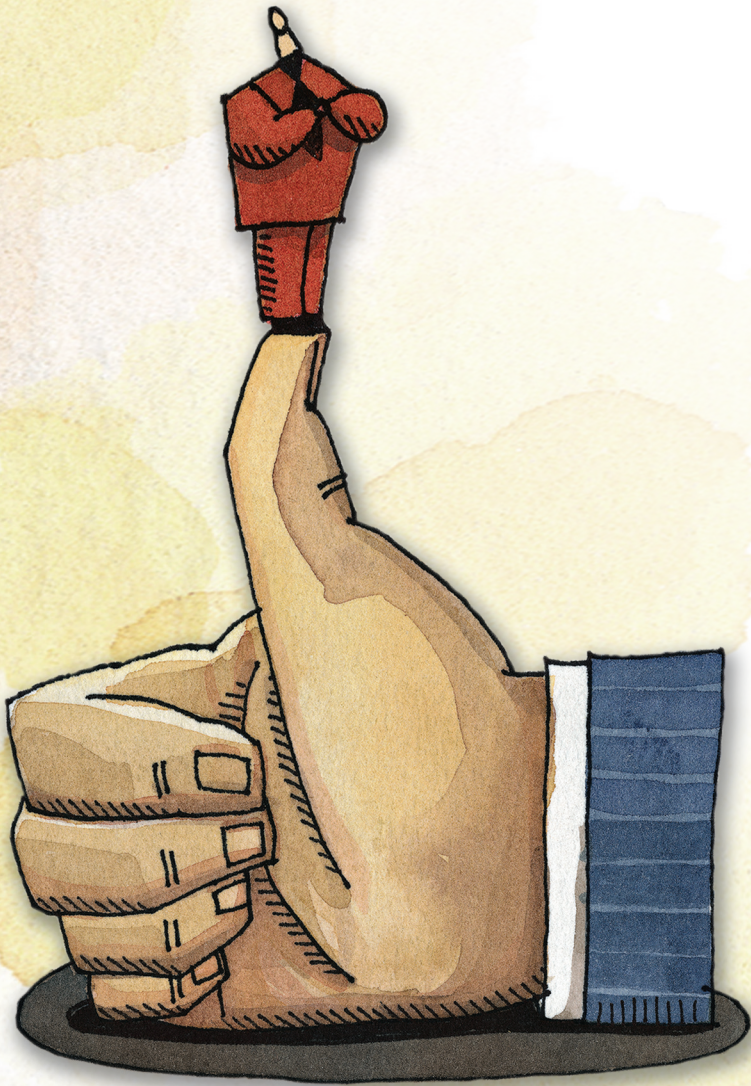What do great bosses do that set them apart from the rest?

BEST BOSS★

INVENTORY

2nd Edition Feedback

HRDQ Research & Development Team

★BEST BOSS

An Excerpt from the Facilitator Guide

2nd Edition
HRDQ Research & Development Team

HRDQ®

What Does It Take to Be a Best Boss?

Research on effective management and leadership identifies numerous behaviors that a boss should exhibit. We have grouped these behaviors into six categories: Connecting People with Purpose, Encouraging Ownership, Focusing Efforts on Smart Work, Building Competence, Recognizing Achievements, and Respecting the Individual. The common thread that runs through all of the categories is the ability to guide individual and group performance to achieve the organization's goals.

The boss is the conduit between people and organizational goals. He or she is accountable to the organization for accomplishing goals, as well as to his or her employees for guiding individual performance. However, in the current economy, when organizations are under constant competitive pressure and employees have more options, the act of bringing people and organizational goals together becomes a bit trickier. Without losing sight of the organization's goals, best bosses need to focus their efforts on how to motivate and inspire people to get the work done.

