

C O N F I D E N T I A L F E E D B A C K R E P O R T



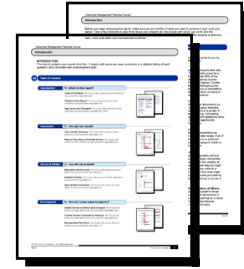
- **Sample Corporation**
- **Sample Archetype, C**
- Leadership Competencies for Managers Survey
- March 2011

Table of Contents

Introduction

What's in this report?

An introduction to the report, the Task Cycle® methodology, and definitions throughout the report.

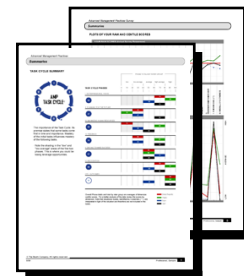


Summaries

How did I do overall?

Task Cycle® Summary: An overall summary of your centile scores averaged by Task Cycle® phase and rater group.

Plots of Your Raw and Centile Scores: Line plots of your centile scores and raw scores separated by rater group.



Scores & Details

How did I do in detail?

Dimension (Skill) Scores: Your overall scores for each Task Cycle® skill.

Question Scores: A detailed listing of responses for each question of the survey.

Open-Ended Comments: A verbatim listing of comments provided by your raters.

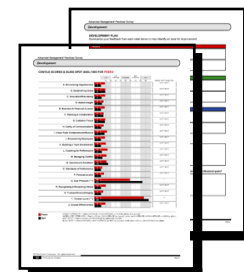
Development

How do I create a plan to improve?

Centile Scores and Blind Spot Analysis: A ranking of your centile scores for each rater group along with a blind spot analysis for each Task Cycle® skill.

Current Centile Scores Compared to Previous Scores (this chart only shows if survey data from previous time is available): A comparison of your current scores to your previous scores.

Development Plan Template: Space and guidance for creating a development plan from the results in this report.



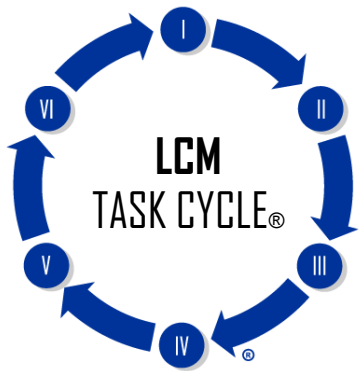
Introduction

What's in this report?

Before you begin analyzing this report, make sure you are mindful of what you want to achieve in your work and career. Take a few moments to also think about your present job, the people with whom you work, and the environment in which you work. Your raters draw on recent experiences, such as the last few projects or previous year, when evaluating your management practices.

THE TASK CYCLE®

The feedback in this report is organized into six phases of activity that all executives, leaders and managers engage in, called the Task Cycle®. The Task Cycle® is a sequential, valid organizing tool that can help you know where to focus your development.



Task Cycle® Phases

- I. ESTABLISHING THE PURPOSE
- II. LAYING THE FOUNDATION
- III. SUSTAINING THE EFFORT
- IV. FEEDBACK
- V. DRIVING TOWARD SUCCESS
- VI. RECOGNITION

Why you should care about the Task Cycle®

1. The Task Cycle® organizes all of your feedback data into logical, business-relevant categories of action, which will help you to focus and direct your developmental activity.
2. The Task Cycle® is organized sequentially, with the phases of greatest leverage appearing first. As a result, if you focus on developing capacity in the earliest phases of the cycle, you will see the greatest benefit to your entire performance as a manager.
3. Your performance across the Task Cycle® phases predicts how others perceive the impact of your efforts.

IMPACT OR OUTCOMES

The dimensions that make up the phases of the Task Cycle® are the fundamental skills. The Outcome or Impact dimensions that follow show the effect of the Task Cycle® skills on how others perceive you. Your skill competence is integral to the impression you make.

KEY TERMS AND CONCEPTS

Raw Score

This is the actual score that was given to you by those who completed the survey.

Centile

This compares your scores to everyone else who has taken the survey. If your centile score for a particular skill is "30," it means that 30% of the individuals who have taken the survey scored lower than you (and 70% scored higher). Centile scores are presented frequently throughout the report, and are intended to give you a competitive analysis of how your leadership skills compare to others in similar professional situations.

Situational Scales (***)

Dimensions marked with (***) are dimensions on which high scores are not necessarily desirable. When these are the only strengths in a profile, it indicates that the leader is pushing, not leading. However, when balanced with solid leadership skills and used strategically, they can significantly enhance your leadership abilities.

Consistency or Differences Between Raters

Look for such distinguishing characteristics as consistencies between different rater levels. If all of your raters rated you extremely low in particular dimensions, these may be good areas in which to focus your plans for development.

Differences between scores, especially self and others, can provide very useful clues. Remember that all of your ratings depend on the visibility of your skills to different raters. Direct Reports might have a better understanding of your skills in a particular area, so their scores in that area might be more important to you than scores provided by Peers.

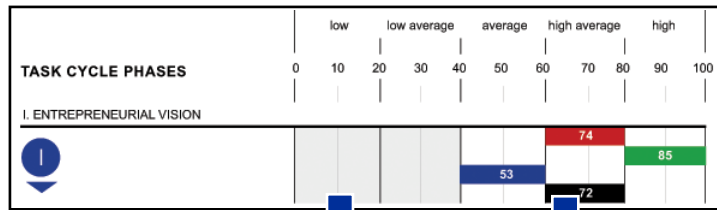
Summaries

How did I do overall?



TASK CYCLE® SUMMARY

All of your centile scores are averaged and are shown for each phase of the Task Cycle®. Consider the Task Cycle® when looking at your scores, keeping in mind the importance of the Task Cycle® sequence. Its premise states that some tasks come first in time and importance. Mastery of the intital tasks influences mastery of the following tasks.



The shading in the "low" and "low average" areas of the first two phases is an area where you could be losing leverage of the Task Cycle® sequence.

Averaged centile scores are shown for each phase, broken out by rater level. The position of each colored block shows if the score is low, low average, etc.

Note that situational scales, identified by 3 asterisks (***) , are interpreted in light of the situation and therefore are not included in the summary.



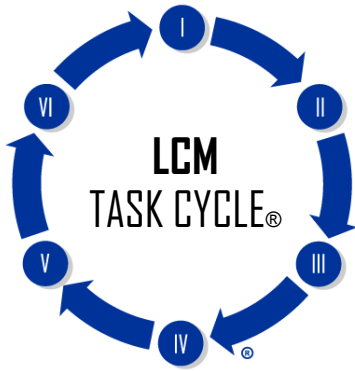
PLOTS OF RAW AND CENTILE SCORES

All of your raw scores for each dimension are presented separately for each rater level on the plot at the top of the page. The scores you gave yourself (via your self-survey) are also plotted. Compare different rater levels and look for trends. A legend showing the colors for each rater level is located at the bottom of the page.

The centile plot shows a summary of your scores for each dimension and serves as the primary interpretation tool for many users. All of your centile scores for each dimension are presented separately for each rater level on the plot. The scores you gave yourself are also plotted.

Summaries

TASK CYCLE® SUMMARY

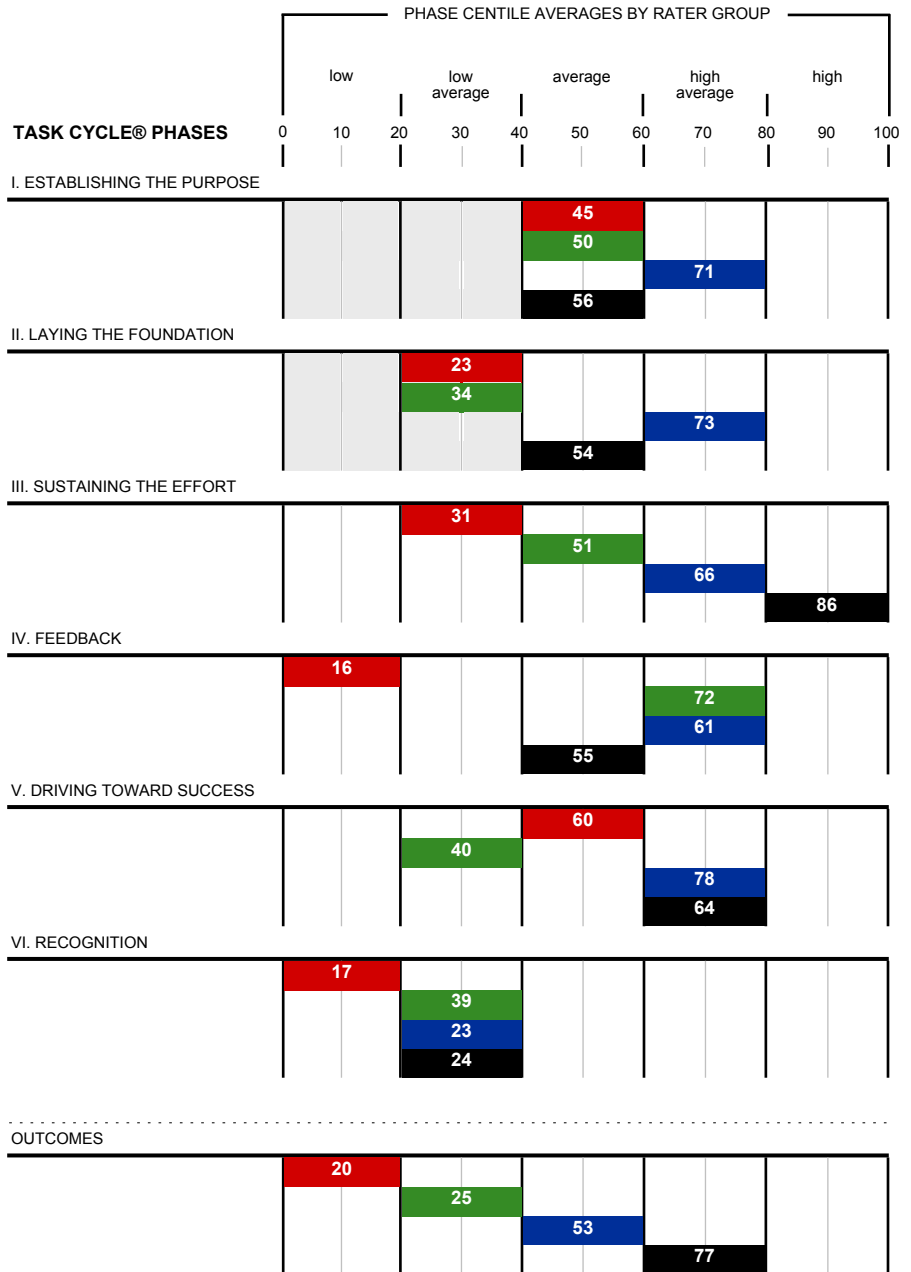


Importance of the Task Cycle®

Its premise states that some tasks come first in time and importance. Mastery of the initial tasks influences mastery of the following tasks.

