

Item # 13

**City of Carson City
Agenda Report**

Date Submitted: November 27, 2007

Agenda Date Requested: December 6, 2007

Time Requested: 15 mins

To: Board of Supervisors

From: Shelly Aldean, Supervisor

Subject Title: Action to determine that a 360 degree web based performance evaluation method should be used in evaluating the performance of the City Manager during Calendar Year 2007 and to direct the Human Resources Department to bring a proposal for this service back to the Board for review and possible approval.

Staff Summary: Per the Contract with Linda Ritter, City Manager, the Board is required to provide a performance review for the City Manager each year. In August, we had a preliminary opportunity to provide feedback on Linda's performance. Rather than repeating that process, I am suggesting that a more comprehensive review method be used. A 360 degree review provides for a detached third party to receive feedback from not only Board members, but from citizens, community groups, professional peers, and employees regarding the performance of the person being evaluated.. After the information is gathered, a thorough analysis is provided which not only offers comprehensive feedback to the person who is the subject of the evaluation, but also provides that person with a tool for future performance improvements.

Type of Action Requested: (check one)
 Resolution Ordinance
 Formal Action/Motion Other (Specify)

Does This Action Require A Business Impact Statement: Yes No

Recommended Board Action: I move to determine that a 360 degree performance evaluation method should be used in evaluating the performance of the City Manager during Calendar Year 2007 and to direct the Human Resources Department to bring a proposal for this service back to the Board for review and possible approval.

Explanation for Recommended Board Action:

Applicable Statue, Code, Policy, Rule or Regulation: N/A

Fiscal Impact: Unknown at this time.

Explanation of Impact: N/A

Funding Source: N/A

Alternatives: N/A

Supporting Material:

Prepared By: Shelly Aldean

Reviewed By: Shelly Aldean
(Department Head)

Date: 11/29/07

Melanie Burkotta
(District Attorney)

Date: 11-27-07

Board Action Taken:

Motion: _____

1) _____

Aye/Nay

2) _____

(Vote Recorded By)

PROCESS
360° FEEDBACK FOR
SELF AWARENESS AND TARGETED
PERSONAL DEVELOPMENT

WHAT: Using any combination of competencies, career derailers and performance dimensions the Learner receives candid feedback on current skill and skill importance. Overuse is also an option. Individuals can evaluate their results against normative data, relative strengths and weaknesses, a gap analysis and best development opportunities. Raters (usually 10-15, however there is no limit) include self, boss, direct reports, peers, customers, and others. The web based process allows for rater comments.

WHY:

- Self awareness has been correlated to performance and self is the least valid rater..
- Because of Lominger's extensive research, learners can select competencies based on their linkage to long term potential and success, performance, difficulty to learn and normative data for other leaders and professionals.
- We do not get honest, comprehensive feedback very often.
- The individual is asked to create a targeted personal development plan and submit the plan to their boss. A six (6) month follow-up survey is administered to measure progress.

HOW:

- Voices 360° is a web based instrument with 16 optional reports. The organization can select any combination of competencies and career stallers.
- Feedback providers are required to be certified and can be either inside or outside the organization.
- FYI. A resource book for coaches and learners that describes unskilled, causes, practical remedies and additional readings available.
- Development Tracker. Surveys the learner's progress on selected skills. asks the raters to respond regarding observable progress. Usually administered after 6 months of development.

Skill Rating Overview

What does this *Skill Rating Overview* report show me?

This report lists all of the skill ratings given to you by all raters other than yourself. The skills are listed in order of highest to lowest rating based upon average score.

How do I interpret my data?

- To best understand your results, concentrate on the one third highest (your strengths), and the one third lowest (your potential needs).
- Look for matched strengths, those high in importance and skill for you.
- Look for mismatches, those high in importance but a low skill for you.
- If your survey includes importance ratings, the best way to determine matches and mismatches is to look at the Skill-Importance Matrix.
- If your survey didn't include the questions on importance, you should compare your ratings to existing competency, values or job models in your organization. You can also compare with your performance objectives and discuss with your boss (and/or other raters) to determine potential gaps.
- If your survey included a question on Overuse of strengths, raters who assigned a rating of either 4 or 5 to any item were then prompted to rate the extent to which you may have begun to overuse the respective strength. If more than 15% of your raters indicated that in their view you are overusing the strength to any extent, then the Skill Rating Overview report will identify that item as a "Potential Overuse".

Things to note:

Before you determine what needs you have, check to see if there are any other estimates of what it takes to be successful in your position; ask your boss or HR.

What if you don't agree with the report findings?

Ask others to tell you about people who have been successful due to these skills, or about those who have floundered because they were weak in these.

