
20/20 Insight Special Report



Test Subject

February 10, 2009

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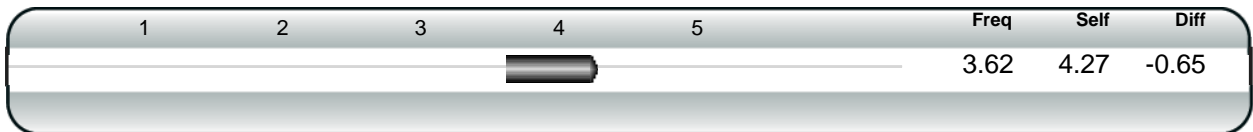
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Category Summary - Self/Other

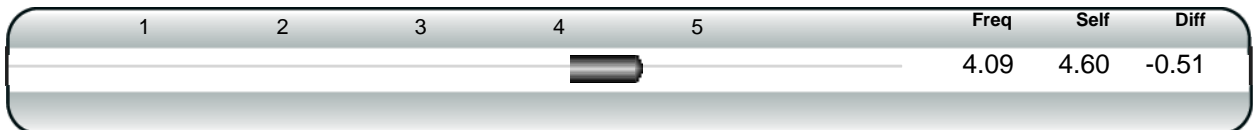
This section displays the ratings you gave yourself ("Self") and the ratings given by all your respondents ("Others").

The difference between the two averages is also shown as a gap graph. An arrow to the right indicates that you rated yourself higher than your respondents, while an arrow to the left indicates that you rated yourself lower than your respondents.

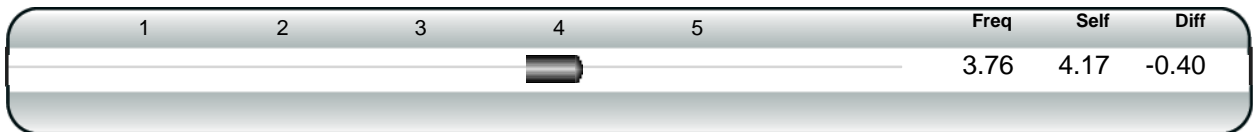
Cultivate a Positive Sense of Self in Others



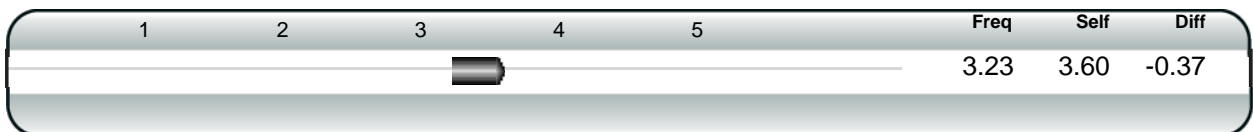
Listens Aggressively



Lead by Inviting Input and Participation



Addresses Problems Quickly, Focusing on Behaviors and Facts



Item Ratings - Relationships/Comments

This section displays detailed information about the individual items, organized by category.

Results are displayed both as a bar graph and in numerical form. Your self-ratings are displayed as a separate bar graph and are not included in the average score.

The category name appears on the left, and the items related to the category are listed in the order in which they appeared in the assessment.

Directly beneath each item statement is the distribution of ratings, which shows the percentage of respondents who gave ratings at each point on the scale.

The horizontal bar graphs and corresponding number to the right display the item score on the primary scale, based on the relationship type. The first bar shows the overall score from all respondents. The second bar displays the rating you gave yourself, and the remaining bars show the average ratings given by each rater relationship (e.g., peer, manager, etc.).

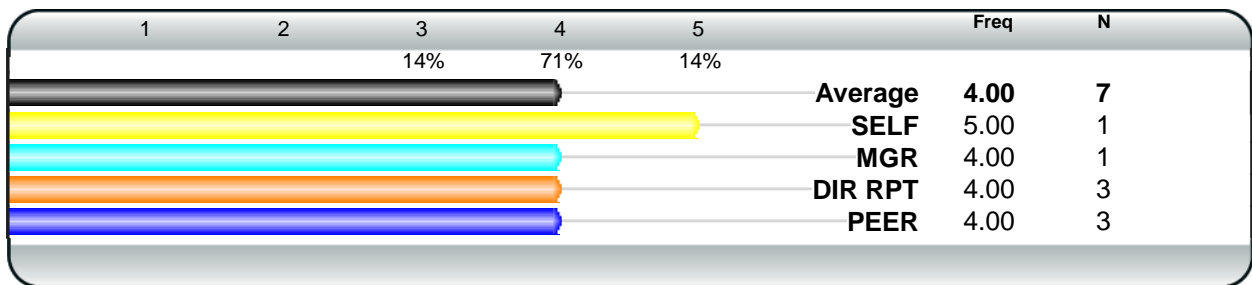
Column 1: Displays the scores for each item on the primary scale.

Column 2: Displays the total number of individuals who rated this item. This number can vary across items because some respondents may have skipped some items.

If any respondents wrote comments about a particular item, the comment appears immediately below the bar graphs. Each dash (-) represents a comment from a different person.

Cultivate a Positive Sense of Self in Others

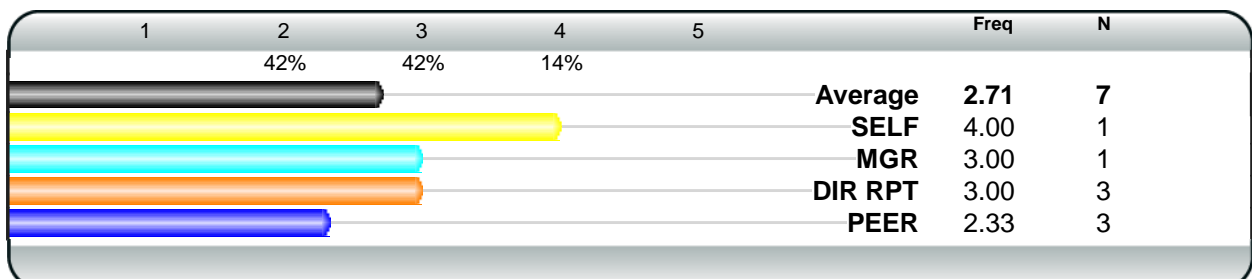
1. Establishes trust and creates a non-threatening environment.



What you LIKE and/or - IMPROVEMENTS that you desire:

- Self: I work hard to create an open environment with my team.
- You are very good at being open and easy to talk to...

2. Helps clarify the roles and expectations for each person on the team.

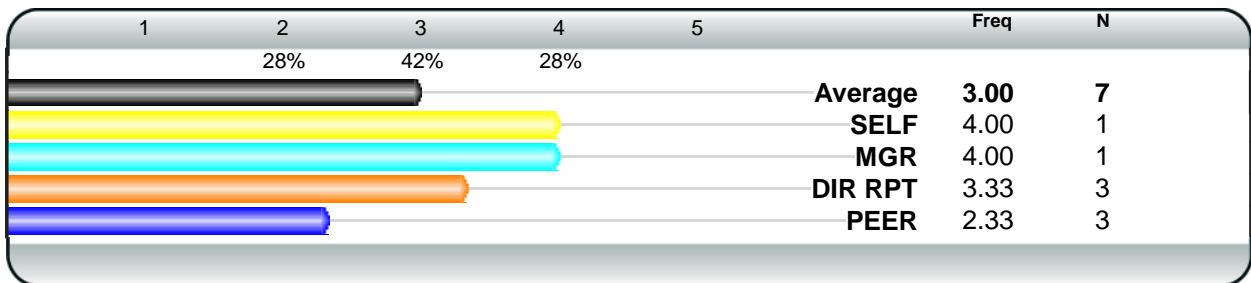


Item Ratings - Relationships/Comments

What you LIKE and/or - IMPROVEMENTS that you desire:

- *Self: I think I would improve here - but I think I've given good feedback and some guidelines.*
- *I am not clear about my role and other's roles - this creates confusion sometimes.*
- *Sometimes I just don't know what you expect from us.*
- *This is not clear and causes confusion.*
- *Would like to see more measurable actions and goals for each position.*

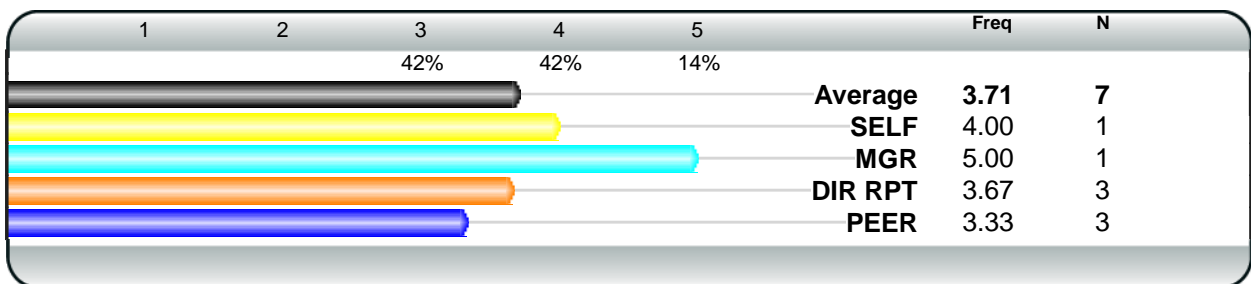
3. Makes clear how individual roles are important to team success.



What you LIKE and/or - IMPROVEMENTS that you desire:

- *Lack of clarity in this area causes some tension on the team and confusion around getting things done.*
- *Need more clarity in this area.*

4. Offers words of encouragement and positive recognition on a regular basis.

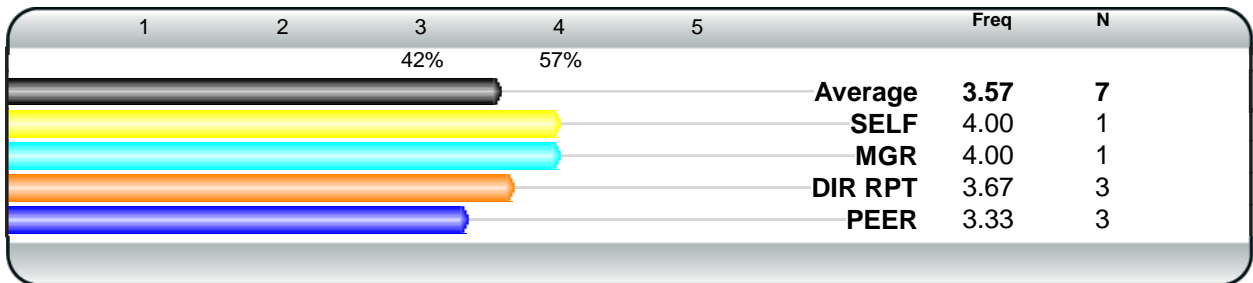


What you LIKE and/or - IMPROVEMENTS that you desire:

- *I'd like more specific feedback, more often.*
- *You are a great encourager of your team.*
- *You are good with the praise. We could use more though - sometimes you are absent from the team for days at a time and so we're not sure if we're on target or not.*
- *You are very encouraging and supportive and I appreciate that.*

Item Ratings - Relationships/Comments

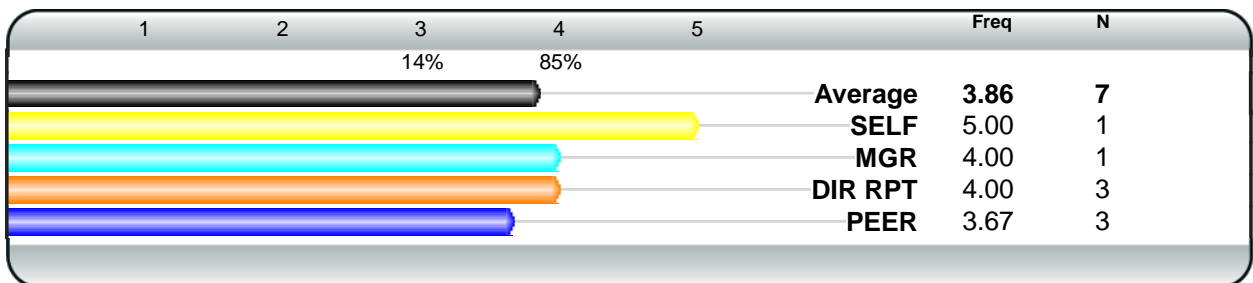
5. When solving problems, asks team members for input.



What you LIKE and/or - IMPROVEMENTS that you desire:

- Because you ahve so much experience - often you just run with stuff. Because we're in the day-to-day if you asked out input we could probably provide useful info toward the solutions.
- Sometimes you jsut jump in and fix things leaving me in the dust...

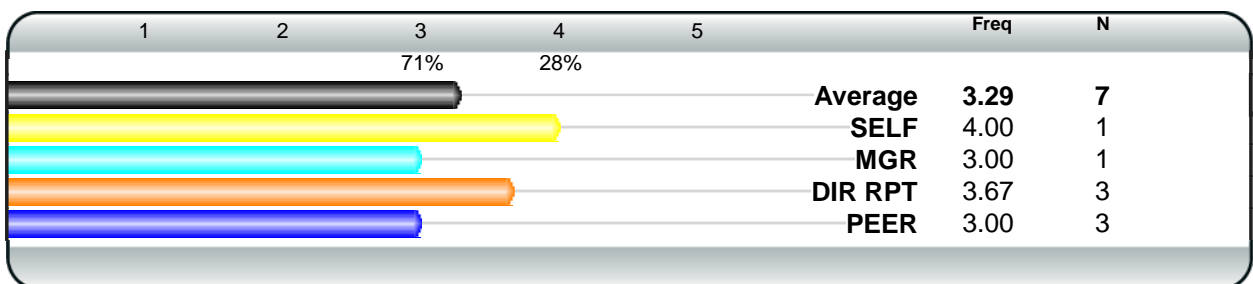
6. Before giving constructive feedback, affirms the positive contributions of the individual.



What you LIKE and/or - IMPROVEMENTS that you desire:

- Self: I believe in giving recognition often and try to do this ever yday, with every person.
- You do encourage and recognize us often, I appreciate that.

7. When needed, helps others overcome difficulties and roadblocks.

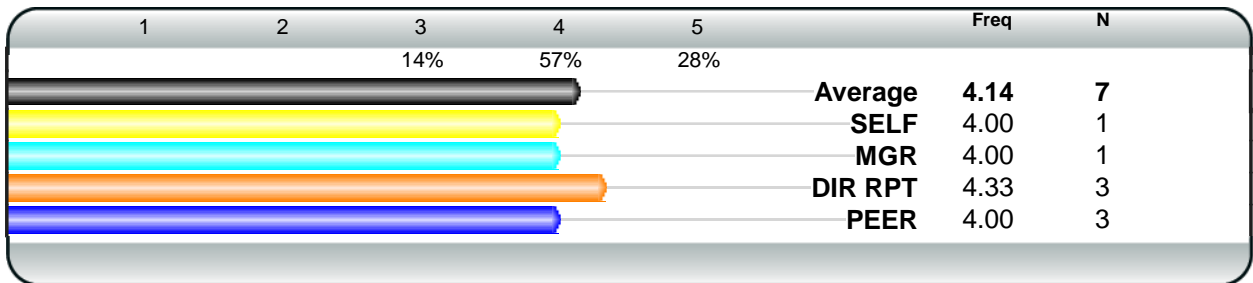


What you LIKE and/or - IMPROVEMENTS that you desire:

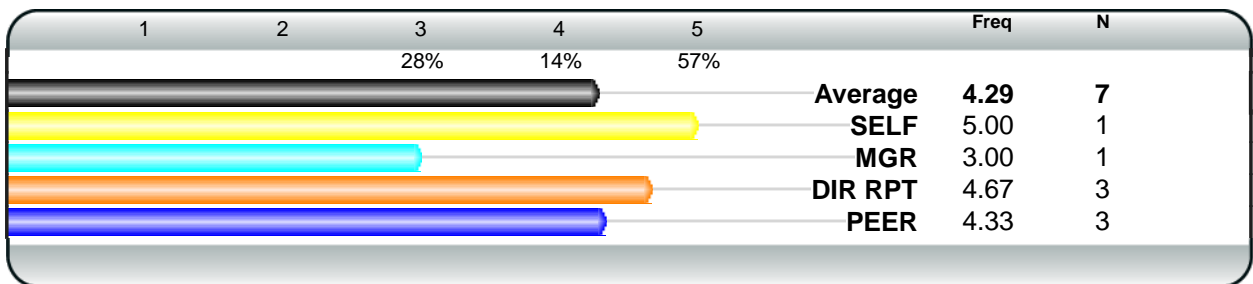
- Self: I try to do this, but could improve.
- Need more time with us to do this...
- Sometimes you're just not available. (actually alot of the time!)
- Your unavailability hinders this... you're often not around to help...

Item Ratings - Relationships/Comments

8. Encourages others to think and solve problems for themselves.



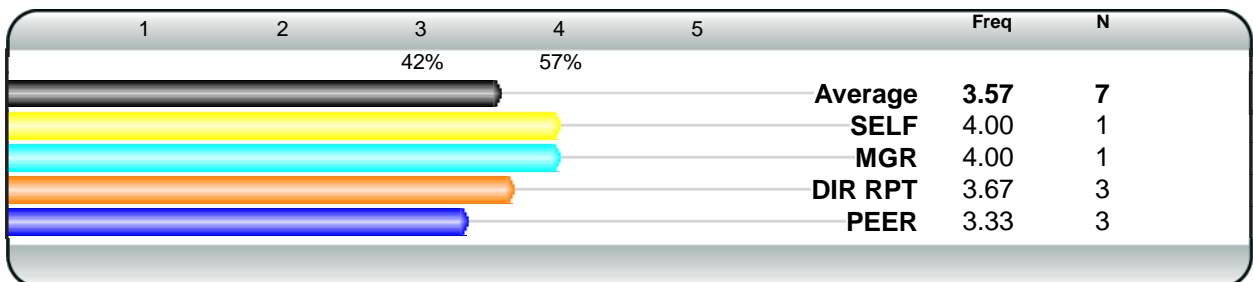
9. Delegates effectively and provides challenging assignments.



What you LIKE and/or - IMPROVEMENTS that you desire:

- Would like to see you focus on delegating more often - to help grow the skills of your team and to give you more time for planning and for coaching your team.

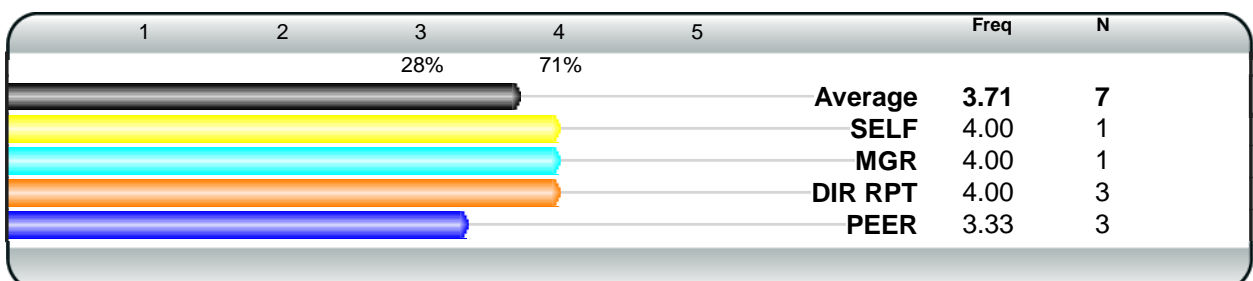
10. Helps team members think about and learn from disappointments and setbacks.



What you LIKE and/or - IMPROVEMENTS that you desire:

- lack of availability hinders the ability to help coach us and to help us learn

11. When discussing an aspect of performance, asks for the team member's self-evaluation.



Item Ratings - Relationships/Comments

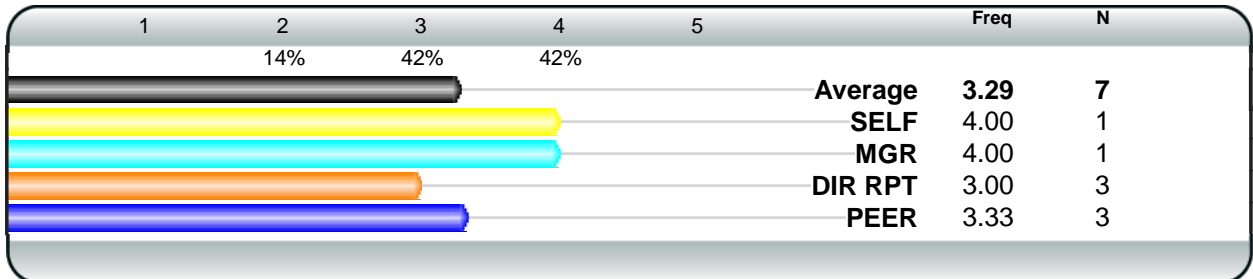
What you LIKE and/or - IMPROVEMENTS that you desire:

- *You're usually very open and respectful - I appreciate that.*

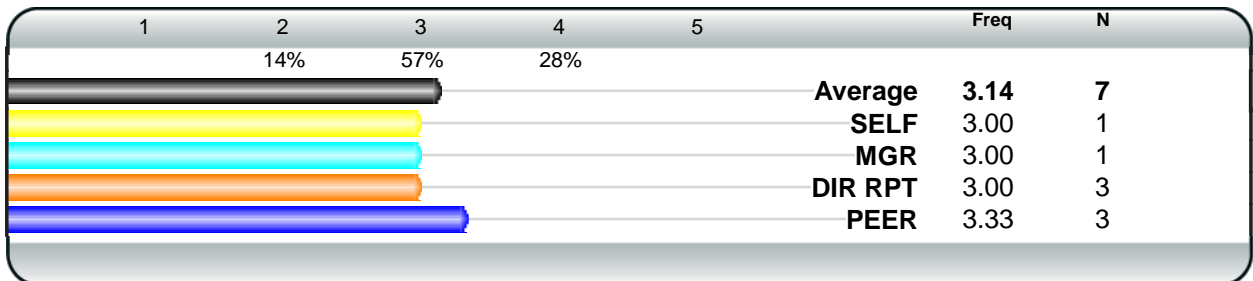
Item Ratings - Relationships/Comments

Addresses Problems Quickly, Focusing on Behaviors and Facts

12. Communicates in a clear, logical, and organized manner.



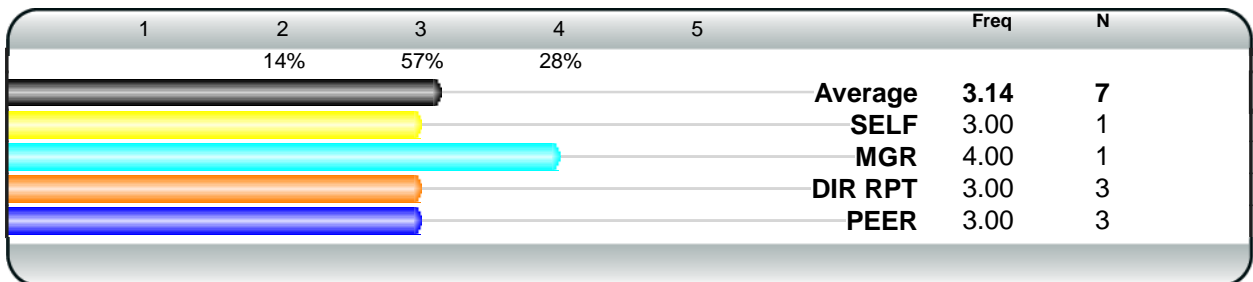
13. Gives informal verbal feedback about performance soon after it occurs.