Why is this important? Research indicates that people today are deciding to stay with an employer for intangible reasons, like rewarding and meaningful work and relationships that are highly effective and personable. One study found that 50% of work-life satisfaction is determined by the relationship an employee has with his or her immediate boss. Overwhelmingly, employees decide on whether to stick with a job based on their relationships with their bosses. This claim is supported by a Gallup poll published in 1999 in which more than 1 million employees were surveyed over 25 years. To put the results of the poll succinctly, employees usually leave bosses, not organizations.

The model below offers a picture of the six categories in which best bosses excel. It illustrates the interpersonal skills needed to build and sustain effective boss-employee relationships that are based on respect and meaningful work experiences. The extent to which bosses demonstrate these skills is the extent to which they are effective at:

★ Leading people

★ Providing employees with the opportunity to use their hands, hearts, and minds in pursuit of professional and personal goals

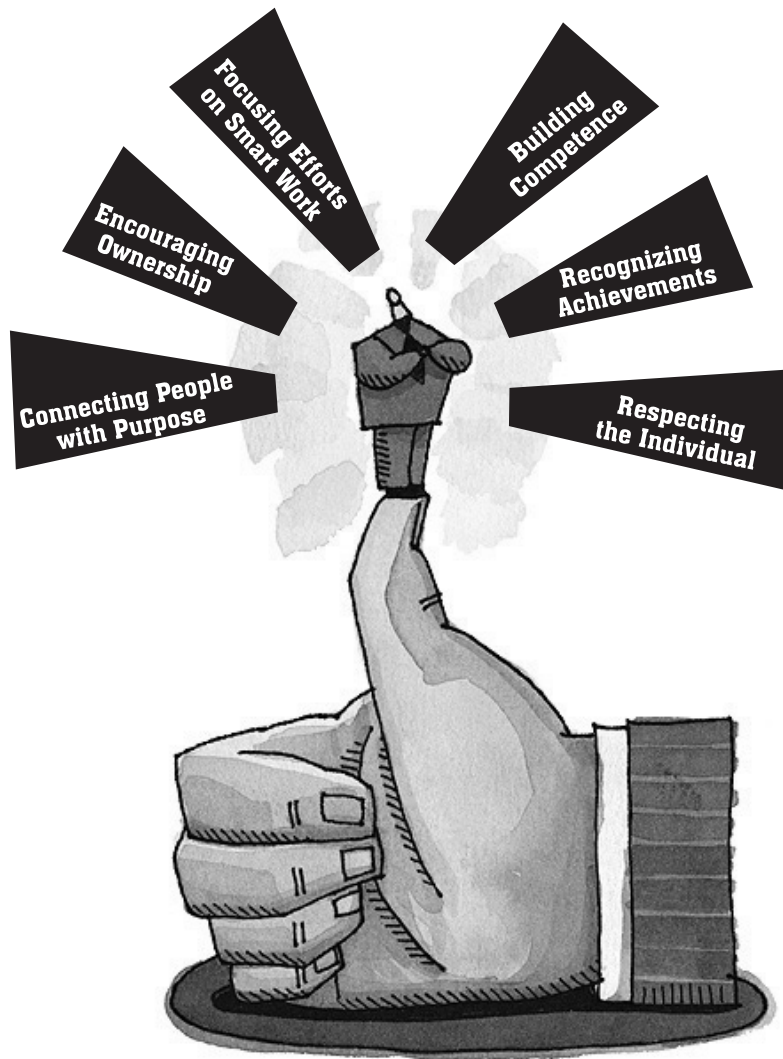★ Creating a culture that is based on trust, respect, and fairness.

Figure 7. Best Boss Model

Bear in mind that the *Best Boss Inventory* is not designed as a formal performance management tool. Instead, it is intended to provide bosses with a means of assessing their behaviors in leading, motivating, and inspiring their employees. The assumption is that increased self-awareness is the first step toward improving management skills. In completing the self-assessment, respondents will be able to answer the following questions:

★ Am I a best boss?

★ What does a best boss do?

