

TEAMVIEW360

TeamView360 Report for:

Chirs Sample
The FutureWork Institute

Online Assessment: 15 Mar 2009



TEAMVIEW360

Section 1: Summary Feedback Report

Introduction

High performing teams don't just happen and personal effectiveness does not always equate to team effectiveness. The TeamView 360 report is designed to provide feedback to individual team members about their contribution to the team (Section 1) as well as the overall effectiveness of the team (Section 2).

Section 1 of this report will compare team member ratings to your own self-perceptions on each of the 7 competencies measured in TeamView 360. This section is based on the following information:

Your Self-Rating	1
Others' View of You	5

This Self Section gives you:

- ✓ Competencies and Behaviors
- ✓ Competency Graphs
- ✓ Most Effective / Least Effective Behaviors
- ✓ Behavior Graphs
- ✓ Open Ended Comments Summary
- ✓ Individual Effectiveness Planning Worksheet

TeamView360 Rating Scale

1	= Needs Considerable Development
2	= Needs Development
3	= Competent
4	= Effective
5	= Very Effective

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Section 1: Competencies and Behaviors

Problem Solving

Recognizing trends - Sees patterns in otherwise disorganized information Identifies problems before they occur. Puts "two and two" together and draws accurate conclusions.

Generating new ideas - Produces new ideas quickly. Seldom seems at a loss for an idea about a new way of doing work or for overcoming obstacles.

Evaluating and acting on new ideas - Shows openness to new ideas and input from others. Evaluates new ideas objectively based on their merits, regardless of who generated the ideas.

Planning

Planning for the future - Develops clear priorities, objectives and steps to be accomplished in future work.

Adapting to change - Modifies plans and objectives readily according to changing circumstances and situations.

Controlling

Organizing and orchestrating events - Lays the foundation for work by bringing together resources, tools, schedules and people as needed.

Monitoring and controlling performance - Stays on top of what's happening. Knows the status of work underway. Ensures that work is being done within guidelines.

Meeting schedules and deadlines - Follows schedules and gets work done on time as per previous plans and agreements.

Producing high quality work - Produces work that is complete, accurate, neat, thorough, and in full compliance with all standards.

Maintaining high productivity - Gets things done Accomplishes a lot of work. Stays active and efficient. Helps to make sure that own and others' time is used efficiently.

Meeting commitments - Performs according to agreements. Follows through according to plans.

Managing Self

Handling pressure - Stays calm under pressure. Appears to not let pressure interfere with thinking capabilities and ability to exercise judgment.

Coping with frustrations - Handles difficulties, obstacles and frustrations well without becoming angry or irritated, and without upsetting or irritating others.

Developing own capabilities - Acts to improve and expand own capabilities. Shows interest and openness to learning and improvement.

Responding to feedback - Takes feedback from others easily and uses the feedback to adjust own behavior or performance.

Section 1: Competencies and Behaviors Continued

Managing Relationships

Initiating new relationships - Makes acquaintances quickly. Reaches out to people without waiting for others to make the first move.

Cooperating with others - Readily modifies plans to accommodate others' work and needs. Finds ways to keep own objectives in line with others' plans and needs.

Sizing-up people (understanding others' motives and capabilities) - Perceives other people's capabilities, preferences, and talents accurately. Understands how individual people differ.

Maintaining relationships - Keeps up contacts with people. Takes the initiative to stay in touch and in communication.

Resolving conflicts - Takes action to assist in settling disputes and reaching agreements. Resolves differences with other people effectively, and helps others to resolve their differences.

Responding to others' needs - Responds helpfully to other's requests and takes the initiative to offer assistance and support. Is sensitive to what other's want and need.

Leading

Delegating responsibility - Lets others handle tasks within their capabilities; permits others to assuming responsibility for planning and executing tasks. Does not try to perform all work by oneself without assistance.

Facilitating meetings - In formal or informal gatherings, acts to bring focus to the meeting. Brings out information from others and helps the exchange of information, ideas, and plans.

Motivating and inspiring others - Builds energy and enthusiasm in others. Helps others to stay productive and active through their own motivation, interests, and commitments.

Developing other people - Helps others to expand on and improve their capabilities. Looks for ways to help other people learn and develop. Coaches and shares knowledge with others.

Giving recognition to others - Openly shows appreciation for others' contributions and efforts. Gives credit to others.

Communicating

Articulating ideas and information - Speaks clearly and expresses ideas so that others understand what is meant.

Listening to others - Gives careful attention to what others have to say. Plays back information to make sure that others' messages are understood.

Keeping others informed - Keeps others up-to-date on new information, plans, and developments. Does not wait for others to ask for information.

Giving performance feedback - Gives others information about their performance. Identifies clearly where performance exceeds, meets, or falls short of objectives, standards, or other's expectations and needs.

Communicating expectations - Lets others know clearly what is expected or needed from them. Does not wait until after the fact to communicate expectations.

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Section 1: Competency Graph Introduction

How to Interpret Your Graphs

This report will compare your team member ratings ("Others' View of You") to your own self-perceptions ("Your Self-Rating") on each of the 7 competencies measured in Team View 360. You will also see your overall team's average for comparison ("Your Team's Average").

These scores will be shown separately on the graphs using average scores. Average score differences of one-half a point or more might suggest important perceptual differences for you to consider further.

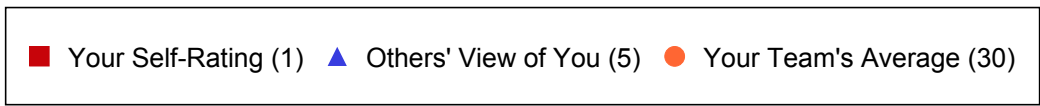
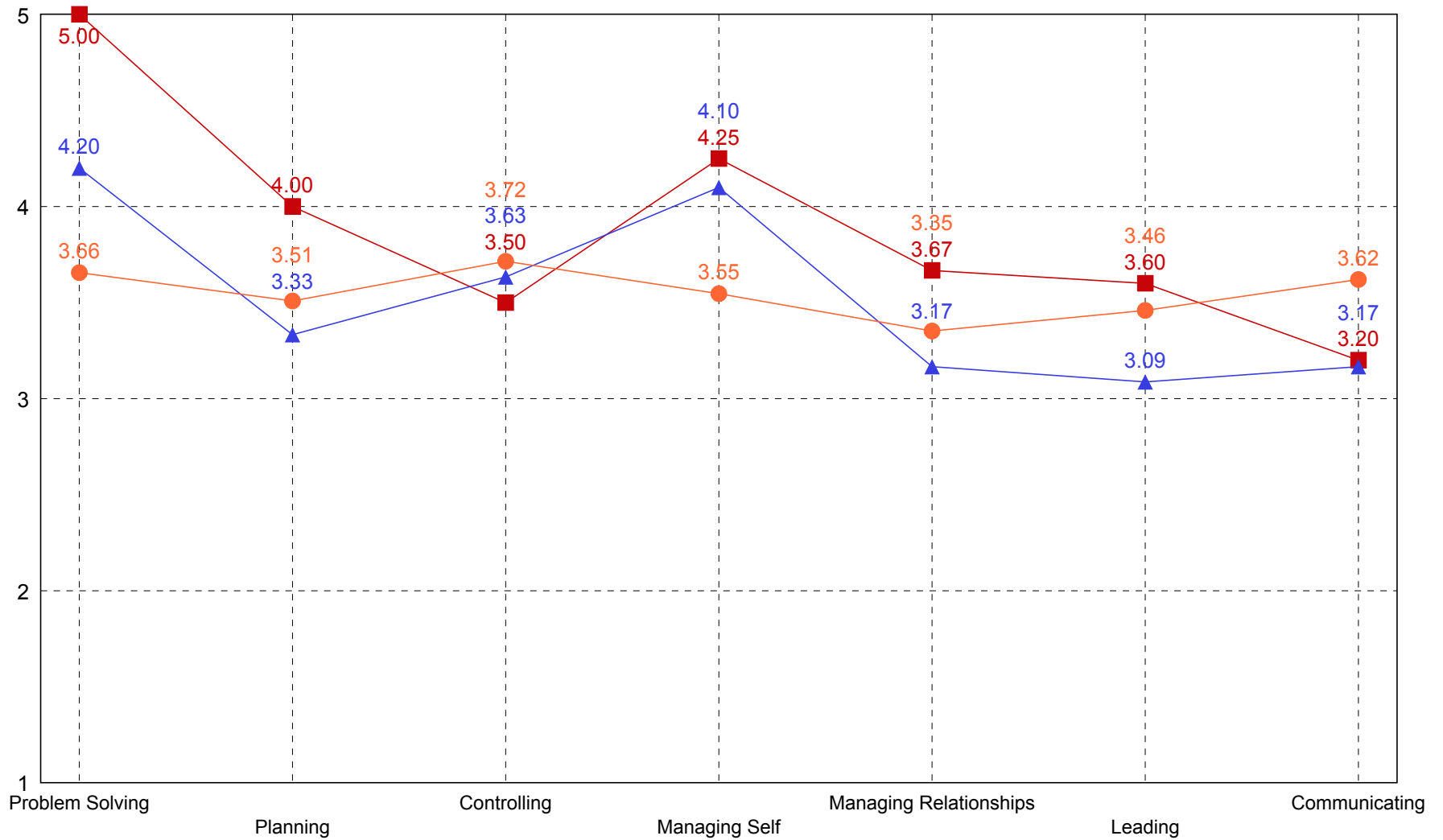
Although your individual scores are not revealed to anyone else, you are encouraged to discuss them openly with other people, particularly with your team members. Ask them to describe situations when you behaved in a way that would cause them to give you the feedback that you received.

On the graphs that follow, the ratings are indicated as shown below:

- 1 = Needs Considerable Development
- 2 = Needs Development
- 3 = Competent
- 4 = Effective
- 5 = Very Effective

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Section 1: Competency Graphs - TeamView360



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Section 1: Most Effective Behaviors - Others' View of You

The following behaviors were identified by your team members as your most effectively demonstrated behaviors and grouped by relevant competency based on average scores. They are rank ordered so that the first item is perceived to be your most effectively demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 7).

These represent behaviors perceived by others as effectively practiced. As such, you should consider ways to continue leveraging these behaviors as strengths.

Most Effective Behaviors	Competency	Average Score	Frequency of Responses				
			1- To an Extremely Small Extent	2- To a Very Small Extent	3- To a Small Extent	4- To a Moderate Extent	5- To a Large Extent
Handling pressure - Stays calm under pressure. Appears to not let pressure interfere with thinking capabilities and ability to exercise judgment.	Managing Self	4.8	0	0	0	1	4
Producing high quality work - Produces work that is complete, accurate, neat, thorough, and in full compliance with all standards.	Controlling	4.8	0	0	0	1	4
Developing own capabilities - Acts to improve and expand own capabilities. Shows interest and openness to learning and improvement.	Managing Self	4.6	0	0	0	2	3
Recognizing trends - Sees patterns in otherwise disorganized information Identifies problems before they occur. Puts "two and two" together and draws accurate conclusions.	Problem Solving	4.4	0	0	0	3	2
Maintaining high productivity - Gets things done Accomplishes a lot of work. Stays active and efficient. Helps to make sure that own and others' time is used efficiently.	Controlling	4.4	0	0	0	3	2
Evaluating and acting on new ideas - Shows openness to new ideas and input from others. Evaluates new ideas objectively based on their merits, regardless of who generated the ideas.	Problem Solving	4.2	0	0	0	4	1
Coping with frustrations - Handles difficulties, obstacles and frustrations well without becoming angry or irritated, and without upsetting or irritating others.	Managing Self	4.0	0	0	1	3	1
Generating new ideas - Produces new ideas quickly. Seldom seems at a loss for an idea about a new way of doing work or for overcoming obstacles.	Problem Solving	4.0	0	1	0	2	2

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Section 1: Most Effective Behaviors - Others' View of You

Most Effective Behaviors	Competency	Average Score	Frequency of Responses				
			1- To an Extremely Small Extent	2- To a Very Small Extent	3- To a Small Extent	4- To a Moderate Extent	5- To a Large Extent
Responding to others' needs - Responds helpfully to other's requests and takes the initiative to offer assistance and support. Is sensitive to what other's want and need.	Managing Relationships	3.8	0	1	0	3	1
Giving recognition to others - Openly shows appreciation for others' contributions and efforts. Gives credit to others.	Leading	3.8	0	1	0	3	1

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Section 1: Least Effective Behaviors - Others' View of You

The following behaviors were identified by your team members as your least effectively demonstrated behaviors and grouped by relevant competency based on average scores. They are rank ordered so that the first item is perceived to be your least effectively demonstrated behavior. The number of raters is shown for each rating level of the behavior. A box indicates your own self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer between the scale 1 and 7).

