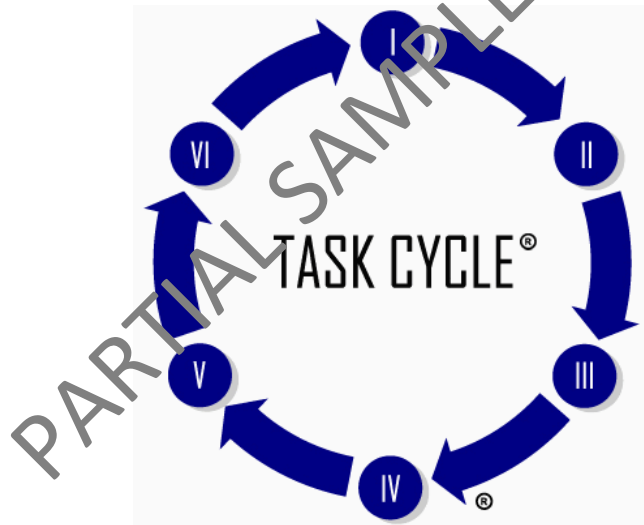


Confidential Feedback Report

Manager, Sample, Demo Client

Survey of Management Practices



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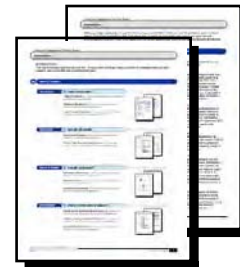
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Table of Contents

Introduction

What's in this report?

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

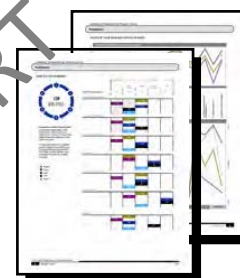


Summaries

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?

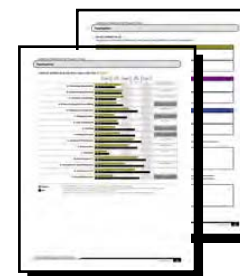
Centile Highlights: The Centile Highlights display an overview of your feedback, assigning centile ranks and showing each dimension, each rater, or rating group.

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.



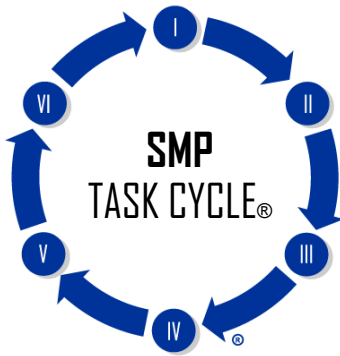
Introduction

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. 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

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.

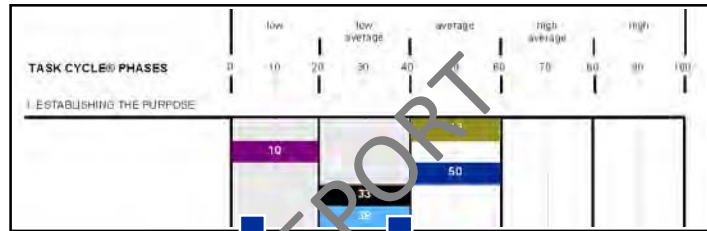
Summaries

How did I do overall?



TASK CYCLE® SUMMARY

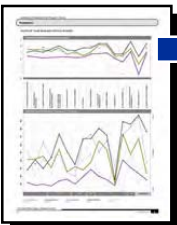
All of your centile scores are averaged and are shown for each phase of the Task Cycle®. Consider the Task Cycle® when looking at your scores, keeping in mind the importance of the Task Cycle® sequence. Its premise states that some tasks come first in time and importance. Mastery of the initial tasks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



