

Managing Universiti Sains Malaysia Libraries 2.0: Developing Strategic Leadership Values for Librarians

by

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ABSTRACT

Leadership plays a very important role in managing an academic Library 2.0. Leaders must be provided with opportunities to learn manage libraries successfully congruent with the rapid changes in technologies. Future leaders must develop competencies and they should also have some familiarity with ways of developing competencies for dealing with the broad, new challenges that are part of leading in the strategic environment.

Thus, this paper talks about Strategic Leadership as one of the many components in achieving Library 2.0. A study also being done where the focus of this study will be based on the 3 aspects of strategic leadership values i.e. integrity, partnerships and affirmation.

KEYWORDS

Library 2.0, Strategic leadership, Leadership challenges, Integrity, Partnerships, Affirmation.

INTRODUCTION

The Universiti Sains Malaysia Libraries, as a team-based learning organization, must address the ongoing challenge of defining, understanding, and practicing good leadership. As an organization, we pursue service excellence at all levels. In addition, as we change as an organization, we must change as individuals to understand and fulfill our role within the Libraries and to sustain the organization's progress. One of the key individual developmental challenges has been for those library staff in leadership positions. They are being asked to behave in ways that, for some, require new behaviors and skills while for others require a different leadership model than anything they have done in their previous experiences.

The framework that shapes the Libraries' change process emphasizes the development of staff to improve the organization's performance. The guiding principles for this framework include:

- Assuring that the Libraries' mission is congruent with the goal of excellence aspired to by the University,
- Valuing the importance of learning and education that will lead to improved service to customers,
- Assessing and improving work processes through process re-engineering,
- Forming self-managing teams,
- Fostering shared decision-making and accountability among all library staff,
- Developing a good leadership by strengthening the leadership skills of all library staff, and
- Changing the culture of the organization by creating and nurturing a vision and set of values by which all staff can live.

Over the past several years, many organizations have devoted much of their energy and resources to understanding how to help people in their quest to become better leaders. They realize that in today's competitive, changing, and often chaotic business environment that quality leadership is more important than ever

LIBRARY 2.0

From Wikipedia the free encyclopedia defines: Library 2.0 is a loosely defined model for a modernized form of library service that reflects a transition within the library world in the way that services are delivered to users. The concept of Library 2.0 borrows from that of Business 2.0 and Web 2.0 and follows some of the same underlying philosophies. This includes online services such as the use of OPAC systems and an increased flow of information from the user back to the library.

With Library 2.0 library services are constantly updated and reevaluated to best serve library users. Library 2.0 also attempts to harness the library user in the design and implementation of library services by encouraging feedback and participation. Proponents of this concept expect that ultimately the Library 2.0 model for service will replace traditional, one-directional service offerings that have characterized libraries for centuries.

The term "Library 2.0" was coined by Michael Casey on his blog LibraryCrunch as a direct spin-off of the terms Business 2.0 and Web 2.0. Casey suggested that libraries, especially public libraries, are at a crossroads where many of the elements of Web 2.0 have applicable value within the library community, both in technology-driven services and in non-technology based services. In particular, he described the need for libraries to adopt a strategy for constant change while promoting a participatory role for library users.

The key principles of Library 2.0 are not just about access to books and information. It is about innovation, about people, and about community building, enabled through the participation that social computing brings. It achieves this through trust and encouraging users to share ideas through writing, rating, and commenting against everything in the library's collection. It even makes the collection open to developers to use, re-use and improve.

Maness, J.M (2006) defines "Library 2.0" as "the application of interactive, collaborative, and multi-media web-based technologies to web-based library services and collections," and suggests this definition be adopted by the library science community. Limiting the definition to web-based services, and not library services more generally, avoids potential confusion and sufficiently allows the term to be researched, further theorized, and renders it more useful in professional discourse. The application of Library 2.0 theory to aspects of librarianship reaching beyond Web 2.0 technology is welcome, of course, but should very likely be framed by a different vocabulary.

