TeamView360 Profile for

Paul Brone
SAMPLE

First Assessment: 03-01-02

TeamView360 Profile

This report is generated by the TeamView360™ system and is based upon input from your self rating and the ratings of you rendered by other people on the Individual Behavior Questionnaire (IBQ™)

The IEP is divided into two major sections. Section I teaches you how to read and understand the graphs and charts contained in this section. Section II contains the Personal Effectiveness Plan (PEP) which is provided to help you respond to the information in the Profile. We strongly encourage you to make use of this data furnished and complete the PEP. We find that those who take this information seriously and make a plan for personal improvement are rewarded with better on-the-job performance.

Individual Effectiveness Profile (IEP)

Understanding your profile

Enclosed is your Individual Effectiveness Profile (IEP), which shows how you and others responded to the Individual-Behavior Questionnaire (IBQ) concerning your performance. Before you examine these data, please read the following information.

Your IEP is displayed in two summary reports and sixteen pages of graphs using standardized scores so that the information is easy to understand. A standardized score expresses the distance that your score is from the mean or average score for a particular item. The 0.0 on the Y axis (found on the left side of each graph) is the average score for all the people in the TeamView360 database. The 0.0 has been adjusted so that it represents the average for your self-ratings and for your "other" ratings as well as the average for all other ratings produced by the teams in our database.

Reading your graphs

Look at the first graph. Run your eyes up the left side until you find 0.0. This number represents the average score for all of the people in the database. Now scan across the graph to the right side. Note that the 0.0 line is labeled "Average."

On the graphs that follow, your self-ratings are marked with a square, your "other" ratings are marked with a circle, and your team's averages for all other ratings are marked with a triangle. You can quickly compare your individual results with those of the average subject. If your score is above the 0.0 line, your score for that particular item is above average. If the score is below the 0.0 line, your score is below the score of the average subject.

You can compare how you rated yourself on a particular behavior with how the "others" rated you by seeing where the square is in relation to the circle. If the square is below the circle, you rated yourself more harshly than did the others. If the situation is reversed and the circle is below the square, you know that the others rated you lower on that item than you rated yourself.

You may also want to compare how you were rated with how the average person on your team was rated. This information lets you know in what areas you are adding value to the team and in what areas you need to improve your performance for the team's benefit. In this case, you must look to see where the circle is in relation to the triangle. If the circle is above the triangle, your score is higher than the average score for everyone on your team. That behavior represents an area in which you are helping the team. On the other hand, if the triangle is above the circle, that behavior represents an area in which your performance is considered below average for your team.

The range of scores

Please note that the scores range from three standard deviations above to three standard deviations below the average. This spread accounts for about 98 percent of all people's scores. If you have a score that is above the +2.0 standard-deviation line, that score is in the top 2 percent of all people rated on that item (in other words, in the 98th percentile). Such a score is considered very high and is labeled as such on the right side of the graph.

If you have a score that falls below the -2.0 standard-deviation line, you scored in the bottom 2 percent of all people rated on that item. Any score two standard deviations below the average is considered to be very low and is marked accordingly on the graph. Pay particular attention to any of your scores that fall below the 0.0 line; these indicate behaviors that you probably want to improve.

The verbal ratings

To further understand your scores, read the following definitions of the terms "Average" score, "Moderately High" score, and so on. A standard deviation is referred to as "SD."

Very High score	—	Two (2.0) SD or more above average
High score	—	From one (1.0) SD above average to two (2.0) SD above average
Moderately High score	—	From one-half (.5) SD above average to one (1.0) SD above average
Average score	—	From one-half (.5) SD below to one-half (.5) SD above average
Moderately Low score	—	From one-half (-.5) SD below average to one (-1.0) SD below average
Low score	—	From one (-1.0) SD below average to two (-2.0) SD below average
Very Low score	—	Two (-2.0) SD or more below average

The summary reports

At the end of each set of graphs you will find a summary report. The summary report is prepared in two distinct paragraphs; one highlights the five individual behaviors that received the lowest ratings, and the other shows the five behaviors that received the highest ratings. The behaviors are rank ordered so that the lowest-rated item is listed first. In the second paragraph, the highest-rated item is listed first.

The performance factors

The first graph is a little different from the others. It reflects your total questionnaire results based on seven performance factors. These seven factors were developed from the thirty-one separate behaviors rated on the IBQ, because it is easier to deal with the scores from only seven factors than it is with the scores from thirty-one separate behaviors. The seven performance factors that appear at the bottom of the first graph are as follows

1. Problem Solving
2. Planning
3. Controlling
4. Managing Self
5. Managing Relationships
6. Leading
7. Communicating

The remaining seven graphs show the standardized scores for each IBQ item associated with each performance factor. The name of the performance factor appears at the top of each graph in large letters. By reading each graph with great care, you can learn where your individual strengths and weaknesses lie, at least in the eyes of the people who rated you on the IBQ. Several of the additional seven graphs use their own abbreviations.

The performance factors and individual behaviors

The following list shows the specific behaviors associated with all seven performance factors.

1. Problem Solving (graph 2)

Recognizing trends

Generating ideas

Evaluating and acting on ideas

2. Planning (graph 3)

Planning for the future

Adapting to change

3. Controlling (graph 4)

Organizing and orchestrating events

Monitoring and controlling performance

Meeting schedules and deadlines

Producing high-quality work

Maintaining high-productivity

Meeting commitments

4. Managing Self (graph 5)

Handling pressure

Coping with own frustration

Developing own capabilities

Responding to feedback

5. Managing Relationships (graph 6)

Initiating relationships

Co-operating with others

Sizing up people

Maintaining relationships

Resolving conflicts

Responding to others' needs

6. Leading (graph 7)

Delegating responsibility

Facilitating meetings

Motivating and inspiring others

Developing other people

Giving recognition to others

7. Communicating (graph 8)

Articulating ideas and information

Listening to others

Keeping other people informed

Giving performance feedback

Communicating expectations

Your team's results

The next eight graphs (Graphs 9 through 16) show the results for your entire team. Graph 9 shows the same seven performance factors. The line with the rectangle represents the average self-rating for all of the people on your team. The line with triangle represents the aggregate average for all "other" ratings for the members of your team. The data on these graphs will be made public to all team members and will be discussed during a team meeting. They are provided here for you to consider and think about prior to that meeting. You may want to ask yourself what the ratings say about your team. You may also want to think about why the scores are where they are.

