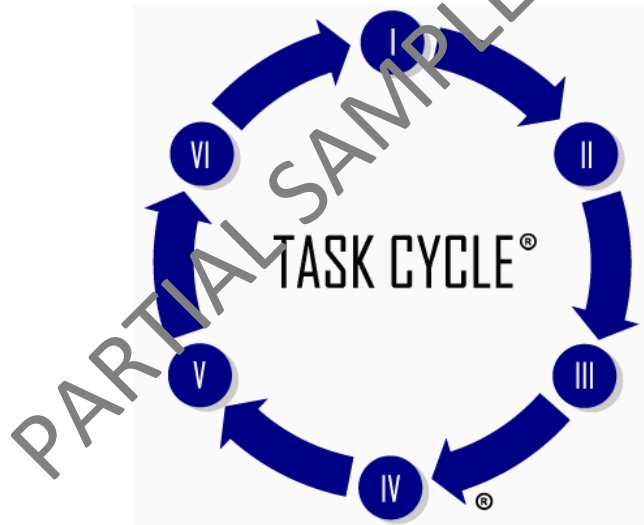


Confidential Feedback Report

Professional, Sample, Demo Client

Leadership EQ for Education



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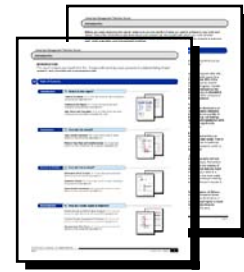
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Table of Contents

Introduction

What's in this report?

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

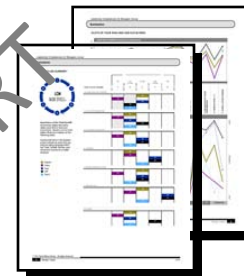


Summaries

How did I do overall?

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

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



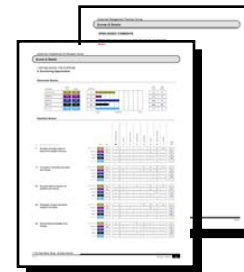
Scores & Details

How did I do in detail?

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

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

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



Development

How do I create a plan to improve?

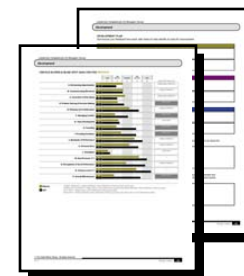
Centile Highlights: The Centile Highlights display an overview of your feedback, assigning centile ranks and showing each dimension, each rater, or rating group.

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.

5 Highest/Lowest Rated Questions: A listing of your highest and lowest scoring questions separated for each rater group

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.



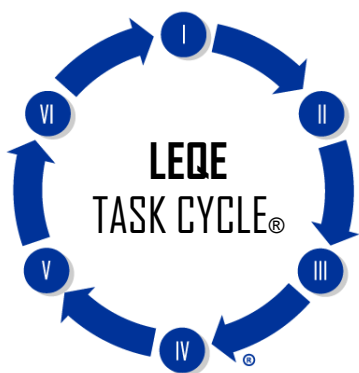
Introduction

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. Setting Direction
- II. Strategic Planning
- III. Implementation
- IV. Feedback
- V. Driving for Results
- VI. Acknowledging Contributions

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.

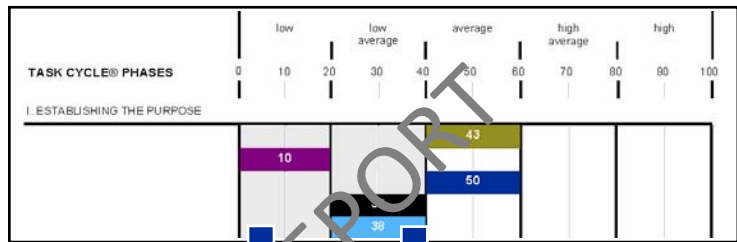
Summaries

How did I do overall?



