

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



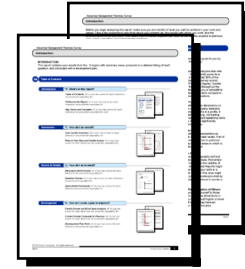
- **Dyadic Coaching**
- **Marx, Michael**
- Survey of Coaching Practices
- July 2015

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Introduction

What's in this report?

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

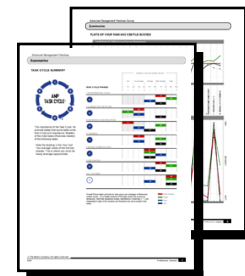


Summaries

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.



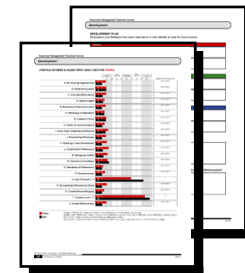
Development

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.



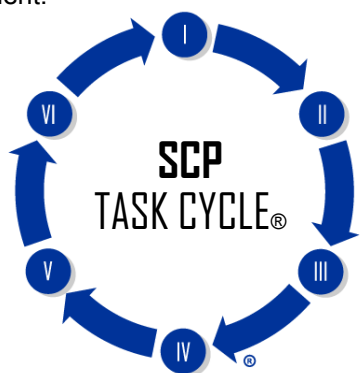
Introduction

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. MONITORING AND ADJUSTING
-
- VI. ACKNOWLEDGING PROGRESS
-

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.

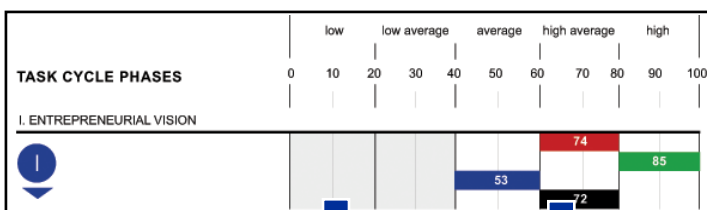
Summaries

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.



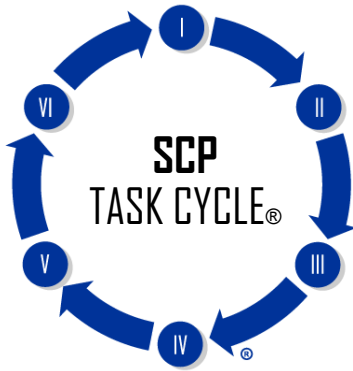
PLOTS OF RAW AND CENTILE SCORES

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

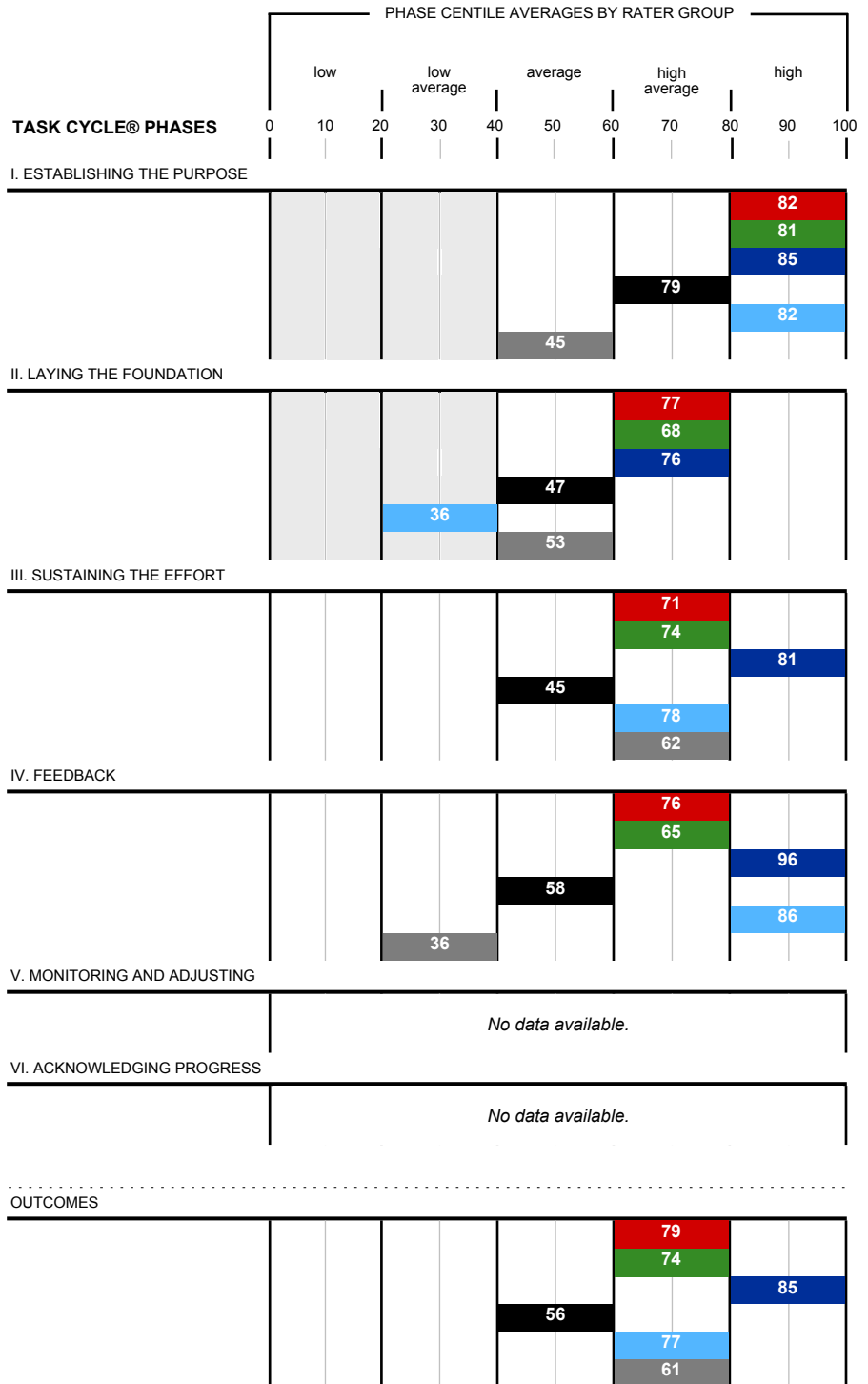


Importance of the Task Cycle®

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

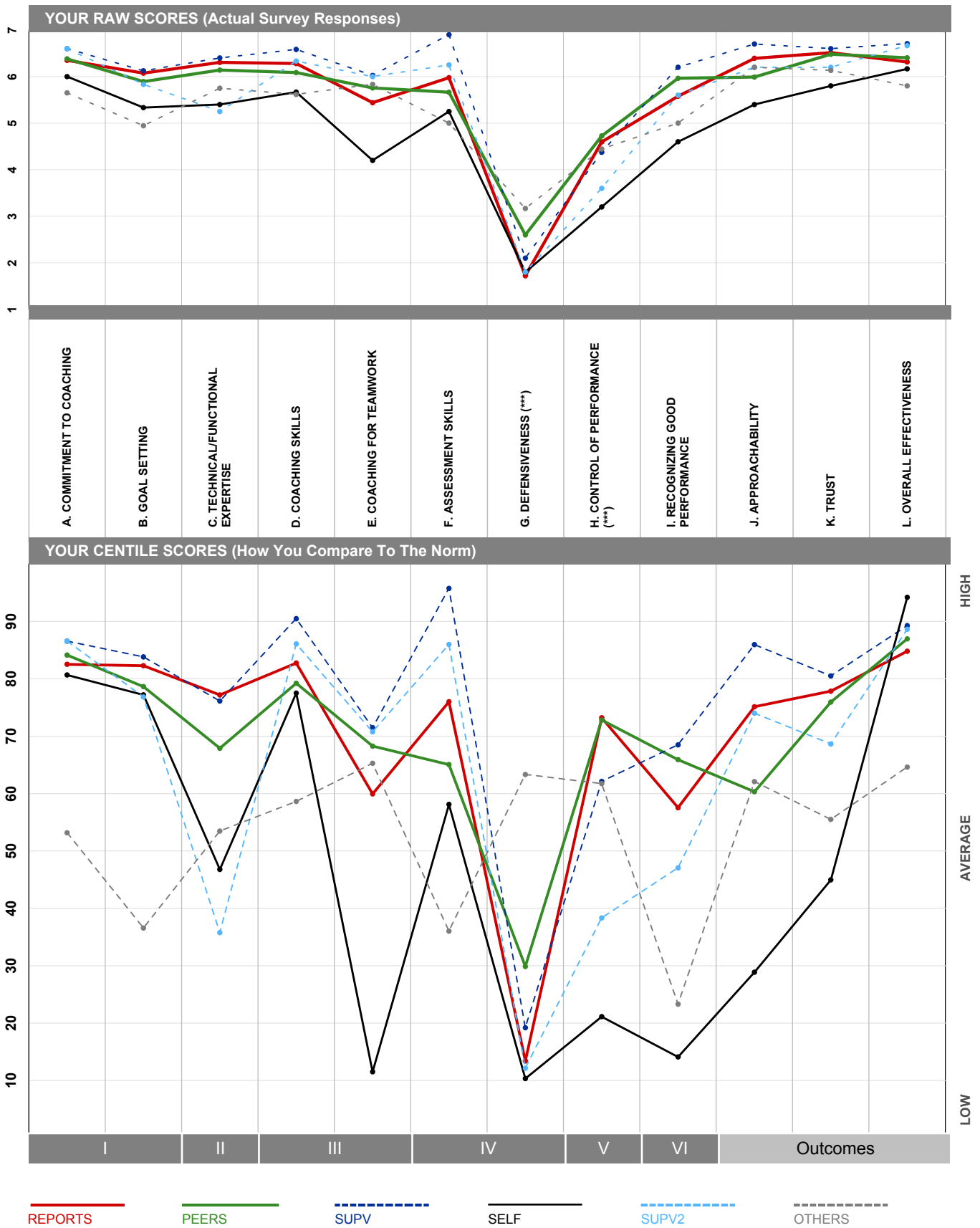
Scores that land in the shaded areas indicate an area that you may be losing leverage within the Task Cycle®. Review your dimension scores for a better analysis.

