

**Joe Sample  
Team Leader  
self feedback report**

**Friday, December 12, 2003**

# Introduction

The following information is provided to help you to navigate the extensive information that is included in this Team Leader output report.

## 1. Overall summary chart

The summary results chart provides a quick visual representation of your scores in seven competencies that make up the Team Leader profile. Scores upon which to most concentrate are above 3.5, which are considered to be strong and scores below 2.75, which may be in need of further development. Please note that these competency scores are averages. Individual question scores can be viewed by clicking on the category label hyperlink.

## 2. Category description pages

This report contains three output pages for each of the seven competencies. The first of these three pages explains the competency, list average scores and then provides high and low score interpretation notes. The second page provides a graphical representation of individual question scores. The third page in the set provides broadly based improvement actions for those individuals wanting to develop their competencies in the overall category.

## 3. 10/10 Report

The 10/10 Report page provides the raw scores for the top 10 highest scoring questions and the bottom 10 lowest scoring questions out of the 24. It also identifies the competencies to which these questions belong.

## 4. Course and Reading suggestions

This output report includes development suggestions for the two lowest scoring competencies out of the 4. These suggestions include training courses that may prove helpful, as well as specific books that may provide some useful additional information.

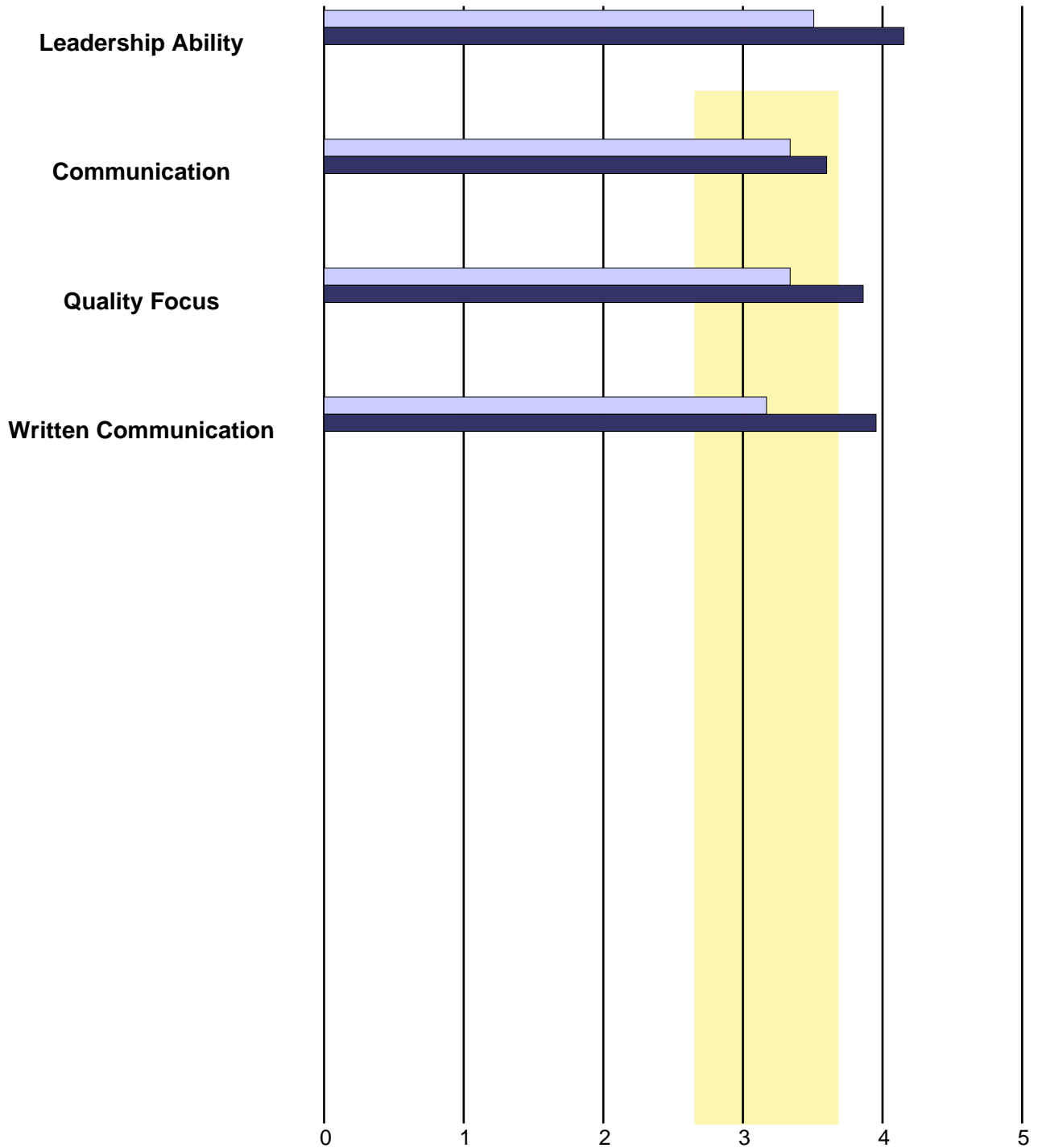
## 5. Development Plan

The development plan takes the five lowest scoring questions on aggregate and puts them into a single page template for individuals to record the specific actions that they plan to take as a result of their feedback during the forthcoming twelve month period. Individuals may draw upon any of the general guidance offered in their feedback report, or perhaps more usefully, draw upon the coaching tips ideas that are also included (see next section)

## 6. Coaching tips

The overall output report includes detailed coaching tips for the five lowest scoring questions on aggregate (consistent with the one page development plan). These coaching tips provide not only elaborative information about the particular questions but provide some specific advice on what individuals might do to improve their skills or learn new behaviors in the future.

