

▶▶▶ THIS IS A SAMPLE REPORT! ◀◀◀
Sample reports do not contain all pages typically
included in a full report.

C O N F I D E N T I A L F E E D B A C K R E P O R T



- The Booth Company
- Manager, Sample
- Leadership Competencies for Managers Survey
- November 2010

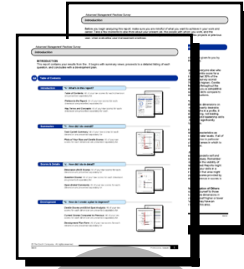
Sample

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Introduction

What's in this report?

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

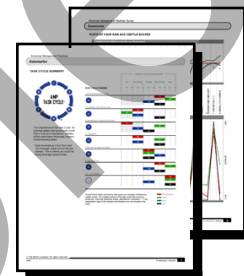


Summaries

How did I do overall?

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

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



Scores & Details

How did I do in detail?

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

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

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

A thumbnail image of the 'Scores & Details' section, showing a table of scores and a list of open-ended comments.

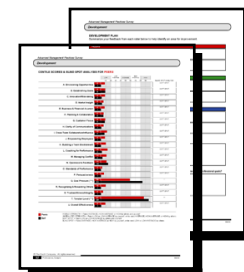
Development

How do I create a plan to improve?

Centile Scores and Blind Spot Analysis: A ranking of your centile scores for each rater group along with a blind spot analysis for each Task Cycle® skill.

Current Centile Scores Compared to Previous Scores (this chart only shows if survey data from previous time is available): A comparison of your current scores to your previous scores.

Development Plan Template: Space and guidance for creating a development plan from the results in this report.



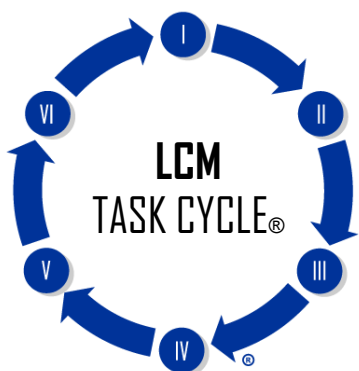
Introduction

What's in this report?

Before you begin analyzing this report, make sure you are mindful of what you want to achieve in your work and career. Take a few moments to also think about your present job, the people with whom you work, and the environment in which you work. Your raters draw on recent experiences, such as the last few projects or previous year, when evaluating your management practices.

THE TASK CYCLE®

The feedback in this report is organized into six phases of activity that all executives, leaders and managers engage in, called the Task Cycle®. The Task Cycle® is a sequential, valid organizing tool that can help you know where to focus your development.



Task Cycle® Phases

- I. ESTABLISHING THE PURPOSE
- II. LAYING THE FOUNDATION
- III. SUSTAINING THE EFFORT
- IV. FEEDBACK
- V. DRIVING TOWARD SUCCESS
- VI. RECOGNITION

Why you should care about the Task Cycle®

1. The Task Cycle® organizes all of your feedback data into logical, business-relevant categories of action, which will help you to focus and direct your developmental activity.
2. The Task Cycle® is organized sequentially, with the phases of greatest leverage appearing first. As a result, if you focus on developing capacity in the earliest phases of the cycle, you will see the greatest benefit to your entire performance as a manager.
3. Your performance across the Task Cycle® phases predicts how others perceive the impact of your efforts.

IMPACT OR OUTCOMES

The dimensions that make up the phases of the Task Cycle® are the fundamental skills. The Outcome or Impact dimensions that follow show the effect of the Task Cycle® skills on how others perceive you. Your skill competence is integral to the impression you make.

KEY TERMS AND CONCEPTS

Raw Score

This is the actual score that was given to you by those who completed the survey.

Centile

This compares your scores to everyone else who has taken the survey. If your centile score for a particular skill is "30," it means that 30% of the individuals who have taken the survey scored lower than you (and 70% scored higher). Centile scores are presented frequently throughout the report, and are intended to give you a competitive analysis of how your leadership skills compare to others in similar professional situations.

Situational Scales (***)

Dimensions marked with (***) are dimensions on which high scores are not necessarily desirable. When these are the only strengths in a profile, it indicates that the leader is pushing, not leading. However, when balanced with solid leadership skills and used strategically, they can significantly enhance your leadership abilities.

Consistency or Differences Between Raters

Look for such distinguishing characteristics as consistencies between different rater levels. If all of your raters rated you extremely low in particular dimensions, these may be good areas in which to focus your plans for development.

Differences between scores, especially self and others, can provide very useful clues. Remember that all of your ratings depend on the visibility of your skills to different raters. Direct Reports might have a better understanding of your skills in a particular area, so their scores in that area might be more important to you than scores provided by Peers.

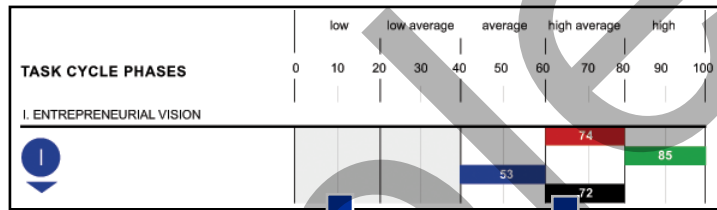
Summaries

How did I do overall?