The opportunity of a lifetime

Although your individual scores are not revealed to anyone else, you are encouraged to discuss them openly with other people, particularly with your teammates. Ask them to describe situations when you behaved in a way that would cause them to give you the IBQ ratings that you received. When you learn what it is that you are doing that causes others to give you low ratings, you can take direct and positive action to change the behaviors that are causing you to be seen as less effective than desired. When you improve in those areas, you may increase your opportunities for promotion, for special assignments, and for other career successes.

Most people go through their entire careers without knowing how others perceive them, which means that they never have the opportunity to enhance their effectiveness in the eyes of others. Therefore, the information in this report may be seen as the gift of a lifetime. You are strongly encouraged to make use of this gift. Investigate yourself and improve your self-awareness.

Working on a team poses many challenges. Few people master them all equally well. Even the most successful people find themselves struggling with some of the challenges.
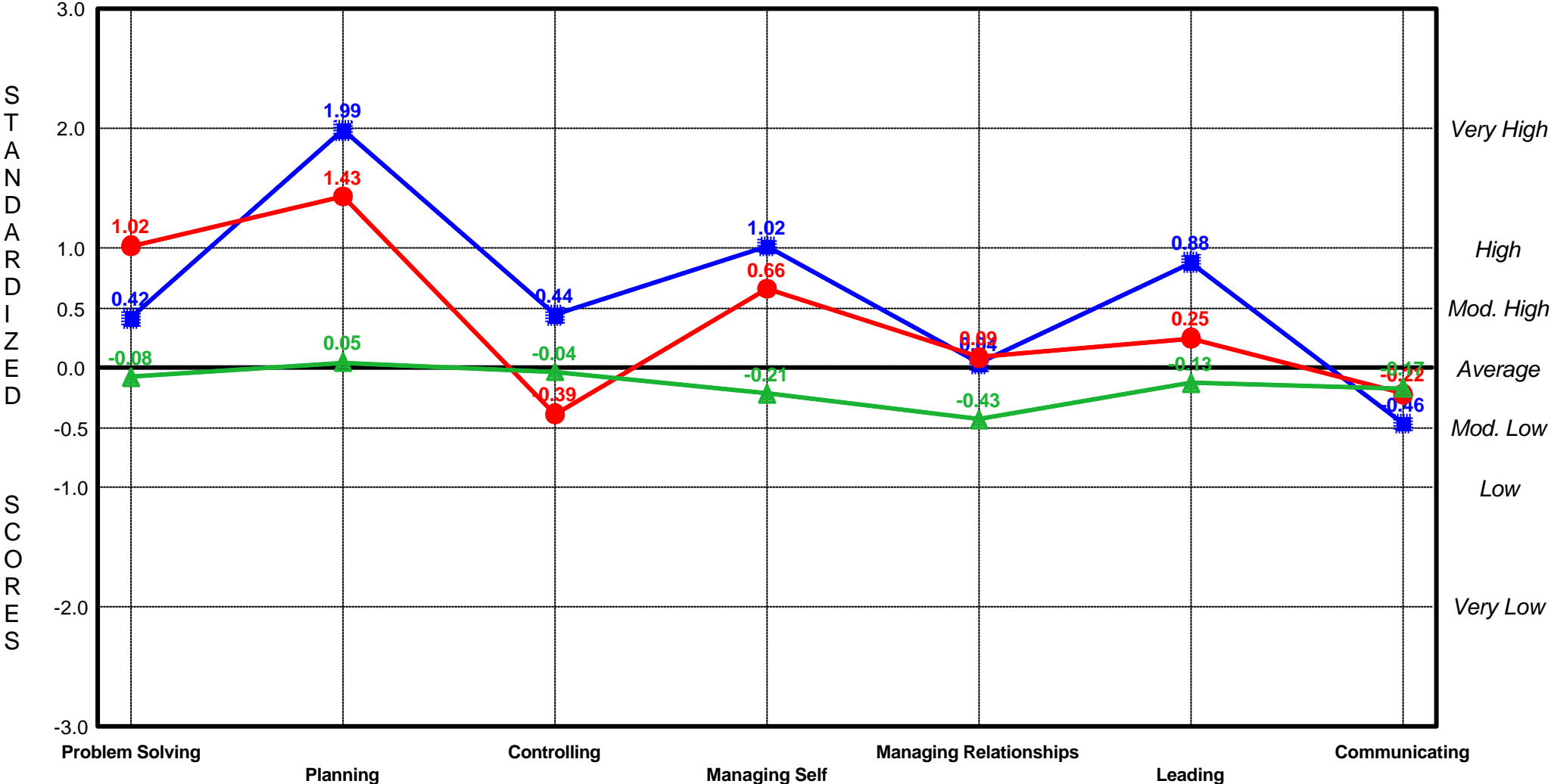
Individuals who take stock of their strengths and weaknesses are, more often than not, more effective teammates, leaders, and managers than people who do not engage in this self-assessment. They capitalize on their abilities by recognizing situations that allow them to showcase these strengths. They compensate for their flaws by surrounding themselves with people who complement their styles and counterbalance their deficiencies.

Section II provides you an opportunity to plan what you are going to do about your scores. Most people who complete the IBQ receive some very positive scores and some negative ones. You are encouraging clients to correct the negative and to accentuate the positive.
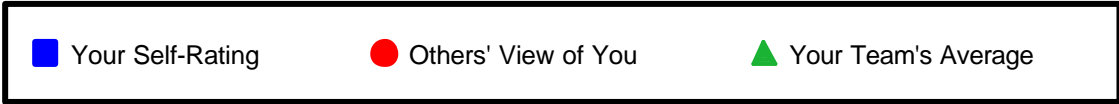
After you have completed your interview with the consultant and thoroughly discussed your scores with him or her, you are urged to complete the Personal-Effectiveness Plan in Section II. Failure to do so usually means that people continue with the same behaviors that caused them to be given lower scores.