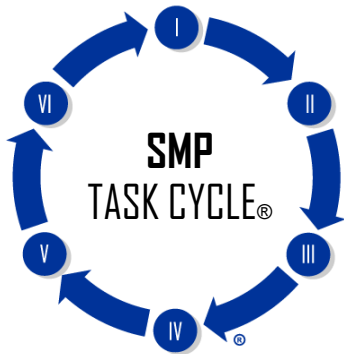
PLOTS OF RAW AND CENTILE SCORES

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

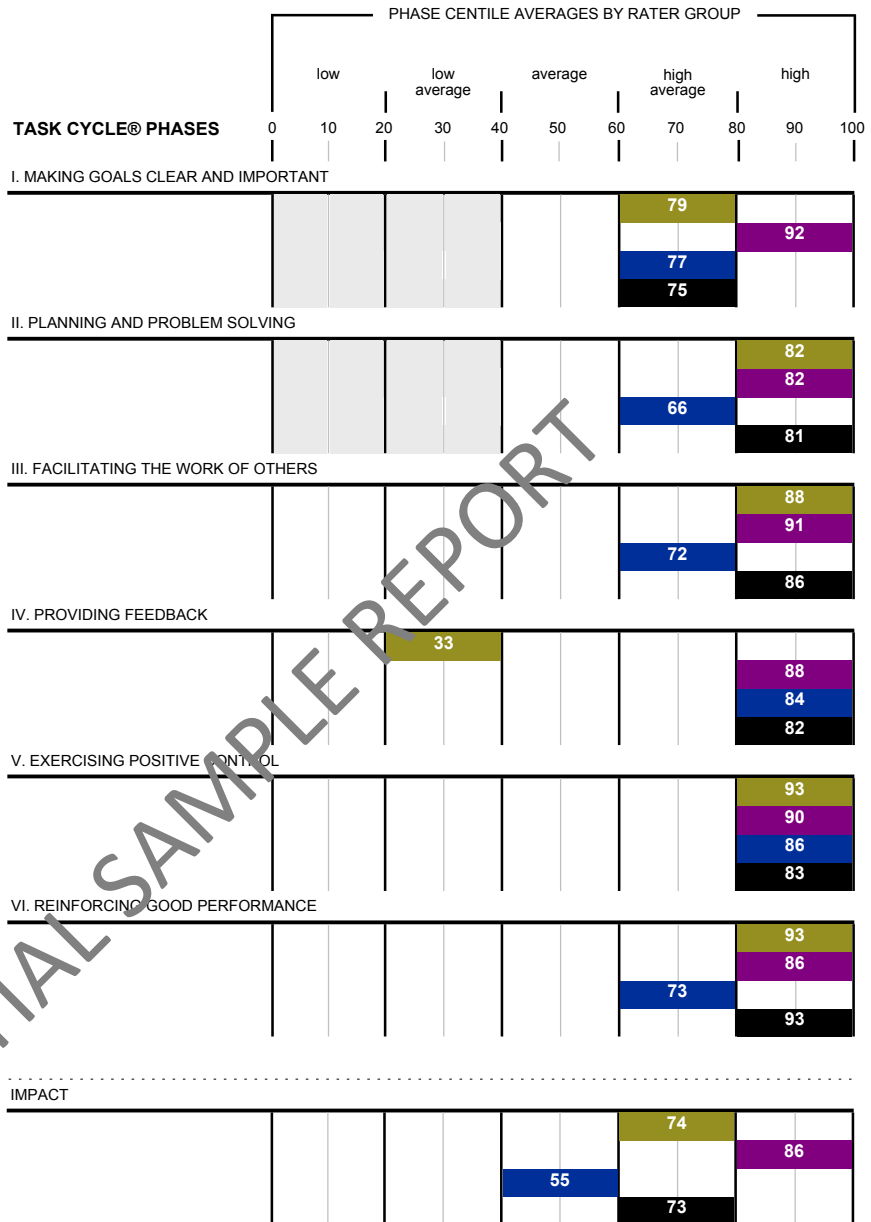
TASK CYCLE® SUMMARY



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.

