

Team Skills

Individual Feedback Report

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29 August 2002

Current co-worker feedback was provided by 10 raters
in the following categories:

2 Boss

2 Peers

3 Direct Reports

0 Internal Customers

0 External Customers

3 Others

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Overview of Your Work Skills

This Feedback Report provides you with feedback from co-workers on 20 high-performance professional practices in four broad categories:

- **Communication:** skills that promote the exchange and understanding of information and ideas among co-workers
- **Working with Others:** practices that promote the personal rapport, trust and support that enable high team functioning
- **Task Focus:** skills involved in organizing and performing work, solving problems, and making decisions in an effective goal-oriented way
- **Business Values:** practices involved in exemplifying accountability, maintaining an awareness of customer needs, and ensuring quality and responsiveness to change

The purpose is to give you information from your co-workers about your relative strengths and weaknesses, and help you compare your work skills to those of others. Additionally, you can compare your self-ratings to the perceptions of your co-workers. Finally, this assessment also allows you the opportunity to explore what co-workers see as the most important skill areas for your current role.

Your results are shown in Graphic Form

In the graphic on the next page, each skill area is represented by two bars. In any skill area, your self-assessment score is represented by the thinner bar. Your score from others—the main focus of the feedback—is represented by the dark, wider bar. If co-workers provided too few ratings to generate a credible score, an “X” (for insufficient data) replaces the dark bar.

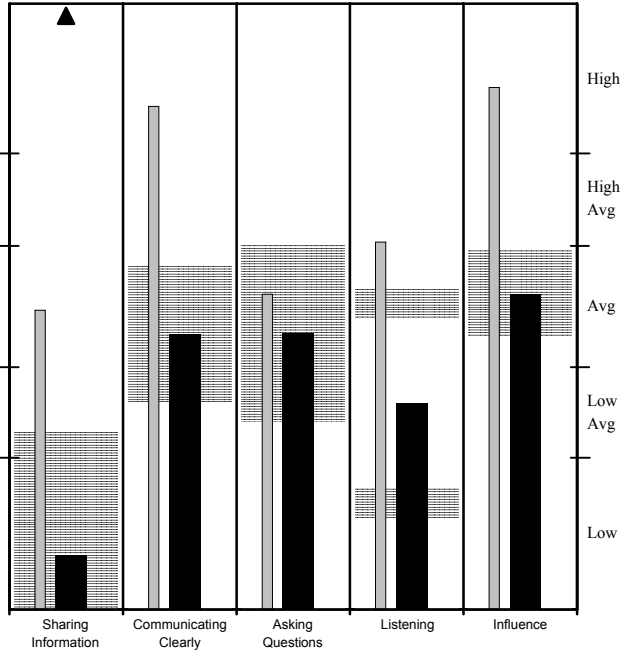
In reading the graphic, a higher score is represented by a taller bar. The bars are scaled in standardized score units to compare your results to an individual contributor norm group. For any skill area, about 40% of all individual contributors will be in the “average” range. (In “statistic-speak,” this range is literally plus-or-minus 0.5 standard deviations around the norm group mean.) About 20% will be in the “low average” range, and 20% in the “high average” range. About 10% will be in the “low” range; 10% in the “high” range.

As you look at your graphic, you may find your results on two or more skill areas look very much alike. It may be hard to tell which score is higher even though, in fact, the ratings differ slightly. The narrative discussion of your results in this report accurately reflects the relative positions of your scores.

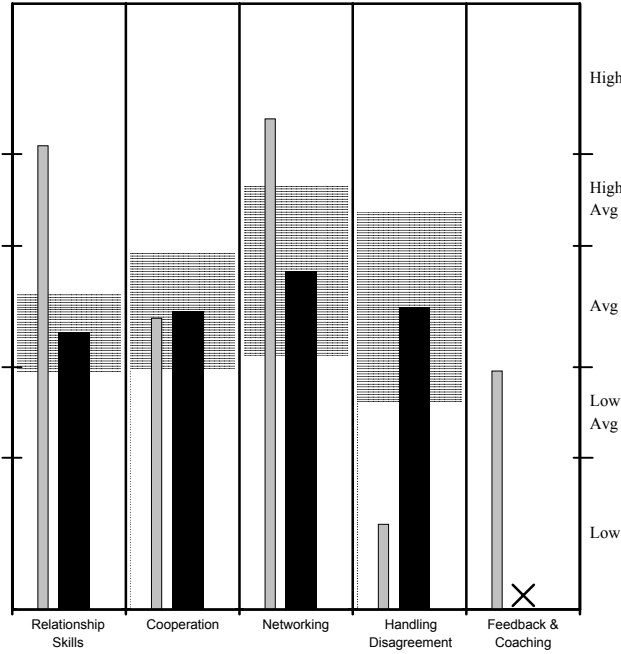
The amount of variation among ratings from others, the “spread,” is indicated by a gray rectangle that appears behind the dark bar. It is centered so that half of the rectangle is above the top of the dark bar and the other half is below. The “spread” indicates the general amount of disparity in the ratings for a skill area, not the highest and lowest ratings (which can place too much emphasis on one extreme rater). For a skill area where your ratings from others are very similar to each other, the spread indicator is relatively narrow. Where raters have a wider range of opinions, the spread indicator is wider. Where your raters are noticeably split into two contrasting descriptions, the spread indicator is split in two equal parts with one part above the top of the dark bar and the other below it.

A triangle at the top of a skill area indicates that co-workers have identified that skill as one of the five most important for your position. A larger triangle at the top of a skill area indicates that co-workers identified that skill as the single most important, or tied with something else for the single most important.

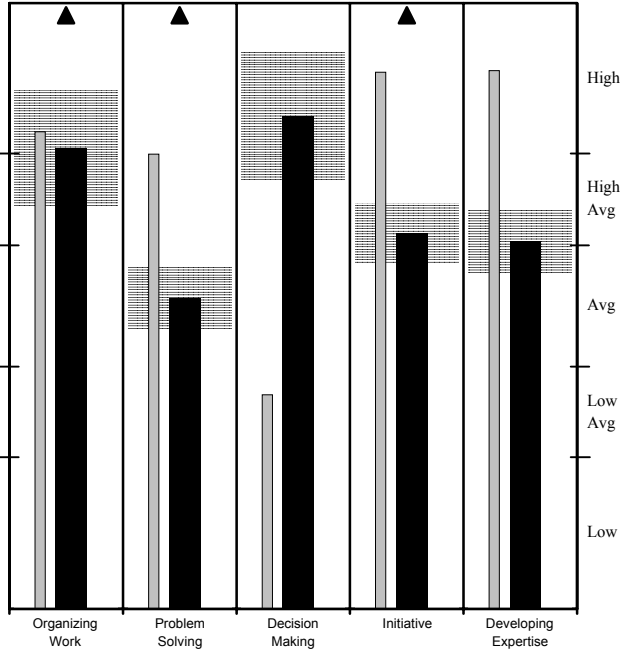
Communication



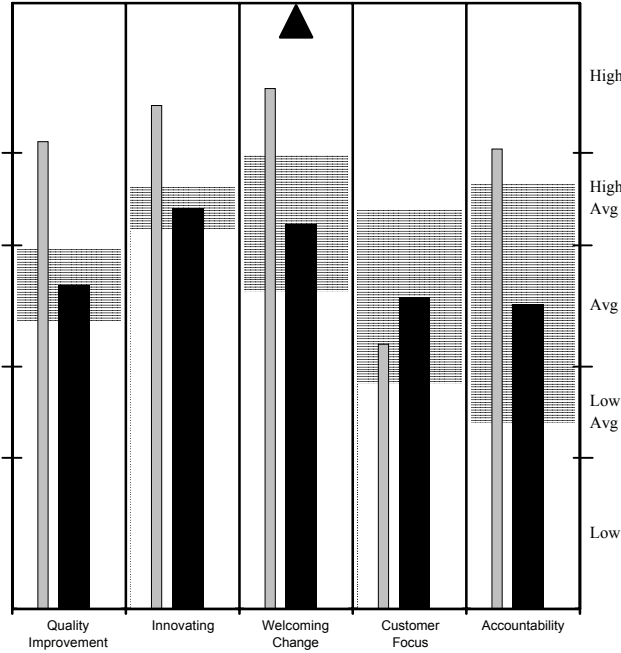
Working With Others



Task Focus



Business Values



Rating by Self
 Rating by Co-workers
 Spread of Co-worker ratings
 Rated Most Important by Co-workers
 Rated Important by Co-workers
 X Insufficient Data

Your Most Important Skill Areas

Raters provided information about which skills they consider most important for your job. The way they see it, the most important area of skill currently is:

- Welcoming Change—promoting and supporting change; being open-minded and responding flexibly.

Of all the areas, this is described as the one at which a person in your job most needs to excel. Other areas which are described as highly important are:

- Sharing Information—assuring a consistent, timely flow of information to co-workers; keeping other co-workers updated.
- Organizing Work—using time and resources efficiently and in a goal-oriented way.
- Problem Solving—assessing problems and finding solutions.
- Initiative—acting in a self-empowered way; able to proceed with minimum direction or guidance from others.

This information about relative importance can be used to help you determine your development priorities. In setting priorities, look first to see what the important skills are for your position. Next, look at where these important skills fall in terms of being a personal strength/weakness. Finally, look at how you rate in these skill areas relative to other individual contributors. A highly important skill which is not one of your strengths or not highly developed compared to other people would clearly be a development priority. If you are really strong in the skill areas that are most important for your job, you might look instead to your lowest score areas as development priorities, since these are where you have the most room for growth.

The information regarding which skills co-workers believe are important for your position may also help you understand the way they view your role. You may discover that your co-workers have not identified the same skill areas that you think are most important. Discussing any differences in perception about the importance of specific skill areas might be a relatively non-threatening way for you to begin a discussion of your role and skills as a professional. It is certainly a safe way to engage your boss in a coaching conversation.

Your Highest Scores

According to the ratings by your co-workers, the three skill areas in which you are the most effective are:

- Decision Making
- Organizing Work

- Innovating

For example, you can see that Decision Making is your best skill area—it has the tallest wide, dark bar. The fact that this dark bar extends into the top quarter of the chart means that your score from co-workers in this skill area is within the high-performance range. Co-workers are very consistent in their ratings as shown by the small size of the spread indicator. You can see that you do not rate Decision Making as being your greatest strength, because it does not have the tallest thin bar. Not only that, but you perceive yourself as being substantially less skilled than your co-workers do.

Based on your three highest scores, some of the things your co-workers see you doing best include:

- Using excellent judgment; acting with considerable logic and confidence in bringing decisions to a timely close
- Being extremely well organized, planning activities in advance, and using time in an exceptionally efficient and productive manner
- Creating many useful new ideas, seeking innovative ways to do things better, and experimenting with new techniques

Your Lowest Scores

According to the reports from your co-workers, these are the three skill areas in which you now show the most room for improvement:

- Sharing Information
- Listening
- Communicating Clearly

Sharing Information is your lowest score—it has the shortest wide bar. Your score in this skill area is far below average compared to other individual contributors. Co-workers are very consistent in their descriptions. You can see that you do not perceive this as your greatest weakness. Indeed, you perceive yourself as being substantially more skilled than your co-workers do. You may be very surprised by this.

Looking at your three lowest scores identified above, here are some examples of how co-workers see your performance in these areas:

- Not keeping co-workers well informed about matters that affect their work, and often neglecting to pass on useful information
- Responding in a way that leads others to feel they have not been truly heard, at times interrupting or being distracted by other matters

- Communicating in fairly clear and simple terms and usually emphasizing key points, although sometimes neglecting to tune in to the audience's needs and occasionally leaving people a little confused

Spread of Co-Worker Ratings

For most skill areas, co-workers were in reasonably good agreement among themselves in their ratings of your skills. However, co-workers had considerable variety in their observations about the following skill areas:

- Listening
- Accountability

In each of these areas, your co-workers have a wide spread of opinion. Different co-workers describe your skills differently. The reasons for mixed feedback are unclear. Possibly you act differently with some people or in some situations. Possibly different co-workers have different standards. Possibly there have been a few key incidents which have greatly affected, positively or negatively, the perceptions of several of your raters. It might be worthwhile for you to explore the reasons behind the differences among co-worker ratings in these few skill areas.