TASK CYCLE® SUMMARY

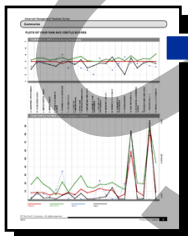
All of your centile scores are averaged and are shown for each phase of the Task Cycle®. Consider the Task Cycle® when looking at your scores, keeping in mind the importance of the Task Cycle® sequence. Its premise states that some tasks come first in time and importance. Mastery of the initial tasks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



The shading in the "low" and "low average" areas of the first two phases is an area where you could be losing leverage of the Task Cycle® sequence.

Averaged centile scores are shown for each phase, broken out by rater level. The position of each colored block shows if the score is low, low average, etc.

Note that situational scales, identified by 3 asterisks (***) are interpreted in light of the situation and therefore are not included in the summary.



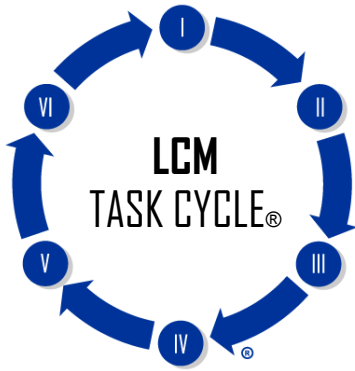
PLOTS OF RAW AND CENTILE SCORES

All of your raw scores for each dimension are presented separately for each rater level on the plot at the top of the page. The scores you gave yourself (via your self-survey) are also plotted. Compare different rater levels and look for trends. A legend showing the colors for each rater level is located at the bottom of the page.

The centile plot shows a summary of your scores for each dimension and serves as the primary interpretation tool for many users. All of your centile scores for each dimension are presented separately for each rater level on the plot. The scores you gave yourself are also plotted.

Summaries

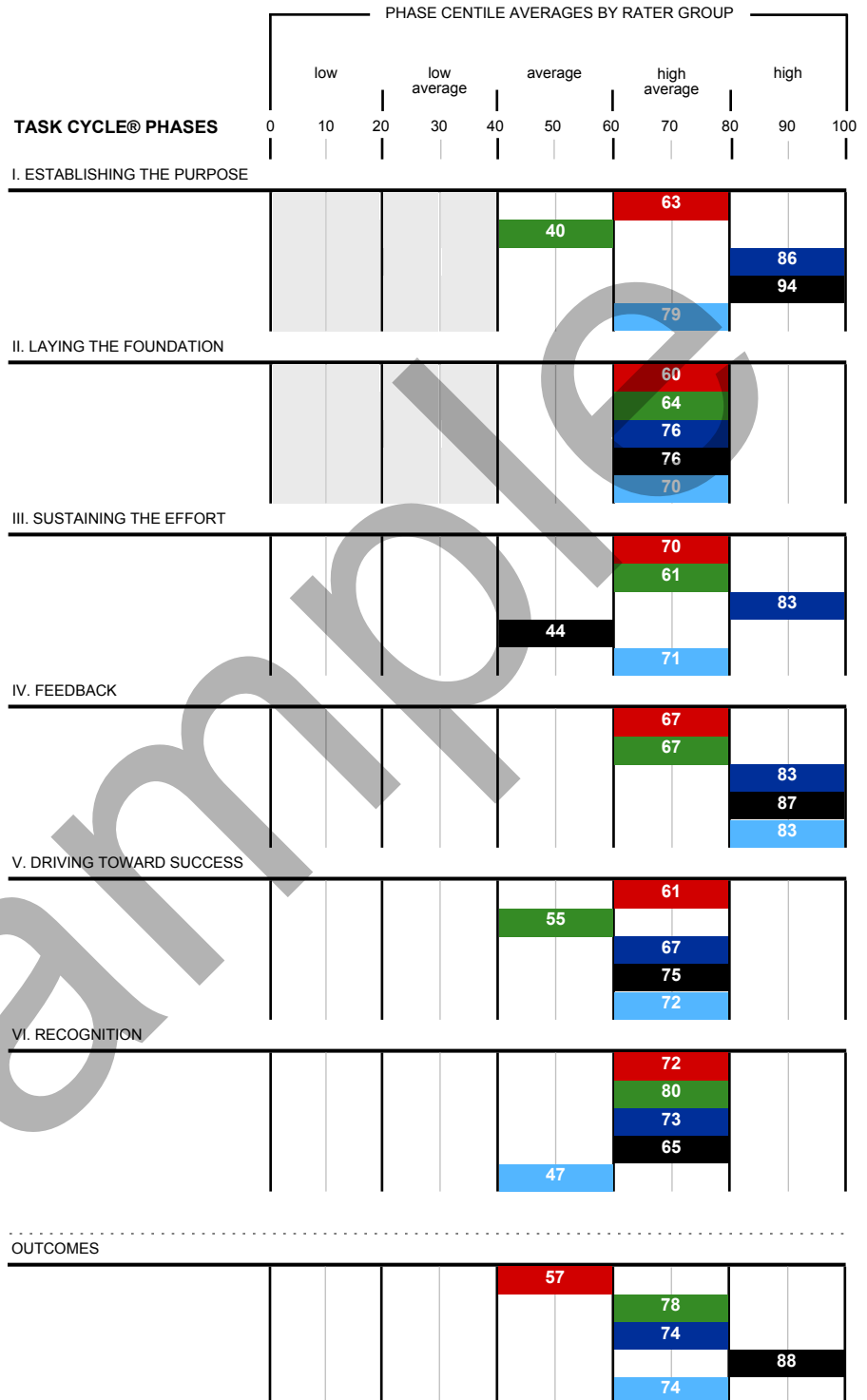
TASK CYCLE® SUMMARY



Importance of the Task Cycle®
 Its premise states that some tasks come first in time and importance. Mastery of the initial tasks influences mastery of the following tasks.