TASK CYCLE® SUMMARY

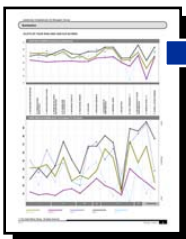
All of your centile scores are averaged and are shown for each phase of the Task Cycle®. Consider the Task Cycle® when looking at your scores, keeping in mind the importance of the Task Cycle® sequence. Its premise states that some tasks come first in time and importance. Mastery of the initial tasks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



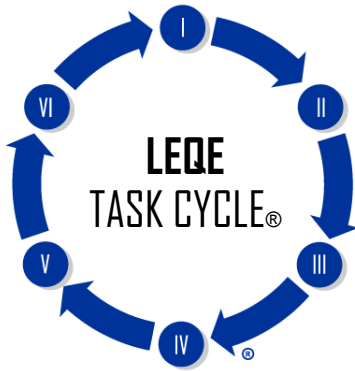
PLOTS OF RAW AND CENTILE SCORES

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

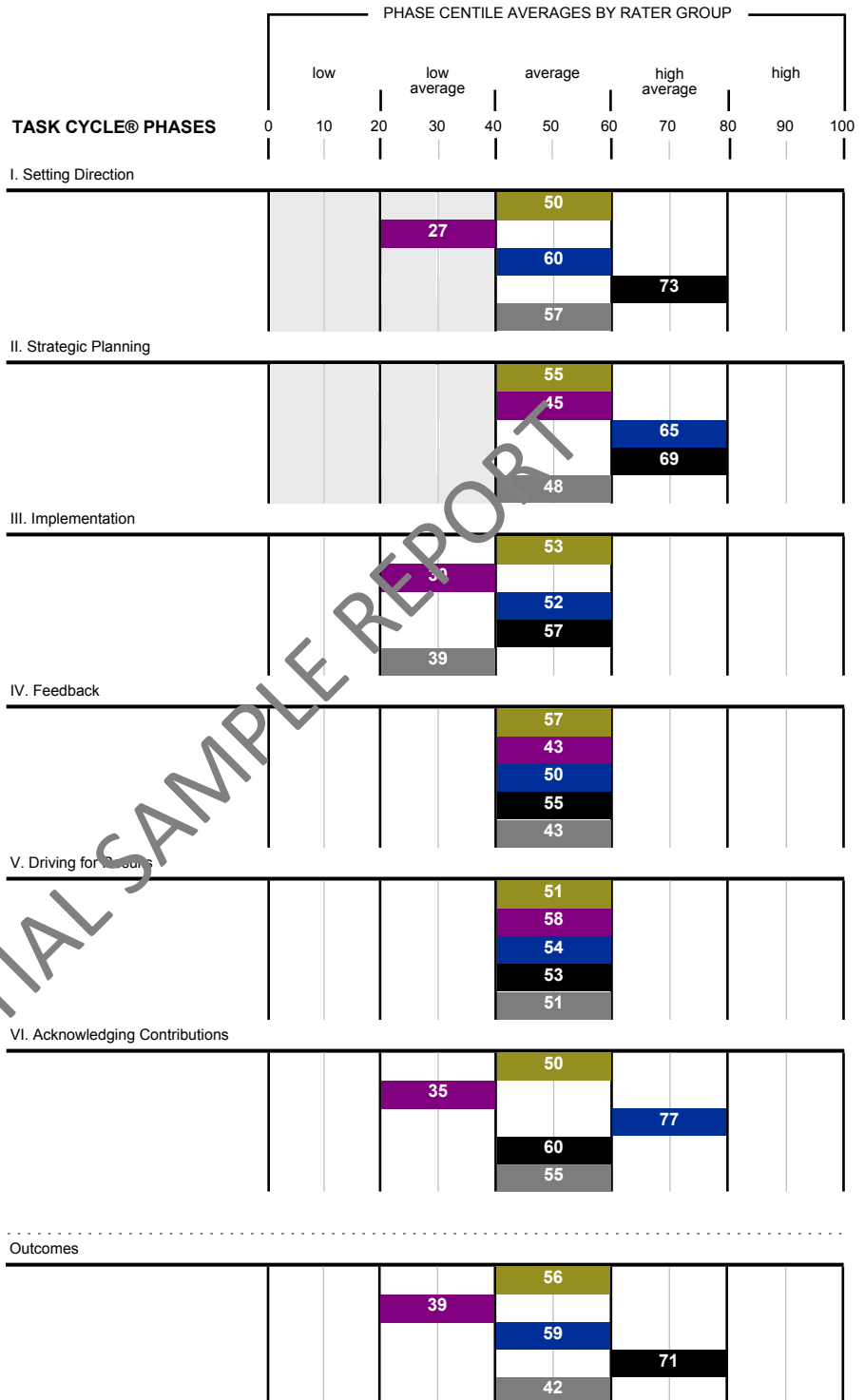


Importance of the Task Cycle®

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.

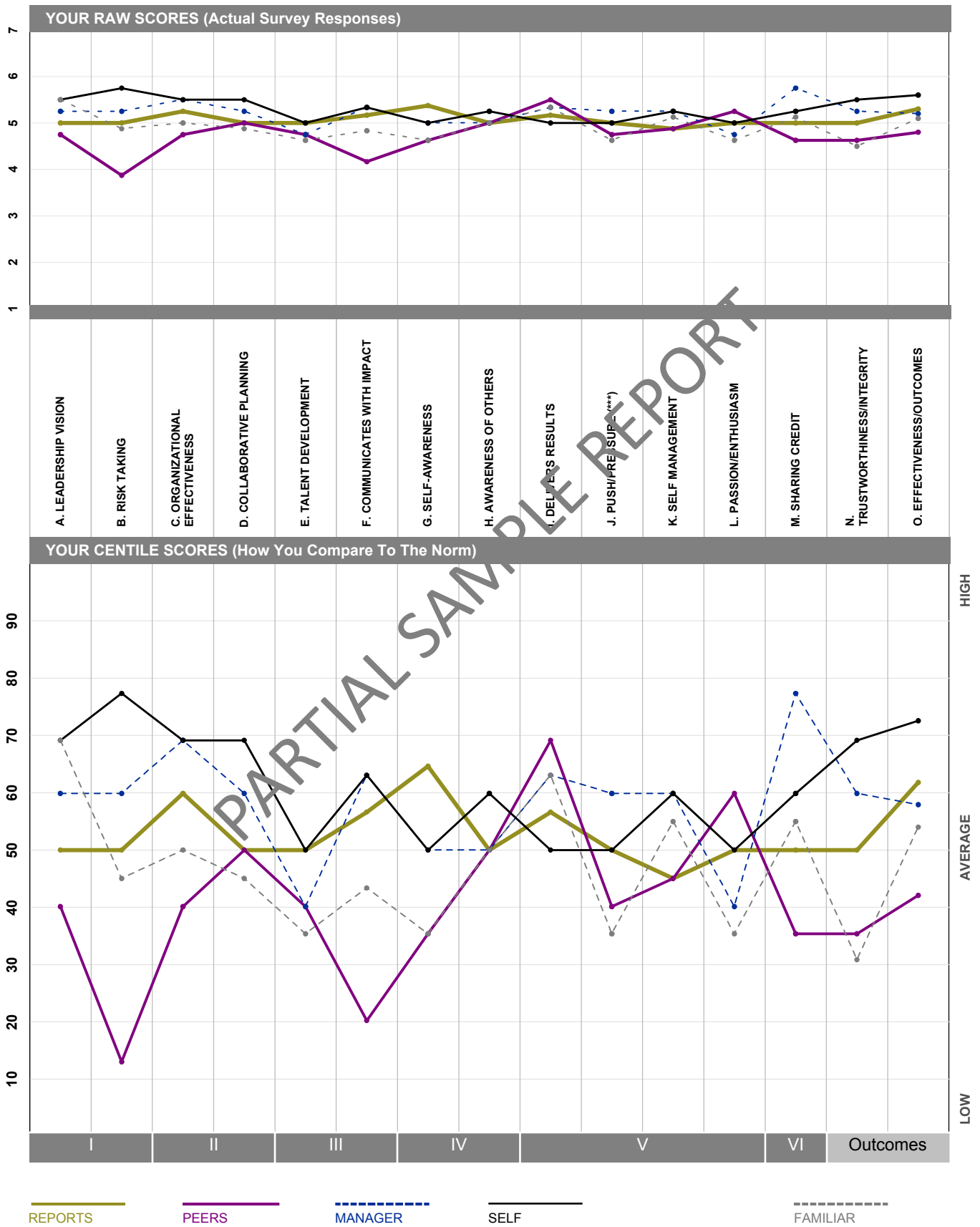
- Reports
- Peers
- Manager
- Self
- Familiar