Comparing the Assessment Results from Yourself and Others

You can see in the graphic that you give yourself noticeably higher ratings than your co-workers tend to do. This is a common occurrence. Possibly you are a more generous rater, inclined to report that you "always" or "almost always" do a certain thing. Possibly your relations with co-workers are strained, and their feelings "color" their objective assessments, which would be a powerful message in its own right. A different possibility is that you set less demanding standards than other people do; you might see yourself as very skilled, while other people still see considerable room for improvement.

Another aspect of this issue is that you and your co-workers are not in good agreement about your pattern of relative strengths and weaknesses. As an example, you describe Decision Making as one of your three least developed skill areas, but co-workers describe it as one of your three best developed! The skill areas they identify as being most developed are not always among the highest scores from your self-assessment, and the areas they identify as least developed are not always among the lowest scores from your self-assessment. This information suggests that you do not necessarily have a good grasp of what others experience as your relative strengths and weaknesses.

Much of this feedback probably comes as an unpleasant surprise to you. If you are like other people who have received such feedback, you may feel defensive. Sometimes the first impulse is denial, looking for flaws in the feedback process or disbelieving the results—"I asked the wrong people," "Was it scored correctly?"

or "There has been a mistake." A second impulse is often resentment, questioning co-workers' motives or powers of observation. A common reaction is to blame others, pointing at the lack of cooperation or at the impact of recent uncontrollable events. Sometimes the defensiveness expresses itself as anger, leading people to confront the feedback facilitator or their co-workers. More often, though, the defensive reaction is pained withdrawal. Each of these defensive reactions is normal. The main thing is to recognize them as natural reactions and not let them interfere with your ability to use the feedback to your best advantage.

This feedback may be especially valuable to you. Because the assessments from your co-workers are so different than your self-assessment, you are finding out many things you did not know before. In effect, your co-workers are helping you find ways to improve your skills and advance your career by helping you see development opportunities that otherwise you might not recognize.

Breakout of Ratings from Different Sources

Different people may see you in different situations. For that reason, the ratings from different sources—bosses, peers, direct reports, and so on—are displayed separately in the breakout graphic which follows. Each source is represented by a narrow bar. The legend at the bottom provides a key to the shading used for each type of source. The ratings here are scaled exactly the same way as in the main Overview graphic.

The bar for a skill area does not appear if there were too few ratings from a particular source to give a credible score. For any specific skill area, the display of the boss's ratings requires at least one rater for a majority of items in the skill area, while the minimum requirement for each of the other sources is at least 3 raters for a majority of the items in the skill area.

Your breakout graphic shows the ratings from:

- 2 bosses
- 3 direct reports
- 3 additional raters

Not all the possible breakout categories appear in your breakout graphic. Specifically, your breakout does not include the following:

- peer ratings, because there is no skill area where 3 or more peers provided ratings for a majority of the items
- internal customer ratings, because there is no skill area where 3 or more internal customers provided ratings for a majority of the items
- external customer ratings, because there is no skill area where 3 or more external customers provided ratings for a majority of the items

Be cautious about the conclusions you draw by comparing the ratings in this graphic, or by comparing these ratings with the composite ratings from all co-workers shown earlier. Ratings from a small number of raters are less reliable, statistically, than ratings from a larger group. For example, if one or two people moved elsewhere, their replacements might describe your skills somewhat differently, even if your skills have not changed. To be a concern, the difference in the ratings must be a relatively large difference. For a skill area displayed in these graphics, a "large difference" is about 1 inch, as a rule of thumb. In that context, resist the temptation to overanalyze small differences.

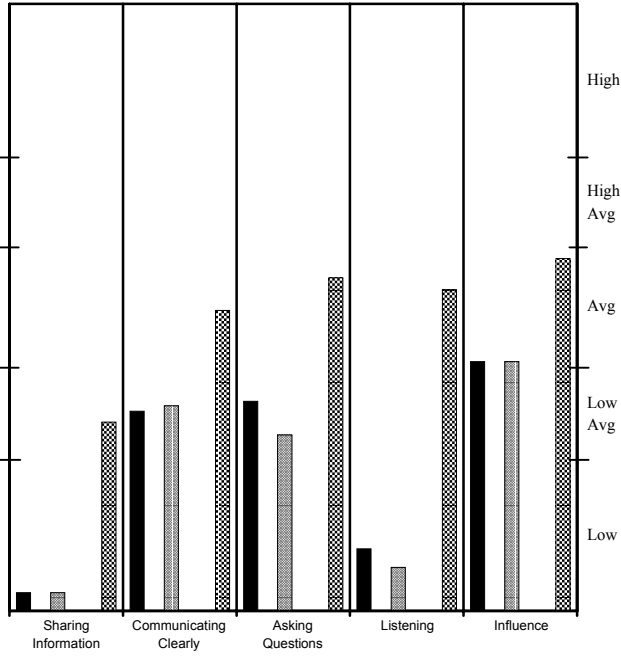
Individuals can give different ratings because:

- they differ in their personal observational skills
- people remember different events, and remember them differently depending on whether the event touched one of their "hot buttons"
- they may feel apprehension about the possible personal consequences of giving a co-worker lower (but accurate) ratings
- some people are well placed to experience your work practices, others less well placed

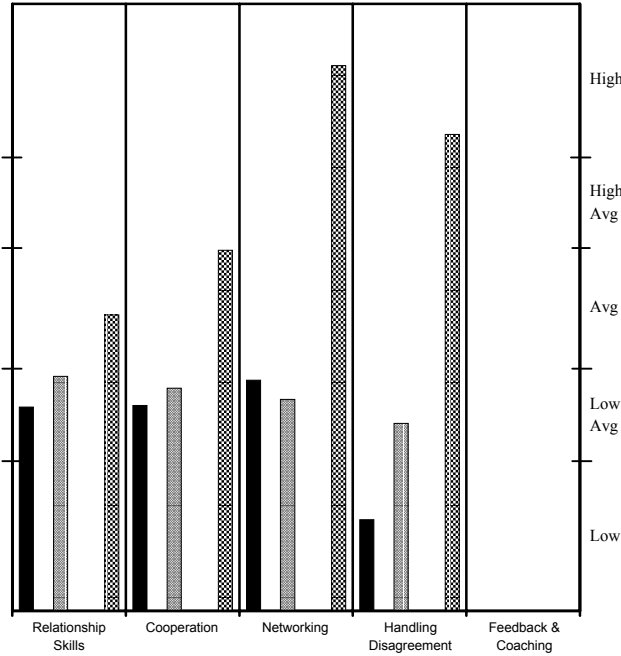
This should not lead you to believe that your ratings depend entirely on who rated you. The reality is that they are rating the same person - you - seen in mainly the same situations. Research involving 360-degree co-worker feedback is very clear in finding that the most raters typically provide similar ratings of the same person, even though there is room for one or two raters to be quite different.

Despite these caveats, this breakout graphic can provide helpful clues about where you might go to seek answers to the question: "What can I do that is different from what I have been doing in the past?"

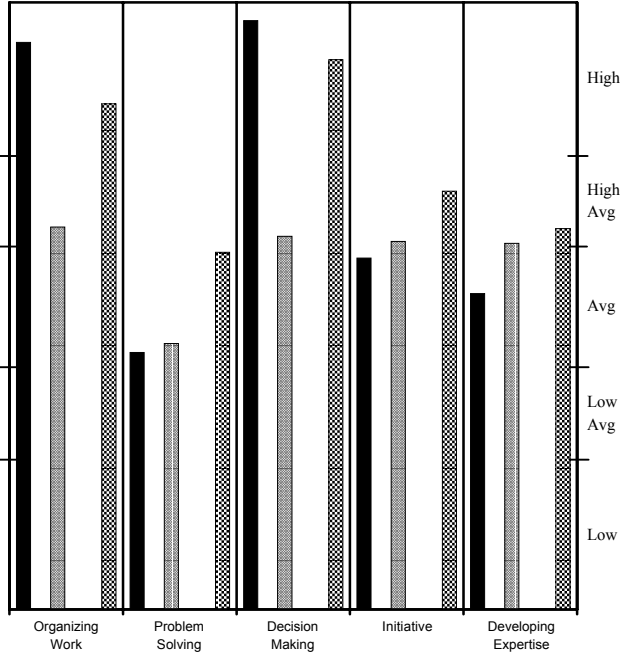
Communication



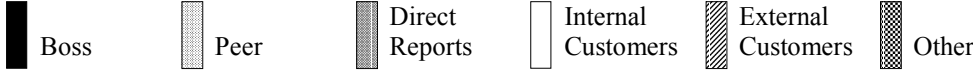
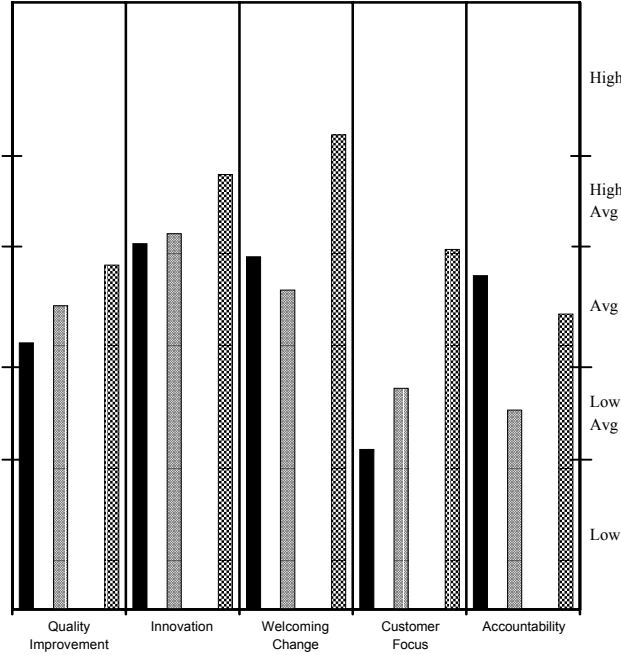
Working With Others



Task Focus



Business Values



Current Development Directions

Based only on your current results, the following skill areas seem to be the best candidates for efforts aimed at further development:

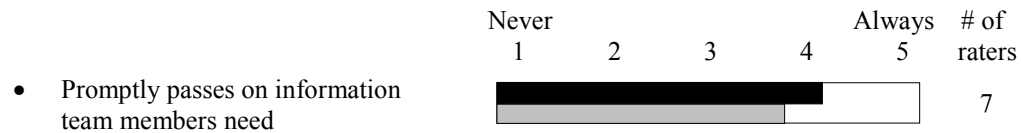
- Sharing Information—assuring a consistent, timely flow of information to co-workers; keeping other co-workers updated.
- Problem Solving—assessing problems and finding solutions.

These skill areas are among the most important for your position, and they are among your less well-developed skills. Development in one or more of these areas may have greater beneficial impact than development in other areas.

In selecting a specific skill area for development, use the feedback from others, advice from your coach or mentor, and your own good judgment. Consider which skills will have the biggest impact on improving your effectiveness and success in your current situation. Also take into account your long-term career goals and any foreseeable changes to your role.

Skill Area Detail

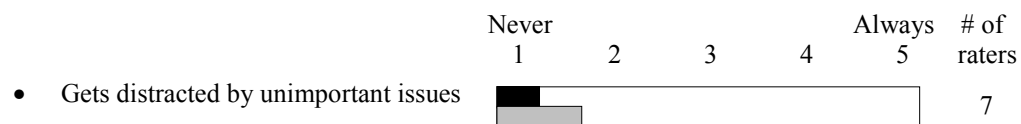
The discussion of each skill area will show you how others rated you on each of the items measuring that skill area. For example, here is what a hypothetical rating might look like on one of the items in Sharing Information:



The scale at the top of the display is the same the raters used in making the ratings, 1 (“Never”) through 5 (“Always”). The length of the dark horizontal bar would show the average rating from others in your current assessment. The more lightly shaded horizontal bar shows the results of the average individual contributor in the norm group. On the item displayed here, the average is about 3.8 for individual contributors in the norm group. The number of people who provided ratings for your current assessment is shown to the right of the item display. For example, on the item displayed here, you would see that the average rating in the current assessment is about 4.3, and 7 people provided ratings. Overall, these results would suggest a relatively high level of skill at this aspect of Sharing Information.

You may notice that the norm group averages are seldom centered near “3.0” on the five-point scale. They are usually closer to the high end of the scale, meaning that a typical professional has good skills. In effect, your skills are compared to a high standard.

