

# DLA/Denison Multi-Source Leadership Development Information Session for Tier 11 Stars

**Bill Neale**

*Founding Partner, Denison Consulting*



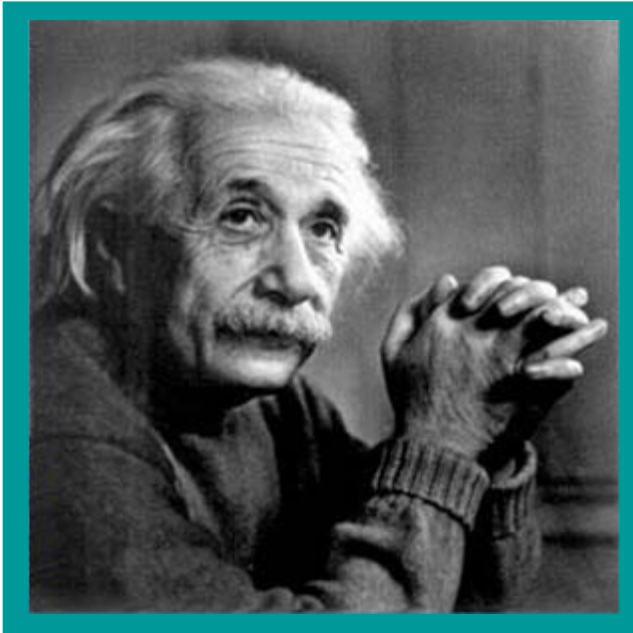
# Objectives

- 1. Understand the DLA Multi-Source Feedback Process**
- 2. Understand the Denison Model**
- 3. Understand the Survey Process**
- 4. Understand the Coaching Process**

# The Key

*“Things never stay the same...  
You either get better,  
or you get worse.”*

# Challenge the Status Quo

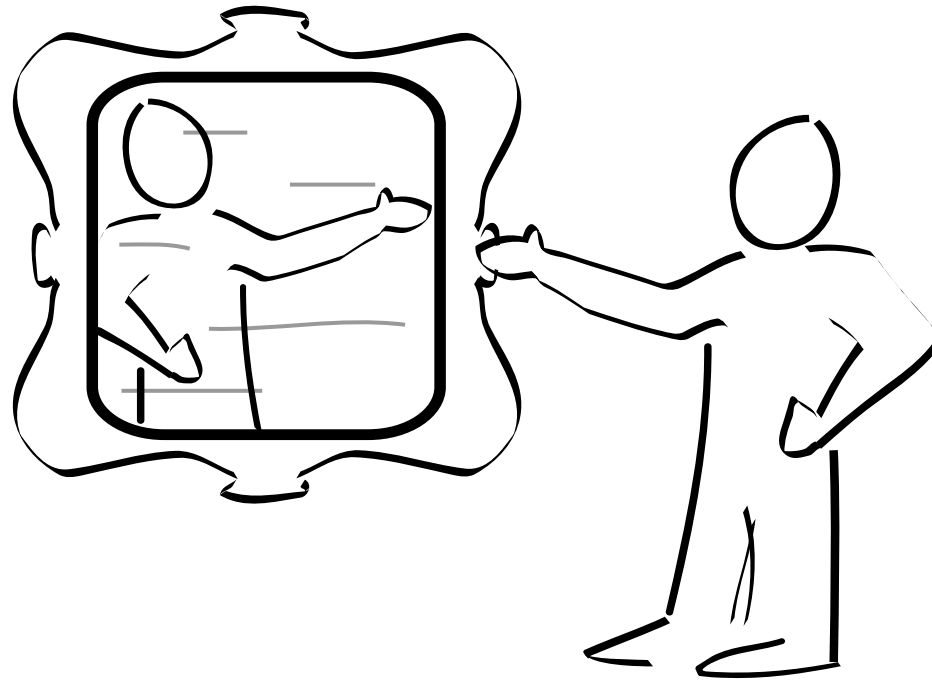


## **Insanity:**

“Doing the same thing over and over again and expecting different results.”

- Albert Einstein

**Step One:**  
*LOOK IN THE MIRROR*



“It’s a manager!”

**IT’S ALL ABOUT YOU!**

**Supervisors and  
Managers cannot  
improve without  
feedback!!**



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# ***Understanding The DLA/Denison Multi Source Feedback Model***

# Overview of the Denison Model

## The Model is Based on Four Key Concepts

### Adaptability

*Patterns...Trends... Market Place*

Translating the demands of the business environment into action

"Are we listening to the marketplace?"

Flexible

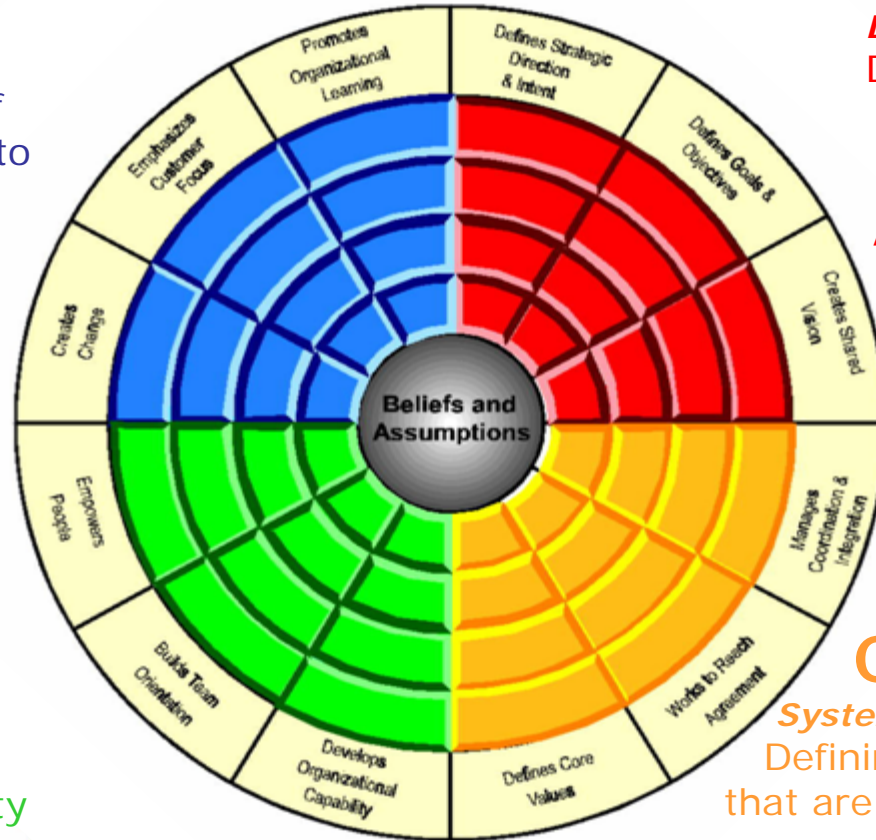
### Involvement

*Commitment..Ownership.. Responsibility*

Building human capability, ownership, and responsibility

"Are our people aligned and engaged?"

External Focus



### Mission

*Direction..Purpose..Blueprint*  
Defining a meaningful long-term direction for the organization

"Do we know where we are going?"

Stable

### Consistency

*Systems...Structures...Processes*  
Defining the values and systems that are the basis of a strong culture

"Does our system create leverage?"

Internal Focus

## Every Leader Needs to Have Skills in These Four Areas!

These Four Concepts are Used to Define Leadership Skills



# Understanding the MSF Feedback Process

# Getting Ready for Feedback

## What's the Purpose?

- The purpose of feedback is to help people develop as leaders
- Feedback helps supervisors get a better picture of their own strengths and challenges
- Feedback helps people to understand how they are viewed by others that they work with
- A little “bad news” usually helps because it makes supervisors focus on areas of improvement
- Feedback is an important step in creating an action plan for a supervisor’s development

## Who are the Raters?

1. Raters - DLA civilian or military employees only.
2. Direct Reports – Persons who consider the ratee to be their first line supervisor. Each ratee should invite all of their direct reports to rate them. (Exception: If a ratee has less than 3 direct reports they should invite up to 4 other subordinates to rate them. )
3. Peers – Persons who are at the same grade, one grade lower or one grade higher than the ratee and are not in the ratee's chain of command. Ratees should invite 5 peers to rate them.
4. Boss – Ratee's immediate supervisor

# How to Prepare Raters

1. Inform people about why you are seeking feedback – how is it adding value to you and the organization.
2. Let people know the purpose of your seeking their feedback and how it fits into DLA's business objectives and your development plans.
3. Let people know that you are serious about wanting feedback. Share your development goals and what you hope to achieve so they understand the purpose.
4. Assure people that their feedback is confidential and that you will only see a group composite of results, not any one individual's responses (with the exception of the boss).
5. Thank people ahead of time. It's not always easy giving feedback. Let them know you appreciate the time they will spend helping you. Indicate your willingness to return the favor for their assistance.

# Potential Impact of Feedback Continued

1. **Shock** (*This can't be me!*)
2. **Denial** (*This must be someone else's report!*)
3. **Anger/Hurt/Elation** (*After all I've done for them, how could they say that about me?*)
4. **Rationalization** (*My boss makes me act this way, or the organization doesn't support my efforts*)
5. **Awareness** (*There is a gap between how I see myself and how others see me that I need to understand*)
6. **Acceptance** (*I may not like this, but it is what it is*)
7. **Action** (*I need to develop a plan for change and a follow-up plan for tracking change over time*)

# **Denison Leadership Development Multi-Source Feedback**

## **Understanding the DLA Survey Process**

# Main Screen

**3click**  
Denison Consulting

[Info](#) [Help](#)

**Main Page**

Welcome jay1 richards!

Your survey deadline: 24 January 2003  
[Extend My Deadline date \(click here\)](#)

Click button 1, 2 or 3. For detailed instructions, click the Info button above.  
For information on your current status, check the status table at the bottom of the page.



	Status*
Define and edit your raters	
Take the on-line survey	
Check survey counts and Generate your report <a href="#">(see example report)</a>	
<a href="#">Change your survey DEADLINE date (click here)</a>	

\*Status Legend: Not Started Incomplete Finished

Survey Settings

Survey Deadline: 24 January 2003

# The Survey

1...		1	2	3	4	5	6	7	-
		Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree	Can not answer

(use the scroll bar to the right to move down the page - click on "Next" button to continue...)