NOW REVIEW THE GRAPHS SHOWING YOUR IBQ RESULTS

Performance Factors

Legend:
- **Your Self-Rating** (blue square)
- **Others' View of You** (red circle)
- **Your Team's Average** (green triangle)

Categories (x-axis): Problem Solving, Planning, Controlling, Managing Self, Managing Relationships, Leading, Communicating

Y-axis (Standardized Scores): 3.0 to -3.0, with labels Very High, High, Mod. High, Average, Mod. Low, Low, Very Low

Data values:

Factor	Your Self-Rating	Others' View	Team's Average
Problem Solving	0.42	1.02	-0.08
Planning	1.99	1.43	0.05
Controlling	0.44	0.39	-0.04
Managing Self	1.02	0.66	-0.21
Managing Relationships	0.09	0.09	-0.43
Leading	0.88	0.25	-0.13
Communicating	-0.46	-0.22	-0.17

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Problem Solving

- **Recognizing trends** — Others' View of You: 0.96; Your Self-Rating: 0.37; Your Team's Average: -0.17
- **Generating ideas** — Others' View of You: 0.76; Your Self-Rating: 0.32; Your Team's Average: -0.02
- **Evaluating and acting on ideas** — Others' View of You: 0.88; Your Self-Rating: 0.30; Your Team's Average: -0.01

Standardized Scores scale: Very High (2.0), High (1.0), Mod. High (0.5), Average (0.0), Mod. Low (-0.5), Low (-1.0), Very Low (-2.0)

First Assessment
01/03/2002

Legend:
- ■ Your Self-Rating
- ● Others' View of You
- ▲ Your Team's Average

Planning

Planning for the future

Adapting to change

Controlling

Legend:
- ■ Your Self-Rating
- ● Others' View of You
- ▲ Your Team's Average

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Managing Self

Chart plotting standardized scores across four categories: "Handling pressure", "Coping with own frustration", "Developing oneself", and "Responding to feedback".

Y-axis: STANDARDIZED SCORES, ranging from -3.0 to 3.0, with labels: Very High (2.0), High (1.0), Mod. High (0.5), Average (0.0), Mod. Low (-0.5), Low (-1.0), Very Low (-2.0).

Your Self-Rating (blue): 1.33, 1.72, 0.46, -0.80
Others' View of You (red): 0.66, 0.67, 1.05, -0.34
Your Team's Average (green): -0.22, -0.20, 0.08, -0.34

Legend:
- Your Self-Rating (blue square)
- Others' View of You (red circle)
- Your Team's Average (green triangle)

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Managing Relationships

Standardized Scores (y-axis) ranging from -3.0 to 3.0

Right axis labels: Very High (2.0), High (1.0), Mod. High (0.5), Average (0.0), Mod. Low (-0.5), Low (-1.0), Very Low (-2.0)

Category	Your Self-Rating	Others' View of You	Your Team's Average
Initiating relationships	-0.50	1.14	-0.18
Co-operating	-0.29	-0.18	-0.36
Sizing up people	0.16	0.01	-0.28
Maintaining relationships	0.21	0.12	-0.33
Resolving conflicts	0.37	0.01	-0.46
Responding to others' needs	0.18	-0.65	-0.35

Legend:
- ■ Your Self-Rating (blue)
- ● Others' View of You (red)
- ▲ Your Team's Average (green)

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Leading

Delegating responsibility
- 0.46 (blue)
- 0.25 (red)
- -0.03 (green)

Facilitating meetings
- 0.52 (blue)
- 0.71 (red)
- 0.14 (green)

Motivating others
- 1.63 (blue)
- 0.32 (red)
- -0.25 (green)

Developing others
- 0.46 (blue)
- 0.20 (red)
- -0.19 (green)

Giving recognition
- 0.02 (blue)
- -0.14 (green)
- -0.54 (red)

Y-axis: STANDARDIZED SCORES — 3.0, 2.0, 1.0, 0.5, 0.0, -0.5, -1.0, -2.0, -3.0

Right axis labels: Very High, High, Mod. High, Average, Mod. Low, Low, Very Low

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Legend:
- ■ Your Self-Rating
- ● Others' View of You
- ▲ Your Team's Average

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Communicating

Standardized Scores chart with categories: Articulating ideas, Listening, Keeping others informed, Giving performance feedback, Communicating expectations

Y-axis labels (right side): Very High (2.0), High (1.0), Mod. High (0.5), Average (0.0), Mod. Low (-0.5), Low (-1.0), Very Low (-2.0)

Data values:

Articulating ideas: 0.36 (blue), 0.15 (red), -0.17 (green)

Listening: -0.98 (blue), 0.21 (red), -0.47 (green)

Keeping others informed: 0.26 (blue), -1.05 (red), -0.09 (green)

Giving performance feedback: -0.48 (blue), -0.13 (red), 0.15 (green)

Communicating expectations: -0.58 (blue), 0.06 (red), -0.07 (green)

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Legend: Your Self-Rating (blue square), Others' View of You (red circle), Your Team's Average (green triangle)

