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This fall, POD is launching UW ARC 360 for mid-level managers. This feedback and development program includes an online assessment of 12 leadership competencies, a report with results, and 1.5 hours of follow-up coaching.

This special issue of The Leading Edge features articles about UW ARC 360 and using 360-degree feedback as a leadership tool, as well as testimonials from UW leaders and employees who have participated in 360-degree assessments. UW ARC 360 is being offered through POD's University Consulting Alliance; contact alliance@uw.edu for more information.

THE POWER OF PERCEPTION

By Elizabeth Warrick, Ed.D., POD Executive Director

In the sitcom “The Office,” Michael Scott is the well-intentioned but completely self-unaware boss. He continually stumbles over his words, his actions, and his approach to leadership, and his staff bears the brunt of his stunning lack of self-awareness. Until Michael learns to see himself as others see him (often, as a buffoon), his staff will, at best, half-heartedly follow him.

Life isn't a sitcom, but there are a great number of leaders who don't know themselves and the impact they have on others, nor do they understand how they are perceived by those around them. "There is a saying, 'perception is reality,' and a good leader takes on the role of being someone others will follow, in part, through perception" (McKew).

If you don't know what's wrong, you can't fix it, and if you don't know what's right, you can't ensure that it continues.

Perceptions vary from person to person. Different people perceive different things about the same situation. But more than that, we assign different meanings to what we perceive. And the meanings might change for a certain person. One might change one's perspective or simply make things mean something else. (Funch)

Whether or not you know how others perceive you, they will continue to find evidence that supports their perceptions. Once you're perceived as a poor collaborator, for instance, those that perceive you that way will look for examples that prove their perception is right. Few leaders receive substantial and candid feedback from their direct reports, and the result is a never-ending cycle of making the same mistakes and digging the perception hole deeper.

Research has shown that when there is agreement or congruence between how leaders perceive themselves and how their direct reports perceive them, leaders are stronger, more successful, and have better relationships with others. But you'll never find out if there is congruence—or a lack thereof—if you don't ask. Participating in a 360-degree feedback process is one way of discovering this, as leaders see how their ratings of themselves compare with others' ratings.

Of course, you still have to perform and deliver, but perception has its place in the quest to lead. Being good at what you do frequently takes luck, but no one seems to notice the luck that took place when outlining your business plan, project goals, or job performance ahead of time. People simply perceive you always know what you are doing, and that is why you are the leader. (McKew)

Think of a leader who may be very smart, well intentioned, and hard working—yet doesn't have the loyalty and partnership of staff members because of, for example, how he or she communicates. In such cases, no amount of hard work or good intentions will lead to success; instead, as leaders we must understand any disparities between how others see us and how we see ourselves. With the feedback garnered through a 360-degree assessment, we can start

to make changes and get past the barriers that hold us and our teams back.

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Last chance to register!

AN INTRODUCTION TO UW ARC 360

Are you a mid-level manager who is ready to Assess, Reflect, and Commit to your leadership development? This event offers an introduction to 360-degree assessments and an opportunity to participate in the new UW ARC 360 feedback process and follow-up peer coaching.

You are invited to participate in An Introduction to UW ARC 360, where you will:

- Participate in the ARC 360 feedback process, which includes an online assessment and results report.
- Learn about the power of perception and how to manage others' perceptions.
- Discover how leaders benefit from increased self-awareness.
- Explore the 12 leadership competencies developed by POD for mid-level managers at the UW.
- Participate in 1.5 hours of peer coaching to debrief about the feedback process, discuss the report findings, and plan next steps for leadership development.

THE REGISTRATION DEADLINE IS MONDAY, OCTOBER 12 TO ALLOW TIME FOR SET-UP, TAKING THE ASSESSMENT, AND REPORT PROCESSING.

Wednesday, November 4

9:00 a.m.–3:00 p.m.

\$225 (includes lunch)

[VISIT POD'S ONLINE CATALOG FOR FULL
EVENT DETAILS AND REGISTRATION.](#)

If you're not planning to attend this event but would like to participate in the UW ARC 360 program, please note that the program fee is \$375 and includes 1.5 hours of one-on-one coaching. Please contact us at 206-616-8461 or alliance@u.washington.edu to get started.

ROUNDTABLE INTERVIEW: DEVELOPING UW ARC 360

Following are excerpts from an interview with POD Executive Director Beth Warrick and POD trainers/ organization development consultants Ujima Donalson, Renée Hanson, and Amy Hawkins.

Q. HOW DID THE PROCESS TO START UW ARC 360 BEGIN?

BETH

From my perspective, there's always been an expressed interest in 360-degree feedback at the UW, and in that vein, POD offers Extraordinary Leader for executive-level leaders.