1	See that decisions are made at the lowest possible level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Share information so that everyone gets the information s/he needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Create an environment where everyone feels that his/her effort can make a difference.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Involve everyone in shaping the plans and decisions that affect them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Ensure that the necessary resources are available to do the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Convey confidence in people's competence to do their job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Encourage others to take responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Delegate authority so that others can do their work more effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Build effective teams that get the job done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



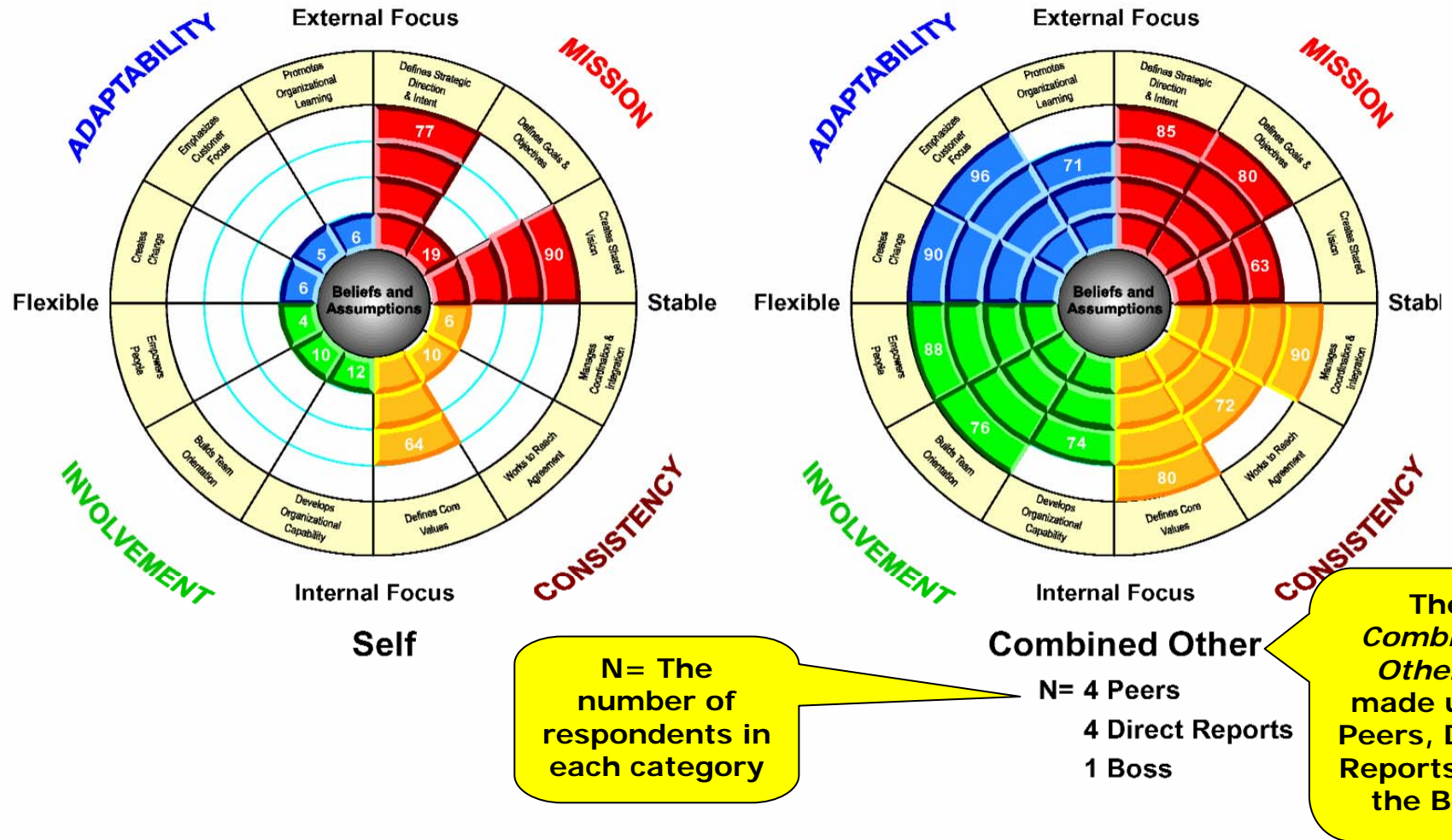
# How NOT To Use Your Feedback

- **The HERO**
    - You have confirmed what I always knew: I am the greatest!
  - **The DETECTIVE**
    - Who the \*#&% said that about me!?
  - **The ANALYST**
    - What about the validity and reliability of these measures?
  - **Too BUSY**
    - No time for this – more important things to do!!
- Favorite Excuses:**
- My respondents don't really know me that well.
  - DLA makes me act this way; I'm not really like that.
  - My respondents don't like me!
  - The data about my strengths are accurate, but not the data about my weaknesses.
  - I used to be this way, but I have changed very recently...
  - This must be someone else's report! This can't be me!
  - All the data are accurate – but who cares?

# What the Report to Tier 11 Supervisors Will Look Like

# The Results Come from Multiple Respondents

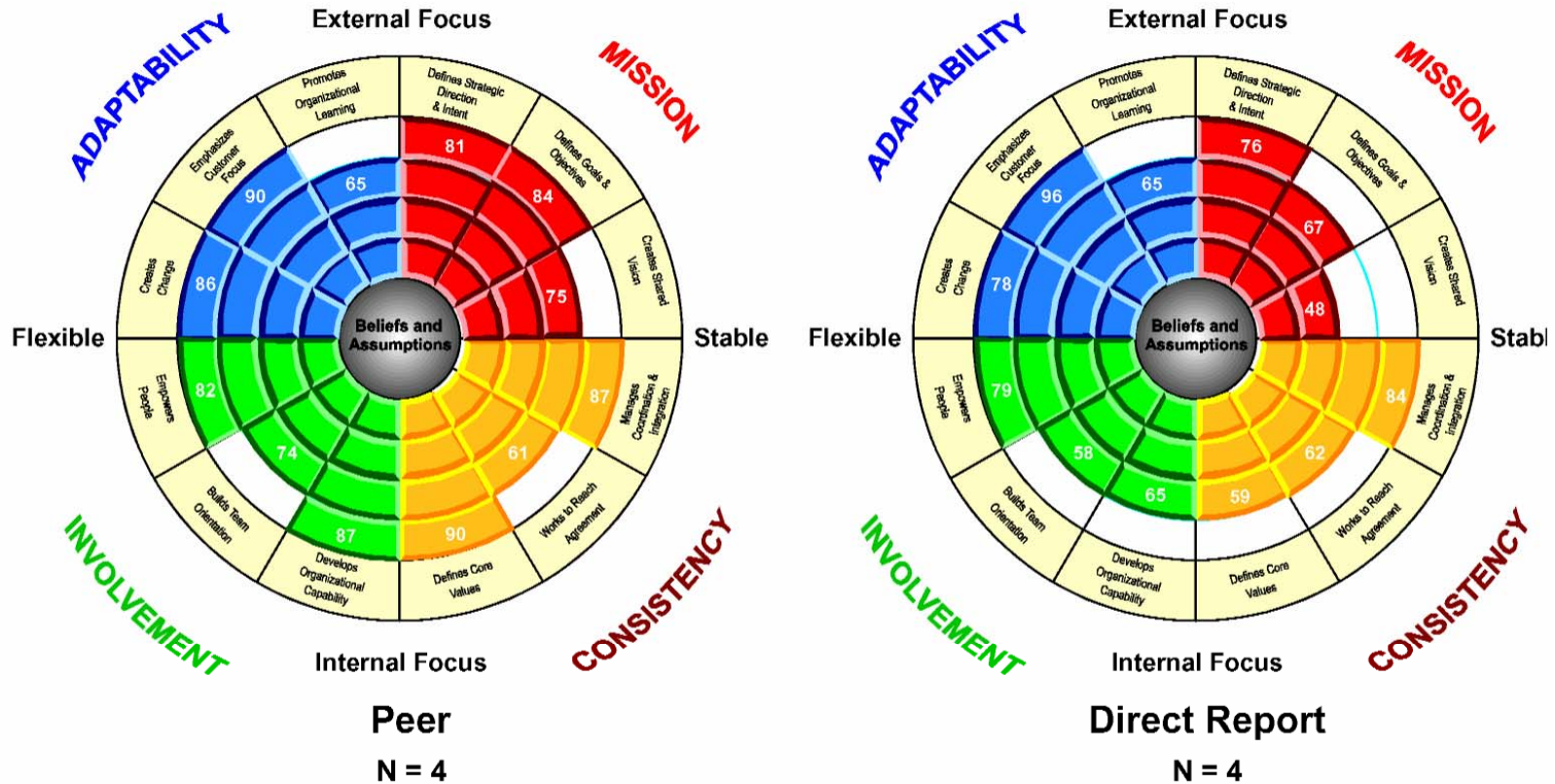
The First Page Shows the Results for the Self and the Combined Other



Each response category (Self, Boss, Peer, etc.) uses a separate benchmark. So, self scores are compared to self, peer to peer, and so on. 1-10

# The Results Come from Multiple Respondents

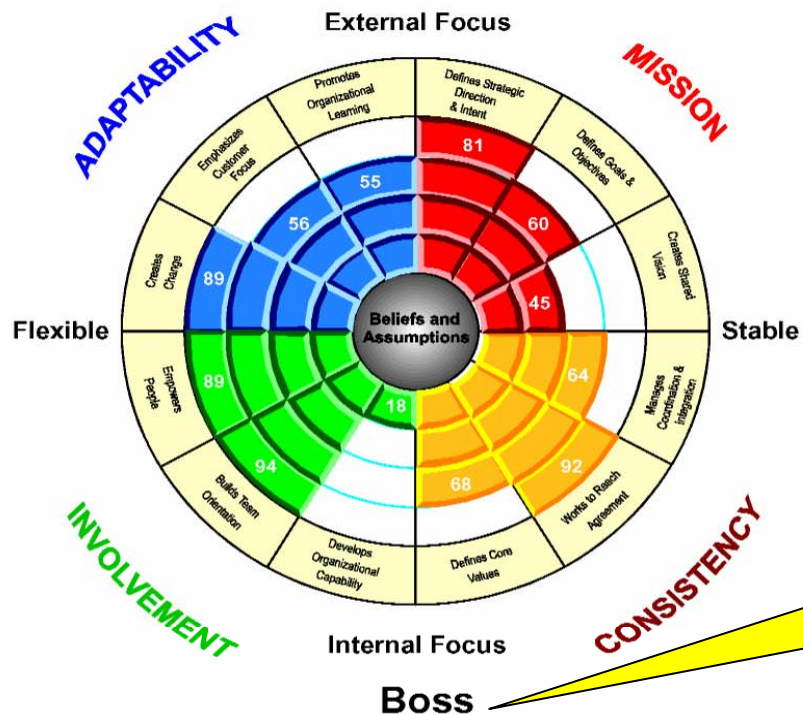
The Second Page Shows the Results for Peers and Direct Reports



When Peers or Direct Reports have less than 3 respondents, separate profiles are not generated for that group. These responses will be included in the *Combined Other*

# The Results Come from Multiple Respondents

The Third Page Shows the Results for the Boss



The Boss is the only category for which a separate profile will be presented for a group with less than 3 respondents.