- Reports
- Peers
- Supv
- Self
- Supv2
- Others



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

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A	1 - never...	2 - almost never...	3 - sometimes...	4 - average	5 - often...	6 - almost always...	7 - always...	PRE AVG
1. Demonstrates a commitment to helping people succeed in their careers	REPORTS	6.3	1.3	.	.	.	1	1	.	5	---
	PEERS	6.4	0.5	.	.	.	.	.	3	2	---
	SUPV	7.0	---	.	.	.	.	.	.	2	---
	SELF	5.0	---	.	.	.	.	1	.	.	---
	SUPV2	6.0	---	.	.	.	.	.	1	.	---
	OTHERS	5.7	1.5	.	.	.	1	.	1	1	---
13. Sets aside time to devote to coaching and mentoring	REPORTS	6.1	1.2	.	.	.	1	1	1	4	---
	PEERS	6.6	0.5	.	.	.	.	.	2	3	---
	SUPV	7.0	---	.	.	.	.	.	.	2	---
	SELF	7.0	---	.	.	.	.	.	.	1	---
	SUPV2	7.0	---	.	.	.	.	.	.	1	---
	OTHERS	5.3	1.2	.	.	.	1	.	2	.	---
27. Gives each person a fair chance to learn and advance	REPORTS	6.5	0.6	3	.	.	.	.	2	2	---
	PEERS	6.5	1.0	1	.	.	.	1	.	3	---
	SUPV	6.0	1.4	.	.	.	.	1	.	1	---
	SELF	6.0	---	.	.	.	.	.	1	.	---
	SUPV2	7.0	---	.	.	.	.	.	.	1	---
	OTHERS	5.0	1.4	1	.	.	1	.	1	.	---
39. Shows a genuine interest in each individual's personal achievement	REPORTS	6.4	0.8	.	.	.	.	1	2	4	---
	PEERS	6.4	0.9	.	.	.	.	1	1	3	---
	SUPV	6.0	---	.	.	.	.	.	2	.	---
	SELF	6.0	---	.	.	.	.	.	1	.	---
	SUPV2	7.0	---	.	.	.	.	.	.	1	---
	OTHERS	6.0	1.0	.	.	.	.	1	1	1	---
51. Takes time to share experiences, insights, and wisdom with others	REPORTS	6.7	0.5	.	.	.	.	.	2	5	---
	PEERS	6.2	0.8	.	.	.	.	1	2	2	---
	SUPV	7.0	---	.	.	.	.	.	.	2	---
	SELF	6.0	---	.	.	.	.	.	1	.	---
	SUPV2	6.0	---	.	.	.	.	.	1	.	---
	OTHERS	6.0	1.0	.	.	.	.	1	1	1	---

Scores & Details

I. ESTABLISHING THE PURPOSE

B. Goal Setting

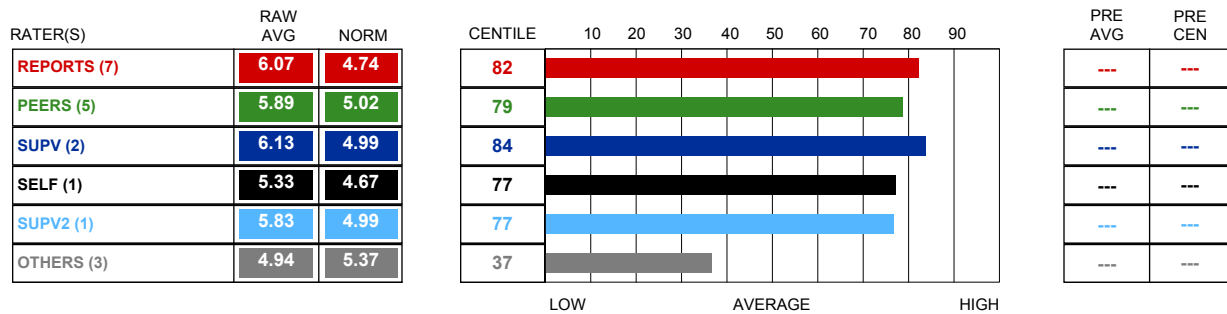
If You Score High

If you scored high on this dimension, you are probably an expert at helping people understand the importance of setting personal and career goals. Your own personal goals are likely to be clear and aligned with the organization’s goals, and you are successful in helping others to develop their own goals and development plans. You probably manage and coach with these goals and plans in mind.

If You Score Low

If you scored very low on this dimension, you may be perceived as being vague or disorganized in relation to setting goals. To be an effective coach, you should sit down with your team members and negotiate each person’s development goals. This will allow both of you to have a common frame of reference for discussing needs and assessing progress, and you can more effectively coach toward these targets.

Dimension Scores



Development Tips

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

- Make sure people understand the goals they are accountable for achieving. Establish measurable outcomes for each objective and discuss acceptable and unacceptable levels of performance.
- Discuss your team’s goals and action plans with your team members to ensure that the plans are feasible. Listen carefully to their objections and make modifications where possible.
- Do you know what motivates your team members? Why do they come to work each day? What keeps them here? What is important to them personally and professionally? Make an effort to learn about the unique motivations, skills and aspirations of your team members. Pay attention to the type of work or assignments they’re drawn to or seem to be more engaged in. Make sure to include these in their development plans.
- Do not use one-size-fits all approach to development. It lowers engagement for the employee. Instead, tailor learning and coaching for employees that resonates with their style and targets their unique development needs.
- Make sure that each team member has a personal development plan that is up-to-date. Review these development plans regularly to ensure that they are useful, meaningful, and based on solid development best practices.
- Look for alignment between personal priorities and organizational interests. Consider creative ways for both the person and the organization to get what they want. Mutual commitment is achieved when people’s goals and organizational standards are aligned.

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...
2. Helps individuals set meaningful goals for their personal development	REPORTS	6.0 1.2	.	.	.	.	1	1	2	3	---
	PEERS	6.5 0.6	1	.	.	.	.	.	2	2	---
	SUPV	6.5 0.7	.	.	.	.	.	.	1	1	---
	SELF	6.0 ---	.	.	.	.	.	.	1	.	---
	SUPV2	6.0 ---	.	.	.	.	.	.	1	.	---
	OTHERS	5.0 1.7	.	.	.	1	.	.	2	.	---
14. Makes helpful comments on an individual's plan for growth and development	REPORTS	6.4 1.1	.	.	.	.	1	.	1	5	---
	PEERS	6.0 0.8	1	.	.	.	.	1	2	1	---
	SUPV	7.0 ---	1	.	.	.	.	.	.	1	---
	SELF	5.0 ---	.	.	.	.	.	1	.	.	---
	SUPV2	7.0 ---	.	.	.	.	.	.	.	1	---
	OTHERS	5.3 1.2	.	.	.	.	1	.	2	.	---
28. Discusses each person's job-related goals to be sure they are clear	REPORTS	5.0 1.4	5	.	.	.	1	.	1	.	---
	PEERS	6.0 1.0	2	.	.	.	.	1	1	1	---
	SUPV	5.5 0.7	.	.	.	.	.	1	1	.	---
	SELF	6.0 ---	.	.	.	.	.	.	1	.	---
	SUPV2	5.0 ---	.	.	.	.	.	1	.	.	---
	OTHERS	4.0 ---	2	.	.	.	1	.	.	.	---
40. Expects people to pay attention to developing their personal goals and action plans	REPORTS	6.0 1.1	1	.	.	.	1	.	3	2	---
	PEERS	5.4 0.9	.	.	.	.	1	1	3	.	---
	SUPV	6.5 0.7	.	.	.	.	.	.	1	1	---
	SELF	5.0 ---	.	.	.	.	.	1	.	.	---
	SUPV2	5.0 ---	.	.	.	.	.	1	.	.	---
	OTHERS	5.3 1.2	.	.	.	.	1	.	2	.	---
52. Strives to help people understand how they need to develop for success in their careers	REPORTS	5.8 1.0	1	.	.	.	.	3	1	2	---
	PEERS	5.6 0.5	.	.	.	.	.	2	3	.	---
	SUPV	6.0 ---	1	.	.	.	.	.	1	.	---
	SELF	5.0 ---	.	.	.	.	.	1	.	.	---
	SUPV2	6.0 ---	.	.	.	.	.	.	1	.	---
	OTHERS	3.7 2.5	.	1	.	.	1	.	1	.	---
63. Clearly communicates how individual goals relate to the organization's goals	REPORTS	--- ---	7	.	.	.	.	.	.	.	---
	PEERS	6.0 1.0	2	.	.	.	.	1	1	1	---
	SUPV	5.5 0.7	.	.	.	.	.	1	1	.	---
	SELF	5.0 ---	.	.	.	.	.	1	.	.	---
	SUPV2	6.0 ---	.	.	.	.	.	.	1	.	---
	OTHERS	5.0 1.4	1	.	.	.	1	.	1	.	---

Scores & Details

II. LAYING THE FOUNDATION

C. Technical/Functional Expertise

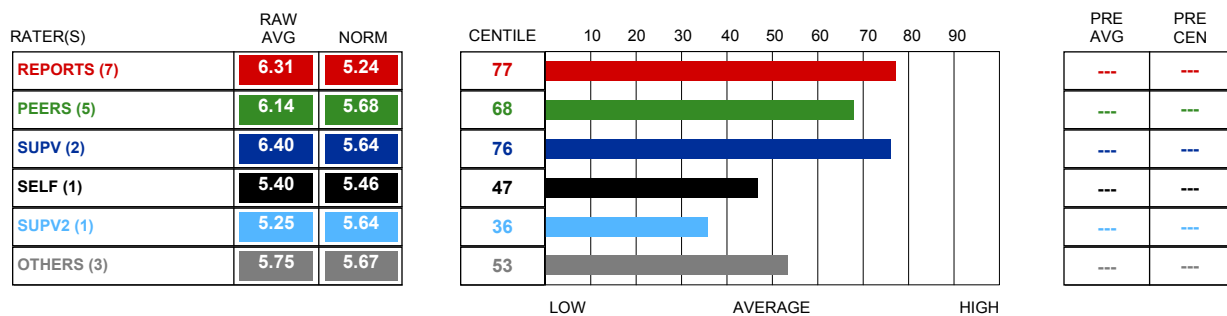
If You Score High

If you scored high on this dimension, you may be regarded as a technical expert in your area of expertise. Your team members most likely know they can rely on you to help with both technical and business problems.

If You Score Low

If you scored very low on this dimension, you may be perceived to be lacking some fundamental knowledge, or your expertise is not being demonstrated as well as it could be. A low score could be for one of two reasons: either you know your work well and are failing to communicate that to others, or you are actually short on functional know-how. If the latter, your scores may increase if you improve your functional skills.