Top & Bottom Five Individual Behaviors

These behaviors were identified by your co-workers on the IBQ as your greatest strengths. They are rank ordered so the first item is your most effective behavior. These are the areas in which you contribute most to the success of the team:
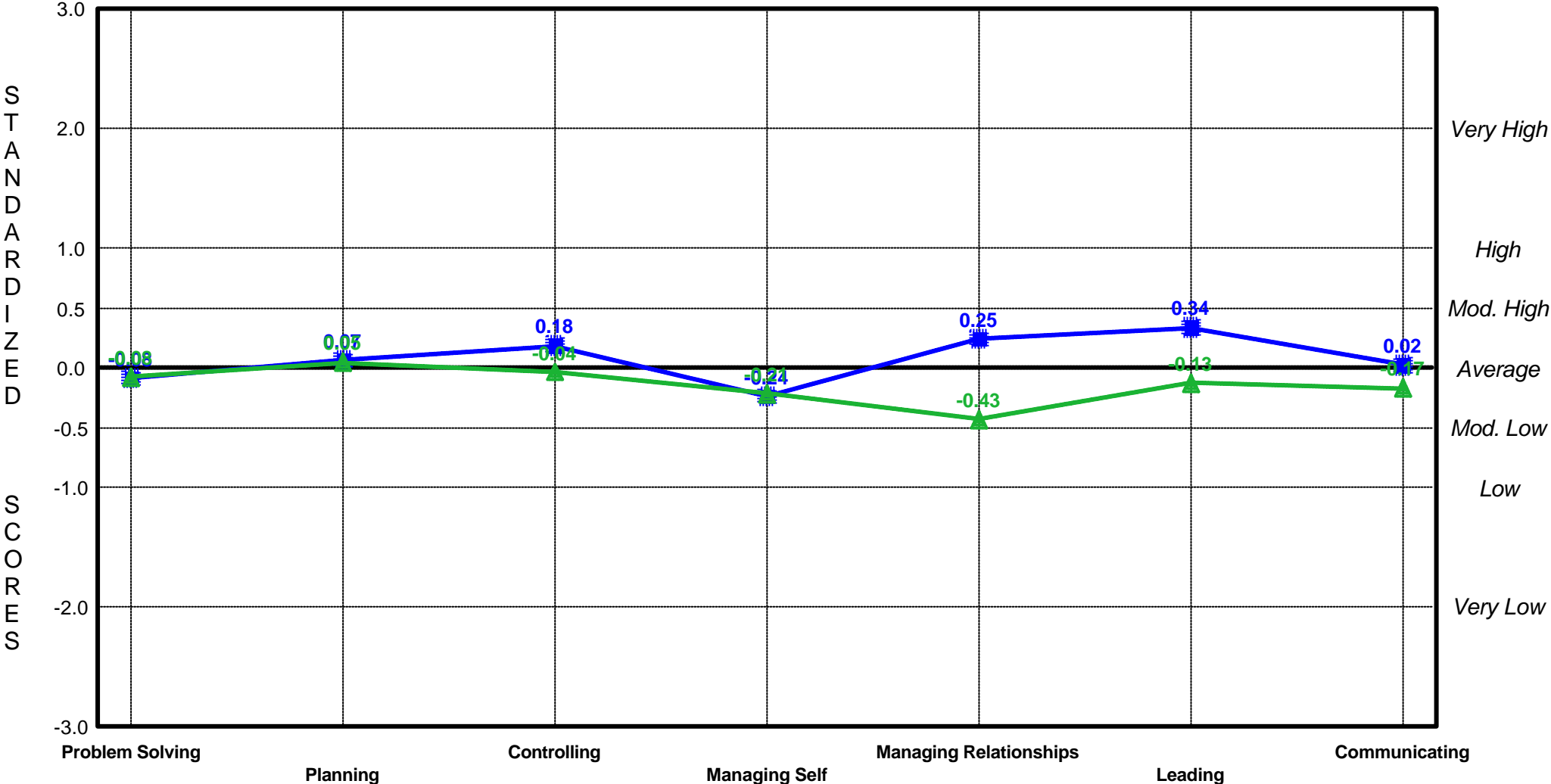
Score	Behavior	Performance Factor
1.39	Adapting to change	Planning
1.14	Initiating relationships	Managing Relationships
1.05	Developing oneself	Managing Self
1.05	Planning for the future	Planning
0.96	Recognizing trends	Problem Solving

These behaviors were identified by your co-workers on the IBQ as those in which your performance is least effective. They are rank ordered so the first item is the behavior that received the lowest score. We suggest you pay particular attention to these five and focus your immediate developmental activities on them:

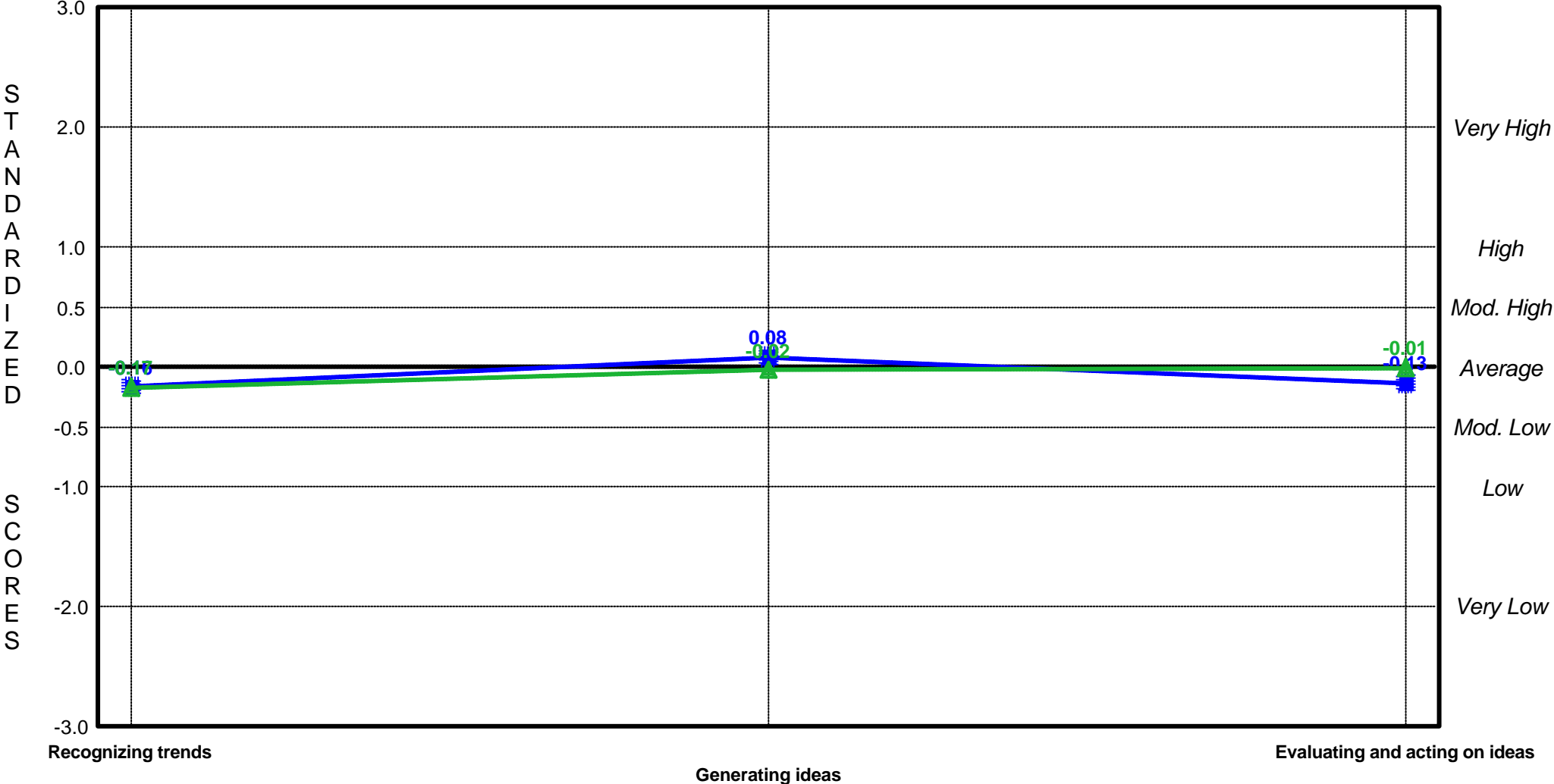| Score	Behavior	Performance Factor
-1.05	Keeping others informed	Communicating
-0.99	Meeting deadlines	Controlling
-0.79	Meeting commitments	Controlling
-0.65	Responding to others' needs	Managing Relationships
-0.54	Giving recognition	Leading

NOW REVIEW THE GRAPHS SHOWING YOUR TEAM RESULTS
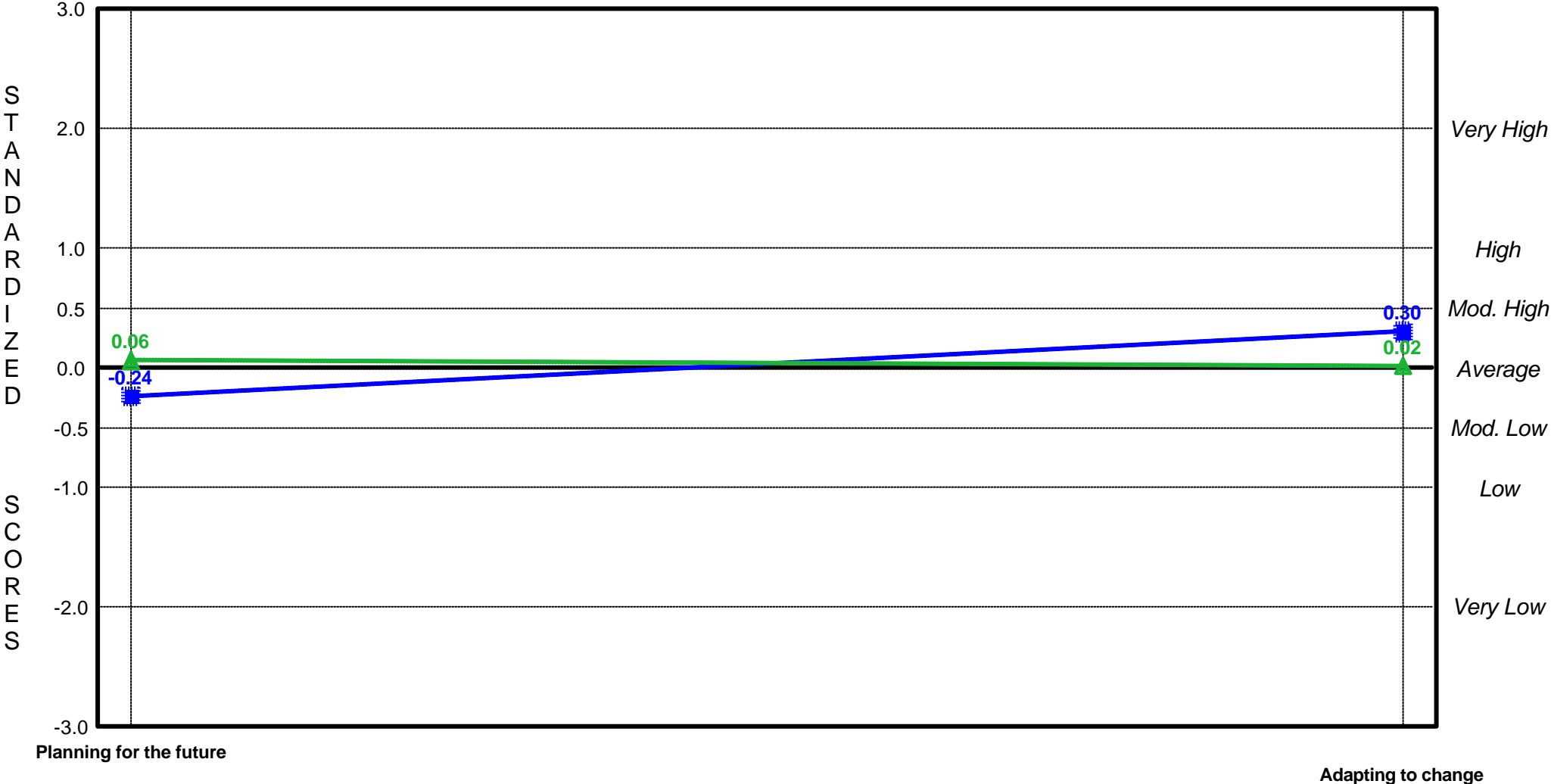
Performance Factors