# Understanding the Gap Report

## Capabilities and Gap Report

### Matched Perceptions

#### Strengths\*

	Gap	Self	Others
Promotes Organizational Learning	-20	57	77
Builds Team Orientation			
Develops Organizational Capabilities			
Creates Shared Vision			

**Strengths:**  
*Combined Other* score in 3rd or 4th Quartile and your *Self* score is within 25 points of "Combined Others" Score

#### Challenges\*\*

	Gap	Self	Others
Defines Goals & Objectives	1	43	42
Creates Change	-6	24	30
Defines Strategic Direction	16	53	37
Defines Core Values	23	65	42

**Challenges:**  
*Combined Other* score falls in the 1st or 2nd Quartile and your *Self* score is within 25 points of *Combined Others* Score

### Mismatched Perceptions

#### Underestimated Capabilities\*\*\*

	Gap	Self	Others
Empowers People	-59	9	68
Manages Coordination & Interactions	-36	9	45

**Underestimated Capabilities:**  
 Your self score is more than 25 points lower than the *Combined Other* score.

#### Overestimated Capabilities\*\*\*\*

	Gap	Self	Others
Works to Reach Agreement	28	83	55

**Overestimated Capabilities:**  
 Your *Self* score is more than 25 points higher than the *Combined Other* score

**GAP:** The difference between your self percentile score and combined others percentile score (a positive gap indicates self score higher than others; a negative gap indicates self score lower)

\* Strengths / Matched Perceptions: when "Others" score in 3rd or 4th quartile and "Self" score gap within +/- 25 points.

\*\* Challenges / Matched Perceptions: when "Others" score in 1st or 2nd quartile and "Self" score within +/- 25 points.



\*\*\* Underestimated Capabilities / Mismatched Perceptions: when your "Self" score is more than 25 points lower than "Others" score.

\*\*\*\* Overestimated Capabilities / Mismatched Perceptions: when your "Self" score is more than 25 points higher than "Others" score.

# Line Item Reports

## INVOLVEMENT

### Sample Leader

#### Empowers People

	Self	Combined Other*	Peer	Direct Report	Boss
Sees that decisions are made at the lowest possible level.	- 24	52	66	29	73
Shares information so that everyone gets the information s/he needs.	+ 11	89	78	98	91
Creates an environment where everyone feels that his/her effort can make a difference.	2	76	67	75	92
Involves everyone in shaping the plans and decisions that affect them.	2	66	81	56	94
Ensures that the necessary resources are available to do the job.	+ 52	88	86	97	62
Conveys confidence in people's competence to do their job.	3	76	90	56	60
Encourages others to take responsibility.	7	68	75	61	54
Delegates authority so that others can do their work more effectively.	50	81	61	90	66

# Understanding the Hi-Low Results

## High and Low Line Item Scores (Based on Combined Other)

### Highest Scores

90	Openly accepts criticism without being defensive.
85	Involves everyone in shaping the plans and decisions that affect them.
83	Conveys confidence in people's competence to do their job.
80	Creates a working environment in which learning is an important objective.
78	Encourages others to learn about the best practices in the industry.
77	Fosters teamwork within the work unit.
76	Creates an environment where everyone feels that his/her effort can make a difference.
76	Has an ethical code that guides his/her behavior.
73	Shares information so that everyone gets the information s/he needs.
71	Deals constructively with failures and mistakes.

These are the ten items for which you received the highest percentile scores from Combined Others. They are listed in order from the highest score to the 10<sup>th</sup> highest score.

### Lowest Scores

14	Does the "right thing" even when it is not popular.
19	Challenges organizational practices that are nonproductive.
20	Continuously looks for new and better ways to do work.
20	Holds individuals and teams accountable for achieving goals.
22	Foresees problems before they arise.
24	Establishes a clear vision for the organization.
26	Effectively allocates resources in line with strategic priorities.
26	Recognizes the need to respond quickly to customer complaints.
29	Challenges the way that things have always been done.
31	Helps define strategies and tactics that keep his/her organization competitive.

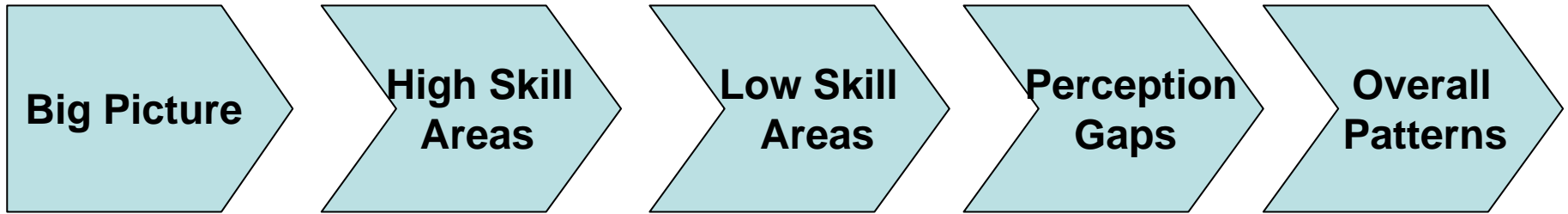
These are the ten items for which you received the lowest percentile scores from Combined Others. They are listed in order from the lowest score to the 10<sup>th</sup> lowest score.

The color indicates to which trait the item is attributed for easy identification of patterns and trends.





# Interpretation Guidelines



**Where is there  
more color?  
Less color?**

**Where are the  
strengths?**

**Where are the  
challenges?**

**Where are  
the gaps?**

**What patterns  
do you see?**

# Action Planning



First, summarize the overall patterns that you see in your data and select 2 of the 12 Denison indices that you would like to improve and focus on. Next, go to Section Four (up to 10 years) or Five (more than 10 years) of your workbook to identify actions for improvement in both areas.