## OVERALL SUMMARY



Self Norm

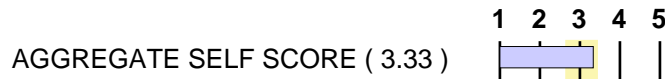
The above chart is sorted in descending order of summary scores.

Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves in these individual categories.

## COMMUNICATION

Communication refers to the extent to which an individual communicates with economy and clarity and remains open to feedback. This competency asks the question, "How well do you design and send your message and attentively listen to people's responses in order to adjust?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scores predominantly in the ones and twos ("occasionally" and "almost never") suggest that this individual misses opportunities to communicate when it would have been helpful (on some occasions), and does not spend enough time designing the message or thinking about how it might be best delivered. They are also not likely to find time to listen to feedback and adjust their behavior accordingly.

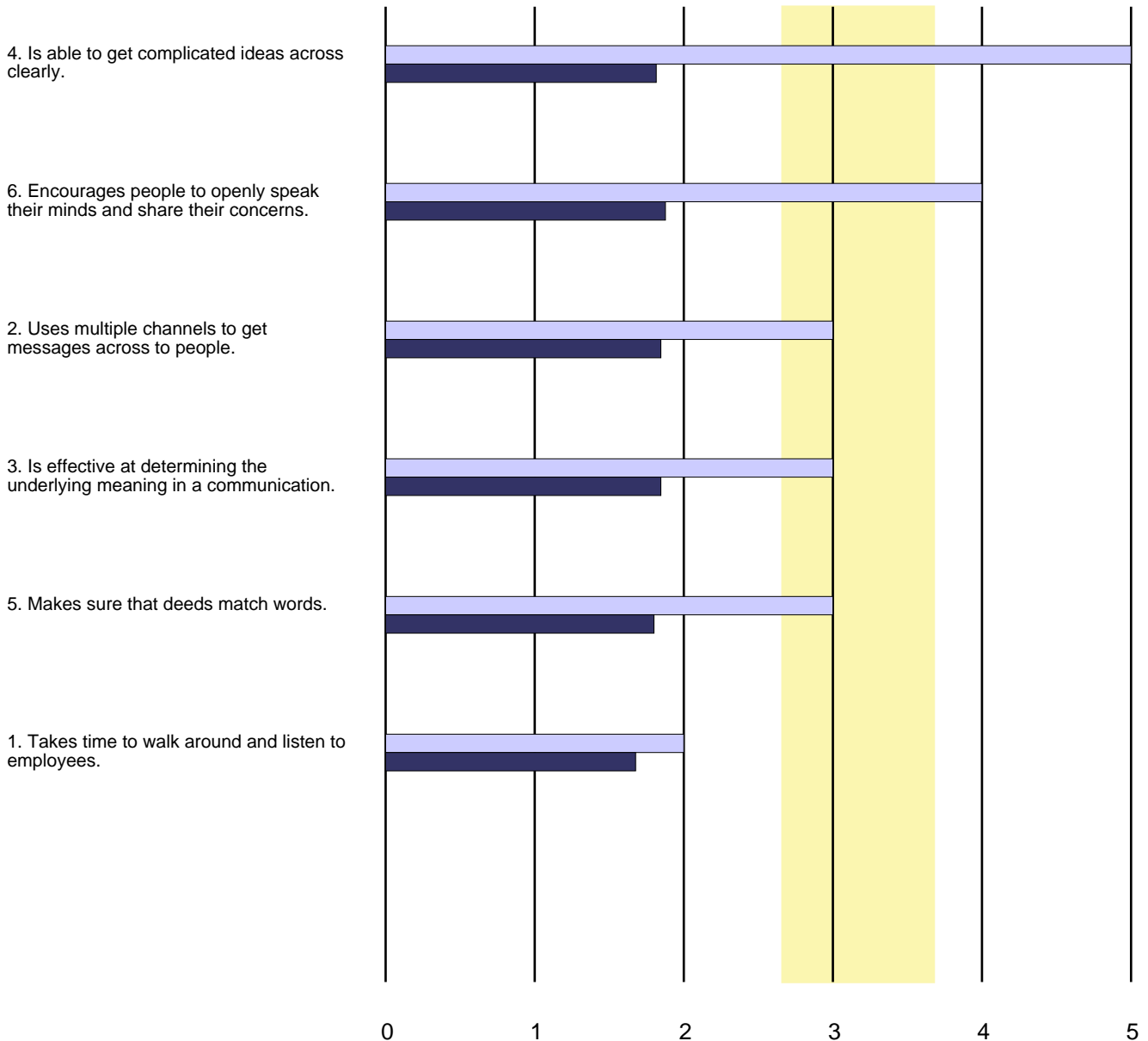
A low scorer is likely to communicate "on the run" or "just in time." They won't have time to shape their message carefully or think about who will receive it and how it can best be delivered. Low scorers are likely to be perceived as poor communicators and poor listeners, and will find it difficult to get their messages across credibly or in a way that inspires or enthuses the team.

#### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ("almost always" and "very frequently") suggest that this individual is highly conscious of the need to create an open and positive climate in which they can listen and gather feedback effectively and efficiently. They are also likely to find ways to maintain clear and frequent communication through use of a range of different "channels" and methods.

A high scorer is likely to be seen as a highly approachable individual who uses a range of different communication methods and styles to ensure that honest information flows freely in both directions, and in a varied and interesting way. High scorers are likely to enjoy talking to and listening to people.

## COMMUNICATION



Self
  Norm

The above chart is sorted in descending order of summary scores.

Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

## COMMUNICATION

**Communication refers to the extent to which an individual communicates with economy and clarity and remains open to feedback. This competency asks the question, "How well do you design and send your message and attentively listen to people's responses in order to adjust?"**

### Improvement actions

Low scorers need to engage in a rigorous self-assessment of their relative effectiveness as both a listener and a communicator, and use the analysis to focus attention on areas of weakness or limitation. Low scorers should review the actions taken by highly effective communicators, and try to practice some of these habits wherever and whenever the opportunities present themselves.

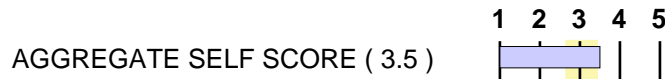
- Give people time to finish speaking before forming your own reply; maintain your focus and concentrate as much as possible.
- Use the information you gather to carefully plan what you say and how you say it so that your message is well-received more often.
- Experiment with different communication methods or channels so you can appeal to a wider range of people.
- Keep a log or a diary to record performance feedback or comments, and make a point of talking to individuals in as direct a way as possible on a one-to-one basis.

<b>Communication</b>	<ul style="list-style-type: none"><li>-Follow the main points or issues in all group meetings and develop a firm personal view. Put this view forward in a clear manner, explaining why you hold your particular position.</li><li>-Keep a log or a diary to record performance feedback or comments and make a point of talking to individuals in as direct a way as possible on a one-to-one basis.</li><li>-Experiment with different communication methods or channels to appeal to a wider range of people.</li><li>-Use the information you gather to carefully plan what you say and how you say it, so that your message is well received more often.</li><li>-Give people time to finish speaking before forming a reply in your conversations, and maintain your focus and concentrate as much as possible.</li></ul>
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## LEADERSHIP ABILITY

Leadership Ability refers to the extent to which an individual trusts, coaches, and guides people to influence and control their own destiny through their own efforts. This competency asks the question, "How well do you lead individuals and teams to feel that the consequences of their actions are their own?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scores predominantly in the ones and twos ("occasionally" and "almost never") suggest that this individual is oblivious or unconcerned about people's individual needs, preferring to let their own goals and tasks take precedence. They tend to rely on systems and procedures to provide the necessary leadership framework, rather than have to spend time building one-to-one relationships themselves.