These represent behaviors perceived by others as ineffectively practiced. As such, you should consider practicing these behaviors more effectively or helping others understand when you do demonstrate them.

Least Effective Behaviors	Competency	Average Score	Frequency of Responses				
			1- To an Extremely Small Extent	2- To a Very Small Extent	3- To a Small Extent	4- To a Moderate Extent	5- To a Large Extent
Delegating responsibility - Lets others handle tasks within their capabilities; permits others to assuming responsibility for planning and executing tasks. Does not try to perform all work by oneself without assistance.	Leading	2.0	1	2	1	0	0
Initiating new relationships - Makes acquaintances quickly. Reaches out to people without waiting for others to make the first move.	Managing Relationships	2.6	0	2	3	0	0
Resolving conflicts - Takes action to assist in settling disputes and reaching agreements. Resolves differences with other people effectively, and helps others to resolve their differences.	Managing Relationships	2.6	0	2	3	0	0
Meeting schedules and deadlines - Follows schedules and gets work done on time as per previous plans and agreements.	Controlling	2.6	2	0	1	2	0
Developing other people - Helps others to expand on and improve their capabilities. Looks for ways to help other people learn and develop. Coaches and shares knowledge with others.	Leading	2.8	1	1	0	2	0
Meeting commitments - Performs according to agreements. Follows through according to plans.	Controlling	2.8	1	1	1	2	0
Planning for the future - Develops clear priorities, objectives and steps to be accomplished in future work.	Planning	3.0	0	2	1	2	0
Keeping others informed - Keeps others up-to-date on new information, plans, and developments. Does not wait for others to ask for information.	Communicating	3.0	1	0	2	2	0

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Section 1: Least Effective Behaviors - Others' View of You

Least Effective Behaviors	Competency	Average Score	Frequency of Responses				
			1- To an Extremely Small Extent	2- To a Very Small Extent	3- To a Small Extent	4- To a Moderate Extent	5- To a Large Extent
Giving performance feedback - Gives others information about their performance. Identifies clearly where performance exceeds, meets, or falls short of objectives, standards, or other's expectations and needs.	Communicating	3.0	0	1	2	1	0
Communicating expectations - Lets others know clearly what is expected or needed from them. Does not wait until after the fact to communicate expectations.	Communicating	3.0	0	1	3	1	0
Responding to feedback - Takes feedback from others easily and uses the feedback to adjust own behavior or performance.	Managing Self	3.0	0	2	2	0	1
Facilitating meetings - In formal or informal gatherings, acts to bring focus to the meeting. Brings out information from others and helps the exchange of information, ideas, and plans.	Leading	3.0	1	0	2	2	0

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Section 1: Behavior Graph Introduction

How to Interpret Your Graphs

This report will compare your team member ratings ("Others' View of You") to your own self-perceptions ("Your Self-Rating") on each of the 7 competencies and 31 behaviors measured in Team View 360. You will also see your overall team's average for comparison ("Your Team's Average").

These scores will be shown separately on the graphs using average scores. Average score differences of one-half a point or more might suggest important perceptual differences for you to consider further.

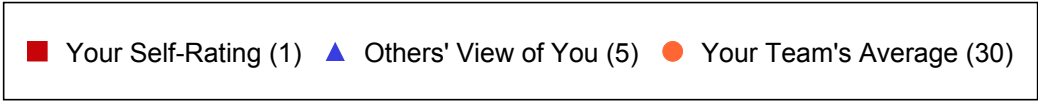
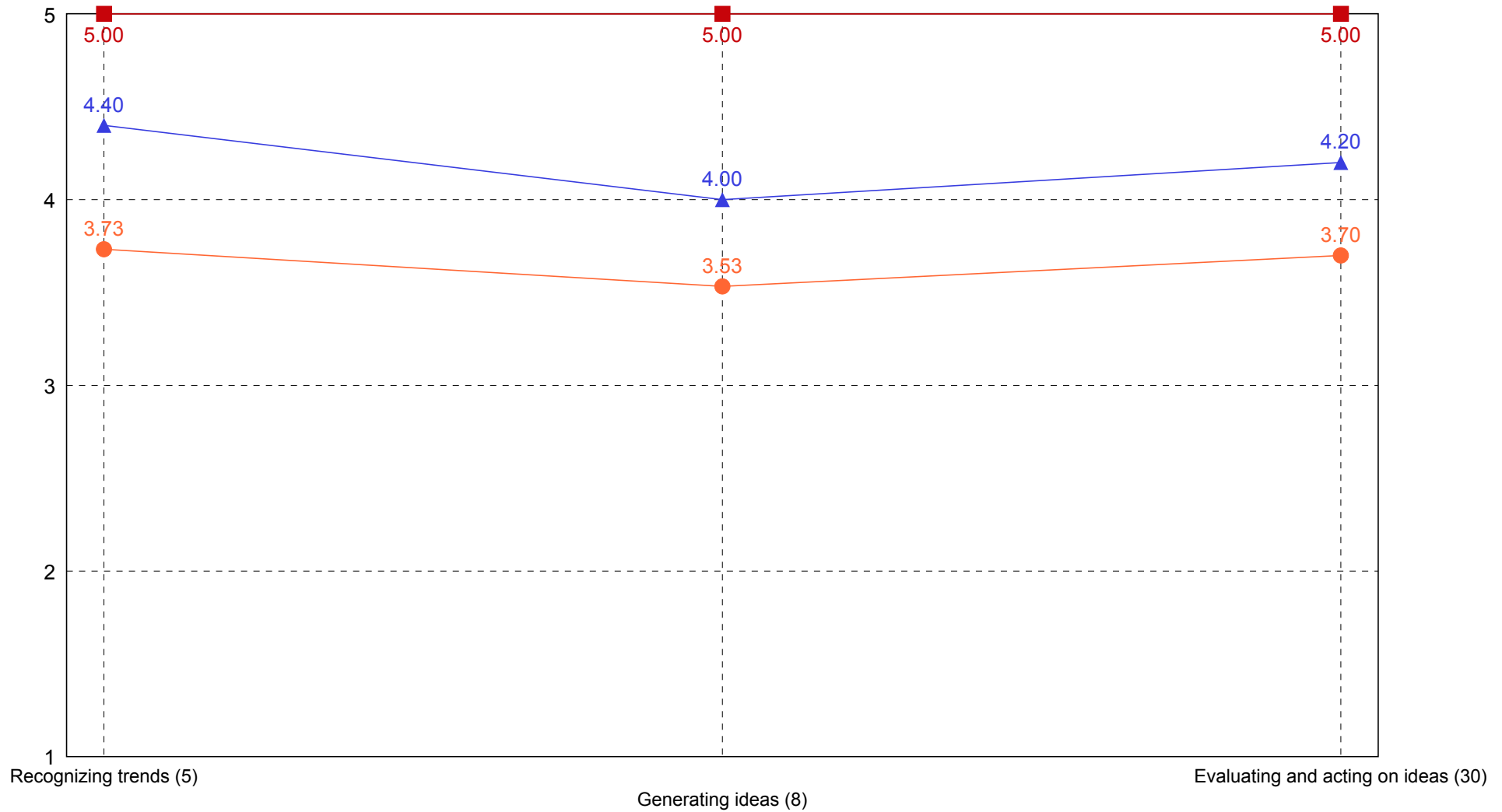
Although your individual scores are not revealed to anyone else, you are encouraged to discuss them openly with other people, particularly with your team members. Ask them to describe situations when you behaved in a way that would cause them to give you the feedback that you received.

On the graphs that follow, the ratings are indicated as shown below:

- 1 = Needs Considerable Development
- 2 = Needs Development
- 3 = Competent
- 4 = Effective
- 5 = Very Effective

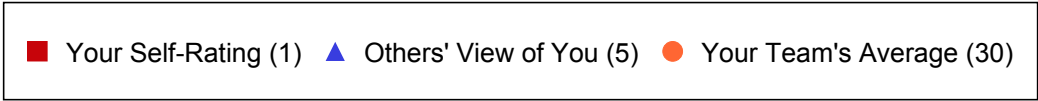
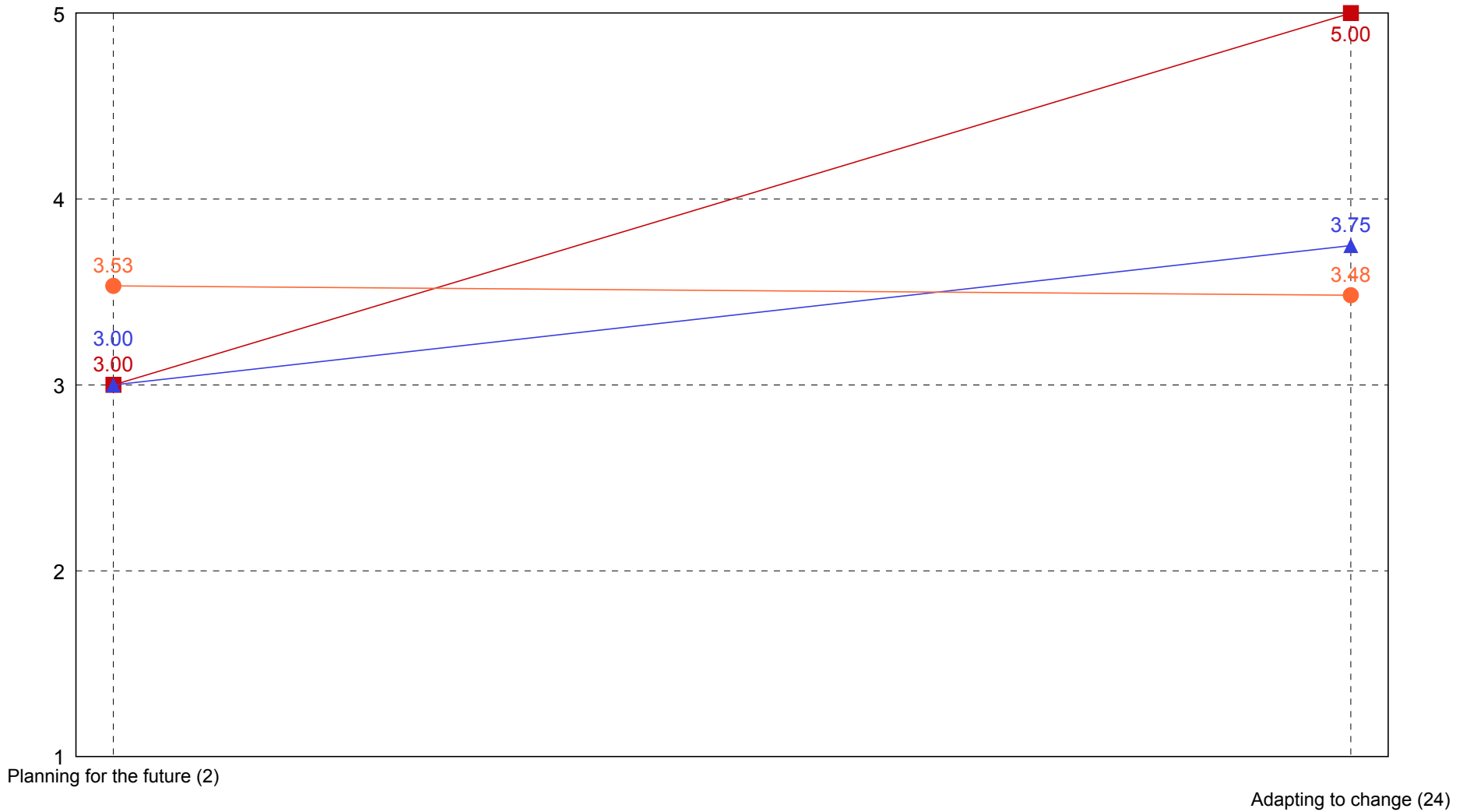
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Section 1: Behavior Graphs - Problem Solving