## *Denison index*

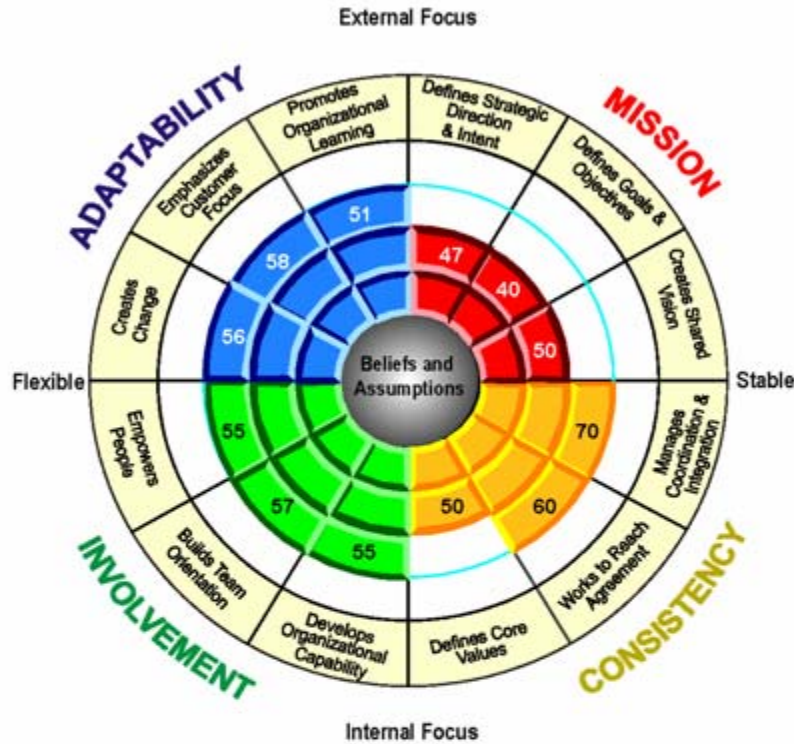
1. \_\_\_\_\_
2. \_\_\_\_\_

## *Action Steps*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

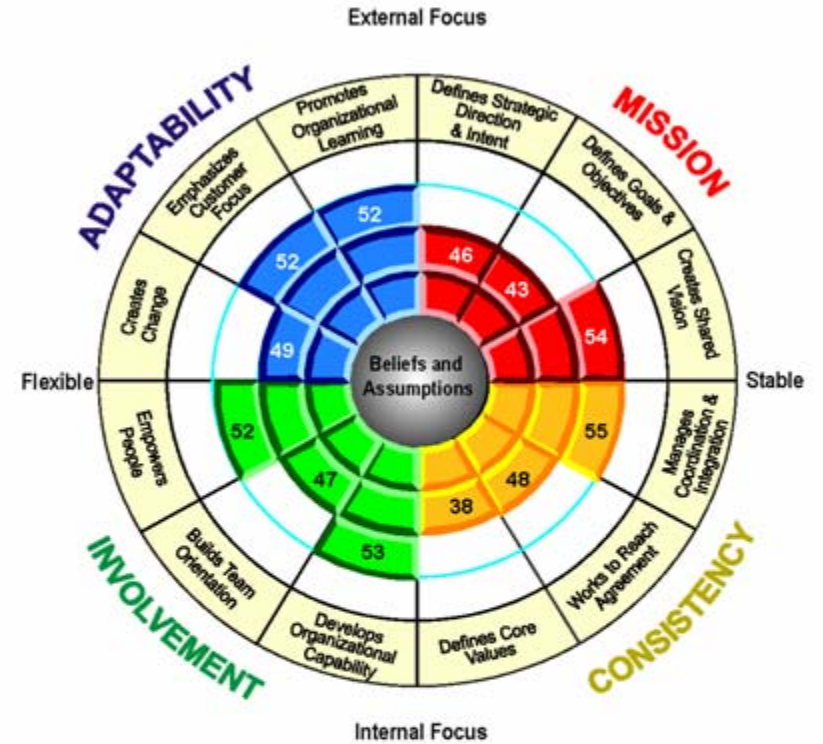
# Tier 11 Leadership Composite

# DLA Tier II 1st Time Composite to 2006



**Self**

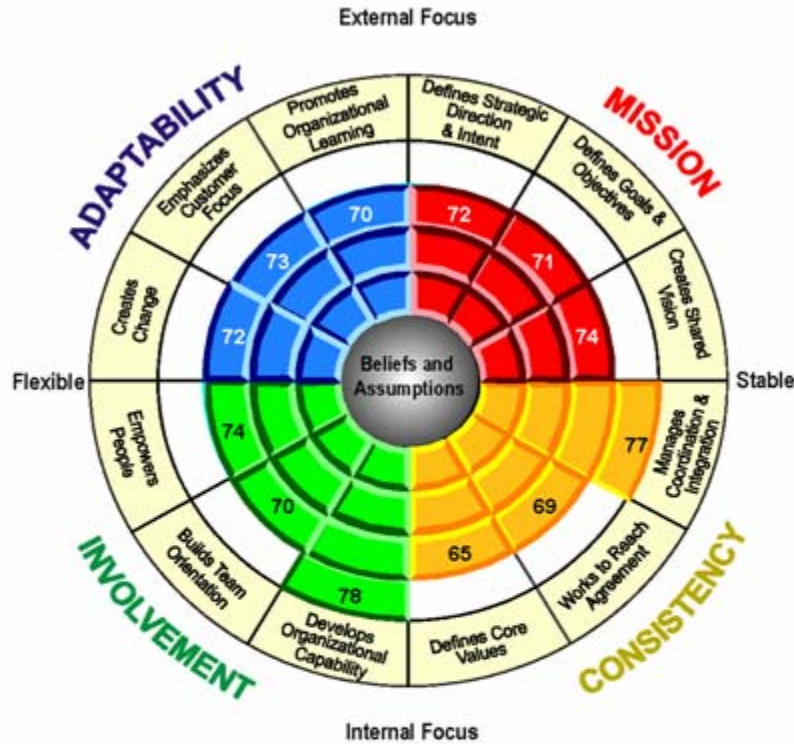
N = 105



**Combined Other**

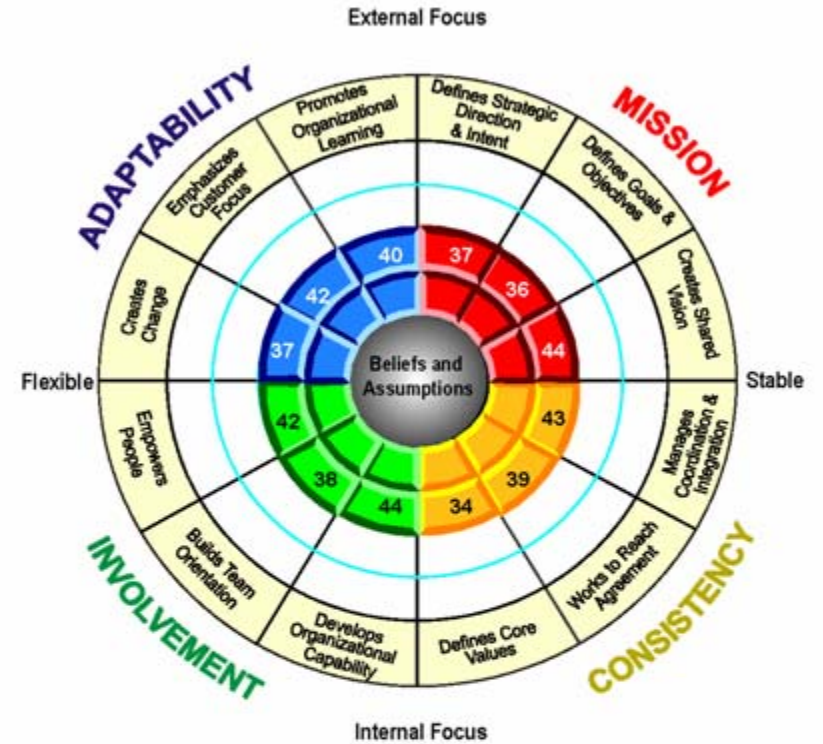
- 411 Peers
- 842 Direct Reports
- 142 Bosses
- 74 Other

# DLA Tier II 1st Time Composite to 2006



Peer

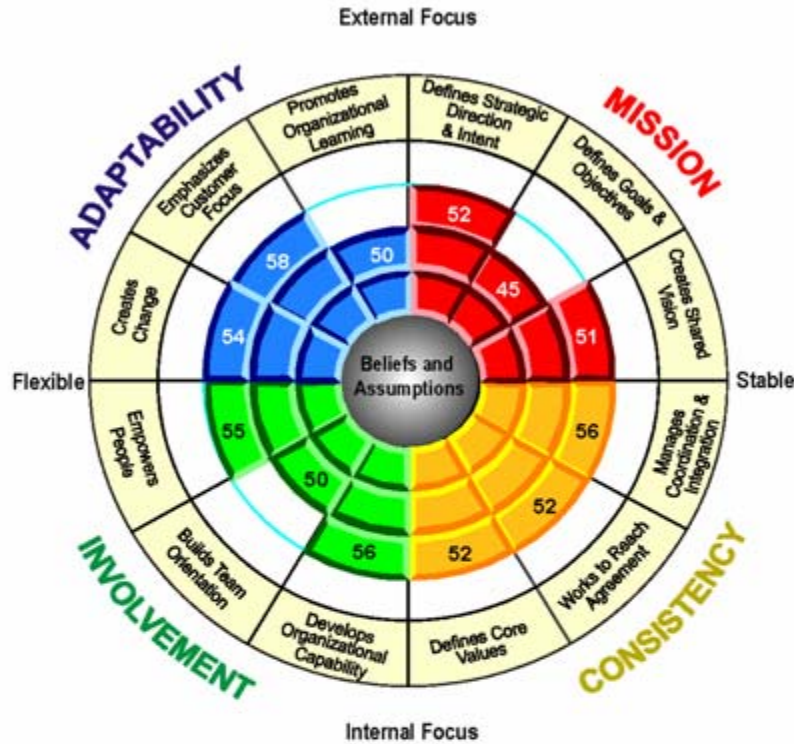
N = 411



Direct Report

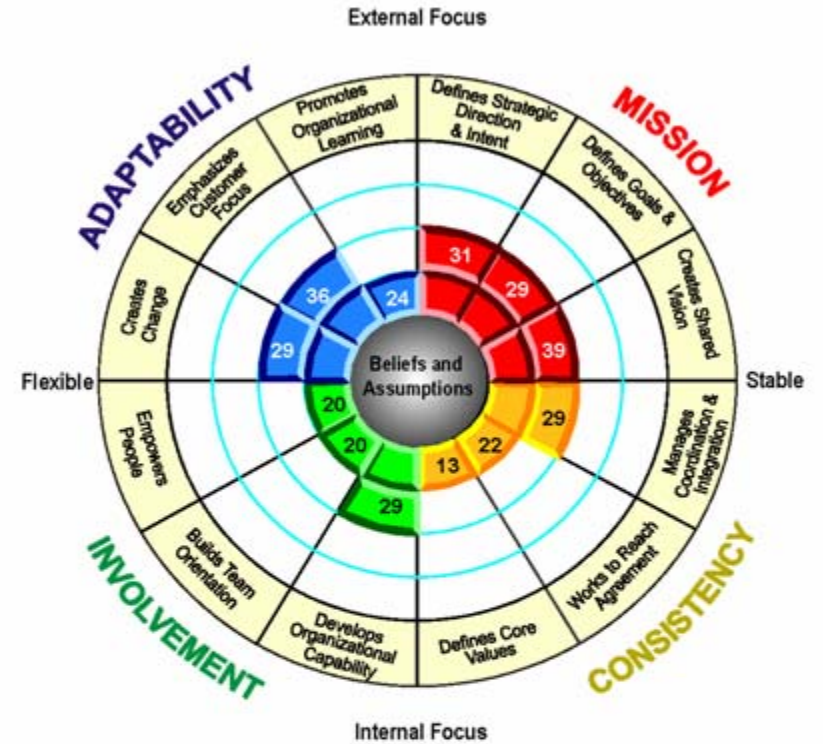
N = 842

# DLA Tier II 1st Time Composite to 2006



**Boss**

N = 142



**Other**

N = 74

## High and Low Line Item Scores (Based on Combined Other)

### DLA Tier II 1st Time Composite to 200612

#### Highest Scores

63	Sees that decisions are made at the lowest possible level.
60	Establishes mechanisms that facilitate effective cross-functional communication.
58	Serves as a model that creates change in other parts of the organization.
58	Communicates the organizational vision to his/her employees.
55	Shares information so that everyone gets the information s/he needs.
55	Organizes work so that everyone sees the connection between the vision and daily activities.
55	Translates the vision into reality in a way that helps guide individual action.
54	Helps create an environment that facilitates coordination of projects across functional units.
54	Ensures that employees have a deep understanding of customer wants and needs.
54	Ensures that the necessary resources are available to do the job.

#### Lowest Scores

30	Has earned the confidence and trust of others.
32	Has an ethical code that guides his/her behavior.
35	Values the contributions of the people s/he works with.
36	"Practices" what s/he "preaches."
36	Establishes high standards of performance.
36	Lives up to promises and commitments.
38	Does the "right thing" even when it is not popular.
38	Involves employees in the goal-setting process so goals & objectives are understood & shared.
39	Sets clear goals that are ambitious, but realistic.
40	Clearly articulates a set of fundamental beliefs that are not negotiable.



Authors: Daniel R. Denison, Ph.D. William S. Neale, M.A., M.L.I.R.  
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<http://www.DenisonCulture.com>

