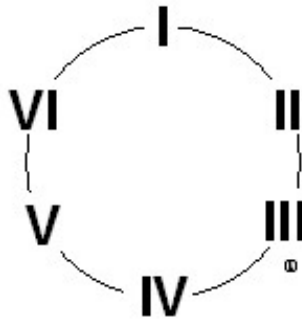


Confidential Feedback Report

Sample Leader--Partial Report

Leadership Competencies for Managers

Daniel Booth, Ed.D., Paul Connolly, Ph. D., Richard Dowall, Ed.D., Clark L. Wilson, Ph. D.



Task-Cycle® Skills

- I. Establishing the Purpose
- II. Laying the Foundation
- III. Sustaining the Effort
- IV. Feedback
- V. Driving Toward Success
- VI. Recognition

This partial report is based on a total of 16 responses.

Self	1
Supervisor	1
Peer	6
Direct Reports	6
Familiar	2

Confidential Feedback Report

Sample Leader, Partial Report

Table of Contents

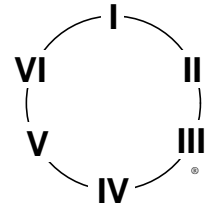
Overview	3
Understanding Your Feedback	4
Centile Highlights	7
Inventory of Strengths and Soft Spots	8
Plot of Centile Rank	9
Detail of Results	10
Plot of Raw Score Average	44
Highest Rated Questions	45
Lowest Rated Questions	50
Open-Ended Comments	55
Development Planning	58
Additional Resources	61

The Leader in Competency-Based Development since 1973.

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Overview



Introduction

This is your Feedback Report generated from your co-worker ratings from the survey entitled Leadership Competencies for Managers. The feedback contained in this report will help you identify your strengths as a leader, as well as the areas you need to develop. Comparing your own self-assessments in these areas to your ratings by others is the first, critical step in your developmental journey. The increased self-awareness that comes from learning how you are perceived by others may also help avoid "derailment" in your career.

Navigating this Report

Your Feedback Report is organized in sections, which address your ratings from different viewpoints.

One section, which constitutes the majority of the report, is called UNDERSTANDING YOUR FEEDBACK. This section contains the data from the completed surveys organized by the phases and dimensions of the Leadership Task•Cycle. The rich detail presented in graphs, tables, and narrative formats is best understood by first skimming through the entire section and reading the narrative portions, which explain how the dimensions are linked. After skimming the entire section, return to the first dimension and review your data in more depth. Explanatory statements and tips throughout the report help guide your understanding of the results. Suggestions for development are included throughout the report. If your ratings are below Average, you may want to note these suggestions.

Another section is called DEVELOPMENT PLANNING. An Individual Action Plan and exercises in this section help you incorporate what you have learned in your feedback into a development plan. A listing of Additional Resources for development completes this section.

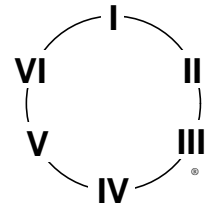
Before You Start

To prepare yourself to receive feedback, take a moment to think about your present job, the people with whom you work, and the environment in which you work. This is the context in which your feedback has been given. Briefly answer the following questions:

Are you as effective in your job as you would like to be? Explain.

What are your career goals? (Over the next 3 - 5 years.)

Understanding Your Feedback



The data are presented after some introductory material and definitions, first in overview formats and then in more detail.

Introduction

- Overview of Results consists of a plot and two tables showing your dimension ratings;
- Detail of Results is the full presentation of your ratings on each item in every dimension. Tips and suggestions for action planning are included with each dimension.

The Leadership Task•Cycle®

Leadership Competencies for Managers asked questions about the extent to which you demonstrate the skills that are essential in good leadership, and you were rated in these skills by your co-workers.

Effective leadership is a mix of personal attributes and management skill, enabling leaders to bring positive change to the organization and the people with whom they work. At the core of leadership is a vision, which can be motivating to others and capable of generating creative problem-solving. A good leader is a bold and courageous person who can implement new plans with authority.

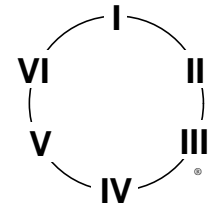
Leadership can be learned, and to assist you in that learning we have developed a model known as the Leadership Task•Cycle. This model places the skills in a priority sequence that supports the development of leadership skills. By improving scores in the sequence laid out by the Task•Cycle, you will build a more balanced leadership profile.