Here is another example of feedback about a specific item. This item is from the Organizing Work skill area and this time it describes a counter-productive behavior:



An ideal professional would be described as “Never” doing this behavior. For “counter-productive behaviors,” longer bars show higher levels of undesired behavior—and less skill.

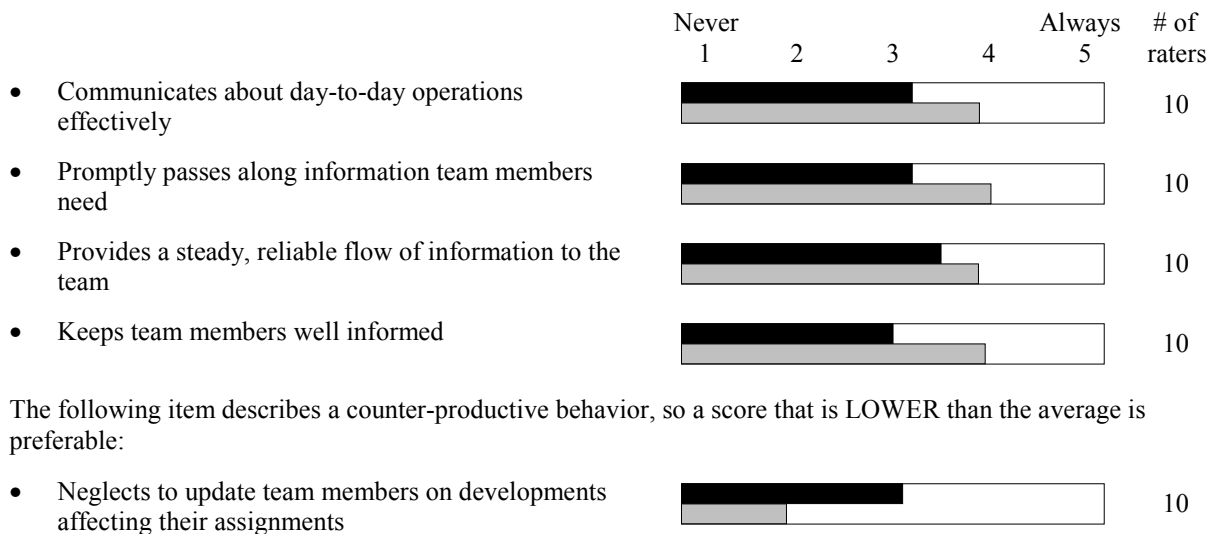
SHARING INFORMATION

Sharing Information is a measure of how well you ensure a consistent, timely flow of information to co-workers. Individuals who score high on Sharing Information see themselves as part of a system in which they affect and are affected by access to information. They help support the functioning of the system by passing on relevant information that keeps co-workers up to date and in the know. Providing information is like providing light—most people do not like to be left in the dark.

Your Results

As you can see from the Overview graphic, Sharing Information is your lowest score based on the descriptions by co-workers. They describe your skill at Sharing Information as quite a bit below those of a typical individual contributor. Your self-description is much more positive than your co-workers' descriptions of how well you inform them; possibly you overestimate your skills in this area. There is a gap here in perceptions and/or expectations.

Here are your ratings by co-workers on the Sharing Information items:



Development Priority

Co-workers rank Sharing Information as one of the five most important skill areas for someone in your job.

Developing your skills in Sharing Information may be a HIGH priority for you.

- Sharing Information is one of the five most important skill areas for your role.
- Sharing Information is not one of your higher scores from co-workers.

Potential Barriers

Barriers to keeping your co-workers well informed might include:

- A workload that is so demanding you feel that little time is available for informal communications with team members
- Continual distractions, making it hard to remember what you intended to tell whom
- An organization-wide atmosphere of secrecy or mistrust
- Fear that others will react negatively to the information you have to give them
- A competitive work environment—information is withheld as a source of power or "one-upmanship"

Sharing information is a necessary aspect of everyday life in an organization. An insufficient exchange of information is a critical barrier to communication. It can lead to the duplication of efforts, conflict within and across teams, as well as the breakdown of organizational morale and productivity.

To appreciate the importance of sharing information, you must see yourself as part of a system. A system is a collection of parts that interact with each other to function as a whole. The cooling system in a car, for example, consists of a radiator, a fan, a water pump, a thermostat, a cooling jacket, hoses, and clamps. Together they function to keep the engine from overheating, but separately they have limited impact. Similarly, the individuals in an organization function collectively toward common goals and objectives. Sharing information is a key element in coordinating the efforts of individuals in the organization into a well-honed system, so the whole is more than the sum of the parts.

OPTIONS FOR DEVELOPMENT

Attitudes and Values

- Evaluate your attitude toward information as a source of power. How much power do you feel comes from holding information versus sharing it? Have you ever controlled access to information as a form of gamesmanship—quietly withholding information that would help political rivals or hoarding knowledge as a way of keeping team members dependent? In general, would you feel more or less secure if all your team members always knew everything you knew? Practice giving others information that you hold, even if you're unsure they need to know it or if you feel uncomfortable about passing it to them. Check in with your co-workers down the line, and ask them if they see improvement in your skills at Sharing Information.

- Search your own experience for incidents in which a co-worker kept you in the dark, either deliberately or inadvertently. For each incident, reflect on how you felt and how you would have liked things to go. Was it an uncomfortable experience? Did you feel as if you were re-inventing the wheel? Think of how these incidents were different from times when a co-worker was very informative about a project, identifying possible resources, likely problems, and possible strategies. How might you be creating negative experiences with your co-workers by not sharing information? Identify what you will change in yourself to create more positive experiences for everyone involved.

Knowledge and Understanding

- Your self-report for Sharing Information is much higher than your co-workers' ratings. Explore these differences in perceptions. What are your co-workers' needs and expectations regarding the content, form, and timeliness of the information you communicate? Where are you meeting those requirements and where are you falling short?
- Make an inventory of your activities related to sharing information. For one month, track the memos, phone messages, and notes you send to others. Also, make brief notes about less formal interactions in which you pass on information to co-workers. Analyze the quantity and quality of your messages. Then, speak with others to find out if you are, in fact, sharing the kinds of information and ideas that others may need. Devise and implement a plan for improving the effectiveness of your efforts to share information.

Involving Others

- Interact with team members more often, possibly following an informal (but explicit) daily schedule. When you see someone, ask yourself if you know something that they should know. Ask team members to support you by giving you timely feedback and reminding you of information that needs to be passed on to others.
- Assess your knowledge of what information your team members need. List those people in your work life who may need information from you. This list could include your boss, a person in finance, your team members, the receptionist, and so on. Go to each of the people on your list and ask them what kind of information they need from you and how frequently they need it. The work you do may affect them in ways you didn't know. Go back to your notes periodically to ensure you are keeping others well informed.

Actions

- Log new information and developments that others need to know on a notepad or a mini-recorder. Review this list frequently, at the end of each day, for instance, and promptly pass information on to the appropriate party. If it helps, schedule time on your calendar each day to review your list and use e-mail, voicemail, memos, and the telephone to pass along information.

- ❑ Structure time in your schedule to talk formally and informally with team members about the status of projects. This may mean saying to yourself, "For the next half hour I am going to walk around and talk with my co-workers about anything that I'm doing that involves them in any way. I am going to do this three times this week." Frequent contact with others may prompt you to pass on useful information.

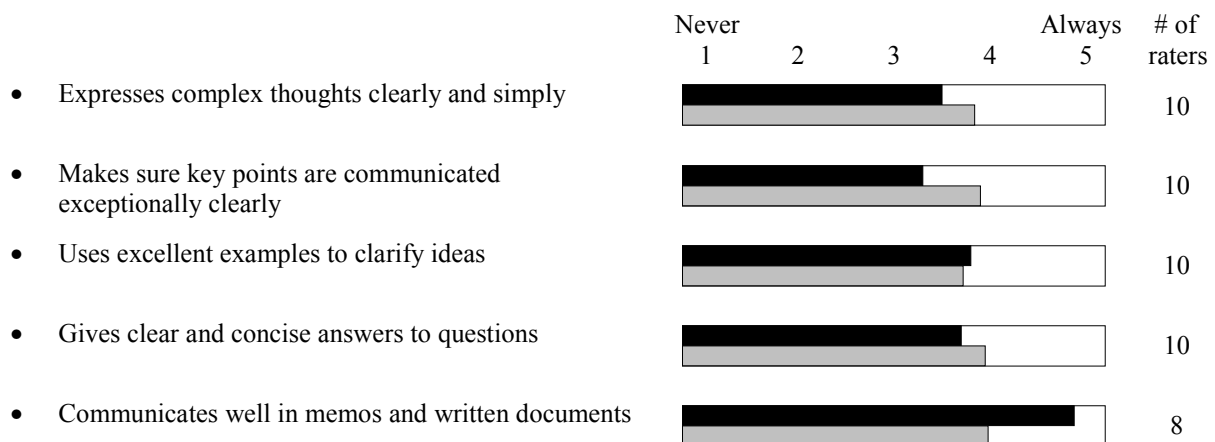
COMMUNICATING CLEARLY

Communicating Clearly measures the extent to which you express thoughts and ideas in a way that is concise and easy to understand. Individuals with strong skills in this area focus their comments on key points, give relevant examples, and tailor the communication to fit the listener's needs and level of understanding. Clear communicators eliminate the excess "noise" from their messages, which enhances the impact of their words and helps avoid misunderstanding.

Your Results

Co-workers rate Communicating Clearly as one of your three lowest skill areas. Yet, they report your skills to be about the same as a typical individual contributor's. The Overview graphic shows that your self-report is considerably higher than the average of your co-workers' reports. With regard to getting your message through to your intended audience, you may have some blind spots that are apparent to your co-workers.

Here are your ratings by co-workers on the Communicating Clearly items:



Development Priority

Co-workers do NOT rank Communicating Clearly as one of the five most important skill areas for someone in your job.

Developing your skills in Communicating Clearly may be a MODERATE priority for you.

- Communicating Clearly is NOT one of the most important skill areas for your role.
- Communicating Clearly is one of your lower scores from co-workers.

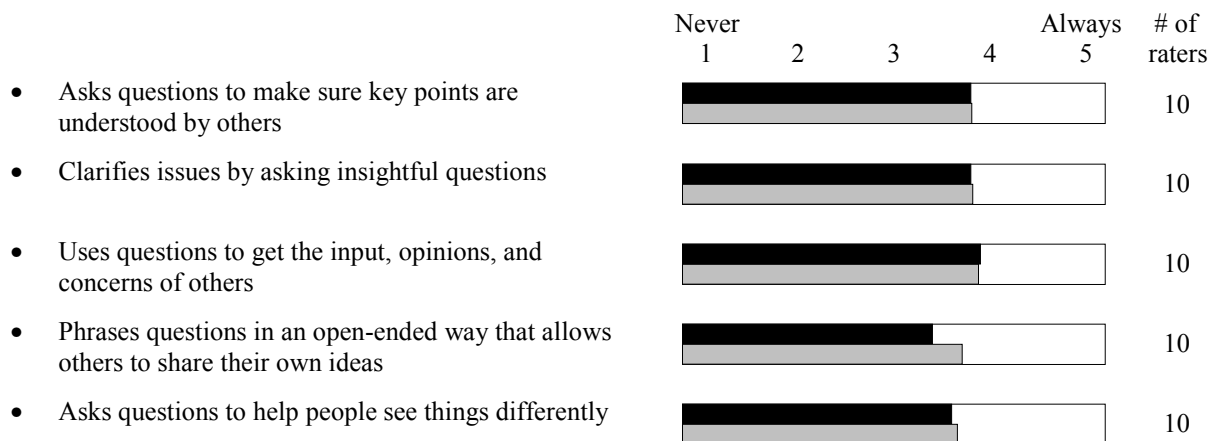
ASKING QUESTIONS

Asking Questions is a measure of how well you use inquiry to gather and clarify information, explore issues, and solve problems. A person who scores high on this scale asks questions to ensure clear communication, to seek additional information, and to make sure that issues are examined thoroughly. When done skillfully, questions are asked in a way that expresses genuine interest and support, without being confrontational.

Your Results

From your co-workers' descriptions, Asking Questions is lower than many of your other scores. Nevertheless, they depict your skills as about the same as those of an average individual contributor. Any difference between their descriptions and your own description of your skill at Asking Questions is not large enough to be significant.

Here are your ratings by co-workers on the Asking Questions items:



Development Priority

Co-workers do NOT rank Asking Questions as one of the five most important skill areas for someone in your job.