Scores that land in the shaded areas indicate an area that you may be losing leverage within the Task Cycle®. Review your dimension scores for a better analysis.

- Reports
- Peers
- Supv
- Self



Summaries

PLOTS OF YOUR RAW AND CENTILE SCORES



Scores & Details

How did I do in detail?



DIMENSION AND QUESTION SCORES

Dimension (Skill) Scores

The dimension table allows you to compare your rankings on each dimension from each rater group.

- Most participants will have separate rows for direct reports, peers, a supervisor and self.
- Peers and reports are not broken out separately when the minimum number required to protect rater anonymity are not completed by the survey deadline.

Question Scores

Below the dimension table you will see data for each question making up the dimension. This includes: average score, standard deviation, exact frequency of the “NR” and “1-7” ratings, and, if you have taken the survey before, previous average scores.



OPEN-ENDED COMMENTS

Written comments from your raters shown exactly as they were entered into the web survey, without editing.

- Comments are organized according to rater levels.
- Raters were discouraged from referring to events or using language that would identify them.
- Comments are randomized within the different rating groups.

Scores & Details

I. ESTABLISHING THE PURPOSE

A. Envisioning Opportunities

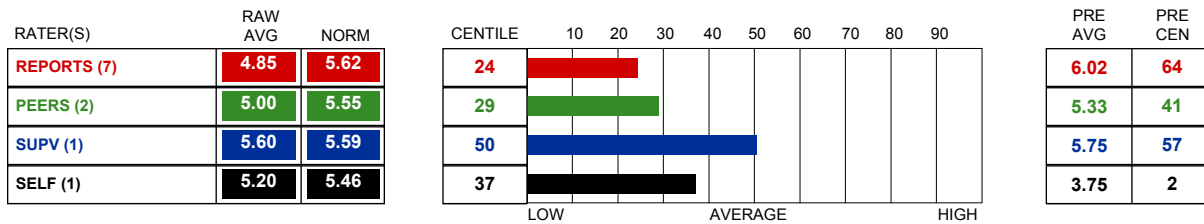
If You Score High

If you scored high on this dimension, people know where you and the organization are headed. You are respected for your thorough understanding of your organization, its industry and its marketplace, and you have a track record for helping to improve the organization's competitive position. People probably feel energized and motivated by your leadership and visionary expertise.

If You Score Low

If you scored low on this dimension, you may appear to be stuck in the present and not focused on ideas that will move the organization into the future. You may have a difficult time conceptualizing what the organization must do to improve its competitive position in the marketplace. You may not generate energy, motivation, and the desire to excel because you don't generate ideas for innovations or listen to the ideas of others.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- Make sure you understand your industry, your organization, and its products and services thoroughly. As you review your knowledge, focus on gaps in services or products that you notice, and allow yourself to visualize how to fill in the gaps.
- Keep current on industry trends by reading at least two articles from a business journal each week.
- Explore materials about business outside your own industry - books, magazines, tapes, or seminars. See if you can make connections to your industry.
- Identify people who are known to have good ideas. Listen to them and pay attention to how they form ideas. Read biographies about people who have made a difference.
- Look at your organization's environment. Are imagination and creativity encouraged? To encourage others toward creativity, listen to their ideas and allow differing ideas, discussion and reasonable conflict.
- Identify visionaries (sometimes considered eccentrics). Listen to what they have to say with an open mind.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A	- never...	- almost never...	- sometimes...	- average	- often...	- almost always...	- always...	PRE AVG	
			NR	1	2	3	4	5	6	7		
1. Develops innovative ideas to improve the quality of services	REPORTS	4.6	0.9	2	.	.	.	3	1	1	.	5.7
	PEERS	6.0	1.4	.	.	.	.	.	1	.	1	5.7
	SUPV	6.0	---	.	.	.	.	.	.	1	.	6.0
	SELF	5.0	---	.	.	.	.	.	1	.	.	4.0
17. Is a leader in promoting new ideas and change	REPORTS	4.7	1.4	1	.	.	1	2	2	.	1	6.0
	PEERS	5.5	0.7	.	.	.	.	.	1	1	.	5.0
	SUPV	7.0	---	.	.	.	.	.	.	.	1	7.0
	SELF	6.0	---	.	.	.	.	.	.	1	.	4.0
33. Has good ideas to improve our products and services	REPORTS	4.5	1.3	3	.	.	1	1	1	1	.	7.0
	PEERS	4.5	0.7	.	.	.	.	1	1	.	.	5.7
	SUPV	6.0	---	.	.	.	.	.	.	1	.	5.0
	SELF	6.0	---	.	.	.	.	.	.	1	.	3.0
49. Anticipates changes that will be needed in the future	REPORTS	5.4	1.1	2	.	.	.	1	2	1	1	6.7
	PEERS	4.5	2.1	.	.	.	1	.	.	1	.	5.0
	SUPV	6.0	---	.	.	.	.	.	.	1	.	5.0
	SELF	6.0	---	.	.	.	.	.	.	1	.	4.0
56. Demonstrates knowledge of our industry	REPORTS	4.8	1.5	1	.	.	1	2	1	1	1	---
	PEERS	4.5	0.7	.	.	.	.	1	1	.	.	---
	SUPV	3.0	---	.	.	.	1	.	.	.	.	---
	SELF	3.0	---	.	.	.	1	.	.	.	.	---

Scores & Details

I. ESTABLISHING THE PURPOSE
B. Communicating Effectively

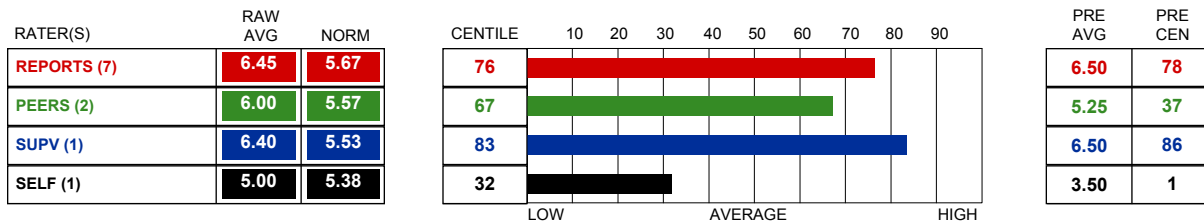
If You Score High

If you scored high on this dimension, your oral and written communications are clear and easily understood. You get projects to move ahead quickly because you set and communicate goals that are meaningful to others as well as linked to the objectives of the organization. Because you establish and communicate clear goals, people know what they have to do to deliver on their accountabilities.

If You Score Low

If you scored low on this dimension, you may be confusing and frustrating others because your expectations, requests and directions are unclear. Possibly you ramble in your written or verbal communications, or you are not articulate in expressing your point of view. Goals that are not clearly defined and communicated are rarely met; this could compromise the productivity of your team.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- Involve your team members in the goal-setting process. Discussion and information exchange encourage understanding and commitment.
- Communicate leadership messages in a group meeting or via e-mail and discuss how the department's activities relate to its overall goals.
- Plan your communications. Whether written or verbal communications, first write down the points you want to make. Sequence the points, placing your main points first, followed by the supporting reasons. Do not bury your main points in the middle of a paragraph.
- To improve your presentation skills, consider joining Toastmasters, or take a public speaking or acting class. Practice your presentation in front of a mirror. Ask people for feedback about your presentation.
- Work with an editor to improve your writing. Ask someone you trust to review your written communication for clarity and errors.
- To confirm that your message was clearly stated, ask your listeners to summarize what you have just said. Take this opportunity to clear up any misunderstandings; make note of what they were and how you can prevent similar misunderstandings in the future.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A	- never...	- almost never...	- sometimes...	- average	- often...	- almost always...	- always...	PRE AVG
	NR	1	2	3	4	5	6	7			
2. Sets goals that help us make worthwhile contributions	REPORTS	6.4	0.8	.	.	.	.	1	2	4	6.0
	PEERS	6.0	1.4	.	.	.	.	1	.	1	5.0
	SUPV	6.0	---	.	.	.	.	.	1	.	7.0
	SELF	4.0	---	.	.	.	1	.	.	.	3.0
18. Clearly communicates the importance of the group's goals	REPORTS	6.3	1.0	.	.	.	.	2	1	4	7.0
	PEERS	6.5	0.7	.	.	.	.	.	1	1	5.5
	SUPV	6.0	---	.	.	.	.	.	1	.	6.0
	SELF	6.0	---	.	.	.	.	.	1	.	4.0
34. Writes clearly and concisely	REPORTS	6.7	0.8	.	.	.	.	1	.	6	---
	PEERS	7.0	---	.	.	.	.	.	.	2	---
	SUPV	7.0	---	.	.	.	.	.	.	1	---
	SELF	5.0	---	.	.	.	.	1	.	.	---
50. Effectively expresses his or her point of view in meetings	REPORTS	6.6	0.8	.	.	.	.	1	1	5	---
	PEERS	6.0	1.4	.	.	.	.	1	.	1	---
	SUPV	7.0	---	.	.	.	.	.	.	1	---
	SELF	5.0	---	.	.	.	.	1	.	.	---
57. Communicates how operational goals link to strategic objectives	REPORTS	6.3	1.2	1	.	.	1	.	1	4	---
	PEERS	4.5	2.1	.	.	1	.	.	1	.	---
	SUPV	6.0	---	.	.	.	.	.	1	.	---
	SELF	5.0	---	.	.	.	.	1	.	.	---

Scores & Details

I. ESTABLISHING THE PURPOSE

C. Innovation & Risk-taking

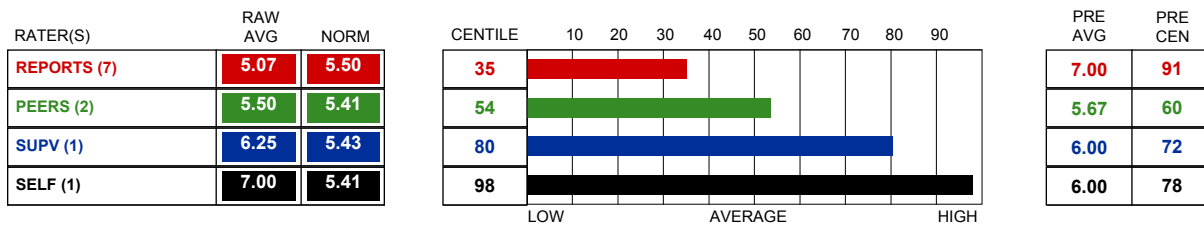
If You Score High

If you scored high on this dimension, you are perceived to be open to new ideas and opportunities. You probably encourage others to take risks and are a role model for innovative thinking. You likely create an environment that values original thinking and creative problem solving. Your enthusiasm encourages others to support your ideas and initiatives.