Dimension Scores



Development Tips

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

- If you are a manager/coach with some technical expertise or knowledge, offer to serve as a sounding board for others if they run into technical difficulties, and ask them to do the same for you.
- If you do not have technical expertise or the time to help others, make sure you have identified someone in your office as a technical resource. It is essential that you have someone on hand who can help with technical problems or questions.
- Create your own development plan and make sure that it includes attendance at technical conferences, workshops, or classes that will keep your technical/functional skills up-to-date.
- Evaluate the way(s) in which you prefer to learn (e.g., reading, experience, conversation). Investigate how you might use those methods to stay current in your role, market, technical/functional field, or industry. Use these tools to evolve your leadership capabilities as well.
- Shadow your team members for a day or two to familiarize yourself with their jobs. Ask questions about what the individuals need in order to do their jobs better, and do your best to provide it.
- Although successful managers do not need the same amount of technical expertise and knowledge as their staff, they do need some. The amount of expertise and knowledge you need depends on your role in the organization, the level of your position, and the expertise available from others. In general, the more expertise available from others, the less you need yourself. Assess the level of technical knowledge and expertise you need in your position and identify the resources available to you for keeping up-to-date with this information. These may include staff members, cross-functional team members, other managers and peers, or trusted external consultants.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	NR								PRE AVG		
				- not rated, N/A	1 - never...	2 - almost never...	3 - sometimes...	4 - average	5 - often...	6 - almost always...		7 - always...	
3. Knows the unit's operations well enough to identify individuals' job-related needs	REPORTS	6.0	1.0	4	.	.	.	.	.	1	1	1	---
	PEERS	6.3	0.6	2	.	.	.	.	.	.	2	1	---
	SUPV	5.5	0.7	.	.	.	.	.	.	1	1	.	---
	SELF	5.0	---	.	.	.	.	.	.	1	.	.	---
	SUPV2	5.0	---	.	.	.	.	.	.	1	.	.	---
	OTHERS	5.0	---	2	.	.	.	.	.	1	.	.	---
15. Is regarded as competent in the technicalities of the group's work	REPORTS	6.4	0.9	2	.	.	.	.	.	1	1	3	---
	PEERS	6.2	0.8	.	.	.	.	.	.	1	2	2	---
	SUPV	6.5	0.7	.	.	.	.	.	.	.	1	1	---
	SELF	6.0	---	.	.	.	.	.	.	.	1	.	---
	SUPV2	6.0	---	.	.	.	.	.	.	.	1	.	---
	OTHERS	6.0	---	1	.	.	.	.	.	.	2	.	---
29. Makes technical/functional decisions which are sound and practical	REPORTS	6.0	---	4	.	.	.	.	.	.	3	.	---
	PEERS	5.7	0.6	2	.	.	.	.	.	1	2	.	---
	SUPV	6.5	0.7	.	.	.	.	.	.	.	1	1	---
	SELF	5.0	---	.	.	.	.	.	.	1	.	.	---
	SUPV2	5.0	---	.	.	.	.	.	.	1	.	.	---
	OTHERS	---	---	3	.	.	.	.	.	.	.	.	---
41. Fully understands people's job-related problems and helps to solve them	REPORTS	6.2	0.8	2	.	.	.	.	.	1	2	2	---
	PEERS	6.0	0.7	.	.	.	.	.	.	1	3	1	---
	SUPV	6.5	0.7	.	.	.	.	.	.	.	1	1	---
	SELF	5.0	---	.	.	.	.	.	.	1	.	.	---
	SUPV2	5.0	---	.	.	.	.	.	.	1	.	.	---
	OTHERS	6.0	---	2	.	.	.	.	.	.	1	.	---
53. Is highly competent in the technical/functional aspects of the unit's work	REPORTS	6.7	0.6	4	.	.	.	.	.	.	1	2	---
	PEERS	6.3	0.6	2	.	.	.	.	.	.	2	1	---
	SUPV	7.0	---	.	.	.	.	.	.	.	.	2	---
	SELF	6.0	---	.	.	.	.	.	.	.	1	.	---
	SUPV2	---	---	1	.	.	.	.	.	.	.	.	---
	OTHERS	6.0	1.4	1	.	.	.	.	.	1	.	1	---

Scores & Details

III. SUSTAINING THE EFFORT
D. Coaching Skills

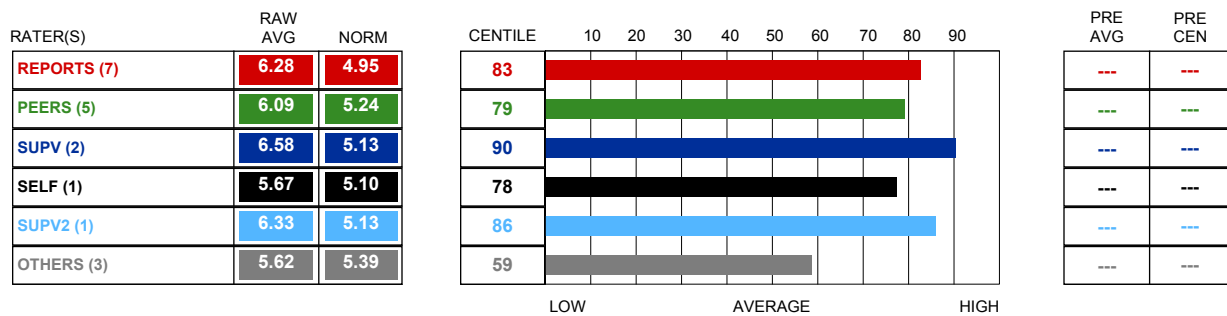
If You Score High

If you scored high on this dimension, your efforts at coaching and developing your team members have probably been successful. Your team members are probably confident that you will listen and understand their perspectives and that you will make every effort to give them whatever support they need to learn and develop in their careers.

If You Score Low

If you scored very low on this dimension, you may be perceived as stuck in your own perspective and unable to understand another point of view. Or you might be considered to be a poor listener or lacking communication skills. Your team will probably be more successful if you take the time to know and listen to them as individuals and actively support their continued professional development.

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.
- Regular progress reports will help you and your employees ensure that goals are met. If deadlines are being missed, ask the person for his or her assessment of why this is happening and what will be done to correct the situation.
- Help people reflect on both their successes and their failures. Questions for reflection might include: What did I do? How did it work? What did I learn? What do I wish I had done differently? What will I do next time?
- Be aware of your own capabilities so that you will know what you can do for the person you are coaching, and when you need to tap the expertise of others.
- Help people take advantage of existing opportunities to stretch themselves. Tell people about opportunities, let them know why the opportunities would be beneficial, and encourage people to take them.
- Help people find additional coaches. Remind them that one person rarely can provide everything they need for their development. Have them find people to play the following roles in their development process: sounding board for new ideas, supportive presence who celebrates success and provides encouragement, accountability partner, feedback partner, and personal confidant.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	Frequency							PRE AVG	
			NR	1 - never...	2 - almost never...	3 - sometimes...	4 - average	5 - often...	6 - almost always...		7 - always...
4. Skillfully explains the fundamentals of a task when coaching	REPORTS	6.2 1.3	2	.	.	.	1	.	1	3	---
	PEERS	6.3 0.5	1	.	.	.	.	.	3	1	---
	SUPV	7.0 ---	1	.	.	.	.	.	.	1	---
	SELF	6.0 ---	.	.	.	.	.	.	1	.	---
	SUPV2	6.0 ---	.	.	.	.	.	.	1	.	---
	OTHERS	5.7 0.6	.	.	.	.	.	1	2	.	---
16. Willingly coaches direct reports so they can meet high standards of personal performance	REPORTS	6.6 0.5	2	.	.	.	.	.	2	3	---
	PEERS	6.0 ---	2	.	.	.	.	.	3	.	---
	SUPV	6.5 0.7	.	.	.	.	.	.	1	1	---
	SELF	5.0 ---	.	.	.	.	.	1	.	.	---
	SUPV2	6.0 ---	.	.	.	.	.	.	1	.	---
	OTHERS	---	---	3
21. Is an excellent listener; tries to understand each individual's point of view	REPORTS	6.4 0.8	.	.	.	.	.	1	2	4	---
	PEERS	6.0 1.0	NR	.	.	.	.	2	1	2	---
	SUPV	5.5 2.1	.	.	.	.	1	.	.	1	---
	SELF	6.0 ---	.	.	.	.	.	.	1	.	---
	SUPV2	7.0 ---	.	.	.	.	.	.	.	1	---
	OTHERS	6.3 0.6	.	.	.	.	.	.	2	1	---
30. Tries to understand individuals' personal as well as job-related development needs	REPORTS	6.0 1.2	2	.	.	.	1	.	2	2	---
	PEERS	5.8 0.4	.	.	.	.	.	1	4	.	---
	SUPV	7.0 ---	1	.	.	.	.	.	.	1	---
	SELF	6.0 ---	.	.	.	.	.	.	1	.	---
	SUPV2	6.0 ---	.	.	.	.	.	.	1	.	---
	OTHERS	5.5 0.7	1	.	.	.	.	1	1	.	---
42. Keeps coaching discussions focused and purposeful	REPORTS	6.3 1.5	.	.	.	1	.	.	1	5	---
	PEERS	6.2 0.8	.	.	.	.	.	1	2	2	---
	SUPV	6.5 0.7	.	.	.	.	.	.	1	1	---
	SELF	6.0 ---	.	.	.	.	.	.	1	.	---
	SUPV2	7.0 ---	.	.	.	.	.	.	.	1	---
	OTHERS	5.0 1.7	.	.	.	1	.	.	2	.	---
54. Coaches people on handling difficult work problems; doesn't let them feel "it can't be done"	REPORTS	6.2 0.8	1	.	.	.	.	1	3	2	---
	PEERS	6.5 0.7	3	.	.	.	.	.	1	1	---
	SUPV	7.0 ---	.	.	.	.	.	.	.	2	---
	SELF	5.0 ---	.	.	.	.	.	1	.	.	---
	SUPV2	6.0 ---	.	.	.	.	.	.	1	.	---
	OTHERS	5.5 0.7	1	.	.	.	.	1	1	.	---

Scores & Details

III. SUSTAINING THE EFFORT
E. Coaching for Teamwork

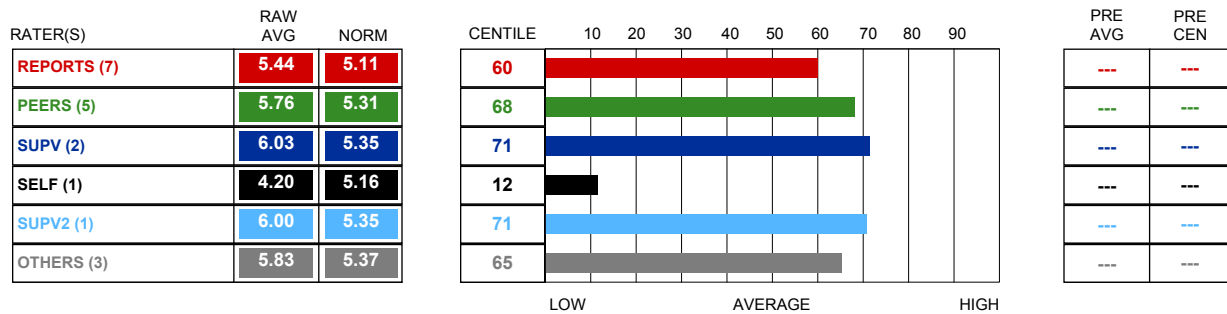
If You Score High

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

If You Score Low

If you scored very low on this dimension, you may not be adequately encouraging cooperation, teamwork, and commitment among the work group. Unless your work group is comprised of highly individualized, high technical, sole contributors whose efforts are not enhanced by teaming and cooperating with others, you probably need to increase your efforts at facilitating teamwork and cooperation.

