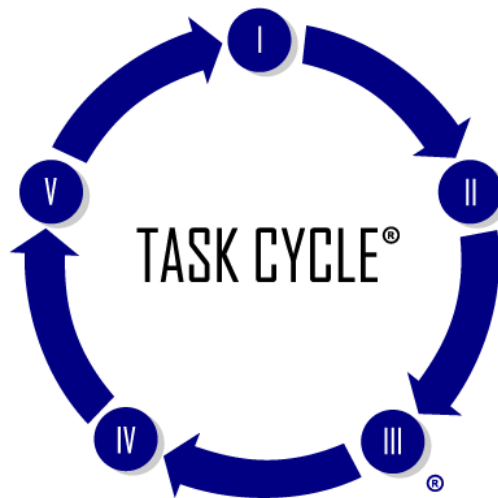


# Confidential Feedback Report

---

## Project Leadership Practices



**TABLE OF CONTENTS**

This report contains your results from the Project Leadership Practices. It begins with summary views, proceeds to a detailed listing of each question, and concludes with a development plan.

**Preface**

An introduction to the report, survey, and Task Cycle®.

**INTERPRETATION  
GUIDANCE****Score Summaries****Appendix A**

1. Plots of your raw scores and centile scores separated by rater group.
2. Highlights of your centile scores.
3. A listing of your highest and lowest scoring questions separated for each rater group.

**Question Scores & Details****Appendix B**

A listing of your scores on each Task Cycle® skill, including your scores on each question of the survey.

**Open-Ended Comments****Appendix C**

A verbatim listing of comments provided by your raters.

**Development Plan****Appendix D**

A template for writing a personal development plan.

**Appendix**

The appendix provides interpretation guidance for each section of the report.

## PREFACE

### About the Project Leadership Practices

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. (That's why taking the survey annually is a good way to track your progress.)

The body of this report presents all of the questions in the Project Leadership Practices. In addition, there are a wide variety of one-page summaries, from graphs to number tables. This is to accommodate different learning styles.

### Interpreting Your Results

There are several ways you can interpret the data in this report. Here are a few points to get you started:

1. Consider the relevancy of different skills in relation to your responsibilities. Scoring high or low in a particular skill might be irrelevant if you are never or rarely responsible for demonstrating mastery of that skill.
2. Examine differences in your scores between different rater levels and try to understand why these occur.
3. Examine differences between how you scored yourself and how your raters scored you. If you scored yourself significantly lower in a particular area, you might have unrealized strengths. Likewise, if you scored yourself significantly higher than your raters, you might be overconfident in certain areas.

An appendix is located in the back of this report to help you interpret the data from each section. Please refer to it for further information.

### Key Terms and Concepts

There are several terms throughout the report that are important to understanding your results. The most important are:

#### **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). Likewise, if your centile score is "65," it means that 65% of the individuals who have taken the survey scored lower than you (and 35% 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.

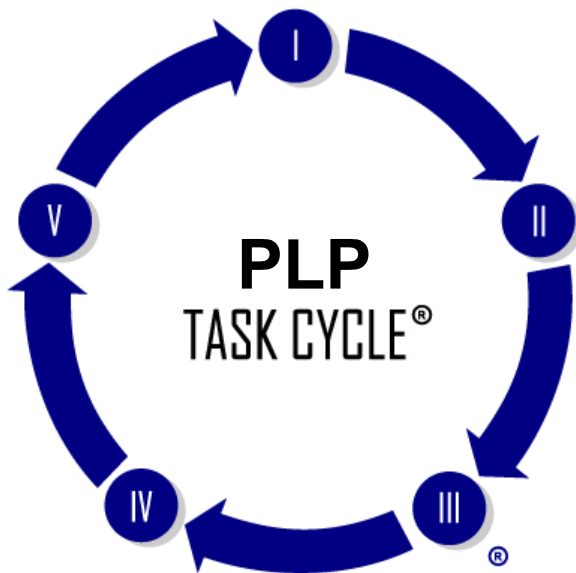
#### **Situational Scales (\*\*\*)**

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.