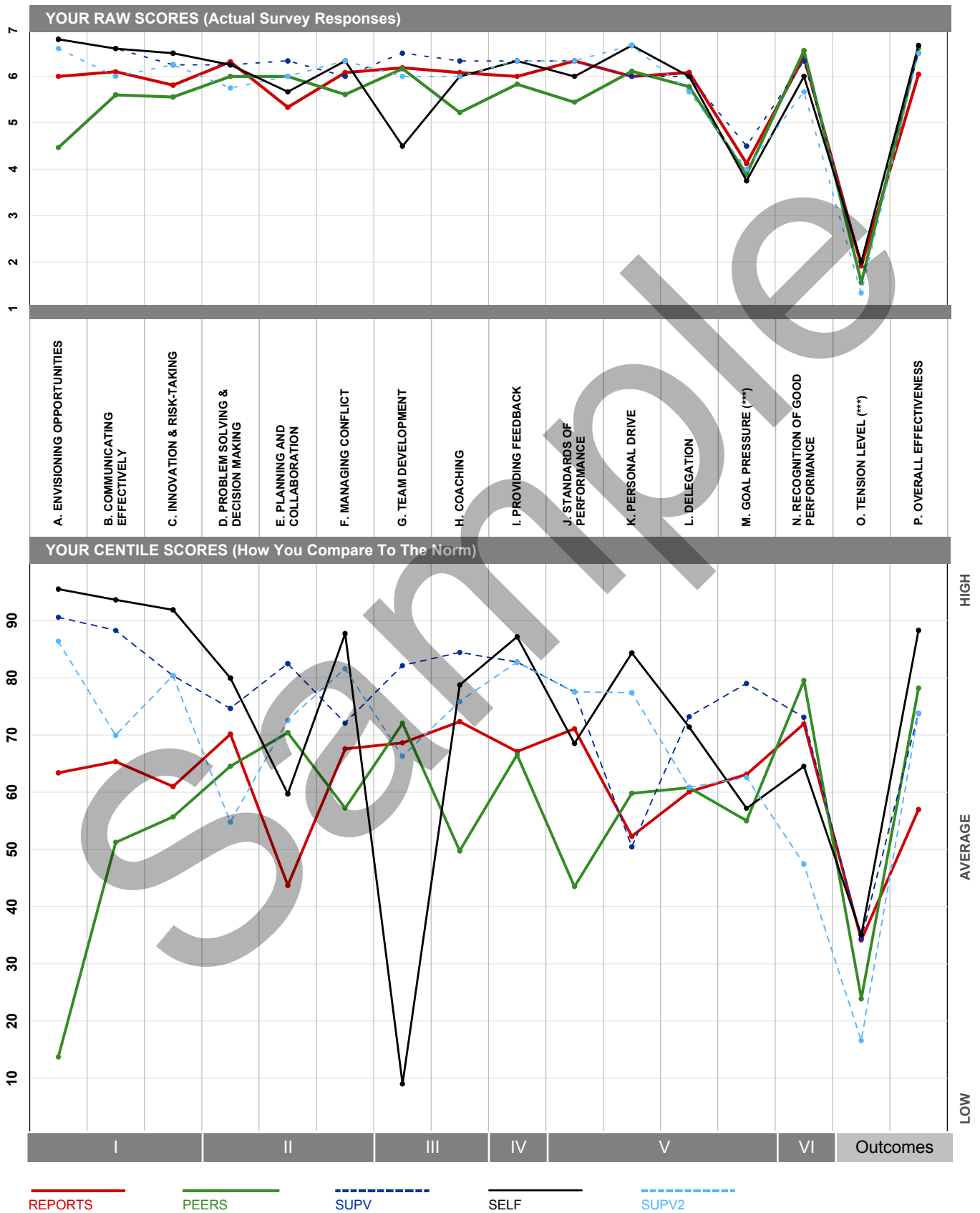
Scores that land in the shaded areas indicate an area that you may be losing leverage within the Task Cycle®. Review your dimension scores for a better analysis.

- Reports
- Peers
- Supv
- Self
- Supv2



Summaries

PLOTS OF YOUR RAW AND CENTILE SCORES



Scores & Details

How did I do in detail?

A screenshot of a web-based survey results interface. It shows a table with multiple columns representing different dimensions and rows representing different raters or groups. The table is partially obscured by a large 'SAMPLE' watermark.

DIMENSION AND QUESTION SCORES

Dimension (Skill) Scores

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

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

Question Scores

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

A screenshot of a web-based survey results interface showing a list of open-ended comments. The comments are organized by rater level. The text is partially obscured by a large 'SAMPLE' watermark.

OPEN-ENDED COMMENTS

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

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

Scores & Details

I. ESTABLISHING THE PURPOSE

A. Envisioning Opportunities

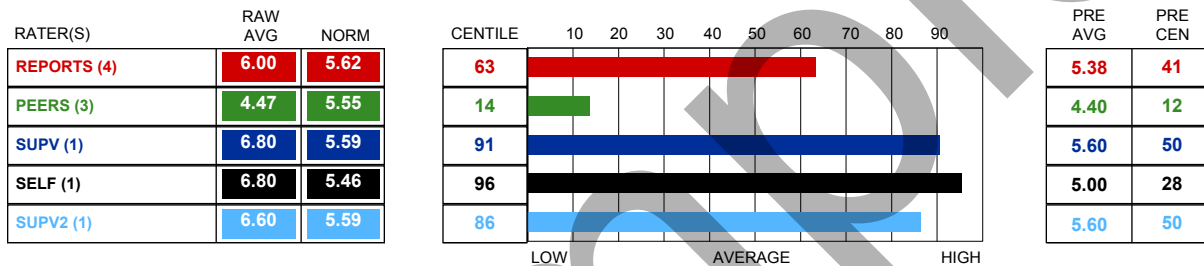
If You Score High

If you scored high on this dimension, people know where you and the organization are headed. You are respected for your thorough understanding of your organization, its industry and its marketplace, and you have a track record for helping to improve the organization's competitive position. People probably feel energized and motivated by your leadership and visionary expertise.