★ What are my abilities in vital best boss areas?

Once respondents identify areas of strength and areas for improvement, they can plan how to expand and enhance their skills. To obtain additional feedback, bosses may also ask their employees to complete the *Best Boss — Feedback* form.

★ BEST BOSS INDICATORS

In this section, we provide a comprehensive look at six categories that we call Best Boss Indicators. The discussion for each Indicator will include the following topics:

- ★ Description of the Indicator
- ★ Items that measure the Indicator
- ★ Ways to improve performance in the Indicator.

★ Connecting People with Purpose

Connecting People with Purpose means helping employees understand how their efforts contribute to the achievement of departmental and organizational goals. Best bosses clearly understand the organization's vision and work to translate it into specific, actionable goals for each employee in their work groups. Best bosses then convey those goals in a way that helps employees understand the important contribution that they will be making by accomplishing them. When conveying goals, best bosses also make it personal. They challenge and inspire each employee to live up to his or her potential and fulfill the goals in a manner that meets or, whenever possible, exceeds expectations.

Purpose is a powerful motivator. It gives people something to connect with and strive toward. When describing their jigsaw puzzle principle, authors Kouzes and Posner (1995), indicate that people can contribute when they are unclear about purpose; however, it's likely that their actions will be random and that the people will ultimately become frustrated and lose interest.

On the other hand, when employees understand how their efforts help the organization achieve its goals, they are less likely to feel that they're just "going through the motions." Instead they understand how they add value to the organization. They know their contributions are meaningful. In addition, when employees understand what the organization's goals are, they are able to make more effective decisions on *how* to achieve them (Thomas, 2000). Ultimately, employees feel a greater sense of commitment to their work because they know that their efforts make a difference in accomplishing the larger goal. Also, armed with a big picture perspective, they can make more informed decisions along the way, thereby contributing to the successful achievement of the vision.

The items on the self-assessment provide a sampling of behaviors related to communicating purpose. You might want to review them as a way to enhance understanding of this Indicator. The statements on the assessment that relate to Connecting People with Purpose are:

  1. Create mental pictures of where the group or organization is headed.

  7. Avoid providing big picture information because it distracts from getting work done. (-)*

13. Put employees in contact with clients to hear first-hand how their efforts contributed to the client's success.

19. Explain how individual assignments further team goals.

25. Initiate informal discussions with employees on how their work affects internal and external customers.

31. Make employees aware of similar work being done by other departments.

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* This statement is reverse-scored; Completely Characteristic and Mostly Characteristic responses indicate less skill. Completely Uncharacteristic and Mostly Uncharacteristic indicate more skill. All reverse-scored statements are identified with a (-) sign.

Ways to Improve Performance

Participants will be interested in ways to improve their ability to get people connected to purpose. Here are some suggestions and ideas to help them develop action plans.

★ **Do your homework.** Strive to understand specifically why the organization is working toward a particular vision. Also, be clear about your own vision for the future and how the two meld.

★ **Know your audience.** To make the connection to purpose even stronger, bosses need to be clear on what employees like to do and want to achieve and then match work assignments accordingly (Thomas, 2000). When the work that needs to be done aligns with what an individual likes to do, people are happy and motivated to put their heads, hands, and hearts into achieving the goal.

★ **Build in customer contact.** Client contact and client information can drive home the importance of the organization's vision. When you share client information and feedback, people can see the results of their efforts and their commitment is strengthened.

★ **Focus on inter-team collaboration.** In addition to knowing what the organization is striving for, it also helps to know what's going on in other departments and divisions. If they have similar goals or are completing similar work, employees can benefit from each other's work, in addition to gaining a better understanding of how the various departments' goals come together to achieve the organization's mission.