What you LIKE and/or - IMPROVEMENTS that you desire:

- I don't hear very much about how I'm doing...I often wonder if I'm on target or not.
- I would like more feedback, more often.
- Would like more input about how things are going more often...please.

14. Counsels team members about poor performance in private.

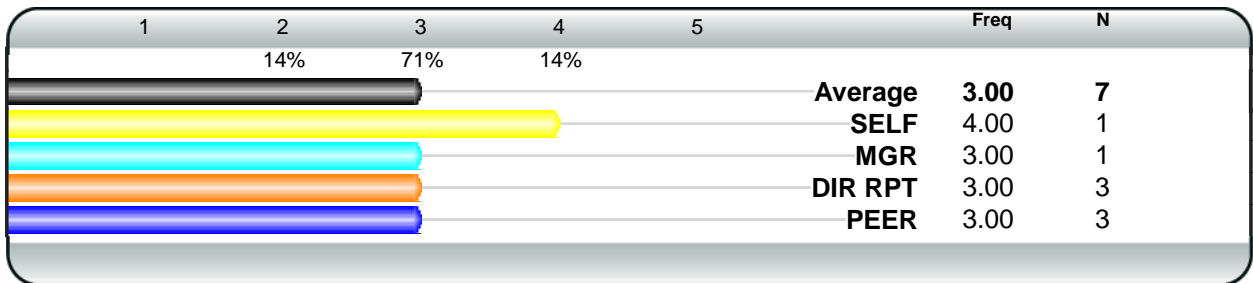


What you LIKE and/or - IMPROVEMENTS that you desire:

- Could get a little better at this...
- There have been times when 'coaching' was done in public and it felt embarrassing to me.

Item Ratings - Relationships/Comments

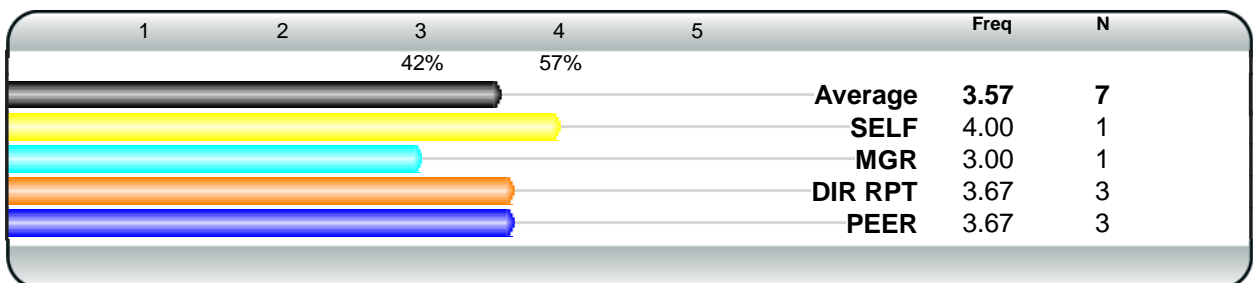
15. Gives timely, constructive feedback to team members who have not performed well.



What you LIKE and/or - IMPROVEMENTS that you desire:

- *More feedback and interaction with your team is needed. Good at encouragement - would like to see you get even better at addressing performance problems when they occur. Faster and more direct.*
- *Need to do more of this. more often.*
- *We need, I need more feedback, more often.*

16. When giving constructive feedback, describes specific undesirable actions and behaviors in a nonjudgmental way.



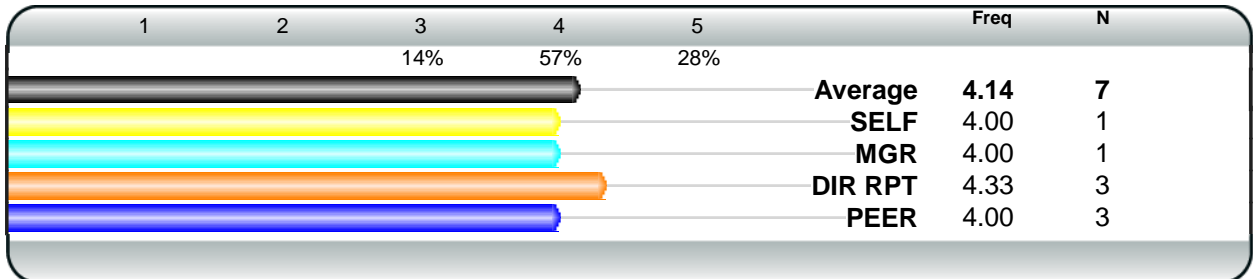
What you LIKE and/or - IMPROVEMENTS that you desire:

- *When you do give feedback you're generally very helpful.*
- *You are good at giving objective feedback.*

Item Ratings - Relationships/Comments

Lead by Inviting Input and Participation

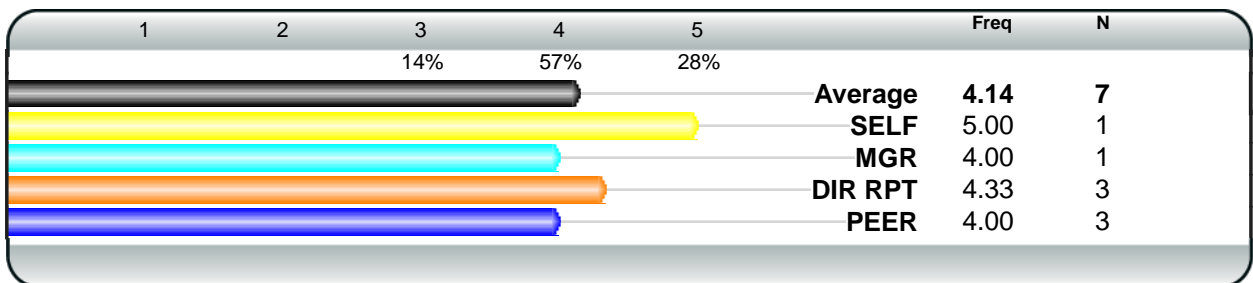
17. Invites contact--is easy to approach and talk to.



What you LIKE and/or - IMPROVEMENTS that you desire:

- You are easy to talk to and when you are around, you always have an open door.

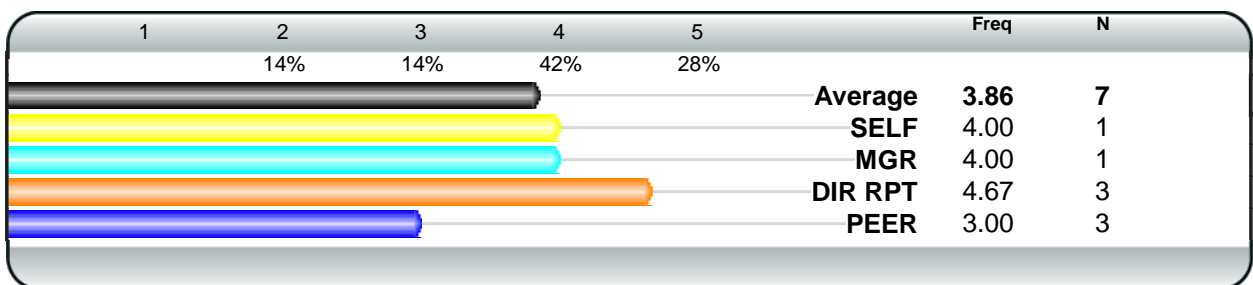
18. Receives 'bad news' in a calm, non-threatening manner.