If You Score Low

If you scored low on this dimension, you may appear to be stuck in the present and not focused on ideas that will move the organization into the future. You may have a difficult time conceptualizing what the organization must do to improve its competitive position in the marketplace. You may not generate energy, motivation, and the desire to excel because you don't generate ideas for innovations or listen to the ideas of others.

Dimension Scores



Development Tips

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

- Make sure you understand your industry, your organization, and its products and services thoroughly. As you review your knowledge, focus on gaps in services or products that you notice, and allow yourself to visualize how to fill in the gaps.
- Keep current on industry trends by reading at least two articles from a business journal each week.
- Explore materials about business outside your own industry - books, magazines, tapes, or seminars. See if you can make connections to your industry.
- Identify people who are known to have good ideas. Listen to them and pay attention to how they form ideas. Read biographies about people who have made a difference.
- Look at your organization's environment. Are imagination and creativity encouraged? To encourage others toward creativity, listen to their ideas and allow differing ideas, discussion and reasonable conflict.
- Identify visionaries (sometimes considered eccentrics). Listen to what they have to say with an open mind.

Scores & Details

Question Scores

| ↓ Question # within survey | AVG | SD | Rating Scale | | | | | | | PRE AVG | | |
|---|---------|-----|--------------|---|---|---|---|---|---|---------|---|-----|
| | | | NR | 1 | 2 | 3 | 4 | 5 | 6 | | 7 | |
| 1. Develops innovative ideas to improve the quality of services | REPORTS | 5.8 | 1.0 | . | . | . | . | . | 2 | 1 | 1 | 6.3 |
| | PEERS | 5.7 | 0.6 | . | . | . | . | . | 1 | 2 | . | 5.0 |
| | SUPV | 7.0 | --- | . | . | . | . | . | . | . | 1 | 6.0 |
| | SELF | 7.0 | --- | . | . | . | . | . | . | . | 1 | 5.0 |
| | SUPV2 | 6.0 | --- | . | . | . | . | . | . | 1 | . | 6.0 |
| 17. Is a leader in promoting new ideas and change | REPORTS | 6.0 | 0.8 | . | . | . | . | . | 1 | 2 | 1 | 5.8 |
| | PEERS | 6.3 | 0.6 | . | . | . | . | . | . | 2 | 1 | 4.4 |
| | SUPV | 7.0 | --- | . | . | . | . | . | . | . | 1 | 6.0 |
| | SELF | 7.0 | --- | . | . | . | . | . | . | . | 1 | 6.0 |
| | SUPV2 | 7.0 | --- | . | . | . | . | . | . | . | 1 | 6.0 |
| 33. Has good ideas to improve our products and services | REPORTS | 6.0 | 1.4 | . | . | . | . | 1 | . | 1 | 2 | 5.1 |
| | PEERS | 2.0 | --- | . | . | 3 | . | . | . | . | . | 4.7 |
| | SUPV | 7.0 | --- | . | . | . | . | . | . | . | 1 | 6.0 |
| | SELF | 7.0 | --- | . | . | . | . | . | . | . | 1 | 5.0 |
| | SUPV2 | 7.0 | --- | . | . | . | . | . | . | . | 1 | 6.0 |
| 49. Anticipates changes that will be needed in the future | REPORTS | 5.8 | 1.3 | . | . | . | . | 1 | . | 2 | 1 | 5.5 |
| | PEERS | 2.0 | --- | . | . | 3 | . | . | . | . | . | 4.7 |
| | SUPV | 6.0 | --- | . | . | . | . | . | . | 1 | . | 6.0 |
| | SELF | 6.0 | --- | . | . | . | . | . | . | 1 | . | 6.0 |
| | SUPV2 | 7.0 | --- | . | . | . | . | . | . | . | 1 | 6.0 |
| 56. Demonstrates knowledge of our industry | REPORTS | 6.5 | 0.6 | . | . | . | . | . | . | 2 | 2 | 3.9 |
| | PEERS | 6.3 | 0.6 | . | . | . | . | . | . | 2 | 1 | 3.1 |
| | SUPV | 7.0 | --- | . | . | . | . | . | . | . | 1 | 4.0 |
| | SELF | 7.0 | --- | . | . | . | . | . | . | . | 1 | 3.0 |
| | SUPV2 | 6.0 | --- | . | . | . | . | . | . | 1 | . | 4.0 |

Scores & Details

OPEN-ENDED COMMENTS

What does this person do that should be continued?

Reports

- ▶ *Survey received; no comment provided.*
- ▶ Treating employees with respect, and leading well.
- ▶ Everything!
- ▶ *Survey received; no comment provided.*

Peers

- ▶ Hard worker
- ▶ *Survey received; no comment provided.*
- ▶ Respectful to everyone in the org.

Supv

- ▶ Makes sure everyone knows what they are working towards, goalwise.

Self

- ▶ Strong communication of long-term goals and everyday tasks.