★ Encouraging Ownership

Encouraging Ownership means getting people involved and sharing responsibility for goal achievement. For many bosses, the scariest parts of encouraging ownership are relinquishing control and accepting that others' ideas may be as good or effective as their own. It requires self-confidence, a certain degree of tongue-holding, and the ability to support appropriate risk-taking. It also requires bosses to understand a certain contradiction about power: the more power you give away the more powerful you become (Kouzes and Posner, 1995).

Giving up control; however, doesn't mean letting go entirely. It means providing needed guidance without telling people exactly what steps to take or how to take them. In other words, ownership doesn't occur in a vacuum. Best bosses know that clear communication, collaboration, and support contribute to ownership and ensure that people are working together in pursuit of departmental and organizational goals (Terez, 2000).

There are numerous ways to get employees to act like owners and take greater responsibility for work. Best bosses:

- ★ Provide a clear purpose (as indicated earlier) so that employees can determine the best direction to take and focus their efforts on getting there.

- ★ Ask for help. On a daily basis, there are probably many opportunities to get employees involved in solving a problem, identifying an improvement area, or developing something new.

- ★ Push decision-making down to the people who are closest to the work, encouraging them to weigh the options and chart the most effective course of action.

Best bosses understand that when people feel like owners they take more initiative, demonstrate greater creativity, and display an increased willingness to make decisions and take action. Kouzes and Posner (1995) indicate that sharing of ownership begets greater job satisfaction and organizational effectiveness.

The items on the self-assessment provide a sampling of behaviors related to encouraging ownership. You might want to review them as a way to enhance understanding of this Indicator. The statements on the assessment that relate to Encouraging Ownership are:

2.   Seek employees' input on how to accomplish a task.

8.   Encourage employees to determine the best way to accomplish their objectives.

14.   Closely monitor each step that employees take. (-)

20.   Encourage employees to resolve problems at their level.

26.   Express confidence in the employees' ability to make important decisions.

32.   Support calculated risk-taking.

Ways to Improve Performance

Participants will be interested in ways to improve their ability to encourage ownership. Here are some suggestions and ideas to help them develop action plans.

★ **Get others involved.** Constantly be on the lookout for ways to include people and their ideas and suggestions.

★ **Delegate non-routine tasks.** Give people projects or tasks that allow them to break free of the daily grind — and the rules and procedures associated with it. Give them the opportunity and freedom to work on some projects that require creativity, judgment, and some calculated risk-taking.

★ **Be open to influence.**   Listen to what others have to say and show your flexibility by being open to new ideas and different approaches. Enable the people closest to the work to determine how best to accomplish it.

★ Focusing Efforts on Smart Work

Work that is rampant with obstacles or detours and yields little progress is de-energizing. Mundane and seemingly irrelevant tasks are frustrating. *Focusing Efforts on Smart Work* is about maximizing employees' ability to perform purposeful and value-added work. As Thomas (2000) puts it, "The goal is to free more time to devote to realizing the vision." Another way to look at this dimension is that best bosses clearly articulate the organization's primary focus (e.g., providing exceptional customer service) and encourage employees, in all they say and do, to further that cause (Dauten, 1999).

There are several ways that bosses can help employees to focus on smart work. For starters, they can provide what's needed. What is needed might be information for better decision-making, resources that speed-up productivity, or help in overcoming barriers that hinder progress. Another way to focus on smart work is to reduce the mountains of paperwork and non-essential bureaucracy. For example, bosses (and employees alike) can identify non-valued-added procedures that might have been appropriate in the past but are no longer necessary. Best bosses can work with the appropriate groups to reduce or eliminate low-return duties — while still maintaining above-average quality. That way, employees have a clear line of sight in making progress toward their goals. Another smart-work killer is the endless merry-go-round of meetings, approvals, and red tape. It is in a best boss's best interest to reduce these time-wasting, hoop-jumping procedures quickly and permanently.