Chart showing Standardized Scores (y-axis from -3.0 to 3.0) across Performance Factors:

Y-axis right labels: Very High (2.0), High (1.0), Mod. High (0.5), Average (0.0), Mod. Low (-0.5), Low (-1.0), Very Low (-2.0)

X-axis categories: Problem Solving, Planning, Controlling, Managing Self, Managing Relationships, Leading, Communicating

Team Self-Rating Average (blue): -0.08, 0.03, 0.18, -0.24, 0.25, 0.34, 0.02

Team Other-Rating Average (green): -0.08, 0.03, -0.04, -0.24, -0.43, -0.13, -0.17

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Legend:
■ Team Self-Rating Average
▲ Team Other-Rating Average

Problem Solving

Planning

Very High

High

Mod. High

Average

Mod. Low

Low

Very Low

Planning for the future

Adapting to change

0.30

0.02

0.06

-0.24

■ Team Self-Rating Average   ▲ Team Other-Rating Average

Controlling

Managing Self

Legend:
- ■ Team Self-Rating Average (blue)
- ▲ Team Other-Rating Average (green)

Data points:
- Handling pressure: 0.08, -0.22
- Coping with own frustration: -0.17
- Developing oneself: 0.08, -0.27
- Responding to feedback: -0.37

First Assessment
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Managing Relationships
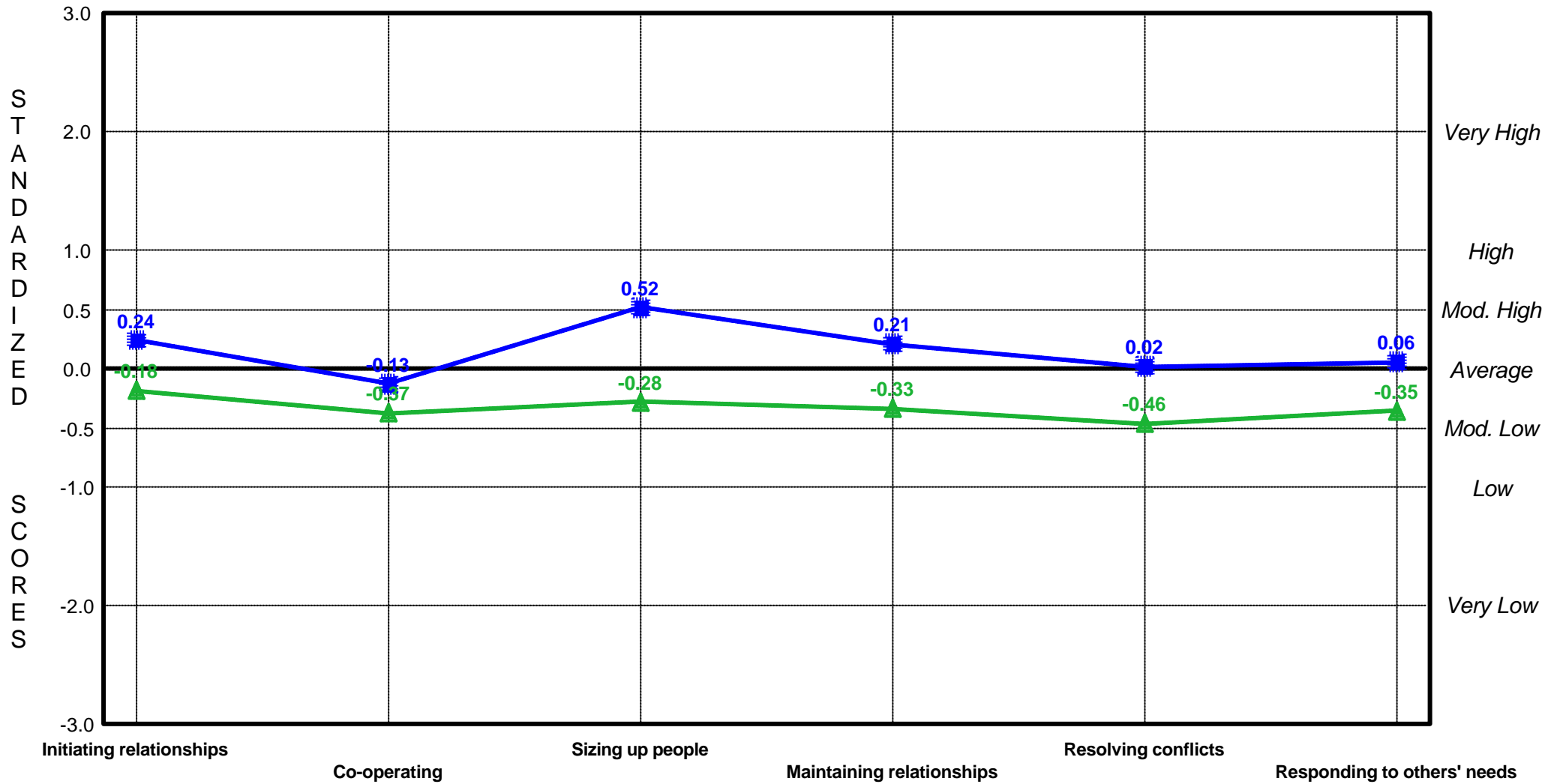
Leading