What you LIKE and/or - IMPROVEMENTS that you desire:

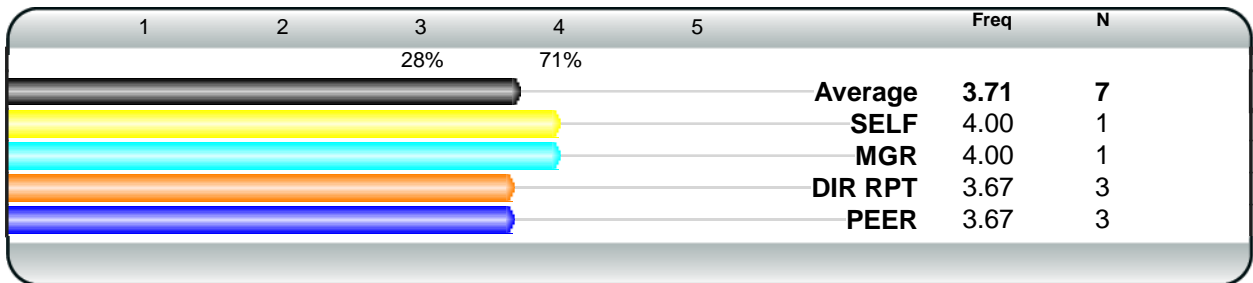
- Self: I always try to remain calm - no matter what.

19. Asks others for their opinions and feedback - welcomes ideas, suggestions, comments and complaints.

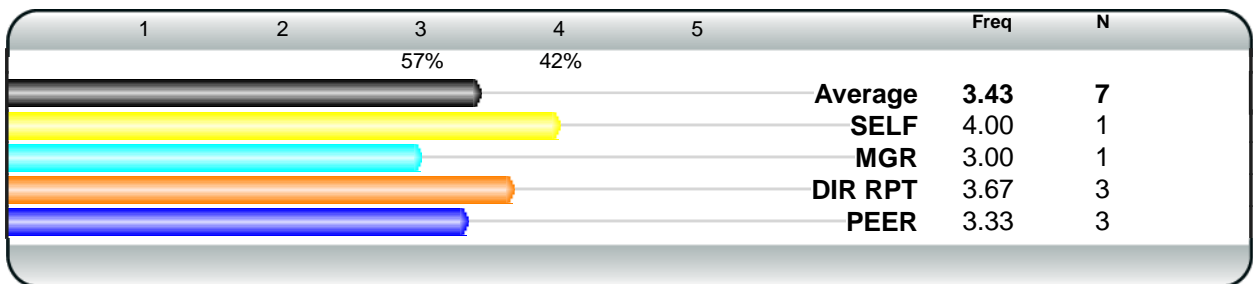


Item Ratings - Relationships/Comments

20. Encourages team members to ask "why" and to question the status quo.



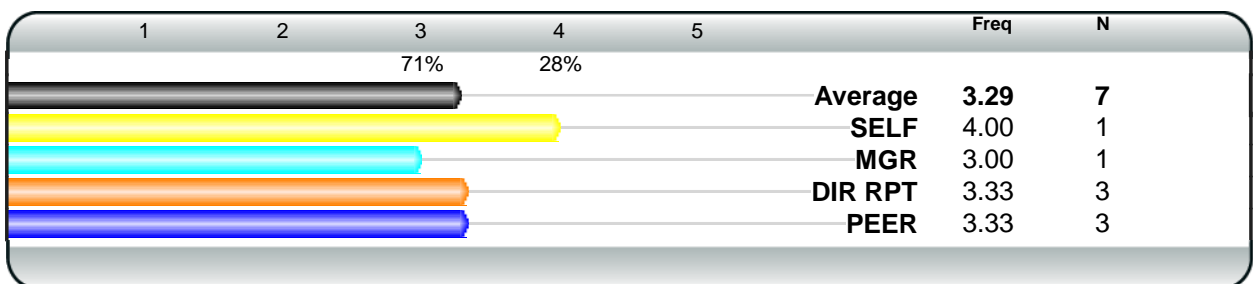
21. Shares tips, success stories and lessons learned with team members.



What you LIKE and/or - IMPROVEMENTS that you desire:

- Self: I think I could do more of this...
- As you find ways to spend more time with your team - I believe you'll improve in this area...simply not with the team enough.
- You have rgeat experience, I'd like to hear more about them...

22. Gives ongoing performance feedback throughout the year.



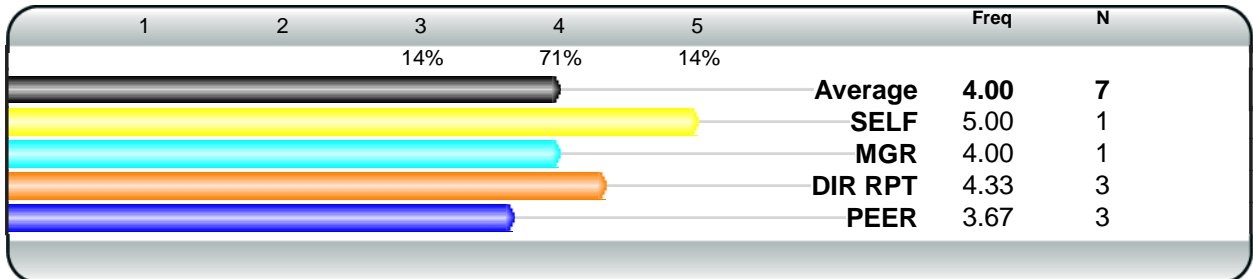
What you LIKE and/or - IMPROVEMENTS that you desire:

- Self: I try to do this often, but I think I could do it more than I'm currently doing.

Item Ratings - Relationships/Comments

Listens Aggressively

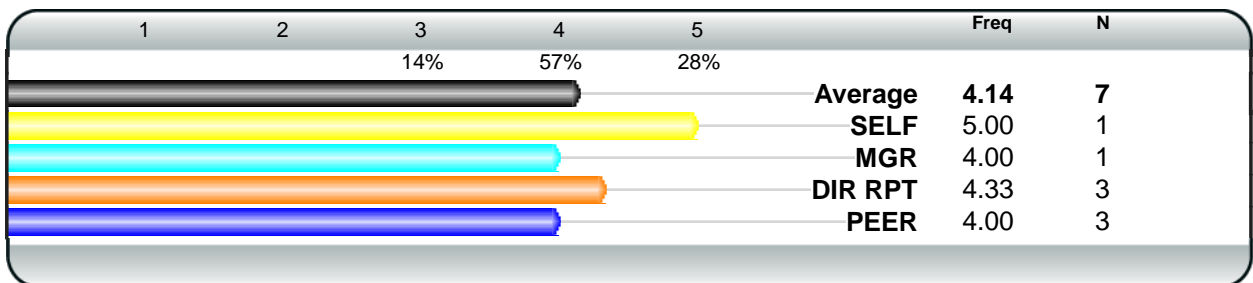
23. Listens to others without interrupting.



What you LIKE and/or - IMPROVEMENTS that you desire:

- *You're a good listener.*

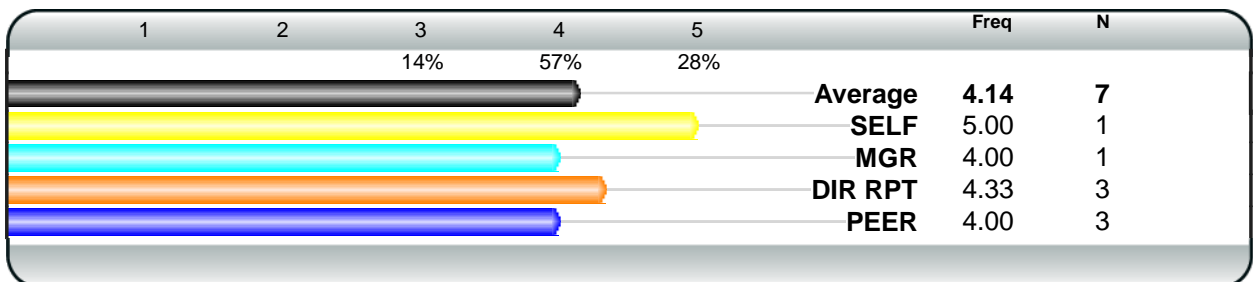
24. When listening, expresses support and asks questions to get more information.