If You Score Low

If you scored low on this dimension, you may lack the self-confidence to take risks and have a cautious, risk-averse comfort zone. You may also display or encourage a style of leadership that is conservative, has a low tolerance for ambiguity, and generally avoids making decisions. Everyone makes mistakes; your challenge is to rigorously examine and learn from your mistakes and your successes. Encourage others to brainstorm and think creatively with you.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- Take a look at your style to determine how risk averse you are. What is your level of tolerance for ambiguity? What prevents you from taking risks? A personal preference or personality type inventory will give you some clues.
- Garner support from your manager and others. Seek permission to make mistakes. With their help, determine what constitutes acceptable risks. Risk where you have support.
- Take risks in stages; set risk milestones. Break down risks to manage them more effectively. Minimize the costs of failure.
- Challenge your team members to find ways of improving business and work processes. Use various forums (e.g., team meetings, private conversations, performance plans) to stimulate and reinforce the need to make continuous improvements.
- When considering a change, think of it as a risk that needs to be assessed and planned for. As with any risk, assess the risk of doing it and not doing it.
- Take up a new hobby, or sign up for a class in a field that is very different from yours. Stretch yourself to take risks in areas that are not crucial to your work. You may find that risk-taking becomes more comfortable and even exciting with practice. Is there something that you have always wanted to try but didn't because you were afraid to fail? Now is the time.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A								PRE AVG	
			NR	1 - never...	2 - almost never...	3 - sometimes...	4 - average	5 - often...	6 - almost always...	7 - always...		
3. Will take a risk on a new idea if it looks promising	REPORTS	5.0 1.7	4	.	.	.	.	2	.	.	1	7.0
	PEERS	5.5 2.1	.	.	.	.	1	.	.	.	1	5.7
	SUPV	7.0 ---	.	.	.	.	.	.	.	.	1	6.0
	SELF	7.0 ---	.	.	.	.	.	.	.	.	1	6.0
19. Is persuasive when proposing a new course of action	REPORTS	5.1 1.3	.	.	.	.	3	2	.	.	2	---
	PEERS	5.5 0.7	.	.	.	.	.	1	1	.	.	---
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	.	---
	SELF	7.0 ---	.	.	.	.	.	.	.	.	1	---
35. Energetically gets employees to support a proposal for change	REPORTS	5.0 2.4	3	.	1	.	1	.	.	.	2	---
	PEERS	5.0 1.4	.	.	.	.	1	.	1	.	.	---
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	.	---
	SELF	7.0 ---	.	.	.	.	.	.	.	.	1	---
58. Challenges self and others to develop new ideas	REPORTS	5.1 1.5	.	.	.	.	4	.	1	2	.	---
	PEERS	6.0 ---	.	.	.	.	.	.	2	.	.	---
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	.	---
	SELF	7.0 ---	.	.	.	.	.	.	.	.	1	---

Scores & Details

II. LAYING THE FOUNDATION

D. Problem Solving & Decision Making

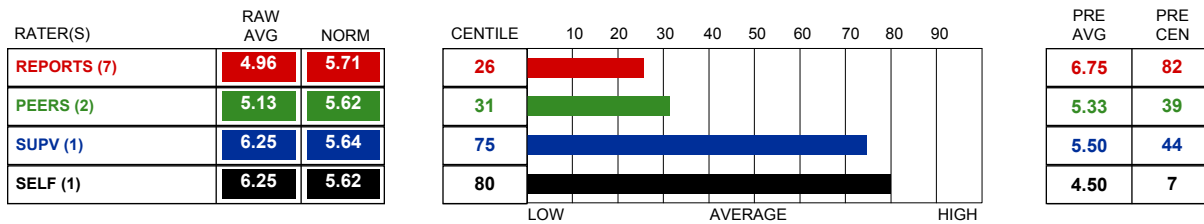
If You Score High

If you scored high on this dimension, you probably thrive in ambiguous situations and enjoy making complex decisions. You are perceived to have excellent analytical powers as well as strong decision-making skills. You probably have a demonstrated track record of making good financial decisions. You may be known for your ability to explain complex problems and complicated decisions in ways that are easily understood.

If You Score Low

If you scored low on this dimension, making high-quality, complex decisions may be difficult for you. Conflicting details or irrelevant data may overwhelm or distract you. You may over-analyze, or impulsively under-analyze, complex decisions because of a low tolerance for ambiguity. This difficulty may be especially apparent in financial decisions.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- Ask a coworker who has good problem-analysis skills to help you solve a problem. Discuss the problem and possible choices. Learn how the coworker analyzes the problem.
- Read the current literature on “unexpected outcomes” and “unintended consequences.”
- Involve a skilled strategist to participate in or review your planning. Go to lunch with people who are noted for their ability to understand and predict long-term/short-term consequences. Ask them how they do it.
- Take a class in how to use brainstorming to generate ideas for solving a problem. Involve your team in brainstorming sessions, and listen to everyone’s ideas. Notice who regularly comes up with innovative ideas, and support them to develop even more in this area.
- Write down what you know and what you do not know about a problem. How can you get more information to reduce what you don’t know? What is your time frame for making a decision? Determine when you have to make a decision, and make the best one you can at that time based on your current knowledge. Watch to see whether or not it was successful, and critique your process until you are satisfied that you are doing the best you can.
- Interview someone whose financial decisions usually turn out well about their decision-making process. Use this information to identify gaps in your own process. When you know where you fall short, you can take steps to strengthen those areas. For example, do you need to increase your skills in budgeting or financial accounting? Courses are available in these and other areas.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A NR	- never... 1	- almost never... 2	- sometimes... 3	- average 4	- often... 5	- almost always... 6	- always... 7	PRE AVG
4. Is competent at helping employees solve problems at work	REPORTS	4.9 1.9	.	.	.	3	.	1	1	2	---
	PEERS	5.0 1.4	.	.	.	.	1	.	1	.	---
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	---
	SELF	6.0 ---	.	.	.	.	.	.	1	.	---
20. Accurately assesses a situation before making a decision	REPORTS	5.2 1.5	1	.	.	1	1	1	2	1	6.5
	PEERS	6.0 ---	.	.	.	.	.	.	2	.	5.3
	SUPV	7.0 ---	.	.	.	.	.	.	.	1	6.0
	SELF	6.0 ---	.	.	.	.	.	.	1	.	5.0
36. Is able to sort through competing priorities and make good decisions	REPORTS	5.8 1.6	2	.	.	1	.	.	2	2	7.0
	PEERS	4.5 2.1	.	.	.	1	.	.	1	.	5.3
	SUPV	5.0 ---	.	.	.	.	.	1	.	.	5.0
	SELF	6.0 ---	.	.	.	.	.	.	1	.	4.0
52. Demonstrates sound financial judgment	REPORTS	6.0 1.7	4	.	.	.	1	.	.	2	---
	PEERS	5.0 1.4	.	.	.	.	1	.	1	.	---
	SUPV	7.0 ---	.	.	.	.	.	.	.	1	---
	SELF	7.0 ---	.	.	.	.	.	.	.	1	---

Scores & Details

**II. LAYING THE FOUNDATION
E. Planning and Collaboration**

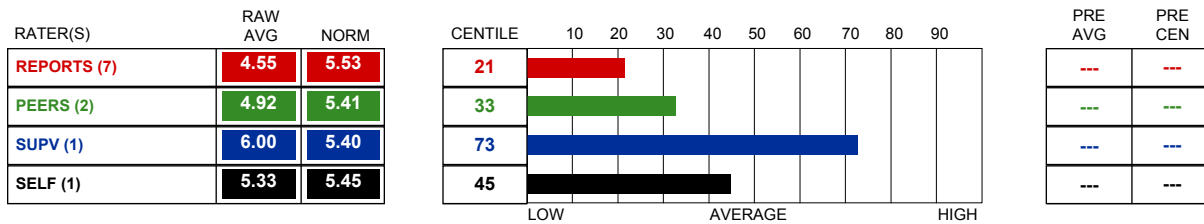
If You Score High

If you scored high on this dimension, your planning ability is greatly enhanced because you involve others in the process. By encouraging others to participate, you elicit more creative and innovative ideas for solving problems; with more ideas, you find the best solutions. You are likely very aware that teams often make better decisions than any single person.

If You Score Low

If you scored low on this dimension, you may make decisions in a vacuum and base those decisions on your limited perspective rather than receiving input from your group members. Not only may the quality of your decisions be limited, but you may also alienate those around you who have much expertise and creativity to offer.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- Schedule a casual lunch with your group. Introduce a topic for discussion, then step back and allow your group members to discuss it.
- In staff meetings, ask the group for their ideas instead of presenting a briefing. Invite ideas by asking: “What do you think about...?” or “What ideas do you have about ...?” Allow silence after you ask a question. Don’t answer the question yourself. Solicit responses from people who seem reluctant to participate. Use your group’s ideas whenever possible.
- Conduct team meetings on a regular basis and use them as an opportunity to obtain feedback on the fairness of work distribution.
- Set up specific dates to review progress. Establish specific goals for each assignment and measure progress against these goals as the project unfolds.
- Have your group members prioritize assignments into three categories (high, medium, and low importance) and review these with you.
- Ask your team to critique work plans they have developed in the past to determine if there are any patterns to problem areas.
- Write down skill strengths and the type of assignments each group member prefers. Consult this list before making new assignments.
- Set aside a specific time during the week when you are available to discuss problems and concerns with group members. Notify others of this schedule, and listen carefully to what people say.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A NR	- never... 1	- almost never... 2	- sometimes... 3	- average 4	- often... 5	- almost always... 6	- always... 7	PRE AVG
5. Encourages group members to participate in planning	REPORTS	5.3 1.4	.	.	.	.	3	1	1	2	---
	PEERS	5.0 2.8	.	.	.	1	.	.	.	1	---
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	---
	SELF	7.0 ---	.	.	.	.	.	.	.	1	---
21. Asks group members for advice on ways to improve productivity	REPORTS	4.4 2.1	2	1	.	.	1	1	2	.	---
	PEERS	3.0 ---	1	.	.	1	.	.	.	.	---
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	---
	SELF	4.0 ---	.	.	.	.	1	.	.	.	---
37. Asks group members for input on how to achieve goals	REPORTS	3.8 2.1	1	1	1	.	2	1	.	1	---
	PEERS	5.0 1.4	.	.	.	.	1	.	1	.	---
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	---
	SELF	5.0 ---	.	.	.	.	.	1	.	.	---

Scores & Details

II. LAYING THE FOUNDATION
F. Managing Conflict

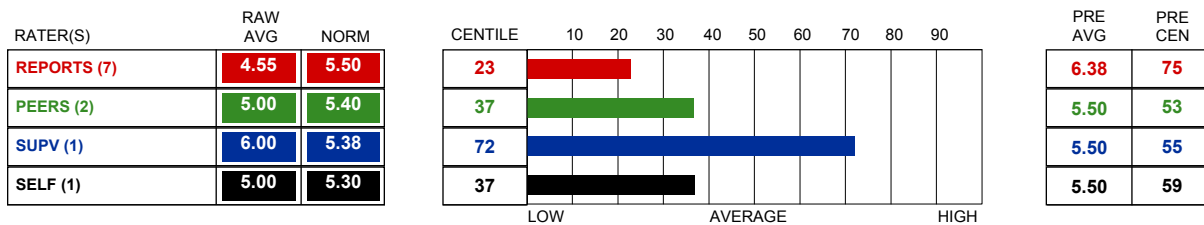
If You Score High

If you scored high on this dimension, you manage crises and conflicts in a direct, purposeful way and are not caught off-guard when unexpected problems arise. You are probably regarded as calm and objective, and are valued as an important resource in crisis management situations.