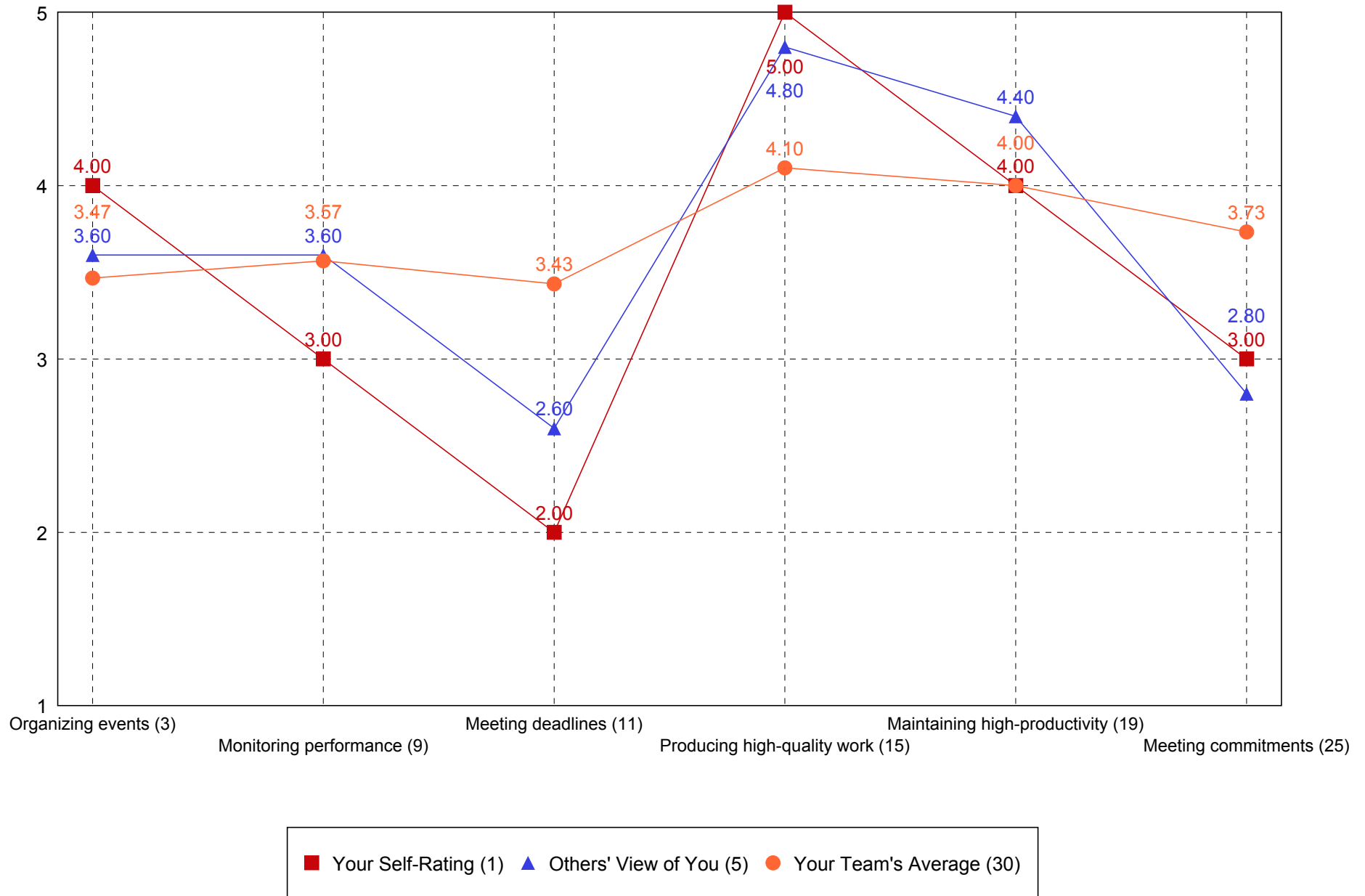
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Section 1: Behavior Graphs - Planning



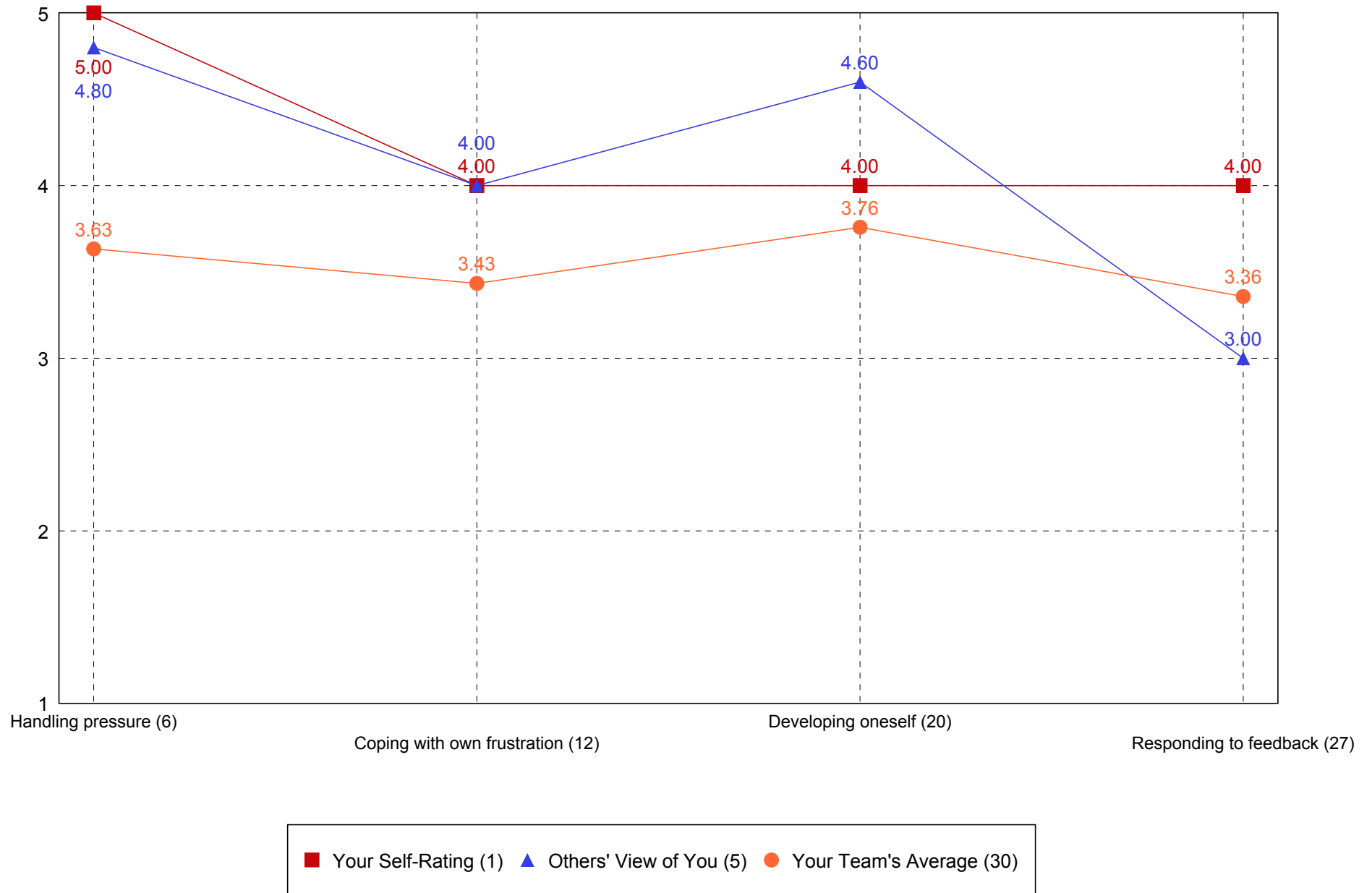
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Section 1: Behavior Graphs - Controlling



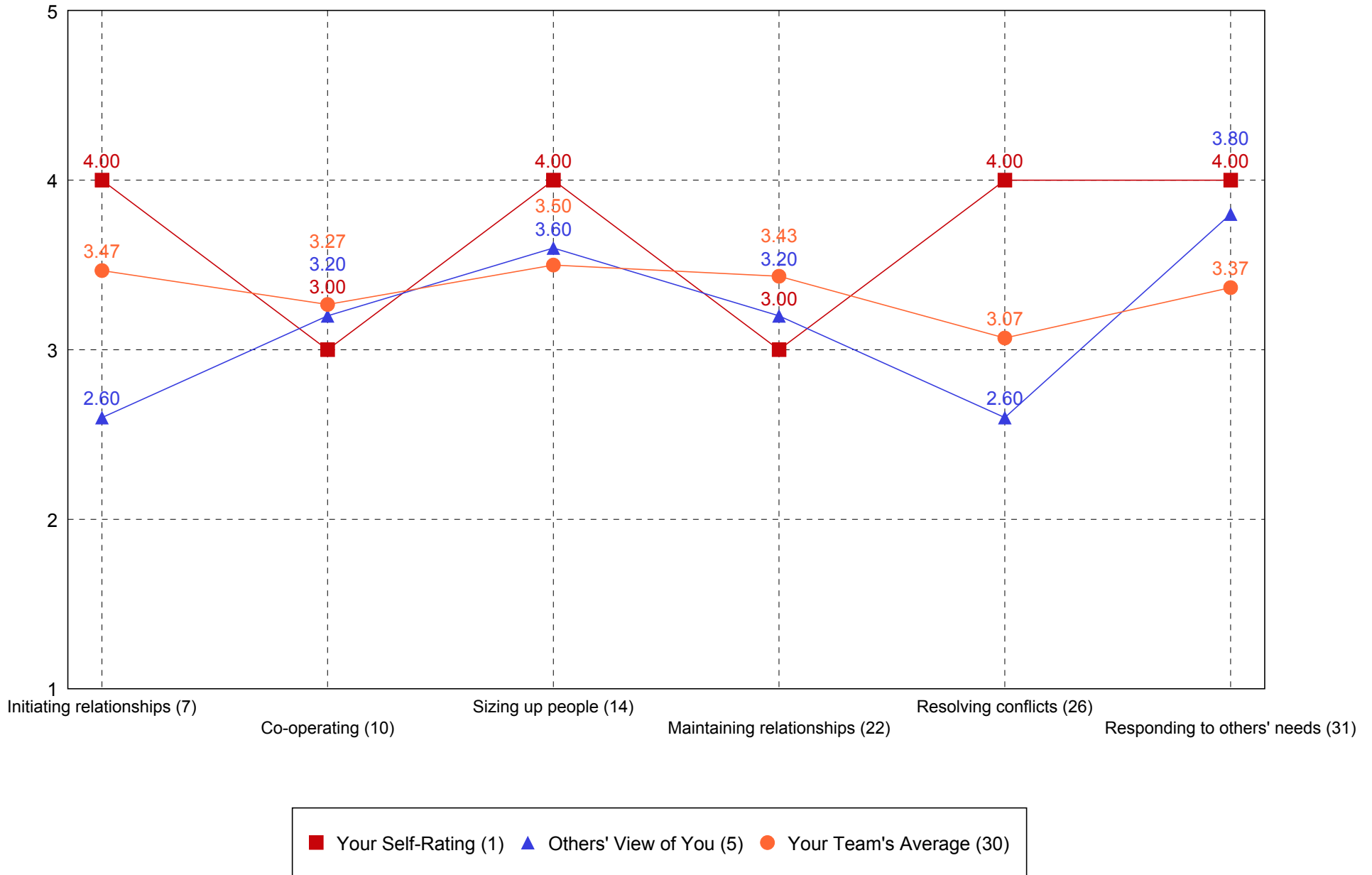
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Section 1: Behavior Graphs - Managing Self



