outcome and all of the factors that influence that outcome. The diagram helps to show the relationship of the parts to the whole by:

- Determining the factors that cause a certain outcome (or effect)
- Focusing on a specific issue without resorting to complaints and irrelevant discussion
- Determining the root causes of a given effect
- Identifying areas where there's a lack of data



This technique works well whether you're trying to accomplish an objective (a positive effect) or solve a problem (a negative effect). Focusing on problems can produce finger pointing, while focusing on desired outcomes fosters pride and ownership over productive areas. The resulting positive atmosphere often enhances the group's creativity.

## The “5 Whys” Method

The “5 Whys” is a question-asking tool used to analyze the relationship of cause and effect in a problem. The goal of the “5 Whys” method is to determine a root cause of the defect or problem.

### Example:

#### PROBLEM STATEMENT

My car will not start.

#### WHY?

The battery is dead.

#### WHY?

The alternator is not functioning.

#### WHY?

The alternator belt has broken.

#### WHY?

The alternator belt was well beyond its useful service life and has never been replaced.

#### WHY?

**I have not been maintaining my car according to the recommended service schedule.**

#### ROOT CAUSE

While asking “Why?” five times is generally sufficient to get to a root cause, additional levels of “Why?” may be needed in certain situations. The point is to encourage the individual or team to avoid assumptions by tracing the problem directly through the layers until the *real* root cause is discovered. The “5 Whys” is more “quick and dirty” than other methods, but it’s useful for a rapid, general approach to determining a root cause.

# The Phoenix Checklist

## *The Problem*

When you have a challenge in front of you, knowing what questions to ask can make the difference between doing something extraordinary and doing the same old thing. This checklist was developed by the CIA to help their agents successfully deal with complex problems and issues.

- Why is it necessary to solve the problem?
- What benefits will you receive by solving the problem?
- What is the unknown?
- What is it you don't yet understand?
- What is the information you have?
- What isn't the problem?
- Is the information you have sufficient? Or is it insufficient? Or redundant? Or contradictory?
- Should you draw a diagram of the problem? A figure?
- Where are the boundaries of the problem?
- Can you separate the various parts of the problem? Can you write them down? What are the relationships of the parts of the problem?
- What are the constants (i.e., things that can't be changed) of the problem?
- Have you seen this problem before?
- Have you seen this problem in a slightly different form?
- Do you know of a related problem?
- Can you think of a familiar problem having the same or a similar unknown?
- Suppose you find a problem related to yours that has already been solved. Can you use it? Can you use its method?
- Can you restate your problem? How many different ways can you restate it? More general? More specific? Can the rules be changed?
- What are the best, worst, and most probable cases you can imagine?

## ***The Plan***

- Can you solve the whole problem? Part of the problem?
- What would you like the resolution to be? Can you picture it?
- How much of the unknown can you determine?
- Can you derive something useful from the information you have?
- Have you used all the information you have?
- Have you taken into account all essential notions in the problem?
- Can you separate the steps in the problem-solving process? Can you determine the correctness of each step?
- What creative thinking techniques can you use to generate ideas? How many different techniques?
- Can you see the results? How many different kinds of results can you see?
- How many different ways have you tried to solve the problem?
- What have others done?
- Can you intuit the solution? Can you check the result?
- What should be done? How should it be done?
- Where should it be done?
- When should it be done?
- Who should do it?
- What do you need to do at this time?
- Who will be responsible for what?
- Can you use this problem to solve some other problem?
- What is the unique set of qualities that makes this problem what it is and like none other?



## Developmental Action Plan Form: Sample

Work on no more than three developmental goals. Create no more than three written development objectives for each goal. Your goals may focus on areas of strength you want to leverage or areas needing improvement. The key is to create a plan that helps you grow in areas that are important to you in your current role *and* the future of your organization.

***My Developmental Areas for the coming year are:***

<b>1. Performance Feedback</b>	<b>2. Staff Development</b>	<b>3. Problem Solving</b>
--------------------------------	-----------------------------	---------------------------

***My Developmental Goals are: (What will be different a year from now? What end result am I looking for?)***

1. To increase the frequency & quality of performance-related feedback I provide to team members, improving the productivity of my team by 15% during the coming year.
2. To get all team members cross-trained in at least two other positions by year-end.
3. To continually reduce any errors in our team's output, achieving XX% quality by year-end.

