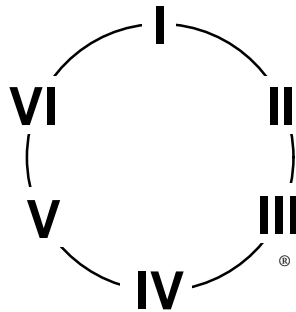


Confidential Feedback Report

Partial Report Sample for Mr. Leader

Leadership Practices

Paul M. Connolly, Ph.D., Clark L. Wilson, Ph.D.



TaskCycle[®] Skills

- I. Entrepreneurial Vision
- II. Leadership for Change
- III. Gaining Commitment
- IV. Monitoring Personal Impact
- V. Drive
- VI. Recognizing Performance

This report is based on a total of 12 responses.

Self	1
Manager	1
Peers	4
Reports	6

Confidential Feedback Report

Partial Report Sample for Mr. Leaders

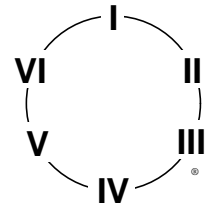
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The Leader in Competency-Based Development Programs since 1973.

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Overview



Introduction

This is your Feedback Report generated from your co-worker ratings on the Survey of Leadership Practices. The feedback contained in this report will help you identify your strengths as a leader, as well as the areas where 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 two sections. The first 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.

The second 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. A separate Resource Guide, organized by the phases and dimensions measured in the survey, is also available with more suggestions for development. Your HR consultant can obtain it for you.

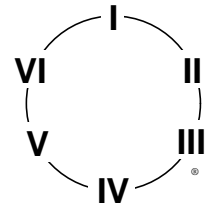
Before You Start

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



Introduction

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

- Overview of Results consists of a plot and two tables showing dimension ratings; and
- 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®

The Survey of Leadership Practices asked questions about the extent to which you have the skills essential to good leadership, and you were rated in these skills by your co-workers.

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

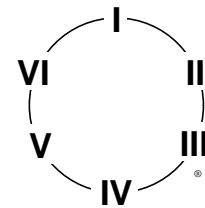
Leadership can be learned, and to assist you in learning how to improve your leadership skills, we have developed a model known as the Leadership Task•Cycle. This model places the skills in priority sequence and gives participants direction in building their leadership skills. By improving scores in 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. Entrepreneurial Vision
- II. Leadership for Change
- III. Gaining Commitment
- IV. Monitoring Personal Impact
- V. Drive
- VI. Recognizing Performance

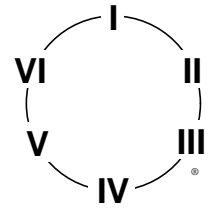
Notice the logic of the I - VI sequence. First you start with a vision (I), which sets your direction. Then you prepare your group for change (II). Next you enlist the support of your workers (III), keeping aware of how others respond to your requests (IV). You must maintain standards and show personal energy (V), and finally, you must acknowledge the effort that others have put forward 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.
- Leadership Task•Cycle® Skills & Results and Outcomes** All seventeen 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 (L). These are the fundamental elements of leadership. The Results and Outcomes section, including impact dimensions (M) through (O) and sources of power (P) and (Q), demonstrates the effect your Task•Cycle skills have on how you are perceived. In other words, your skills are part of the impression you make.
- 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 thus establishing 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 Results and Outcomes 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.
- 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 reports and peers. Your self ratings are not reliable assessments of how you are perceived by others, and your manager ratings may have as much to do with your manager'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 in the Report or Peer category are received, the scoring center will combine the groups of surveys into one category. Rather than dismiss the important data from the surveys, consider the message being conveyed as from relevant others.

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.

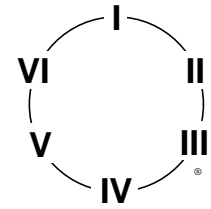
Inventory of Strengths and Soft Spots

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



Designation:	Low	Low Avg	Average	High Avg	High
Centile:	10	20 30	40 50	60 70	80 90
	Self	Manager	Peers	Reports	

TaskCycle Skills

I. Entrepreneurial Vision

- A. Vision/Imagination
- B. Risk-taking

II. Leadership for Change

- C. Organizational sensitivity
- D. Encouraging participation

III. Gaining Commitment

- E. Teaming/ Empowering
- F. Persuasiveness

IV. Monitoring Personal Impact

- G. Feedback

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V. Drive

- H. Standards of performance
- I. Energy
- J. Perseverance
- K. Push/Pressure (***)

VI. Recognizing Performance

- L. Sharing credit

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Results and Outcomes

Residual Impact

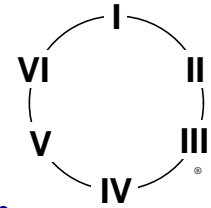
- M. Effectiveness/Outcomes
- N. Coping with stress
- O. Trustworthiness