**Do people change after 1 year?**



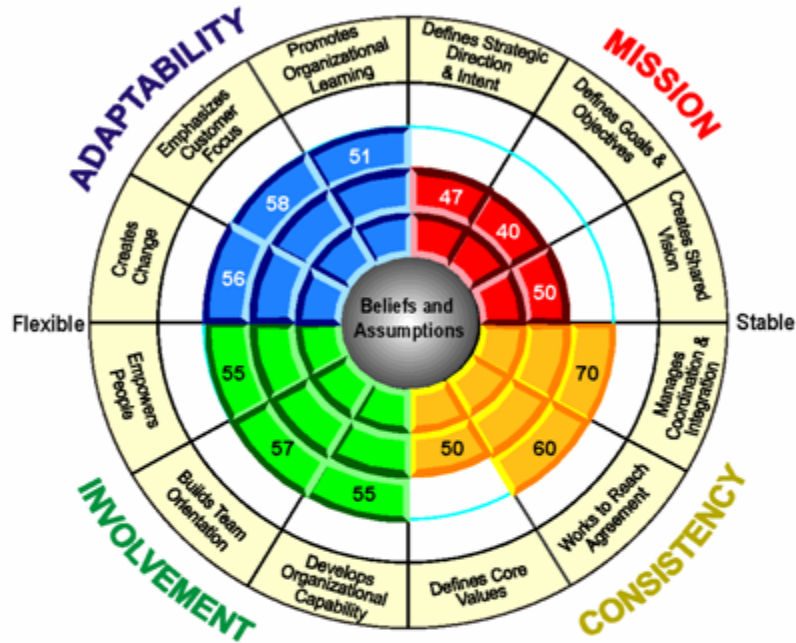
# DLA MSF

Tier II Composite of Repeats

# DLA Tier II 1st Survey vs 2nd Survey

## 1st Survey

External Focus



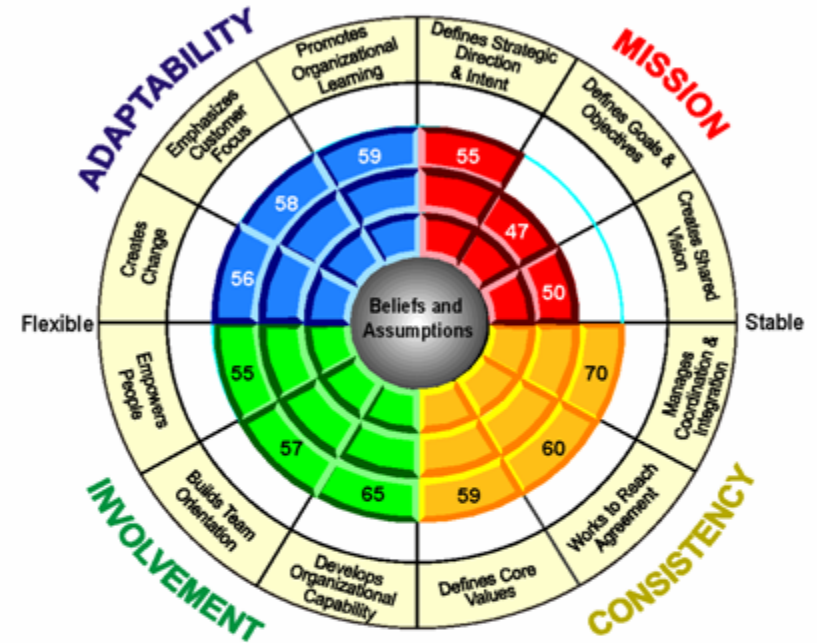
Internal Focus

Self

N = 105

## 2nd Survey

External Focus



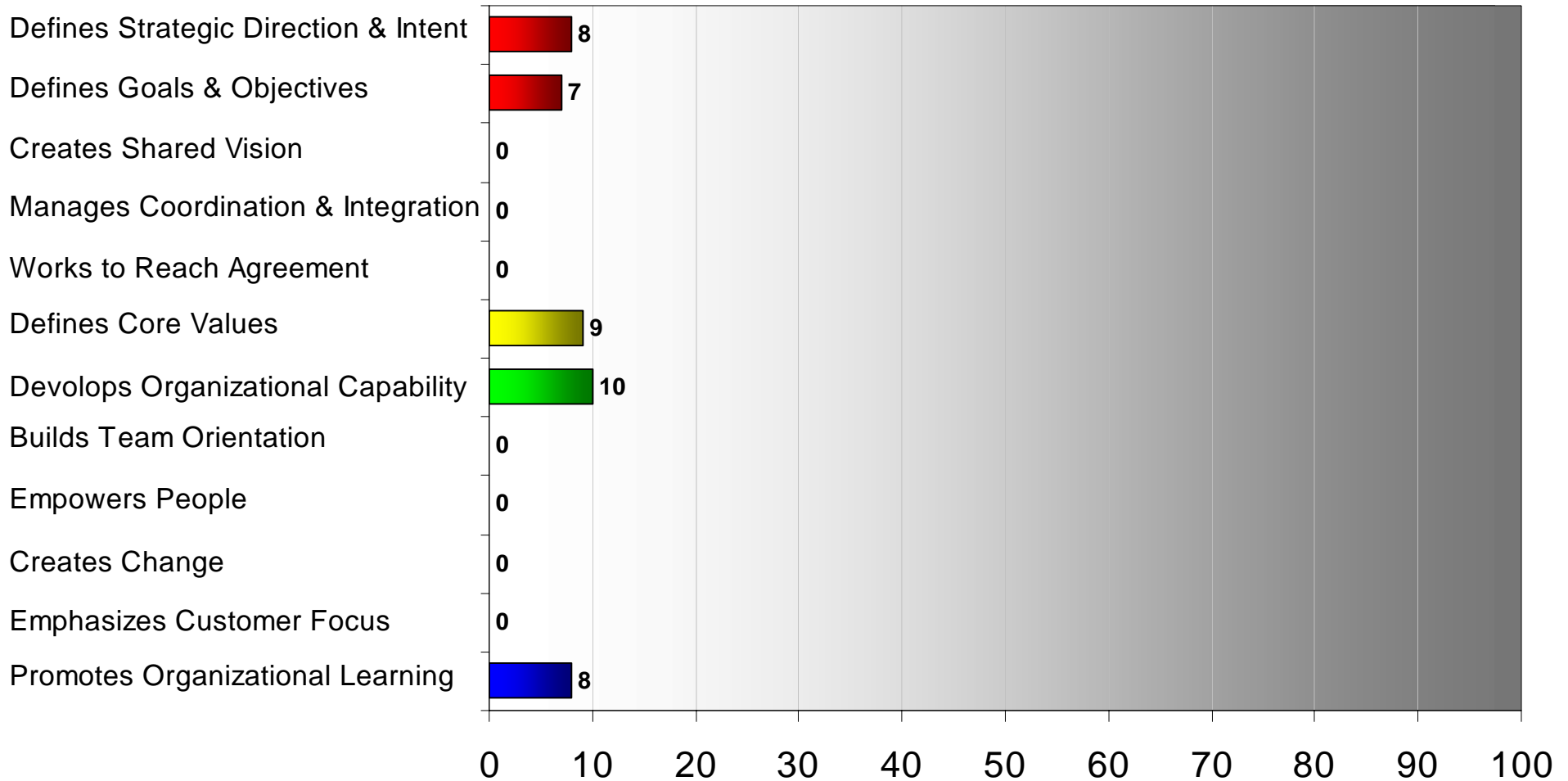
Internal Focus

Self

N = 114

# DLA Tier II Repeat Composite Percentile Differences between Repeat Surveys

## Self Scores



# 1st Survey

External Focus

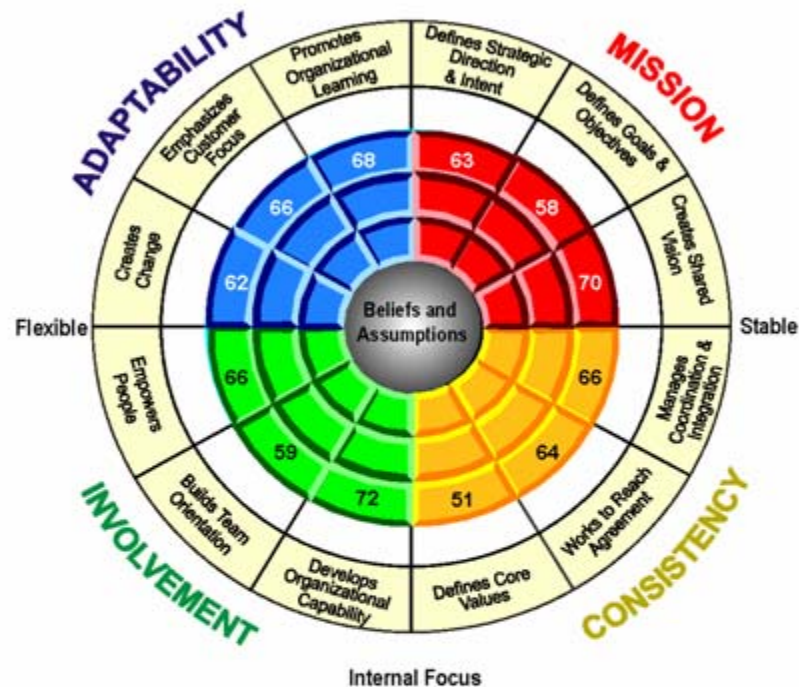


## Combined Other

- 411 Peers
- 842 Direct Reports
- 142 Bosses
- 74 Other

# 2nd Survey

External Focus

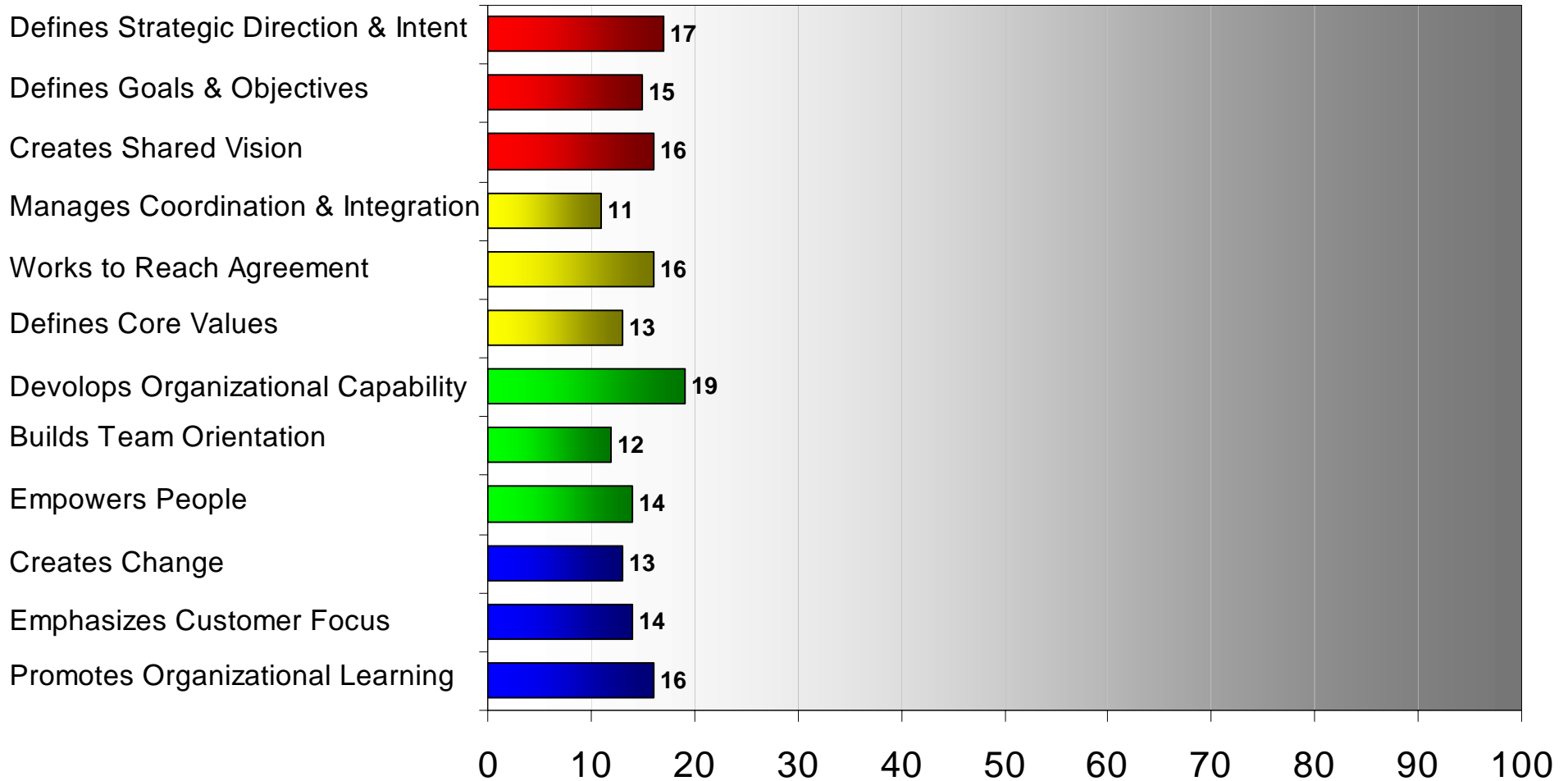


## Combined Other

- 455 Peers
- 1036 Direct Reports
- 163 Bosses
- 28 Other

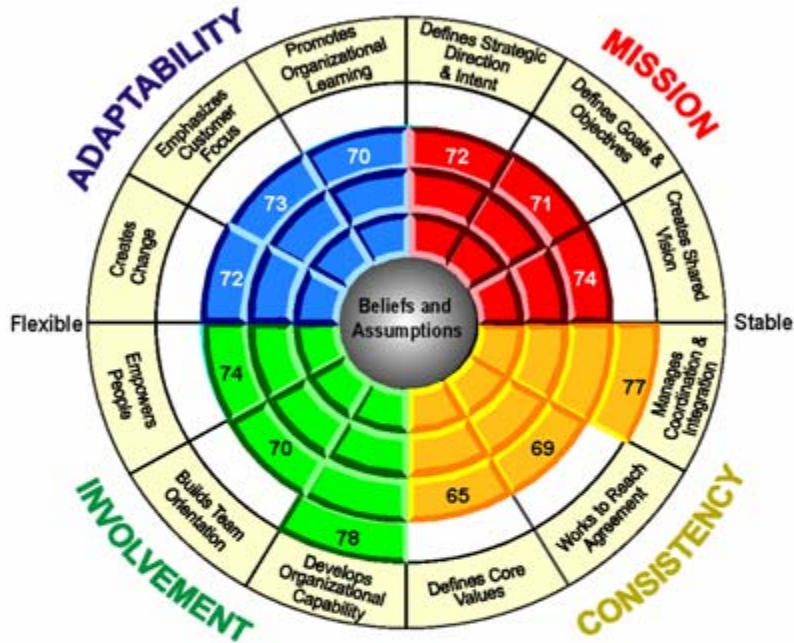
# DLA Tier II Repeat Composite Percentile Differences between Repeat Surveys