What you LIKE and/or - IMPROVEMENTS that you desire:

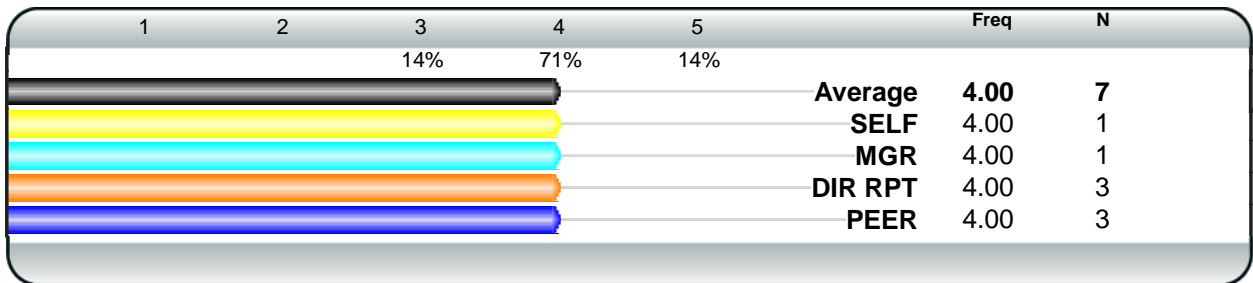
- *Self: I've worked hard to develop this skill.*
- *You are a good listener, I always appreciate that about you.*

25. Listens with an open mind, even when in disagreement with others.



Item Ratings - Relationships/Comments

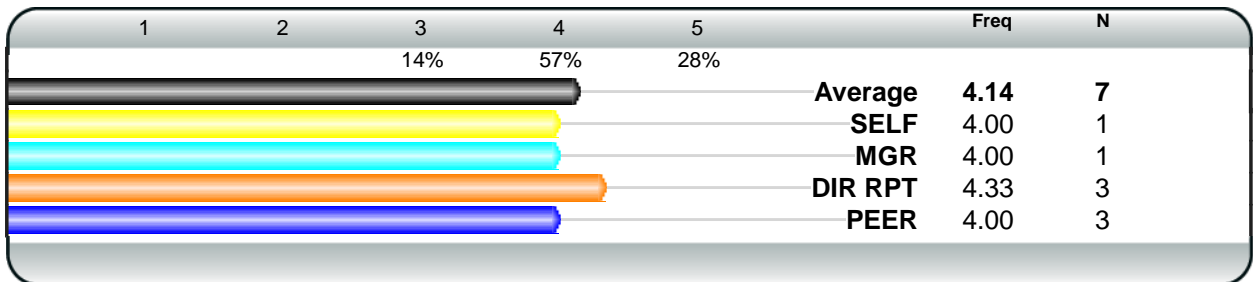
26. When listening, gives full attention to the speaker.



What you LIKE and/or - IMPROVEMENTS that you desire:

- *You are a good listener. I appreciate that about you.*

27. When listening, summarizes the speaker's thoughts, feelings and ideas.



Highest-Rated Items

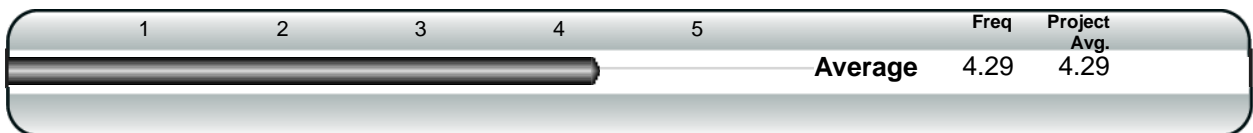
This section reports the scores of your 5 highest-rated items across all categories from highest to lowest. Your self-ratings are not included in these averages..

Column 1: Displays the average score for each item on the primary scale, with the highest score listed first, followed by the second highest score, and so on.

Column 2: Displays the project average, the average scores received by all subjects in the project.

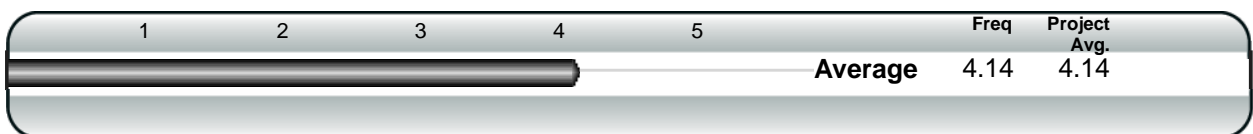
9. Delegates effectively and provides challenging assignments.

(Cultivate a Positive Sense of Self in Others)



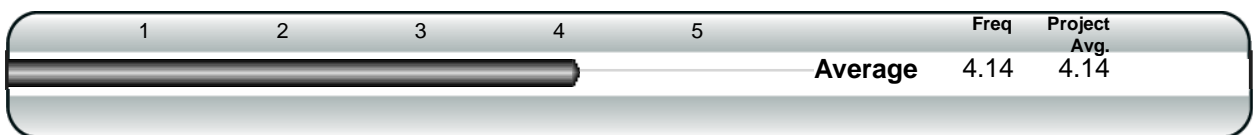
8. Encourages others to think and solve problems for themselves.

(Cultivate a Positive Sense of Self in Others)



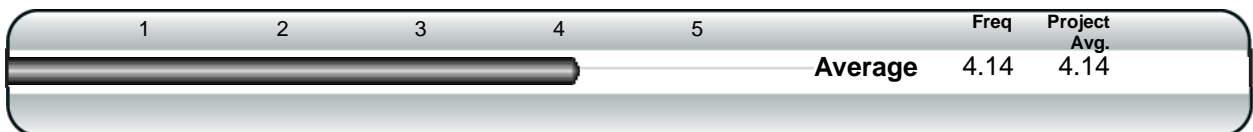
17. Invites contact--is easy to approach and talk to.

(Lead by Inviting Input and Participation)



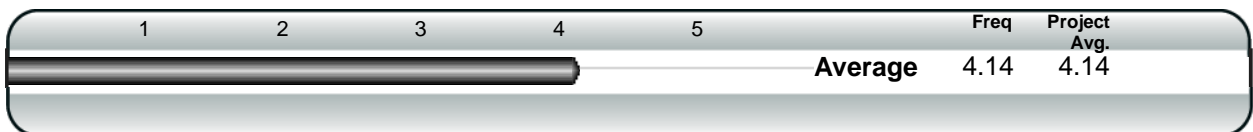
18. Receives 'bad news' in a calm, non-threatening manner.

(Lead by Inviting Input and Participation)



24. When listening, expresses support and asks questions to get more information.

(Listens Aggressively)



Lowest-Rated Items

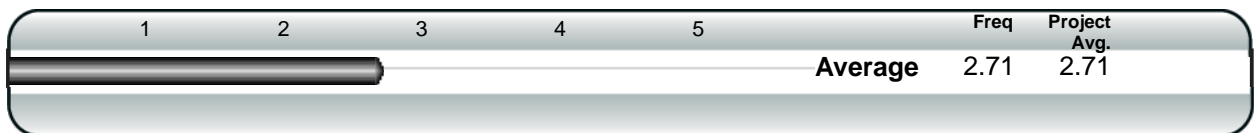
This section reports the scores of your 5 lowest-rated items across all categories. Your self-ratings are not included in these averages.

Column 1: Displays the average score for each item on the primary scale, with the lowest score listed first, followed by the second lowest score, and so on.