***List at least two Developmental Objectives for each Goal***

<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
<i>Hold weekly performance discussion with each team member</i>	<i>Involve team members in cross-training decision choices</i>	<i>Improve accuracy of quality data for comparison purposes</i>
<i>Establish performance improvement targets with each team member</i>	<i>Create &amp; manage the cross-training process in cooperation with Human Resources</i>	<i>Find, select, and complete a Quality Improvement course.</i>

***Action Plan Components – Goal #1 (Performance Feedback)***

<b>Projects/Tasks</b>	<b>Who is Involved?</b>	<b>Resources Needed</b>	<b>Timing / Timeframe</b>	<b>Done</b>
<i>Review last year's performance data</i>	<i>Mgr./HR</i>	<i>Performance reviews</i>	<i>Week One</i>	
<i>Schedule 1<sup>st</sup> round of meetings with team members to gather their perspectives</i>	<i>Assistant</i>	<i>Calendar (mine &amp; team)</i>	<i>Week Two</i>	
<i>Meet with each team member re data</i>	<i>Me + Team</i>	<i>Clarify expectations</i>	<i>Weeks Three/Four</i>	
<i>Create tool to track performance results</i>	<i>HR</i>	<i>Hr's sign-off on format</i>	<i>Week Five</i>	
<i>Establish performance targets with each team member</i>	<i>Individual team members</i>	<i>Current standards &amp; historical output data</i>	<i>Week Six</i>	
<i>Have informal weekly 5-10 minute feedback discussion</i>	<i>Individual team members</i>	<i>Track observations</i>	<i>Week Six - Ongoing</i>	

**Action Plan Components – Goal #2 (Staff Development)**

<b>Projects/Tasks</b>	<b>Who is Involved?</b>	<b>Resources Needed</b>	<b>Timing / Timeframe</b>	<b>Done</b>
<i>Discuss developmental needs/wants with each team member in 1-on-1 sessions</i>	<i>Individual team members</i>	<i>Discuss resources available with HR</i>	<i>Week Three</i>	
<i>Schedule team meeting to discuss cross-training project &amp; gather input</i>	<i>Entire team</i>	<i>None – schedule meeting</i>	<i>Week Five</i>	
<i>Create rotating cross-training plan</i>	<i>Mgr’s Input</i>	<i>Timeframe needed to cross-train on each position</i>	<i>Week Ten</i>	
<i>Devise method to evaluate cross-training progress and make adjustments</i>	<i>Mgr., HR, Team</i>	<i>Approval for evaluation &amp; test protocols</i>	<i>Week Twelve</i>	
<i>Plan &amp; hold quarterly team meetings to review progress and make adjustments</i>	<i>Entire team</i>	<i>None – schedule meeting</i>	<i>Ongoing</i>	

**Action Plan Components – Goal #3 (Problem Solving)**

<b>Projects/Tasks</b>	<b>Who is Involved?</b>	<b>Resources Needed</b>	<b>Timing/ Timeframe</b>	<b>Done</b>
<i>Review QI data &amp; discuss w/ QI Manager</i>	<i>QI Mgr.</i>	<i>QI data for past 24 months</i>	<i>Week Two</i>	
<i>Research available QI courses locally and online</i>	<i>Assistant</i>	<i>My time and mindshare</i>	<i>Week Four</i>	
<i>Set meeting w/ QI Manager to pick their brain</i>	<i>QI Mgr.</i>	<i>Research results</i>	<i>Week Six</i>	

Use additional paper as needed. Review your plan with your supervisor or manager, discuss any differences, and obtain their agreement with your plan. Sign and date below.

\_\_\_\_\_ **Action Plan Originator**

\_\_\_\_\_ **Supervisor/Manager**

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Developmental Action Plan Form: Blank

Work on no more than three developmental goals. Create no more than three written development objectives for each goal. Your goals may focus on areas of strength you want to leverage or areas needing improvement. The key is to create a plan that helps you grow in areas that are important to you in your current role *and* the future of your organization.

*My Developmental Areas for the coming year are:*

1.	2.	3.
----	----	----

*My Developmental Goals are: (What will be different a year from now? What end result am I looking for?)*

1
2.
3.

*List at least two Developmental Objectives for each Goal*

Goal 1	Goal 2	Goal 3

*Action Plan Components – Goal #1*

Projects/Tasks	Who is Involved?	Resources Needed	Timing / Timeframe	Done

*Action Plan Components – Goal #2*

<i>Projects/Tasks</i>	<i>Who is Involved?</i>	<i>Resources Needed</i>	<i>Timing / Timeframe</i>	<i>Done</i>

*Action Plan Components – Goal #3*

<i>Projects/Tasks</i>	<i>Who is Involved?</i>	<i>Resources Needed</i>	<i>Timing / Timeframe</i>	<i>Done</i>

Use additional paper as needed. Review your plan with your supervisor or manager, discuss any differences, and obtain their agreement with your plan. Sign and date below.

\_\_\_\_\_ **Action Plan Originator**

\_\_\_\_\_ **Supervisor/Manager**

Date: \_\_\_\_\_

Date: \_\_\_\_\_