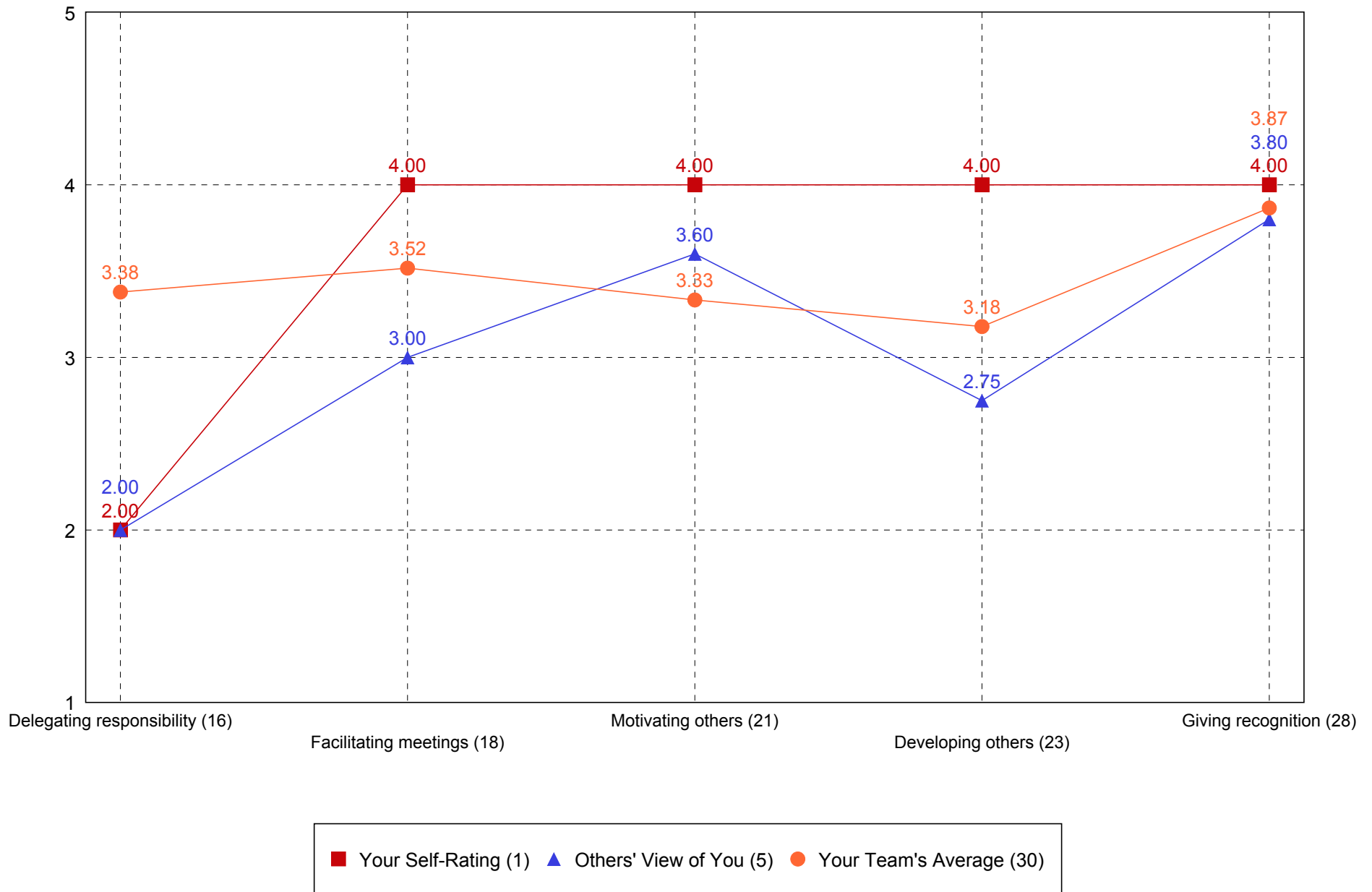
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Section 1: Behavior Graphs - Managing Relationships



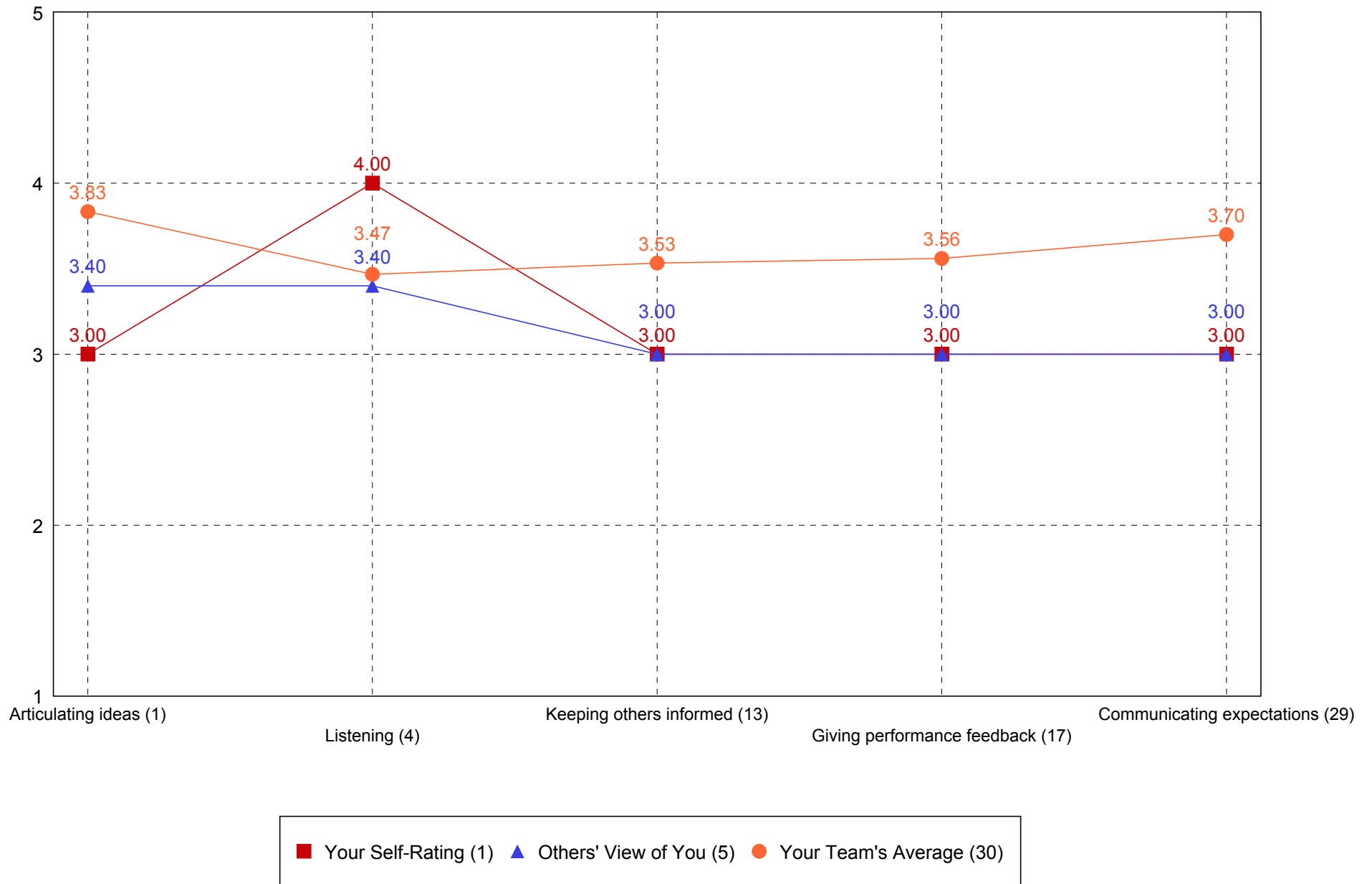
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Section 1: Behavior Graphs - Leading



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Section 1: Behavior Graphs - Communicating



Section 1: Open Ended Comments Summary Introduction

You and your team members had the opportunity to provide written comments about your perceived strengths and possible development areas.

These comments are provided on the next pages and are included verbatim and you and your team members were asked:

- ✓ Please provide any written comments you have regarding the Strengths of the individual in the space provided below
- ✓ Please provide any written comments you have regarding the Development Areas of the individual in the space provided below

Compare the open-ended comments provided in the next few pages with the graphs and other information provided in this feedback report.

Please keep in mind that not all comments will be easy to understand - not everyone can provide concrete, specific, non-judgmental feedback.

It is important to look for trends or themes as you read these comments - it is easy to find a single comment upsetting or even biased. However, if a number of comments focus on a specific area you might want to place a greater emphasis of importance on the specific behaviors to change to enhance your overall effectiveness.

The following questions might be useful in analyzing these open-ended comments:

- ✓ Are the comments consistent and reinforce the other feedback you have received?
- ✓ Do they add any new information or insight about your performance and effectiveness?
- ✓ Do you see any trends across the open-ended comments?
- ✓ How can you leverage your strengths?
- ✓ What areas are you committed to focus on as part of your professional development plan?

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Section 1: Open Ended Comments Summary STRENGTHS

Others' View of You:

Has never lied to me and can be trusted.

Dale has strong analytic skills and deep technical knowledge. He is easy to meet and talk to; people find him open and friendly and will to help anyone that asks. Dale is a very valuable member of our team.

Dale has amazing knowledge and wherever possible shares this with those around.

analytical mind, very smart and complex thinker, patient, persistent, forward thinking, cross-functional, team-oriented,

Dale's strengths are in his thoroughness in planning and zeal for learning. He is energized by leading change in the industry, whether it is SPC, DMAIC, or regional PRRS control. Dale has a good heart and his actions are well-intentioned for the swine industry.

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Section 1: Open Ended Comments Summary Continued DEVELOPMENT AREAS

Others' View of You:

I believe that Dale takes on too many things, not always a bad thing but usually means that you end up working too much.

Conversations can be too technical and deep for some people.

Need to continue to be aware of the needs of the team, including knowledge transfer and communication. Always treat others with respect.

setting priorities and timelines, sticking to timelines, accepting that the world is not always perfect, saying no - or at least delegating, overcoming old interpersonal challenges, nailing down clear objectives, accepting clear definitions of roles and responsibilities, accepting need for clarification on others' behavior and addressing it

Dale works in a silo and would benefit in developing his communication skills, primarily oral (not enough) but also email (too much). While he always handles his emotions in a meeting, he does not express his concerns and therefore conflict management would also be an area of development (especially as it pertains to big-picture issues that he does not agree with).

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Section 1: Individual Effectiveness Planning Worksheet

The purpose of this section is to help you set personally meaningful goals aimed at improving your overall performance in the specific **TeamView 360** competencies based on the feedback given to you by your team members.

Emotional Reaction

Your initial reaction to your **TeamView 360** feedback report is important. It provides insight that is useful in interpreting your results and in deciding what competencies you will target for your developmental planning efforts. Start with your feelings about your feedback from other team members. If you had to describe your emotional reactions to your summary feedback report it would be:

How do your self-ratings compare to your team members?

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Section 1: Individual Effectiveness Planning Worksheet Continued

Your Most Effective Behaviors

Using the information provided in the report of the top five individual behaviors, identify the three behaviors that you can develop further:

1. _____ 2. _____ 3. _____

These are areas in which you received high marks. How can you emphasize these behaviors? What kinds of situations give you the opportunity to demonstrate these strengths?

Your Least Effective Behaviors

Using the information provided in the report of the bottom five individual behaviors, identify the three behaviors that you can develop further:

1. _____ 2. _____ 3. _____

Ask others to describe what you have done that caused them to give you low ratings on these items. Write their responses in this space:

Section 1: Individual Effectiveness Planning Worksheet Continued

What you plan to do more, less or differently in the future to improve your performance and image in these areas:

Short-term plans (daily/weekly)

Long-term plans (this year and beyond)

What barriers might prevent you from following through on your plans?