Column 2: Displays the average scores received by other subjects in the project.

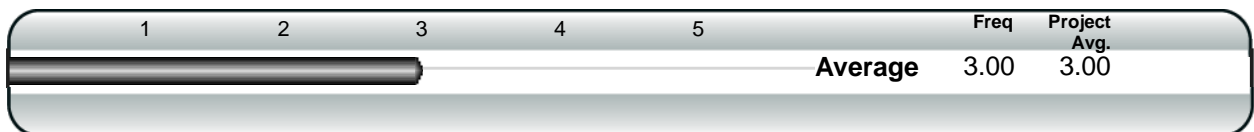
2. Helps clarify the roles and expectations for each person on the team.

(Cultivate a Positive Sense of Self in Others)



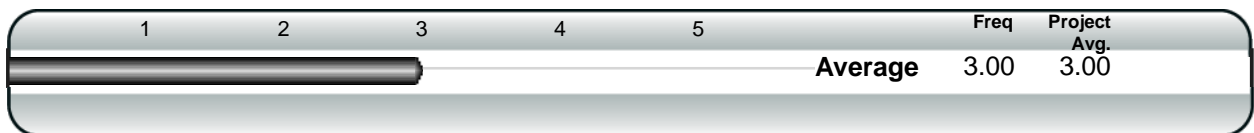
3. Makes clear how individual roles are important to team success.

(Cultivate a Positive Sense of Self in Others)



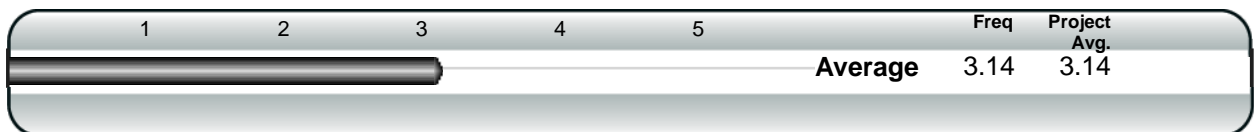
15. Gives timely, constructive feedback to team members who have not performed well.

(Addresses Problems Quickly, Focusing on Behaviors and Facts)



13. Gives informal verbal feedback about performance soon after it occurs.

(Addresses Problems Quickly, Focusing on Behaviors and Facts)



14. Counsels team members about poor performance in private.

(Addresses Problems Quickly, Focusing on Behaviors and Facts)



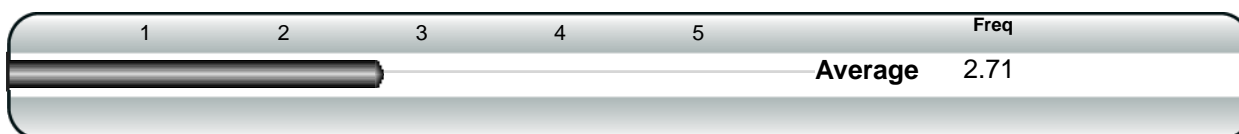
Recommendations for Development

This section reports the scores of your 3 lowest-rated items across all categories. Your self-ratings are not included in these averages.

Beneath the bar graph are the development recommendations for that item. Development recommendations include: Item Description – A brief explanation of the specific behavior described in the item and why the behavior is important in the workplace. Developmental Recommendation – Describes possible reasons for the low ratings, to help you analyze the cause. A list of recommended follow-up development actions that can improve performance is also provided. Recommended Resources – A list of references which includes books, magazine articles, videos and other media available for you to use for your personal and professional development.

2. Helps clarify the roles and expectations for each person on the team.

(Cultivate a Positive Sense of Self in Others)



In most work groups, the members must work together well in order to perform their mission. Specific, essential roles need to be identified. Talented people should be selected to fill those roles. If everyone delivers a highly professional effort and works smoothly with everyone else, the team is likely to be successful.

Individual roles may be defined through a creative design of work processes, or they may evolve over a period of trial and error. Everyone in the work group has an important role to play, so everyone must clearly understand each role. As changes occur in the workplace, roles need to be redefined to make sure that there is no confusion about who is supposed to do what. If team members do not help clarify roles by voicing their expectations, they may make wrong assumptions about what their coworkers should be doing.

What lower ratings may mean:

The people who gave you feedback may feel that you do not sufficiently understand or affirm the importance of each person's role on the team.

- They may perceive that you have involved others inappropriately.
- They may not be sure about the importance you place on their roles.
- Possibly the specific roles of each team member are not clear to you.
- You may not be sure who is responsible for what.
- Maybe you sense that your coworkers value some roles more than others.
- Because of recent changes, you may not be sure if roles are still valid.
- Perhaps you have focused more on your own roles than others' roles.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you want to clearly understand everyone's roles. Ask them how they would like you to improve the way you relate to each person's role.
- On a sheet of paper, describe in writing the roles that are currently on the team. Check with team members to be sure that your impressions are correct.

Recommendations for Development

- People want others to understand that they're playing an important role. Be sure your efforts to coordinate with and involve others are aligned with their role definitions.
- As missions, conditions or people change, roles are likely to change. People may not be sure who should be doing what. One way of getting back on track is to involve the team members in creative dialogue to clarify roles. Consider asking questions such as these:
 - Has our vision changed? What should it be now?
 - What are our most important priorities right now?
 - What roles are needed to be successful?
 - Which of us should play these roles?
- When problems or setbacks occur, a team member may need encouragement. An excellent way to encourage someone is to reaffirm how important that person's role and contributions are to the total team effort.
- Consider believing in and doing things based on these positive attitudes:

"Every role is important."

Recommended Resources

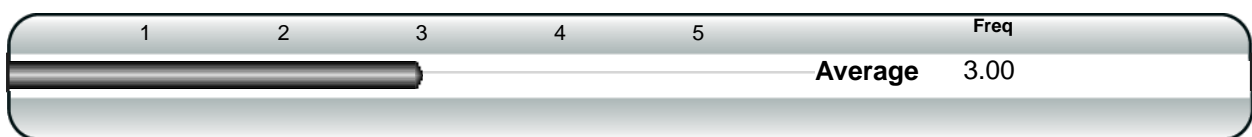
Buckingham, Marcus. *The One Thing You Need to Know...About Great Managing, Great Leading, and Sustained Individual Success*. Free Press, 2005.

Connellan, Thomas. *Bringing Out the Best in Others!* Bard Press, 2003.

Kaye, Beverly, and Sharon Jordan-Evans. *Love 'Em or Lose 'Em: Getting Good People to Stay*. Berrett-Koehler Publishers, 2005.

3. Makes clear how individual roles are important to team success.

(Cultivate a Positive Sense of Self in Others)



In most work groups, the members must work together well in order to perform their mission. Specific, essential roles need to be identified. Talented people should be selected to fill those roles. If everyone delivers a highly professional effort and works smoothly with everyone else, the team is likely to be successful.

Individual roles may be defined through a creative design of work processes, or they may evolve over a long period of trial and error. In either case, everyone in the work group must make a specific contribution, so everyone must clearly understand the importance of each other's roles. As changes occur in the workplace, it is the role of leaders to make sure that there is no confusion about who is supposed to do what.

What lower ratings may mean:

The people who gave you feedback may feel that you do not sufficiently stress the importance of each person's role on the team.

- They may be confused about who is responsible for what.