Developing your skills in Asking Questions may be a MODERATE priority for you.

- Asking Questions is NOT one of the most important skill areas for your role.
- Asking Questions is one of your lower scores from co-workers.

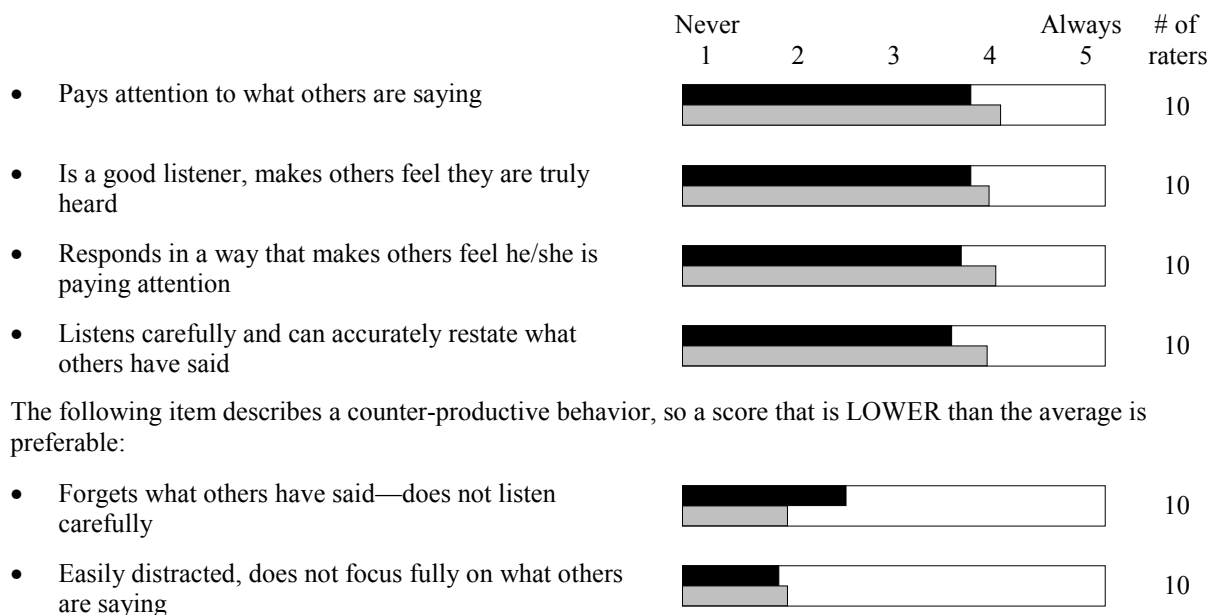
LISTENING

Listening measures the degree to which you pay attention to and remember what others have said. This skill area focuses on the "receiving" aspect of communication. The act of listening involves taking information in through our senses, interpreting and understanding that information, and responding to what we hear. The ability to listen effectively is an important component of professional success, since it is critical for learning, problem solving, and working with others.

Your Results

Listening is one of your three lowest scores, according to your co-workers' ratings. They report that your skills at listening to others are underdeveloped, in relation to those of a typical individual contributor. If you look at the Overview graphic, you can see that your self-report for Listening is somewhat higher than the one by your co-workers. This difference in perceptions is not so large that it should be considered meaningful.

Here are your ratings by co-workers on the Listening items:



Development Priority

Co-workers do NOT rank Listening as one of the five most important skill areas for someone in your job.

Developing your skills in Listening may be a MODERATE priority for you.

- Listening is NOT one of the most important skill areas for your role.
- Listening is one of your lower scores from co-workers.

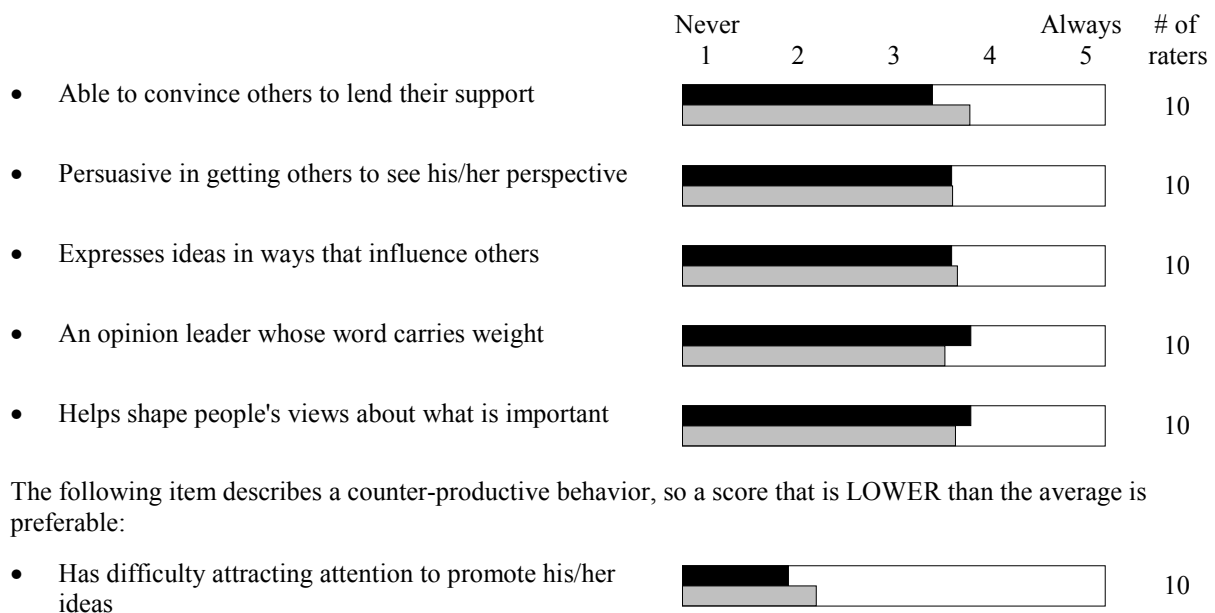
INFLUENCE

The **Influence** scale measures your skill in expressing ideas in ways that lead others to share your perspective. People who score high on Influence are often seen as "movers and shakers" who are able to impact situations and events. They gain the support of others by defining the issues in ways that appeal to others' needs and concerns. They are able to rally the support and fellowship of co-workers through the use of facts and logic, passion and commitment. As a result, they are effective in the work environment—they can convince others to see a situation from a particular perspective, shape events, and make things happen.

Your Results

Influence is about in the middle of your other scores, judging from co-workers' responses. They assess your skills at influencing others to be comparable to those of a typical individual contributor. In the area of Influence, you rated yourself in a much more positive way than others rated you. You might want to investigate this difference in perceptions.

Here are your ratings by co-workers on the Influence items:



Development Priority

Co-workers do NOT rank Influence as one of the five most important skill areas for someone in your job.

Developing your skills in Influence may be a LOW priority for you.

- Influence is NOT one of the most important skill areas for your role.
- Influence is NOT one of your lower scores from co-workers.

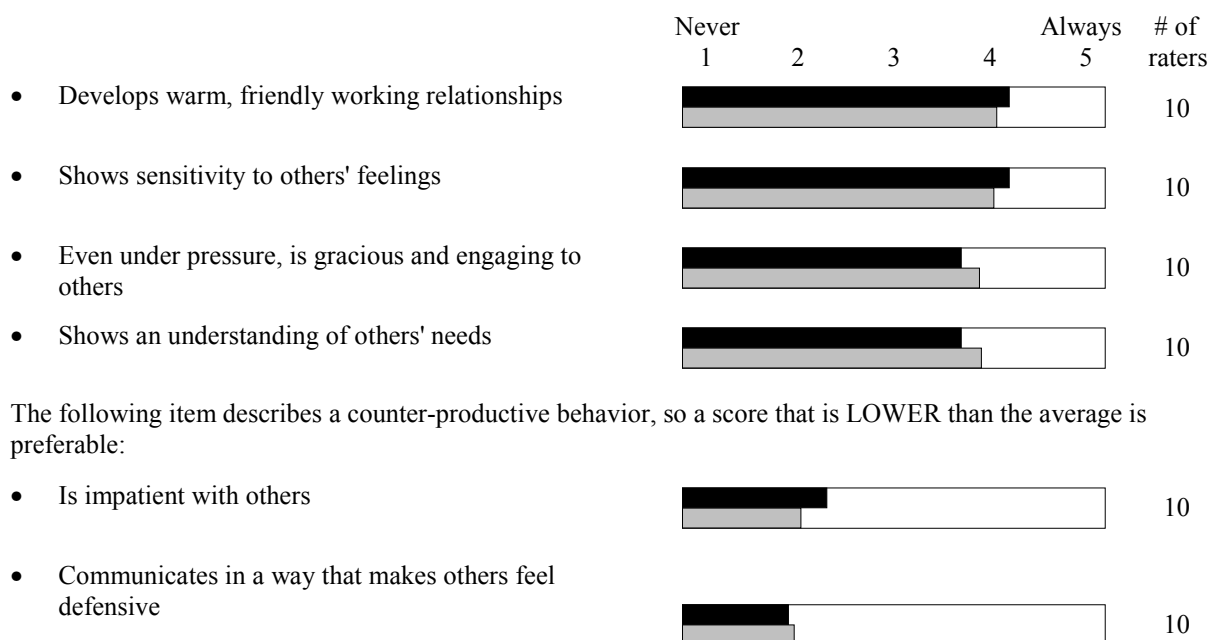
RELATIONSHIP SKILLS

The **Relationship Skills** scale provides information about your ability to relate meaningfully and productively to others at work. These skills help you establish and maintain warm, supportive work relationships that contribute toward higher team morale and performance. Individuals who score high on this scale show that they demonstrate genuine respect and concern for co-workers' needs and feelings, develop trust with others, and relate well to others on a personal level.

Your Results

From your co-workers' descriptions, Relationship Skills is lower than many of your other scores. Nevertheless, they depict your skills as about the same as those of an average individual contributor. You depict your Relationship Skills as being much higher than your co-workers do. This gap in perceptions suggests that you may not always be aware of your interpersonal impact on your co-workers.

Here are your ratings by co-workers on the Relationship Skills items:



Development Priority

Co-workers do NOT rank Relationship Skills as one of the five most important skill areas for someone in your job.

Developing your skills in Relationship Skills may be a MODERATE priority for you.

- Relationship Skills is NOT one of the most important skill areas for your role.
- Relationship Skills is one of your lower scores from co-workers.

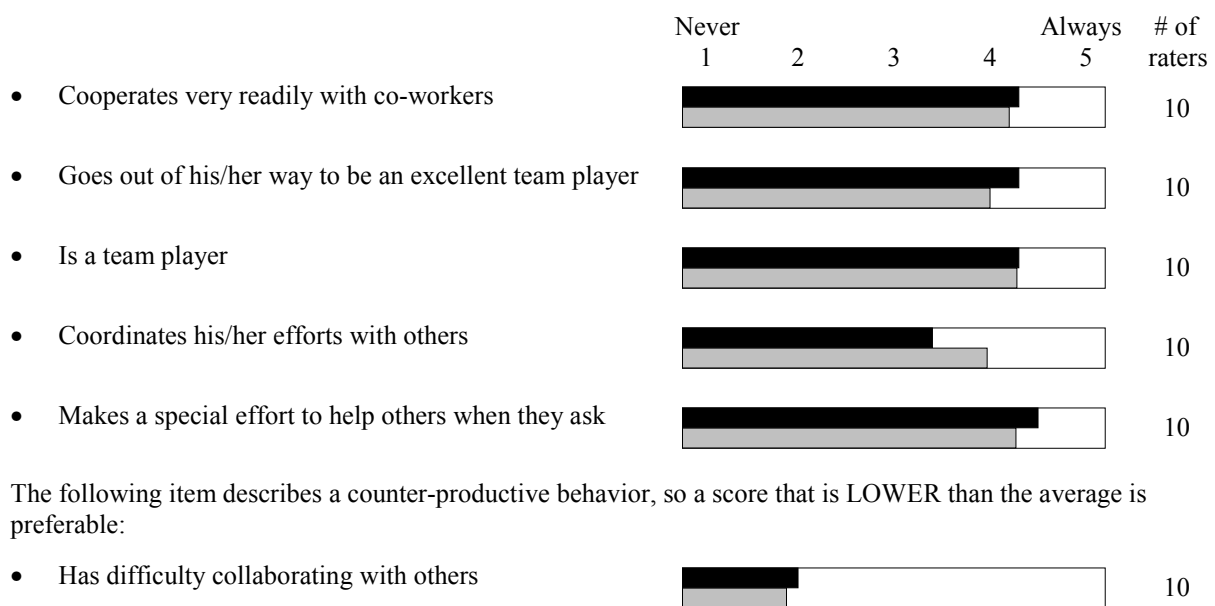
COOPERATION

The **Cooperation** scale measures the extent to which you work interdependently with co-workers and with other teams to meet organizational goals. A key element of cooperation is the ability to set aside the need for personal recognition in the interest of attaining team objectives. Thus, professionals who score high on Cooperation are seen as "team players." They work well with others, recognize opportunities for collaborating, adopt a constructive role on teams, contribute to consensus, and support group projects.