Dimension Scores



Development Tips

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

- Encourage 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.
- 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.
- 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.
- Match team members who have specific skills with those who need to develop those skills.
- Create learning loops. Make it routine for team members to bring what they learn back to the team.
- Make it routine for individuals to make their development goals public. Then establish a system for extending support and holding each other accountable for achieving development goals.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	NR	- not rated, N/A	1 - never...	2 - almost never...	3 - sometimes...	4 - average	5 - often...	6 - almost always...	7 - always...	PRE AVG
5. Effectively gets others to help each other in their work	REPORTS	5.7 2.3	4	.	.	1	.	.	.	.	2	---
	PEERS	6.0 1.2	1	.	.	.	.	.	2	.	2	---
	SUPV	6.5 0.7	.	.	.	.	.	.	.	1	1	---
	SELF	4.0 ---	.	.	.	.	1	.	.	.	.	---
	SUPV2	6.0 ---	.	.	.	.	.	.	.	1	.	---
	OTHERS	5.0 ---	2	.	.	.	.	.	1	.	.	---
18. Successfully gets the group to work as a team	REPORTS	6.3 0.6	4	.	.	.	.	.	.	2	1	---
	PEERS	5.8 1.0	1	.	.	.	.	.	2	1	1	---
	SUPV	6.0 ---	.	.	.	.	.	.	.	2	.	---
	SELF	5.0 ---	.	.	.	.	.	.	1	.	.	---
	SUPV2	6.0 ---	.	.	.	.	.	.	.	1	.	---
	OTHERS	6.0 ---	2	.	.	.	.	.	.	1	.	---
31. Wants group members to get along well with each other	REPORTS	7.0 ---	5	.	.	.	.	.	.	.	2	---
	PEERS	5.8 0.8	.	.	.	.	.	.	2	2	1	---
	SUPV	5.5 2.1	.	.	.	.	1	.	.	.	1	---
	SELF	4.0 ---	.	.	.	.	1	.	.	.	.	---
	SUPV2	6.0 ---	.	.	.	.	.	.	.	1	.	---
	OTHERS	6.0 ---	1	.	.	.	.	.	.	2	.	---
43. Emphasizes the need for co-workers to support each other's personal improvement	REPORTS	5.3 1.5	4	.	.	.	1	1	.	.	1	---
	PEERS	5.0 ---	3	.	.	.	.	.	2	.	.	---
	SUPV	7.0 ---	1	.	.	.	.	.	.	.	1	---
	SELF	4.0 ---	.	.	.	.	1	.	.	.	.	---
	SUPV2	6.0 ---	.	.	.	.	.	.	.	1	.	---
	OTHERS	6.0 ---	2	.	.	.	.	.	.	1	.	---
55. Emphasizes the importance of getting the work group to function as a team	REPORTS	7.0 ---	5	.	.	.	.	.	.	.	2	---
	PEERS	6.0 ---	4	.	.	.	.	.	.	1	.	---
	SUPV	6.0 1.4	.	.	.	.	.	.	1	.	1	---
	SELF	4.0 ---	.	.	.	.	1	.	.	.	.	---
	SUPV2	6.0 ---	.	.	.	.	.	.	.	1	.	---
	OTHERS	6.0 ---	2	.	.	.	.	.	.	1	.	---

Scores & Details

IV. FEEDBACK F. Assessment Skills

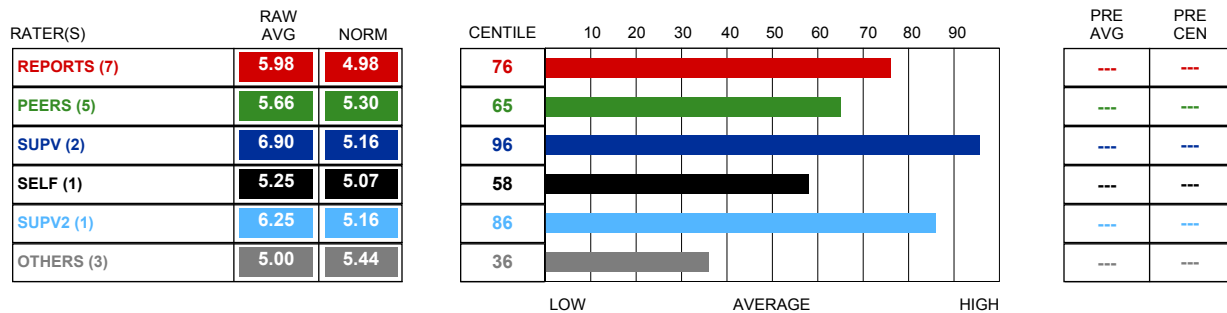
If You Score High

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 plan for evaluating output. People most likely value your feedback and find it relevant to their growth and development.

If You Score Low

If you scored very low on this dimension, one of two things may be happening. You may be avoiding giving feedback and not actively sharing your observations about performance. Or you may be providing assessments that are vague or distorted and therefore not useful. Make certain that your appraisals are honest and based on direct observation and are supported by well-defined goals, roles, and responsibilities.

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.
- 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.
- Feedback that gives people information about where they stand relative to their goals is likely to be valuable. As much as possible, keep the feedback nonjudgmental, rather than “positive” or “negative.” Avoid any tendency to lecture.
- Ask people to assess themselves for their performance review discussion and for a monthly follow-up. Ask them to lead this discussion so that they can practice doing the assessment and plan for next steps.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	NR	- not rated, N/A	1 - never...	2 - almost never...	3 - sometimes...	4 - average	5 - often...	6 - almost always...	7 - always...	PRE AVG
6. Makes sure direct reports know how he or she evaluates their work	REPORTS	5.8	0.5	3	.	.	.	.	1	3	.	---
	PEERS	5.0	---	4	.	.	.	.	1	.	.	---
	SUPV	6.0	---	1	.	.	.	.	.	1	.	---
	SELF	---	---	1	.	.	.	.	.	.	.	---
	SUPV2	5.0	---	.	.	.	.	.	1	.	.	---
	OTHERS	---	---	3	.	.	.	.	.	.	.	---
19. Gives people frank and accurate appraisals of their work	REPORTS	6.5	0.5	1	.	.	.	.	.	3	3	---
	PEERS	6.0	0.7	.	.	.	.	.	1	3	1	---
	SUPV	7.0	---	.	.	.	.	.	.	.	2	---
	SELF	6.0	---	.	.	.	.	.	.	1	.	---
	SUPV2	6.0	---	.	.	.	.	.	.	1	.	---
	OTHERS	5.0	1.4	1	.	.	.	1	.	1	.	---
32. Gives helpful, constructive, and honest critiques of people's performance	REPORTS	6.3	1.1	.	.	.	.	1	.	2	4	---
	PEERS	5.8	0.8	.	.	.	.	.	2	2	1	---
	SUPV	7.0	---	.	.	.	.	.	.	.	2	---
	SELF	5.0	---	.	.	.	.	.	1	.	.	---
	SUPV2	7.0	---	.	.	.	.	.	.	.	1	---
	OTHERS	5.0	1.7	.	.	.	1	.	.	2	.	---
44. Honestly says what he or she thinks about an individual's personal growth	REPORTS	5.9	1.1	.	.	.	.	1	1	3	2	---
	PEERS	5.0	2.0	2	.	.	1	.	1	.	1	---
	SUPV	7.0	---	.	.	.	.	.	.	.	2	---
	SELF	5.0	---	.	.	.	.	.	1	.	.	---
	SUPV2	---	---	1	.	.	.	.	.	.	.	---
	OTHERS	4.0	1.4	1	.	.	1	.	1	.	.	---
56. Gives honest opinions of individuals' growth in their careers	REPORTS	5.8	0.4	1	.	.	.	.	1	5	.	---
	PEERS	5.8	1.0	1	.	.	.	.	2	1	1	---
	SUPV	7.0	---	1	.	.	.	.	.	.	1	---
	SELF	5.0	---	.	.	.	.	.	1	.	.	---
	SUPV2	7.0	---	.	.	.	.	.	.	.	1	---
	OTHERS	5.0	1.0	.	.	.	.	1	1	1	.	---

Scores & Details

IV. FEEDBACK

G. Defensiveness (*)**

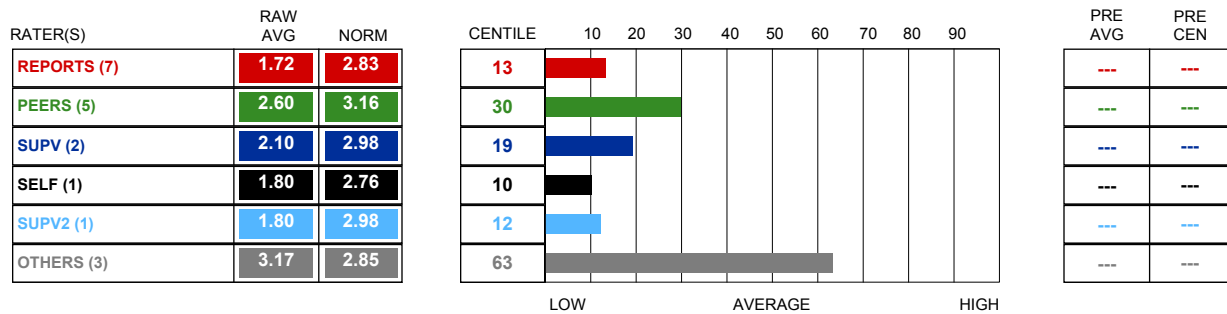
If You Score High

If you scored high on this dimension, you may be responding inappropriately to your team members' performance problems. Check to see whether performance problems could be due to inadequate training or some other problem that can be easily rectified. Listen carefully to the reasons given for poor performance. Additional coaching is often more effective than blaming or criticism.

If You Score Low

If you scored very low on this dimension, you could be too soft, or even casual, about achieving goals. Sometimes pressure can be motivating, as long as it is not linked with blaming and personal criticism. Accepting performance problems is not helpful for anyone. Increased focus on establishing clear expectations, coupled with coaching or training related to performance problems, may be in order.

Dimension Scores



Development Tips

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

- 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 team members 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.
- When team members make a mistake on an assignment, first ask yourself if they have the proper training to complete the assignment. If not, make sure they receive the appropriate training, whether you provide it or someone else does. If you aren't sure, ask the person what kind of training they need. Before criticizing team members for poor performance, make sure they have had adequate training to properly complete the assignment.
- Address the issues of your problem performers straightforwardly in a private meeting. Develop plans for improvement, and let them know the consequences if they don't improve. Work to be objective rather than judgmental. Monitor progress on a regular basis.
- 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.
- Establish the expectation that you want to hear about problems before they mushroom. When team members tell you about problems, concentrate on how they plan to handle them. Do not criticize the employee or try to solve the problem yourself.