What resources/support do you need to change the perceptions that people have of you? You may want to consider technical courses or other training and educational opportunities that would assist you in changing behaviors.

Identify co-workers and other colleagues who have strengths that offset your potential liabilities. How can they help or assist you? Can you learn by observing them, asking them for feedback and suggestions? Can you work with them to develop yourself?

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Section 1: TeamView 360 Individual Action Plan

TeamView 360 Competency:	
Individual Activities:	Target Dates:
Support/Resources Required:	
Measures of Success:	
Results/Outcomes:	

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Section 2: Summary Feedback Report

Introduction

Section 2 provides a summary of your team profile which is based on a comparison of the average self-ratings to the average team member ratings on each of the 7 TeamView 360 competencies.

This section of the report is based on the following information:

Team Self-Rating Average	6
Team Other-Rating Average	30

This Team Section gives you:

- ✓ Team Competency Graphs
- ✓ Team Most Effective / Least Effective Behaviors
- ✓ Team Behavior Graphs
- ✓ Team Effectiveness Planning Worksheet

TeamView360 Rating Scale

1	= Needs Considerable Development
2	= Needs Development
3	= Competent
4	= Effective
5	= Very Effective

TEAMVIEW360

Section 2: Competency Graph Introduction

How to Interpret Your Graphs

The following graphs compare the average self-ratings for all of the people on your team ("Team Self-Rating Average") with the combined average for all other-ratings for the members of your team ("Team Other-Rating Average") on each of the 7 competencies measured in Team View 360.

These scores will be shown separately on the graphs using average scores. Average score differences of one-half a point or more might suggest important perceptual differences for your team to consider further.

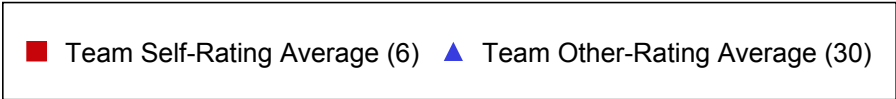
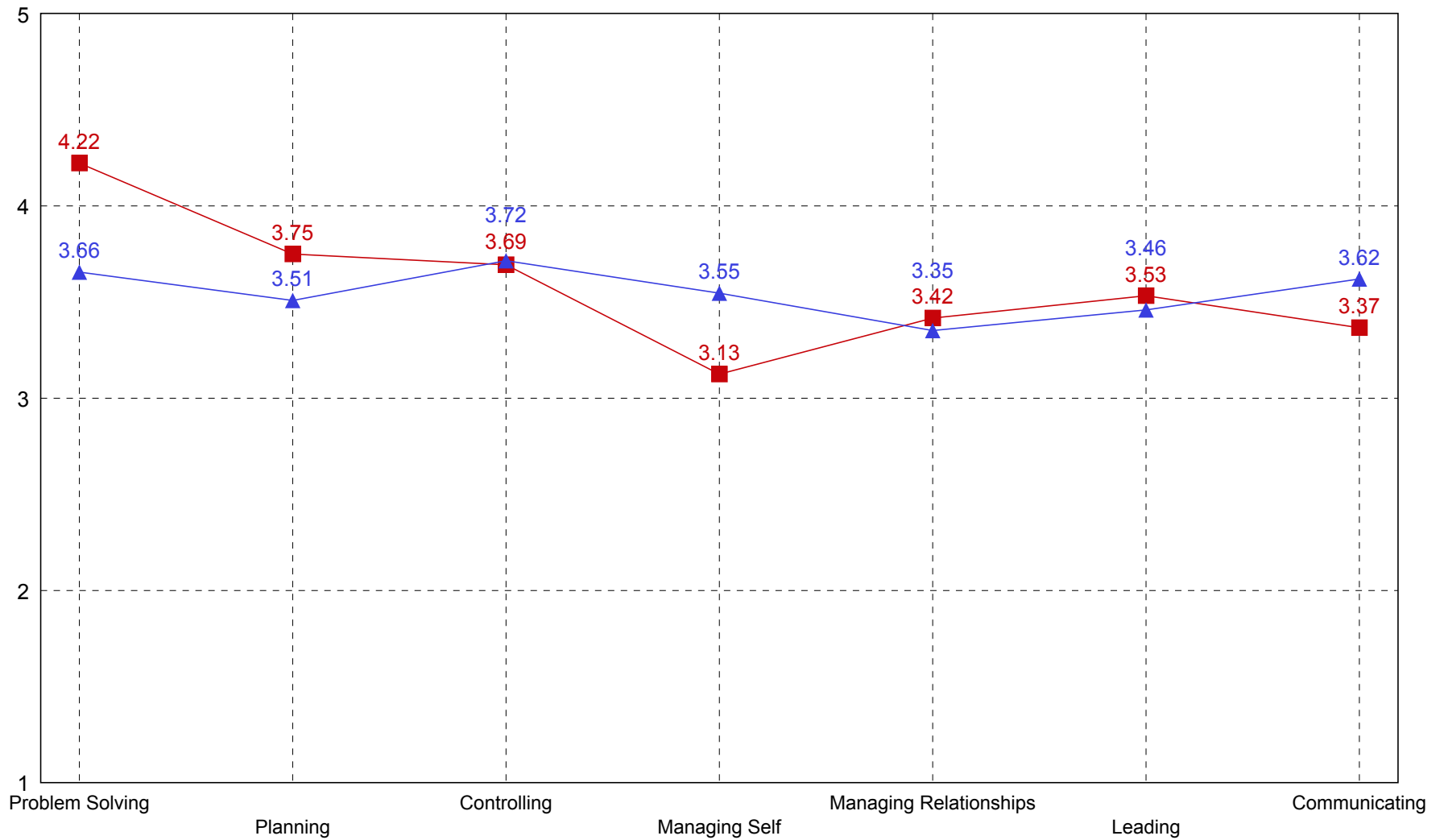
The data on these graphs will be made public to all team members. These graphs should help you to identify team strengths and potential development areas.

On the graphs that follow, the ratings are indicated as shown below:

- 1 = Needs Considerable Development
- 2 = Needs Development
- 3 = Competent
- 4 = Effective
- 5 = Very Effective

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Section 2: Competency Graphs - TeamView360



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Section 2: Most Effective Behaviors - Team Self-Rating Average

The following behaviors were identified by self-ratings by each team member and grouped by relevant competency based on average scores. They are rank ordered so that the first item is perceived to be your team's most effectively demonstrated behavior ("self" perceptions). The number of team members is shown for each rating level of the behavior. A box indicates your team's average self self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer for this behavior).

These represent behaviors perceived by your team as effectively practiced. As such, you should consider ways to continue leveraging these behaviors as self-perceived team strengths.

Most Effective Behaviors	Competency	Average Score	Frequency of Responses				
			1- To an Extremely Small Extent	2- To a Very Small Extent	3- To a Small Extent	4- To a Moderate Extent	5- To a Large Extent
Recognizing trends - Sees patterns in otherwise disorganized information Identifies problems before they occur. Puts "two and two" together and draws accurate conclusions.	Problem Solving	4.3	0	0	1	2	3
Generating new ideas - Produces new ideas quickly. Seldom seems at a loss for an idea about a new way of doing work or for overcoming obstacles.	Problem Solving	4.3	0	0	1	2	3
Evaluating and acting on new ideas - Shows openness to new ideas and input from others. Evaluates new ideas objectively based on their merits, regardless of who generated the ideas.	Problem Solving	4.0	0	0	2	2	2
Organizing and orchestrating events - Lays the foundation for work by bringing together resources, tools, schedules and people as needed.	Controlling	4.0	0	0	0	6	0
Producing high quality work - Produces work that is complete, accurate, neat, thorough, and in full compliance with all standards.	Controlling	4.0	0	0	1	4	1
Maintaining high productivity - Gets things done Accomplishes a lot of work. Stays active and efficient. Helps to make sure that own and others' time is used efficiently.	Controlling	3.8	0	0	2	3	1
Giving recognition to others - Openly shows appreciation for others' contributions and efforts. Gives credit to others.	Leading	3.8	0	0	1	5	0
Motivating and inspiring others - Builds energy and enthusiasm in others. Helps others to stay productive and active through their own motivation, interests, and commitments.	Leading	3.8	0	0	2	3	1

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Section 2: Most Effective Behaviors - Team Self-Rating Average

Most Effective Behaviors	Competency	Average Score	Frequency of Responses				
			1- To an Extremely Small Extent	2- To a Very Small Extent	3- To a Small Extent	4- To a Moderate Extent	5- To a Large Extent
Adapting to change - Modifies plans and objectives readily according to changing circumstances and situations.	Planning	3.8	0	1	1	2	2
Sizing-up people (understanding others' motives and capabilities) - Perceives other people's capabilities, preferences, and talents accurately. Understands how individual people differ.	Managing Relationships	3.7	0	1	1	3	1
Monitoring and controlling performance - Stays on top of what's happening. Knows the status of work underway. Ensures that work is being done within guidelines.	Controlling	3.7	0	0	2	4	0
Planning for the future - Develops clear priorities, objectives and steps to be accomplished in future work.	Planning	3.7	0	1	1	3	1

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Section 2: Most Effective Behaviors - Team Other-Rating Average

The following behaviors were identified by averaging all team members ratings of each other and are grouped by relevant competency based on average scores. They are rank ordered so that the first item is perceived to be the most effectively demonstrated behavior based on how all team members rated each other ("other" perceptions). The total number of raters is shown for each rating level of the behavior. A box indicates the average score of all team member ratings of each other on this behavior.

These represent behaviors perceived by others as effectively practiced. As such, you should consider ways to continue leveraging these behaviors as possible team strengths.

Most Effective Behaviors	Competency	Average Score	Frequency of Responses				
			1- To an Extremely Small Extent	2- To a Very Small Extent	3- To a Small Extent	4- To a Moderate Extent	5- To a Large Extent
Producing high quality work - Produces work that is complete, accurate, neat, thorough, and in full compliance with all standards.	Controlling	4.1	0	2	4	12	11
Maintaining high productivity - Gets things done Accomplishes a lot of work. Stays active and efficient. Helps to make sure that own and others' time is used efficiently.	Controlling	4.0	0	1	6	15	8
Giving recognition to others - Openly shows appreciation for others' contributions and efforts. Gives credit to others.	Leading	3.9	2	2	5	10	11
Articulating ideas and information - Speaks clearly and expresses ideas so that others understand what is meant.	Communicating	3.8	0	1	6	20	3
Developing own capabilities - Acts to improve and expand own capabilities. Shows interest and openness to learning and improvement.	Managing Self	3.8	0	1	8	17	3
Recognizing trends - Sees patterns in otherwise disorganized information Identifies problems before they occur. Puts "two and two" together and draws accurate conclusions.	Problem Solving	3.7	0	3	7	15	5
Meeting commitments - Performs according to agreements. Follows through according to plans.	Controlling	3.7	2	2	6	12	8
Evaluating and acting on new ideas - Shows openness to new ideas and input from others. Evaluates new ideas objectively based on their merits, regardless of who generated the ideas.	Problem Solving	3.7	0	3	6	18	3

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Section 2: Most Effective Behaviors - Team Other-Rating Average

Most Effective Behaviors	Competency	Average Score	Frequency of Responses				
			1- To an Extremely Small Extent	2- To a Very Small Extent	3- To a Small Extent	4- To a Moderate Extent	5- To a Large Extent
Communicating expectations - Lets others know clearly what is expected or needed from them. Does not wait until after the fact to communicate expectations.	Communicating	3.7	0	2	8	17	3
Handling pressure - Stays calm under pressure. Appears to not let pressure interfere with thinking capabilities and ability to exercise judgment.	Managing Self	3.6	3	4	2	13	8

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Section 2: Least Effective Behaviors - Team Self-Rating Average

The following behaviors were identified by self-ratings by each team member and grouped by relevant competency based on average scores. They are rank ordered so that the first item is perceived to be your team's least effectively demonstrated behavior ("self" perceptions). The number of team members is shown for each rating level of the behavior. A box indicates your team's average self self-rating on this behavior (Note: If there is no box present for an item, it means that you did not provide an answer for this behavior).