If You Score Low

If you scored low on this dimension, you may get overwhelmed in crisis situations and fail to identify the core issues of a problem. Your emotional or unmeasured reactions may actually provoke additional problems and communicate that conflicts should be avoided or denied.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- Take training in negotiation or conflict management skills.
- Practice active listening skills to sort through sources of conflict. Listen carefully to each side of a disagreement, and repeat back in your own words the essence of the argument. When people feel heard, they are more likely to be able to listen to another point of view.
- Discuss problem situations with all parties before determining the best course of action. Seek feedback from someone else on the proposed solution before instituting it. Look for win-win solutions.
- If you tend to overreact to situations, think through which situations trigger overreaction. Count to ten or remove yourself from the situation while you think through a response. Get feedback on a possible response from someone you trust.
- Examine your work processes or organizational structure to determine if reorganization might reduce stress and conflicts. Conflict is not always caused by interpersonal problems, but may be the result of inherent structural problems.
- When attempting to resolve a dispute, first focus on common goals. Try to find an area of agreement before negotiating disagreement.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A NR	- never... 1	- almost never... 2	- sometimes... 3	- average 4	- often... 5	- almost always... 6	- always... 7	PRE AVG
6. Is a respected, trusted negotiator in conflict situations	REPORTS	4.4 1.7	.	.	1	1	2	1	1	1	6.3
	PEERS	5.5 2.1	.	.	.	.	1	.	.	1	5.0
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	5.0
	SELF	7.0 ---	.	.	.	.	.	.	.	1	7.0
22. Gets employees to resolve differences in a constructive, timely way	REPORTS	5.0 1.8	3	.	.	1	1	.	1	1	---
	PEERS	5.0 1.4	.	.	.	.	1	.	1	.	---
	SUPV	5.0 ---	.	.	.	.	.	1	.	.	---
	SELF	2.0 ---	.	.	1	.	.	.	.	.	---
38. Manages crises in a calm, efficient manner	REPORTS	4.7 2.2	1	1	.	.	2	.	2	1	6.7
	PEERS	4.5 2.1	.	.	.	1	.	.	1	.	5.3
	SUPV	7.0 ---	.	.	.	.	.	.	.	1	6.0
	SELF	6.0 ---	.	.	.	.	.	.	1	.	4.0

Scores & Details

III. SUSTAINING THE EFFORT
G. Team Development

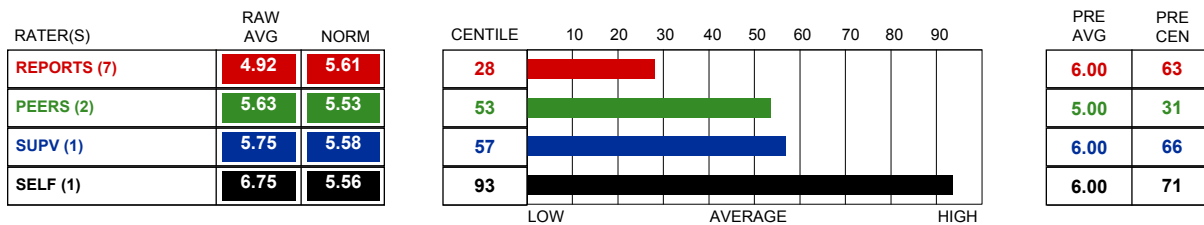
If You Score High

If you scored high on this dimension, you probably value cooperation and collaboration and strive to make teamwork a core value in your organization's culture. Your team probably excels at sharing information and expertise, respecting individual and cultural differences, holding each other accountable for their deliverables, and recognizing and rewarding each other for a job well done.

If You Score Low

If you scored low on this dimension, you may not be adequately encouraging cooperation, teamwork, and commitment to the work group. Unless your work group is comprised of highly individualized, highly technical, sole contributors whose efforts are not enhanced by teaming and cooperating with others, you probably need to work on increasing your own appreciation for the positive impact that teamwork and cooperation can have on work efforts.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- Allow staff meetings to be team-building sessions, with open brainstorming and problem solving.
- Allow the team to take responsibility for its performance. If you take responsibility, the team delegates both initiative and risk-taking upward to you. You lose their creative input, initiative and problem solving and, ultimately, their greater involvement.
- Match crucial assignments and team members so: (1) assignments challenge the team members, and (2) the likelihood of success is great.
- Ask your team members for their input and their different approaches to reach a goal that may have been set by someone outside the team. Use a variety of ways to reach consensus: discussion/persuasion, majority rule, or predicted outcomes and consequences of recommended actions.
- If you want to encourage teamwork, recognize the team for its successes. Make it clear that active involvement is a valued and necessary component for a functioning team. Publicly reward whatever team player activities are observed.
- Consider using team-building exercises that help groups to work together more smoothly, such as ROPES courses.
- Role model respect for individual and cultural differences, and insist that all team members show the same respect for each other. Challenge formal and informal organizational policies, practices, and expectations that negatively impact some groups.
- Develop working relationships with people in different functions or departments, and look for opportunities to participate in interdepartmental teams.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A	1	2	3	4	5	6	7	PRE AVG	
7. Successfully gets group members to work as a team	REPORTS	5.1	1.8	.	.	.	2	1	.	2	2	---
	PEERS	6.0	1.4	.	.	.	.	1	.	1	---	
	SUPV	6.0	---	.	.	.	.	.	1	.	---	
	SELF	7.0	---	.	.	.	.	.	.	1	---	
23. Effectively gets group members to cooperate with each other	REPORTS	4.4	1.4	.	.	1	.	3	1	2	.	6.0
	PEERS	5.5	0.7	.	.	.	.	1	1	.	.	5.0
	SUPV	5.0	---	.	.	.	.	1	.	.	.	6.0
	SELF	6.0	---	.	.	.	.	.	1	.	.	6.0
39. Works effectively with diverse teams	REPORTS	5.4	1.5	2	.	.	1	.	1	2	1	---
	PEERS	5.5	0.7	.	.	.	.	1	1	.	.	---
	SUPV	6.0	---	.	.	.	.	.	1	.	.	---
	SELF	7.0	---	.	.	.	.	.	.	.	1	---
54. Works effectively across organizations, functions and locations	REPORTS	5.6	1.1	2	.	.	.	1	1	2	1	---
	PEERS	5.5	2.1	.	.	.	.	1	.	.	1	---
	SUPV	6.0	---	.	.	.	.	.	1	.	.	---
	SELF	7.0	---	.	.	.	.	.	.	.	1	---

Scores & Details

III. SUSTAINING THE EFFORT

H. Coaching

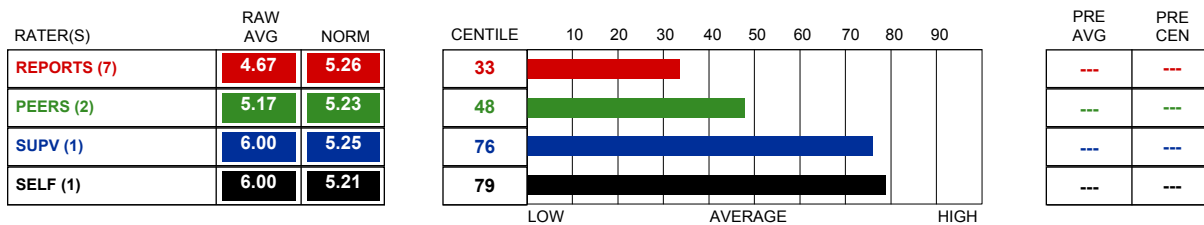
If You Score High

If you scored high on this dimension, you probably empower others to excel by providing the right resources, coaching, and training. Your direct reports may see you as an advocate or mentor in their career pursuits, and they probably have learned a great deal from working with you.

If You Score Low

If you scored low on this dimension, you may be perceived as a manager who withholds information and expertise and lets group members "sink or swim" based on their own ingenuity and savvy. This perception may be particularly true if you also scored low on the earlier Task Cycle dimensions.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- Sharpen your skills in coaching by working with someone who will give you feedback on your coaching skills.
- Attend meetings of coaching groups to gain expertise in coaching skills.
- Hire your own coach for a period of time. Notice what this person does to help you succeed in achieving your goals, and practice using similar methods with your team members when appropriate.
- Find out about the training and development opportunities available in your organization, and pass this information along to your team members. Encourage team members to participate in these activities, and allow work time for this whenever possible.
- Identify the weakest performer on your team. Together develop a plan to improve his/her performance, jointly setting the goals. Include regular assessments and rewards for success.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A NR	- never... 1	- almost never... 2	- sometimes... 3	- average 4	- often... 5	- almost always... 6	- always... 7	PRE AVG
8. Coaches group members on ways to succeed in their careers	REPORTS	5.3 1.0	1	.	.	.	1	3	1	1	---
	PEERS	5.5 2.1	.	.	.	.	1	.	.	1	---
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	---
	SELF	6.0 ---	.	.	.	.	.	.	1	.	---
24. Actively coaches group members to meet standards of performance	REPORTS	4.7 1.8	.	.	1	1	1	1	2	1	---
	PEERS	4.5 2.1	.	.	.	1	.	.	1	.	---
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	---
	SELF	6.0 ---	.	.	.	.	.	.	1	.	---
40. Skillfully coaches group members on handling difficult situations	REPORTS	4.3 2.0	.	1	.	1	2	1	1	1	---
	PEERS	5.5 0.7	.	.	.	.	.	1	1	.	---
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	---
	SELF	6.0 ---	.	.	.	.	.	.	1	.	---

Scores & Details

IV. FEEDBACK

I. Providing Feedback

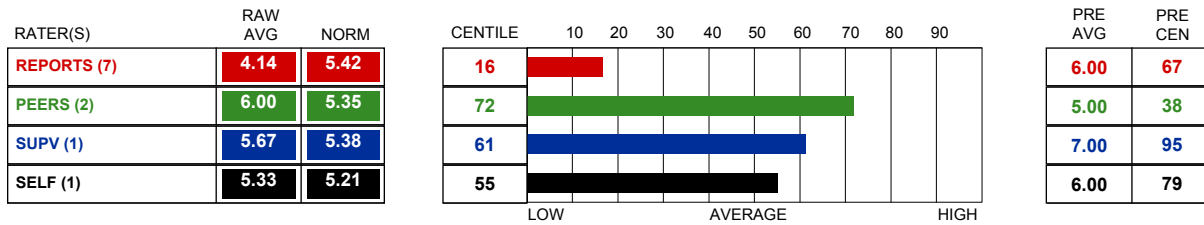
If You Score High

If you scored high on this dimension, you probably provide frequent and accurate assessments of how people are performing in their roles. Your feedback is perceived to be timely and linked to an established performance plan. People probably value your feedback and find it relevant to their job responsibilities, and they probably regard your appraisals as appropriate and fair.