PARTIAL SAMPLE REPORT

Summaries

PLOTS OF YOUR RAW AND CENTILE SCORES



Scores & Details

How did I do in detail?



DIMENSION AND QUESTION SCORES

Dimension (Skill) Scores

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

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

Question Scores

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



OPEN-ENDED COMMENTS

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

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

Scores & Details

I. SETTING DIRECTION

A. Leadership Vision

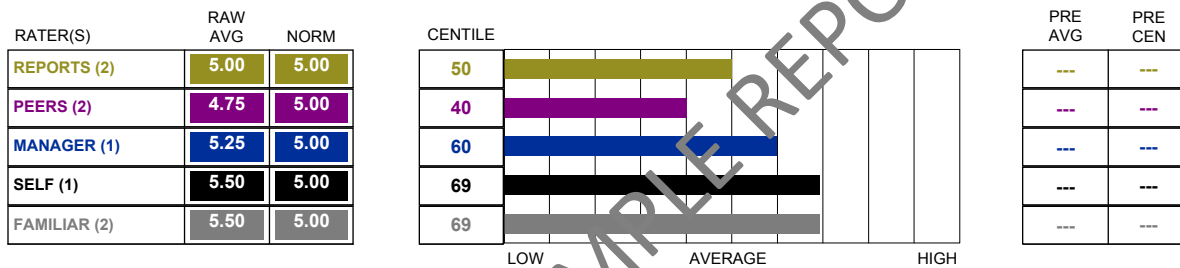
If You Score High

If you scored high on this dimension, people know where you and your group or organization are headed. You probably demonstrate a strong understanding of your organization and how it needs to change to move positively into the future. You are able to keep the big picture in mind and explain it clearly so others know where their activities fit within the overall direction for change.

If You Score Low

If you scored very low on this dimension, you may not be focused adequately on the issues and ideas that will move your group or organization into the future. You may have a difficult time explaining clearly and concisely what the organization must do to improve its competitive position in the marketplace. Or you may be so focused on the "here and now" that you neglect to keep the big picture in mind. To improve your scores, clearly articulate your vision and take every opportunity to communicate it so that others will be inspired to contribute.