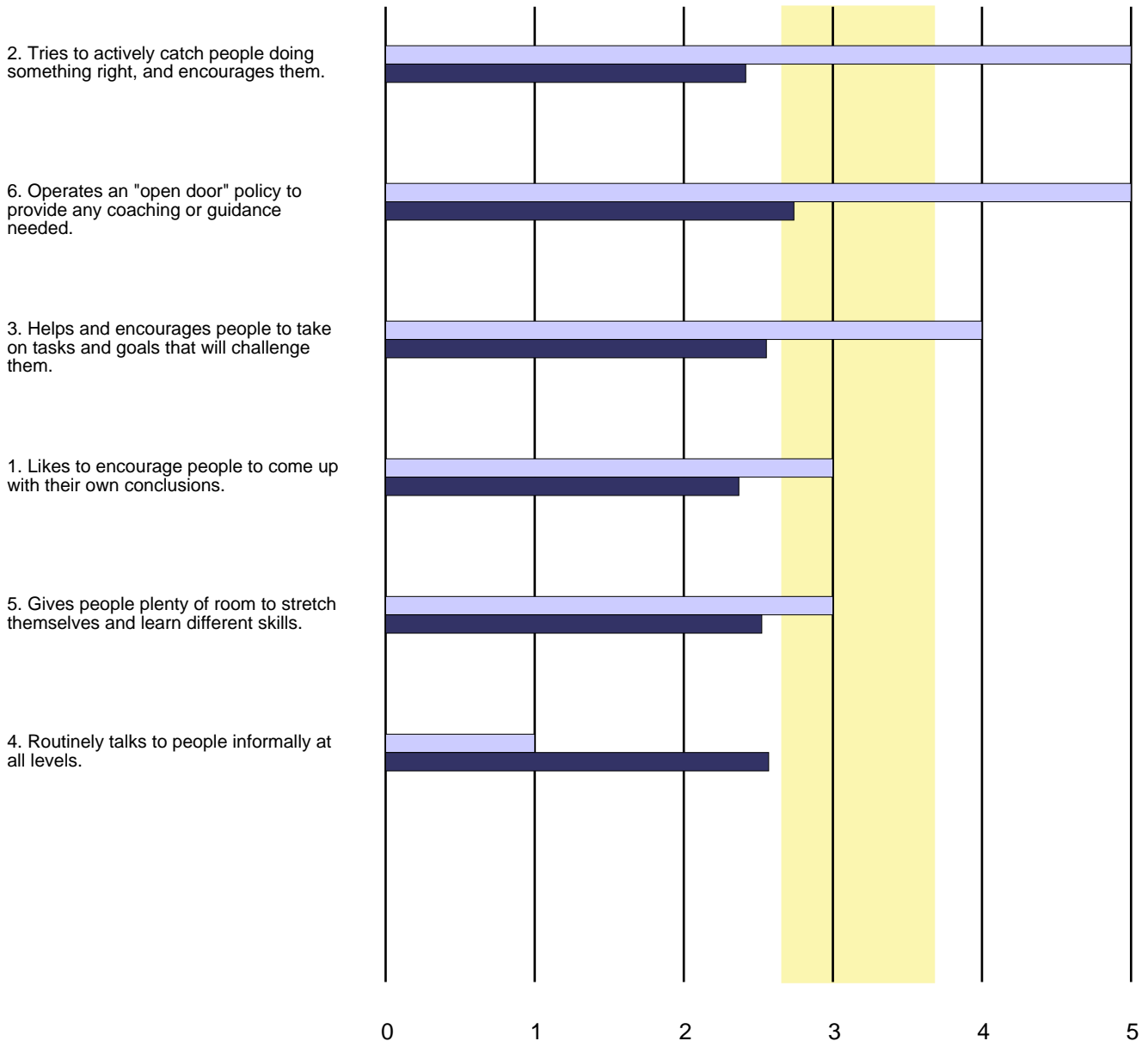
A low scorer is likely to be considered "individualistic" and reluctant to trust people's skills and abilities in terms of achieving goals and targets. They think strong "command and control" is needed. The low scorer tends not to spend much time sharing their knowledge, coaching others, and helping and supporting the team when they need it.

#### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ("almost always" and "very frequently") suggest that this individual uses their leadership skills to guide and help people become more self-sufficient, find their own solutions, and commit to their own decisions. They are also likely to try to understand people at a deeper level and offer the kind of leadership that they believe to be the most effective for that individual.

A high scorer is likely to create high levels of trust and empathy with others, as well as create an open and warm climate in which people feel that they can take reasonable risks in their work and feel appreciated for their efforts and results.

## LEADERSHIP ABILITY



Self Norm

The above chart is sorted in descending order of summary scores.

Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

## LEADERSHIP ABILITY

**Leadership Ability refers to the extent to which an individual trusts, coaches, and guides people to influence and control their own destiny through their own efforts. This competency asks the question, "How well do you lead individuals and teams to feel that the consequences of their actions are their own?"**

### Improvement actions

Low scorers need to give people much more room or authority to act and not give them the impression that any of their mistakes will be subject to punishment or held against them. Low scorers can also schedule regular time to identify and recognize people's efforts and make themselves available (even if it is for only a short time each day or week, initially) to offer general coaching and support to the team.

-- Take an active interest in finding out more about what fellow team members and colleagues in the same general area are responsible for doing and achieving, and learn where their strong general skills or competence lie.

-- Find specific opportunities to empower individuals by giving them full responsibility for tasks and projects that you would normally handle yourself.

-- Circulate more, and try some one-to-one coaching; listen to people and offer gentle guidance and support.

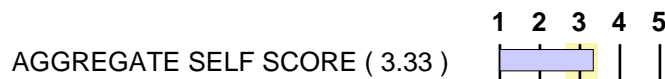
-- Engage colleagues in debate about your own responsibilities, skills, and preferences, and look for opportunities to work together more collaboratively so you can together get a better

<b>Leadership Ability</b>	<ul style="list-style-type: none"><li>- Plan regular opportunities for different people to work together as a team and help them to achieve success (for which they can gain direct credit and recognition).</li><li>- Engage colleagues in debate about your own responsibilities, skills and preferences, and look for opportunities to work together more collaboratively to get a better overall result for your organization.</li><li>- Engage in frequent 'walk the talk' and one to one coaching to both listen to people and to offer gentle guidance and support.</li><li>- Find specific opportunities to empower individuals by giving them full responsibility for tasks and projects that you would normally handle yourself.</li><li>- Take an active interest in finding out more about what fellow team members and colleagues (in the same broad work area) are responsible for doing and achieving, and where they have strong general skills or competence.</li></ul>
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## QUALITY FOCUS