## PREFACE

### 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. LEADERSHIP

II. DIRECTING THE EFFORT

III. MANAGING STAKEHOLDER RELATIONS

IV. DRIVE

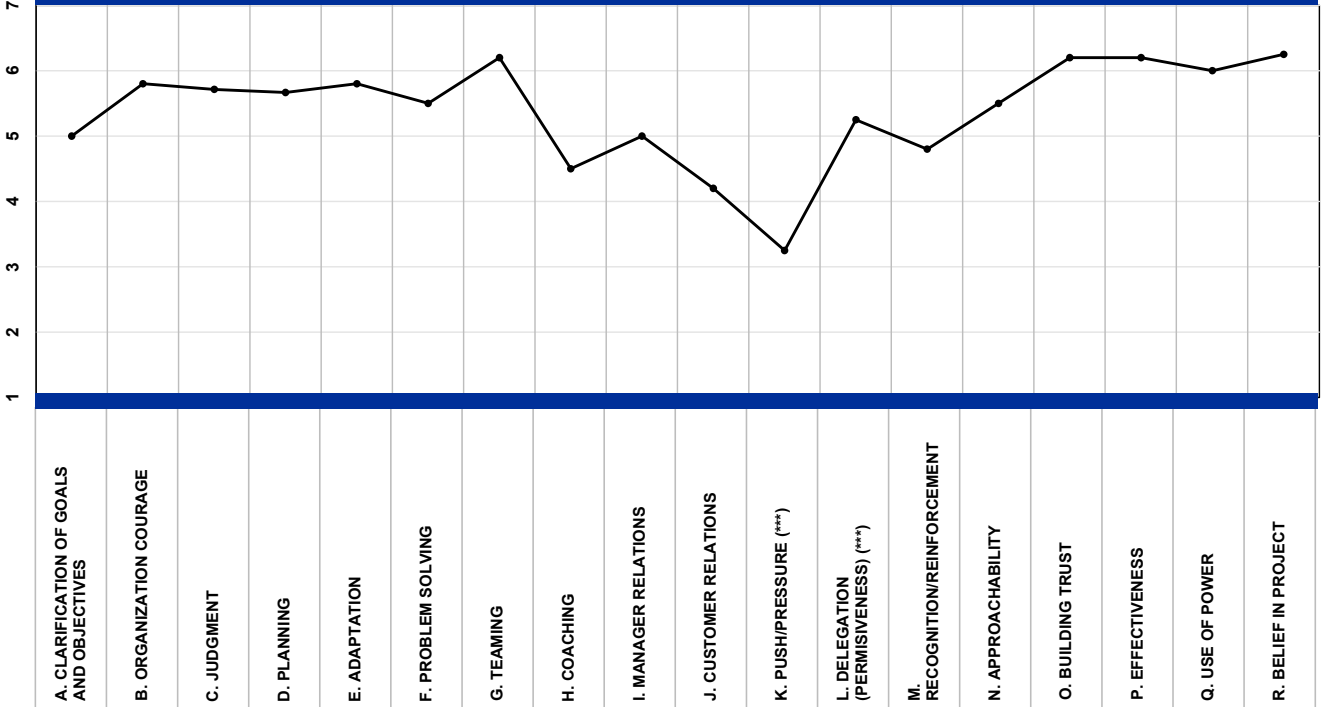
V. REINFORCING PERFORMANCE

#### Three reasons why you should care about the Task Cycle®

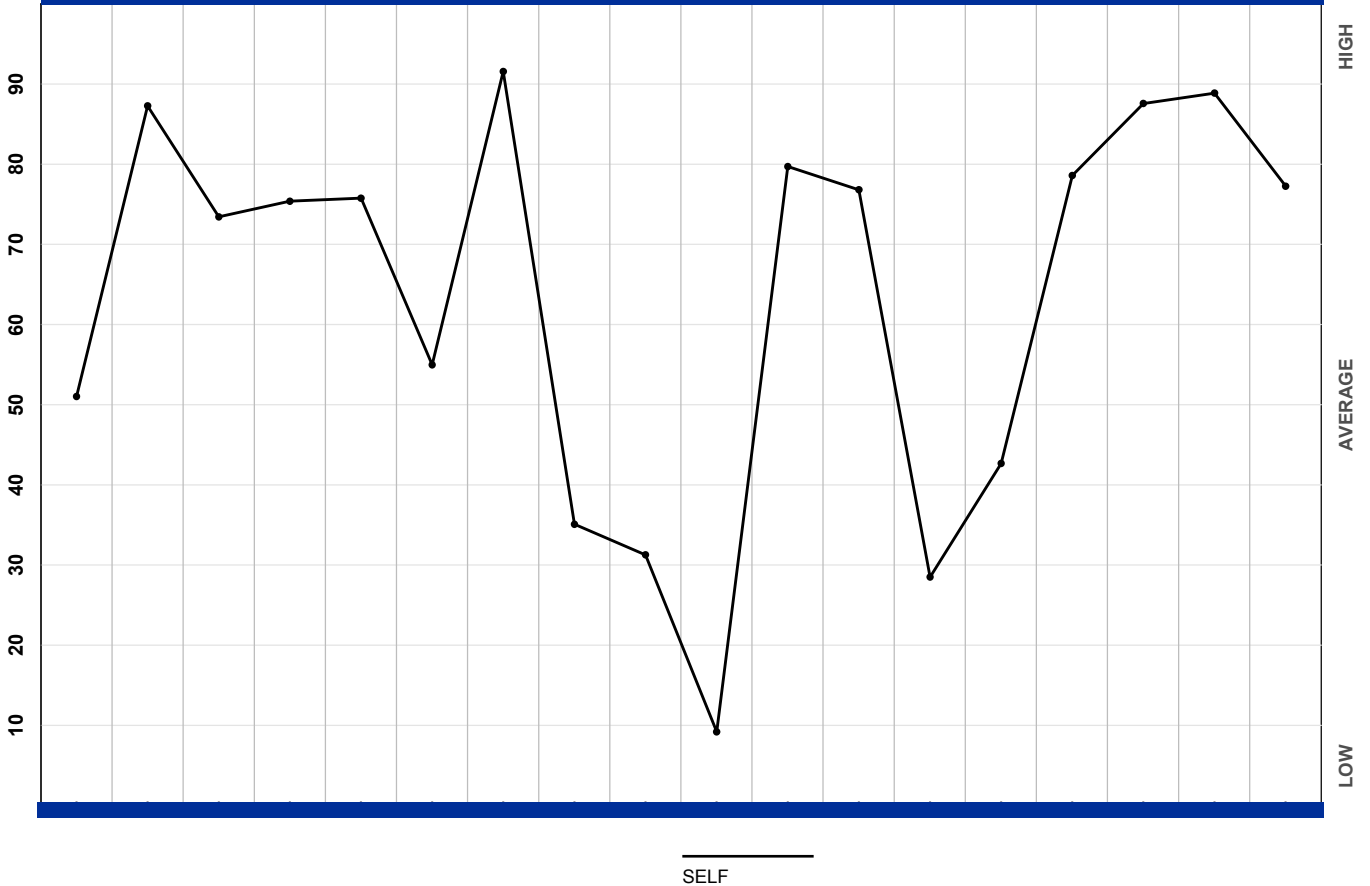
1. The Task Cycle organizes all of your feedback data into logical, business-relevant categories of action, which will help you to focus and direct your developmental activity.
2. The Task Cycle is organized sequentially, with the phases of greatest leverage appearing first. As a result, if you focus 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.