These represent behaviors perceived by your team as ineffectively practiced. As such, you should consider focusing on these behaviors as self-perceived development areas for your team.

Least Effective Behaviors	Competency	Average Score	Frequency of Responses				
			1- To an Extremely Small Extent	2- To a Very Small Extent	3- To a Small Extent	4- To a Moderate Extent	5- To a Large Extent
Responding to feedback - Takes feedback from others easily and uses the feedback to adjust own behavior or performance.	Managing Self	2.8	0	3	1	2	0
Developing own capabilities - Acts to improve and expand own capabilities. Shows interest and openness to learning and improvement.	Managing Self	3.0	0	3	1	1	1
Listening to others - Gives careful attention to what others have to say. Plays back information to make sure that others' messages are understood.	Communicating	3.2	0	1	3	2	0
Meeting schedules and deadlines - Follows schedules and gets work done on time as per previous plans and agreements.	Controlling	3.2	1	1	1	2	1
Coping with frustrations - Handles difficulties, obstacles and frustrations well without becoming angry or irritated, and without upsetting or irritating others.	Managing Self	3.2	1	1	0	4	0
Delegating responsibility - Lets others handle tasks within their capabilities; permits others to assuming responsibility for planning and executing tasks. Does not try to perform all work by oneself without assistance.	Leading	3.2	0	2	1	3	0
Maintaining relationships - Keeps up contacts with people. Takes the initiative to stay in touch and in communication.	Managing Relationships	3.2	0	1	3	2	0
Keeping others informed - Keeps others up-to-date on new information, plans, and developments. Does not wait for others to ask for information.	Communicating	3.3	0	0	4	2	0

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Section 2: Least Effective Behaviors - Team Self-Rating Average

Least Effective Behaviors	Competency	Average Score	Frequency of Responses				
			1- To an Extremely Small Extent	2- To a Very Small Extent	3- To a Small Extent	4- To a Moderate Extent	5- To a Large Extent
Giving performance feedback - Gives others information about their performance. Identifies clearly where performance exceeds, meets, or falls short of objectives, standards, or other's expectations and needs.	Communicating	3.3	0	1	2	3	0
Initiating new relationships - Makes acquaintances quickly. Reaches out to people without waiting for others to make the first move.	Managing Relationships	3.3	0	1	2	3	0
Responding to others' needs - Responds helpfully to other's requests and takes the initiative to offer assistance and support. Is sensitive to what other's want and need.	Managing Relationships	3.3	0	0	4	2	0
Developing other people - Helps others to expand on and improve their capabilities. Looks for ways to help other people learn and develop. Coaches and shares knowledge with others.	Leading	3.3	0	1	2	3	0

Section 2: Least Effective Behaviors - Team Other-Rating Average

The following behaviors were identified by averaging all team members ratings of each other and are grouped by relevant competency based on average scores. They are rank ordered so that the first item is perceived to be the least effectively demonstrated behavior based on how all team members rated each other ("other" perceptions). The total number of raters is shown for each rating level of the behavior. A box indicates the average of all team member ratings of each other on this behavior.

These represent behaviors perceived by others as ineffectively practiced. As such, you should focusing on these behaviors as possible development areas for your team.

Least Effective Behaviors	Competency	Average Score	Frequency of Responses				
			1- To an Extremely Small Extent	2- To a Very Small Extent	3- To a Small Extent	4- To a Moderate Extent	5- To a Large Extent
Resolving conflicts - Takes action to assist in settling disputes and reaching agreements. Resolves differences with other people effectively, and helps others to resolve their differences.	Managing Relationships	3.1	1	6	13	8	1
Developing other people - Helps others to expand on and improve their capabilities. Looks for ways to help other people learn and develop. Coaches and shares knowledge with others.	Leading	3.2	2	5	7	14	0
Cooperating with others - Readily modifies plans to accommodate others' work and needs. Finds ways to keep own objectives in line with others' plans and needs.	Managing Relationships	3.3	2	4	12	8	4
Motivating and inspiring others - Builds energy and enthusiasm in others. Helps others to stay productive and active through their own motivation, interests, and commitments.	Leading	3.3	0	3	14	13	0
Responding to feedback - Takes feedback from others easily and uses the feedback to adjust own behavior or performance.	Managing Self	3.4	1	5	7	13	2
Responding to others' needs - Responds helpfully to other's requests and takes the initiative to offer assistance and support. Is sensitive to what other's want and need.	Managing Relationships	3.4	0	4	13	11	2
Delegating responsibility - Lets others handle tasks within their capabilities; permits others to assuming responsibility for planning and executing tasks. Does not try to perform all work by oneself without assistance.	Leading	3.4	3	4	3	17	2
Meeting schedules and deadlines - Follows schedules and gets work done on time as per previous plans and agreements.	Controlling	3.4	4	1	8	12	5

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Section 2: Least Effective Behaviors - Team Other-Rating Average

Least Effective Behaviors	Competency	Average Score	Frequency of Responses				
			1- To an Extremely Small Extent	2- To a Very Small Extent	3- To a Small Extent	4- To a Moderate Extent	5- To a Large Extent
Coping with frustrations - Handles difficulties, obstacles and frustrations well without becoming angry or irritated, and without upsetting or irritating others.	Managing Self	3.4	3	4	4	15	4
Maintaining relationships - Keeps up contacts with people. Takes the initiative to stay in touch and in communication.	Managing Relationships	3.4	0	6	9	11	4

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Section 2: Behavior Graph Introduction

How to Interpret Your Graphs

The following graphs compare the average self-ratings for all of the people on your team ("Team Self-Rating Average") with the combined average for all other-ratings for the members of your team ("Team Other-Rating Average") on each of the 7 competencies and 31 behaviors measured in Team View 360.

These scores will be shown separately on the graphs using average scores. Average score differences of one-half a point or more might suggest important perceptual differences for your team to consider further.

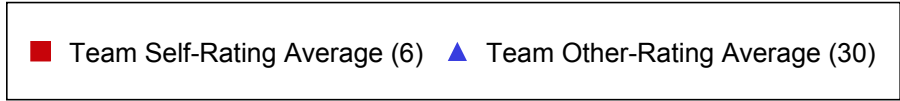
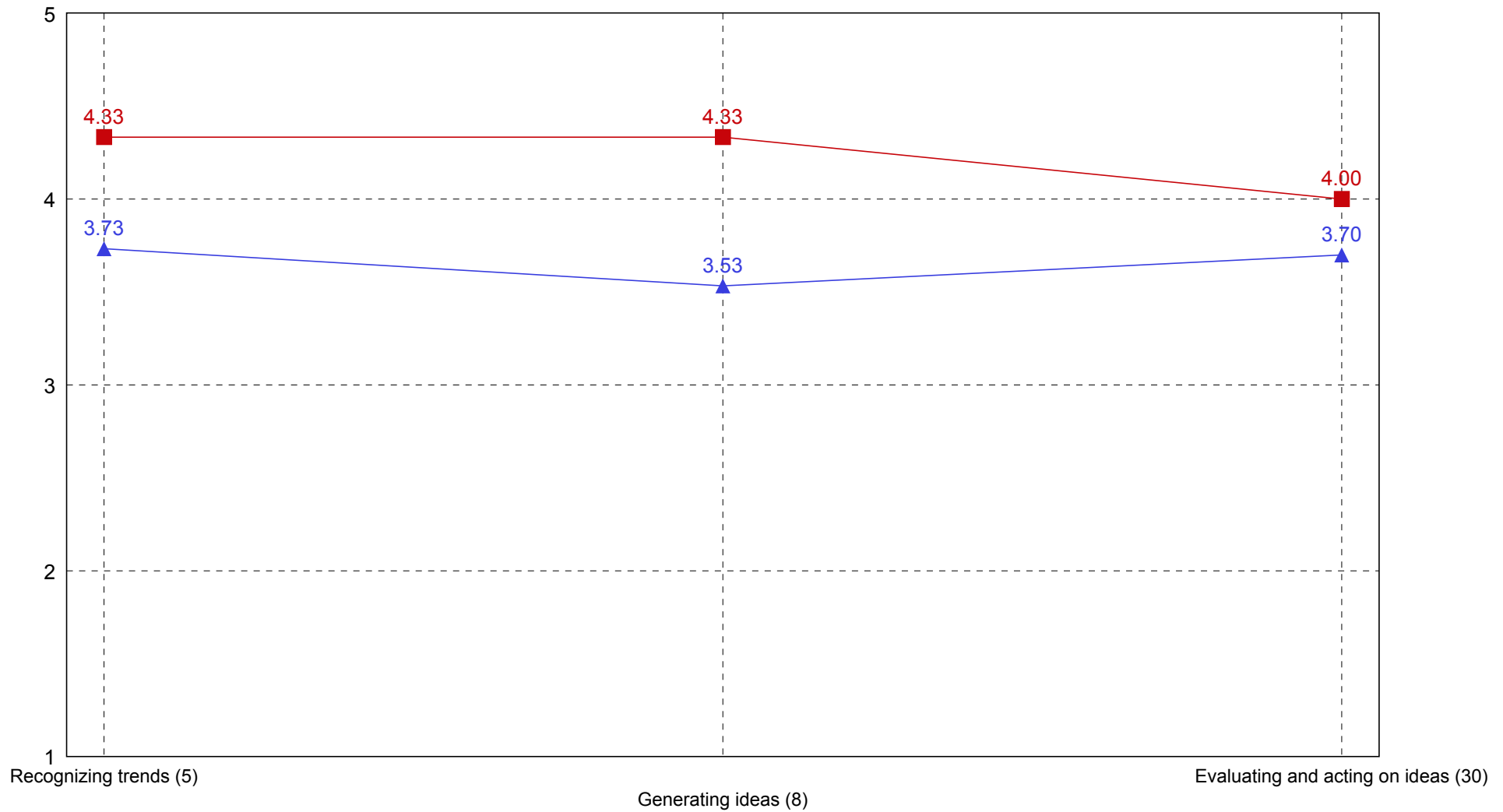
The data on these graphs will be made public to all team members. These graphs should help you to identify team strengths and potential development areas.