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		
7. Occasionally criticizes the work of people who have not been adequately trained	REPORTS	2.8	2.2	3	1	2	.	.	.	1	.	---
	PEERS	3.2	2.2	.	2	.	.	2	.	1	.	---
	SUPV	4.0	4.2	.	1	.	.	.	.	.	1	---
	SELF	2.0	---	.	.	1	.	.	.	.	.	---
	SUPV2	2.0	---	.	.	1	.	.	.	.	.	---
	OTHERS	5.0	1.4	1	.	.	.	1	.	1	.	---
20. Gets upset if a person tries to offer an explanation for a performance shortfall	REPORTS	1.0	---	4	3	.	.	.	.	.	.	---
	PEERS	2.0	1.4	1	2	1	.	1	.	.	.	---
	SUPV	2.0	1.4	.	1	.	1	.	.	.	.	---
	SELF	2.0	---	.	.	1	.	.	.	.	.	---
	SUPV2	1.0	---	.	1	.	.	.	.	.	.	---
	OTHERS	---	---	3	.	.	.	.	.	.	.	---
33. Says poor performance is due to lack of motivation when someone makes a mistake	REPORTS	---	---	7	.	.	.	.	.	.	.	---
	PEERS	3.0	1.4	3	.	1	.	1	.	.	.	---
	SUPV	2.0	1.4	.	1	.	1	.	.	.	.	---
	SELF	2.0	---	.	.	1	.	.	.	.	.	---
	SUPV2	2.0	---	.	.	1	.	.	.	.	.	---
	OTHERS	1.0	---	2	1	.	.	.	.	.	.	---
45. Sometimes demands performance improvements without determining how to make them	REPORTS	1.0	---	5	2	.	.	.	.	.	.	---
	PEERS	1.5	0.7	3	1	1	.	.	.	.	.	---
	SUPV	1.0	---	.	2	.	.	.	.	.	.	---
	SELF	1.0	---	.	1	.	.	.	.	.	.	---
	SUPV2	2.0	---	.	.	1	.	.	.	.	.	---
	OTHERS	---	---	3	.	.	.	.	.	.	.	---
57. Expects people to perform well without adequate training	REPORTS	1.5	0.7	5	1	1	.	.	.	.	.	---
	PEERS	2.7	2.1	2	1	1	.	.	1	.	.	---
	SUPV	2.0	---	1	.	1	.	.	.	.	.	---
	SELF	2.0	---	.	.	1	.	.	.	.	.	---
	SUPV2	2.0	---	.	.	1	.	.	.	.	.	---
	OTHERS	1.0	---	1	2	.	.	.	.	.	.	---

Scores & Details

V. MONITORING AND ADJUSTING
H. Control of Performance (*)**

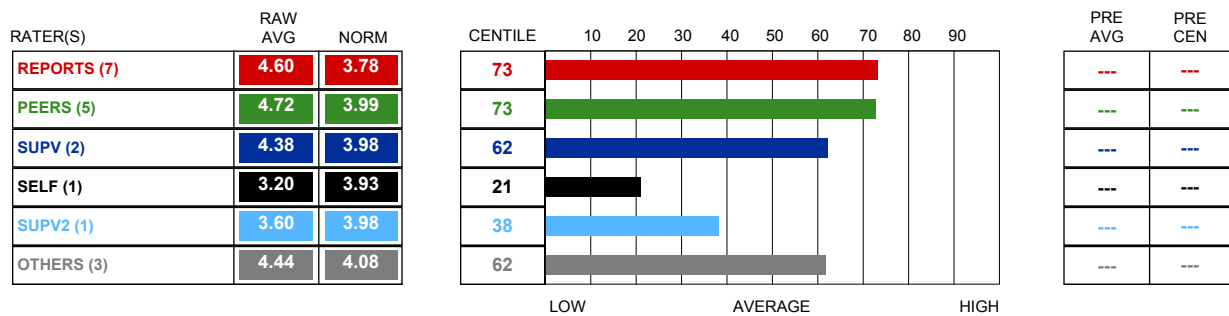
If You Score High

If you scored high on this dimension, you may be too involved in the details of your projects or too controlling of those who should be attending to the details. There is an importance distinction between monitoring and tracking the details vs. closely directing and telling people how to do each task. This distinction will be crucial when supervising a new or inexperienced team as opposed to a team with a high level of expertise. Make sure you distinguish between the needs of your team members for supervision and your own desire to be involved in the details.

If You Score Low

If you scored very low on this dimension, you may be too distant from the details of the work. Are you getting blindsided frequently by missed details? Or are you managing a highly skilled team that is familiar with the tasks and skillfully manages the details of their projects? Calibrate this score with a real-time analysis of you and your work group. If others are tending to the details, a low score may be appropriate, but make sure that you are aware of and monitoring the essential details of your projects.

Dimension Scores



Development Tips

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

- When you establish yearly goals with your team members, ask them the level of involvement they want from you. Ask what you can do to be most helpful. Then follow through with their request whenever possible.
- When determining the amount of latitude to give to a team member, consider his or her experience and motivation. For example, give more latitude to a person who is highly skilled and motivated in a particular area. Conversely, individuals learning a new skill will likely benefit from closer guidance.
- Let your group members go forward with their ideas unless you have a major problem with their plans. Keep in mind that learning from mistakes is one of the most effective and common ways for people to develop.
- Learn the difference between holding people accountable and micromanaging. Focus on results, not on whether they are achieved in exactly the same way you would achieve them.
- Don't micromanage, even new people. Instead, train people, break work down into manageable steps that they can handle successfully, and establish checkpoints.
- 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.

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		
8. Keeps close track of each person's performance	REPORTS	6.0	0.8	3	.	.	.	.	1	2	1	---
	PEERS	5.0	1.4	3	.	.	.	1	.	1	.	---
	SUPV	7.0	---	1	.	.	.	.	.	.	1	---
	SELF	4.0	---	.	.	.	.	1	.	.	.	---
	SUPV2	5.0	---	.	.	.	.	.	1	.	.	---
	OTHERS	4.5	0.7	1	.	.	.	1	1	.	.	---
22. Checks on the details of each job assignment	REPORTS	6.2	0.4	2	.	.	.	.	.	4	1	---
	PEERS	6.5	0.7	3	.	.	.	.	.	1	1	---
	SUPV	6.0	1.4	.	.	.	.	.	1	.	1	---
	SELF	4.0	---	.	.	.	.	1	.	.	.	---
	SUPV2	6.0	---	.	.	.	.	.	.	1	.	---
	OTHERS	4.5	0.7	1	.	.	.	1	1	.	.	---
34. Supervises direct reports very closely	REPORTS	6.0	---	6	.	.	.	.	.	1	.	---
	PEERS	5.0	---	4	.	.	.	.	1	.	.	---
	SUPV	4.0	2.8	.	.	1	.	.	.	1	.	---
	SELF	4.0	---	.	.	.	.	1	.	.	.	---
	SUPV2	3.0	---	.	.	.	1	.	.	.	.	---
	OTHERS	---	---	3	.	.	.	.	.	.	.	---
46. Tells each person not only what to do, but how to do it	REPORTS	2.3	2.5	3	3	.	.	.	.	1	.	---
	PEERS	1.5	0.7	3	1	1	.	.	.	.	.	---
	SUPV	3.5	3.5	.	1	.	.	.	.	1	.	---
	SELF	2.0	---	.	.	1	.	.	.	.	.	---
	SUPV2	2.0	---	.	.	1	.	.	.	.	.	---
	OTHERS	4.0	---	2	.	.	.	1	.	.	.	---
58. Closely directs people in the performance of each task	REPORTS	3.5	2.1	5	.	1	.	.	1	.	.	---
	PEERS	6.0	---	3	.	.	.	.	.	2	.	---
	SUPV	3.5	3.5	.	1	.	.	.	.	1	.	---
	SELF	2.0	---	.	.	1	.	.	.	.	.	---
	SUPV2	2.0	---	.	.	1	.	.	.	.	.	---
	OTHERS	---	---	3	.	.	.	.	.	.	.	---

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				
9. Shares credit for successes with those who are responsible	REPORTS	6.3	0.5	3	.	.	.	.	3	1	---
	PEERS	6.0	1.4	.	.	.	1	1	.	3	---	
	SUPV	6.0	1.4	.	.	.	.	1	.	1	---
	SELF	5.0	---	.	.	.	.	1	.	.	---
	SUPV2	6.0	---	.	.	.	.	.	1	.	---
	OTHERS	5.0	---	1	.	.	.	2	.	.	---	
23. Expresses appreciation for good performance	REPORTS	6.0	0.6	1	.	.	.	1	4	1	---	
	PEERS	5.5	0.6	1	.	.	.	2	2	.	---	
	SUPV	6.0	1.4	.	.	.	.	1	.	1	---
	SELF	3.0	---	.	.	1	.	.	.	.	---
	SUPV2	5.0	---	.	.	.	.	1	.	.	---
	OTHERS	5.3	1.5	.	.	.	1	1	.	1	---	
35. Makes it a point to acknowledge individuals' progress toward their development goals	REPORTS	5.7	1.3	.	.	.	1	.	5	1	---	
	PEERS	6.3	0.5	1	.	.	.	.	3	1	---
	SUPV	6.0	1.4	.	.	.	.	1	.	1	---
	SELF	5.0	---	.	.	.	.	1	.	.	---
	SUPV2	5.0	---	.	.	.	.	1	.	.	---
	OTHERS	6.0	---	2	.	.	.	.	1	.	---
47. Compliments people if they show improvement in their performance	REPORTS	5.3	1.3	.	.	.	1	.	3	2	1	---
	PEERS	6.0	0.8	1	1	2	1	---
	SUPV	6.0	1.4	1	.	1	---
	SELF	5.0	---	1	.	.	---
	SUPV2	6.0	---	1	.	---
	OTHERS	5.0	1.4	1	.	.	.	1	.	1	.	---
59. Freely identifies and recognizes people for good performance	REPORTS	6.3	0.5	3	.	.	.	.	3	1	---
	PEERS	5.5	0.7	3	.	.	.	.	1	1	---
	SUPV	7.0	---	.	.	.	.	.	.	2	---
	SELF	5.0	---	.	.	.	.	.	1	.	---
	SUPV2	6.0	---	.	.	.	.	.	.	1	---
	OTHERS	5.0	1.4	1	.	.	.	1	.	1	.	---

Scores & Details

OTC. OUTCOMES

J. Approachability

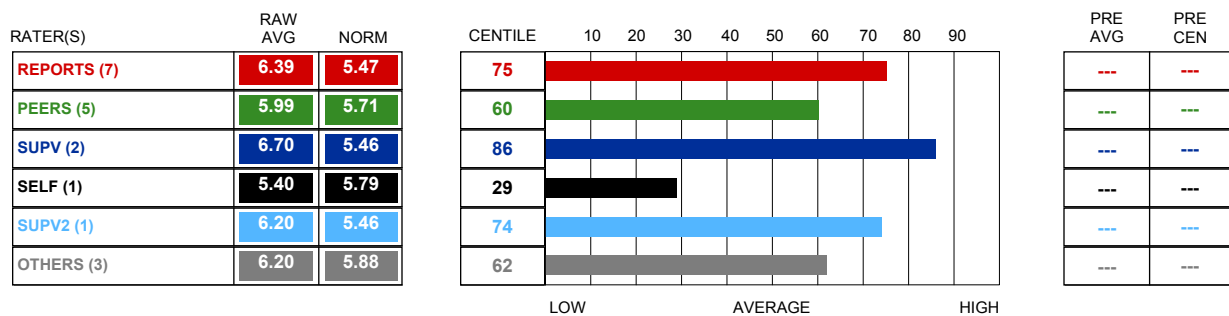
If You Score High

If you scored high on this dimension, you are probably perceived to be interested in people and open to hearing about their problems, both personal and professional. Your team members are probably relaxed when you are around, and they value your counsel and experience.