## Combined Other Scores



# 1st Survey

External Focus



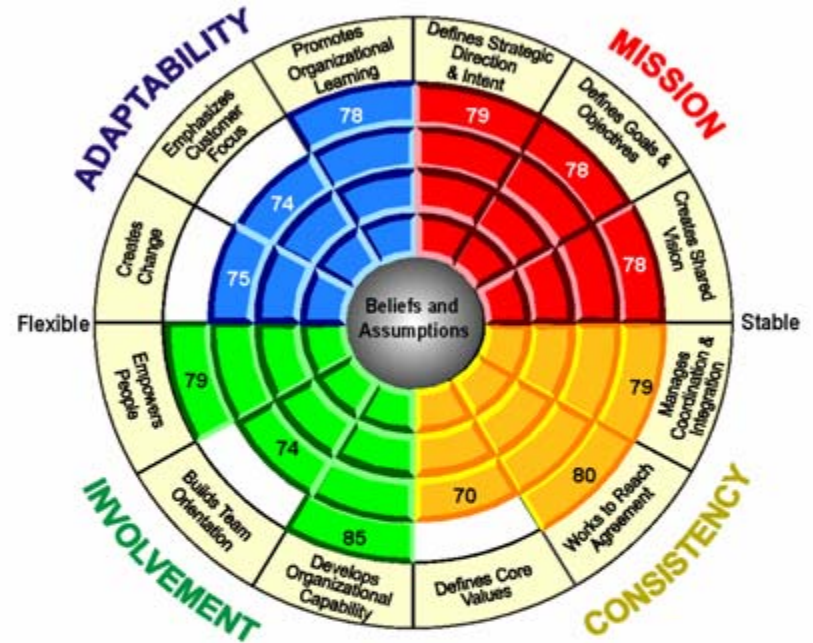
Internal Focus

Peer

N = 411

# 2nd Survey

External Focus



Internal Focus

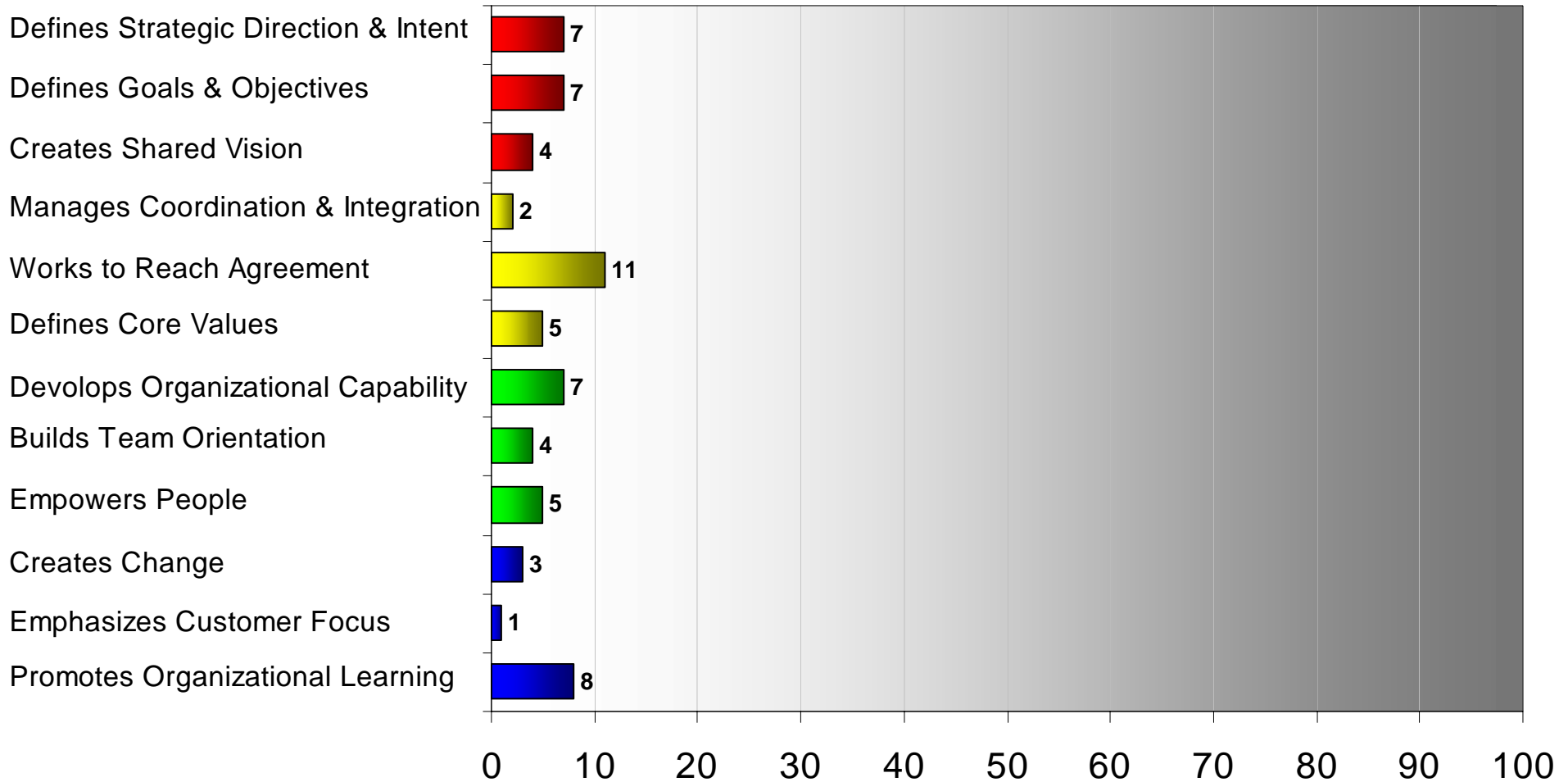
Peer

N = 455

# DLA Tier II Repeat Composite

## Percentile Differences between Repeat Surveys

### Peer Scores



# 1st Survey

External Focus



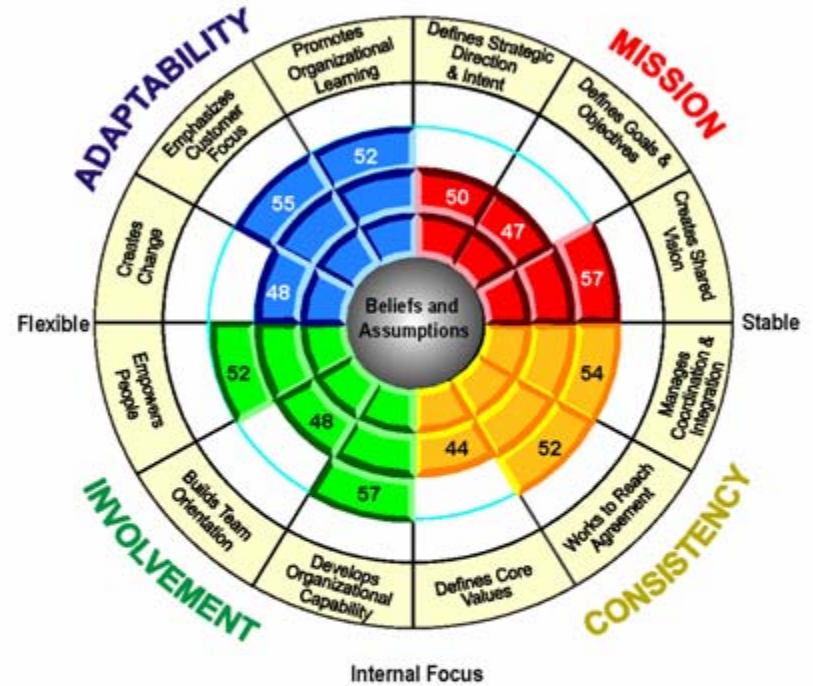
Internal Focus

## Direct Report

N = 842

# 2nd Survey

External Focus



Internal Focus

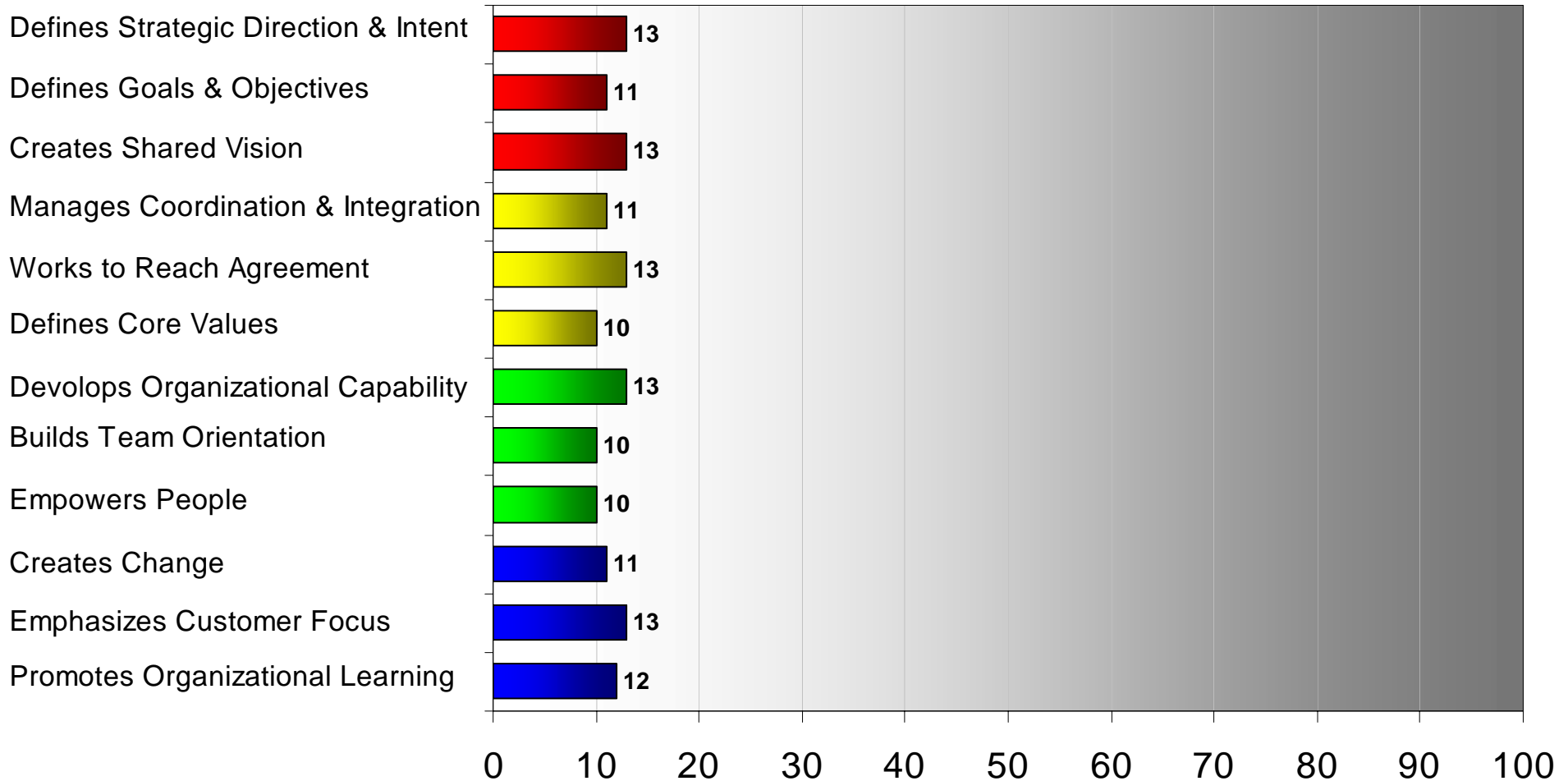