The items on the self-assessment provide a sampling of behaviors related to focusing efforts on what is important. You might want to review them as a way to enhance understanding of this Indicator. The statements on the assessment that relate to Focusing Efforts on Smart Work are:

3. Provide employees with needed resources.

9. Minimize the number of times that employees must get approval before moving forward.

15. Buffer employees from work that is non-value-added.

21. Share information as early as possible.

27. Insist that employees provide detailed progress reports even when I know what they have been doing. (-)

33. Provide employees with a link to people who can help them achieve their goals.

Ways to Improve Performance

Participants will be interested in ways to improve their ability to focus employees' efforts on smart work. Here are some suggestions and ideas to help them develop action plans.

★ **Don't be a bottleneck.** To avoid falling into the trap of busywork, consider these ideas. If approval is required on a particular aspect of a project or task, be timely about providing it. Make sure that meetings have a purposeful agenda. Share information rather than hoarding it.

★ **Go on a red-tape roundup.** Identify procedures, rules, or policies that either slow progress or aren't needed. Then, work with those involved to reduce or eliminate them. Encourage employees to do the same by bringing pointless procedures to the boss's attention.

★ **Build up employees' networks.** In an effort to be helpful and supportive, bosses sometimes end up holding things up. For example, when employees need information, a boss typically might get it for them from one of his or her resources. Instead of getting the information, another tactic is to help employees help themselves by building up their networks. Put employees in contact with people who can answer their questions. Enable them to seek out and find the information they need.

★ Building Competence

The development of one's skills and abilities isn't a switch that can be turned on and off. In fact, quite the opposite is true. In today's technologically advanced and highly competitive workplace, learning needs to be viewed as an ongoing journey. Best bosses understand that to remain valuable everyone needs to continuously upgrade his or her skills and abilities.

Building Competence is about helping employees take advantage of opportunities to stretch, grow, and learn. To do that, best bosses first make sure that an employee's current skills are up to par by matching tasks to skill levels and encouraging the employee to complete assignments to high standards (Thomas, 2000). An added benefit to doing this is that work group standards can also improve when employees are encouraged to perform their best work.

If one's skills aren't up to snuff, employees are encouraged to learn what they don't know. Throughout the learning process, best bosses provide timely and accurate feedback to help guide the employee toward mastery. They also:

- ★ Accept that mistakes will happen and make every effort to maintain an environment that allows for trial and error (Thomas, 2000).

- ★ Willingly defend honest mistakes to others, knowing that mistakes, like experience, can provide valid and effective learning opportunities.

With baseline skills finely tuned, best bosses add in "stretch" goals as part of an employee's responsibility. Stretch assignments challenge people's abilities and are one of the best ways to learn (Wick, 1993). Stretch goals and other training experiences, such as cross-training and job rotation, are great ways for individuals to immerse themselves in new situations and build their skills and confidence. Again, feedback and allowances for mistakes are critical to the employee's success.

Building competence equates with building confidence. People take pride in their ability to master new tasks and to apply newly learned skills to applicable situations. Feelings of competence foster feelings of self-confidence, which ultimately can lead to feelings of greater job satisfaction.

The items on the self-assessment provide a sampling of behaviors related to building competence. You might want to review them as a way to enhance understanding of this Indicator. The statements on the assessment that relate to Building Competence are:

- **4.** Ask questions to uncover employees' learning needs.

- **10.** Encourage employees to take on new tasks that stretch their skills.

- **16.** Provide a supportive environment that encourages employees to try out new skills, tools, and roles.

- **22.** Allow few opportunities for employees to learn new skills. (-)

- **28.** Allow for honest mistakes.

- **34.** Help employees implement personalized development plans.

Ways to Improve Performance

Participants will be interested in ways to improve their ability to build up employee's skills and abilities. Here are some suggestions and ideas to help them develop action plans.

★ **Look for informal and formal learning opportunities.** Of course, the boss's first step is to work with individuals to create a personalized learning plan. The second and most important step is to help individuals implement their plans. Be on the lookout for learning opportunities that fit with employees' plans and encourage employees to try them out. Encourage employees to seek out both formal and informal learning opportunities.