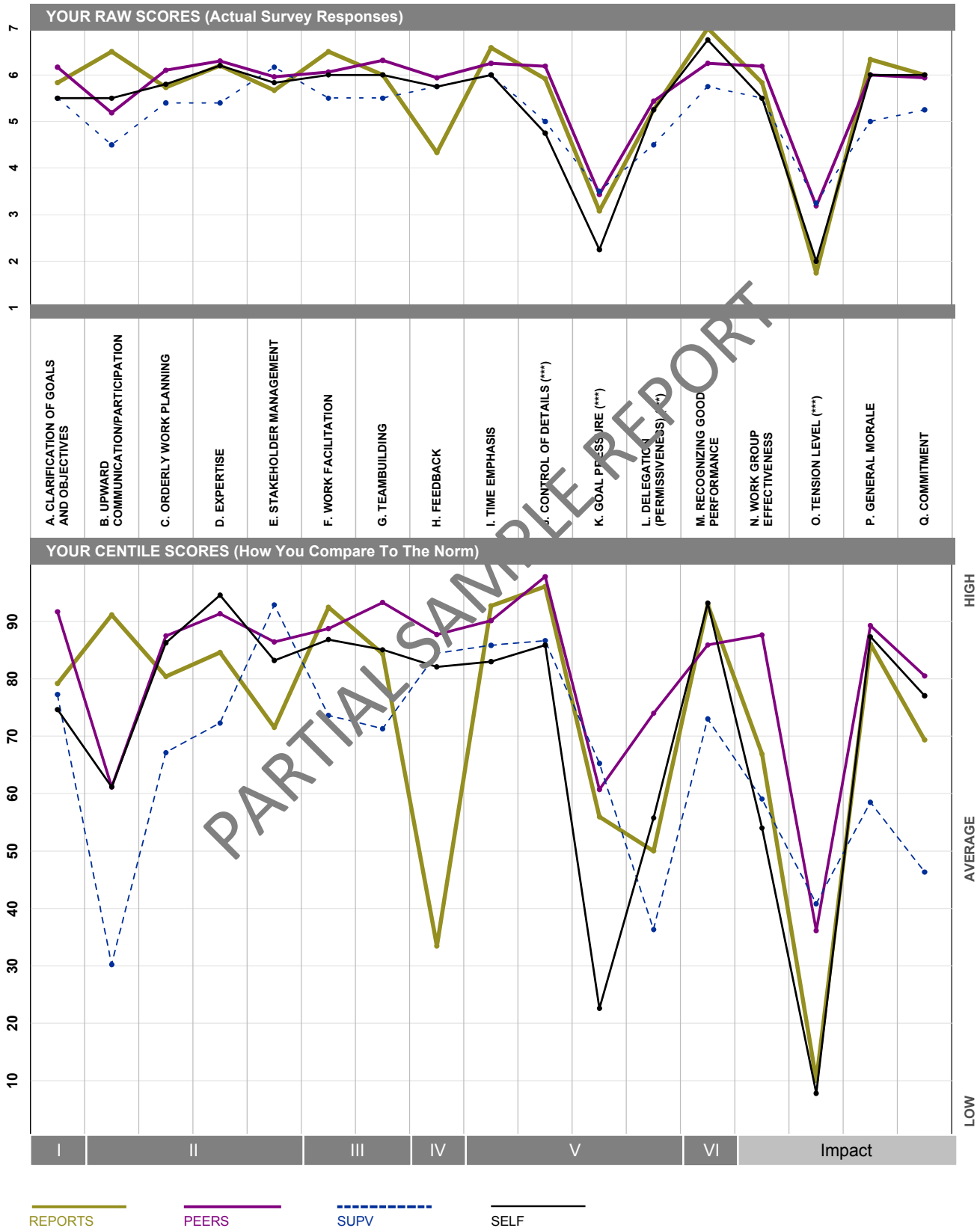
- Reports
- Peers
- Supv
- Self



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. MAKING GOALS CLEAR AND IMPORTANT

A. Clarification of Goals and Objectives

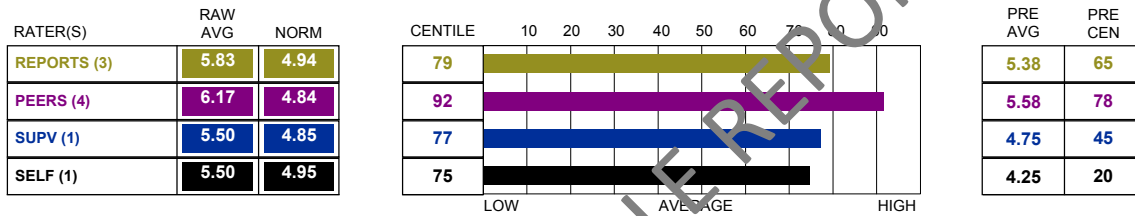
If You Score High

If you scored high on this dimension, you get projects off to a "flying start" because you set and communicate goals that are understood and are linked to the objectives of others. Because you establish and communicate clear goals, people know what they have to do to be successful and they know how their efforts will help others to produce winning results in the organization.

If You Score Low

If you scored low on this dimension, you may be seen as vague, confused, disorganized, and/or unfocused in your work planning. Your goal setting skills may de-motivate, confuse, and even sabotage the efforts of those around you. Remember that we usually get what we expect. If you have unclear expectations, that's probably what you will get from others!

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.
- Make sure you understand your organization's strategic vision and goals. This will enable you to set work unit goals, strategies, and plans that support the vision. Frequently communicate the organization's vision and goals to those you supervise so that they understand the organization's direction and can work with their own goals to support the vision.
- Be flexible, and be prepared to change your action plans if internal or external factors alter the company's strategic direction.
- 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.

Scores & Details

Question Scores

↓ Question # within survey	AVG	SD	NR	1 - never...	2 - almost never...	3 - sometimes...	4 - average	5 - often...	6 - almost always...	7 - always...	PRE AVG
9. Clearly communicates the importance of the group's goals	REPORTS	6.3	0.6	.	.	.	.	.	2	1	5.8
	PEERS	6.3	1.0	.	.	.	.	1	1	2	5.5
	SUPV	6.0	---	.	.	.	.	.	1	.	5.0
	SELF	6.0	---	.	.	.	.	.	1	.	4.0
14. Discusses goals with the group to be sure they are clear	REPORTS	6.7	0.6	.	.	.	.	.	1	2	5.5
	PEERS	6.5	0.6	.	.	.	.	.	2	2	5.5
	SUPV	6.0	---	.	.	.	.	.	1	.	5.0
	SELF	6.0	---	.	.	.	.	.	1	.	4.0
30. Sets goals which help the group make worthwhile contributions	REPORTS	6.0	---	.	.	.	.	.	3	.	5.3
	PEERS	5.7	1.2	1	.	.	.	2	.	1	5.7
	SUPV	5.0	---	.	.	.	.	1	.	.	5.0
	SELF	5.0	---	.	.	.	.	1	.	.	4.0
53. Discusses how group members' work and goals relate to the organization's goals and projects	REPORTS	4.3	1.2	.	.	1	.	2	.	.	5.0
	PEERS	6.0	0.8	.	.	.	.	1	2	1	6.5
	SUPV	5.0	---	.	.	.	.	1	.	.	4.0
	SELF	5.0	---	.	.	.	.	1	.	.	5.0