Also, I believe that an outgrowth of LCVI was a renewed interest in common leadership competencies across the University. For instance, Provost Wise brought in Brian McDonald from MOR Associates to do some leadership work with her executive group; in participating in a 360 that Brian developed, they prioritized the leadership competencies they thought were most important for the University. Later, Brian, Ruth Johnston [Associate Vice President, Finance and Facilities], Cheryl Hawley [formerly of Finance and Facilities], and I met to talk about how we could use those competencies to build consistent, University-wide competencies. We then met with Mindy Kornberg [Vice President, Human Resources], V'Ella Warren [Senior Vice President], and the Provost, and they liked our ideas—but then the budget crisis happened and many things went on the back burner. At POD, we were still hearing an interest in 360s, so earlier this year we moved forward with the project.

Q: WHY DEVELOP A 360 FOR THE UW RATHER THAN USING SOMETHING OFF THE SHELF?

RENEE

People at the UW have been using 360s, but the value of one connected with the competencies that the Provost's group

developed is that it connects with the values of the University and has the potential to connect across the entire University.

BETH

We used research and information from other 360-degree feedback tools to help us frame what we thought really addressed the needs and critical behaviors for leaders at UW. I think the wording, the way items are framed, and the priority we put on certain aspects of leaders' behavior is very much aligned with what we see and hear and teach here at the UW.

Q: WHY DEVELOP A 360 FOR MID-LEVEL MANAGERS? WHY IS THIS PARTICULAR GROUP IN NEED?

RENEE

Mid-level managers have a particularly difficult job because they have to integrate upward and downward and across with their peers, so we thought that getting them feedback would be a great place to start.

Q: UW ARC 360 FOR MID-LEVEL MANAGERS INCLUDES 12 LEADERSHIP COMPETENCIES AND MORE THAN 50 ITEMS FOR RATING. HOW WAS THIS CONTENT DEVELOPED?

BETH

When I was working with Brian, Ruth, and Cheryl, we did a survey of competencies being used in different areas of the University, we looked at a number of 360-degree feedback

tools and what they measured, and then we compared our findings with the competencies Brian and the Provost's group had identified. From there, we began prioritizing and selecting the items that we wanted to craft the 360 around. With the Provost's group, the perspective was much more strategic, so we needed to ensure that the tactical—like managing employee performance—was also being addressed.

AMY

Then, earlier this year, several POD team members began meeting to dig down into the different competencies that Beth and others had worked on. Having all of us meet and discuss this over several months was helpful because we could each key into things we knew from our own experience—through SLP, our training courses, our consulting and OD work—and bring different perspectives to the table.

Q: WHAT DID YOU EACH CONTRIBUTE TO DEVELOPING THE 360?**AMY**

In looking at the competencies, we brought what we hear from our clients and what we hear in the classroom—what are some of the trends, what seems to be lacking. I also brought my HR experience, from having worked as an HR consultant over a long period of time at the UW.

UJIMA

Much of what I brought came from my ears to the ground, if you will, through classes and meeting one-on-one with individuals, not only managers but also employees.

RENEE

I think I brought my experience working as an OD consultant and doing Extraordinary Leader and related coaching here at the UW, as well as being a coach in a cohort group for the IT leadership program at UW that participated in a 360 with Brian McDonald. For any of the competencies, there are many specific items we could have included, but there are certain things that make it or break it at the UW—for character, for building trust, for performance management, and so on.

BETH

I also looked at it like, “What would I want to know as a manager? What did I wish I’d known? And what are the lessons I’ve learned in 20-plus years of being a manager/supervisor?” My experience is not unique—we find that all the time in SLP. People think they’re the only person dealing with a situation when in fact there’s a lot of commonality across the University, things that all supervisors and mid-level managers struggle with.

Q: WHAT OTHER PLANS DO YOU HAVE FOR THE UW ARC 360 PROGRAM?

RENEE

Now that we have found a vendor to administer the online assessment and have gone through the process of developing the competencies and items for mid-level managers, we will be able to apply that to expanding UW ARC 360 to include other groups like front-line supervisors and individual contributors.

Q: HOW DID YOU HELP PEOPLE GET OVER THEIR FEAR OF PARTICIPATING IN A 360-DEGREE FEEDBACK PROCESS?

BETH

Acknowledging fear is a big step. For many people, the idea is scarier than the process itself turns out to be—as an example, people being rated typically rate themselves lower than the people rating them. The one-on-one coaching that is part of the UW ARC 360 program ensures that the feedback is kept in perspective and helps participants reflect on the positive steps they can take to become a more effective and thoughtful leader.

UJIMA

In regard to receiving that feedback, I really look at it as an opportunity for information to surface for leaders. Be that positive information or opportunities for growth or improvement, it is information that can be used going forward.