Quality Focus refers to the extent to which you understand the steps or "flow" of processes or planned sequences of work and then make sure that they deliver their intended outcomes to the customer on a consistent basis. This competency asks the question, "How effectively do you measure or track key organizational quality processes to ensure that they conform to expectations as much as possible?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scores predominantly in the ones and twos ("occasionally" and "almost never") suggest that this individual performs their tasks without spending sufficient time to consider the wider processes or systems of which they are a part. As a result, they have only limited capacity to recognize broader issues such as waste, re-work, "moments of truth," or the cost of poor quality.

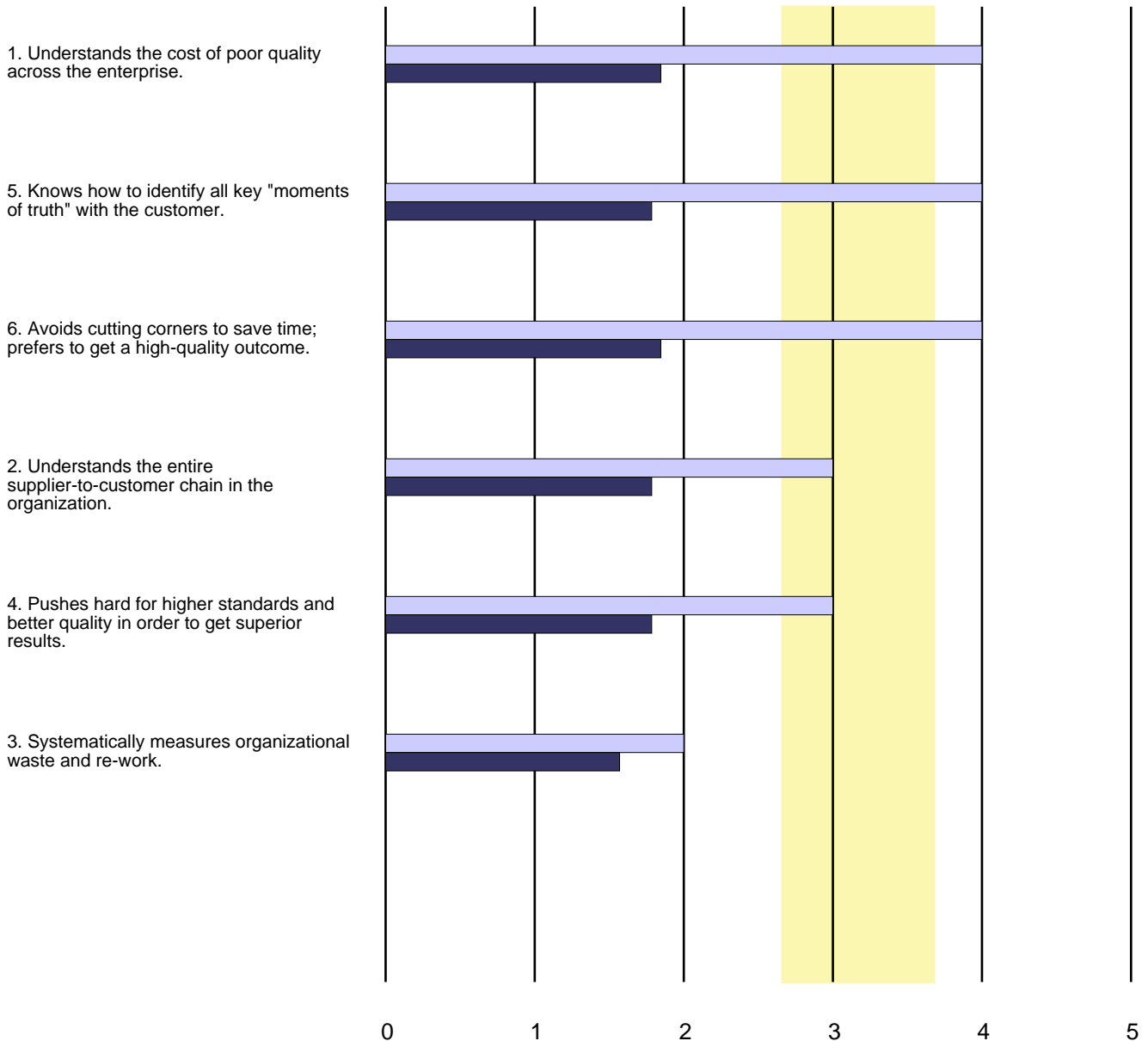
A low scorer is likely to do very little process analysis. Immediate problems or concerns are given the "quick fix" without reference to their wider context, and with little consideration of the "upstream" or "downstream" impact in the overall process flow. This affords few opportunities to make systematic improvements or be proactive in order to prevent problems from reoccurring.

#### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ("almost always" and "very frequently") suggest that this individual has a clear understanding of processes and systems in their work area or sphere of influence. As such, they will know how supplier inputs and resources are converted so as to provide ultimate value for internal and external customers. They will also appreciate where management and control is necessary to ensure that this "flow" is as smooth as possible across the organization.

A high scorer is likely to monitor overall processes and systems, and try to distinguish between a systematic or ongoing "common cause" versus a "special cause" variation. This helps to ensure that individual problems, issues, and concerns are handled in the wider context and not treated as isolated events requiring a "quick fix."

## QUALITY FOCUS



Self
  Norm

The above chart is sorted in descending order of summary scores.

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## QUALITY FOCUS

**Quality Focus refers to the extent to which you understand the steps or "flow" of processes or planned sequences of work and then make sure that they deliver their intended outcomes to the customer on a consistent basis. This competency asks the question, "How effectively do you measure or track key organizational quality processes to ensure that they conform to expectations as much as possible?"**

### Improvement actions

Low scorers need to understand all of the processes of which their work is a part, and establish tracking, progress monitoring, and measurement systems that will allow them to better appreciate variation when it occurs. They can then use the information to plan preventative improvement initiatives and better respond to unusual problems.

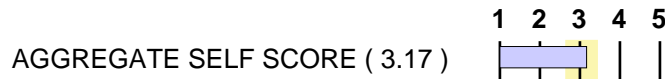
- Map the major processes that operate in your work area, and evaluate how efficient or effective they seem to be in terms of cost, administrative difficulty, cycle time, etc.
- Develop an action plan to monitor the most important process steps and distinguish "common" versus "special" cause variations wherever you can.
- Assess major process waste and re-work, and develop plans to tackle it systematically.
- Accurately calculate the cost of poor quality in the key areas of the enterprise. Then develop plans to significantly reduce these costs.

<b>Quality Focus</b>	<ul style="list-style-type: none"><li>- Accurately calculate the cost of poor quality in the key areas of the enterprise and develop plans to significantly reduce these costs.</li><li>- Assess major process waste and re-work and develop plans to tackle it systematically.</li><li>- Develop an action plan to monitor the most important process steps and to distinguish 'common' versus 'special' cause variation wherever you can.</li><li>- Map the major processes that operate in your work area and evaluate how efficient or effective they seem to be (in cost, administrative difficulty, cycle time etc).</li></ul>
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## WRITTEN COMMUNICATION

Written Communication refers to written communication that is clear, concise, and entirely appropriate for each circumstance. This competency asks the question, "To what extent do you adopt or vary your written communication style to best meet the needs of a particular audience?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scores predominantly in the ones and twos ("occasionally" and "almost never") suggest that this individual typically uses only one writing style or method for all their audiences to which they communicate. They tend to ramble and use jargon and language that is confusing to their audience.

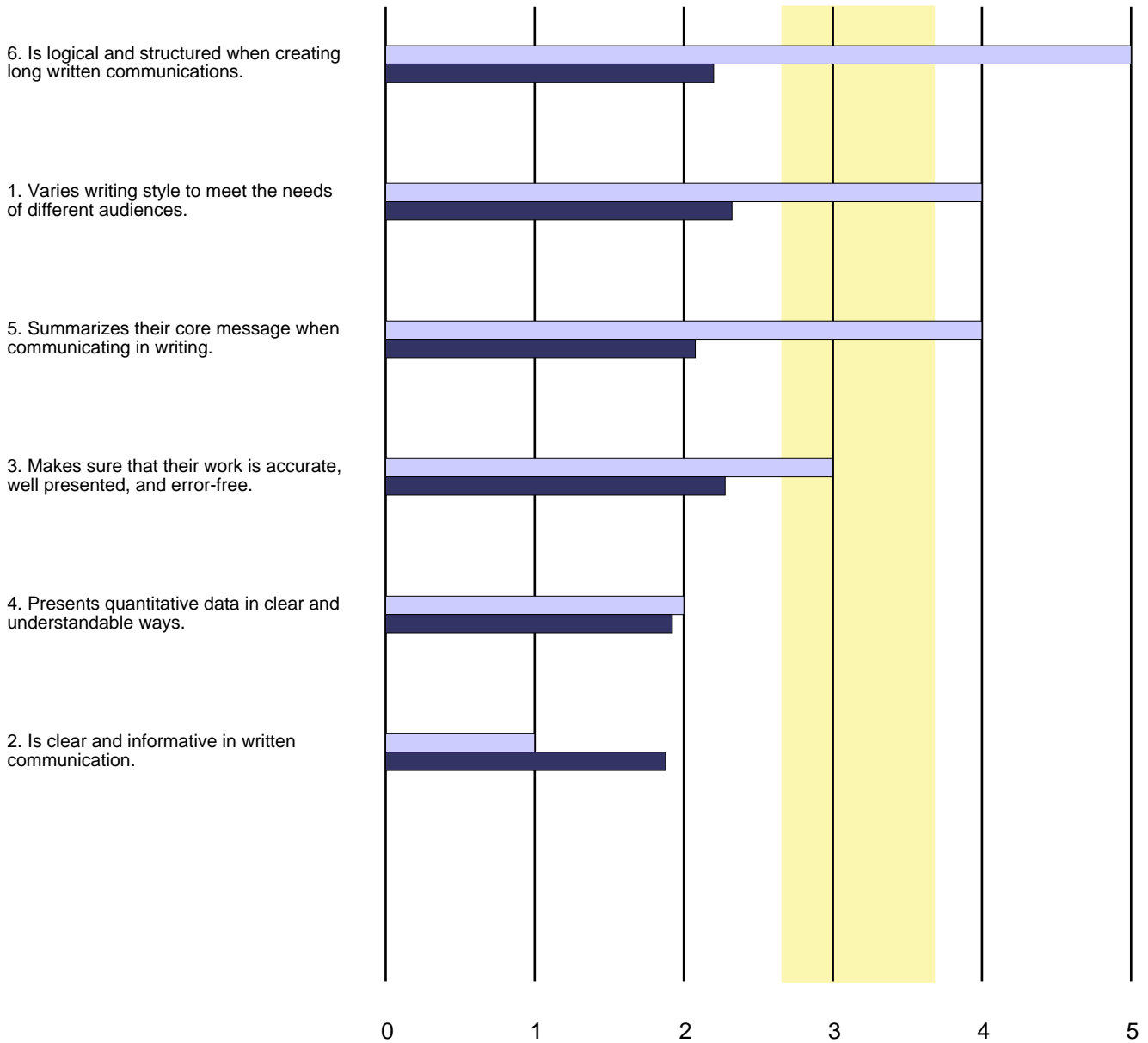
A low scorer's written communications are likely to lack structure and not necessarily follow a logical path. This type of person fails to summarize their message or provide simple ways by which others can quickly get to the main point(s).