A theory for Library 2.0 could be understood to have these four essential elements:

- **It is user-centered.** Users participate in the creation of the content and services they view within the library's web-presence, OPAC, etc. The consumption and creation of content is dynamic, and thus the roles of librarian and user are not always clear.
- **It provides a multi-media experience.** Both the collections and services of Library 2.0 contain video and audio components. While this is not often cited as a function of Library 2.0, it is here suggested that it should be.
- **It is socially rich.** The library's web-presence includes users' presences. There are both synchronous (e.g. IM) and asynchronous (e.g. wikis) ways for users to communicate with one another and with librarians.
- **It is communally innovative.** This is perhaps the single most important aspect of Library 2.0. It rests on the foundation of libraries as a community service, but understands that as communities change, libraries must not only change with them, they must allow users to change the library. It seeks to continually change its services, to find new ways to allow communities, not just individuals to seek, find, and utilize information.

STRATEGIC LEADERSHIP

A leader is a person that inspires you to take a journey to a destination you would not go to by yourself. The traditional manager who maintains status quo leaving what he found will not be effective in today's environment. Today's business challenges revolve around change, innovation, passion and creativity. As times change, leadership skills must also change. What was successful in the past is still relevant, but may not be everything needed for the future.

Learning to become a strategic leader requires special preparation in several areas. First, one must understand how such a leader develops--in essence the anatomy of strategic leadership. Second, one should recognize some of the essential competencies a strategic leader must have. Finally, the prospective leader needs to assess his or her current abilities and commit to a development plan.

Sweeney, Richard (1994) stated that ; ten new leadership strategies for today's libraries are: (1) Adopt a new mind set, (2) Reinvent, communicate, and sell the library mission, (3) Change your concept of a library professional, (4) Build a powerful technology infrastructure, (5) Build a knowledge-sharing infrastructure, (6) Build and empower cross-functional teams, (7) Reward initiative and performance, (8) Make quality information satisfaction a number one goal, (9) Flatten the hierarchy; more service people and fewer support people, and (10) Reinforce traditional library values: service to individuals, intellectual freedom, access, and knowledge. Creative recruitment is needed as traditional recruitment methods do not work for screening for leaders with energy, creativity, and courage.

Sweeney, Richard (1994) also mentioned that, Two important trends in all of business and society today are: (1) Everyone wants to be empowered to make his or her own decisions, and (2) everyone wants to continuously add more value to his or her life. Empowerment requires redistributing from the top down: (1) power, (2) information, (3) rewards, and (4) knowledge. Empowerment also brings responsibility and participation. Libraries have to be reengineered because now for the first time they are having to compete as information is so easily available elsewhere. Current processes, structures, knowledge, technologies, facilities will reach their limits, and real leaders are needed in the re-engineering process. Leadership is not about control but rather about influencing, persuading, and motivating.

According to Guillot, Michael W. (2003), development of a strategic leader involves a number of important aspects. First, the most important, indeed foundational, part of this preparation concerns values, ethics, codes, morals, and

standards. Second, the path to strategic leadership resembles the building of a pyramid (fig. 1). Shortcuts do not exist, and one can't start at the top—strategic leaders are made, not born. Strategic leaders gradually build wisdom, defined as acquiring experiences over time. One must also remember that certain activities can accelerate these experiences and widen perspectives. Leaders should know that even though some individuals with strategic competency may not become strategic decision makers, they can still influence and contribute to decisions. Additionally, having strategic competency will allow one to fully understand strategic decisions and perspectives.



- Strategic leadership begins with organizational values, standards, and ethics—the foundation of our profession.
- Upon this foundation, the officer develops an abstract body of expert knowledge based primarily on experience. Continuing education can influence, expand, and accelerate development.
- Next, the officer is exposed to command responsibility and accountability—a vital phase during which the officer gets his or her first real taste of consequential decision making.
- Further education in strategic-thinking skills enhances the officer's competence. In each case, an officer could have opportunities to exercise strategic competency in support of a strategic leader.
- Ultimately, the officer will participate in strategic decision making and become a strategic leader.