If You Score Low

If you scored low on this dimension, you may not be adequately monitoring the performance of your team members so that you can give appropriate feedback in a timely manner. Or, you may be providing feedback that is vague or distorted by biases, emotions, or the perceptions of others. Make sure that your observations and feedback are supported by well-defined goals, roles and responsibilities. Make certain that your appraisals are provided in a fair and constructive manner.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- Be specific when giving feedback. Vague feedback such as “You need to improve” is useless. Specifically, what needs to be improved? What have you noticed that was being done poorly? What does the person need to do differently? How will you and the person know improvement has occurred?
- Make feedback performance-related and combine it with suggestions for improvement.
- Give positive feedback as soon as possible after good performance. Make it specific so the person knows exactly what behavior you are praising.
- When criticism is necessary, make it private, constructive, and express confidence in the person’s ability to improve.
- In addition to giving feedback, solicit feedback from your direct reports about how you can improve your own performance. Listen carefully to what was said, and thank people for taking the time to give you feedback.
- Meet with your team members regularly throughout the year, not just at appraisal time. Review progress on their development plans and on their career planning. If there are stumbling blocks, ask: “What do you need to successfully meet this goal?” Do your best to provide what they need.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A NR	- never... 1	- almost never... 2	- sometimes... 3	- average 4	- often... 5	- almost always... 6	- always... 7	PRE AVG
9. Makes sure that group members know how well they are performing	REPORTS	4.7 1.3	.	.	.	1	3	.	3	.	---
	PEERS	6.0 ---	.	.	.	.	.	.	2	.	---
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	---
	SELF	5.0 ---	.	.	.	.	.	1	.	.	---
25. Conducts appraisals in a positive, constructive manner	REPORTS	3.9 1.7	.	.	2	1	2	.	2	.	6.0
	PEERS	6.0 1.4	.	.	.	.	.	1	.	1	5.0
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	7.0
	SELF	6.0 ---	.	.	.	.	.	.	1	.	6.0
41. Lets employees know how their work is evaluated	REPORTS	3.9 1.7	.	.	2	.	4	.	.	1	---
	PEERS	6.0 ---	.	.	.	.	.	.	2	.	---
	SUPV	5.0 ---	.	.	.	.	.	1	.	.	---
	SELF	5.0 ---	.	.	.	.	.	1	.	.	---

Scores & Details

V. DRIVING TOWARD SUCCESS
J. Standards of Performance

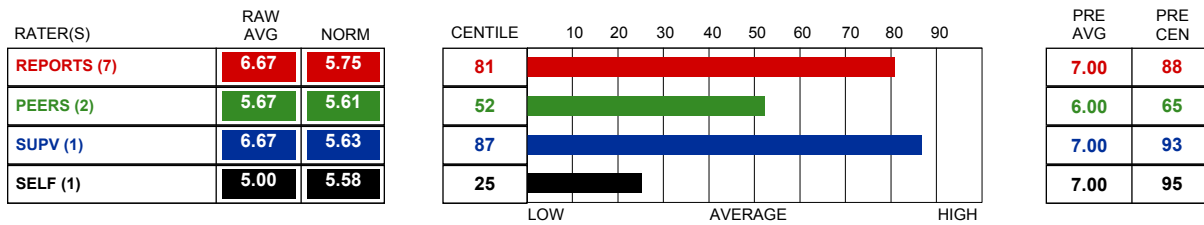
If You Score High

If you scored high on this dimension, you probably expect the best from yourself and from your team members and you challenge them to achieve continuously at higher levels. You also hold them accountable for delivering quality results.

If You Score Low

If you scored low on this dimension, you probably are not getting the best out of your team members, and you may not know how to get them to perform at higher levels. You could be accepting work that is below standards, even without knowing it, because you may not track performance in a systematic way. You may improve your score by increasing your expectations and letting people know exactly what is expected of them.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- When introducing a new project, make clear the level of performance expected for the end product.
- When monitoring progress of a project, reiterate the expected level of performance. Be sure to acknowledge any elements of the project that represent the excellence you desire.
- Take it slowly when you delegate a project so others can understand your ideas and the results you desire.
- If people are not performing to your standards, use your coaching skills to identify the problem and barriers to performance. Set small, achievable improvement goals and monitor them closely. Acknowledge even small improvements. Only when all else fails should you discipline employees.
- Ask yourself the following questions: Are your expectations clear and consistent throughout your team? Do you role model a strong desire for excellence? Do you compliment people for work well done?

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A	- never...	- almost never...	- sometimes...	- average	- often...	- almost always...	- always...	PRE AVG	
			NR	1	2	3	4	5	6	7		
10. Lets employees know that whatever they do must be done well	REPORTS	6.7	0.5	.	.	.	.	.	2	5	7.0
	PEERS	6.0	1.4	.	.	.	.	1	.	1	6.0
	SUPV	6.0	---	.	.	.	.	.	1	.	7.0
	SELF	5.0	---	.	.	.	.	1	.	.	7.0
26. Expects high performance from all employees	REPORTS	6.9	0.4	.	.	.	.	.	1	6	---
	PEERS	6.0	1.4	.	.	.	.	1	.	1	---
	SUPV	7.0	---	.	.	.	.	.	.	1	---
	SELF	5.0	---	.	.	.	.	1	.	.	---
53. Emphasizes the importance of cost control	REPORTS	6.3	1.5	3	.	.	.	1	.	.	3	---
	PEERS	5.0	1.4	1	.	1	.	---
	SUPV	7.0	---	1	---
	SELF	5.0	---	1	.	.	---

Scores & Details

V. DRIVING TOWARD SUCCESS

K. Personal Drive

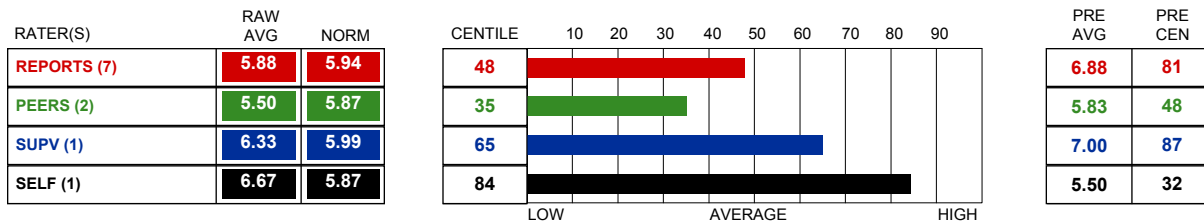
If You Score High

If you scored high on this dimension, you are enthusiastic and are probably known for your contagious high energy and drive that inspires people and gets them moving toward achieving their goals. You probably manage your career well and value continuous learning and development. You are probably quick to adapt to changing circumstances and inspire others to do the same.

If You Score Low

If you scored low on this dimension, you may appear to be in a rut. You may be perceived to be just doing the minimum instead of trying to progress in your career. This would be a good time to review your personal goals and take some action to renew your enthusiasm about doing your job well. Your low energy may be affecting others, and you may be missing opportunities.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- Believe that you have the power to make a difference, and accept the responsibility of trying.
- If you are overcommitted and expect to be great at everything, focus your energy on the most important areas and allow yourself to be average in less important matters.
- Approach each day with the same sense of discovery that you had when you were a child.
- Decide on a clear-cut, long-range goal for yourself. Then establish what you will need to do and what attitudes you will need to have in order to achieve it.
- Put your action step for your development goals on your daily “to do” list and make it the number-one priority. Do one thing every day, even if it is a small step, to move toward your goals.
- View your strengths as development opportunities. Typically, your greatest successes will come from leveraging your strengths. Broaden and improve your strengths by finding new ways to use these skills, by teaching them to others, and by pursuing assignments that stretch your skills even farther.
- Exercise regularly, eat well, get enough sleep, laugh often - all of these impact on your energy level.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A NR	- never... 1	- almost never... 2	- sometimes... 3	- average 4	- often... 5	- almost always... 6	- always... 7	PRE AVG
11. Is energetic about doing his or her work well	REPORTS	5.7 1.1	.	.	.	.	1	2	2	2	6.8
	PEERS	5.5 2.1	.	.	.	.	1	.	.	1	5.7
	SUPV	7.0 ---	.	.	.	.	.	.	.	1	7.0
	SELF	7.0 ---	.	.	.	.	.	.	.	1	4.0
27. Has a strong desire to excel and expects employees to feel the same	REPORTS	6.6 0.5	.	.	.	.	.	.	3	4	7.0
	PEERS	5.5 2.1	.	.	.	.	1	.	.	1	6.0
	SUPV	7.0 ---	.	.	.	.	.	.	.	1	7.0
	SELF	7.0 ---	.	.	.	.	.	.	.	1	7.0
43. Reacts quickly and appropriately to new situations	REPORTS	5.2 1.7	1	.	1	.	.	2	2	1	---
	PEERS	5.5 0.7	.	.	.	.	.	1	1	.	---
	SUPV	5.0 ---	.	.	.	.	.	1	.	.	---
	SELF	6.0 ---	.	.	.	.	.	.	1	.	---

Scores & Details

V. DRIVING TOWARD SUCCESS

L. Delegation

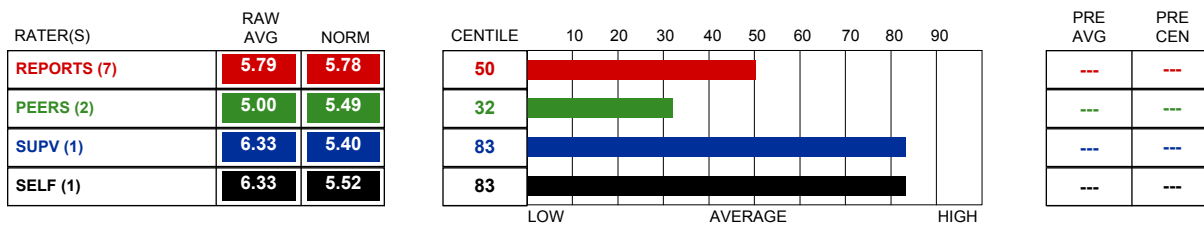
If You Score High

If you scored high on this dimension you probably trust others to plan and complete their assigned tasks. They are likely to appreciate this trust and perform accordingly. Remember, though, that your team must earn this trust and that you yourself have been attentive and skillful in all that comes earlier in the Task Cycle.