PARTIAL SAMPLE REPORT

Scores & Details

OPEN-ENDED COMMENTS

What does this person do that should be continued?

All Others

- ▶ Continue to be a good sounding board to bounce ideas off of. Being able to come to this manager with new ideas is great.
- ▶ Great manager--a pleasure to work for.
- ▶ Everything!
- ▶ Great communication skill.
- ▶ *Survey received; no comment provided.*
- ▶ Great co-worker--gets the job done.
- ▶ Managing operations well, providing feedback to team, team cohesion.
- ▶ Continues to improve management of the day-to-day operations of the department. The willingness to learn and improve should be continued.

Self

- ▶ Communicate to those around me

PARTIAL SAMPLE REPORT

Scores & Details

OPEN-ENDED COMMENTS

What should this person do to be more effective?

All Others

- ▶ Nothing I can think of.
- ▶ *Survey received; no comment provided.*
- ▶ Better work-life balance.
- ▶ *Survey received; no comment provided.*
- ▶ Nothing occurs.
- ▶ Not sure
- ▶ Less anxiety in workplace.
- ▶ More attention to feedback to and from subordinates, but this is minor and has vastly improved over the course of a year.

Self

- ▶ Not sure

PARTIAL SAMPLE REPORT

Scores & Details

OPEN-ENDED COMMENTS

What does this person do that should be stopped?

All Others

- ▶ Nothing comes to mind.
- ▶ N/A
- ▶ Working too late.
- ▶ n/a
- ▶ Meet with employees to discuss issues before they become bigger problems.
- ▶ *Survey received; no comment provided.*
- ▶ *Survey received; no comment provided.*
- ▶ Nothing--headed in the right direction!

Self

- ▶ *Survey received; no comment provided.*

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.



CURRENT CENTILE SCORES COMPARED TO PREVIOUS SCORES

This chart shows the range of numeric changes, up (+) or down (-) from your previous centile scores. For example, +20 means that the centile rank went up 20 points or you have improved. Shading is used in this chart to indicate that the centile score has decreased from your previous centile scores.

Understanding where your scores have decreased or increased can aid you in creating or adjusting your development plan.



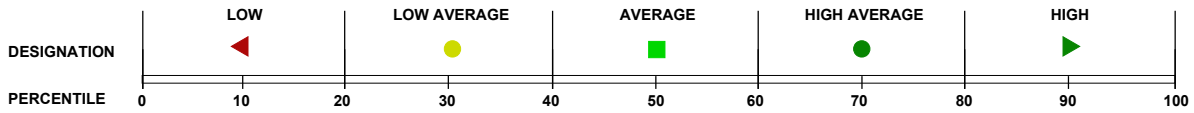
DEVELOPMENT PLAN TEMPLATE

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 HIGHLIGHTS

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



TASK CYCLE SKILLS

	REPORTS	PEERS	SUPV	SELF
I. MAKING GOALS CLEAR AND IMPORTANT				
A. CLARIFICATION OF GOALS AND OBJECTIVES	●	▶	●	●
II. PLANNING AND PROBLEM SOLVING				
B. UPWARD COMMUNICATION/PARTICIPATION	▶	●	●	●
C. ORDERLY WORK PLANNING	▶	▶	●	▶
D. EXPERTISE	▶	▶	●	▶
E. STAKEHOLDER MANAGEMENT	●	▶	▶	▶
III. FACILITATING THE WORK OF OTHERS				
F. WORK FACILITATION	▶	▶	●	▶
G. TEAMBUILDING	▶	▶		▶
IV. PROVIDING FEEDBACK				
H. FEEDBACK	●	▶	▶	▶
V. EXERCISING POSITIVE CONTROL				
I. TIME EMPHASIS	▶		▶	▶
J. CONTROL OF DETAILS (***)	▶	▶	▶	▶
K. GOAL PRESSURE (***)	■	●	●	●
L. DELEGATION (PERMISSIVENESS) (***)	■	●	●	■
VI. REINFORCING GOOD PERFORMANCE				
M. RECOGNIZING GOOD PERFORMANCE	▶	▶	●	▶