## Direct Report

N = 1036



# DLA Tier II Repeat Composite Percentile Differences between Repeat Surveys

## Direct Report Scores



# 1st Survey

External Focus



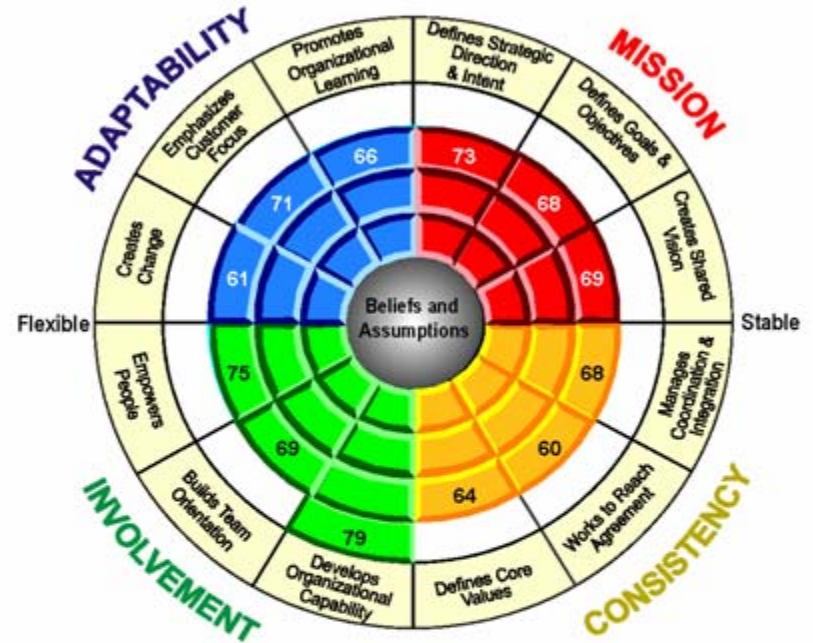
Internal Focus

**Boss**

N = 142

# 2nd Survey

External Focus



Internal Focus

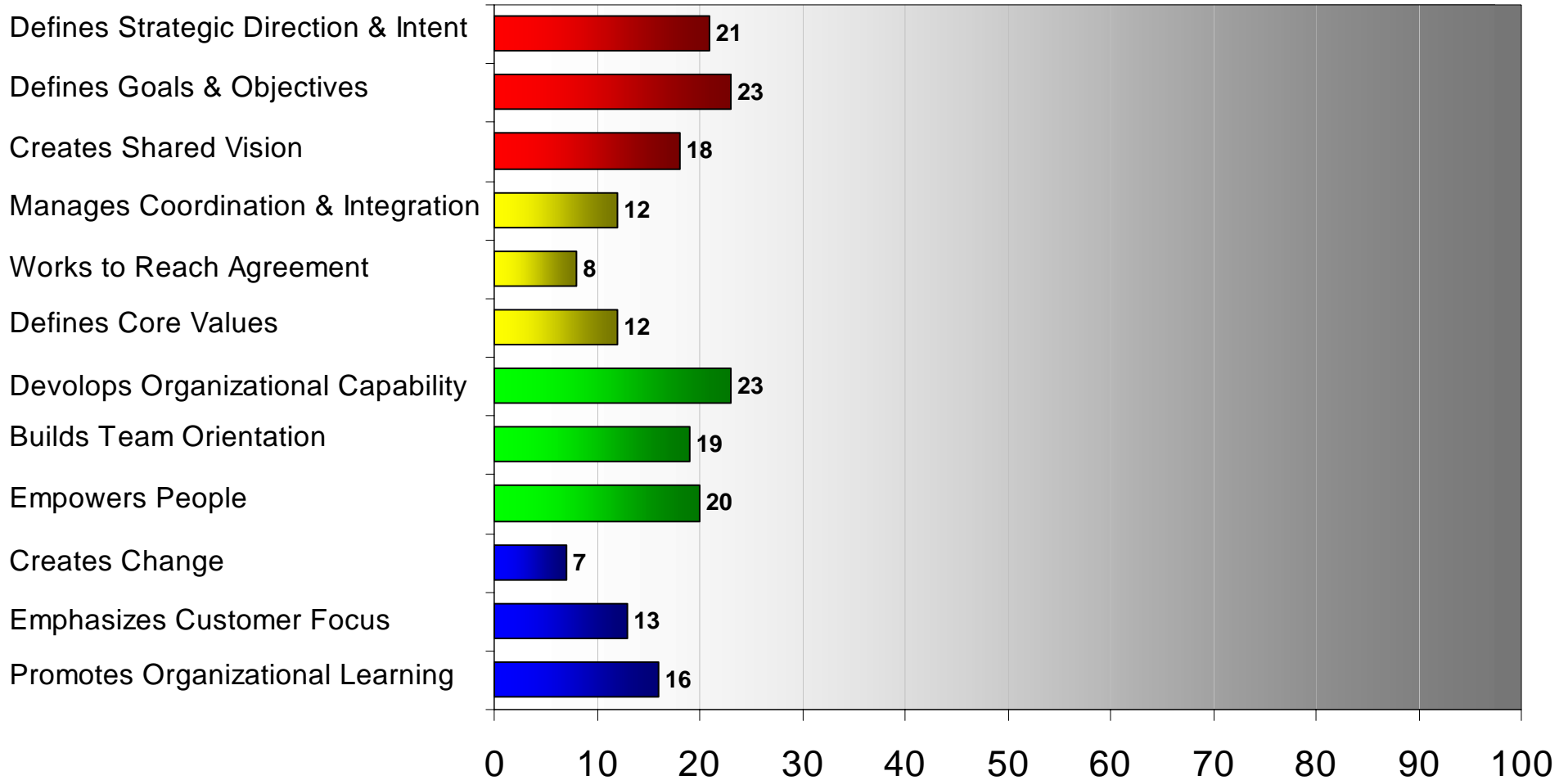
**Boss**

N = 163

# DLA Tier II Repeat Composite

## Percentile Differences between Repeat Surveys

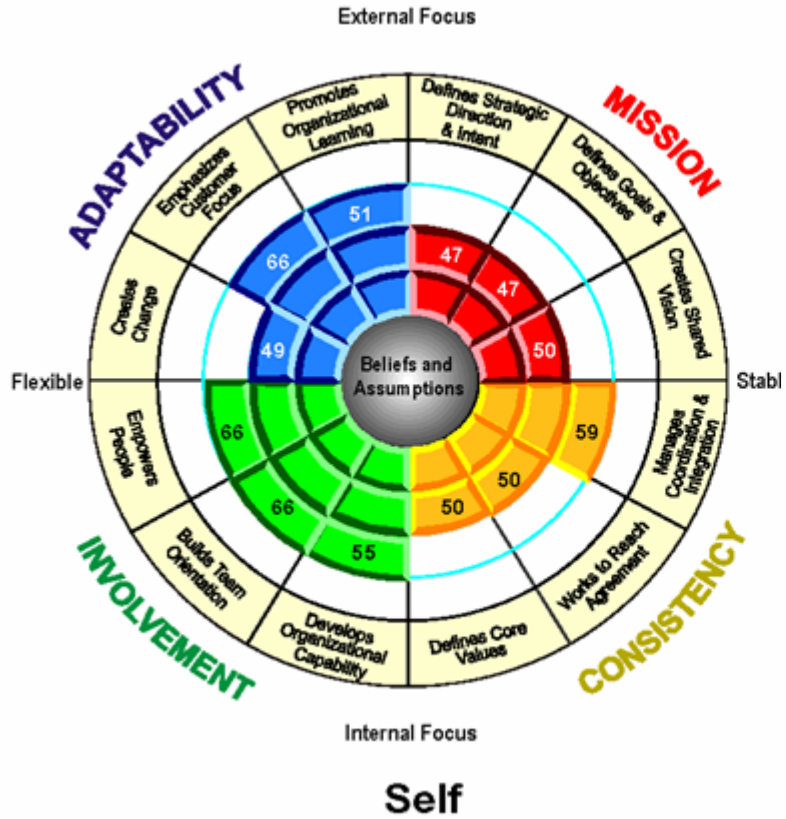
### Boss Scores



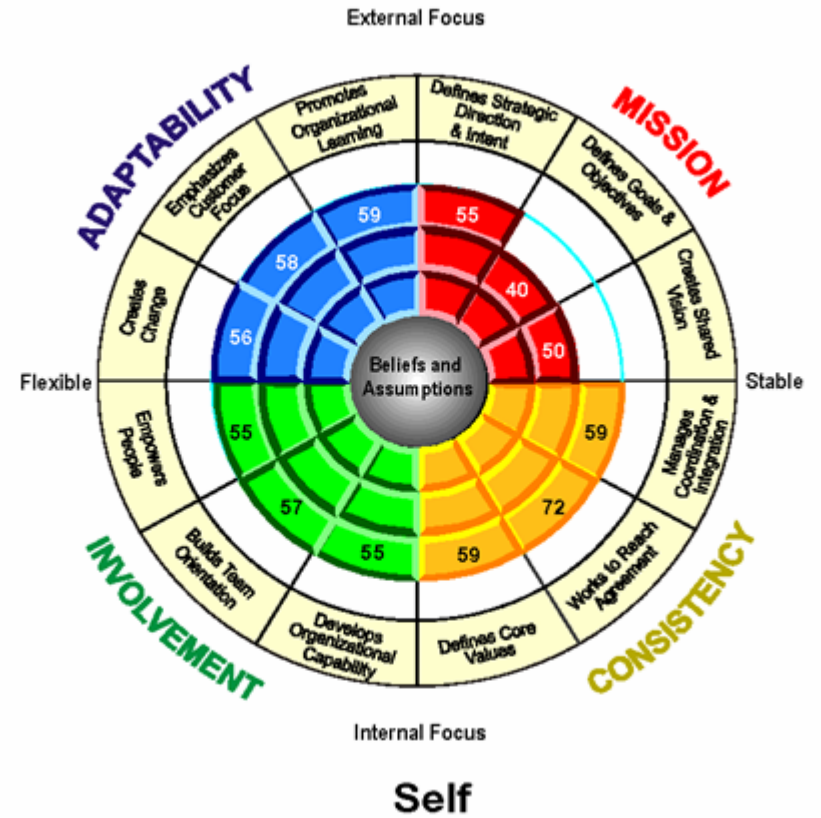