RENEE

It's a gift, getting a sense of what people's perceptions are. It's not the truth of who you are; it's people's perceptions of your

performance, and if you don't know what that perception is, you can't manage it, you can't change anything.

BETH

In some ways it's an expression of people's needs and to what degree you're meeting their needs. Once you understand how you may not be meeting people's expectations or how your perceptions differ from others', you can take steps to further your development as a leader. That's really what this process is about.

ASK AN EXPERT

*BY RENÉE HANSON, TRAINING & ORGANIZATION DEVELOPMENT
SPECIALIST*

Q: WHAT ARE THE BENEFITS OF 360 DEGREE-FEEDBACK FOR ME AS A LEADER, AND WHAT DOES COACHING ADD TO THE PROCESS?

In a 360-degree feedback process, you rate yourself on a set of competencies and are rated by others of your choosing—such as your manager, colleagues, and direct reports—on those same competencies. This gives you an opportunity to see yourself as others see you.

We generally see ourselves through the lens of our own internal perspective and a narrow band of outside feedback, perhaps from those we work with most closely or trust most. This leaves large areas of our work life where we may not be getting feedback—from colleagues, partners in other organizations, internal and external customers, direct reports—but we must be effective in all of those areas to be successful leaders.

Coaching is an essential part of any 360-degree process because your coach can objectively view the information collected through the process and can help you move past emotional reactions and put the feedback in context of your role, goals, and aspirations. When receiving feedback, it's natural to focus on weaknesses and ignore strengths, but your coach can help you stay grounded in the strengths that are the foundation of your success. Your coach can also help you analyze the data to see if there are significant weaknesses that, if not addressed, could limit future success. And they can help you pull out the “low hanging fruit”—small changes that would take little effort and could make a big difference.

Another important part of the 360-degree feedback process is partnering with your manager to set goals and develop actions plans. Your coach will help you clarify goals and put them in the context of your career aspirations so that you have a starting point for conversations with your manager.

It's important to remember that information collected through a 360-degree feedback process is not a direct or complete reflection of who you are; rather, it's perspectives of others from a variety of viewpoints. Once you know how others see your leadership performance, you can build on your strengths to increase your influence and change the things that may be standing in your way.

THE END OF E-LEARNING

In partnership with the Leadership, Community, and Values Initiative, POD has offered SkillSoft e-Learning subscriptions to staff and faculty at no charge since February 2007. Over the past two and a half years, well over a thousand employees have taken advantage of the on-demand online courses and on-the-job reference guides for their own career development. Unfortunately, due to University budget cuts, POD is unable to continue the e-Learning program. Subscribers have been alerted that their accounts will stay active through December 31, 2009, and have been encouraged to take advantage of this resource while it's still available.

COURSE SPOTLIGHT

Art Frohwerk will facilitate a new course for leaders at the UW late this fall. Called Master Process Planning, the course provides a method for sketching your organization's way of doing business to

show how expectations, key processes, roles, systems, issues, and desired outcomes are all critically connected.

Last winter, Art facilitated a shorter version of this seminar, called the Master Process, that received strong reviews. Sally Radford, Fiscal Manager with UW Radiology, attended the seminar and had this to say:

I was able to map out a large complicated organizational work flow process. This enabled the viewer to see the scope of the work that is currently being completed on a daily basis. ... After the functions were outlined with the inputs, processes, and the outcomes, it became apparent to everyone how profound the activity level is on my team.

Fellow participant Rebecca Goodwin Deardorff, Director of Rules Coordination, also found the process worthwhile:

[Art's] work has you looking at a unit ... and including the specific roles and outcomes that should be achieved—without the hobgoblins of specific work flows that often obscure new and better methods of achieving these desired outcomes. The process frees an entire staff of a unit to visualize how individual jobs fit into the desired outcome of that unit without hanging on to outmoded processes or 'turf' just because it's familiar.

This full-day Master Process Planning class will allow participants to delve even deeper as they chart a new course for better leveraging resources, addressing waste and gaps, and focusing on priorities in their organizations.

This class is offered Tuesday, December 1 from 9:00 a.m. to 4:00 p.m. Access course information and online registration:

www.washington.edu/admin/hr/pod/courses/descriptions/Q1160.html

Other POD courses and events can be browsed in our new online course catalog: www.washington.edu/admin/hr/pod/courses/

Consultant Spotlight:

SUSAN TEMPLETON

BY KIM DELANEY, CONSULTATION SERVICES COORDINATOR

Susan Templeton has more than 20 years' experience assisting clients with career transitions, career decision making, and job search strategies, as well as an extensive background in developing and facilitating career-oriented programs and workshops. Since joining POD in January 2007, Susan has continued her work as a career counselor and has also worked with UW departments to integrate career development into their organizations.