★ **Coach and support.** There's nothing better than a word of encouragement or a piece of timely and specific feedback to spur on individuals in their pursuit of improved performance. By providing coaching and support, bosses *inspire* improved performance rather than *forcing* people to perform.

★ **Encourage risk-taking.** Taking a risk, failing, and learning from it are all a part of personal growth. The boss can set the example by trying new approaches or acting on his or her creative ideas. Keep in mind that few risks will be taken if employees feel that there are consequences for mistakes or failures.

★ Recognizing Achievements

Recognizing Achievements means acknowledging people's contributions and thereby validating their value to the organization. A large part of recognizing achievements falls within the framework of managing performance. Best bosses work with their employees to set expectations and milestones. Then they make it their business to stay informed about the employee's performance, providing support from the beginning of the task until the end. When milestones are achieved, best bosses personally acknowledge them with spirit and genuine appreciation.

What's vital to remember is that recognizing achievements isn't about the boss, it's about the employee. Whether or not the boss places personal importance on recognition of his or her accomplishments isn't the point. When bosses let contributions go unnoticed, they open the door to assumption making. Without recognition, employees aren't certain whether or not they have done a good job. Assuming they did something wrong, individual performance can suffer (Kouzes & Posner, 1995). Failing to recognize and appreciate an employee's hard work or improved efforts can result in the same feelings of disappointment and lack of motivation.

The boss's ability to recognize an employee's contributions goes a long way toward motivating and inspiring him or her to continue on. It builds self-confidence, bolsters enthusiasm for the next project, and helps employees muster the courage and strength to overcome current project challenges.

The items on the self-assessment provide a sampling of behaviors related to recognizing achievements. You might want to review them as a way to enhance understanding of this Indicator. The statements on the assessment that relate to Recognizing Achievements are:

  5.   Keep track of employees' successes.

11.   Tell employees that the satisfaction of a job well done is reward enough. (-)

17.   Praise employees to my own boss.

23.   Provide timely, specific feedback

29.   Celebrate project milestones and accomplishments.

35.   Discuss employee progress on a regular basis.

Ways to Improve Performance

Participants will be interested in ways to improve their ability to recognize employees' accomplishments. Here are some suggestions and ideas to help them develop action plans.

★ **Make it special.** What might work for one person, from a recognition standpoint, may not work for another. Therefore, it is important to know who you are acknowledging and what would work best for him or her.

★ **Make a list.** Stay reminded of the importance of recognition by developing a list of techniques that work with the individuals in one's group, team, or department. When milestones arise, refer to the list and put them into practice.

★ **Shine light on others.** Find ways to "talk up" the efforts of employees so that their efforts are put in the spotlight. There are numerous ways to do so. For example, tell others, especially higher-ups, what employees or teams are doing and how they are contributing to the goals of the organization. Other ideas include publicizing team milestones and sending letters of achievement to employees and carbon copying other key personnel.

★ Respecting the Individual

Respecting the Individual involves demonstrating regard for the uniqueness of individuals and their needs. Best bosses have respect for the skills, talents, and abilities that employees bring to the workplace everyday. They also have respect for the individual as a person — his or her expectations, contributions, and experiences. In other words, best bosses respect the human element.

Respect is reciprocal in nature: to get it, one must give it. It's not important who starts the giving process; only that someone does start it. In many cases, especially in the workplace, that someone is the boss (Terez, 2000). By giving respect, bosses demonstrate that they care about connecting with others. It shows that they are greatly interested in the "whole" person, not just what the individual can do for the organization.

In many ways, respect boils down to caring enough about people to get to know them and better understand their circumstances. While it might not be easy or expedient for a boss to do so, showing some empathy, being non-judgmental, and assuming the best lays the foundation from which trust, equality, and respect are born.