**SCORE SUMMARIES**

**YOUR RAW SCORES (Actual Survey Responses)**



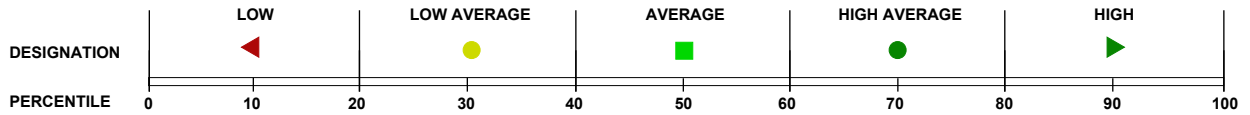
**YOUR CENTILE SCORES (How You Compare to Others)**



**SCORE SUMMARIES**

**CENTILE HIGHLIGHTS**

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



**TASK CYCLE SKILLS**

**I. LEADERSHIP**

**SELF**

|  |   |  |
|--|---|--|
| A. CLARIFICATION OF GOALS AND OBJECTIVES | ■ |  |
| B. ORGANIZATION COURAGE                  | ▶ |  |
| C. JUDGMENT                              | ● |  |

**II. DIRECTING THE EFFORT**

|                    |   |  |
|--------------------|---|--|
| D. PLANNING        | ● |  |
| E. ADAPTATION      | ● |  |
| F. PROBLEM SOLVING | ■ |  |

**III. MANAGING STAKEHOLDER RELATIONS**

|                       |   |  |
|-----------------------|---|--|
| G. TEAMING            | ▶ |  |
| H. COACHING           | ● |  |
| I. MANAGER RELATIONS  | ● |  |
| J. CUSTOMER RELATIONS | ◀ |  |

**IV. DRIVE**

|                                      |   |  |
|--------------------------------------|---|--|
| K. PUSH/PRESSURE (***)               | ▶ |  |
| L. DELEGATION (PERMISSIVENESS) (***) | ● |  |

**V. REINFORCING PERFORMANCE**

|                              |   |  |
|------------------------------|---|--|
| M. RECOGNITION/REINFORCEMENT | ● |  |
|------------------------------|---|--|

**IMPACT**

**IMP. IMPACT**

|                      |   |  |
|----------------------|---|--|
| N. APPROACHABILITY   | ■ |  |
| O. BUILDING TRUST    | ● |  |
| P. EFFECTIVENESS     | ▶ |  |
| Q. USE OF POWER      | ▶ |  |
| R. BELIEF IN PROJECT | ● |  |

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

## SCORE SUMMARIES

### 5 HIGH/LOW FROM YOUR SELF

#### 5 highest rated questions

| # Question   | Dimension               | SELF |
|--|-------------------------|------|
| 80. Effectively confronts external stakeholders who inhibit team progress          | B. ORGANIZATION COURAGE | 7.00 |
| 2. Sticks with unpopular decisions when the needs of the project require it        | B. ORGANIZATION COURAGE | 7.00 |
| 40. Comes to a conclusion when necessary, despite the lack of complete information | C. JUDGMENT             | 7.00 |
| 38. Pushes to get things done when they are scheduled                              | D. PLANNING             | 7.00 |
| 55. Effectively uses project schedules to coordinate tasks                         | D. PLANNING             | 7.00 |

#### 5 lowest rated questions

| # Question  | Dimension                                | SELF |
|---|--|------|
| 74. Actively includes customers in the project planning process                               | D. PLANNING                              | 3.00 |
| 53. Consistently advocates the customer's point of view with team members                     | J. CUSTOMER RELATIONS                    | 3.00 |
| 47. Effectively manages customer change requests  | J. CUSTOMER RELATIONS                    | 3.00 |
| 72. Ensures that team members define their roles and responsibilities                         | A. CLARIFICATION OF GOALS AND OBJECTIVES | 4.00 |
| 18. Involves the whole team in discussions about goals and how our goals relate to each other | A. CLARIFICATION OF GOALS AND OBJECTIVES | 4.00 |

**QUESTION SCORES & DETAILS**

PHASE: LEADERSHIP

**A. Clarification of Goals and Objectives**

**Dimension Table**

The numbers presented in the table below are assessed by the questions located below with a rating of 1 to 7.