Supv2

- ▶ *Survey received; no comment provided.*

Sample

Scores & Details

OPEN-ENDED COMMENTS

What should this person do to be more effective?

Reports

- ▶ More of a focus on long-term goals.
- ▶ *Survey received; no comment provided.*
- ▶ Less micromanaging.
- ▶ *Survey received; no comment provided.*

Peers

- ▶ Protects team almost too much sometimes.
- ▶ Better work-life balance...sometimes stays really late i the office.
- ▶ *Survey received; no comment provided.*

Supv

- ▶ Try to minimize pressure on the team when on tight deadlines.

Self

- ▶ *Survey received; no comment provided.*

Supv2

- ▶ *Survey received; no comment provided.*

Sample

Scores & Details

OPEN-ENDED COMMENTS

What does this person do that should be stopped?

Reports

- ▶ *Survey received; no comment provided.*
- ▶ ??
- ▶ Letting meetings run over.
- ▶ Sometimes the frustration/stress is visible when running up against hard deadlines. I understand that it is stressful, but often this makes people uncomfortable, even if they know it's not anger at them personally, and adds to the stress sometimes.

Peers

- ▶ Nothing...should really be cloned.
- ▶ *Survey received; no comment provided.*
- ▶ Nothing occurs.

Supv

- ▶ Nothing I can think of.

Self

- ▶ Not sure...

Supv2

- ▶ *Survey received; no comment provided.*

Sample

Development

How do I create a plan to improve?



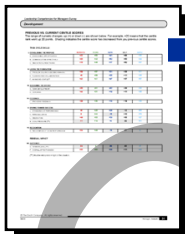
CENTILE SCORES AND BLIND SPOT ANALYSIS

This chart shows your centile scores broken out by rater group. Shading and centile ranking designations help you identify whether your scores are considered Low, Low Average, Average, High Average or High.

A blind spot analysis is shown to the right of each dimension. This analysis compares the specified rater group's centile scores with your Self scores. This comparison will help you determine whether or not a particular dimension (skill) is considered a Blind Spot or Strength.

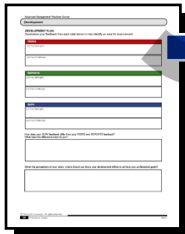
| | | SKILL SEEN BY SELF | |
|----------------------|------|---------------------|------------------|
| | | LOW | HIGH |
| SKILL SEEN BY OTHERS | HIGH | Unrealized Strength | Visible Strength |
| | LOW | Soft Spot | Blind Spot |

Note: Situational dimensions marked with (***) are not included in the Blind Spot Analysis. These dimensions need to be interpreted in light of the situation and high scores may not be desired.



CURRENT CENTILE SCORES COMPARED TO PREVIOUS SCORES

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



DEVELOPMENT PLAN TEMPLATE

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

Development

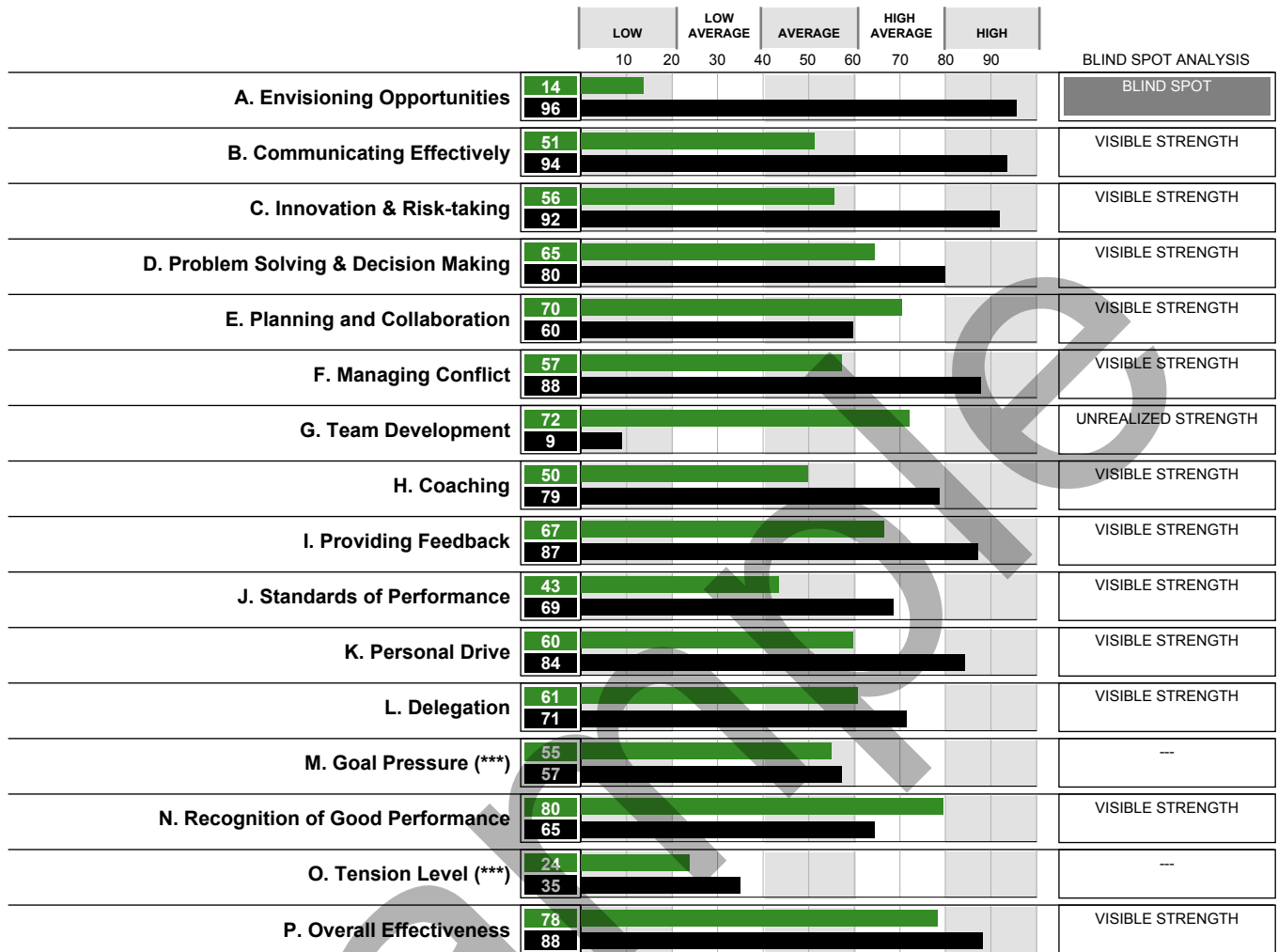
CENTILE SCORES & BLIND SPOT ANALYSIS FOR REPORTS