#### HIGH (greater than 3.5)

Scores predominantly in the fours and fives ("almost always" and "very frequently") suggest that this individual uses a wide range of communication styles and methods to suit the specific audience for which they are writing. They will also adopt a style that is clear, to the point, and free from unnecessary jargon or complex and confusing language.

A high scorer is likely to present all of their written communications in a clear and concise way, using fewer rather than more words. In addition, they will seek to be both informative and interesting in their presentation style, using effective logic and structure at all times.

## WRITTEN COMMUNICATION



Self
  Norm

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## WRITTEN COMMUNICATION

**Written Communication refers to written communication that is clear, concise, and entirely appropriate for each circumstance. This competency asks the question, "To what extent do you adopt or vary your written communication style to best meet the needs of a particular audience?"**

### Improvement actions

Low scorers need to study how to write effectively and adapt their style so that they can be clear, concise, and appropriate to the needs of their particular audience. They should use fewer words and choose them well and try to summarize their key points.

-- Use clear language in all of your written communication, and develop a straightforward writing style. Avoid using technical terms or jargon. Keep paragraphs short and focused on the main points that you want to make.

-- Anticipate the questions that a reader might have when he or she reads your written document. Try to answer them in the content of the note or report.

-- When preparing longer communications, summarize findings and conclusions at the beginning of the document. Include background material as attachments, rather than incorporate it into the main body of the text.

-- Identify the audience for your written communication and write with them in mind. Consider their familiarity with the topic, the amount of detail needed to ensure understanding, and the time they are likely to spend reading the document.

<b>Written Communication</b>	<ul style="list-style-type: none"><li>-Read your work aloud as an editing technique to check grammar, spelling and clarity of content.</li><li>-Identify the audience for your written communication and write them in mind. Consider their familiarity with the topic, the amount of detail needed to ensure understanding and the time they are likely to spend reading the document.</li><li>-When preparing a longer communications, summarize findings and conclusions at the beginning of the document. Include background material as attachments, rather than incorporating it into the main body of the text.</li><li>-Anticipate the questions that a reader may have when reading a written document and aim to answer them in the content of the note or report.</li><li>-Use clear language in all of your written communications and develop a straightforward writing style. Avoid overusing technical terms or jargon. Keep paragraphs short and focused on the main points that you want to make.</li></ul>
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# THE '10/10' REPORT

## Top 10 strengths

		Score
Leadership Ability	8. Tries to actively catch people doing something right, and encourages them.	5.0
Leadership Ability	12. Operates an "open door" policy to provide any coaching or guidance needed.	5.0
Communication	16. Is able to get complicated ideas across clearly.	5.0
Quality Focus	1. Understands the cost of poor quality across the enterprise.	4.0
Quality Focus	5. Knows how to identify all key "moments of truth" with the customer.	4.0
Quality Focus	6. Avoids cutting corners to save time; prefers to get a high-quality outcome.	4.0
Leadership Ability	9. Helps and encourages people to take on tasks and goals that will challenge them.	4.0
Communication	18. Encourages people to openly speak their minds and share their concerns.	4.0
Written Communication	19. Varies writing style to meet the needs of different audiences.	4.0
Written Communication	23. Summarizes their core message when communicating in writing.	4.0