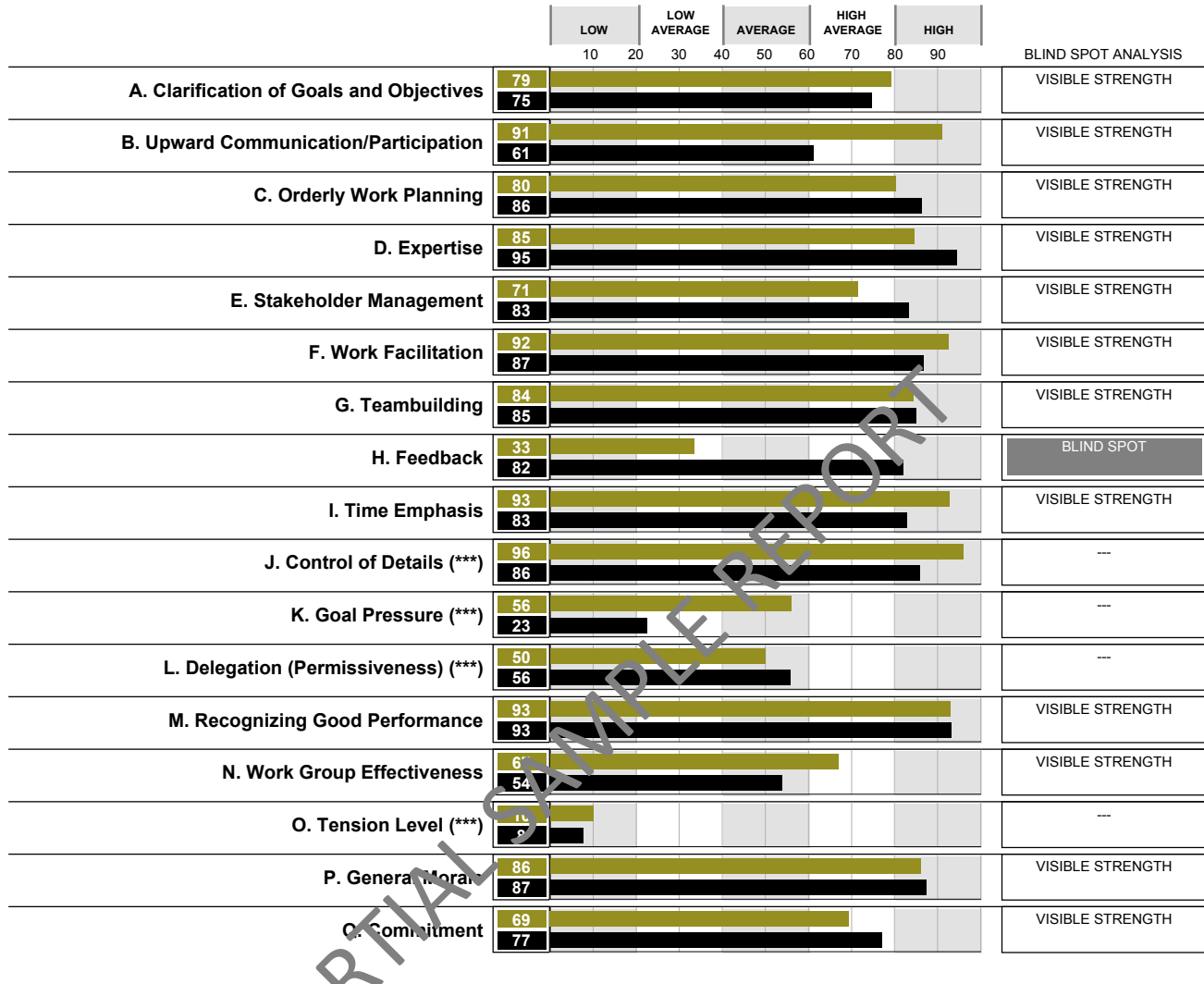
IMPACT

IMPT. IMPACT	REPORTS	PEERS	SUPV	SELF
N. WORK GROUP EFFECTIVENESS	●	▶	■	■
O. TENSION LEVEL (***)	▲	●	■	▲
P. GENERAL MORALE	▶	▶	■	▶
Q. COMMITMENT	●	▶	■	●