| | | LOW | LOW AVERAGE | AVERAGE | HIGH AVERAGE | HIGH | BLIND SPOT ANALYSIS | | | | |
|---|----------|-----|-------------|---------|--------------|------|---------------------|----|----|----|---------------------|
| | | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | |
| A. Envisioning Opportunities | 63 96 | | | | | | | | | | VISIBLE STRENGTH |
| B. Communicating Effectively | 65 94 | | | | | | | | | | VISIBLE STRENGTH |
| C. Innovation & Risk-taking | 61 92 | | | | | | | | | | VISIBLE STRENGTH |
| D. Problem Solving & Decision Making | 70 80 | | | | | | | | | | VISIBLE STRENGTH |
| E. Planning and Collaboration | 44 60 | | | | | | | | | | VISIBLE STRENGTH |
| F. Managing Conflict | 68 88 | | | | | | | | | | VISIBLE STRENGTH |
| G. Team Development | 69 9 | | | | | | | | | | UNREALIZED STRENGTH |
| H. Coaching | 72 79 | | | | | | | | | | VISIBLE STRENGTH |
| I. Providing Feedback | 67 87 | | | | | | | | | | VISIBLE STRENGTH |
| J. Standards of Performance | 71 69 | | | | | | | | | | VISIBLE STRENGTH |
| K. Personal Drive | 52 84 | | | | | | | | | | VISIBLE STRENGTH |
| L. Delegation | 60 71 | | | | | | | | | | VISIBLE STRENGTH |
| M. Goal Pressure (***) | 63 57 | | | | | | | | | | --- |
| N. Recognition of Good Performance | 72 65 | | | | | | | | | | VISIBLE STRENGTH |
| O. Tension Level (***) | 34 35 | | | | | | | | | | --- |
| P. Overall Effectiveness | 57 88 | | | | | | | | | | VISIBLE STRENGTH |

■ **Reports** VISIBLE STRENGTH = Rated AVERAGE, HIGH AVERAGE or HIGH by others and yourself
■ **Self** UNREALIZED STRENGTH = Rated LOW or LOW AVERAGE by yourself, while rated AVERAGE, HIGH AVERAGE or HIGH by others
 SOFT SPOT = Rated LOW or LOW AVERAGE by others and yourself
 BLIND SPOT = Rated AVERAGE, HIGH AVERAGE or HIGH by yourself, while rated LOW or LOW AVERAGE by others