If You Score Low

If you scored low on this dimension, you may be perceived as being too controlling, or you may not adequately trust others to take responsibility for their work. Hence, you may appear condescending and/or disrespectful of your team members' levels of expertise. If your up-front Task Cycle skills are strong and you score low on Delegation, you may thrive on micro-managing or feel threatened by the loss of control that is a normal part of the delegation process.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- When assigning responsibility, consider on which tasks you could serve as back-up instead of lead; which tasks could be assumed by a group member under a manager’s close direction; and whether there are other factors that prevent delegation.
- Delegate each task and describe the expected result (i.e., success, acceptable performance, unacceptable performance) to the person assigned. Then ask the assigned staff member to develop an action plan.
- Note the strengths, weaknesses and work preferences of your staff. Note the type of assignments best suited to each team member. Use this information when you delegate tasks.
- Consider your team members as collaborators rather than subordinates. Use each person’s skills to create a shared outcome. Make team members responsible to each other for performance.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A	- never...	- almost never...	- sometimes...	- average	- often...	- almost always...	- always...	PRE AVG	
			NR	1	2	3	4	5	6	7		
12. Has confidence in group members' ability to do their own planning	REPORTS	5.7	1.6	1	.	.	1	.	2	.	3	---
	PEERS	4.5	0.7	1	1	.	.	---
	SUPV	6.0	---	1	.	---
	SELF	5.0	---	1	.	.	---
28. Allows group members to work without constant, close supervision	REPORTS	6.0	1.0	.	.	.	.	3	1	3	---
	PEERS	5.0	1.4	.	.	.	1	.	1	.	---	
	SUPV	7.0	---	.	.	.	.	.	.	1	---
	SELF	7.0	---	.	.	.	.	.	.	1	---
44. Trusts group members to take responsibility	REPORTS	5.9	1.5	.	.	.	2	1	.	4	---	
	PEERS	5.5	0.7	.	.	.	.	1	1	.	---
	SUPV	6.0	---	.	.	.	.	.	1	.	---
	SELF	7.0	---	.	.	.	.	.	.	1	---

Scores & Details

V. DRIVING TOWARD SUCCESS

M. Goal Pressure (*)**

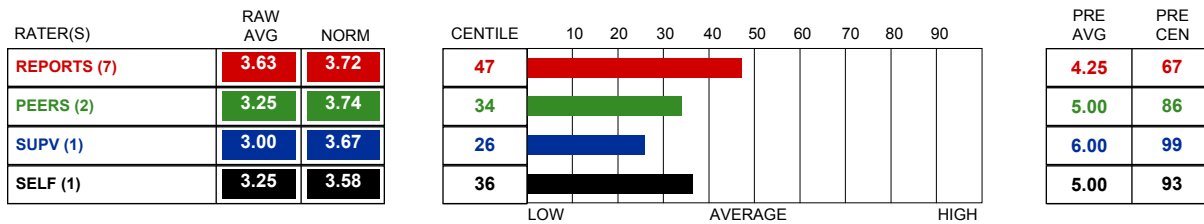
If You Score High

If you scored high on this dimension and also high on the other Task Cycle skills, then you are likely to be a very effective and productive leader. However, if this is your only high score, you are pushing, not leading. This may also be reflected in the two Outcome dimensions as high Tension Level and low Overall Effectiveness. You could be stretching the limits of your relationships and may be perceived as abrasive or overly aggressive. Study your scores on the item about "unduly criticizing people" and make sure you almost never do this in public.

If You Score Low

If you scored low on this dimension, you may seem indifferent to the success of the project. Or you may be perceived as lacking passion or drive. Remember that Goal Pressure is perceived as fair, normal and predictable when the up-front Task Cycle skills are in the Average or higher range.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- If your score is high, go back to the beginning of the Task Cycle and develop the skills in Phases I-IV.
- Achieve goals by clarity of purpose and thorough planning, not by pressuring.
- Look at your goal setting and planning processes to see where you can stress the importance of achieving the goal.
- Determine if your expectations are appropriate, or whether they are excessive, by comparing work loads and expectations with peers.
- Take a class in management to learn different techniques for motivating your team members. Consider that each person responds to different types of motivations, so learn to tailor your strategy to the needs of your team members.
- Remember the old adage "choose your battles carefully" when deciding how best to spend your energies. You can't possibly do everything, but it is especially critical for you to address the issues that get in the way of, or hinder the development of, your most important goals.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A	- never...	- almost never...	- sometimes...	- average	- often...	- almost always...	- always...	PRE AVG	
			NR	1	2	3	4	5	6	7		
13. Applies pressure to get results	REPORTS	5.9	1.8	.	.	1	.	.	.	3	3	4.3
	PEERS	5.0	---	.	.	.	.	2	.	.	.	5.0
	SUPV	7.0	---	.	.	.	.	.	.	.	1	6.0
	SELF	7.0	---	.	.	.	.	.	.	.	1	5.0
29. Tells employees not only what to do, but how to do it	REPORTS	2.9	1.7	.	1	3	1	1	.	1	.	---
	PEERS	3.5	2.1	.	.	1	.	.	1	.	.	---
	SUPV	2.0	---	.	.	1	.	.	.	.	.	---
	SELF	2.0	---	.	.	1	.	.	.	.	.	---
45. Closely directs employees in the performance of each task	REPORTS	2.9	1.6	.	1	3	1	.	2	.	.	---
	PEERS	2.5	2.1	.	1	.	.	1	.	.	.	---
	SUPV	2.0	---	.	.	1	.	.	.	.	.	---
	SELF	3.0	---	.	.	.	1	.	.	.	.	---
55. Unduly criticizes employees who make mistakes	REPORTS	2.8	1.3	1	.	4	.	1	1	.	.	---
	PEERS	2.0	1.4	.	1	.	1	.	.	.	.	---
	SUPV	1.0	---	.	1	.	.	.	.	.	.	---
	SELF	1.0	---	.	1	.	.	.	.	.	.	---

Scores & Details

VI. RECOGNITION

N. Recognition of Good Performance

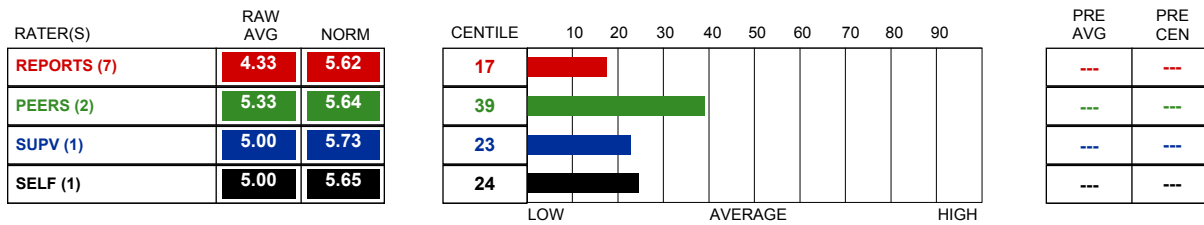
If You Score High

If you scored high on this dimension, you probably actively provide recognition and rewards to those who contribute to the efforts of the work group. You may also use recognition to provide increased visibility and motivation to re-energize your team.

If You Score Low

If you scored low on this dimension, you may be seen as stingy with praise or unable to celebrate individual or group successes. You probably fail to recognize that your successes were achieved through the combined efforts of your team. Failure to share the credit with others is corrosive and debilitating to morale. It has no upside.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- Regularly thank your team members for their input and contributions to the work.
- When recognizing team members, make the recognition appropriate to the person. Not all team members appreciate public recognition.
- Expand your field of recognition to include quiet, low-visibility, or geographically distant contributors.
- Thank people privately, as well as publicly, for jobs well done. A special handwritten note will be greatly appreciated.
- Frequently offer genuine compliments to others regarding their effective job performance. Compliment coworkers on their success. Don't forget about rewarding small achievements. Set a daily goal to say positive things.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A	- never...	- almost never...	- sometimes...	- average	- often...	- almost always...	- always...	PRE AVG	
			NR	1	2	3	4	5	6	7		
14. Lets employees know their efforts are appreciated	REPORTS	4.3	1.8	.	.	1	2	1	1	1	1	---
	PEERS	5.5	2.1	.	.	.	.	1	.	.	1	---
	SUPV	5.0	---	.	.	.	.	.	1	.	.	---
	SELF	5.0	---	.	.	.	.	.	1	.	.	---
30. Acknowledges the good work of employees who perform well	REPORTS	4.4	1.7	.	.	1	1	2	1	1	1	---
	PEERS	5.0	1.4	.	.	.	.	1	.	1	.	---
	SUPV	5.0	---	.	.	.	.	.	1	.	.	---
	SELF	5.0	---	.	.	.	.	.	1	.	.	---
46. Provides recognition to teams that perform well	REPORTS	4.3	1.8	.	.	1	2	1	1	1	1	---
	PEERS	5.5	2.1	.	.	.	.	1	.	.	1	---
	SUPV	5.0	---	.	.	.	.	.	1	.	.	---
	SELF	5.0	---	.	.	.	.	.	1	.	.	---

Scores & Details

OUTCOMES

O. Tension Level (*)**

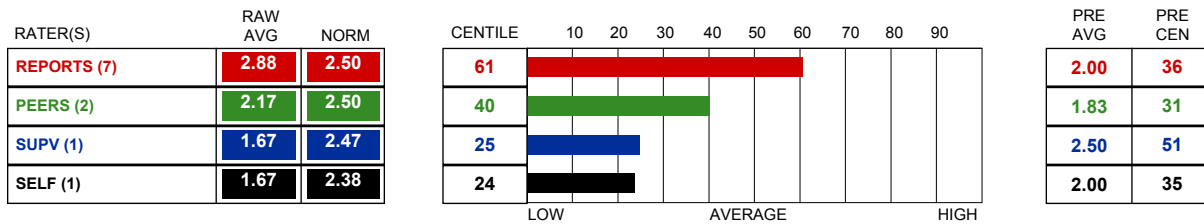
If You Score High

If you scored high on this dimension, you may be the direct or indirect cause of the tension by not addressing conflicts, not proactively dealing with obstacles, or not effectively managing the team's relationship with upper management. Don't confuse this kind of tension with excitement, enthusiasm or engagement. The tension here is counterproductive.