Recommendations for Development

- Maybe some people sense you value some roles more than others.
- Because of changes, they may be concerned that their roles have changed.
- Possibly the specific roles of each team member are not clear to you.
- Perhaps you feel that team members already understand their roles.
- Maybe they are aware of their roles but want more explanation.
- Some team members may not know what you think about their roles.
- Some people may want to change their roles to make a greater contribution.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you want everyone on the team to clearly understand each other's roles. Ask them what improvements they would like to see in the way you clarify the importance of their roles.
- Ask yourself what roles are needed to accomplish the mission and vision of your team. On a sheet of paper, describe in writing the roles that are currently specified on the team. Is your team structured with the right roles? Make sure there are no gaps--that the team structure is sufficient to support the team mission and vision.
- People want to feel that they are playing an important role. In fact, if someone is not playing an important role, that position should be restructured so that it is important. Be sure to emphasize face-to-face with everyone exactly what actions are expected and how each role is important.
- Consider defining role expectations in writing--a "job description." It may include a description of the role, how it supports the team purpose and general responsibilities. The statement could also include a list of qualifications and skills needed for the role. Give a copy to the team member. Review it annually and keep it current.
- As missions, conditions or people change, roles are likely to change. While a leader does not have to do it very often, it may be necessary to review with everyone the structure of the team. Explaining the big picture of how everyone's roles related to the team effort can help people understand how to cooperate and interact with each other.
- If many changes have happened over time, people may not be sure who should be doing what. One way of getting back on track is to involve the team members in creative dialogue to clarify roles. Consider asking questions such as these:
 - Has our vision changed? What should it be now?
 - What are our most important priorities right now?
 - What roles are needed to be successful?
 - Which of you should play these roles?
- When problems or setbacks occur, a team member may need encouragement. An excellent way to encourage someone is to reaffirm how important that person's role and contributions are to the total team effort.
- Consider believing in and doing things based on these positive attitudes:
 - "Everyone wants to feel important."
 - "For people to do their best, they need to know what's expected."

Recommended Resources

Recommendations for Development

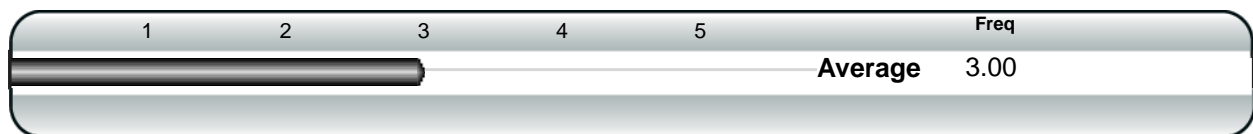
Buckingham, Marcus. *The One Thing You Need to Know...About Great Managing, Great Leading, and Sustained Individual Success*. Free Press, 2005.

Fox, Jeffrey J. *How to Become a Great Boss*. Hyperion, 2002.

Scholtes, Peter R., et al. *The Team Handbook: How to Use Teams to Improve Quality, 3rd Ed.* Oriel, 2003.

15. Gives timely, constructive feedback to team members who have not performed well.

(Addresses Problems Quickly, Focusing on Behaviors and Facts)



It rarely feels good, but people need constructive feedback as much as they need praise. While everyone else may be painfully aware of a person's shortcomings, the individual may not be. This information can help people learn where they need to make improvements. Giving teammates/employees specific information about what is wanted and not wanted in their actions not only provides motivation to change, it can show the way.

There is a window of time for confronting others about poor performance. A good guideline is to confront individuals with feedback about their poor performance within a day or two of the event. However, it's not a good idea to give constructive feedback to someone immediately after the act. When teammates/employees are frustrated or angry, it's all too easy to give emotional or hurtful criticism. People need time to cool off and think about what they will say. On the other hand, feedback can get stale; after a while, people may forget some of the details or they may feel that they have improved since the event.

What lower ratings may mean:

The people who gave you feedback may feel that you wait too long to discuss your dissatisfaction with their performance.

- They may feel that the issues are no longer current or relevant.
- You may not like giving constructive feedback to your coworkers.
- Possibly you put off these discussions hoping that things will improve.
- You may believe that confronting people only makes the situation worse.
- You may be concerned that people will react with anger or hostility.
- You may not be sure how to talk to people about poor performance.
- Confronting people about poor performance may make you uncomfortable.
- You may feel that it's not your responsibility to give feedback.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you want to give them feedback about poor performance soon after it occurs. Ask them how they would like you to improve the way you give timely feedback.
- Identify someone who gives prompt feedback to people who need it. If possible, study this person's on-the-job behavior. Consider asking this person to observe you and give you feedback.

Recommendations for Development

- When you need to address a performance issue, think about whether you should have a private meeting with the person or if other members of the team should be involved in the discussion.
- It's usually not a good idea to discuss performance immediately after noticing a problem. If you are upset, your emotions can make it hard to give objective feedback. You need to calm down, be sure of your facts and think about what you will say.
- Make it your goal to discuss issues of unsatisfactory performance the same day they occur. If you do not have time, make an appointment to discuss it with the person the next day.
- Ideally, you will have personally observed the undesired actions. If you did not, be careful that you do not jump to conclusions. Make sure you have all the relevant facts before giving constructive feedback.
- While high levels of performance are realistic goals, perfection is not. Consider that some mistakes are not worth mentioning. Some things are just too trivial to take the time to give constructive feedback. For example, is it worth discussing if a person makes three photocopies when only two were necessary?
- Don't collect examples of poor performance to be communicated later all at once. This may seem time-efficient, but it's not effective. It is not easy for people to deal with constructive feedback, and they should be confronted with one issue at a time.
- Lower defensiveness by focusing on behaviors (specific facts, what you've seen and heard). Plan the discussion in advance to be sure to provide factual statements. Get the person involved in the plan of action by asking questions and getting their feedback and input about the situation.
- Consider believing in and doing things based on these positive attitudes:
 - "Feedback is best delivered fresh."
 - "People receive feedback best when it is served warm, but not hot."

Recommended Resources

Bolton, Robert. *People Skills*. Simon & Schuster, 1986. (20/20 Insight classic)

Garber, Peter R. *Giving and Receiving Performance Feedback*. HRD Press, 2003.

Silberman, Melvin L. *PeopleSmart*. John Wiley & Sons, 2005.

Summary Questions

This report section displays the narrative comments given by each respondent to the Summary Questions that were included in the project. Responses are grouped by question and are completely anonymous. They may be grouped by rater relationship.

28. If there were one thing this person could do to improve his or her leadership, what would it be?

- *Self: I think I could be a better coach.*
- *Focus on being the coach and leader of the team and less on doing everything...build your team's skills and abilities and free up more of your time by delegating more.*
- *I'd like to see you share some of the work load - there are so many things that you're doing that many of us on the team could help you with...*
- *Spend more time helping us set goals. Sometimes I don't know what you expect.*
- *Spend more time with your team and make sure everyone understands what's expected when we kick off new projects.*
- *Spend more time with your team, give more feedback and share more of your experiences with us - so we can learn from you.*
- *To spend more time with your team. Also, we need more clear understanding of our goals and your expectations for our performance.*
- *You always seem like you're in a hurry... I hesitate to tell you anything because you're always running from one thing to another...everything feels rushed all the time.*

29. Please give an instance where you saw this person exhibit great leadership.

- *Self: I try to be a good leader day in and day out.*
- *Exemplify really good leadership when you are with customers and when you encourage your team. Your team and our customers like and respect you - you are good role model for listening and tuning into people. People want to work for and with you...that is a great skill. Keep it up!*
- *The way you stepped in on the Jefferson account. You watched the team's "back" and at the same time helped correct internal errors that were made without throwing any of us 'under the bus'. The client ended up happy and we all learned from our mistakes. You showed great leadership by helping us learn without making us feel worse than we already did about our mistakes. Thank you for that.*
- *When you helped make sure that ABC Corporation stayed with us. They were upset and you lead the team and client to a solid resolution by listening and involving all of us in the problem solving process.*
- *When you helped us move - you were organized and considerate, making the change low stress.*
- *When you led the team through the new call center reorg. You were decisive, open and really calmed all of our nerves.*
- *You do a great job with customers and always serve as a great model for how to effectively interact with customers.*
- *You helped correct the ABC company issue. You were a great leader because you listened to all sides and helped craft a solid solution that all approved of...that was a tough situation and I respect how you handled it.*