Group Summary on Skill Ratings

What does this *Group Summary on Skill Ratings* report show me?

This report shows your skill ratings by constituency groups that are large enough to report. Two or more raters are required per constituency group other than you and your boss. Skills are listed in rank order of how all raters rated your skills from the highest to the lowest.

How do I interpret my data?

- To best understand your results, concentrate on the top third highest (your strengths) and the bottom third lowest (your potential needs).
- Check for consistency across groups. Look at the highs and lows more than the numerical averages. Are your top third and bottom third the same, similar, or dissimilar across groups?
- Especially note those where there is an opposite opinion - one group has it as a high and another as a low.
- Although all rater groups are important, boss is generally the most accurate rater.
- How much difference equals a disagreement? Generally, one point is a significant difference between groups. However, not all differences are the same. A group that rated you a 5 is not really different from one that rated you a 4. Both are high scores. Differences between 4 and 3 or 3 and 2, however, should be considered as meaningful differences.
- One caution: if a group rates you very high or very low, all their results will be different. Then you should refer back to the high and low symbols and see if the arrows are similar or dissimilar.
- If your survey included a question on Overuse of strengths, raters who assigned a rating of either 4 or 5 to any item were then prompted to rate the extent to which you may have begun to overuse the respective strength. If more than 15% of your raters indicated that in their view you are overusing the strength to any extent, then the Skill Rating Overview report will identify that item as a "Potential Overuse".
- Based on our large sampling of data over many years, we have calculated norms at the 25th percentile, 50th percentile, and 75th percentile. These are represented by rectangles containing a dot (at the 50th percentile) for each rater group. Your average score is represented by a box, and you can compare where you stand against our overall sample. Be cautious in using these, however, since the ratings which indicate your strengths or areas for attention should neither be diminished nor heightened by a comparison with such norms. These are merely an indicator of how you compare to a broad sampling of leaders across many different organizations.
- Your report displays a calculation of rater agreement (High, Typical, Low) to the left of the chart for rater groups with multiple raters. A High level of rater agreement means that at least 85% of your raters gave you a score that is equal to or within one scale point of the mean rating you received for all raters in that group. A Typical level of agreement means that between 67% and 84% of raters gave you a score that is equal to or within one scale point of the mean rating you received for all raters in that group. A Low level of agreement means that fewer than 67% of raters gave you a score that is equal to or within one scale point of the mean rating you received for all raters in that group. With this information, you can determine how representative and meaningful your rater average is for a given rater group and competency.

Things to note:

Before you determine what needs you have, check to see if there are any other estimates of what it takes to be successful in your position; ask your boss or HR.

What if you don't agree with the report findings?

Ask others to tell you about people who have been successful due to these skills, or about those who have floundered because they were weak in these skills.

Importance Rating Overview

What does this *Importance Rating Overview* report show me?

This report ranks the skills in order of importance as judged by all other raters. The skills are listed from most important to the least important for success.

How do I interpret my data?

- Concentrate on your highest third and lowest third importance ratings. They will help isolate the skills you need most and those you need least for success.
- Look for matched strengths, those high in importance and skill for you.
- Look for mismatches, those high in importance but a low skill for you.
- The best way to determine matches and mismatches is to look at the Skill-Importance Matrix.

- Things to note:

- There may be other sources of information about importance. You could compare your ratings to existing competency, values or job models in your organization. You can also compare with your performance objectives and discuss with your boss (and/or other raters) to determine potential gaps.
- Before you determine what needs you have, check to see if there are any other estimates of what it takes to be successful in your position; ask your boss or HR.

What if you don't agree with the report findings?

- If you don't agree with your raters on importance, go to three people you trust and find out if the skills raters picked are really important.
- Ask others to tell you about people who have been successful due to these skills, or about those who have floundered because they were weak in these.

Group Summary on Importance Ratings

What does this *Group Summary on Importance Ratings* report show me?

This report shows the importance ratings by constituency groups that are large enough to report. Two raters or more are required per constituency group other than you and your boss. The importance ratings are listed in rank order of how all raters viewed importance of the skills from highest to lowest.

How do I interpret my data?

- Check for consistency across groups. Look at the highs and lows more than the numerical averages. Are your top third and bottom thirds the same, similar, or dissimilar across groups? Especially note those where there is an opposite opinion (one group has it as a high, and another as a low).
- Look for matched strengths, those high in importance and skill for you.
- Look for mismatches, those high in importance but a low skill for you.
- The best way to determine matches and mismatches is to look at the Skill-Importance Matrix.
- There may be other sources of information about importance. You could compare your ratings to existing competency, values or job models in your organization. You can also compare with your performance objectives and discuss with your boss (and/or other raters) to determine potential gaps.
- How much difference equals a disagreement? Generally, one point is a significant difference between groups. However, not all differences are the same. A group that rated importance as 5 is not really different from one that rated importance as 4. Both are high scores. Differences between 4 and 3 or 3 and 2, however, should be considered as meaningful differences.