Figure 1. Anatomy of a Strategic Leader

Many people believe that leadership is simply being the first, biggest or most powerful. Leadership in organizations has a different and more meaningful definition. Very simply put, a leader is interpreted as someone who sets direction in an effort and influences people to follow that direction.

According to Hershberger, Rodney M. (1997) Leaders must articulate their vision, the leadership must be a shared enterprise, and librarians must be provided with opportunities to learn and to implement new resources if innovation is to be managed successfully. Information is so easily accessible to everyone now, but libraries must do what they have always done: adding value through the organization of information and the provision of better access to users.

Lee, Susan (1994) stated that a good leader seems to be one who has higher "cognitive complexity" or who is able to see a problem through multiple perspectives. The higher ones cognitive complexity is, the person takes less time to solve problems, makes better use of information, has better analytical skills, makes fewer errors, is less affected by overload, more tolerant of uncertainty, and more open to varying opinions and disconfirming evidence. Effective leaders know the direction in which they are headed, have a strategic vision providing a compass but not a road map, and are constantly modifying and adjusting short-term strategies and tactics. The good leader seeks creative confirmation from associates and seeks a team approach to problem solving.

Oberg, Larry R. (1992) points out that creating new tasks and redistributing old one has upgraded the work done by both professionals and support staff. The problems that have arisen have received short-sighted response by librarians, failing to exercise leadership. Librarian's haven't done a good job of making campus administration and personnel officers aware of the changes in the job descriptions. Paraprofessionals want respect, trust, collegiality, just compensation, and a future; They want a career and not just a job. They need to receive systematic training, staff development, and continuing education opportunities to ensure success in their positions.

Leonhardt, Thomas W. (1996) stated that, military model is used to show the importance of understanding ones role and knowing how one fits into an organization. Each person should know exactly what they need to do in order to succeed. This is accomplished through (1) a carefully thought-out orientation program, (2) a good staff/career development program including continuing education classes, workshops, and professional conferences and meetings, (3) in-house opportunities for cross-training, job enrichment, and the availability of job exchanges, and (4) career counseling when the person feels the need to leave. Clear divisions of labor and clear expectations for performance can help make each employee a winner.

McNamara, Carter (2007) provides a very concise overview of the differences between the old and new paradigm of leadership. (The following is summarized.)

Old Paradigm	New Paradigm
promote consumption at all costs	appropriate consumption
people to fit jobs	jobs to fit people
imposed goals, top-down decision making	autonomy encouraged, worker participation
fragmentation in work and roles	cross-fertilization by specialists seeing wide relevance
identification with job	identity transcends job description
clock model of company	recognition of uncertainty
aggression, competition	cooperation
work and play separate	blurring of work and play
manipulation and dominance	cooperation with nature
struggle for stability	sense of change, of becoming
quantitative	qualitative as well as quantitative
strictly economic motives	spiritual values transcend material gain
polarized	transcends polarities
short-sighted	ecologically sensitive
rational	rational and intuitive
emphasis on short-term solutions	recognition that long-range efficiency must take in to account harmonious work environment
centralized operations	decentralized operations when possible
runaway, unbridled technology	appropriate technology
allopathic treatment of symptoms	attempt to understand the whole, locate deep underlying causes of disharmony

LEADERSHIP CHALLENGES

Our leadership challenges include:

- Relevancy of the library in the future (digital natives' world)
- Too many ideas, not enough people
- Not enough time to implement
- Taking time for reflection
- Bridging the gap between digital natives and digital immigrants
- Marketing ourselves, what we do
- Pressure to have and do more
- Making the jump to Web 2.0 and Library 2.0 (and having staff come with us)
- How to convey the sense of urgency to move ahead