|          |            |      |         |    |    |    |    |    |    |    |    |    |            |            |
|----------|------------|------|---------|----|----|----|----|----|----|----|----|----|------------|------------|
| RATER(S) | RAW<br>AVG | NORM | CENTILE | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | PRE<br>AVG | PRE<br>CEN |
| SELF (1) | 5.00       | 4.98 | 51      |    |    |    |    |    |    |    |    |    | ---        | ---        |

RATER(S)  
SELF (1)

↓ Question # within survey

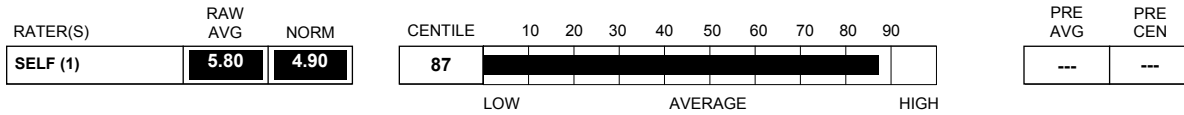
|   | AVG | SD  | NR | 1 | 2 | 3 | 4 | 5 | 6 | 7 | PRE<br>AVG |
|---|-----|-----|----|---|---|---|---|---|---|---|------------|
| 1. Tells project members how their jobs/work/goals relate to project goals                    | 5.0 | --- | .  | . | . | . | . | 1 | . | . | ---        |
| 18. Involves the whole team in discussions about goals and how our goals relate to each other | 4.0 | --- | .  | . | . | . | 1 | . | . | . | ---        |
| 35. Explains how the project is important to our organization                                 | 6.0 | --- | .  | . | . | . | . | . | 1 | . | ---        |
| 52. Keeps project goals well defined to avoid confusion and loss of time                      | 6.0 | --- | .  | . | . | . | . | . | 1 | . | ---        |
| 72. Ensures that team members define their roles and responsibilities                         | 4.0 | --- | .  | . | . | . | 1 | . | . | . | ---        |

**QUESTION SCORES & DETAILS**

PHASE: LEADERSHIP  
**B. Organization Courage**

**Dimension Table**

The numbers presented in the table below are assessed by the questions located below with a rating of 1 to 7.



| RATER(S)  | AVG | SD  | NR | 1 | 2 | 3 | 4 | 5 | 6 | 7 | PRE AVG |
|---|-----|-----|----|---|---|---|---|---|---|---|---------|
|   |     |     |    |   |   |   |   |   |   |   |         |
| SELF (1)  |     |     |    |   |   |   |   |   |   |   |         |
| ↓ Question # within survey  |     |     |    |   |   |   |   |   |   |   |         |
| 2. Sticks with unpopular decisions when the needs of the project require it | 7.0 | --- | .  | . | . | . | . | . | . | 1 | ---     |
| 7. Protects team membership from unnecessary turnover                       | 4.0 | --- | .  | . | . | . | 1 | . | . | . | ---     |
| 19. Interprets internal politics perceptively and accurately                | 5.0 | --- | .  | . | . | . | . | 1 | . | . | ---     |
| 36. Convinces people to support non-traditional approaches                  | 6.0 | --- | .  | . | . | . | . | . | 1 | . | ---     |
| 80. Effectively confronts external stakeholders who inhibit team progress   | 7.0 | --- | .  | . | . | . | . | . | . | 1 | ---     |

**QUESTION SCORES & DETAILS**

PHASE: LEADERSHIP

**C. Judgment**

**Dimension Table**

The numbers presented in the table below are assessed by the questions located below with a rating of 1 to 7.