Things to note:

- It is common for different groups to view importance differently. They see you through different lenses.
- Generally speaking, you should focus on the highest importance items as indicated by your boss. You'll want to address any key differences to ensure you are aligned accordingly for your performance goals.

What if you don't agree with the report findings?

- If you don't agree with your raters on importance, go to three people you trust and find out if the skills raters picked are really important for your success.
- Ask others to tell you about people who have been successful due to these skills, or about those who have floundered because they were weak in these.

Blind Spots

What does this *Blind Spots* report show me?

This report shows the items where you rated yourself significantly higher than all other raters by a difference greater than 1.0. The items are listed from the largest difference to the smallest difference between you and your raters.

What would cause these items to show on this report?

If you rated yourself higher (i.e., you used many 4s and 5s to rate yourself) than most, you may have many blind spots listed.

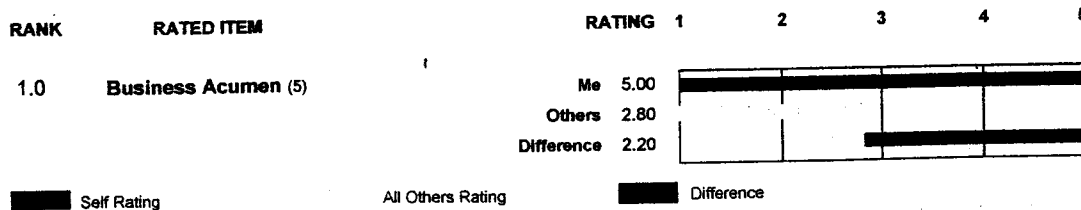
Things to note:

- The larger the blind spot, the more attention the blind spot deserves.
- Not all blind spots are created equal. If you gave yourself a 5 and your raters gave you a 4, this may not indicate a real difference. You said towering strength; they said you were talented. This may not be a difference that makes a difference. On the other hand, if you gave yourself a 3 and they gave you a 2, this difference should be noted. There you have said skilled, but they have indicated a weakness.
- Blind spots in areas that are important for your success can be very damaging - they are the most dangerous results you can have.
- Overrating is most troublesome and is related in the research to receiving lowered performance ratings on the job. If you overrate, you don't know how you come across and you may overestimate your skills.
- Generally, pay attention to how different your ratings are from those of other raters. Are most of your ratings higher?

What if you don't agree with the report findings?

- All of your results are based on subjective opinion and perception - yours and others. Most of the results will be you, but some might not be. It's how people see you and what you think about yourself.
- Other rater groups (peers, bosses, direct reports) generally agree much more with one another about you than you agree with any one of those groups.
- Seek out more data on your blind spots before you conclude your raters are wrong about you.
- Be especially reflective about your blind spots in the areas that are important - remember, your judgment might not be the most accurate.

Graph Example:



EQ Report

What does this *EQ Report* show me?

This report contains a special subset of the LEADERSHIP ARCHITECT® competencies most related to EQ (Emotional Quotient). The concept of EQ focuses on how well you manage yourself in relation to others and how effectively you interact with others.

Things to note:

- The report shows the average skill rating from all raters (excluding self) on all competencies rated as a reference point, then splits the results into EQ and non-EQ competencies. The non-EQ scale is made up of the 17 competencies that are least or not related to EQ. Examples would be Planning and Managing and Measuring Work.
- Each EQ competency is listed from highest to lowest in rank order.
- This particular report may have used fewer than the full set of competencies, so some of the EQ-related competencies may not be included.
- Low EQ results could mean trouble relating constructively with others.

Some background:

According to the research of Dan Goleman and others, these competencies can play a significant role in the quality with which you interact with, work through, manage and just basically relate to others.

The EQ factors as seen by Goleman are:

- *Self-awareness* - the ability to recognize and understand your moods, emotions and drives, as well as their effect on others - measured by self confidence, realistic self-assessment and a self-deprecating sense of humor.
- *Self-regulation* - the ability to control or redirect disruptive impulses and moods; the propensity to suspend judgment, to think before acting - measured by trustworthiness and integrity, comfort with ambiguity and openness to change.
- *Motivation* - a passion to work for reasons that go beyond money or status; a propensity to pursue goals with energy and persistence - measured by a strong drive to achieve, optimism, even in the face of failure, and organizational commitment.
- *Empathy* - the ability to understand the emotional makeup of other people; skill in treating people according to their emotional reactions - measured by expertise in building and retaining talent, cross-cultural sensitivity and service to clients and customers.
- *Social Skill* - proficiency in managing relationships and building networks; an ability to find common ground and build rapport - measured by effectiveness in leading change, persuasiveness and expertise in building and leading teams.