Development

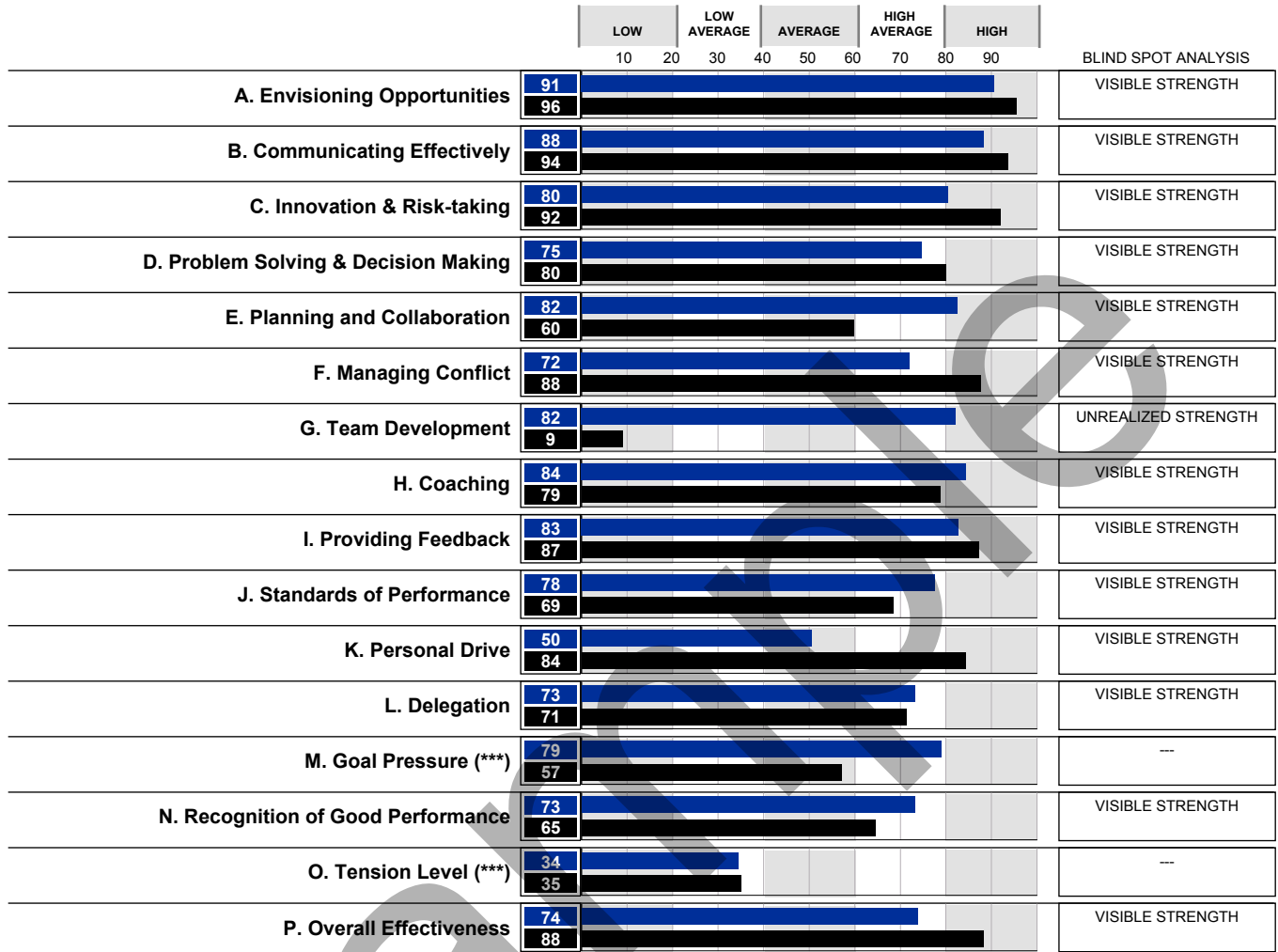
CENTILE SCORES & BLIND SPOT ANALYSIS FOR PEERS



■ Peers
■ Self
 VISIBLE STRENGTH = Rated AVERAGE, HIGH AVERAGE or HIGH by others and yourself
 UNREALIZED STRENGTH = Rated LOW or LOW AVERAGE by yourself, while rated AVERAGE, HIGH AVERAGE or HIGH by others
 SOFT SPOT = Rated LOW or LOW AVERAGE by others and yourself
 BLIND SPOT = Rated AVERAGE, HIGH AVERAGE or HIGH by yourself, while rated LOW or LOW AVERAGE by others