If You Score Low

If you scored low on this dimension, you are probably doing a solid job throughout the Task Cycle and are sensitive to dealing with organizational and managerial roadblocks. However, if you think your score is low because your team is not fully challenged or meeting its goals, then turn up the motivation with the Task Cycle skills, especially those in Phase I. Find ways to re-energize the vision, perhaps up-level the goals and objectives, and include your team in somewhat riskier initiatives. What you want is enthusiastic engagement, not fear and anxiety.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- If your score is high, go back to the beginning of the Task Cycle and develop the skills in Phases I - IV.
- Immediately identify and prioritize longstanding or unresolved conflicts within your team. Develop a strategy to address them. People may welcome the opportunity to talk openly about issues that have been simmering and will have excellent ideas for solving them.
- Look especially at your entire planning process. Is it collaborative so that team members are more likely to be committed to your plans? Are there contingencies in place for the inevitable crises? Do plans and contingencies get reviewed or modified often enough?
- As mentioned above, this kind of tension is not positive engagement. If you think it is appropriate to create tension as a way to motivate performance, you are also probably using goal pressure in the same ineffective way. Now is the time to re-examine this idea.
- Notice if there are things in the work environment that you can change. Not all problems require financial or upper-management solutions; many can be resolved through addressing them creatively.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A	- never...	- almost never...	- sometimes...	- average	- often...	- almost always...	- always...	PRE AVG	
			NR	1	2	3	4	5	6	7		
15. Allows unproductive tension to develop in the unit	REPORTS	3.4	1.1	.	.	2	1	3	1	.	.	---
	PEERS	2.5	2.1	.	1	.	.	1	.	.	.	---
	SUPV	2.0	---	.	.	1	.	.	.	.	.	---
	SELF	2.0	---	.	.	1	.	.	.	.	.	---
31. Permits the work situation to be in a constant state of crisis	REPORTS	2.1	1.1	.	2	3	1	1	.	.	.	2.8
	PEERS	2.0	1.4	.	1	.	1	.	.	.	.	2.0
	SUPV	1.0	---	.	1	.	.	.	.	.	.	2.0
	SELF	1.0	---	.	1	.	.	.	.	.	.	1.0
47. Creates tension among those who work with him or her	REPORTS	3.2	1.8	1	2	.	1	1	2	.	.	1.3
	PEERS	2.0	1.4	.	1	.	1	.	.	.	.	1.7
	SUPV	2.0	---	.	.	1	.	.	.	.	.	3.0
	SELF	2.0	---	.	.	1	.	.	.	.	.	3.0

Scores & Details

OUTCOMES

P. Overall Effectiveness

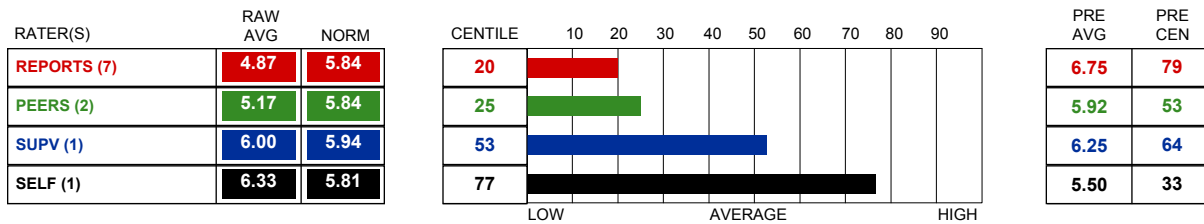
If You Score High

If you scored high on this dimension, you probably have a great reputation as an excellent manager and leader. Your contributions are perceived to make a difference. You probably are one of the "go-to" people when someone needs advice and counsel regarding a complex issue. Think about ways you can leverage this strength throughout the organization, including coaching and being a role model for others.

If You Score Low

If you scored low on this dimension, you are probably not regarded as an effective manager and leader. People may perceive your skills and impact on the organization as average or lower. If you improve your skills in the Task Cycle, this score will also likely improve. You may need to look for ways to increase your credibility within the organization.

Dimension Scores



Development Tips

If this dimension is an area for improvement, here are some suggestions.

- Develop your leadership and management skills in the Task Cycle sequence.
- Get a coach, or find a mentor. Management and leadership skills can be learned. Just as you coach others for improvement, you can improve in your skills.
- Increase your visibility throughout the organization. Get "loaned" to other parts of the organization. Participate in projects that can benefit from high energy "jump-starts."
- Keep the adage, "Actions speak louder than words" in mind. Actions should always be consistent with what you say you believe.
- Keep commitments you make to people at all levels. Avoid making statements that others may misinterpret as promises.
- Approach your raters and ask them for more information and suggestions for how you can improve. They are likely to appreciate the opportunity to help you, and may "buy in" to your success.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A NR	- never... 1	- almost never... 2	- sometimes... 3	- average 4	- often... 5	- almost always... 6	- always... 7	PRE AVG
16. Demonstrates respect for other group members	REPORTS	4.4 1.9	.	.	2	.	1	2	1	1	---
	PEERS	5.0 2.8	.	.	.	1	.	.	.	1	---
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	---
	SELF	5.0 ---	.	.	.	.	.	1	.	.	---
32. Can be trusted to do what he or she says will be done	REPORTS	5.5 2.1	1	.	1	.	1	.	1	3	7.0
	PEERS	5.5 2.1	.	.	.	.	1	.	.	1	6.0
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	6.0
	SELF	7.0 ---	.	.	.	.	.	.	.	1	5.0
42. Is a productive person; gets things done and done well	REPORTS	5.8 1.2	1	.	.	.	1	1	2	2	7.0
	PEERS	5.5 2.1	.	.	.	.	1	.	.	1	6.0
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	7.0
	SELF	6.0 ---	.	.	.	.	.	.	1	.	5.0
48. Is an effective manager and leader	REPORTS	4.8 2.1	1	.	1	1	1	.	1	2	6.8
	PEERS	5.0 1.4	.	.	.	.	1	.	1	.	5.7
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	6.0
	SELF	7.0 ---	.	.	.	.	.	.	.	1	6.0
51. His or her contributions make a positive impact on the organization	REPORTS	5.0 1.7	1	.	.	1	2	1	.	2	6.3
	PEERS	5.0 1.4	.	.	.	.	1	.	1	.	6.0
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	6.0
	SELF	7.0 ---	.	.	.	.	.	.	.	1	6.0
59. Treats group members fairly	REPORTS	4.6 3.3	2	2	.	.	.	.	.	3	---
	PEERS	5.0 2.8	.	.	.	1	.	.	.	1	---
	SUPV	6.0 ---	.	.	.	.	.	.	1	.	---
	SELF	6.0 ---	.	.	.	.	.	.	1	.	---

Scores & Details

OPEN-ENDED COMMENTS

What does this person do that should be continued?

Reports

- ▶ *Survey received; no comment provided.*
- ▶ Is a hard worker that has allowed her to excel at a fast pace.
- ▶ *Survey received; no comment provided.*
- ▶ *Survey received; no comment provided.*
- ▶ Freedom to employees
- ▶ keeps the company's interests in mind when making decisions.
- ▶ Allows self management

Peers

- ▶ Excellent written and verbal skills
- ▶ She communicates very well, both verbally and in written form. Clear expectations.

Supv

- ▶ Continue to learn and grow product knowledge

Self

- ▶ *Survey received; no comment provided.*

Scores & Details

OPEN-ENDED COMMENTS

What should this person do to be more effective?

Reports

- ▶ *Survey received; no comment provided.*
- ▶ *Survey received; no comment provided.*
- ▶ Treat all employee's equally and with respect
- ▶ *Survey received; no comment provided.*
- ▶ Provides opportunities for employees to grow
- ▶ Communicate to the department of changes that are happening that directly affect us.
- ▶ Communicate more with the group on what is going on, projects

Peers

- ▶ Work with direct reports on personal growth opportunities
- ▶ Enhance knowledge of organization

Supv

- ▶ Concentrate on being Strategic and not tactical

Self

- ▶ *Survey received; no comment provided.*

Scores & Details

OPEN-ENDED COMMENTS

What does this person do that should be stopped?

Reports

- ▶ *Survey received; no comment provided.*
- ▶ Inappropriate remarks.
Does not treat all employee's equally/fairly.
At times is extremely unprofessional, disrespectful, not always willing to give constructive advice.
- ▶ *Survey received; no comment provided.*
- ▶ Creates a casual work environment that does not hinder productivity
- ▶ *Survey received; no comment provided.*
- ▶ *Survey received; no comment provided.*
- ▶ *Survey received; no comment provided.*

Peers

- ▶ *Survey received; no comment provided.*
- ▶ *Survey received; no comment provided.*

Supv

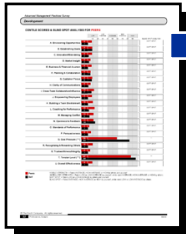
- ▶ *Survey received; no comment provided.*

Self

- ▶ *Survey received; no comment provided.*

Development

How do I create a plan to improve?



CENTILE SCORES AND BLIND SPOT ANALYSIS

This chart shows your centile scores broken out by rater group. Shading and centile ranking designations help you identify whether your scores are considered Low, Low Average, Average, High Average or High.

A blind spot analysis is shown to the right of each dimension. This analysis compares the specified rater group's centile scores with your Self scores. This comparison will help you determine whether or not a particular dimension (skill) is considered a Blind Spot or Strength.

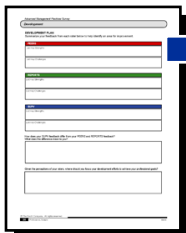
		SKILL SEEN BY SELF	
		LOW	HIGH
SKILL SEEN BY OTHERS	HIGH	Unrealized Strength	Visible Strength
	LOW	Soft Spot	Blind Spot

Note: Situational dimensions marked with (***) are not included in the Blind Spot Analysis. These dimensions need to be interpreted in light of the situation and high scores may not be desired.



CURRENT CENTILE SCORES COMPARED TO PREVIOUS SCORES

This chart shows the range of numeric changes, up (+) or down (-) from your previous centile scores. For example, +20 means that the centile rank went up 20 points or you have improved. Shading is used in this chart to indicate that the centile score has decreased from your previous centile scores. Understanding where your scores have decreased or increased can aid you in creating or adjusting your development plan.



DEVELOPMENT PLAN TEMPLATE

These pages provide you with space to create a development plan based on your results. Before you begin creating your development plan, you'll need to read and understand the results from this report.