Communicating

3.0 —

2.0 — Very High

1.0 — High

0.5 — Mod. High

0.39
0.15

0.06

-0.13

-0.47

-0.08

-0.03

0.0 — Average

-0.5 — Mod. Low

-1.0 — Low

-2.0 — Very Low

-3.0 —

STANDARDIZED SCORES

Articulating ideas **Keeping others informed** **Communicating expectations**

Listening **Giving performance feedback**
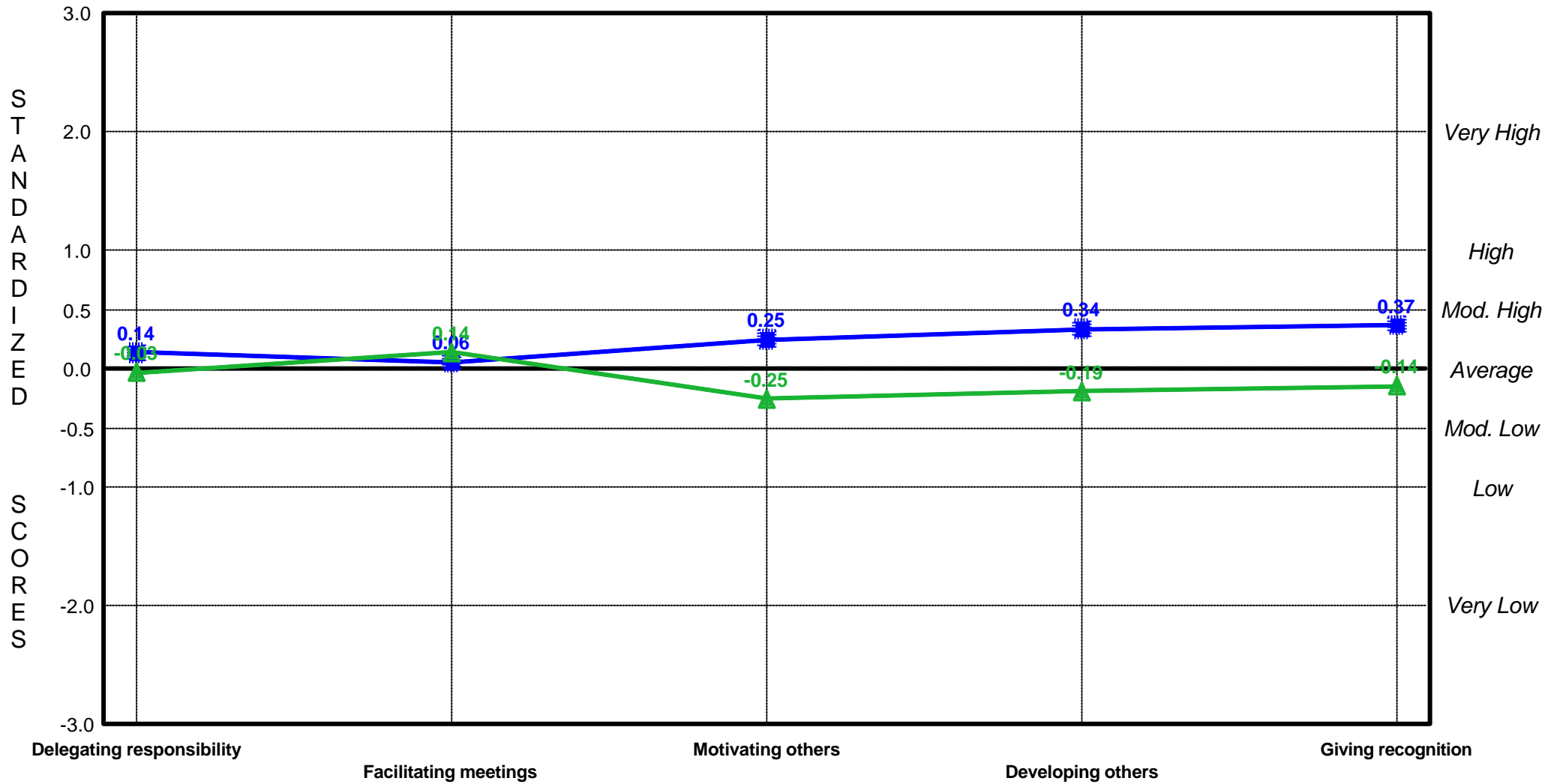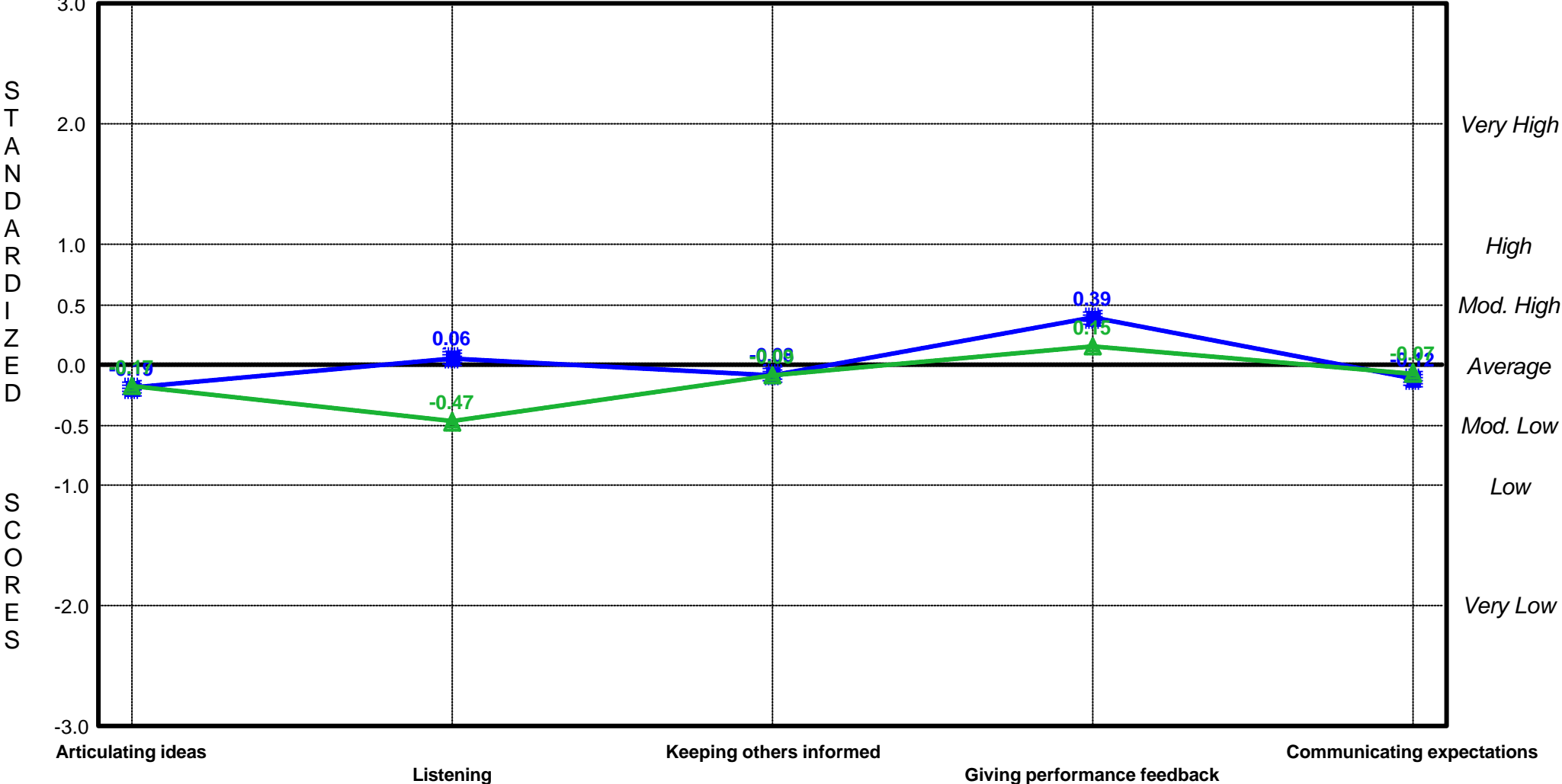
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■ Team Self-Rating Average ▲ Team Other-Rating Average