If You Score Low

If you scored high on this dimension, you are probably perceived to be interested in people and open to hearing about their problems, both personal and professional. Your team members are probably relaxed when you are around, and they value your counsel and experience.

Dimension Scores



Development Tips

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

- Evaluate how you view people who disagree with you. Do you try to understand the basis for their views? Do you ask questions respectfully? Do you work toward mutual understanding, or simply try to convince them that you are right?
- Analyze what percentage of time you spend listening as opposed to talking in interactions. You should spend more time listening than speaking. If this is a problem for you, practice listening carefully instead of thinking about how you are going to respond. Only after the person has stopped talking should you begin composing your response.
- Assess your decision-making style and pay attention to the extent to which you solicit others' ideas. Look for opportunities to use a more participative approach.
- The next time you find yourself becoming angry or upset, force yourself to take a break and spend a few minutes thinking about why you are angry. You may find that your emotional response is not really coming from the immediate situation, but from a different issue altogether. Understanding allows you to appropriately respond to the situation rather than to react emotionally to it.
- Get to know your team members as individuals. Know what their lives are like outside of work, and take an interest in how things are going. Attend the organization's social events, and make other opportunities to socialize with your staff outside of work. These actions will make it much easier for people to approach you with problems or concerns at work.

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. Is easy to approach and communicate with	REPORTS 6.6 0.5	. . . . . 3 4	---							
	PEERS 5.8 1.1	. . . . 1 3 1	---							
	SUPV 7.0 ---	. . . . . . 2	---							
	SELF 6.0 ---	. . . . . 1 .	---							
	SUPV2 7.0 ---	. . . . . . 1	---							
	OTHERS 6.3 0.6	. . . . . 2 1	---							
24. Sincerely wants people to feel free to say what they think	REPORTS 6.6 0.8	. . . . . 1 1 5	---							
	PEERS 6.2 0.8	. . . . . 1 2 2	---							
	SUPV 6.5 0.7	. . . . . 1 1	---							
	SELF 5.0 ---	. . . . . 1 . .	---							
	SUPV2 6.0 ---	. . . . . 1 .	---							
	OTHERS 6.5 0.7	1 1 1	---								
36. Freely responds to a request for advice and counsel	REPORTS 6.2 1.2	1 1 . 2 3	---								
	PEERS 6.0 1.7	. . . . 1 . . 1 3	---							
	SUPV 7.0 ---	. . . . . . . 2	---							
	SELF 5.0 ---	. . . . . 1 . .	---							
	SUPV2 5.0 ---	. . . . . 1 . .	---							
	OTHERS 6.0 ---	. . . . . . 3 .	---							
48. Makes it easy for people to say what is on their minds	REPORTS 6.4 0.8	. . . . . 1 2 4	---							
	PEERS 6.0 0.7	. . . . . 1 3 1	---							
	SUPV 6.5 0.7	. . . . . . 1 1	---							
	SELF 5.0 ---	. . . . . 1 . .	---							
	SUPV2 6.0 ---	. . . . . . 1 .	---							
	OTHERS 6.3 0.6	. . . . . . 2 1	---							
60. Is easy to talk to about personal as well as work problems	REPORTS 6.0 0.9	1 2 2 2	---								
	PEERS 6.0 ---	1 4 .	---								
	SUPV 6.5 0.7	. . . . . . 1 1	---							
	SELF 6.0 ---	. . . . . 1 .	---							
	SUPV2 7.0 ---	. . . . . . 1	---							
	OTHERS 6.0 1.0	. . . . . 1 1 1	---							

Scores & Details

OTC. OUTCOMES

K. Trust

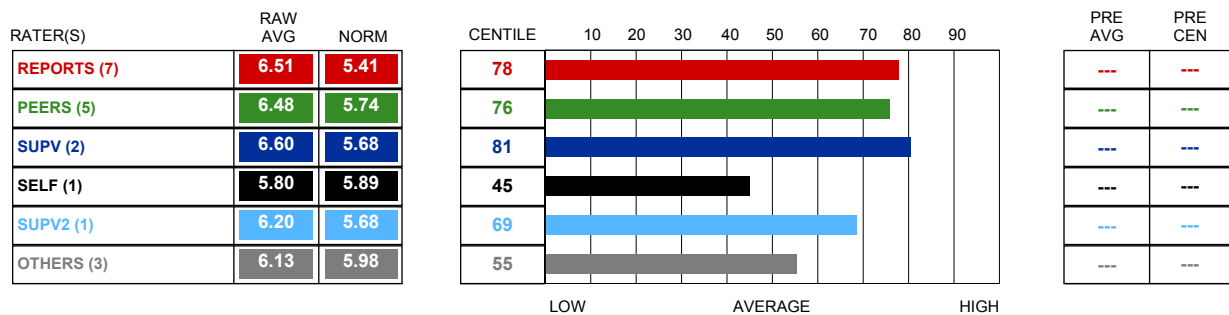
If You Score High

If you scored high on this dimension, you are probably trusted. You are perceived to do what you say you will do, to make ethical decisions, and can be counted on to display integrity in all that you do. People most likely respect you for being fair and objective and demonstrating a commitment to excellence.

If You Score Low

If you scored very low on this dimension, you may be perceived as being inconsistent, not speaking frankly and honestly, or as having questionable ethics. Small deviations from complete honesty and integrity are often magnified and remembered for a long time. You may need to work harder to be perceived as completely trustworthy.

Dimension Scores



Development Tips

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

- Do not promise or commit (including to deadlines) unless you will be able to honor the commitment. Consistently follow through on commitments.
- If you have lost trust and do not know what you did, ask. Listen carefully to what is said, without arguing or trying to defend yourself. After you fully understand what you did that came across in a way you did not intend, you can begin to develop a strategy to make it right.
- Don't give tough messages or express negative emotions via e-mail or voice mail.
- Make sure your message is consistent. Avoid saying different things to different audiences.
- Don't promise confidentiality if you aren't certain you can or should keep the information private.
- Take an active role in establishing a climate that encourages a respectful exchange of ideas, debate on issues, and constructive criticism.
- Do not promise other people's time or resources without first getting their approval.
- Make sure you are not manipulating people or creating a climate of mistrust around you. In particular, don't use information unfairly to gain advantage.

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	
11. Is trusted by people in the work group	REPORTS 6.5	0.5	1	.	.	.	.	.	3	3	---
	PEERS 6.6	0.5	.	.	.	.	.	.	2	3	---
	SUPV 5.5	2.1	.	.	.	.	1	.	.	1	---
	SELF 5.0	---	.	.	.	.	.	1	.	.	---
	SUPV2 7.0	---	.	.	.	.	.	.	.	1	---
	OTHERS 6.0	---	2	.	.	.	.	.	1	.	---
25. Is credible when she or he offers suggestions and advice	REPORTS 6.6	0.8	.	.	.	.	.	1	1	5	---
	PEERS 5.8	0.8	.	.	.	.	.	2	2	1	---
	SUPV 6.5	0.7	.	.	.	.	.	.	1	1	---
	SELF 6.0	---	.	.	.	.	.	.	1	.	---
	SUPV2 6.0	---	.	.	.	.	.	.	1	.	---
	OTHERS 6.0	---	1	.	.	.	.	.	2	.	---
37. Is dependable in fulfilling commitments	REPORTS 6.6	0.8	.	.	.	.	.	1	1	5	---
	PEERS 6.8	0.4	.	.	.	.	.	.	1	4	---
	SUPV 7.0	---	.	.	.	.	.	.	.	2	---
	SELF 6.0	---	.	.	.	.	.	.	1	.	---
	SUPV2 6.0	---	.	.	.	.	.	.	1	.	---
	OTHERS 7.0	---	1	.	.	.	.	.	.	2	---
49. Is open and honest in dealing with people	REPORTS 6.6	0.8	.	.	.	.	.	1	1	5	---
	PEERS 6.4	0.9	.	.	.	.	.	1	1	3	---
	SUPV 7.0	---	.	.	.	.	.	.	.	2	---
	SELF 6.0	---	.	.	.	.	.	.	1	.	---
	SUPV2 6.0	---	.	.	.	.	.	.	1	.	---
	OTHERS 5.3	1.2	.	.	.	.	1	.	2	.	---
61. Can be trusted to do what he or she says will be done	REPORTS 6.6	0.8	.	.	.	.	.	1	1	5	---
	PEERS 6.8	0.4	.	.	.	.	.	.	1	4	---
	SUPV 7.0	---	.	.	.	.	.	.	.	2	---
	SELF 6.0	---	.	.	.	.	.	.	1	.	---
	SUPV2 6.0	---	.	.	.	.	.	.	1	.	---
	OTHERS 6.7	0.6	.	.	.	.	.	.	1	2	---

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD								PRE AVG	
			NR	1 - never...	2 - almost never...	3 - sometimes...	4 - average	5 - often...	6 - almost always...		7 - always...
12. Coaches effectively so that most of his or her direct reports perform their jobs well	REPORTS	6.0 1.2	2	.	.	.	1	.	2	2	---
	PEERS	6.0 ---	2	.	.	.	.	.	3	.	---
	SUPV	6.0 ---	.	.	.	.	.	.	2	.	---
	SELF	6.0 ---	.	.	.	.	.	.	1	.	---
	SUPV2	6.0 ---	.	.	.	.	.	.	1	.	---
	OTHERS	---	---	3
17. Provides coaching and counseling that enables people to develop themselves	REPORTS	6.3 1.1	.	.	.	.	1	.	2	4	---
	PEERS	6.6 0.5	.	.	.	.	.	.	2	3	---
	SUPV	7.0 ---	.	.	.	.	.	.	.	2	---
	SELF	6.0 ---	.	.	.	.	.	.	1	.	---
	SUPV2	7.0 ---	.	.	.	.	.	.	.	1	---
	OTHERS	5.3 1.2	.	.	.	.	1	.	2	.	---
26. Motivates members of the work group by the quality of her or his coaching	REPORTS	5.6 1.1	2	.	.	.	1	1	2	1	---
	PEERS	6.7 0.6	2	.	.	.	.	.	1	2	---
	SUPV	6.5 0.7	.	.	.	.	.	.	1	1	---
	SELF	5.0 ---	.	.	.	.	.	1	.	.	---
	SUPV2	6.0 ---	.	.	.	.	.	.	1	.	---
	OTHERS	6.0 ---	2	1	.
38. Is considered quite capable as an instructor and coach	REPORTS	6.7 0.8	1	.	.	.	.	1	.	5	---
	PEERS	6.6 0.5	.	.	.	.	.	.	2	3	---
	SUPV	7.0 ---	.	.	.	.	.	.	.	2	---
	SELF	7.0 ---	.	.	.	.	.	.	.	1	---
	SUPV2	7.0 ---	.	.	.	.	.	.	.	1	---
	OTHERS	6.0 1.4	1	.	.	.	.	1	.	1	---
50. Makes individuals better performers through effective coaching	REPORTS	6.3 1.2	1	.	.	.	1	.	1	4	---
	PEERS	6.2 0.8	.	.	.	.	.	1	2	2	---
	SUPV	7.0 ---	1	.	.	.	.	.	.	1	---
	SELF	7.0 ---	.	.	.	.	.	.	.	1	---
	SUPV2	7.0 ---	.	.	.	.	.	.	.	1	---
	OTHERS	6.0 ---	1	.	.	.	.	.	2	.	---
62. Is highly competent as a personal coach	REPORTS	6.6 0.8	.	.	.	.	.	1	1	5	---
	PEERS	6.4 0.9	.	.	.	.	.	1	1	3	---
	SUPV	7.0 ---	1	.	.	.	.	.	.	1	---
	SELF	6.0 ---	.	.	.	.	.	.	1	.	---
	SUPV2	7.0 ---	.	.	.	.	.	.	.	1	---
	OTHERS	6.3 0.6	.	.	.	.	.	.	2	1	---

Scores & Details

OPEN-ENDED COMMENTS

What does this person do that should be continued?