Best Developmental Opportunities

What does this *Best Developmental Opportunities* report show me?

This report will help you select one or more skills to work on or develop. The needs are listed in order of the number of your groups (boss or bosses, peers, direct reports and customers), which have identified a significant gap between importance of the skill and your actual skill level.

Potential needs that all groups indicated as gaps are listed first, in order of the size of the overall gap between importance and skill ratings. Then skills identified by fewer than all of your groups are listed next in order of the size of the skill gap.

What would cause these items to show on this report?

- The software has reviewed your results and looked for cases where the skill/SKL was rated as highly important/IMP for your success, but your personal skill/SKL rating was low.
- The percentile gap between importance and your current skill indicates possible gaps.

Things to note:

- Best Developmental Opportunities are computed by looking at gaps between how important a competency is and how skilled the person is according to rater groups. Gaps are figured by percentile differences between importance and skill. The three to five largest gaps are listed in the order of how many groups identified these gaps. At least one need is always listed from the boss, as the boss is generally the most accurate rater in VOICES® research.
- This report uses percentile differences among groups. A percentile can best be thought of as where a score falls on a 100-point scale. The numbers indicate where a score falls against the distribution of scores by that person's raters. The 50th percentile is average - about half the scores fall above and below this point. The 75th percentile is generally accepted as the breakpoint for a high score (and the 25th a low score). The 85th and the 15th percentiles are generally considered the threshold for very high and low scores, and the 95th and 5th the extremes of the two. For example, when you read that Planning is at the 90th percentile of importance, this means that it is considered highly important, and only 10% of the scores are above it.
- This report also displays both the unskilled (the "before" picture of you) and the skilled (what you need to work toward) text for each skill. (Unskilled and skilled definitions appear for LEADERSHIP ARCHITECT® competencies; custom items may not include both).

What if you don't agree with the report findings?

- This software doesn't know your situation.
- Not all of the unskilled or skilled text will be relevant for you.
- If some or all of those needs don't make any sense to you, feel free to go back into the report and select the ones that do.
- Use this report as a starting point to target needs for your development plan. Check with sources close to you to confirm if these are your most pressing needs.

See example graph on next page.

Skill Rating Overview

RANK	RATED ITEM	ALL OTHERS RATING AGREEMENT					
		1	2	3	4	5	
1.0	Perseverance (43)	3.87 Typical ▲					
2.0	Dealing with Ambiguity (2)	3.57 Low ▲					
3.0	Creativity (14)	3.45 Typical ▲					
4.0	Delegation (18)	3.42 Low ▲					
5.0	Business Acumen (5)	3.38 Typical ▲					
6.0	Managing Vision and Purpose (65)	3.26 Low ▲					
7.5	Negotiating (37)	3.20 Low ▲					
7.5	Strategic Agility (58)	3.20 Low ▲					
9.0	Sizing Up People (56)	3.16 Typical					
10.0	Problem Solving (51)	3.15 Low					
11.5	Innovation Management (28)	3.14 Low					
11.5	Political Savvy (48)	3.14 Low					
13.0	Decision Quality (17)	3.13 Low					
Skill Average		3.07					
14.0	Conflict Management (12)	2.95 Low					
15.5	Interpersonal Savvy (31)	2.93 Low					
15.5	Understanding Others (64)	2.93 Low					
17.0	Building Effective Teams (60)	2.88 Low ▼					
18.0	Informing (27)	2.83 Low ▼					

Key

Agreement: High ≥ 85% Typical = 67 - 84% Low ≤ 66%

▲ Highest 1/3

▒ Middle 1/3

▼ Lowest 1/3

■ Average

Skill Rating Overview

Skill Rating Overview

RANK	RATED ITEM	ALL OTHERS RATING AGREEMENT					
		1	2	3	4	5	
19.5	Motivating Others (36)	2.82					
19.5	Self Knowledge (55)	2.82					
21.0	Composure (11)	2.77					
22.0	Planning (47)	2.56					
23.0	Developing Direct Reports and Others (19)	2.54					
24.0	Patience (41)	2.48					

Key

Agreement: High ≥ 85% Typical = 67 - 84% Low ≤ 66%

▲ Highest 1/3
 Middle 1/3
 ▼ Lowest 1/3
 Average

Skill Rating Overview