The six sequential phases of the Leadership Task•Cycle are:

- I. Establishing the Purpose
- II. Laying the Foundation
- III. Sustaining the Effort
- IV. Feedback
- V. Driving Toward Success
- VI. Recognition

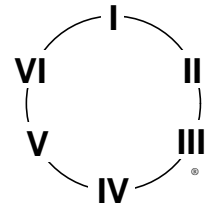
Notice the logic of the I - VI sequence. First you start with the impulse to make change (I), which sets your direction. Next you prepare your group for change (II). Then you enlist the support of your workers (III), keeping aware of how others perceive your efforts (IV). You must motivate people and show personal energy (V), and finally, you must acknowledge the effort that has been put forward by others to achieve the goals (VI).

Key Concepts and Definitions



- Introduction** You will encounter certain concepts in this feedback report that are important for understanding your profile.
- Task•Cycle Skills & Residual Impact** All twenty-three dimensions in your report are organized into two major sections. Task•Cycle Skills is the first section and includes Phases I through VI, Dimensions (A) through (Q). These are the fundamental dimensions of leadership. The Residual Impact section shows the effect your Task•Cycle skills have on your group. In other words, your individual skills have an impact on the people around you and the broader environment.
- Balance** A balanced profile is one where the scores on all the dimensions are at Average or above. Some of your scores may be high while others may be below Average. The goal is to bring your low scores up to at least the Average range.
- Up-front Skills** The Task•Cycle places skills in a priority sequence; this is another way to establish the "importance" of skills. The first four phases include the most fundamental skills, which are the ones to develop first. By strengthening your skills in Phases I through IV, the later skills in V and VI, and the Residual Impact areas will improve as a result. The up-front skills are the foundation for all the other skills in your profile.
- Control** Positive control is an asset. Control can be positive if it is balanced by strong scores in the up-front skills. If you make goals clear, develop plans, and maintain open communications with staff, you can exert a measure of control that will not be misplaced. A high reliance on push/pressure, however, without strong skills up-front can work against motivation and may have negative long-term consequences in your working life.
- Norms** Norms introduce a note of reality to the feedback. Viewing your feedback in the context of a larger population of managers is essential for understanding your data fully. If the larger population of managers scored an average of 5.5 on a dimension, an individual's score of 5.2 would be below the norm mean; but if the large population scored an average of 4.8, then 5.2 is above the norm. This survey was last normed in January of 2005, and consists of approximately 14,200 completed surveys.
- Listening to Multiple Raters** You must learn to appreciate the perspectives of multiple raters. Every person and group of people will have their own perception of you, and you can learn something about yourself by listening to each one and comparing your own scores to theirs. In general, the ratings that are most predictive of future performance are those of direct reports and peers. Your self ratings are not reliable assessments of how you are perceived by others, and your boss ratings may have as much to do with your boss's circumstance as your own.
- Insufficient Data** You may find that not all of the surveys you distributed are returned. In circumstances where fewer than two surveys in the Direct Report or Peer category are received, the data is suppressed and not displayed in your 360 feedback report. In addition, you will see the following statement: *Insufficient survey responses were received for certain relationships. This data is suppressed in order to maintain anonymity.

OVERVIEW OF RESULTS



Introduction

In the following pages you will see data displayed in different graphic formats, providing an overview of your results.

Centile Highlights

The Centile Highlights displays an overview of your feedback, giving centile ranks showing each dimension and each rater or rating group. This presentation shows the differences and similarities in the rating perspectives. Ask yourself: Do I assess my own skills at the same level as those around me? Mark the areas where you see the greatest discrepancies.

Centile is another word for percentile and signifies that a proportion of the population scored at or below your level. It is standard testing practice to show individual scores in relation to a normative group (see Norms on the previous page). Using the centile rank similarly creates a context for your scores by showing them in relationship to others who have used the same survey.

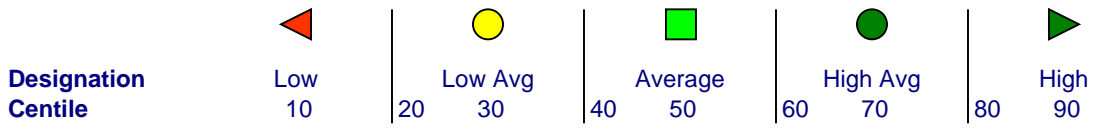
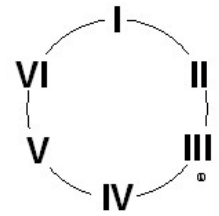
Inventory of Strengths and Soft Spots

The Inventory of Strengths and Soft Spots compares the feedback from each of your raters to your self data. A key for the comparisons is printed at the top of the page.

Plot of Centile Rank

This plot is a visual display of your feedback on a graph of centile rank. Read the plot from left to right. Note the gaps between your self-assessment and the assessments of each of the other raters. Ask yourself: What is the general level of feedback (i.e. above the norm or below)? Where are there similarities? Where are there differences? What are the high ratings and the low ratings?