Susan has assisted UW departments, including University Advancement, Housing & Food Services, the Office of Information Management, and UW Technology, with creating career development plans across all levels. This work has included reviewing job families, job functions, and core and job-specific competencies and applying Bernard Haldane's Dependable Strengths approach and Marcus Buckingham's work on strengths engagement to leverage individual and team strengths.

Susan, who holds an M.Ed. in human development from Harvard University, also coaches leaders in workforce planning, which is the process of linking workforce strategies to desired outcomes. While workforce planning is normally approached from the top down, Susan has the unique ability to see it from the perspectives of both leadership and staff.

Her holistic approach creates a success-oriented atmosphere for all involved. With Susan's guidance, UW leaders can create staffing plans that include specific strategies for recruiting, retaining, developing, and managing employees.

Now, with a changed economy and new budget realities at the UW, Susan's position as Career Development Manager, which was funded through the Leadership, Community, and Values Initiative, is ending,

and Susan is making the transition to a trainer and consultant at POD.

“The work Susan has done while at POD is essential. Not only has she offered countless career-oriented sessions for UW staff, she has proven to have a real talent for building partnerships across the University and promoting development at the organizational level,” explains POD Executive Director Beth Warrick. “She has received such positive feedback that I am confident she’ll be successful in building a clientele and continuing to broaden her portfolio as a member of the University Consulting Alliance.”

Along with teaching SLP and Quarterly Courses, starting in January Susan will offer fee-based career counseling and consulting services such as workforce planning and organization-wide career development.

Access Susan’s consultant profile at

<http://www.washington.edu/admin/hr/pod/leaders/orgdev/alliance/consultants.html#templeton> or contact her through the Alliance at alliance@uw.edu.

POD Stats Online Course Catalog

Starting with Summer Quarter 2009, POD replaced its paper catalog with an online course catalog to cut paper use, reduce printing and

mailing costs, and save staff time. The chart below is based on views of pages in the online course catalog (tracked via Google Analytics) from the start of registration through POD's last summer class.

During this time period, there were a total of 25,573 page views for all the pages within the online course catalog. Roughly half those page views were of course descriptions; the other half were views of pages such as the main catalog page and the listing of courses by date.

Over time, by analyzing web traffic and registrations, POD hopes to better understand what course topics and titles appeal to UW employees.

Course Description Page Views by Category*

05/18–08/21/09

Communications, **27.6%**: 3,010 page views for the 6 courses in this category.

Supervision and Leadership, **27.1%**: 2,953 page views for the 8 courses in this category.

Personal and Professional Growth, **19.0%**: 2,068 page views for the 5 courses in this category.

Human Resources Administration, **10.2%**: 1,112 page views for the 4 courses in this category.

Fiscal Procedures and Management, **16.2%**: 1,767 page views for the 4 courses in this category.

* In the online catalog, some classes appear in more than one category. For this chart, courses were put in the most relevant category; for instance, “Better Business Writing” appears in both the Communications and Supervision & Leadership categories in the online catalog but is represented in the Communications category in the chart.

TESTIMONIALS

found the 360-degree feedback of tremendous value for my growth and development, especially during a time when my department was undergoing significant growth and change. For me, the tool was very helpful in targeting areas that I could work on that would provide the most impact to the organization. In addition, I liked the tool because it provided a method to establish a baseline and track the results of the intended changes I had made. – *Administrative Director, UW*

I asked each member of my management team to participate in a 360-degree assessment, and everyone had positive things to say about the process. For several of my team members, the opportunity to obtain feedback from staff, peers, customers, and managers in a consistent and measurable way proved to be one of the most

valuable experiences of their entire career. – *Associate Vice President, UW*

Receiving input from peers and colleagues, direct reports, and managers has provided a variety of perspectives in specific areas of attention. One item offered me the opportunity to make an immediate change to a communication style. This small adjustment in style has had a large payback in results. – *Senior Manager and 360-degree participant, UW*

I found the 360 very valuable – even without the feedback from others, doing the survey myself highlighted areas where I wanted to make improvements. I most appreciated the coaching session, which helped me identify specific actions for making those improvements. – *Manager, UW*

The 360-degree evaluation was an unexpected catalyst for requesting a different job assignment. The greatest value of the 360 came when I met with a coach for the follow-up discussion. We explored my ideas and talked through my fears related to asking for change. She encouraged me to talk to my manager about reassignment to work that would revitalize my passion and drive to contribute to UW. That gave me the courage to do so at my annual performance evaluation. We are now creating a transition plan! – *Senior Manager, UW*

The 360 feedback tool allowed me to gather input in an objective and data oriented way, and it gave me a broader view than my manager alone can provide. It built my confidence to learn what a diverse set of my colleagues think about my individual strengths, weaknesses, and potential opportunities, and the cool charts and graphs gave me a powerful tool for looking at my performance to date and helped me take action right away. – *IT Professional, UW*