Dimension Scores



Development Tips

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

- Make sure you understand your organization and its products and services thoroughly. As you review your knowledge, focus on gaps in services or products that you notice, and allow yourself to visualize how to fill in the gaps.
- Create an "elevator message" as part of your plan to communicate your vision. This is a colorful story, metaphor, or saying that captures the essence of your vision and can be conveyed in less than 30 seconds (i.e., the length of a typical ride in an elevator.)
- Read the *Wall Street Journal* and business magazines to learn about the strategies other organizations have implemented to enhance their competitive position.
- When considering alternatives, ask yourself and others "why not?" instead of "why?"
- Challenge your employees to find ways of improving business and work processes. Use various forums (e.g., staff meetings, private conversations, performance plans) to stimulate and reinforce the need to make continuous improvements.
- Look at your current and future goals. Then identify the barriers or potential barriers to achieving or exceeding those goals. Identify the one or two changes that would have the greatest impact on these goals.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	- not rated, N/A NR	- never... 1	- almost never... 2	- sometimes... 3	- average 4	- often... 5	- almost always... 6	- always... 7	PRE AVG
9. Vigorously promotes positive change in the unit	REPORTS	5.0	---	.	.	.	.	2	.	.	---
	PEERS	4.0	1.4	.	.	1	.	1	.	.	---
	MANAGER	6.0	---	.	.	.	.	.	1	.	---
	SELF	6.0	---	.	.	.	.	.	1	.	---
	FAMILIAR	5.5	0.7	.	.	.	.	1	1	.	---
25. Articulates his or her vision in specific and concrete terms	REPORTS	5.0	1.4	.	.	.	1	.	1	.	---
	PEERS	4.5	0.7	.	.	.	.	1	.	.	---
	MANAGER	5.0	---	.	.	.	.	1	.	.	---
	SELF	6.0	---	.	.	.	.	.	1	.	---
	FAMILIAR	6.0	---	.	.	.	.	.	2	.	---
28. Keeps the big picture in perspective despite distractions and irrelevancies	REPORTS	5.0	---	.	.	.	.	2	.	.	---
	PEERS	6.0	---	.	.	.	.	.	2	.	---
	MANAGER	5.0	---	.	.	.	.	1	.	.	---
	SELF	5.0	---	.	.	.	.	1	.	.	---
	FAMILIAR	5.5	0	.	.	.	.	1	1	.	---
53. Acts in a way that makes us a competitive unit	REPORTS	5.0	---	.	.	.	.	2	.	.	---
	PEERS	4.5	0.7	.	.	.	1	1	.	.	---
	MANAGER	5	---	.	.	.	.	1	.	.	---
	SELF	6.0	---	.	.	.	.	1	.	.	---
	FAMILIAR	5.0	---	.	.	.	.	2	.	.	---

PARTIAL SAMPLE REPORT

Scores & Details

OPEN-ENDED COMMENTS

What does this person do that should be continued?

All Others

- ▶ testing
- ▶ Continued
- ▶ testing
- ▶ Should be continued
- ▶ Continued
- ▶ Sample Comment
- ▶ Continued

Self

- ▶ Something that should be continued.

PARTIAL SAMPLE REPORT

Scores & Details

OPEN-ENDED COMMENTS

What should this person do to be more effective?

All Others

- ▶ *Survey received; no comment provided.*
- ▶ Effective
- ▶ testing
- ▶ Be more effective.
- ▶ Effective
- ▶ Sample Comment
- ▶ Effective

Self

- ▶ Should be more effective.

PARTIAL SAMPLE REPORT

Scores & Details

OPEN-ENDED COMMENTS

What does this person do that should be stopped?

All Others

- ▶ *Survey received; no comment provided.*
- ▶ Stopped
- ▶ Should be stopped.
- ▶ testing
- ▶ Stopped
- ▶ Sample Comment
- ▶ Stopped

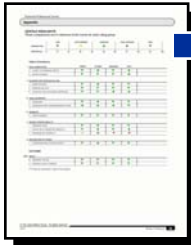
Self

- ▶ Should be stopped.

PARTIAL SAMPLE REPORT

Development

How do I create a plan to improve?



CENTILE HIGHLIGHTS

Centile Highlights displays an overview of your feedback, assigning centile ranks for each dimension by rater group. This presentation shows the differences and similarities in the perspectives.

This is the same information, compressed to 20-point ranges, as the Centile Plot.



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 (see explanations below the chart). 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.



5 HIGHEST/LOWEST RATED QUESTIONS

This chart lists the highest and lowest rated questions by rater group. In each case you will see the questions identified by the dimension title and question number.

Note that questions falling under situational dimensions and/or the Impact/Outcome section are not included in the 5 Highest/Lowest charts.