On the graphs that follow, the ratings are indicated as shown below:

- 1 = Needs Considerable Development
- 2 = Needs Development
- 3 = Competent
- 4 = Effective
- 5 = Very Effective

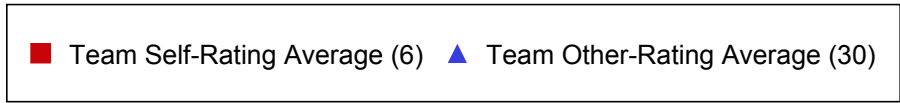
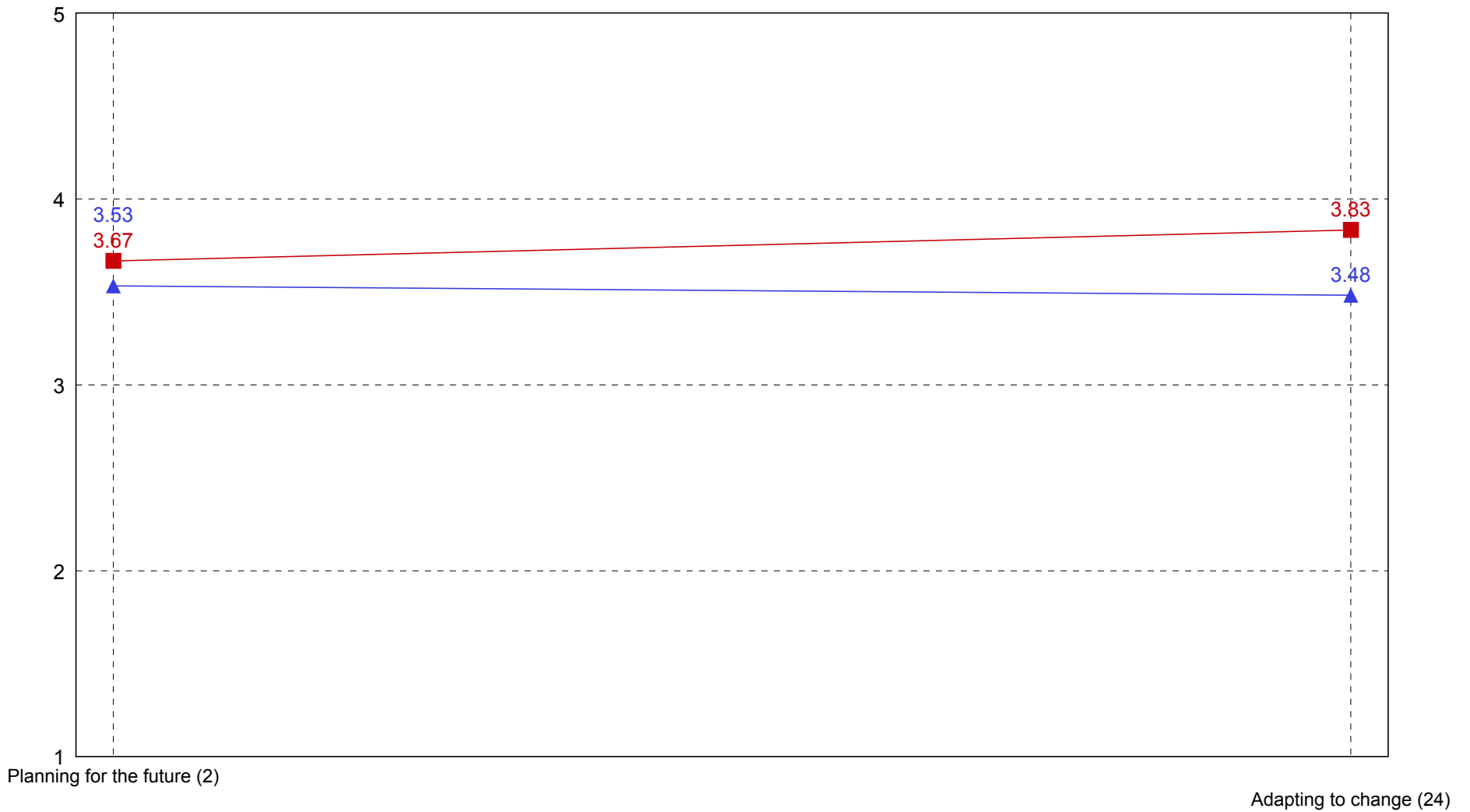
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Section 2: Behavior Graphs - Problem Solving



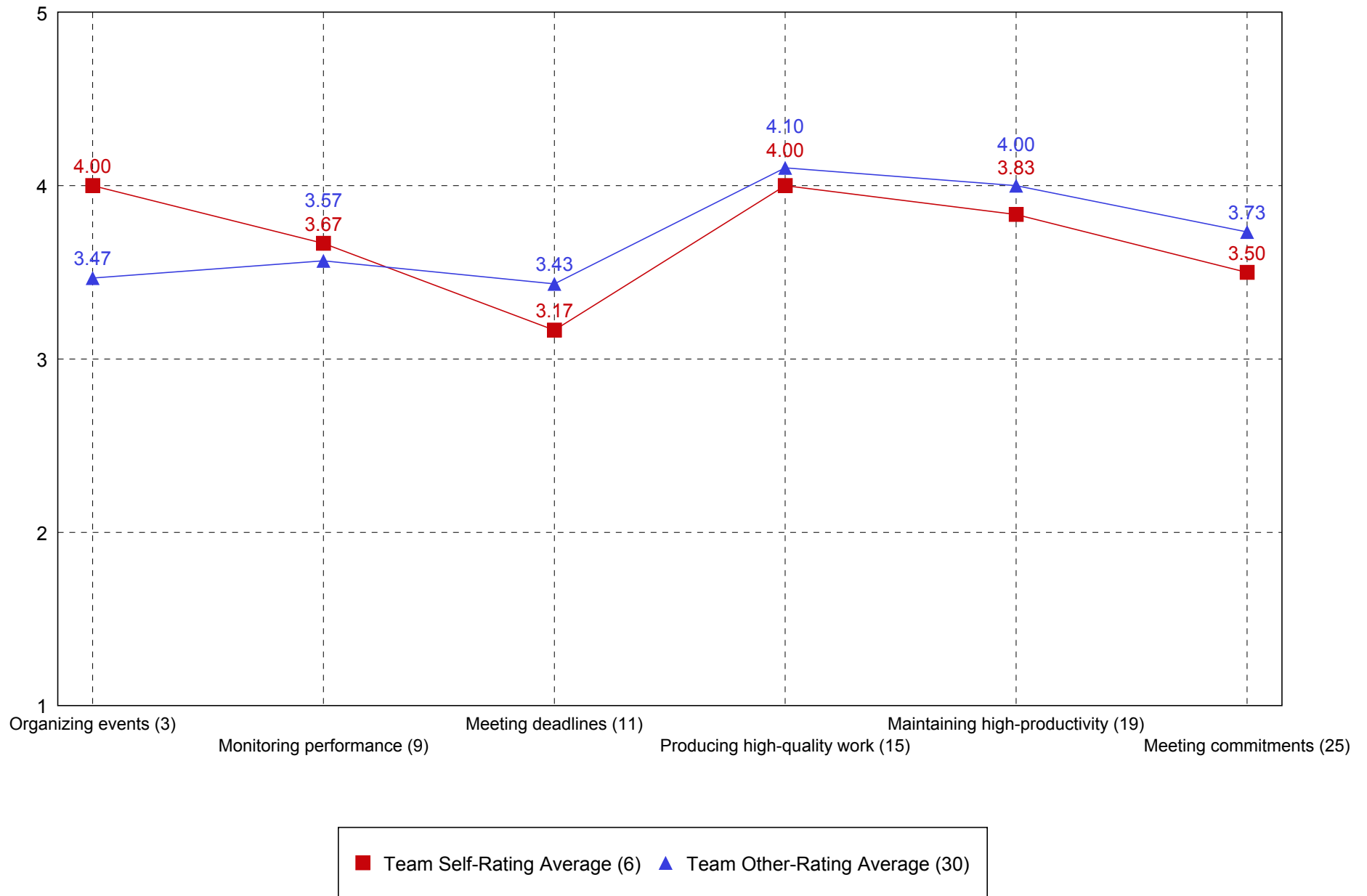
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Section 2: Behavior Graphs - Planning



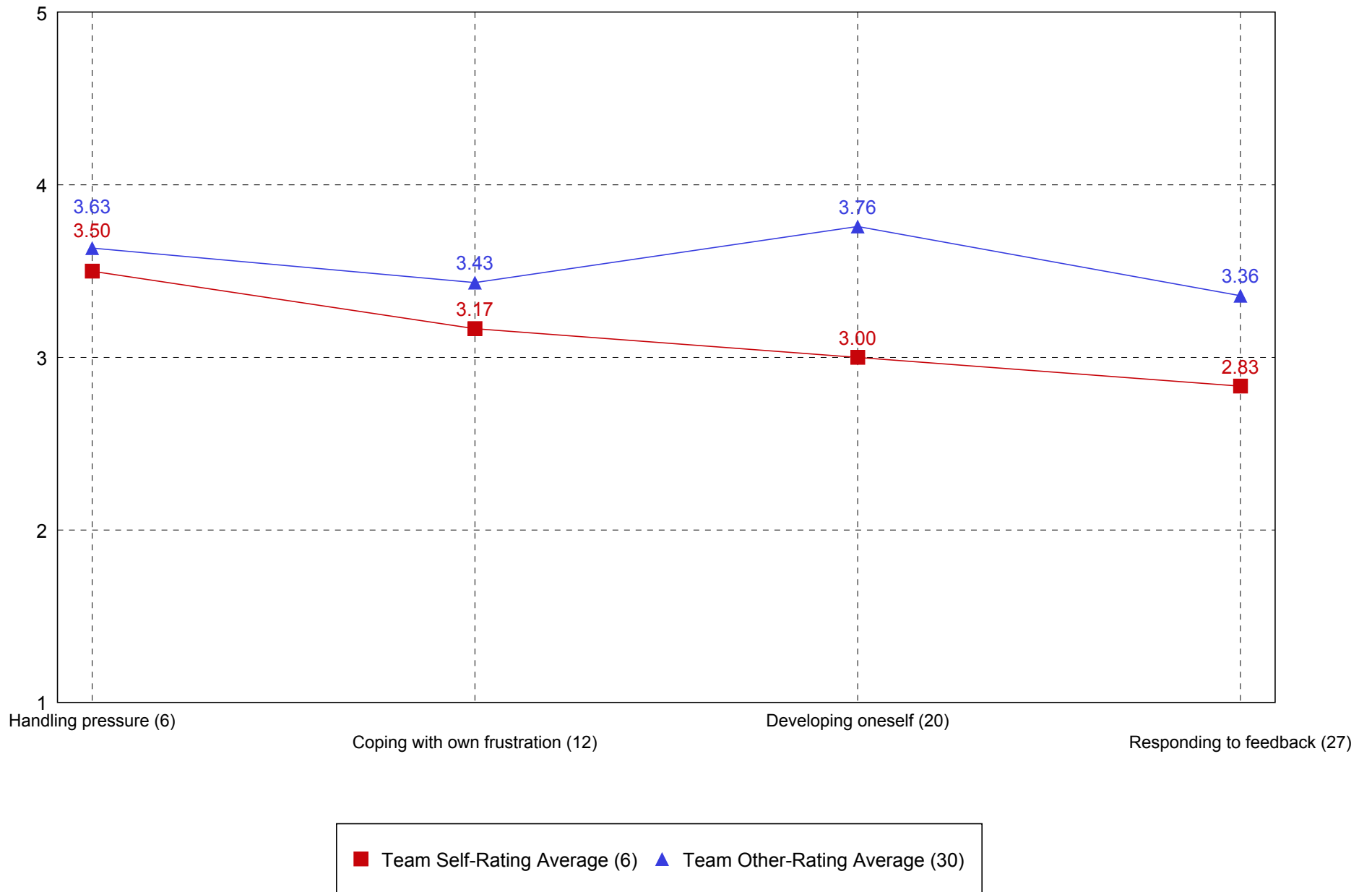
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Section 2: Behavior Graphs - Controlling



