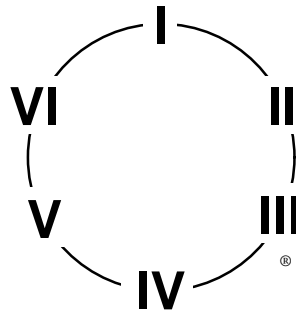


Confidential Feedback Report

Partial Report Sample for Mr. Manager

Management Practices

Clark L. Wilson, Ph.D.



Task•Cycle® Skills

- I. Making Goals Clear and Important
- II. Planning and Problem Solving
- III. Facilitating the Work of Others
- IV. Providing Feedback
- V. Exercising Positive Control
- VI. Reinforcing Good Performance

This report is based on a total of 10 responses.

Self	1
Reports	4
Manager	1
Peers	4

Confidential Feedback Report

Partial Report Sample for Mr. Manager

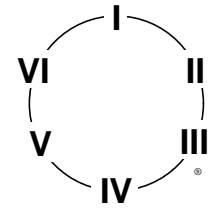
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Overview



Introduction

This is your Feedback Report, generated from your co-worker ratings on the Survey of Management Practices. The feedback contained in this report will help you identify your strengths as a manager, 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 different 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 Management 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 completes the section. A separate Resource Guide, organized by the phases and dimensions measured in the survey, is also available for more suggestions for development. Your HR consultant can obtain it for you.

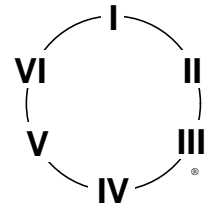
Before You Start

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

In this section we will examine the specific dimensions and discuss the role good management practices will play in your career. The data are presented after some introductory material and definitions, 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 Management Task•Cycle®

The Survey of Management Practices asked questions about the extent to which you have the skills that are essential in good management, and you were rated in these skills by your co-workers. The skills that comprise effective management behavior can be learned.

To assist you in learning and improving your management skills, we present a model known as the Management Task•Cycle, which places the skills in priority sequence. The importance of building these skills in the sequence given will be emphasized in this report. Each skill builds upon the one before it: a low rating in a skill occurring later in the Task•Cycle can be remedied by improving skills in the early phases of the Task•Cycle.

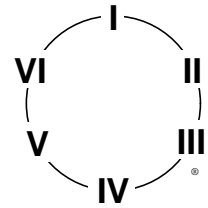
The twenty-three dimensions measured in the survey are grouped into six Task•Cycle phases:

- I. Making Goals Clear and Important
- II. Planning and Problem Solving
- III. Facilitating the Work of Others
- IV. Providing Feedback
- V. Exercising Positive Control
- VI. Reinforcing Good Performance

Notice the logic of the I - VI sequence. First you start with a goal (I), which sets your direction. Then you develop a plan to reach the goal (II). Once you have a plan, you instruct and support your staff to carry it out (III). Then, you keep track of your progress and keep your staff informed (IV). If the feedback indicates that you are off-course, you must make corrections (V). Finally, when the task is finished, you must recognize the effort that has been put forward (VI).

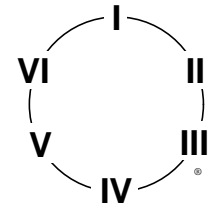
Phases I through IV include the skills that you need to get the job done. The dimensions in these phases are the fundamental skills of management, or "up-front" skills. The control skills are addressed in Phase V. The final Phase VI covers giving recognition for work well done.

Key Concepts and Definitions



- Introduction** You will encounter certain concepts in this feedback report that are important for understanding your profile.
- Management Task•Cycle® Skills & Attributes** All twenty three dimensions in your report are organized into two main sections. Task•Cycle Skills is the first section and includes Phases I through VI, dimensions (A) through (K). These are the fundamental operational skills every manager needs. The Attributes section, including dimensions (L) through (W), show how others perceive certain personal characteristics and the group working climate. We often say that the dimensions in the Attributes section are the consequence of your Task•Cycle skills.
- 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 Attribute areas at the end of the report, 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, which will not be misplaced. A high reliance on control skills, 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 larger 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 from 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.