Reports

- ▶ Michael is a great encourager as an instructor; even when students may struggle he encourages in a way to keep them moving forward and not quitting.
He maintains a high interest in his students--you can just feel that he cares and wants us to succeed as coaches.
- ▶ Dr. Marx is a great listener, passionate about coaching, and more than willing to establish long-standing relationships for the purpose of individual development.
- ▶ His direct communication is amazing. This is so helpful.
- ▶ Share his wisdom with others. Encouraging others. Michael has a great way on pushing and stretching me as a client. He is very understanding and non judging.
- ▶ Is genuine in his approach. Bring a professional and calm presence to the coaching session which allows the client to move outside of their comfort zone and be challenged but still feel that the coach truly has the clients best interests at heart.
- ▶ Dr. Marx is an excellent coach, patient, and effectively elicits wisdom with skill and respect for the client's individuality.
- ▶ *Survey received; no comment provided.*

Peers

- ▶ Sticks to high principles and values and encourages others to do the same. Keeps his word and follows through on his assigned tasks.
- ▶ *Survey received; no comment provided.*
- ▶ approachable
personable
- ▶ *Survey received; no comment provided.*
- ▶ n/a

Supv

- ▶ Very high quality of coaching work, very honest and reliable. Always has a very good insight into the unit's work and functionality.
- ▶ *Survey received; no comment provided.*

Self

- ▶ self-evaluation

Supv2

- ▶ no comment

Others

- ▶ Ease of manner that makes people comfortable to talk with him.
- ▶ Stay open minded.
- ▶ Asks clarifying questions until he understands what the person means.

Scores & Details

OPEN-ENDED COMMENTS

What should this person do to be more effective?

Reports

- ▶ Sometimes his explanations of material isn't crystal clear. It would be helpful to ask if there are questions about what he just taught/ this brings the introverts into the conversation better. The extroverts always speak up, the introverts don't.
- ▶ *Survey received; no comment provided.*
- ▶ Not sure?
- ▶ *Survey received; no comment provided.*
- ▶ Dr. Marx could improve on focusing on the task of coaching slightly more in the conversational balance between coaching/mentoring.
- ▶ *Survey received; no comment provided.*
- ▶ Be a bit more empathetic.

Peers

- ▶ n/a
- ▶ *Survey received; no comment provided.*
- ▶ Keep serious matters serious, allowing people under his instruction to take serious matters serious. It is not always helpful to provide levity to a serious matter just to make the person or people feel better about it.
- ▶ *Survey received; no comment provided.*
- ▶ n/a

Supv

- ▶ Listen even more closely to the individual.
- ▶ *Survey received; no comment provided.*

Self

- ▶ self-evaluation

Supv2

- ▶ no comment

Others

- ▶ More critics when things are not well.
- ▶ *Survey received; no comment provided.*
- ▶ *Survey received; no comment provided.*

Scores & Details

OPEN-ENDED COMMENTS

What does this person do that should be stopped?

Reports

- ▶ Nothing.
- ▶ *Survey received; no comment provided.*
- ▶ Nothing
- ▶ Nothing
- ▶ There is nothing that comes to mind that Dr. Marx does that should be stopped.
- ▶ *Survey received; no comment provided.*
- ▶ *Survey received; no comment provided.*

Peers

- ▶ Going on tangents during a serious conversation. Does not happen often, but when it does, it is at inopportune times in the conversation or instruction.
- ▶ *Survey received; no comment provided.*
- ▶ *Survey received; no comment provided.*
- ▶ n/a
- ▶ n/a

Supv

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

Self

- ▶ self-evaluation

Supv2

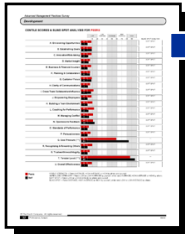
- ▶ no comment

Others

- ▶ Nothing.
- ▶ *Survey received; no comment provided.*
- ▶ *Survey received; no comment provided.*

Development

How do I create a plan to improve?



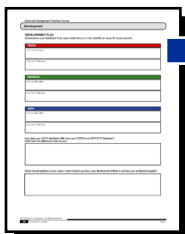
CENTILE SCORES AND BLIND SPOT ANALYSIS

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.