Your Results

Cooperation is one of your lower scores, according to your co-workers' ratings. They report that your actions show an average level of skill at teamwork. If you look at the Overview graphic, you can see that your self-report for Cooperation is roughly the same as the report from your co-workers.

Here are your ratings by co-workers on the Cooperation items:



Development Priority

Co-workers do NOT rank Cooperation as one of the five most important skill areas for someone in your job.

Developing your skills in Cooperation may be a MODERATE priority for you.

- Cooperation is NOT one of the most important skill areas for your role.
- Cooperation is one of your lower scores from co-workers.

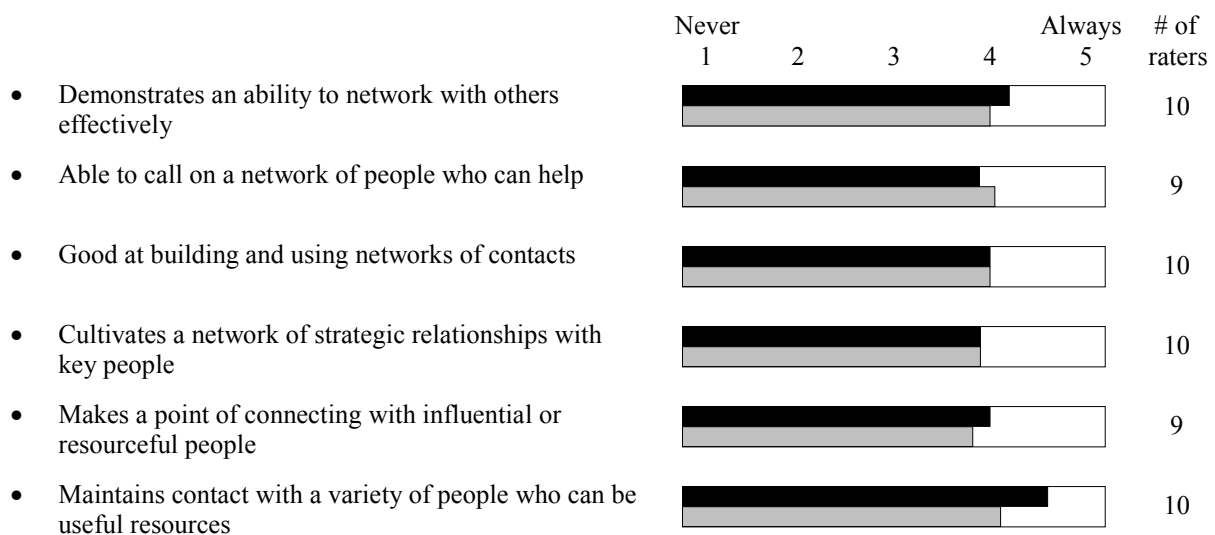
NETWORKING

Networking gauges your skill at developing useful contacts with a variety of people in diverse locations. The networking process involves the exchange of ideas, information, and resources with others who are inside and outside your formal work channels. People skilled at networking know whom to call on for help. They meet new people with ease and enthusiasm, and are active on key committees and in professional and community organizations. They approach networking as cooperative "team players," nurturing their relationships by maintaining contact and offering leads and solutions.

Your Results

Based on reports from co-workers, as shown earlier in the Overview graphic, Networking is one of your higher scores. Your co-workers regard your Networking skills as comparable to those of an average individual contributor. While the graphic shows that you describe yourself more positively than do your co-workers, the difference is not so large that it should become a major concern.

Here are your ratings by co-workers on the Networking items:



Development Priority

Co-workers do NOT rank Networking as one of the five most important skill areas for someone in your job.

Developing your skills in Networking may be a LOW priority for you.

- Networking is NOT one of the most important skill areas for your role.
- Networking is NOT one of your lower scores from co-workers.

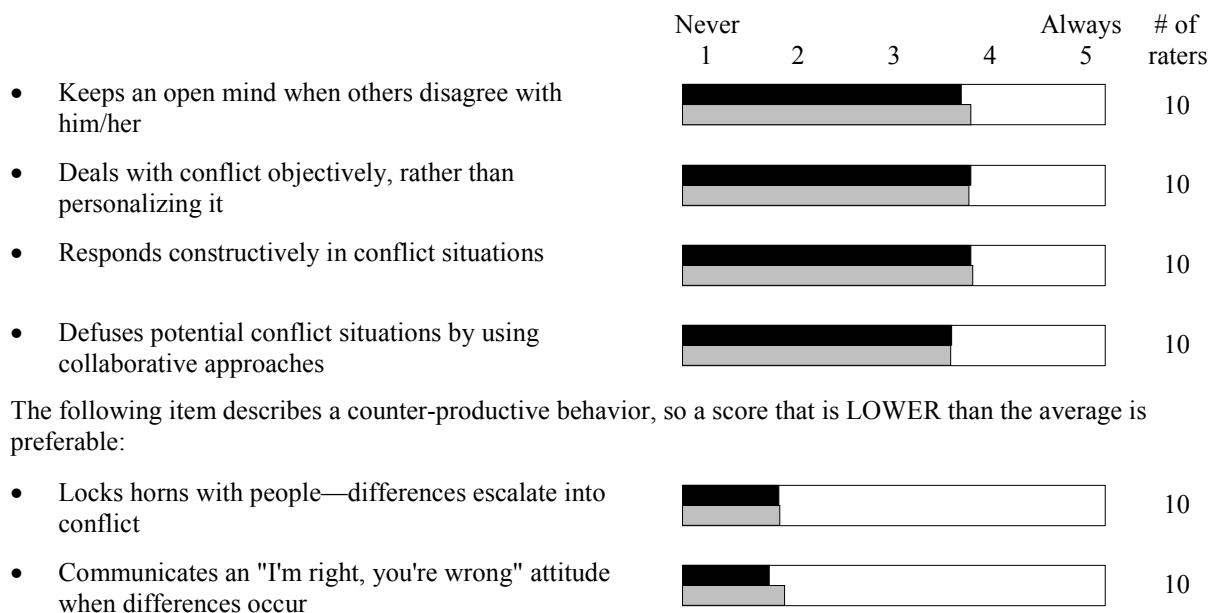
HANDLING DISAGREEMENT

Handling Disagreement measures your skill at finding ways to reach agreement in conflict situations by dealing with differing opinions openly and productively. An individual who scores high on Handling Disagreement typically keeps an open mind, finds ways of creating win-win compromises when differences occur, defuses potential conflict situations by using collaborative approaches, and expresses disagreement in non-threatening ways. In essence, a person who handles disagreement effectively communicates to others, "I respect you and your needs. I take responsibility for letting you know where I stand. I am committed to handling our differences in ways that satisfy both of us."

Your Results

Co-workers rate Handling Disagreement lower than many of your other scores, as you can see in the Overview graphic. They rate your skills at Handling Disagreement as comparable to a typical individual contributor's. Your own description of your practices related to Handling Disagreement is much less positive than your co-workers' descriptions; you may underestimate your ability in this area.

Here are your ratings by co-workers on the Handling Disagreement items:



Development Priority

Co-workers do NOT rank Handling Disagreement as one of the five most important skill areas for someone in your job.

Developing your skills in Handling Disagreement may be a MODERATE priority for you.

- Handling Disagreement is NOT one of the most important skill areas for your role.
- Handling Disagreement is one of your lower scores from co-workers.

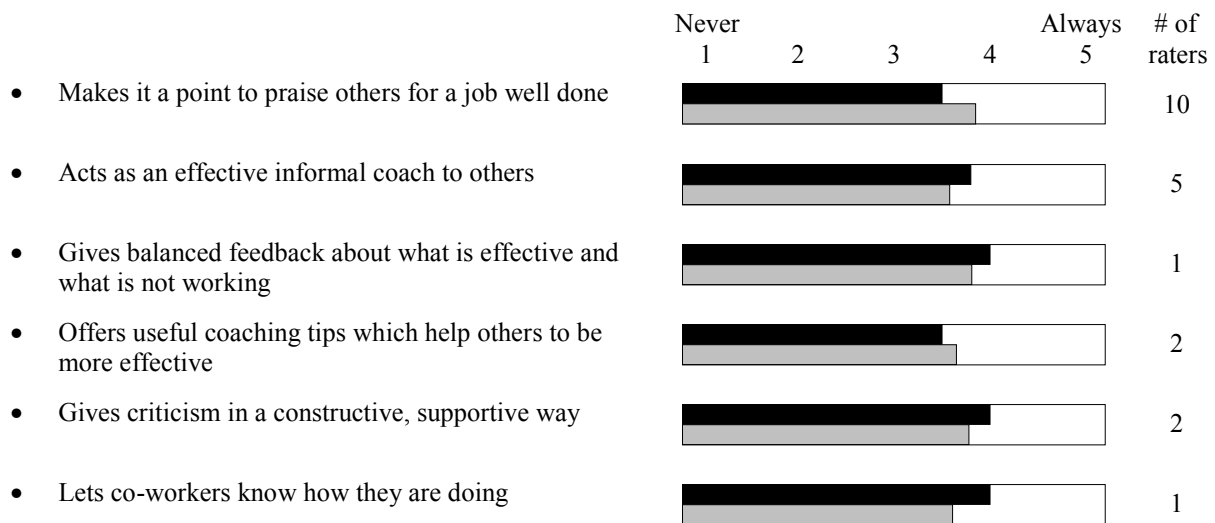
FEEDBACK AND COACHING

The **Feedback and Coaching** Scale measures your ability to provide constructive and timely professional guidance to others. The "feedback" component of this skill area refers to evaluating a team member's work and communicating what is working well and where opportunities exist for improvement. The "coaching" component refers to the direction you provide to help your co-workers modify their approach to operate more productively. Individuals who score high on Feedback and Coaching combine both of these components in a supportive process that helps team members learn about themselves, providing them a foundation for developing better skills and greater effectiveness.

Your Results

Co-workers had difficulty rating you in the area of Feedback and Coaching. They selected the "Unable to Rate" option so frequently that a credible overall score cannot be reported. Your self-assessment ratings suggest that you see your skills in this area to be less fully developed than those of many other individual contributors.

Here are your ratings by co-workers on the Feedback and Coaching items:



Development Priority

Co-workers do NOT rank Feedback and Coaching as one of the five most important skill areas for someone in your job.

Developing your skills in Feedback and Coaching may be a MODERATE priority for you.

- Feedback and Coaching is NOT one of the five most important skill areas for your role.
- Co-workers who provided you with feedback frequently selected "Unable to Rate" as their response to items that deal with this skill area. This is a signal that your actions in this area are not visible to the people around you.