DEVELOPMENT PLAN TEMPLATE

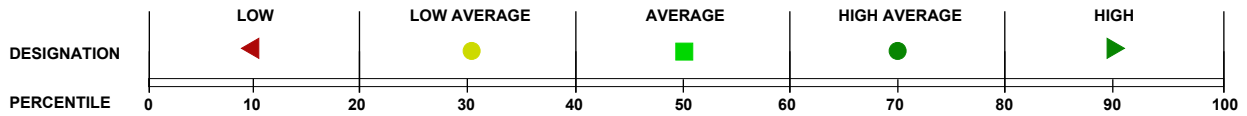
These pages provide you with space to create a development plan based on your results. Before you begin creating your development plan, you'll need to read and understand the results from this report.

PARTIAL SAMPLE REPORT

Development

CENTILE HIGHLIGHTS

These comparisons are in reference to the norms for each rating group.



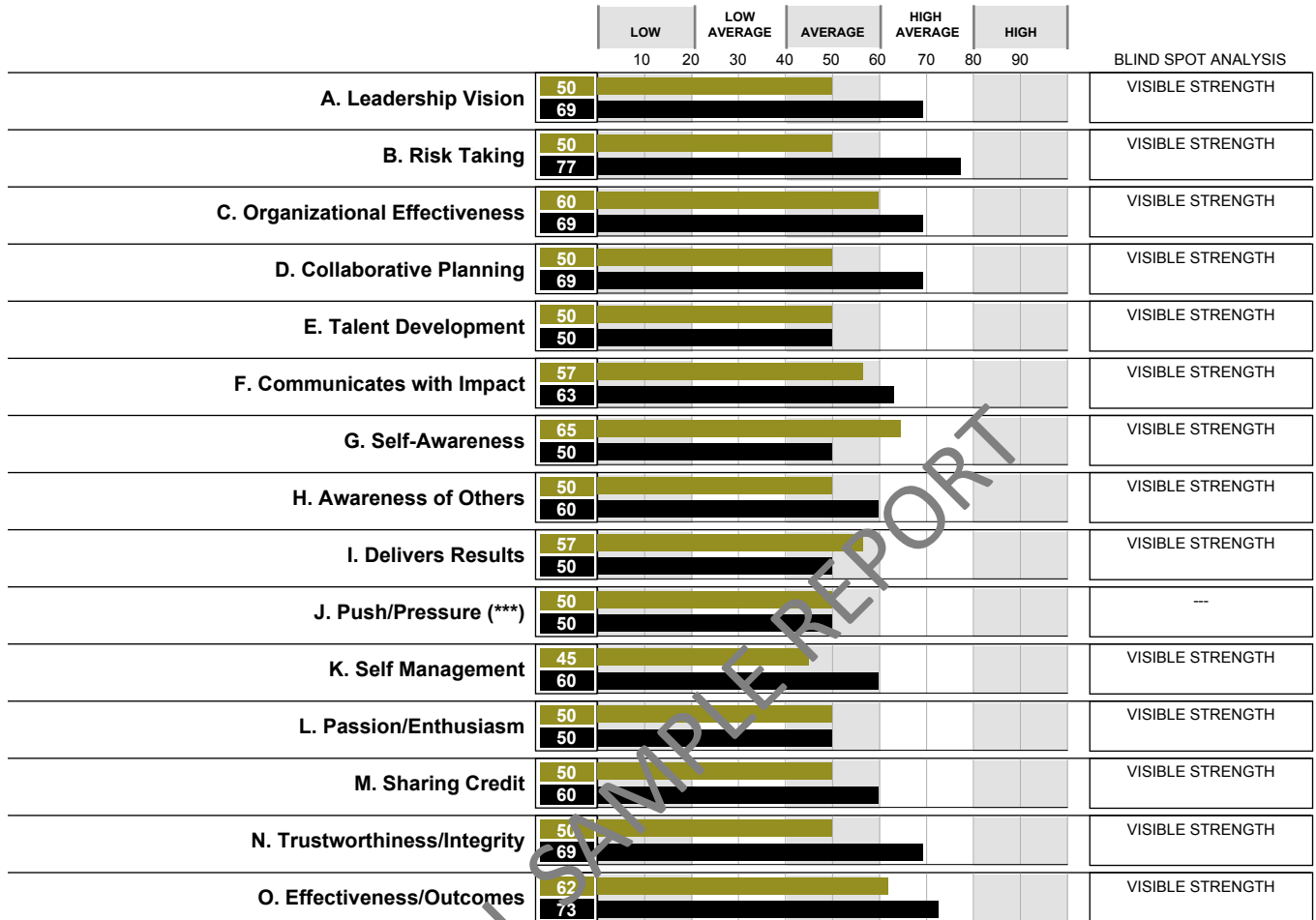
TASK CYCLE® SKILLS

	REPORTS	PEERS	MANAGER	SELF	FAMILIAR
I. SETTING DIRECTION					
A. LEADERSHIP VISION	■	■	●	●	●
B. RISK TAKING	■	◀	●	●	■
II. STRATEGIC PLANNING					
C. ORGANIZATIONAL EFFECTIVENESS	●	■	●	●	■
D. COLLABORATIVE PLANNING	■	■	●	●	■
III. IMPLEMENTATION					
E. TALENT DEVELOPMENT	■	■	■	■	●
F. COMMUNICATES WITH IMPACT	■	●	●	●	■
IV. FEEDBACK					
G. SELF-AWARENESS	●	●	■	■	●
H. AWARENESS OF OTHERS	■	■	■	●	■
V. DRIVING FOR RESULTS					
I. DELIVERS RESULTS	■	●	●	■	●
J. PUSH/PRESSURE (***)	■	■	●	■	●
K. SELF MANAGEMENT	■	■	●	●	■
L. PASSION/ENTHUSIASM	■	●	■	■	●
VI. ACKNOWLEDGING CONTRIBUTIONS					
M. SHARING CREDIT	■	●	●	●	■
OUTCOMES					
VII. OUTCOMES					
N. TRUSTWORTHINESS/INTEGRITY	■	●	●	●	●
O. EFFECTIVENESS/OUTCOMES	●	■	■	●	■

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

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

PARTIAL SAMPLE REPORT

Development

5 HIGHEST/LOWEST RATED QUESTIONS FROM YOUR REPORTS

5 highest rated questions

# Question	Dimension	REPORTS
58. Is regarded as an effective leader	O. EFFECTIVENESS/OUTCOMES	6.00
26. Demonstrates the confidence to act	B. RISK TAKING	5.50