The items on the self-assessment provide a sampling of behaviors related to respect of individuals. You might want to review them as a way to enhance understanding of this Indicator. The statements on the assessment that relate to Respecting the Individual are:

6. Accommodate employees' personal needs, as appropriate.

12. Express concern when an employee seems stressed.

18. Take time for non-work-related conversations with employees.

24. Remember personal facts about employees.

30. Favor certain employees in my group. (-)

36. Treat each employee as an individual.

Ways to Improve Performance

Participants will be interested in ways to improve their ability to demonstrate respect. Here are some suggestions and ideas to help them develop action plans.

★ **Strive for consistency.** Respect isn't a one-time event. Instead, it requires feeding, tending, and nurturing. Consistency is the key to establishing a relationship of reciprocal respect.

★ **Be a role model.** Speak up or take action when you observe situations that leave individuals feeling disrespected. By modeling the way, you illustrate that disrespectful actions in the workplace aren't in anyone's best interests.

★ **Be fair and equal.** Show equality in your dealings with people; remembering all the while that they are individuals and should be treated as such.

Our goal was to produce a learning instrument that helped bosses refine their skills in critical relationship-building areas. We did not want to product a selection device or a performance appraisal tool. Our vision for this tool was for bosses to use it to gain insight into their own behavior, to bring about critical and meaningful discussion with others, and to identify ways of improving in their important role in the organization.

We started with a comprehensive review of both research and practitioner literature. Many categories and skill sets emerged and the process of determining how to organize the categories began. After some discussion, we decided to focus on the skills that best bosses use to retain and motivate employees.

A simple survey that asked individuals to answer the question, "What is a good boss?" was conducted. Responses were tabulated and, in conjunction with the literature search, six categories were identified. Following a review by a panel of training practitioners, the six categories were revised and defined. Once the six categories were agreed upon, we began development of items. Approximately 50 items were developed and then reviewed by a panel of experts. Based on their feedback, we eliminated several items and re-categorized some of the remaining statements. A panel of experts reviewed a second list of items and several more items were eliminated. After the second review, a first draft of the inventory was created that contained 36 items. We distributed the instrument to approximately 15 individuals and had them sort the items by category. Based on their comments, several items were revised or regrouped and a few of the skill categories, which were in flux during their early development, were redefined.

A revised version of the assessment, along with a draft of participant materials, was mailed to several training and development experts with experience in management development. These reviewers provided detailed feedback on the skill categories, the organization of the items, and the content and quality of the interpretive material. Based on their feedback, further revisions were made to selected items and the content of the material was enhanced.

Data Analysis

HRDQ uses the following statistical concepts in its technical development: Reliability, Validity, Norms, Ranges, Means, and Standard Deviations. The results that follow are based on a sample of 115 individuals who responded to the first edition of the *Best Boss Inventory.* To determine sample size, we used a simple random sample method. This method allowed us to determine the appropriate size of sample needed to accurately report our results.

For the *Best Boss Inventory,* we determined that a sample size of 100 was suitable. Based on the simple random sampling method, this gives us a 95% confidence level that the data presented is representative of the population who will use this instrument.

Reliability

Reliability is the degree to which an instrument produces consistent and stable results. The output of a reliability measurement is a reliability coefficient, which ranges from 0 to 1. Zero means that an instrument is completely unreliable and one means it is perfectly reliable.

Typically, HRDQ uses Cronbach's Alpha to measure internal reliability. While there are no commonly accepted standards for reliability in training and development instruments, reliability coefficients of .60 are considered good. As seen from the table below, the overall instrument is within the acceptable range. The *Focusing Efforts on Smart Work* category will be investigated further to determine whether revisions should be made. Based on a review of the completed surveys, one explanation for its low reliability coefficient is that the wording of the reverse scored item may be causing inconsistencies.