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

Development

CENTILE SCORES & BLIND SPOT ANALYSIS FOR REPORTS

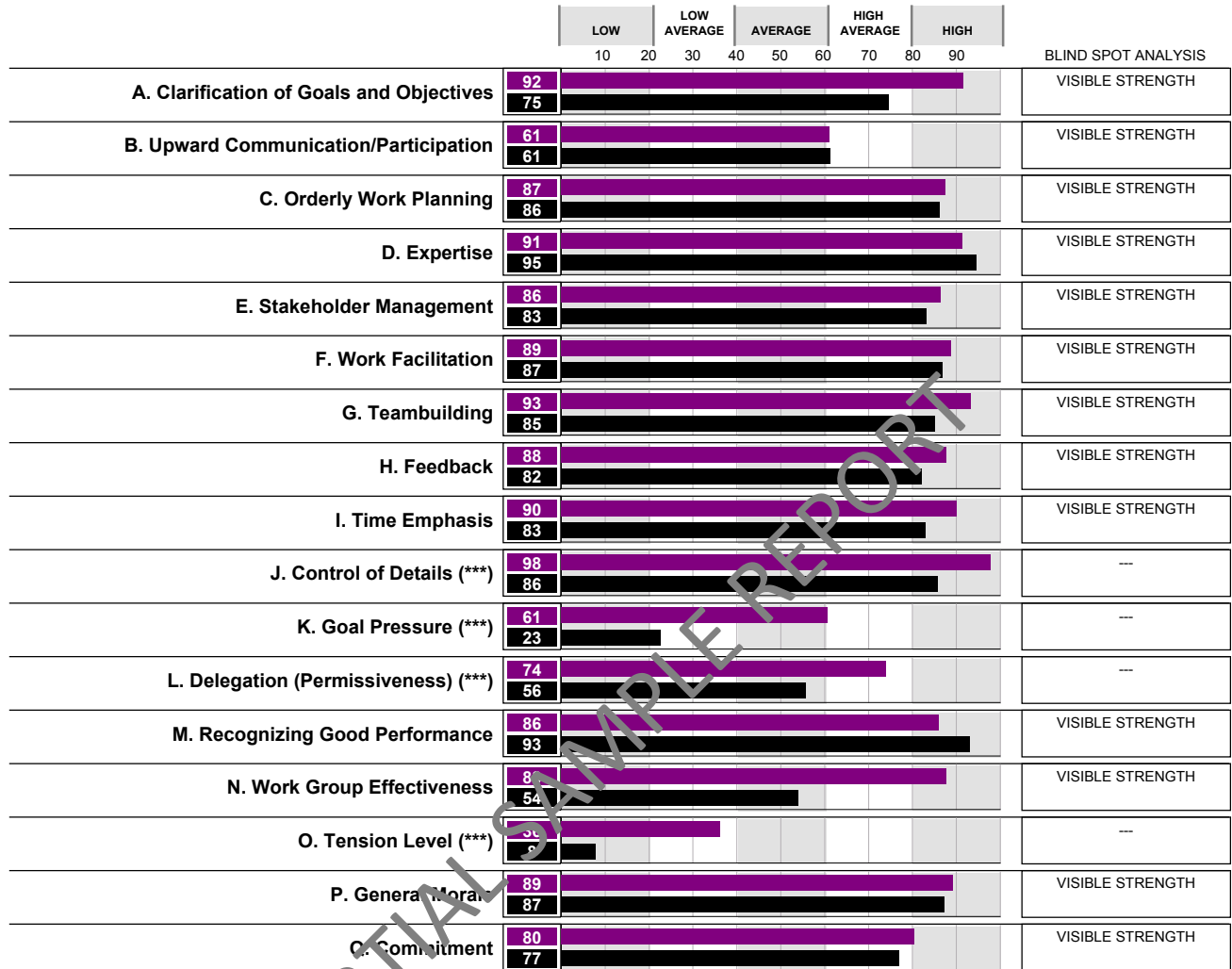


■ Reports
■ Self

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

Development

CENTILE SCORES & BLIND SPOT ANALYSIS FOR PEERS

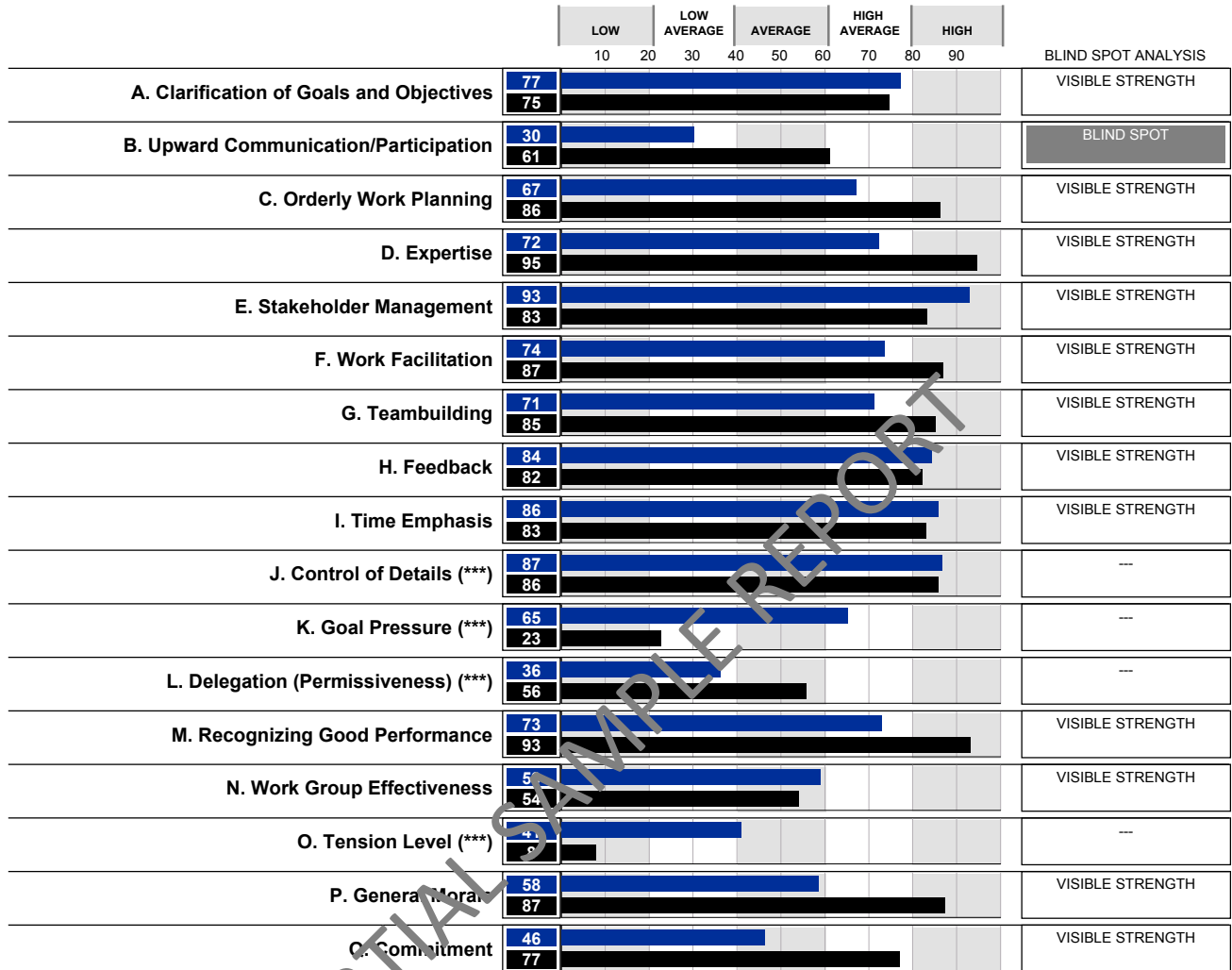


Peers
Self

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

5 HIGHEST/LOWEST RATED QUESTIONS FROM YOUR REPORTS

5 highest rated questions

# Question	Dimension	REPORTS
17. Encourages people to express their opinions and participate in decisions	B. UPWARD COMMUNICATION/PARTICIPATION	7.00
40. Asks the group's recommendations on matters that affect their work	B. UPWARD COMMUNICATION/PARTICIPATION	7.00
6. Knows how to get things done or find the resources to do them	D. EXPERTISE	7.00
20. Coaches group members to help them improve performance on the job	F. WORK FACILITATION	7.00
8. Is sure to remind people about work deadlines	I. TIME EMPHASIS	7.00

5 lowest rated questions

# Question	Dimension	REPORTS
11. Gives honest opinions of the work people do	H. FEEDBACK	3.33
25. Lets people know how he or she evaluates their work	H. FEEDBACK	3.33
53. Discusses how group members' work and goals relate to the organization's goals and projects	A. CLARIFICATION OF GOALS AND OBJECTIVES	4.33