51. Takes risks when others might be more cautious	B. RISK TAKING	5.50
5. Uses formal and informal channels to get results	C. ORGANIZATIONAL EFFECTIVENESS	5.50
27. Works effectively across departments/units on the campus	C. ORGANIZATIONAL EFFECTIVENESS	5.50

5 lowest rated questions

# Question	Dimension	REPORTS
24. Has the insight to take bold steps to challenge appropriately the rules or status quo	B. RISK TAKING	4.00
54. Expresses appreciation for people's efforts	M. SHARING CREDIT	4.00
4. Makes appropriate changes as a result of suggestions by others	D. COLLABORATIVE PLANNING	4.50
3. Actively listens and is attentive to both verbal and non-verbal cues of others	H. AWARENESS OF OTHERS	4.50
38. Values the experience and contributions of people from different backgrounds	H. AWARENESS OF OTHERS	4.50

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

MANAGER

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.


Empty text box for business objectives and career goals.

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.

Empty text box for development focus.

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)

[Empty space for business or career goals]

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

[Empty space for skills, practices or knowledge]

Development Action(s)

What action(s) are you going to take?	By when?
[Empty space for actions]	[Empty space for dates]

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

[Empty space for success indicators]

What resources do you need?

[Empty space for resources]

PARTIAL SAMPLE REPORT