# Tier 11

# Leadership Effectiveness

# Tier II Comparison By Effectiveness Scores

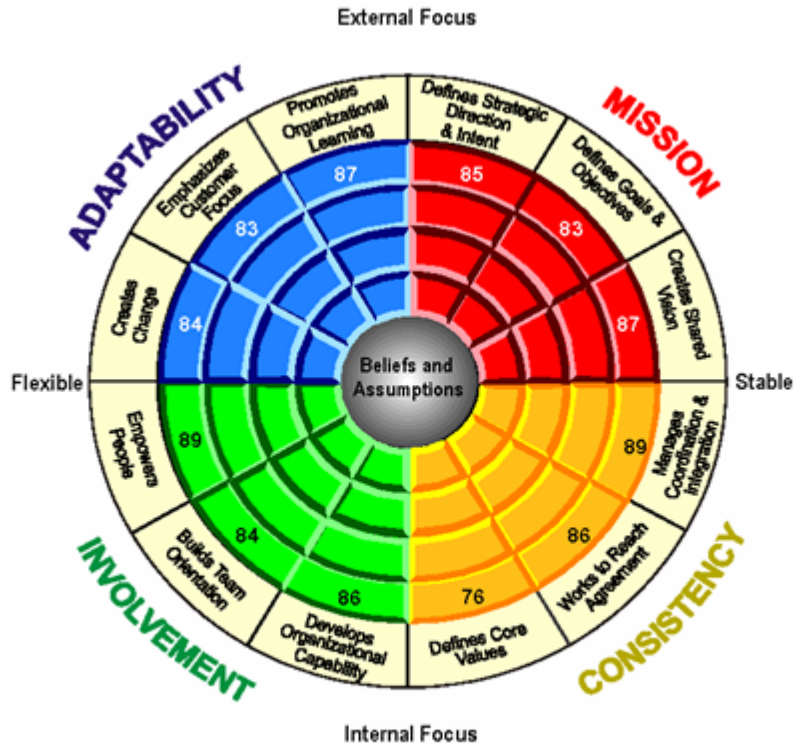


Top 25%



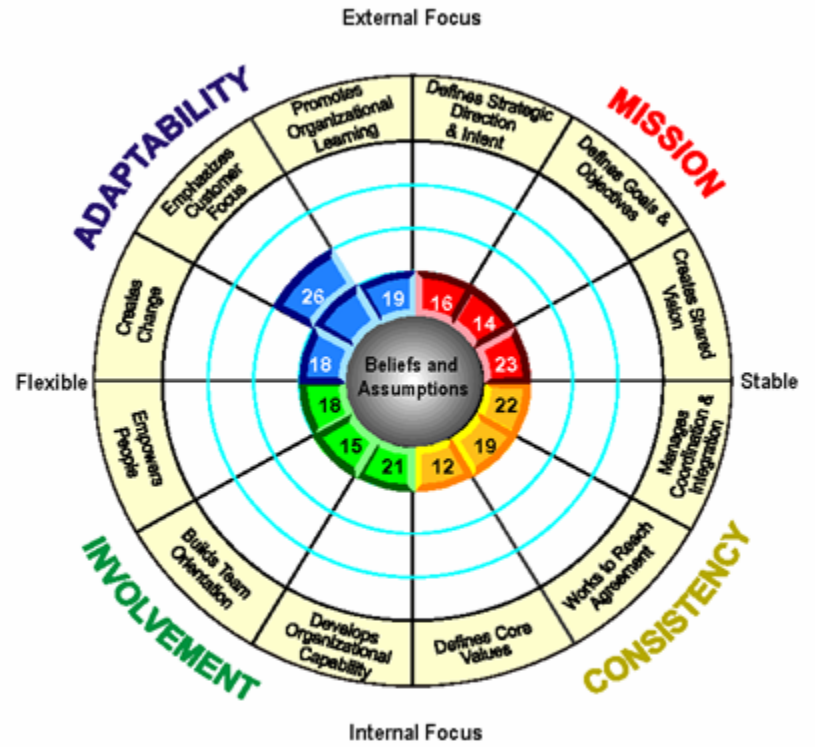
Bottom 25%

# Tier II Comparison By Effectiveness Scores



Combined Other

Top 25%

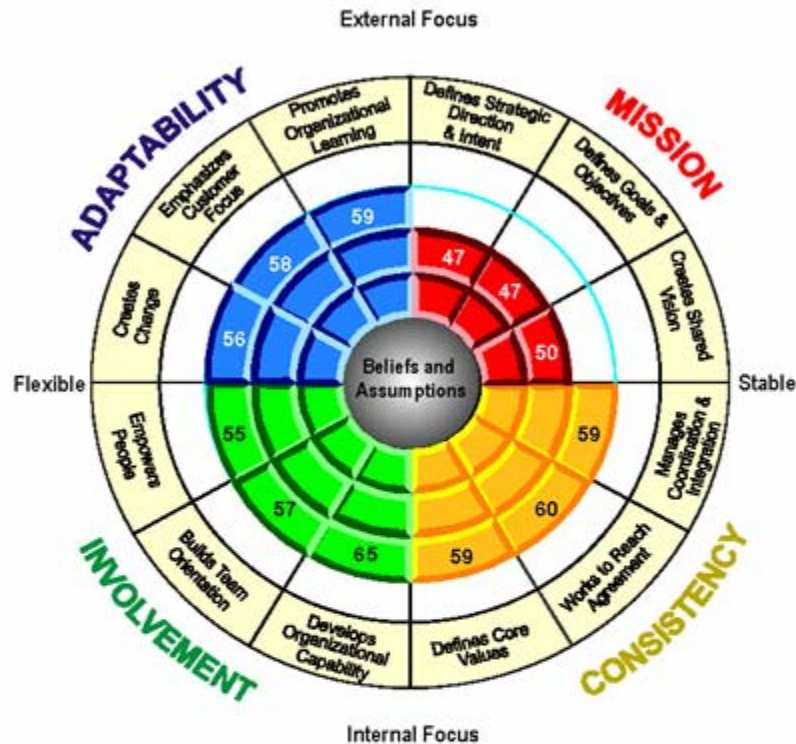


Combined Other

Bottom 25%

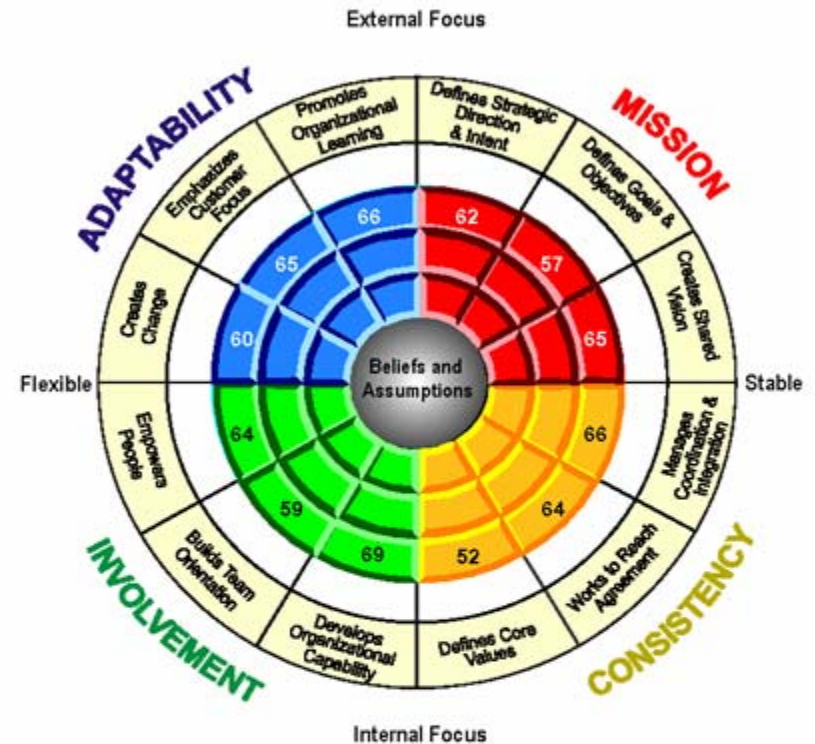
# Current DLA Multi-Source Group Composite

# Defense Logistics Agency 2005 Participants



**Self**

N = 1153



**Combined Other**

4381 Peers

7067 Direct Reports

1604 Bosses

471 Other