Centile Highlights



	Self	Supervisor	Peer	Direct Reports	Familiar
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Task-Cycle Skills

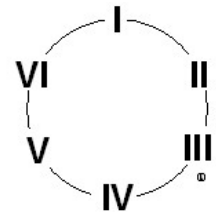
I. Establishing the Purpose					
A. Envisioning Opportunities					
B. Communicating Effectively					
C. Innovation & Risk-taking					
II. Laying the Foundation					
D. Problem Solving & Decision Making					
E. Planning and Collaboration					
F. Managing Conflict					
III. Sustaining the Effort					
G. Team Development					
H. Coaching					
IV. Feedback					
I. Providing feedback					
V. Driving Toward Success					
J. Standards of Performance					
K. Personal Drive					
L. Delegation					
M. Goal Pressure (***)					
VI. Recognition					
N. Recognition of Good Performance					

Attributes

Residual Impact -- Outcomes					
O. Tension level (***)					
P. Overall Effectiveness					

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

Inventory of Strengths and Soft Spots



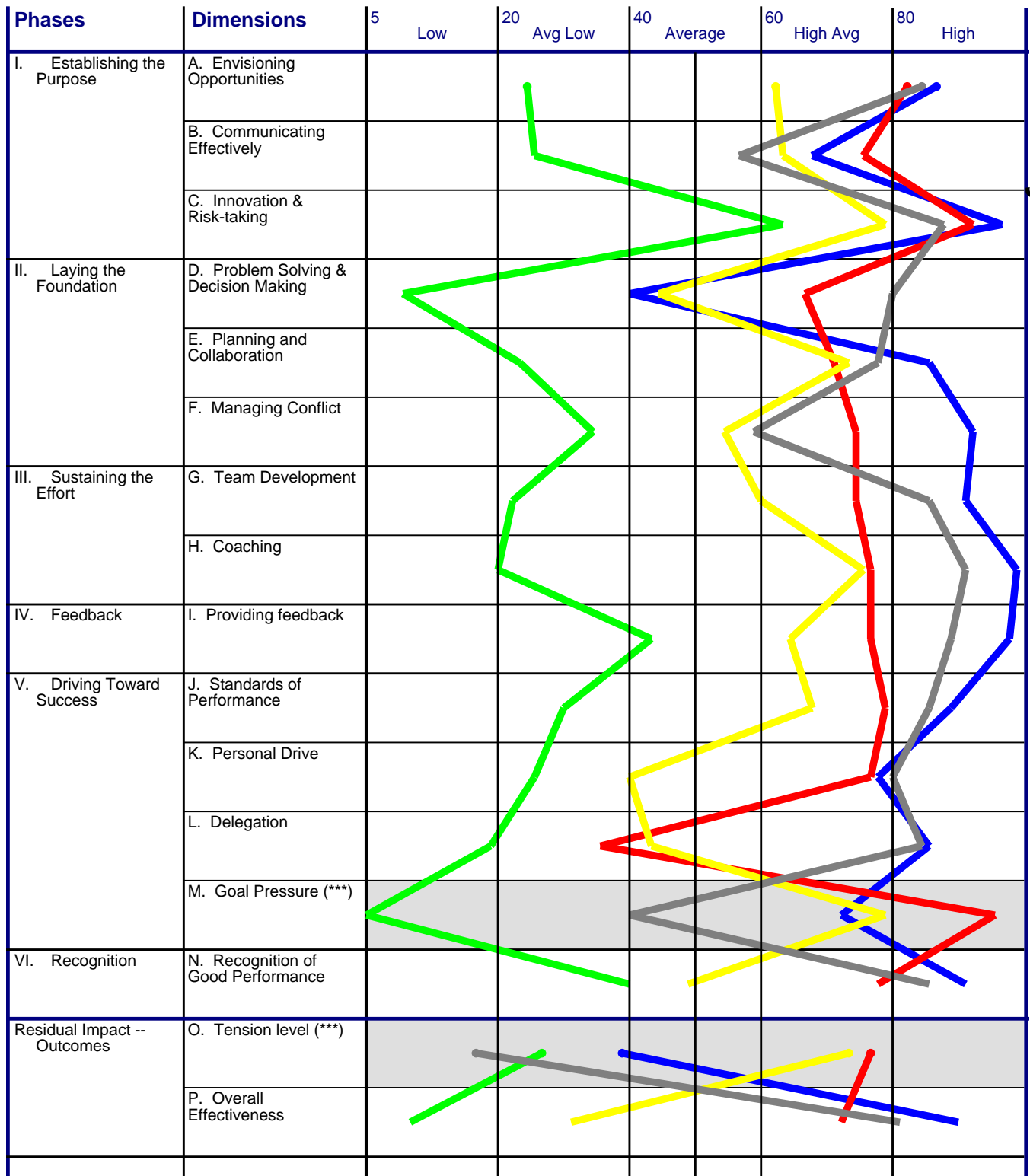
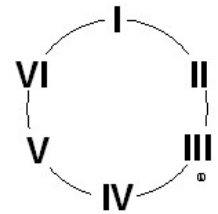
Self ratings from the previous page are compared to others by these rules:

Strength (Visible):	Both you and others rated you Average, High Avg., or High
Strength (Unrealized):	Self = Low or Low Avg.; Others = Average, High Avg., or High
Acknowledged Soft Spot (Soft):	Both you and others rater you Low or Low Avg.
Blind Spot (Blind):	Self = Average, High Avg., or High; Others = Low or Low Avg.

	Supervisor	Peer	Direct Reports	Familiar
Task-Cycle Skills				
I. Establishing the Purpose				
A. Envisioning Opportunities	Unrealized	Unrealized	Unrealized	Unrealized
B. Communicating Effectively	Unrealized	Unrealized	Unrealized	Unrealized
C. Innovation & Risk-taking	Visible	Visible	Visible	Visible
II. Laying the Foundation				
D. Problem Solving & Decision Making	Unrealized	Unrealized	Unrealized	Unrealized
E. Planning and Collaboration	Unrealized	Unrealized	Unrealized	Unrealized
F. Managing Conflict	Unrealized	Unrealized	Unrealized	Unrealized
III. Sustaining the Effort				
G. Team Development	Unrealized	Unrealized	Unrealized	Unrealized
H. Coaching	Unrealized	Unrealized	Unrealized	Unrealized
IV. Feedback				
I. Providing feedback	Visible	Visible	Visible	Visible
V. Driving Toward Success				
J. Standards of Performance	Unrealized	Unrealized	Unrealized	Unrealized
K. Personal Drive	Unrealized	Unrealized	Unrealized	Unrealized
L. Delegation	Unrealized	Soft	Unrealized	Unrealized
M. Goal Pressure (***)	Unrealized	Unrealized	Unrealized	Unrealized
VI. Recognition				
N. Recognition of Good Performance	Visible	Visible	Visible	Visible
Attributes				
Residual Impact -- Outcomes				
O. Tension level (***)	Unrealized	Unrealized	Soft	Unrealized
P. Overall Effectiveness	Unrealized	Unrealized	Soft	Unrealized

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

Plot of Centile Rank

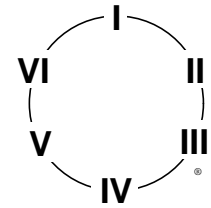


Task-Cycle Skills

Attributes

(***) Must be iterprited in light of the situation

DETAIL OF RESULTS



Reading Your Results

This section of the feedback report brings your results into focus. A narrative explains how each dimension and phase of the Leadership Task•Cycle is mutually dependent. The data are presented in two tables.

First read through each dimension carefully. Next, note the highest-rated question from each rating perspective. Note the lowest-rated question. Ask yourself: Are my ratings above or below the norm? Is there a common theme in my high and low ratings? Review carefully the two tables of the report: Summary of Results and Individual Question Ratings.

Summary of Results

The summary table shows ratings in each dimension by rater or rating group: Self, Boss, Direct Reports, Peers, and Others. The number of respondents in each category is indicated in parentheses. The average of the question responses will be next to the norm of the general population rated in this dimension. The centile tells you what percentage of the population scored at or below your level. Finally, the centile rank is displayed in a bar graph.

Individual Question Ratings

To help you analyze this data more fully, the individual questions are listed with responses. A second numeral follows a group average after a slash—this is the Disagreement Index (DI). The DI is the equivalent of a standard deviation and therefore a measure of the disagreement within a group of raters. The lower the DI, the more agreement; the higher the DI, the more disagreement. DI's higher than 1.2 indicate that there is wide variation among raters; that is, members of the group disagree about this skill. A high DI could point to a source of conflict within your group.

The asterisks (***) after certain dimensions indicate that this dimension may have a negative impact on your effectiveness, particularly when your up-front scores are Low or Low Average.

The numbers before each question correspond to their positions in the survey.

Highest/Lowest Rated Questions

After the dimension ratings is a sub-section that presents an alternative view of your strengths and soft spots. It lists the highest and lowest rated questions by rater. In each case you will see the questions identified by the phase number, dimension title, and the question number. Take time to work with this information and compare how raters view your strengths and weaknesses.

Open-Ended Comments

In a final sub-section are the responses to three open-ended questions. The comments were transcribed verbatim and combined with all other written comments in your report.