## Top 10 development needs

		Score
Leadership Ability	10. Routinely talks to people informally at all levels.	1.0
Written Communication	20. Is clear and informative in written communication.	1.0
Quality Focus	3. Systematically measures organizational waste and re-work.	2.0
Communication	13. Takes time to walk around and listen to employees.	2.0
Written Communication	22. Presents quantitative data in clear and understandable ways.	2.0
Quality Focus	2. Understands the entire supplier-to-customer chain in the organization.	3.0
Quality Focus	4. Pushes hard for higher standards and better quality in order to get superior results.	3.0
Leadership Ability	7. Likes to encourage people to come up with their own conclusions.	3.0
Leadership Ability	11. Gives people plenty of room to stretch themselves and learn different skills.	3.0
Communication	14. Uses multiple channels to get messages across to people.	3.0

## **CATEGORIES IN GREATEST NEED OF IMPROVEMENT EFFORT**

This category has emerged as the lowest scoring in terms of the questionnaire responses that were entered. As such, it is one of the categories in greatest need of focus and attention. Please note however that your scores in these categories are relative. As a result, even though they are the lowest in overall terms, you may still have comparative strength in this area or your job role may not require these skills or behaviors to be further developed. However, if you choose to use this information to focus on some personal development activity or to assist in helping you to write your development plan, the following broad suggestions are offered to assist you (and to complement the specific coaching tips that are associated with individual questions):

### **Written Communication**

**Written Communication refers to written communication that is clear, concise, and entirely appropriate for each circumstance. This competency asks the question, "To what extent do you adopt or vary your written communication style to best meet the needs of a particular audience?"**

#### **Action Suggestions**

- Use clear language in all of your written communications and develop a straightforward writing style. Avoid overusing technical terms or jargon. Keep paragraphs short and focused on the main points that you want to make.
- Anticipate the questions that a reader may have when reading a written document and aim to answer them in the content of the note or report.
- When preparing a longer communications, summarize findings and conclusions at the beginning of the document. Include background material as attachments, rather than incorporating it into the main body of the text.
- Identify the audience for your written communication and write them in mind. Consider their familiarity with the topic, the amount of detail needed to ensure understanding and the time they are likely to spend reading the document.
- Read your work aloud as an editing technique to check grammar, spelling and clarity of content.

## **CATEGORIES IN GREATEST NEED OF IMPROVEMENT EFFORT**

### **Communication**

**Communication refers to the extent to which an individual communicates with economy and clarity and remains open to feedback. This competency asks the question, "How well do you design and send your message and attentively listen to people's responses in order to adjust?"**

#### **Action Suggestions**

- Give people time to finish speaking before forming a reply in your conversations, and maintain your focus and concentrate as much as possible.
- Use the information you gather to carefully plan what you say and how you say it, so that your message is well received more often.
- Experiment with different communication methods or channels to appeal to a wider range of people.
- Keep a log or a diary to record performance feedback or comments and make a point of talking to individuals in as direct a way as possible on a one-to-one basis.
- Follow the main points or issues in all group meetings and develop a firm personal view. Put this view forward in a clear manner, explaining why you hold your particular position.

## DEVELOPMENT PLAN

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report and ideas that are suggested in the attached coaching tips.

<b>Development Area: Is clear and informative in written communication.</b>		1.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Systematically measures organizational waste and re-work.</b>		2.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Presents quantitative data in clear and understandable ways.</b>		2.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Understands the entire supplier-to-customer chain in the organization.</b>		3.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Pushes hard for higher standards and better quality in order to get superior results.</b>		3.0	N/A	N/A
Action to Take:	Target Date:			

# 26

**QF-3**

## Quality Focus

Assessment item: **Systematically measures organizational waste and re-work.**

If there is “waste,” more effort will have to be expended to make up for it (re-work). In many enterprises, the percentage of such waste is as high as 40%—a huge burden that can only be paid for through higher prices to the customer or higher expenses (and thus lower profit margins and competitive disadvantage). The only way you can determine your true level of wasted effort is to measure: Ask each individual to focus on their work and their specific tasks and projects, and get them to accurately record their levels of waste so that something can be done about it.

Consider taking the following action to improve your overall effectiveness in this area:

- Design a major enterprise-wide initiative to reduce waste at every level and in all areas of the organization.
- Widely publicize the goals of the waste-reduction and waste-elimination effort, and outline the benefits and the rewards/recognition for individuals and teams that will be derived from any significant success.
- Invite each worker to accurately measure any wasted effort or resources (human effort, materials, spares, scrap, repairs, re-work, etc.) and to look for the areas of greatest opportunity. Tackle them first.
- Organize meetings to specifically discuss the wasteful effort and re-work that has been identified and strategies to deal with it.
- Challenge the hidden or institutionalized waste where the re-work has been incorrectly or inappropriately accepted as an integral and necessary part of the process.