50. Understands the needs of stakeholders (people and groups who impact the work)	E. STAKEHOLDER MANAGEMENT	5.00
28. Frankly lets people know how well they are accomplishing their goals	H. FEEDBACK	5.00

Development

5 HIGHEST/LOWEST RATED QUESTIONS FROM YOUR PEERS

5 highest rated questions

# Question	Dimension	PEERS
48. Is well regarded as an expert manager or project manager	D. EXPERTISE	6.75
14. Discusses goals with the group to be sure they are clear	A. CLARIFICATION OF GOALS AND OBJECTIVES	6.50
44. Is systematic about planning and organizing the work	C. ORDERLY WORK PLANNING	6.50
6. Knows how to get things done or find the resources to do them	D. EXPERTISE	6.50
26. Develops cooperation among members of the work group	G. TEAMBUILDING	6.50

5 lowest rated questions

# Question	Dimension	PEERS
3. Asks advice from the group on the best way to do things	B. UPWARD COMMUNICATION/PARTICIPATION	4.75
17. Encourages people to express their opinions and participate in decisions	B. UPWARD COMMUNICATION/PARTICIPATION	4.75
63. I (They) work hard because I (they) like it here	Q. COMMITMENT	5.25
31. Tries to work within the requirements of stakeholders (people and groups impacted by the work)	E. STAKEHOLDER MANAGEMENT	5.33
50. Understands the needs of stakeholders (people and groups who impact the work)	E. STAKEHOLDER MANAGEMENT	5.33