Top & Bottom Five Team Behaviors

These behaviors were identified by you and your co-workers as your team's most effective behaviors. They are rank ordered so the first listed item is the team's greatest strength:

Score	Behavior	Performance Factor
0.15	Giving performance feedback	Communicating
0.14	Facilitating meetings	Leading
0.08	Developing oneself	Managing Self
0.06	Planning for the future	Planning
0.06	Organizing events	Controlling

The following five behaviors were identified by you and your co-workers as the areas in which your team's performance is least effective. They are rank ordered so that the first listed item is the behavior in greatest need of improvement. If you and your teammates focus your energy on improving these behaviors, we expect that your team will show its greatest gain in performance effectiveness:

Score	Behavior	Performance Factor
-0.47	Listening	Communicating
-0.46	Resolving conflicts	Managing Relationships
-0.37	Co-operating	Managing Relationships
-0.35	Responding to others' needs	Managing Relationships
-0.33	Maintaining relationships	Managing Relationships

Personal Effectiveness Plan (PEP)

The purpose of this Section is to assist you in writing your own personal-development goals. The Personal-Effectiveness Plan (PEP) will help you set meaningful goals aimed at improving your performance in the specific behavioral areas in which you are seen by others as least effective.

The Individual-Effectiveness Profile (IEP) should give you a clear understanding of your strengths and weaknesses, at least in the eyes of the people who rated you. Inasmuch as these people work with you often, if not daily, the IEP data probably give you as accurate a picture of yourself as you will ever receive. It is suggessted that you not argue or disagree with their ratings, even though you may feel like doing so. Instead, use this information to improve yourself.

Remember that the IEP is a report of other people's perceptions of you. People form their perceptions based on your behaviors. These perceptions may or may not reflect your true strengths and weaknesses. But people's perceptions of you influence how they behave toward you. If you do not like the view that others have of you, then you must answer the following question: Do you want to change their perceptions of you? If your answer is yes, then it is a good idea to complete the Personal-Effectiveness Plan.

It is important to your future success that you come to grips with the image of you that you help to generate. It is critical that you have a clear understanding of your strengths and weaknesses so that you can find a way to capitalize on your strengths and reduce or eliminate your liabilities.

Most of us have some vague ideas or plans about our future. Typically, our plans remain rather murky, because it takes great effort to be specific about what we want. Additional energy is required to map out a strategy to obtain what we want. Another obstacle to accomplishing our goals is our lack of knowledge about the necessary resources available to help us carry out our plans. Without identifying these key resources, our planning process is unlikely to produce the positive results we want and need.

The staff at *consulting*tools have prepared this PEP outline to help you to focus on the goals, methods, and resources necessary to make the changes you want. It will require your concentration and effort to respond to these items.

It will be tempting to postpone doing the PEP, because completing the plan is not easy work. But you are strongly encouraged to carry the plan through to completion. By doing so, you will probably make your career path a smoother journey. Begin working on the PEP right now. This activity could be the most valuable investment of time and energy you will make in your career.

Start your path to improvement by capturing in the space provided below your immediate reactions to the data presented in your Individual-Effectiveness Profile (Section I).

Today's Date: _____ Interviewer's Name: _____

_____

_____

_____

YOUR LEAST EFFECTIVE BEHAVIORS

Using the information provided in the report of the bottom five individual behaviors in Section I of the IEP, identify the three behaviors that concern you the most and that you would most like to improve:

1. _____ 2. _____ 3. _____

Recall work situations in which you may have behaved ineffectively in these areas.

_____

_____

_____

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:

_____

_____

_____

_____

Write, as specifically as possible, what you plan to do 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 coworkers 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?

_____

_____

_____

YOUR MOST EFFECTIVE BEHAVIORS

Using the information provided in the report of the top five individual behaviors in Section I of the IEP, identify the three behaviors that you can best capitalize on:

1. _____ 2. _____ 3. _____

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

_____

_____

_____

REMEMBER THAT THIS PLAN IS ONLY AS GOOD AS THE ENERGY YOU PUT INTO ACHIEVING IT