- How to move forward with current (insufficient) resources; maintain quality
- How to achieve a unified vision across the system; have all understand it
- Dealing with disruptive people
- Achieving service perspective that is inclusive of service to all groups; all staff have collective responsibility
- Attitude of “it’s not my job”
- Pressure to pursue new sources of revenue
- Issues of what work/jobs should be assigned, included in job descriptions
- Communities recognizing library’s value and contribution
- Getting resources by making the case

According to Hisle, W. Lee, there are 7 top issues facing by the academic libraries today, but the issues to have a quality leadership still become the main topic. The 7 top issues to be:

1. Recruitment, education, and retention of librarians.
2. Role of library in academic enterprise.
3. Impact of information technology on library services.
4. Creation, control, and preservation of digital resources.
5. Chaos in scholarly communication.
6. Support of new users.
7. Higher education funding.

The need to find and retain quality leadership for libraries is a core issue for the future. Even as retirements seem to increase, fewer librarians are entering the profession as a whole, and fewer librarians are entering the academic library field in particular. Ensuring education of new librarians and reeducating existing librarians with skills and knowledge to support new roles in a digital information age, especially roles involving teaching and library promotion, is a challenge for the profession.

OBJECTIVES

The purpose of this study is to evaluate the basic foundations of strategic leadership values which are integrity, partnerships and affirmation that plays the foundational roles within the organization among librarians in USM libraries. The definitions of the three values being studied are stated below:

Integrity: According to Merriam Webster integrity is a firm adherence to a code of especially moral and artistic values = incorruptibility, unimpaired conditions = soundness, the quality or state of being complete and undivided = completeness. For now, we shall take "behaviour or morality and decisions which are consistently in line with our principles" as our working definition of integrity.

Integrity lays the foundation of trust and respect. It is about being straightforward, ethical and honest. It is about walking your talk and living up to your promises. Having integrity means doing what you say you are going to do and serving as a positive role model.

Partnerships: From Wikipedia, the free encyclopedia, partnership is a type of business entity in which partners share with each other the profits or losses of the business undertaking in which all have invested. In civil law systems, a partnership is a nominate contract between individuals who, in a spirit of cooperation, agree to carry on an enterprise; contribute to it by combining property, knowledge or activities; and share its profit. Partnership harvests the potential of the team and unleashes the synergistic power of people working together. Working in partnership is empowering and frees the human spirit. It also creates mutual accountability and is a way to leverage the diversity and unique talents within a group.

Affirmation: From the Free Dictionary.com it means the act of affirming or a state of being affirmed or something that is declared to be true: a positive statement or judgement. A statement asserting the existence or the truth about something.

Affirmation lets people know that what they do is important. It is about focusing on the positives instead of the negatives. When people are affirmed, they feel valued. Creating a culture of affirmation gives people permission to show their appreciation to others and builds their own self-esteem.

METHODOLOGY

A survey was done to the whole population of librarians in USM Libraries consisting of 44 members. The questionnaires were distributed and 32 librarians comprising of 13 male and 19 female, who has the work experience ranging from 1 year till 21 years and above of service, from the position of S41 (new librarians), S44 (middle level librarians) S48 (senior level librarians), S52 (top level librarians) have replied which represented 70% of the population. The score was later calculated and interpreted using the Foundations of Leadership Assessment (refer Appendix C) to get the average score determining the level of leadership values of the librarians.

FINDINGS

The demographic characteristics of the respondents are displayed in Figure 2 (please refer to Appendix A for details). As shown in Figure 2, there are 11 male librarians who about 37% and 19 female librarians, 63% have responded in this study. In terms of work experience, Figure 2 indicated the range of years of service or work experience pertaining to the librarians. There are ten respondents (33%) of the total, whose year of service range between 1 to 5 years, seven respondents (23%) are between 6 to 10 years of service, five respondents (17 %) are between 11-15 years, three respondents (10%) are 16 to 20 years, and five respondents (17%) are those who have served for about 21 years and above in service. The position level of the respondents is also shown in Figure 2 where majority are in S41 position (new librarians), 60% of the total, followed by S44 (middle level librarians), 27% of the total. There are also S48 (senior level librarians), 10% of the total and S52 (top level librarians), 3% of the lot.