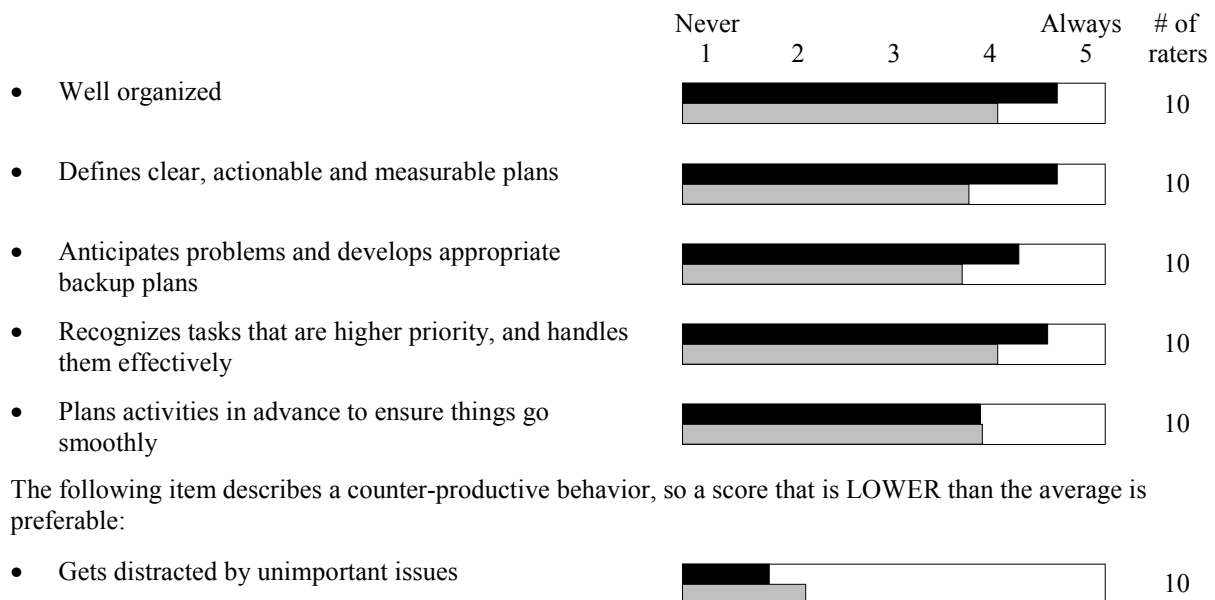
ORGANIZING WORK

Organizing Work measures your effectiveness in using time and resources to deal with the important issues at hand. Individuals with high scores on Organizing Work plan and structure their work productively. They avoid duplication of effort, work efficiently, and stay focused on priorities. Organized professionals are like circus ringmasters, making sure the main events are going well in the center ring and not wasting too much time on the sideshows.

Your Results

Organizing Work is one of your three highest scores based on the ratings by co-workers. As you can see in the Overview graphic, they rate your Organizing Work skills very high, higher than most other people's: this is an area of strength for you. Your own description of your efforts at Organizing Work is similar to the descriptions by your co-workers.

Here are your ratings by co-workers on the Organizing Work items:



Development Priority

Co-workers rank Organizing Work as one of the five most important skill areas for someone in your job.

Developing your skills in Organizing Work may be a LOW priority for you.

- Organizing Work is one of the five most important skill areas for your role.
- Organizing Work is one of your higher scores from co-workers.
- Your skills in this area are rated higher than those of a typical leader or individual contributor.

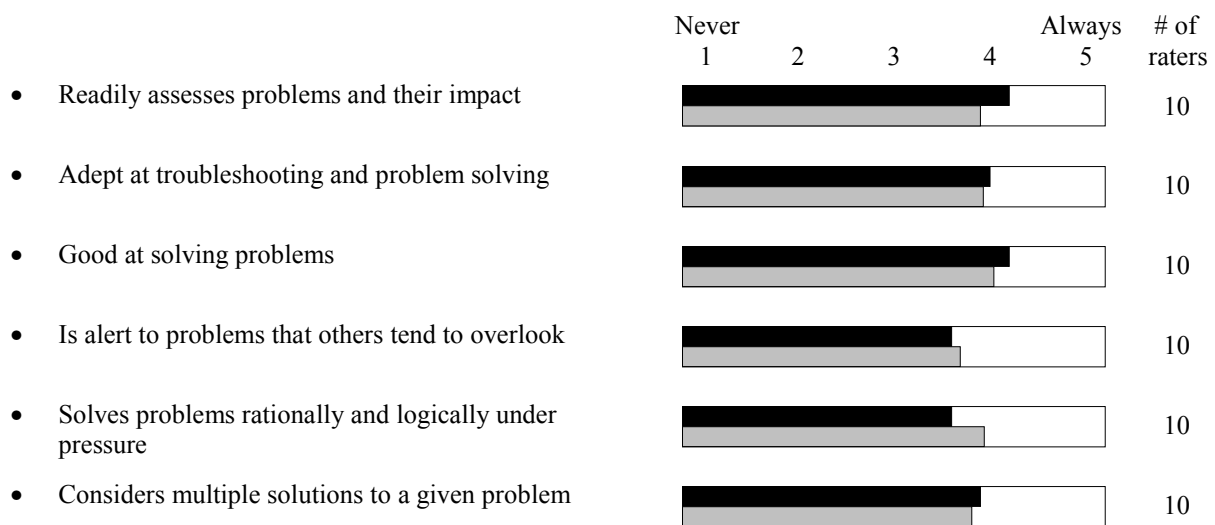
PROBLEM SOLVING

Problem Solving is a measure of how well you can identify problems, assess symptoms and their causes, and find solutions. Analytical thinking skills, experience, and creativity are all important factors in determining the ability to solve problems effectively. A high score on this scale would indicate that you are adept at recognizing a problem when it presents itself, at seeing the interrelationships that exist among symptoms, at troubleshooting to isolate a problem's source, at generating alternative solutions, and at evaluating the risks, rewards, and trade-offs associated with those solutions.

Your Results

Based on reports from co-workers, as shown earlier in the Overview graphic, Problem Solving is about in the middle of your other scores, neither one of your highest nor lowest. Your co-workers regard your Problem Solving skills as comparable to a typical individual contributor's. While the graphic shows that you describe yourself more positively than do your co-workers, the difference is not so large that it should become a major concern.

Here are your ratings by co-workers on the Problem Solving items:



Development Priority

Co-workers rank Problem Solving as one of the five most important skill areas for someone in your job.

Developing your skills in Problem Solving may be a HIGH priority for you.

- Problem Solving is one of the five most important skill areas for your role.
- Problem Solving is not one of your higher scores from co-workers.

Potential Barriers

Several factors can act as barriers to effective problem solving, including:

- Difficulty in evaluating risks, resulting in either excessive caution or over-optimism about potential outcomes
- Technological changes that make an individual's technical skills outdated
- Emotional reactions to the stress of urgent problems
- The fatalistic belief that one has little control over problems that arise

Problems at work are inevitable, as they are in all aspects of life. Someone once said, "Within each problem lies a disguised opportunity . . . but it is the art of unmasking the disguise that distinguishes between the two." Effective problem solving acts as the key that allows one to unmask the disguise, seize the opportunity, and bring about positive change.

At first glance, we may be tempted to think of problem solving as a one-step action—**get it solved!** However, skill at problem solving usually relies on a systematic process involving several steps. First, there must be the recognition that a problem exists, followed by a realistic assessment of the problem's importance, fact-finding to further diagnose symptoms and root causes, and the development of several thoughtful alternatives. Surprisingly often, success lies in simplifying the problem by redefining it in an insightful way.

OPTIONS FOR DEVELOPMENT

Attitudes and Values

- Examine your incentives when dealing with a problem. To get your problem-solving energies flowing, start by establishing what it is you want to achieve. In other words, **envision your goal**. Once the desired end-state is clear to you, it sets the challenge to discover how to make it happen. Second, put yourself into a feel-good problem-solving mood. An upbeat frame of mind is a powerful enabler, enhancing your resourcefulness and increasing your chances of success. To inspire that mood, think of a time when you felt especially "pumped up." Make that experience vivid in your mind and re-live the emotion. Consciously work to capture that positive mental attitude each time you are facing a challenging problem.
- Examine your beliefs about problems. What are your "gut" reactions when you hear the word "problem" mentioned? To be sure, the term "problem" sounds like a negative experience. Problems are things to be avoided. They throw us off track, and wreak havoc on our lives. Right? Now, consider a different perspective: problems spell opportunity. Problems are the prelude to

progress. Problems create room for challenge and creative expression. As Dr. Donald Noone, author of **Creative Problem Solving** (1993) suggests, by challenging your beliefs about problems and adopting a more positive mindset, you will lift a barrier and empower yourself to solve problems more energetically and creatively.

Knowledge and Understanding

- Examine your own track record for solving problems. What kinds of problems are you good at solving? What kinds of problems do you have trouble solving satisfactorily? While reviewing this feedback report, identify your strengths in the technical, interpersonal, and organizational skills areas. Think about how you can leverage those strengths to increase your problem-solving effectiveness.
- Read Gerald Nadler and Sozo Hibino's **Breakthrough Thinking: The Seven Principles of Creative Problem Solving** (1994), Donald Noone's **Creative Problem Solving** (1993), and Karl Albrecht's **Brain Power: Learn to Improve Your Thinking Skills** (1987) for a variety of approaches you can use to become a more efficient and effective problem solver.

Involving Others

- Speak with an individual whom you recognize as an excellent problem solver. Find out what techniques he/she uses to handle a problem, from the time the problem is recognized through the generation of alternative solutions. In what ways can you adopt that individual's strategies to enhance your own problem-solving abilities?
- Undertake an "assumption busting" exercise with your team members. In a group forum, challenge your assumptions about reality—those aspects of a problem situation that work against your ability to be expansive in solving it. Take it one step further and brainstorm the "what ifs?" You'll be amazed to see that so many of the things we take for granted or view as "givens" need not necessarily be so. Once you cast off those imposing assumptions, you'll be more free to explore vast possibilities in working to find a creative solution.

Actions

- Focus on becoming more adept at troubleshooting when solving problems. Troubleshooting requires that you get down to the root of a problem, isolating its fundamental causes. One simple technique that can help you do this is the "Repetitive Why" analysis. This exercise requires that you ask yourself why a problem exists. After you give your answer, ask why **that** condition exists, and so on, creating a causal chain of "reasons why." Like peeling an onion, this process is designed to help you troubleshoot a problem to its core and subsequently target a sound solution.

- ❑ Focus on stimulating more creativity in your approach to finding solutions. Perhaps the most direct way of becoming more expansive in your thinking is to ask questions. Questions provoke, stimulate, and stretch the imagination. Consider the mind of a young child, free to wildly imagine. It asks countless questions, rarely content to accept the status quo at face value. Excellence in problem solving requires much the same approach: the intent search through questions, and the refusal to accept what is without asking "why?", "how?", and "what if?"

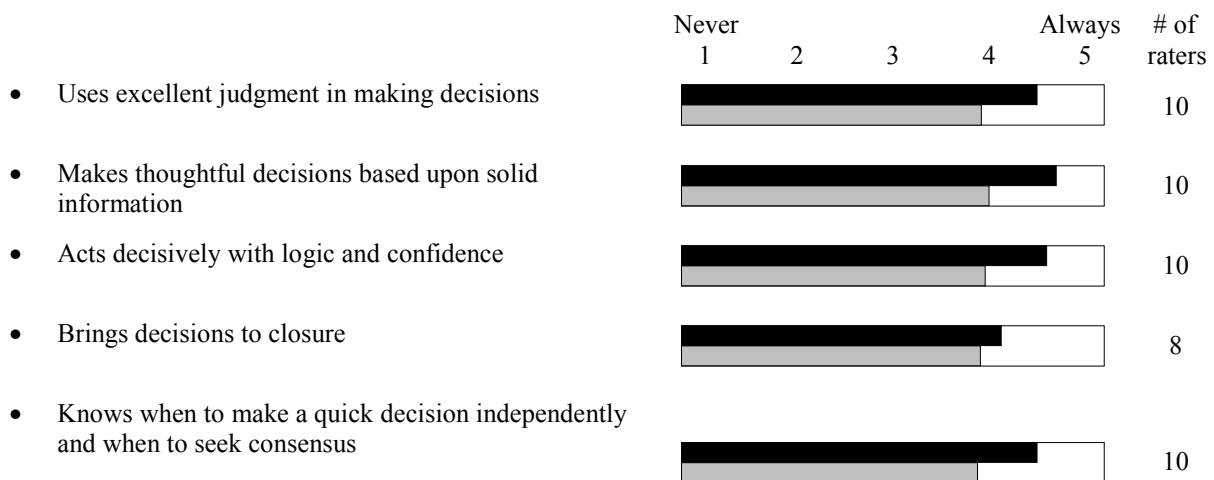
DECISION MAKING

Decision Making assesses how well you use appropriate information and input from others to make sound decisions quickly. A person who scores high on this scale demonstrates excellent judgment in making decisions, includes the appropriate people in the decision-making process, and acts with logic and confidence in bringing decisions to a timely close. Additionally, the highly skilled decision maker flexibly adjusts his/her approach to the demands of the situation, using a quick, decisive mode to make routine judgment calls, and relying on more careful, systematic analytical processes to decide on issues of increasing complexity and importance.