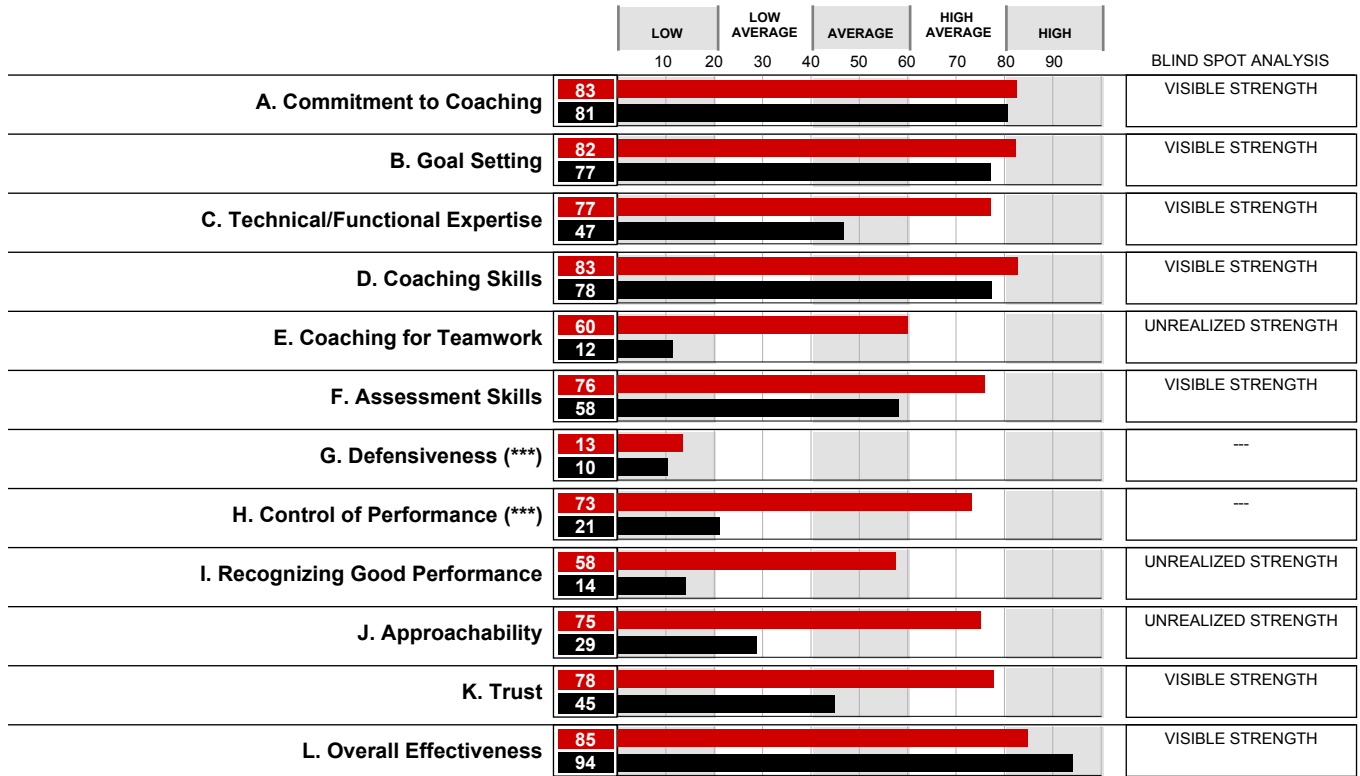


DEVELOPMENT PLAN TEMPLATE

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

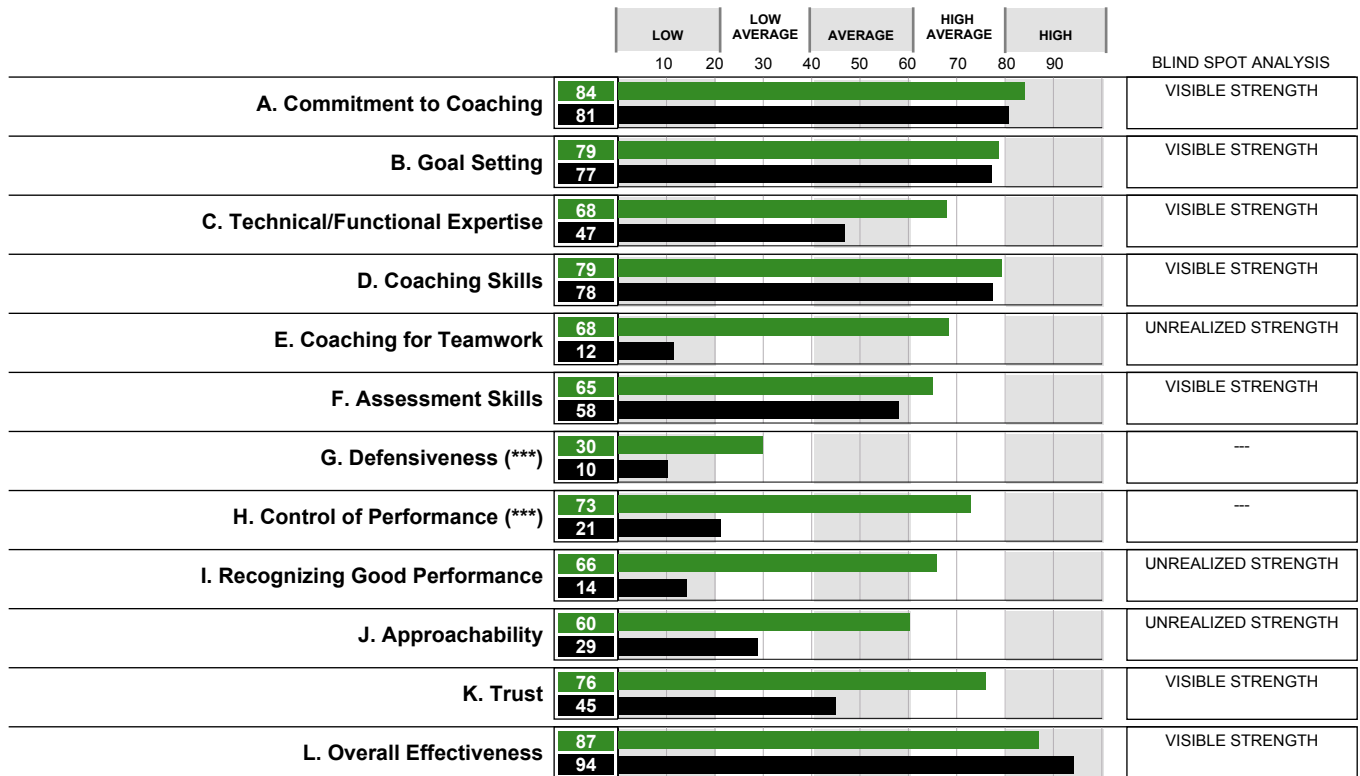


■ **Reports**
■ **Self**

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

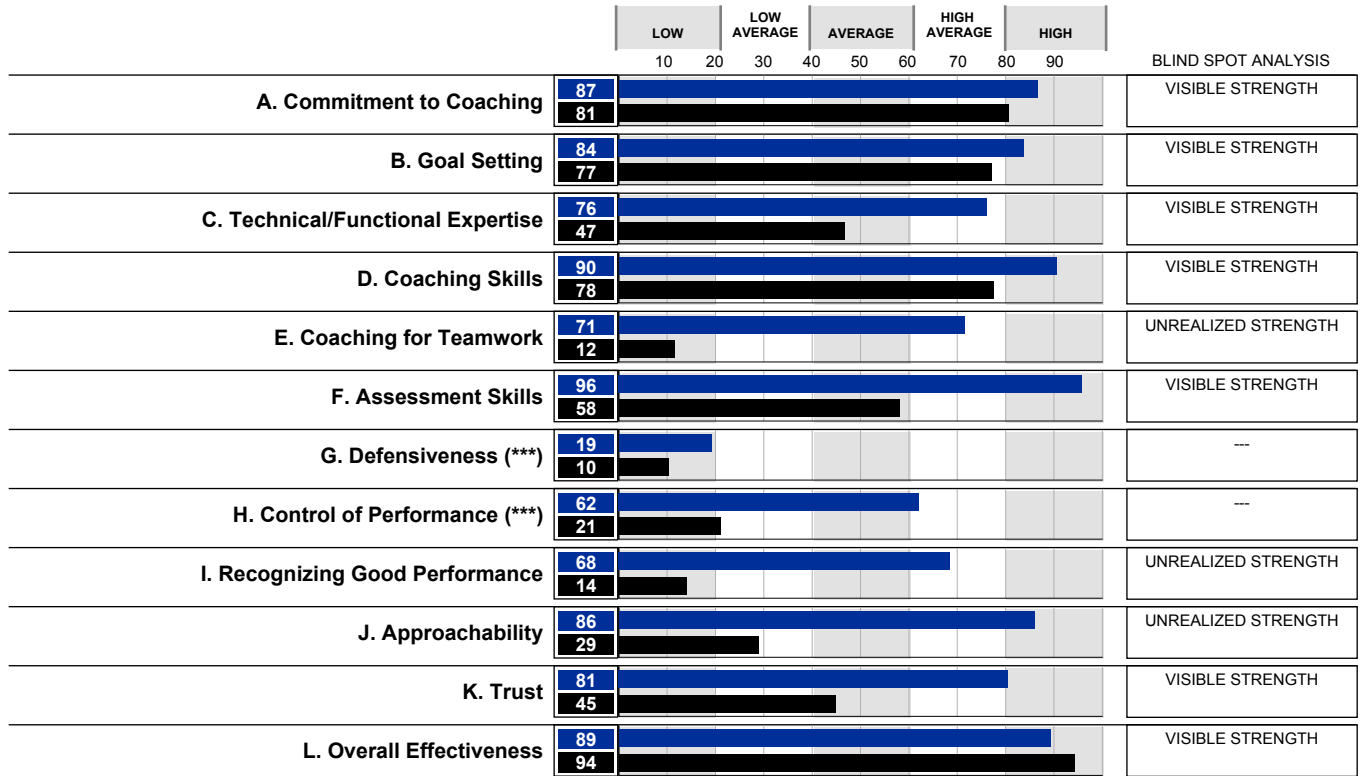


Peers
 Self

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

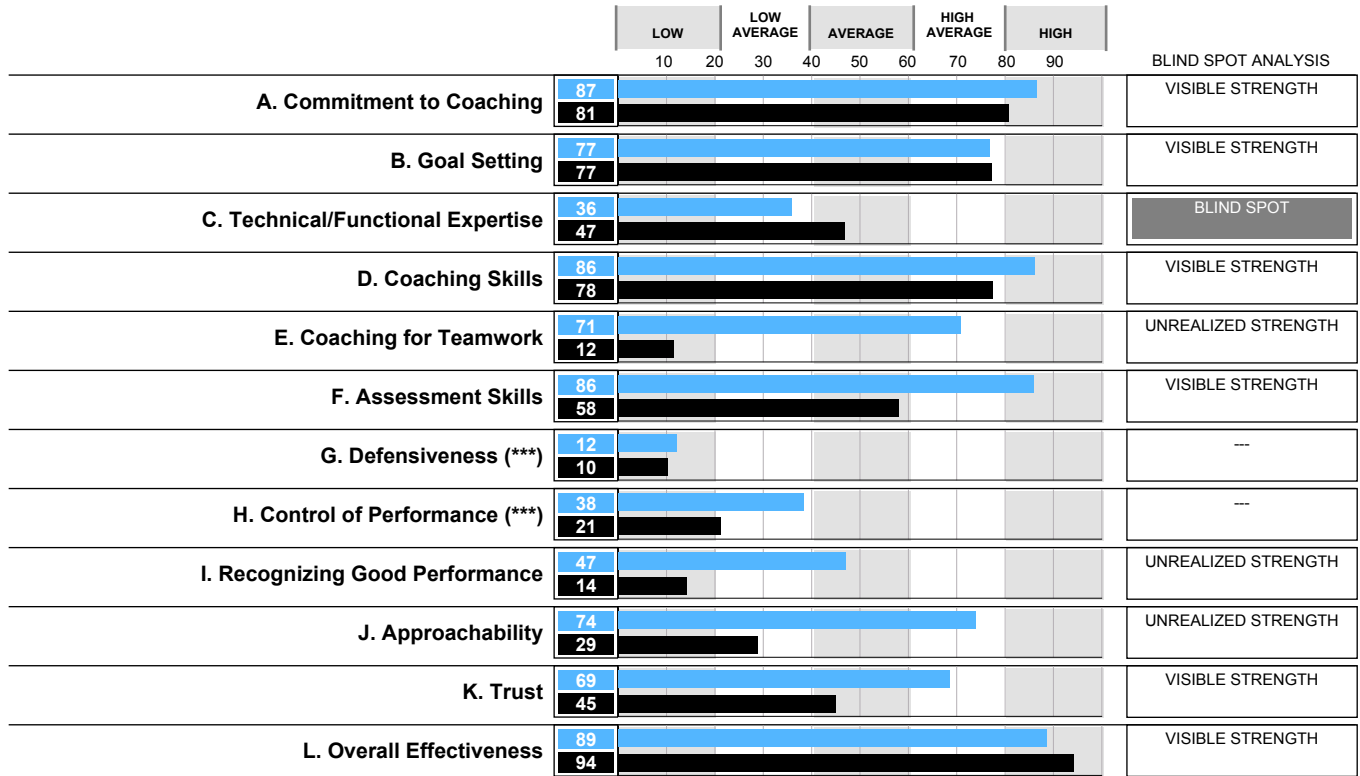


Supv
Self

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

CENTILE SCORES & BLIND SPOT ANALYSIS FOR SUPV2

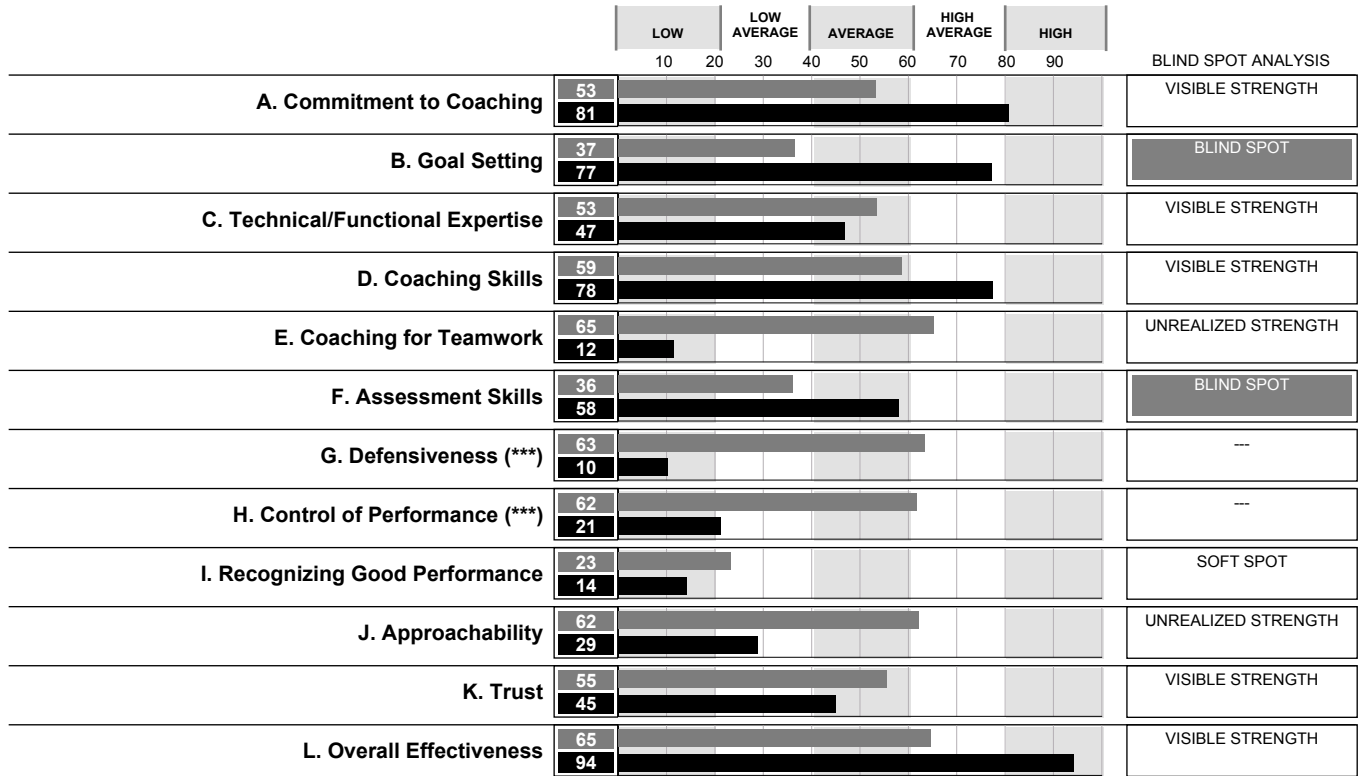


Supv2
 Self

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 OTHERS



Others
 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

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?