The questionnaires were separated in three sections namely: integrity, partnerships and affirmation where each section consists of 10 questions. Two questions each were selected from integrity, partnerships and affirmation sections that address the crucial elements in those areas. The questions from Integrity are stated below:

- i. Act ethically
- ii. Misrepresent yourself for personal gain

The questions from Partnerships are as follows:

- i. Use teamwork to achieve results
- ii. Provide guidance and support when needed

The questions from Affirmation are shown below:

- i. Instill in others a sense of purpose behind their work
- ii. Recognize the contributions of others

Based on Figure 3 (please refer to Appendix B for details), from the aspect of Integrity, it was found that 92% of male librarians and 100% of female librarians would act ethically. On the other hand, 92% of male librarians and 94% of female librarians would never misrepresent themselves for personal gain. From the Partnerships section, it was found that 100% of male respondents said that they would provide guidance and support when needed by the subordinates and colleagues, while 89% of female respondents claimed the same. A 100% of male respondents would use teamwork to achieve results while 95% of female respondents stated that they would do the same. In the aspect of Affirmation, it shows that 77% male librarians claimed that they would instill in others a sense of purpose behind their work, while female librarians achieved 100% score for the same statement. As for the question of recognizing the contributions of others, it was found that their scores were considered high with 85% and 95% score for both male and female librarians.

Scores and scores interpretation on the Foundations of Leadership Assessment come from a normal sample (please refer to appendix C for details). In other words, the scores are based on a comparison to a population of librarians who have taken this assessment. From the assessment done, it was found that the average scores for male librarians is 82.32% in terms of integrity, 77.63% for partnerships and 81% for affirmation which total up the whole score at 80.84%. For female librarians, it was recorded that about 84.83% scores were achieved in the aspect of integrity, 79.92% in partnerships and 78.42% as in affirmation which brings the total to 80.92%.

In comparison, it can be seen that there is not much difference between male and female librarians in terms of strategic leadership values such as integrity, partnerships and affirmation in USM libraries. The results was further sum up between male and female which resulted in 82.91% of integrity, 78.73% of partnerships and 78.83% of affirmation that brings the total to 80.34%.

According to the Leadership Foundations Assessment Scale, 80.34% indicates that the leadership values are above average which states that things are being done well i.e: in the right leadership track and the with slight improvement by introducing positive practices and courses appropriate in building those values, it can develop and build higher strategic leadership values among the librarians effectively.

SUGGESTIONS

Based on the study, the evaluation done shows that there are a few suggestions that can be inculcated in USM libraries to further develop the leadership qualities among the librarians. The suggestions are:

- i. providing relevant courses on developing leadership values and skills
- ii. encouraging teamwork among the librarians by giving tasks that requires them to work in group
- iii. showing support in their undertakings and issues by accepting their opinions on things that matters.

CONCLUSIONS

Based on the study, conclusion can be made that the level of Strategic Leadership Values among the USM librarians is acceptably high and it clearly indicates that the leadership level of the librarians of USM libraries are in line with the concept of Library 2.0. Through the result, it can be said that the further level in Anatomy of Strategic Leader can be possibly achieved since the foundation that consists of the values, ethics, codes, moral and standards have been tackled successfully. At present, it depends on the management to look into it and tap the areas needed to be nurtured to develop a better and strategic leader in the future to uphold the mission and vision of USM Libraries and the University as a whole.