Your Results

Decision Making is your highest score from co-workers. They see your skills as extremely well developed, better than most other people's. By contrast, in your self-assessment you describe yourself as less skilled in making decisions. Although you may feel that there have been times when your own decision-making process could have been much better, others are less critical.

Here are your ratings by co-workers on the Decision Making items:



Development Priority

Co-workers do NOT rank Decision Making as one of the five most important skill areas for someone in your job.

Developing your skills in Decision Making may be a LOW priority for you.

- Decision Making is NOT one of the most important skill areas for your role.
- Decision Making is NOT one of your lower scores from co-workers.

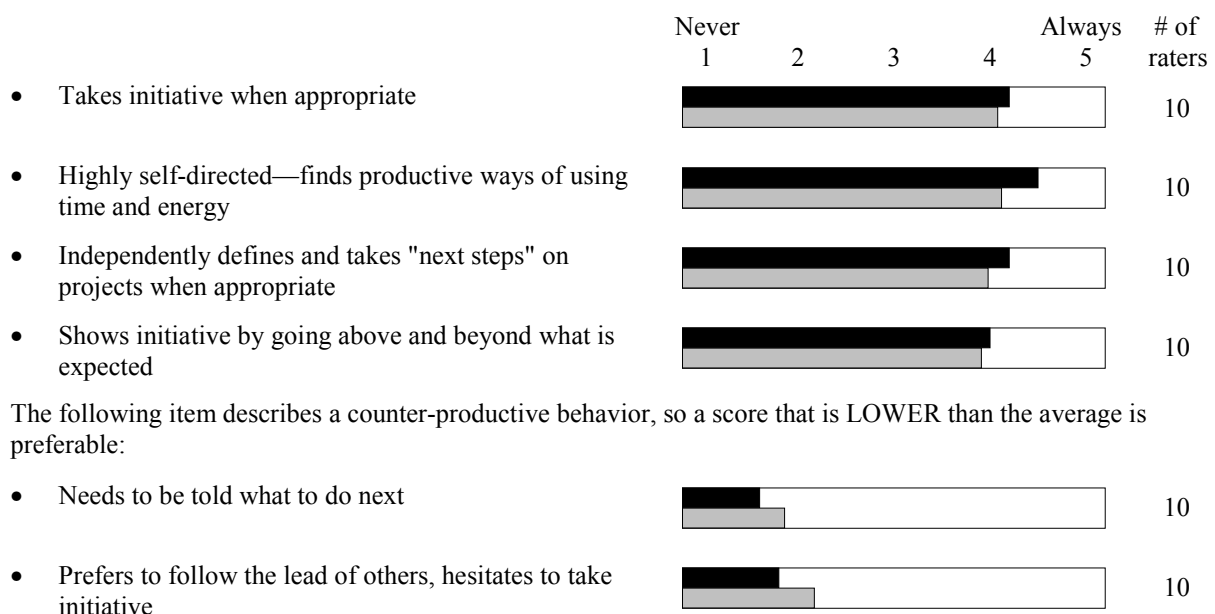
INITIATIVE

Initiative measures your ability to work productively with minimal direction or guidance from others. Individuals who display high initiative take the appropriate "next steps" to continue projects and address new demands. In this way, initiative involves being proactive in meeting or exceeding basic job requirements. Employees with initiative will be increasingly in demand as companies operate with fewer levels of management and look for ways to empower employees and create self-managing work teams.

Your Results

Initiative is one of your higher scores, judging from co-workers' responses. They assess your skills at showing initiative to be strong, relative to most individual contributors. In your self-assessment, you actually see a higher level of initiative than your co-workers do. This difference represents a relatively common gap in perceptions, though.

Here are your ratings by co-workers on the Initiative items:



Development Priority

Co-workers rank Initiative as one of the five most important skill areas for someone in your job.

Developing your skills in Initiative may be a LOW priority for you.

- Initiative is one of the five most important skill areas for your role.
- Initiative is one of your higher scores from co-workers.
- Your skills in this area are rated higher than those of a typical leader or individual contributor.

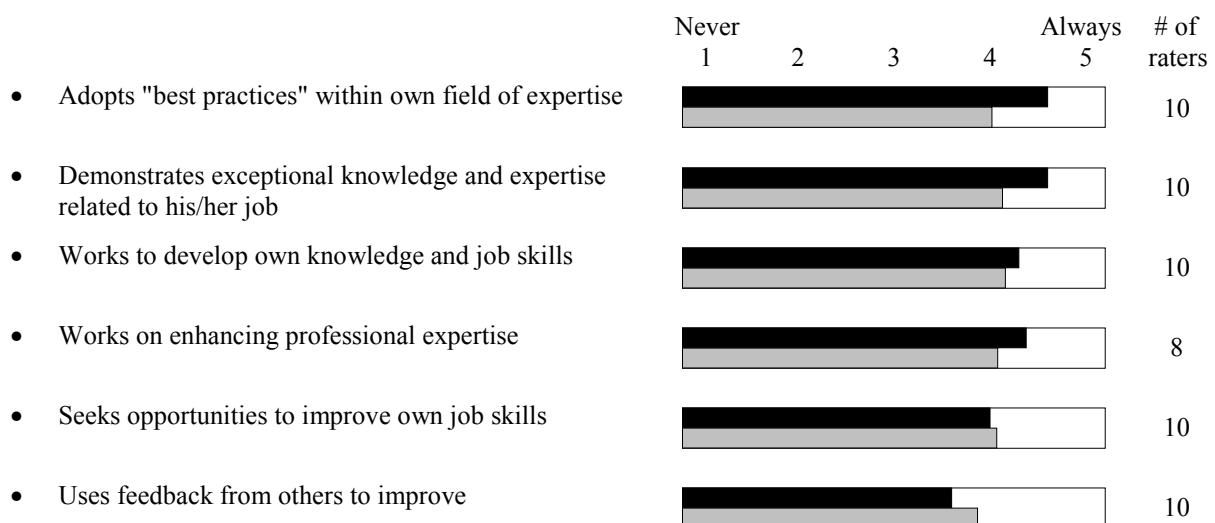
DEVELOPING EXPERTISE

The **Developing Expertise** scale measures the extent to which you focus on continually building your job-relevant skills to achieve and maintain professional mastery. Individuals with high scores on this scale view professional development as an ongoing process. They demonstrate exceptional job knowledge and expertise. They work to stay current with the latest technical developments and "best practices" in their fields, and actively seek out new information and experiences that can contribute to their growth as professionals.

Your Results

Co-workers rate Developing Expertise as one of your higher scores. They portray your skills as higher than most other individual contributors'. Your own rating of your skills is somewhat higher than the rating from your co-workers. Although this difference may look large, it is actually within the normal range of discrepancy.

Here are your ratings by co-workers on the Developing Expertise items:



Development Priority

Co-workers do NOT rank Developing Expertise as one of the five most important skill areas for someone in your job.

Developing your skills in Developing Expertise may be a LOW priority for you.

- Developing Expertise is NOT one of the most important skill areas for your role.
- Developing Expertise is NOT one of your lower scores from co-workers.

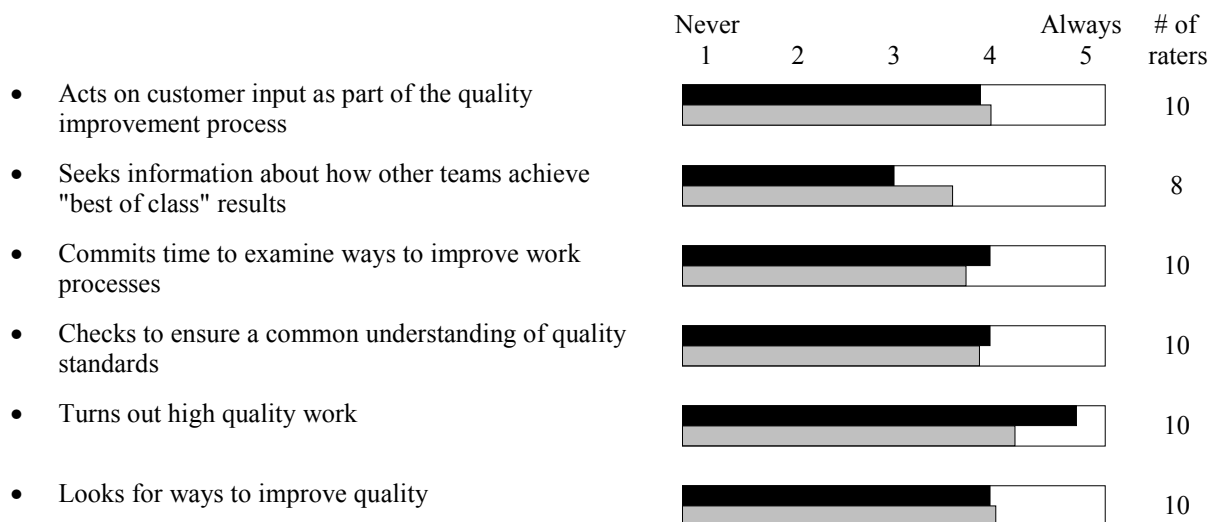
QUALITY IMPROVEMENT

Quality Improvement measures the degree to which you emphasize high quality and use systematic processes to promote continuous improvement in your work. Individuals who score high on Quality Improvement strive for excellence in their work. They seek input from customers to understand their requirements, and make efforts to meet or even exceed those expectations. They review their work to ensure that it conforms to a high standard. They seek out new ways to raise quality standards by examining work processes and results in other organizations, and by incorporating "best of class" methods into their own work.

Your Results

Co-workers rate Quality Improvement about in the middle of your other skill areas. They report your skills to be about the same as many other individual contributors'. The Overview graphic shows that your own self-report is higher than the average of your co-workers' reports. This kind of difference is common and not particularly noteworthy.

Here are your ratings by co-workers on the Quality Improvement items:



Development Priority

Co-workers do NOT rank Quality Improvement as one of the five most important skill areas for someone in your job.

Developing your skills in Quality Improvement may be a LOW priority for you.

- Quality Improvement is NOT one of the most important skill areas for your role.
- Quality Improvement is NOT one of your lower scores from co-workers.

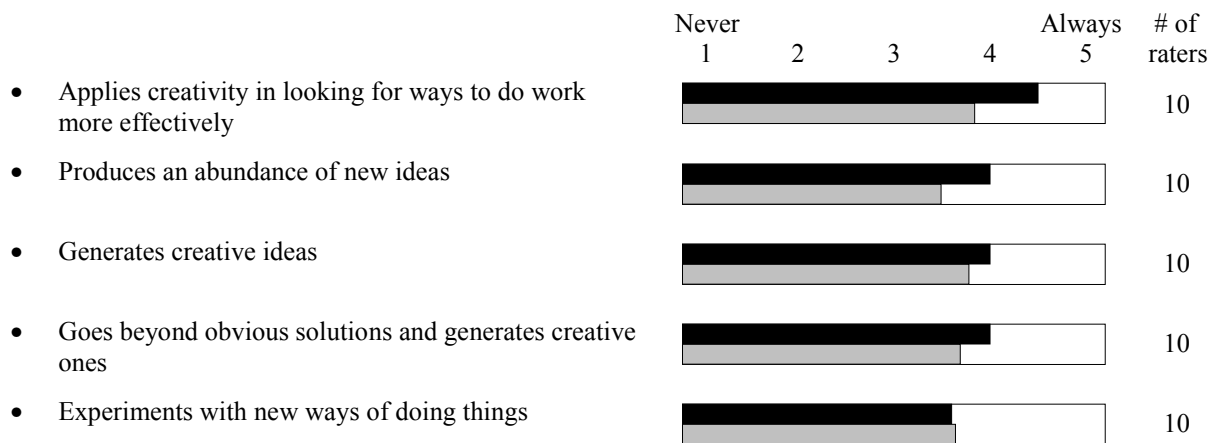
INNOVATING

Innovating measures the extent to which you generate and implement creative ways to accomplish work. It assesses your skill at creating useful new ideas. A high score on this scale indicates that a person experiments with different ways of doing things, comes up with many new ideas, and finds innovative ways to improve work performance. Innovative people are often receptive to new ideas from others, but what is notable about them is how often they come up with useful new ideas themselves.

Your Results

Innovating is one of your three highest scores from co-workers. They see your skills as more highly developed than many other individual contributors'. Although you see yourself as more skilled than they do, that difference in perception is not large enough to be noteworthy.

Here are your ratings by co-workers on the Innovating items:



Development Priority

Co-workers do NOT rank Innovating as one of the five most important skill areas for someone in your job.