Development

CENTILE SCORES & BLIND SPOT ANALYSIS FOR SUPV

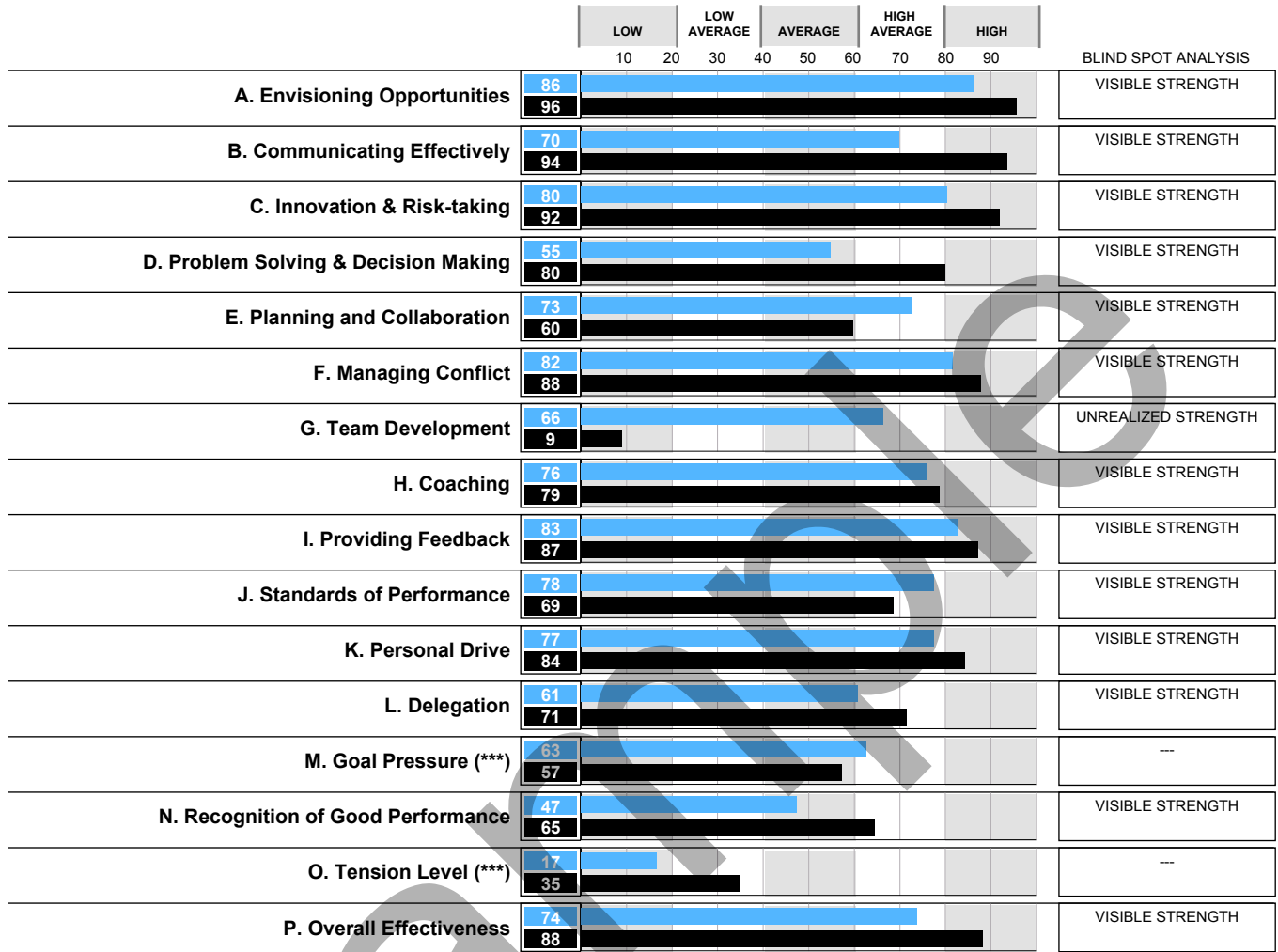


■ Supv
 ■ Self

VISIBLE STRENGTH = Rated AVERAGE, HIGH AVERAGE or HIGH by others and yourself
 UNREALIZED STRENGTH = Rated LOW or LOW AVERAGE by yourself, while rated AVERAGE, HIGH AVERAGE or HIGH by others
 SOFT SPOT = Rated LOW or LOW AVERAGE by others and yourself
 BLIND SPOT = Rated AVERAGE, HIGH AVERAGE or HIGH by yourself, while rated LOW or LOW AVERAGE by others

Development

CENTILE SCORES & BLIND SPOT ANALYSIS FOR SUPV2



■ Supv2
■ Self

VISIBLE STRENGTH = Rated AVERAGE, HIGH AVERAGE or HIGH by others and yourself
 UNREALIZED STRENGTH = Rated LOW or LOW AVERAGE by yourself, while rated AVERAGE, HIGH AVERAGE or HIGH by others
 SOFT SPOT = Rated LOW or LOW AVERAGE by others and yourself
 BLIND SPOT = Rated AVERAGE, HIGH AVERAGE or HIGH by yourself, while rated LOW or LOW AVERAGE by others

Development

CURRENT CENTILE SCORES COMPARED TO PREVIOUS SCORES

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

TASK CYCLE® SKILLS

| | REPORTS | PEERS | SUPV | SELF | SUPV2 | |
|--------------------------------------|---------|-------|------|------|-------|--|
| I. ESTABLISHING THE PURPOSE | | | | | | |
| A. ENVISIONING OPPORTUNITIES | +22 | +2 | +41 | +68 | +36 | |
| B. COMMUNICATING EFFECTIVELY | +23 | +42 | +52 | +53 | +49 | |
| C. INNOVATION & RISK-TAKING | +15 | +46 | +17 | +62 | +37 | |
| II. LAYING THE FOUNDATION | | | | | | |
| D. PROBLEM SOLVING & DECISION MAKING | +39 | +57 | +31 | +36 | +31 | |
| E. PLANNING AND COLLABORATION | -10 | +56 | +35 | -13 | +26 | |
| F. MANAGING CONFLICT | +42 | +41 | +47 | +37 | +57 | |
| III. SUSTAINING THE EFFORT | | | | | | |
| G. TEAM DEVELOPMENT | +37 | +61 | +62 | -26 | +38 | |
| H. COACHING | +44 | +31 | +19 | +11 | +35 | |
| IV. FEEDBACK | | | | | | |
| I. PROVIDING FEEDBACK | +29 | +38 | +10 | +19 | +35 | |
| V. DRIVING TOWARD SUCCESS | | | | | | |
| J. STANDARDS OF PERFORMANCE | +6 | +23 | +26 | -12 | +53 | |
| K. PERSONAL DRIVE | -2 | +44 | -15 | +12 | +70 | |
| L. DELEGATION | +49 | +53 | +39 | +55 | +27 | |
| M. GOAL PRESSURE (***) | -11 | +14 | +8 | -32 | +61 | |
| VI. RECOGNITION | | | | | | |
| N. RECOGNITION OF GOOD PERFORMANCE | +24 | +49 | -10 | -21 | 0 | |
| RESIDUAL IMPACT | | | | | | |
| VII. OUTCOMES | | | | | | |
| O. TENSION LEVEL (***) | -34 | 0 | -60 | -63 | +7 | |
| P. OVERALL EFFECTIVENESS | +33 | +63 | +36 | +11 | +43 | |

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

Development

DEVELOPMENT PLAN

Summarize your feedback from each rater below to help identify an area for improvement.

REPORTS

List Key Strengths

List Key Challenges

PEERS

List Key Strengths

List Key Challenges

SUPV

List Key Strengths

List Key Challenges


Enter your most important business objectives and career goals. These are the best guides for deciding what to do about the strengths and challenges that you summarized above.

Sample

Development Focus. Consider your challenges in light of what you need to achieve in the near future and remember that Phases I & II of the Task Cycle® are where you get the most leverage. Note below your priorities for development before lining out one or more development items in the next section.

Development

DEVELOPMENT PLAN

 Print or photocopy this page for additional development items and/or actions

Development Item(s)

Business or career goals (Refer to previous page)

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

Development Action(s)

| What action(s) are you going to take? | By when? |
|---------------------------------------|----------|
| | |

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

What resources do you need?