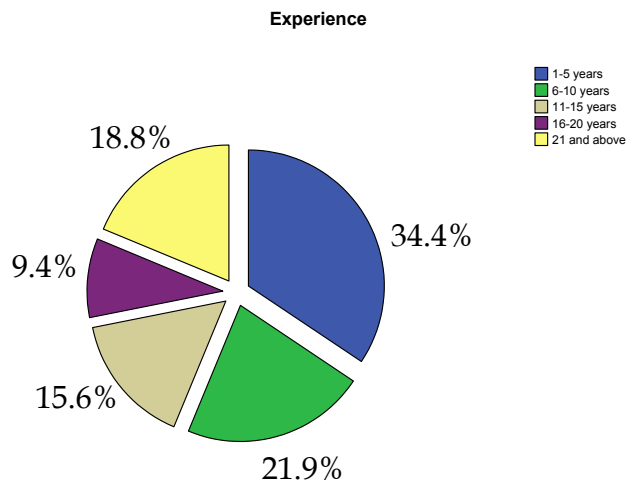
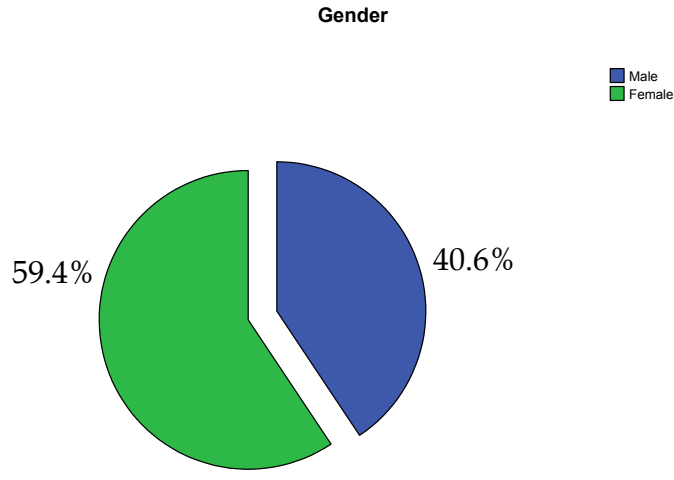
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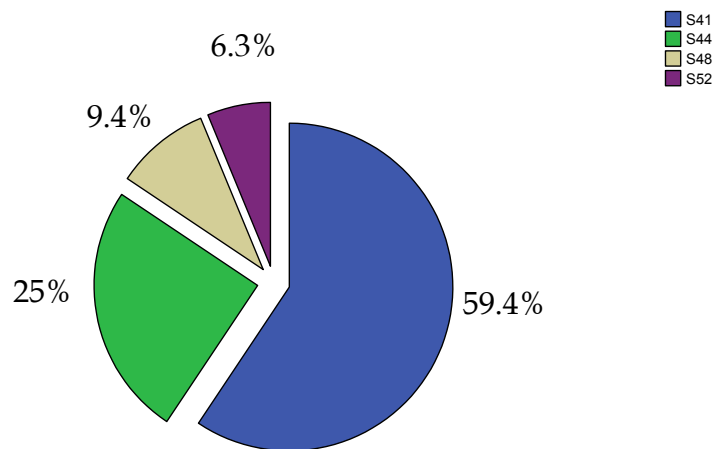
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Appendix A

Figure 2



Position



Appendix B

Figure 2

Integrity

Question: Act Ethically

Gender * Act Crosstabulation

Count		Act				Total
		Sometimes	Usually	Almost Always	Always	
Gender	Male	1	2	4	6	13
	Female	0	5	6	8	19
Total		1	7	10	14	32

Question: Misrepresent yourself for personal gain

Gender * Misrepresent Crosstabulation

Count		Misrepresent				Total
		Always	Sometimes	Rarely	Never	
Gender	Male	1	0	1	11	13
	Female	0	1	2	16	19
Total		1	1	3	27	32

Partnership

Question: Provide guidance and support when needed

Gender * Support Crosstabulation

Count		Support				Total
		Sometimes	Usually	Almost Always	Always	
Gender	Male	0	4	4	5	13
	Female	2	4	4	9	19
Total		2	8	8	14	32

Question: Use teamwork to achieve results

Gender * Teamwork Crosstabulation

Count		Teamwork					Total
		Always	Almost Always	Usually	Sometimes	Never	
Gender	Male	6	2	2	3	0	13
	Female	9	4	4	1	1	19
Total		15	6	6	4	1	32