Developing your skills in Innovating may be a LOW priority for you.

- Innovating is NOT one of the most important skill areas for your role.
- Innovating is NOT one of your lower scores from co-workers.

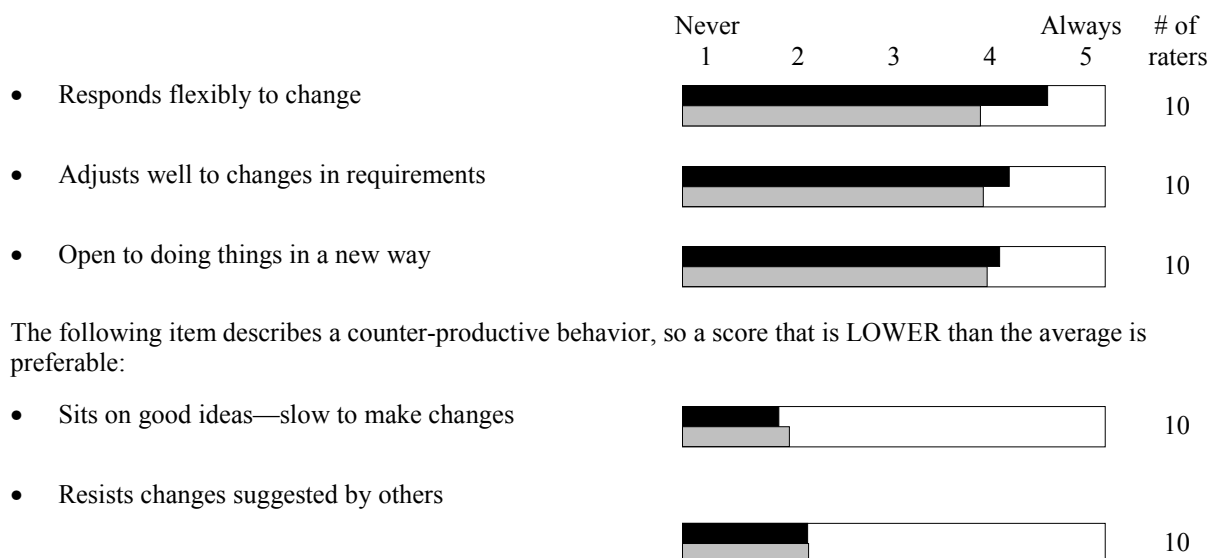
WELCOMING CHANGE

Welcoming Change measures the degree to which a professional invites, supports and promotes change. Professionals who welcome change are always ready to learn from others and adopt good ideas quickly. They may or may not be highly innovative thinkers themselves, but they readily promote the innovations of others. People who score high on this scale tend to be very flexible about doing new things, respond with urgency when changes are needed, and support the changes suggested by others. Professionals who are open to change are often welcomed on projects that are on the cutting edge of the organization's future, and are often seen as leaders.

Your Results

As you can see from the Overview graphic, co-workers rate Welcoming Change higher than many of your other scores. This is an area of some strength for you, because they describe your skill at Welcoming Change as fairly high in relation to those of a typical individual contributor. Although your self-rating is more positive than the average of ratings from your co-workers, the degree of difference in perceptions is normal and should not be a major concern.

Here are your ratings by co-workers on the Welcoming Change items:



Development Priority

Co-workers rank Welcoming Change as the most important skill area for someone in your job.

Developing your skills in Welcoming Change may be a LOW priority for you.

- Welcoming Change is one of the five most important skill areas for your role.
- Welcoming Change is one of your higher scores from co-workers.
- Your skills in this area are rated higher than those of a typical leader or individual contributor.

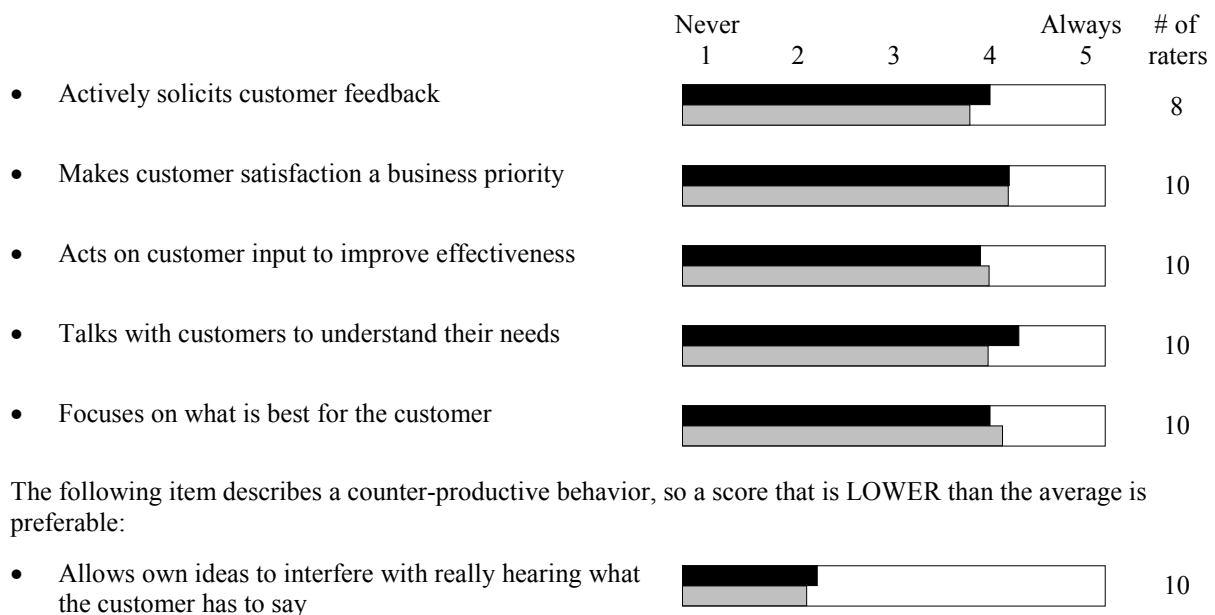
CUSTOMER FOCUS

Measures your awareness of and responsiveness to those people who are on the receiving end of your work—your customers. This involves recognizing that your internal and/or external customers are among the most important sources of information about how to do your job effectively. An individual who gets high scores on the Customer Focus scale stays close to customers by anticipating their needs, by acting on their ideas and complaints in an effort to improve quality, and by continually striving to view the business from the customer's perspective. The underlying philosophy is that your success at work centers on a clear understanding of what your customers want and on making them thoroughly satisfied.

Your Results

Co-workers rate your Customer Focus about in the middle of your other scores. They portray your skills as comparable to those of an average individual contributor. Your own rating of your skills is probably very realistic, since it is very close to the rating from your co-workers.

Here are your ratings by co-workers on the Customer Focus items:



Development Priority

Co-workers do NOT rank Customer Focus as one of the five most important skill areas for someone in your job.

Developing your skills in Customer Focus may be a LOW priority for you.

- Customer Focus is NOT one of the most important skill areas for your role.
- Customer Focus is NOT one of your lower scores from co-workers.

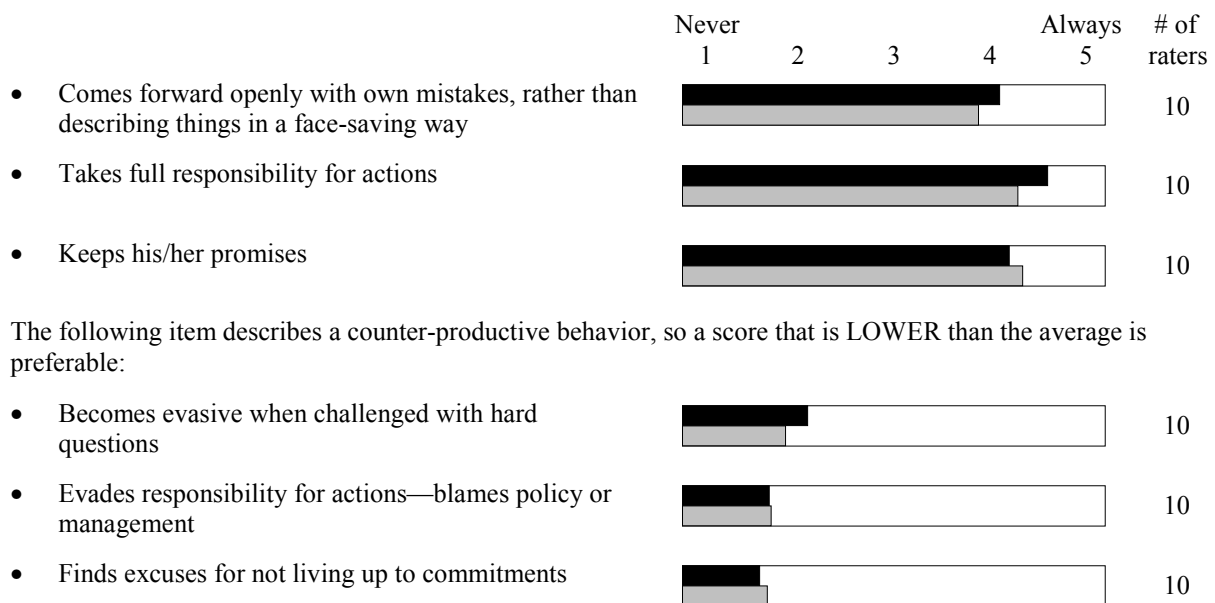
ACCOUNTABILITY

Accountability measures the extent to which you personally exemplify responsible, ethical, and honest behavior. A high score on Accountability would indicate that you honor commitments, stress personal integrity and readily assume responsibility for your own mistakes. Individuals who are committed to acting with accountability realize that actions speak louder than words. They demonstrate courage and a willingness to make tough choices to act in a way that is consistent with what they value.

Your Results

Your Accountability score lies in the middle of your other scores, according to your co-workers' ratings. They report that your skills at showing accountability are comparable to those of most individual contributors. If you look at the Overview graphic, you can see that your self-reported score for Accountability is somewhat higher than the one given by those who rated you. This difference in perceptions is not so large that it should be considered meaningful.

Here are your ratings by co-workers on the Accountability items:



Development Priority

Co-workers do NOT rank Accountability as one of the five most important skill areas for someone in your job.

Developing your skills in Accountability may be a LOW priority for you.

- Accountability is NOT one of the most important skill areas for your role.
- Accountability is NOT one of your lower scores from co-workers.

Comments from Co-Workers

Co-workers who give feedback ratings for the current assessment also have the opportunity to add comments at the end of the assessment. The comments from your co-workers are reprinted here, unedited and in a random order.

Take staff meetings more seriously. Drink coffee or something so you at least stay awake. And if you know there's not enough money left in the budget to do something, say so early, so that we don't waste our our time making all these great plans only to find out later that we can't follow through.

When you hand over work for the office staff to complete, please leave thorough instructions about what to do. You sometimes neglect simple things, like who the letter is to.

Please let the office staff know when you leave the office, either for the day or just for a few hours. They never seem to know where you are.

It's really annoying to leave you voicemails and not have you return them. It leaves me not knowing whether you never got the message, got the message and took care of it without closing the loop with me, or got the message and ignored it. I end up having to do things myself, sometimes when you've already handled it, because I have no way of knowing.

You could be much more proactive about keeping other people informed.

You would benefit from learning how to use email, and getting in the habit of checking it frequently.

The only thing I would suggest is that you make a deliberate effort to spend more time in face to face communication with people. I find that you pass on a lot of information in casual conversation that you don't write down or share otherwise.

YOUR CUSTOMER SERVICE IS REALLY GREAT. I ALWAYS FEEL LIKE YOU ARE REALLY THERE FOR ME.

Take speech lessons if you are that self-conscious about your accent/lisp. Having you sit in meetings and not say anything -- when you obviously knew something important -- was a big waste of everyone's time.

Your great at your job. I thikn your good at cooching the office staff when your a round. Dont lissen to the neigh sayers.

List of Raters

Your feedback was provided by the following raters:

BANKS, SHARON	(Direct Report)
BLUE, PATTI	(Other)
BOGART, MIKE	(Boss)
CRANE, ERNIE	(Other)
FUTRELLI, JOHN	(Peer)
HEATH, CHRIS	(Peer)
INM, TONI	(Direct Report)
INNOCENT, LAURIE	(Boss)
MILES, DAVID	(Other)
VANDENGARD, DIANE	(Direct Report)