Development

5 HIGHEST/LOWEST RATED QUESTIONS FROM YOUR SUPV

5 highest rated questions

# Question	Dimension	SUPV
15. Effectively confronts stakeholders (people and groups impacted by the work) who inhibit team progress	E. STAKEHOLDER MANAGEMENT	7.00
38. Works effectively across functions, locations, and cultures	E. STAKEHOLDER MANAGEMENT	7.00
9. Clearly communicates the importance of the group's goals	A. CLARIFICATION OF GOALS AND OBJECTIVES	6.00
14. Discusses goals with the group to be sure they are clear	A. CLARIFICATION OF GOALS AND OBJECTIVES	6.00
32. Pays attention to planning the work in advance	C. ORDERLY WORK PLANNING	6.00

5 lowest rated questions

# Question	Dimension	SUPV
17. Encourages people to express their opinions and participate in decisions	B. UPWARD COMMUNICATION/PARTICIPATION	4.00
39. Makes changes as a result of listening to people in the group	B. UPWARD COMMUNICATION/PARTICIPATION	4.00
30. Sets goals which help the group make worthwhile contributions	A. CLARIFICATION OF GOALS AND OBJECTIVES	5.00
53. Discusses how group members' work and goals relate to the organization's goals and projects	A. CLARIFICATION OF GOALS AND OBJECTIVES	5.00
3. Asks advice from the group on the best way to do things	B. UPWARD COMMUNICATION/PARTICIPATION	5.00

Development

5 HIGHEST/LOWEST RATED QUESTIONS FROM YOUR SELF

5 highest rated questions

# Question	Dimension	SELF
29. Is knowledgeable about organization policies and plans in general	D. EXPERTISE	7.00
48. Is well regarded as an expert manager or project manager	D. EXPERTISE	7.00
47. Looks for ways to help people do a better job	F. WORK FACILITATION	7.00
37. Expresses appreciation for good performance	M. RECOGNIZING GOOD PERFORMANCE	7.00
41. Gives individuals recognition when they do good work	M. RECOGNIZING GOOD PERFORMANCE	7.00

5 lowest rated questions

# Question	Dimension	SELF
30. Sets goals which help the group make worthwhile contributions	A. CLARIFICATION OF GOALS AND OBJECTIVES	5.00
53. Discusses how group members' work and goals relate to the organization's goals and projects	A. CLARIFICATION OF GOALS AND OBJECTIVES	5.00
39. Makes changes as a result of listening to people in the group	B. UPWARD COMMUNICATION/PARTICIPATION	5.00
40. Asks the group's recommendations on matters that affect their work	B. UPWARD COMMUNICATION/PARTICIPATION	5.00
5. Keeps the work well organized through good planning	C. ORDERLY WORK PLANNING	5.00

Development

CURRENT CENTILE SCORES COMPARED TO PREVIOUS SCORES

The range of numeric changes, up (+) or down (-) are shown below. For example, +20 means that the centile rank went up 20 points. Shading indicates the centile score has decreased from your previous centile scores.

TASK CYCLE® SKILLS

	REPORTS	PEERS	SUPV	SELF	
I. MAKING GOALS CLEAR AND IMPORTANT					
A. CLARIFICATION OF GOALS AND OBJECTIVES	+14	+14	+32	+55	
II. PLANNING AND PROBLEM SOLVING					
B. UPWARD COMMUNICATION/PARTICIPATION	+25	+5	-23	+13	
C. ORDERLY WORK PLANNING	-1	+31	+39	+56	
D. EXPERTISE	+15	+30	+17	+62	
E. STAKEHOLDER MANAGEMENT	+6	+30	+50	+60	
III. FACILITATING THE WORK OF OTHERS					
F. WORK FACILITATION	+20	+26	+34	+57	
G. TEAMBUILDING	+14	+46	+32	+56	
IV. PROVIDING FEEDBACK					
H. FEEDBACK	-19	+25	+60	+62	
V. EXERCISING POSITIVE CONTROL					
I. TIME EMPHASIS	+20	+31	+34	+78	
J. CONTROL OF DETAILS (***)	+46	+27	+78	+64	
K. GOAL PRESSURE (***)	+33	+8	+49	-8	
L. DELEGATION (PERMISSIVENESS) (***)	-7	+45	0	+36	
VI. REINFORCING GOOD PERFORMANCE					
M. RECOGNIZING GOOD PERFORMANCE	+46	+30	+50	+85	
IMPACT					
IMPT. IMPACT					
N. WORK GROUP EFFECTIVENESS	+1	+17	+24	+34	
O. TENSION LEVEL (***)	-16	+7	-10	-10	
P. GENERAL MORALE	+27	+22	0	+35	
Q. COMMITMENT	+8	+10	+12	+75	

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

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.


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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.

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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?

PARTIAL SAMPLE REPORT