Sources of Power

- P. Temporary sources of power (***)
- Q. Lasting sources of power

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

Inventory of Strengths and Soft Spots



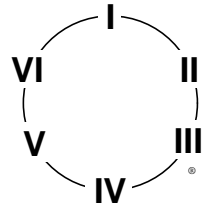
Self ratings from the previous page are compared to others by these rules:

- 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 rated you Low or Low Avg
- Blind spot (Blind): Self = Average, High Avg, or High; Others = Low or Low Avg

	Manager	Peers	Reports	
TaskCycle Skills				
I. Entrepreneurial Vision				
A. Vision/Imagination	Visible	Blind	Visible	-
B. Risk-taking	Visible	Visible	Blind	-
II. Leadership for Change				
C. Organizational sensitivity	Visible	Visible	Visible	-
D. Encouraging participation	Visible	Visible	Blind	-
III. Gaining Commitment				
E. Teaming/ Empowering	Unrealized	Unrealized	Soft	-
F. Persuasiveness	Unrealized	Soft	Unrealized	-
IV. Monitoring Personal Impact				
G. Feedback	Unrealized	Soft	Soft	-
V. Drive				
H. Standards of performance	Blind	Visible	Blind	-
I. Energy	Soft	Soft	Unrealized	-
J. Perseverance	Soft	Unrealized	Soft	-
K. Push/Pressure (***)	-	-	-	-
VI. Recognizing Performance				
L. Sharing credit	Unrealized	Soft	Soft	-
Results and Outcomes				
Residual Impact				
M. Effectiveness/Outcomes	Soft	Soft	Soft	-
N. Coping with stress	Visible	Visible	Visible	-
O. Trustworthiness	Unrealized	Unrealized	Soft	-
Sources of Power				
P. Temporary sources of power (***)	-	-	-	-
Q. Lasting sources of power	Visible	Blind	Visible	-

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

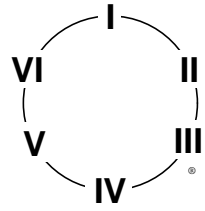
Open-Ended Comments



1. What does this person do that should be continued?

No comments given.

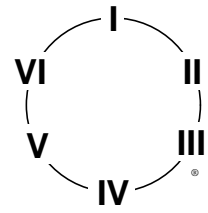
Open-Ended Comments



2. What should this person do to be more effective?

No comments given.

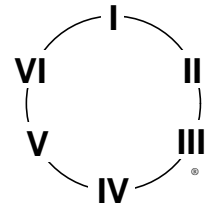
Open-Ended Comments



3. What does this person do that should be stopped?

No comments given.

Development Planning



Introduction

Development Planning is the most important outcome of the feedback you have just received. In this section of your report, you will review your feedback and begin to build an Individual Action Plan (IAP), which will be the blueprint for your professional growth. Your results will be more satisfactory if you take the time to read, study, and work thoughtfully on your development plan.

As you work with your results, remember that the optimum profile is a "balanced" one. A balanced profile has all skill areas at or above average with the exception of (***) areas. The (***) skill areas should be at least one word category lower than the skills which precede it. That is, if the skills preceding an (***) area are all average, the skills should be no higher than low average. If the skill areas preceding the (***) area are all high, then the (***) skills should be no higher than high average. Exceeding these limits detracts from performance instead of enhancing it.

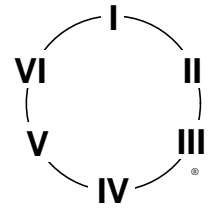
The pages that follow will help you convert your feedback into specific goals for professional and personal development.

Good luck!

Additional Resources

There are many excellent resources available to you for development planning. We have compiled a short list of providers of developmental material for you. This list is intended to get you started in seeking out the information you need, but do some of your own research to find local resources and more names of vendors of training products.

Individual Action Plan



Summarize your feedback from each perspective below.

Manager:

Peers:

Reports:

How does your feedback from others differ from your self assessment? What does the difference mean to you?

Given the perceptions of your raters, where should you focus your development efforts to achieve your professional goals?

In the exercise below, you will identify three objectives that will help you. Complete the forms by filling in the action you need to take, the resources you will need, and the time you need to meet the objective. A Resource Guide with additional suggestions for development, which matches the phases and dimensions measured by this survey is available. Ask your HR consultant how to obtain it.

Objective #1:		
Development Objective	Action to take	
Who is involved	Resources	Time frame

Objective #2:		
Development Objective	Action to take	
Who is involved	Resources	Time frame

Objective #3:		
Development Objective	Action to take	
Who is involved	Resources	Time frame

***** Remove this page and keep it with you to use when planning your development program *****