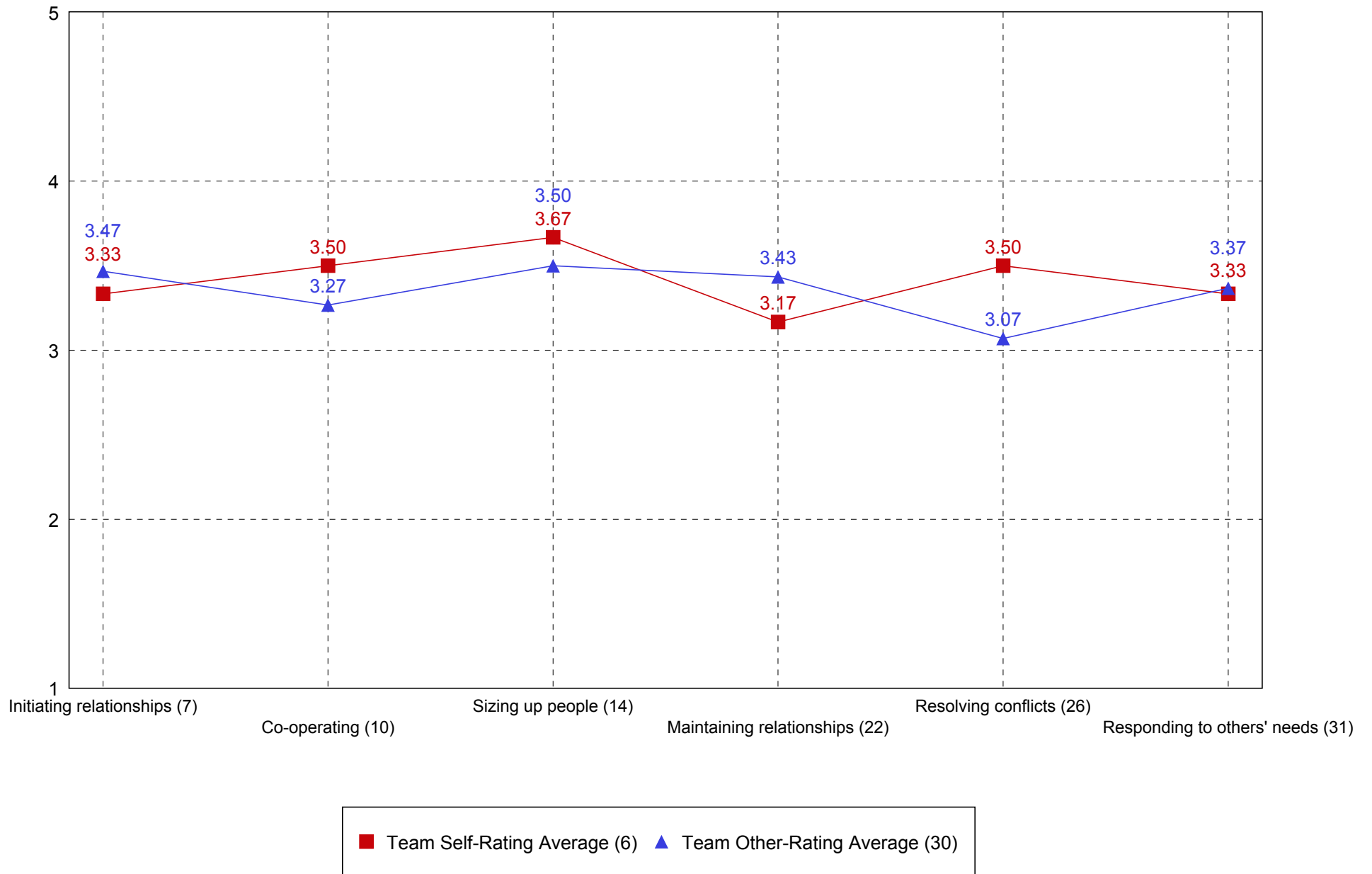
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Section 2: Behavior Graphs - Managing Self



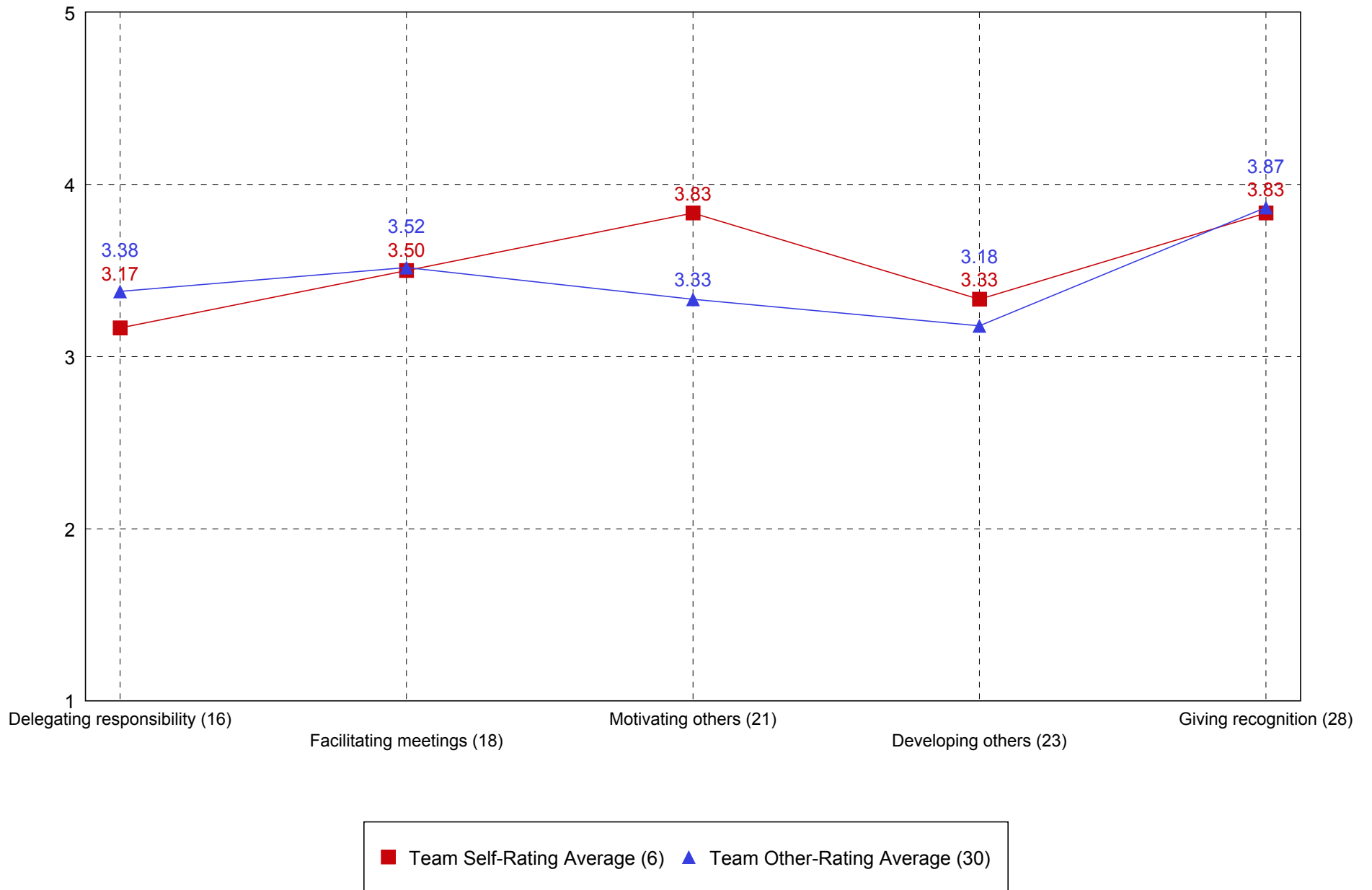
TEAMVIEW360

Section 2: Behavior Graphs - Managing Relationships



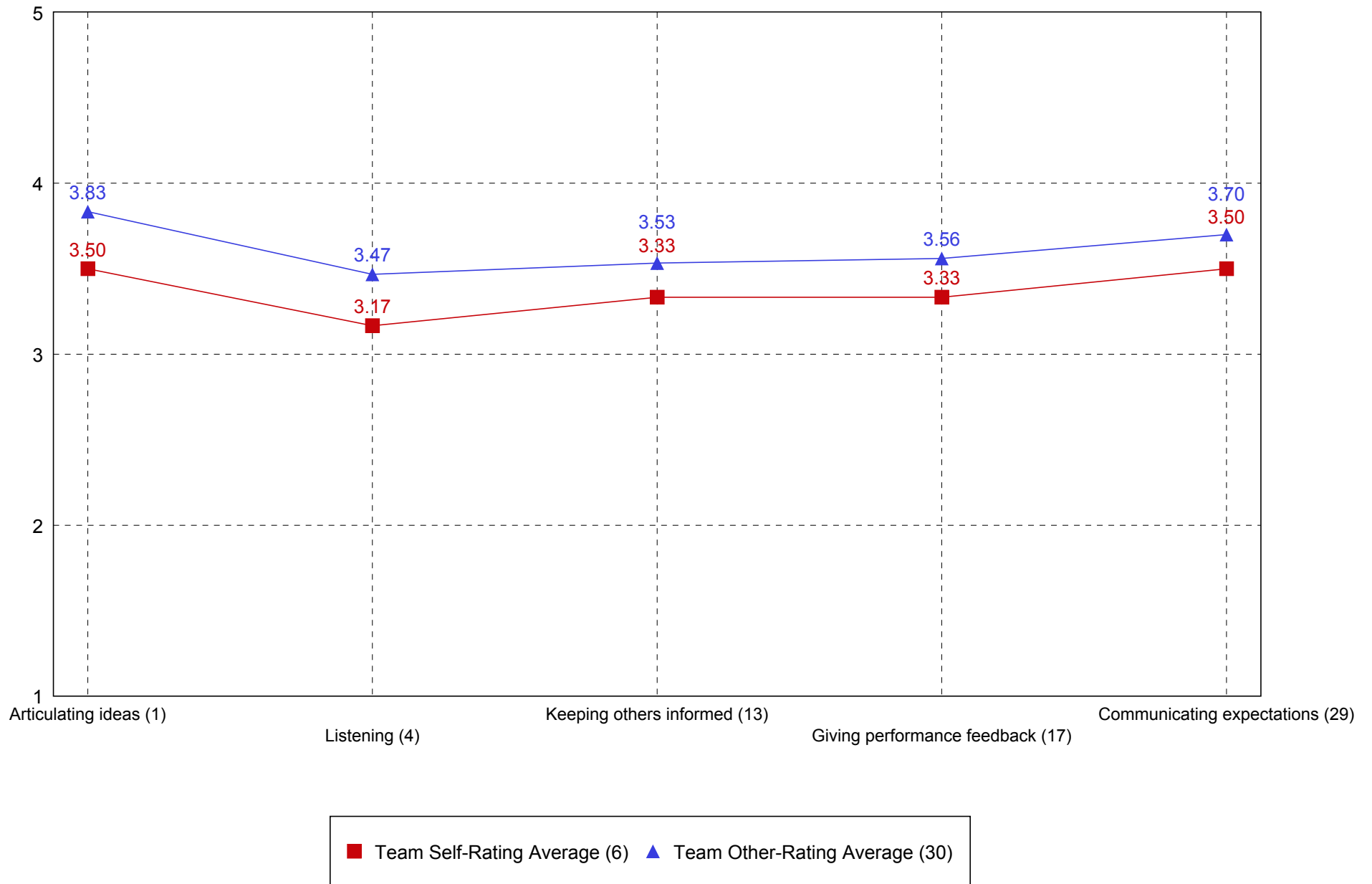
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Section 2: Behavior Graphs - Leading



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Section 2: Behavior Graphs - Communicating



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Section 2: Team Effectiveness Planning Worksheet

The purpose of this Section is to assist you in writing your team goals. The **Team Effectiveness Planning Worksheet** will help you set meaningful goals aimed at improving your team's performance in the specific behavioral areas. Using the SWOT model (strengths, weaknesses, opportunities and threats), the **Team Effectiveness Planning Worksheet** is designed to help identify the Strengths, Weaknesses, Opportunities, and Threats for your team and turn those into a development plan.

Strengths

Using the information provided in the report, identify three behaviors that your team can improve on:

1. _____
2. _____
3. _____

How can you as a team develop these strengths? Think about specific, measurable and specific team behaviors and actions that can improve your effectiveness and overall functioning:

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Section 2: Team Effectiveness Planning Worksheet Continued

Weaknesses

Using the information provided in the report, identify three behaviors that your team can develop:

1. _____
2. _____
3. _____

How can you as a team work on these development opportunities? Which areas are most important to improve team effectiveness? Which areas might the team improve?

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Section 2: Team Effectiveness Planning Worksheet Continued

Opportunities

Using the information provided in the report, identify three behaviors that your team can best capitalize on:

1. _____
2. _____
3. _____

How can you as a team develop these opportunities? Think around external factors that represent the reason for a team to develop. What opportunities exist in the environment, which will propel the team to improve overall effectiveness?

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Section 2: Team Effectiveness Planning Worksheet Continued

Threats

Using the information provided in the report identify three behaviors that you see as threats for the team:

1. _____
2. _____
3. _____

How can you as a team work on these weaknesses? Think around external factors beyond a team's control, which could place the team at risk.

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Section 2: TeamView 360 Team Action Plan

TeamView 360 Competency:	
Team Activities:	Target Dates:
Support/Resources Required:	
Measures of Success:	
Results/Outcomes:	