Development

CENTILE SCORES & BLIND SPOT ANALYSIS FOR REPORTS

		LOW	LOW AVERAGE	AVERAGE	HIGH AVERAGE	HIGH	BLIND SPOT ANALYSIS				
		10	20	30	40	50	60	70	80	90	
A. Envisioning Opportunities	24 37										SOFT SPOT
B. Communicating Effectively	76 32										UNREALIZED STRENGTH
C. Innovation & Risk-taking	35 98										BLIND SPOT
D. Problem Solving & Decision Making	26 80										BLIND SPOT
E. Planning and Collaboration	21 45										BLIND SPOT
F. Managing Conflict	23 37										SOFT SPOT
G. Team Development	28 93										BLIND SPOT
H. Coaching	33 79										BLIND SPOT
I. Providing Feedback	16 55										BLIND SPOT
J. Standards of Performance	81 25										UNREALIZED STRENGTH
K. Personal Drive	48 84										VISIBLE STRENGTH
L. Delegation	50 83										VISIBLE STRENGTH
M. Goal Pressure (***)	47 36										---
N. Recognition of Good Performance	17 24										SOFT SPOT
O. Tension Level (***)	61 24										---
P. Overall Effectiveness	20 77										BLIND SPOT

Reports
 Self

VISIBLE STRENGTH = Rated AVERAGE, HIGH AVERAGE or HIGH by others and yourself
 UNREALIZED STRENGTH = Rated LOW or LOW AVERAGE by yourself, while rated AVERAGE, HIGH AVERAGE or HIGH by others
 SOFT SPOT = Rated LOW or LOW AVERAGE by others and yourself
 BLIND SPOT = Rated AVERAGE, HIGH AVERAGE or HIGH by yourself, while rated LOW or LOW AVERAGE by others

Development

CENTILE SCORES & BLIND SPOT ANALYSIS FOR PEERS

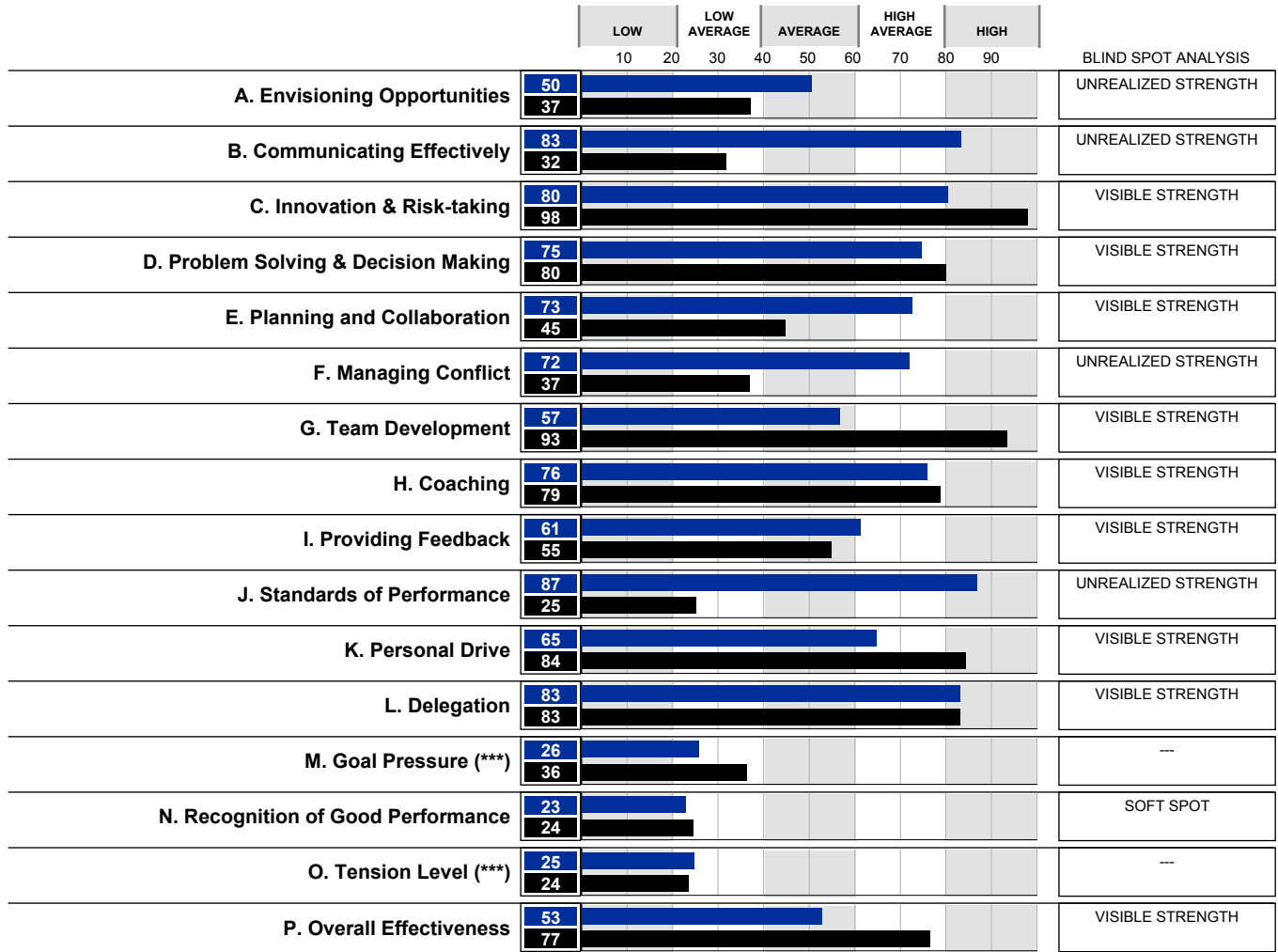
		LOW	LOW AVERAGE	AVERAGE	HIGH AVERAGE	HIGH	BLIND SPOT ANALYSIS				
		10	20	30	40	50	60	70	80	90	
A. Envisioning Opportunities	29 37										SOFT SPOT
B. Communicating Effectively	67 32										UNREALIZED STRENGTH
C. Innovation & Risk-taking	54 98										VISIBLE STRENGTH
D. Problem Solving & Decision Making	31 80										BLIND SPOT
E. Planning and Collaboration	33 45										BLIND SPOT
F. Managing Conflict	37 37										SOFT SPOT
G. Team Development	53 93										VISIBLE STRENGTH
H. Coaching	48 79										VISIBLE STRENGTH
I. Providing Feedback	72 55										VISIBLE STRENGTH
J. Standards of Performance	52 25										UNREALIZED STRENGTH
K. Personal Drive	35 84										BLIND SPOT
L. Delegation	32 83										BLIND SPOT
M. Goal Pressure (***)	34 36										---
N. Recognition of Good Performance	39 24										SOFT SPOT
O. Tension Level (***)	40 24										---
P. Overall Effectiveness	25 77										BLIND SPOT

Peers
 Self

VISIBLE STRENGTH = Rated AVERAGE, HIGH AVERAGE or HIGH by others and yourself
 UNREALIZED STRENGTH = Rated LOW or LOW AVERAGE by yourself, while rated AVERAGE, HIGH AVERAGE or HIGH by others
 SOFT SPOT = Rated LOW or LOW AVERAGE by others and yourself
 BLIND SPOT = Rated AVERAGE, HIGH AVERAGE or HIGH by yourself, while rated LOW or LOW AVERAGE by others

Development

CENTILE SCORES & BLIND SPOT ANALYSIS FOR SUPV



Supv
 Self

VISIBLE STRENGTH = Rated AVERAGE, HIGH AVERAGE or HIGH by others and yourself
 UNREALIZED STRENGTH = Rated LOW or LOW AVERAGE by yourself, while rated AVERAGE, HIGH AVERAGE or HIGH by others
 SOFT SPOT = Rated LOW or LOW AVERAGE by others and yourself
 BLIND SPOT = Rated AVERAGE, HIGH AVERAGE or HIGH by yourself, while rated LOW or LOW AVERAGE by others

Development

CURRENT CENTILE SCORES COMPARED TO PREVIOUS SCORES

The range of numeric changes, up (+) or down (-) are shown below. For example, +20 means that the centile rank went up 20 points. Shading indicates the centile score has decreased from your previous centile scores.

TASK CYCLE® SKILLS

I. ESTABLISHING THE PURPOSE	REPORTS	PEERS	SUPV	SELF	
A. ENVISIONING OPPORTUNITIES	-40	-12	-7	+35	
B. COMMUNICATING EFFECTIVELY	-2	+30	-3	+31	
C. INNOVATION & RISK-TAKING	-56	-6	+8	+20	

II. LAYING THE FOUNDATION

D. PROBLEM SOLVING & DECISION MAKING	-56	-8	+31	+73	
E. PLANNING AND COLLABORATION	---	---	---	---	
F. MANAGING CONFLICT	-52	-16	+17	-22	

III. SUSTAINING THE EFFORT

G. TEAM DEVELOPMENT	-35	+22	-9	+22	
H. COACHING	---	---	---	---	

IV. FEEDBACK

I. PROVIDING FEEDBACK	-51	+34	-34	-24	
-----------------------	-----	-----	-----	-----	--

V. DRIVING TOWARD SUCCESS

J. STANDARDS OF PERFORMANCE	-7	-13	-6	-70	
K. PERSONAL DRIVE	-33	-13	-22	+52	
L. DELEGATION	---	---	---	---	
M. GOAL PRESSURE (***)	-20	-52	-73	-57	

VI. RECOGNITION

N. RECOGNITION OF GOOD PERFORMANCE	---	---	---	---	
------------------------------------	-----	-----	-----	-----	--

RESIDUAL IMPACT

VII. OUTCOMES

O. TENSION LEVEL (***)	+25	+9	-26	-11	
P. OVERALL EFFECTIVENESS	-59	-28	-11	+44	

(***) Must be interpreted in light of the situation.

Development

DEVELOPMENT PLAN

Summarize your feedback from each rater below to help identify an area for improvement.

REPORTS

List Key Strengths

List Key Challenges

PEERS

List Key Strengths

List Key Challenges

SUPV

List Key Strengths


List Key Challenges

Enter your most important business objectives and career goals. These are the best guides for deciding what to do about the strengths and challenges that you summarized above.

Development Focus. Consider your challenges in light of what you need to achieve in the near future and remember that Phases I & II of the Task Cycle® are where you get the most leverage. Note below your priorities for development before lining out one or more development items in the next section.

Development

DEVELOPMENT PLAN

 Print or photocopy this page for additional development items and/or actions

Development Item(s)

Business or career goals (Refer to previous page)

What skills, practices or knowledge do you need to focus on at this time?

Development Action(s)

What action(s) are you going to take?	By when?

Success Indicators (How will you know you're improving?)

What resources do you need?