Centile Highlights

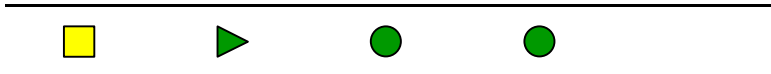


Self Manager Reports Peers

TaskCycle Skills

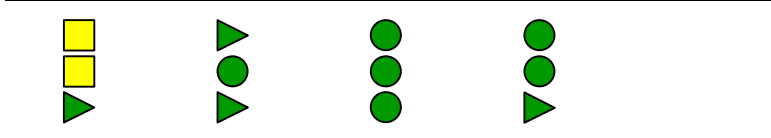
I. Making Goals Clear and Important

A. Clarification of goals and objectives



II. Planning and Problem Solving

B. Upward communication
C. Orderly work planning
D. Expertise



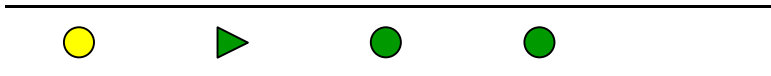
III. Facilitating the Work of Others

E. Work facilitation



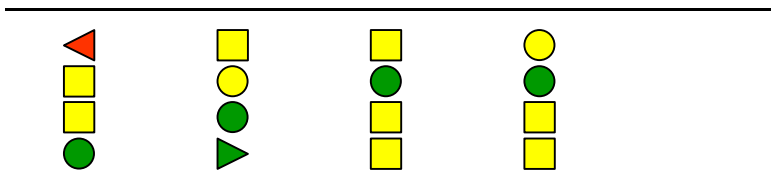
IV. Providing Feedback

F. Feedback



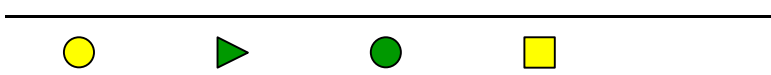
V. Exercising Positive Control

G. Time emphasis
H. Control of details (***)
I. Goal pressure (***)
J. Delegation (Permissiveness) (***)



VI. Reinforcing Good Performance

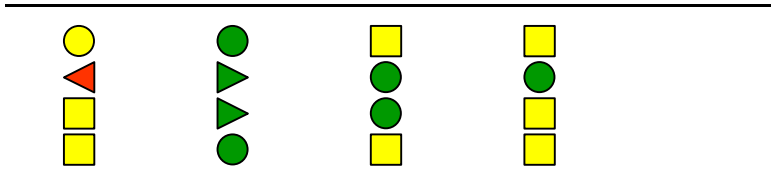
K. Recognition for good performance



Attributes

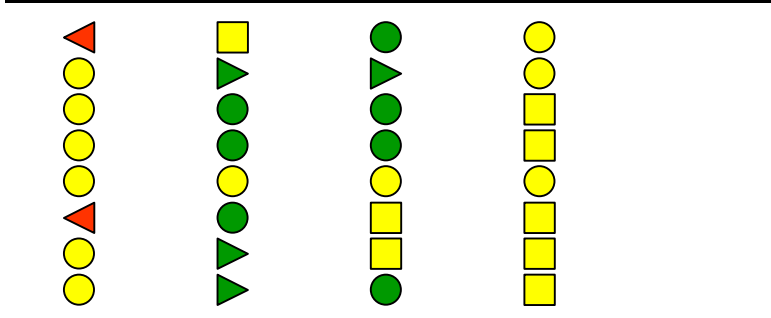
Interpersonal Relations

L. Approachability
M. Teambuilding
N. Interest in subordinate growth
O. Building trust



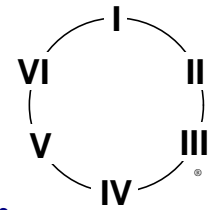
Group Motivation and Morale

P. Work involvement
Q. Co-worker competence
R. Team atmosphere
S. Opportunity for growth
T. Tension level (***)
U. Organization climate
V. General morale
W. Commitment



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

Inventory of Strengths and Soft Spots



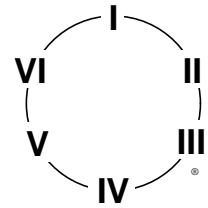
Self ratings from the previous page are compared to others by these rules:

- 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	Reports	Peers	
TaskCycle Skills				
I. Making Goals Clear and Important				
A. Clarification of goals and objectives	Visible	Visible	Visible	-
II. Planning and Problem Solving				
B. Upward communication	Visible	Visible	Visible	-
C. Orderly work planning	Visible	Visible	Visible	-
D. Expertise	Visible	Visible	Visible	-
III. Facilitating the Work of Others				
E. Work facilitation	Visible	Visible	Visible	-
IV. Providing Feedback				
F. Feedback	Unrealized	Unrealized	Unrealized	-
V. Exercising Positive Control				
G. Time emphasis	Unrealized	Unrealized	Soft	-
H. Control of details (***)	-	-	-	-
I. Goal pressure (***)	-	-	-	-
J. Delegation (Permissiveness) (***)	-	-	-	-
VI. Reinforcing Good Performance				
K. Recognition for good performance	Unrealized	Unrealized	Unrealized	-
Attributes				
Interpersonal Relations				
L. Approachability	Unrealized	Unrealized	Unrealized	-
M. Teambuilding	Unrealized	Unrealized	Unrealized	-
N. Interest in subordinate growth	Visible	Visible	Visible	-
O. Building trust	Visible	Visible	Visible	-
Group Motivation and Morale				
P. Work involvement	Unrealized	Unrealized	Soft	-
Q. Co-worker competence	Unrealized	Unrealized	Soft	-
R. Team atmosphere	Unrealized	Unrealized	Unrealized	-
S. Opportunity for growth	Unrealized	Unrealized	Unrealized	-
T. Tension level (***)	-	-	-	-
U. Organization climate	Unrealized	Unrealized	Unrealized	-
V. General morale	Unrealized	Unrealized	Unrealized	-
W. Commitment	Unrealized	Unrealized	Unrealized	-

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

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, 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.

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 please do some of your own research to find local resources and more names of vendors of training products.