Affirmation

Question: Instill in others a sense of purpose behind their work

Gender * AffirmationInstill Crosstabulation

Count		AffirmationInstill				Total
		Sometimes	Usually	Almost Always	Always	
Gender	Male	3	4	2	4	13
	Female	0	6	5	8	19
Total		3	10	7	12	32

Question: Recognize the contributions of others

Gender * Recognize Crosstabulation

Count		Recognize				Total
		Sometimes	Usually	Almost Always	Always	
Gender	Male	2	4	1	6	13
	Female	1	4	6	8	19
Total		3	8	7	14	32

Appendix C

Foundations of Strategic Leadership Assessment

Experience	Gender	Position	Integrity	Partnership	Affirmation	Score
1-5 yrs	Female	S41	80	78	80	79
1-5 yrs	Female	S41	90	80	80	83
1-5 yrs	Female	S41	80	81	79	80
1-5 yrs	Female	S41	80	81	84	82
1-5 yrs	Female	S41	99	84	95	93
6-10 yrs	Female	S41	76	77	80	78
6-10 yrs	Female	S41	80	84	85	83
6-10 yrs	Female	S41	99	83	85	89
6-10 yrs	Female	S44	72	77	75	75
6-10 yrs	Female	S41	80	79	79	79
6-10 yrs	Female	S41	72	58	67	66
11-15 yrs	Female	S44	90	77	76	81
11-15 yrs	Female	S44	70	77	54	67
11-15 yrs	Female	S41	82	79	94	85
11-15 yrs	Female	S41	40	56	52	58
21 yrs and above	Female	S52	99	85	100	95
21 yrs and above	Female	S41	99	85	100	95
21 yrs and above	Female	S48	92	78	79	83
21 yrs and above	Female	S44	84	76	95	85
Total			1564	1475	1539	1536
Average			82.32	77.63	81	80.84

Experience	Gender	Position	Integrity	Partnership	Affirmation	Score
1-5 yrs	Male	S41	99	85	91	92
1-5 yrs	Male	S41	88	81	86	85
1-5 yrs	Male	S41	87	78	64	76
1-5 yrs	Male	S41	98	83	80	87
1-5 yrs	Male	S41	69	70	69	69
6-10 yrs	Male	S41	68	76	61	68
11-15 yrs	Male	S44	68	81	74	74
16-20 yrs	Male	S48	95	81	86	87
16-20 yrs	Male	S44	95	84	100	93
16-20 yrs	Male	S44	77	85	100	87
21 yrs and above	Male	S52	92	79	80	84
21 yrs and above	Male	S48	82	76	50	69
Total			1018	959	941	971
Average			84.83	79.92	78.42	80.92

Average (Male + Female)

83.57	78.77	79.71	80.88
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Score Interpretation

Score 90-100:

Your score on this core value is much higher than average and indicates noteworthy strengths.

These strengths either come naturally to you or exist because you have worked to develop them.

Since you are highly competent in this area, seize every opportunity to leverage your strengths to achieve your potential and maximize your success.

Score 80-89:

Scores in this range are above average and indicate that you do many things well.

With some practice, however, you could improve on the few situations that miss the mark.

Score 70-79:

Overall you are doing well.

You are aware of and use some of the leadership behaviours associated with this core value, while others are still a struggle for you.

Many people begin here, and once they discover their potential for improvement and act on the opportunity, see a notable increase in their effectiveness in this area.

Score 60-69:

Although you sometimes demonstrate the use of these core value behaviours, you do not employ them on a regular basis.

You may be starting to let people down.

These leadership behaviours may not come naturally to you or you simply do not use them.

With some improvement in this area, your credibility will greatly increase.

Score 59 or below:

This area appears to be a problem for you – either you don't value it or you haven't recognized its importance.

Your leadership behaviours often do not match up to the ideal.