Cronbach's Alpha (N=115)	Reliability Coefficient (Self Ratings)
Connecting People with Purpose	.60
Encouraging Ownership	.63
Focusing Efforts on Smart Work	.44
Building Competence	.65
Recognizing Achievements	.69
Respecting the Individual	.59
Overall	**.60**

Validity

The validity of an instrument is the degree to which it effectively measures what it claims to measure. Keep in mind that an instrument's validity is dependent upon how the instrument is used. For example, if this instrument is to be used in the context of a training experience, then the instrument can be considered valid. If it were to be used as a predictive tool for selection purposes, then it would not be valid.

Face Validity

Face validity answers the question, "Does the instrument seem to make sense to the average person and will it help him or her learn more effective behavior?" This instrument has face validity as determined by individuals who completed the assessment as well as an expert panel of training and development practitioners.

Content Validity

Content Validity answers the question, "Is the content of the instrument representative of the theory on which it is based?" A thorough review of the literature was completed. In addition, a panel of training practitioners consistently indicated that the instrument appears to cover the topic accurately and comprehensively.

Construct Validity

Construct validity answers the question, "Do the items measure what they claim to measure?" In determining the answer to this question, HRDQ completed a Factor Analysis using the Principal Component Analysis method. As can be seen from the following table, the items group reasonably well with their factors. Some further refinement of the *Respecting the Individual* category will take place with future revisions.

Indicator	Initial	Extraction
Connecting People with Purpose	1.0	.503
Encouraging Ownership	1.0	.632
Focusing Efforts on Smart Work	1.0	.552
Building Competence	1.0	.647
Recognizing Achievements	1.0	.612
Respecting the Individual	1.0	.402

Ranges, Means, and Standard Deviations

Ranges show the highest and lowest scores attained by the sample. Mean scores are the statistical average of all the scores. Standard deviation scores indicate how closely the score data are clustered around the mean. For example, if the standard deviation is large, the scores will be more spread out.

As can be seen from the table below, all scores are in the acceptable range for this instrument in its present stage of development.

Indicator	Range	Mean	Standard Deviation
Connecting People with Purpose	15–30	22.67	3.09
Encouraging Ownership	17–30	23.77	3.07
Focusing Efforts on Smart Work	16–29	23.49	2.60
Building Competence	16–30	24.87	2.93
Recognizing Achievements	12–30	23.63	3.16
Respecting the Individual	16–30	24.81	2.81

Norms

HRDQ assumes a normal, bell-shaped distribution of scores when determining norms. These norms (which are divided into three categories — Above Average, Average, and Below Average) are deliberately broad and intended to offer the respondent only the most general information about where he or she stands relative to others who have taken the instrument.

Indicators	Low	Average	High
Connecting People with Purpose	6–19	20–26	27–30
Encouraging Ownership	6–20	21–27	28–30
Focusing Efforts on Smart Work	6–19	20–26	27–30
Building Competence	6–21	22–28	29–30
Recognizing Achievements	6–20	21–27	28–30
Respecting the Individual	6–21	22–28	29–30

Facilitators should caution respondents to interpret their results as approximations. With training and development instruments, an individual's scores are simply benchmarks to help the respondent consider what needs to be changed or improved in his or her work behavior. It should be noted that the normal curve is a convenience and does not suggest any normal behavior in nature or in the behavior being measured.

About HRDQ

HRDQ is a trusted developer of soft-skills learning solutions that help to improve the performance of individuals, teams, and organizations. We offer a wide range of resources and services, from ready-to-train assessments and hands-on games, to facilitator certification, custom development, and more. Our primary audience includes corporate trainers, human resource professionals, educational institutions, and independent consultants who look to us for research-based solutions to develop key skills such as leadership, communication, coaching, and team building.

At HRDQ, we believe an experiential approach is the best catalyst for adult learning. Our unique Experiential Learning Model has been the core of what we do for more than 30 years. Combining the best of organizational learning theory and proven facilitation methods with an appreciation for adult learning styles, our philosophy initiates and inspires lasting change.

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