|          |            |      |         |     |    |    |    |         |    |    |    |      |            |            |
|----------|------------|------|---------|-----|----|----|----|---------|----|----|----|------|------------|------------|
| RATER(S) | RAW<br>AVG | NORM | CENTILE | 10  | 20 | 30 | 40 | 50      | 60 | 70 | 80 | 90   | PRE<br>AVG | PRE<br>CEN |
| SELF (1) | 5.71       | 5.27 | 73      |     |    |    |    |         |    |    |    |      | ---        | ---        |
|          |            |      |         | LOW |    |    |    | AVERAGE |    |    |    | HIGH |            |            |

| RATER(S)   | AVG | SD  |    |                 |                        |                     |                |                 |                         | PRE<br>AVG |                  |   |     |
|--|-----|-----|----|-----------------|------------------------|---------------------|----------------|-----------------|-------------------------|------------|------------------|---|-----|
|  |     |     | NR | 1<br>- never... | 2<br>- almost never... | 3<br>- sometimes... | 4<br>- average | 5<br>- often... | 6<br>- almost always... |            | 7<br>- always... |   |     |
| SELF (1)   |     |     |    |                 |                        |                     |                |                 |                         |            |                  |   |     |
| ↓ <a href="#">Question # within survey</a>   |     |     |    |                 |                        |                     |                |                 |                         |            |                  |   |     |
| 3. Keeps the big picture in mind despite distractions and irrelevancies            | 6.0 | --- | .  | .               | .                      | .                   | .              | .               | .                       | .          | 1                | . | --- |
| 20. Anticipates the consequences of conflicting alternatives                       | 5.0 | --- | .  | .               | .                      | .                   | .              | .               | .                       | .          | 1                | . | --- |
| 33. Is able to cut through competing priorities and make balanced decisions        | 6.0 | --- | .  | .               | .                      | .                   | .              | .               | .                       | .          | 1                | . | --- |
| 37. Actively searches for information from a wide range of sources                 | 5.0 | --- | .  | .               | .                      | .                   | .              | .               | .                       | .          | 1                | . | --- |
| 40. Comes to a conclusion when necessary, despite the lack of complete information | 7.0 | --- | .  | .               | .                      | .                   | .              | .               | .                       | .          | .                | 1 | --- |
| 44. Displays good judgment in making day-to-day decisions                          | 6.0 | --- | .  | .               | .                      | .                   | .              | .               | .                       | .          | 1                | . | --- |
| 54. Explains his or her reasoning clearly and carefully                            | 5.0 | --- | .  | .               | .                      | .                   | .              | .               | .                       | .          | 1                | . | --- |

**APPENDIX**

The appendix will give you detailed instructions on data interpretation for the various charts shown in this report. In addition to the instructions you will find key concepts explained and definitions to common labels used throughout the report.

**Score Summaries****PLOT OF RAW 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.

**PLOT OF CENTILE SCORES**

This summary of your scores on each dimension 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 (via your self-survey) are also plotted.

**CENTILE HIGHLIGHTS**

This page contains centile data describing the changes in your scores. A change of 16 or more centile points will be noted as a high (HIGH) and next to it will be the actual numbers, e.g., "HIGH (+16)."

**5 HIGH AND 5 LOW QUESTIONS**

This summary lists your highest and lowest scoring questions separated for each rater group. Situational scales marked with three asterisks are interpreted in light of the situation and therefore are not included in this section. In addition, the Outcomes/Impact scales are not included.

**Consistency 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 Raters**

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. In such instances, a difference in scores is understandable.

**Self-perception vs. The Perception of Others**

Compare the scores you gave yourself to those provided by your raters. Are there dimensions in which you consistently rate yourself higher or lower than everyone else? If so, you may have an unrealistic view of your skills in this area.

## APPENDIX

### Appendix B

#### Question Scores and Details

This section is the heart of the report. The data presented follows the sequence of the Task Cycle. Each dimension will have a table of dimension scores and a table of question scores.

The dimension table allows you to compare your rankings on the 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.

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 your group took the survey before, previous average scores.

### Appendix C

#### Open-Ended Comments

These written comments appear 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. To further protect their privacy, the comments are randomized within the different rating groups.

### Appendix D

#### Development Plan

This section provides you with a template for writing a personal development plan. A development plan is used for developing or improving skills that have been indicated as an area of improvement based on your scores from this report.