

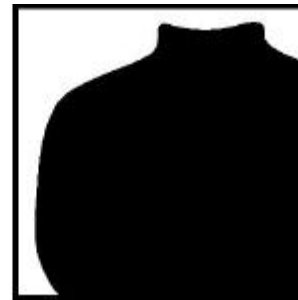


## TeamView360 Profile for

**Sandi Kelin**  
**SAMPLE**

First Assessment: 01-03-02

**johnston**  
**penno**



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Represented in New Zealand by Johnston Penno

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# 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 Behaviour 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 Behaviour Questionnaire (IBQ) concerning your performance. Before you examine this data, please read the following information.

Your IEP is displayed in two summary reports and sixteen pages of graphs so that the information is easy to understand.

## Reading your graphs

Look at the first graph. Run your eyes up the left side and you will notice a '1' to '5' scale. This scale represents the five-point scale contained in the TeamView360 questionnaire, where '1' is 'needs considerable development' and '5' is very 'effective'.

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 compare how you rated yourself on a particular behaviour 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 behaviour represents the area in which you are helping the team. On the other hand, if the triangle is above the circle, that behaviour represents an area in which your performance is considered below average for your team.

## 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 behaviours that received the highest ratings, and the other shows the five behaviours that received the lowest ratings. The behaviours are rank ordered so that the highest-rated item is listed first. In the second paragraph, the lowest-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 behaviours 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 behaviours. 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 scores for each IBQ item associated with each performance factor. The name of the performance factor appears at the bottom 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 behaviours

The following list shows the specific behaviors associated with all seven performance factors. The phraseology of these items has been changed slightly from that of the IBQ in order to save space on the graphs. If you see two items listed with an equal sign between them, the first is the graph phrase and the second is the equivalent phrase from the IBQ.

### 1. Problem Solving (graph 2)

- Recognising trends
- Generating ideas
- Evaluating and acting on ideas

### 2. Planning (graph 3)

- Planning for the future
- Adapting to change

### 3. Controlling (graph 4)

- Organising 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 team-mates. 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 behaviours 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.

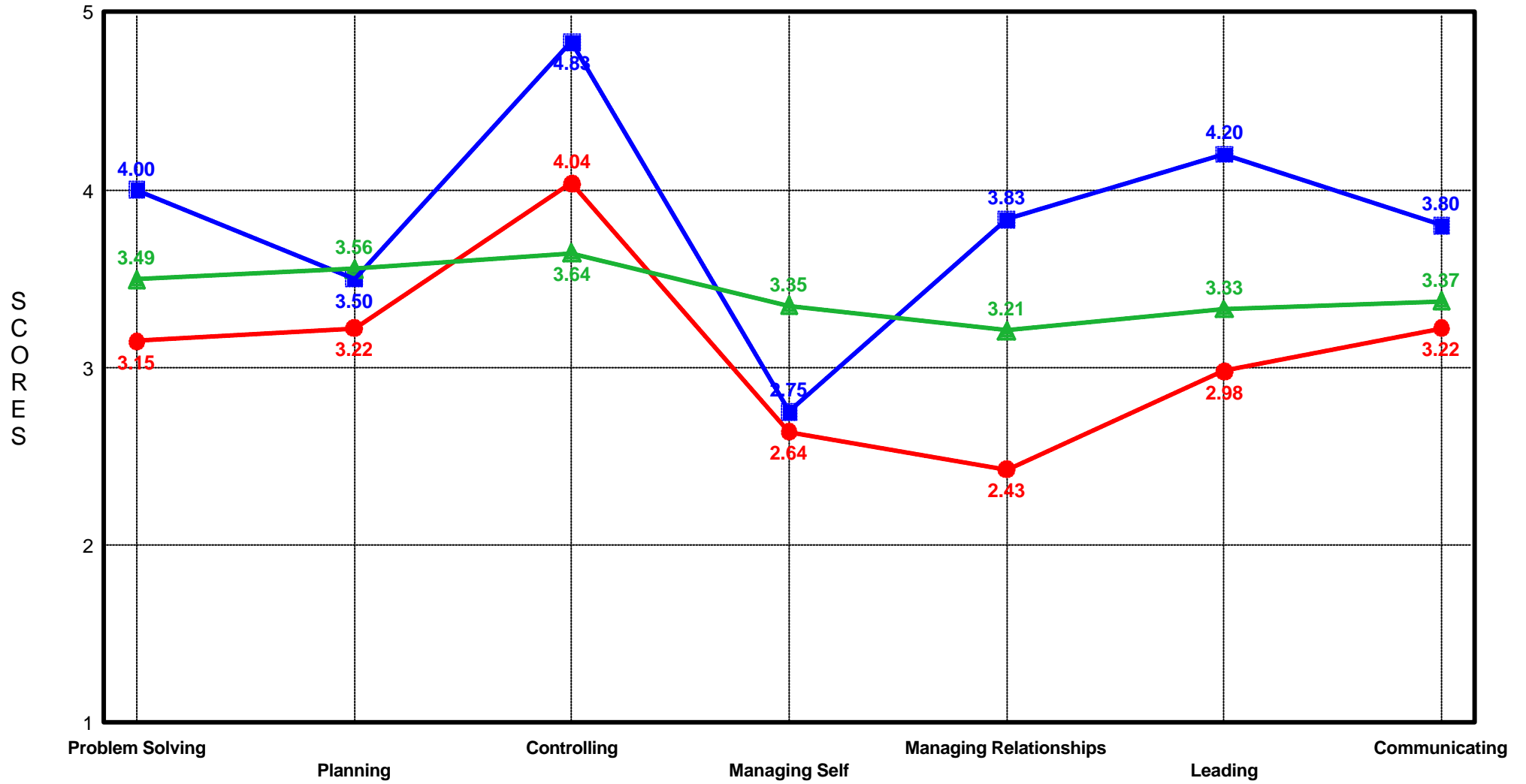
Individuals who take stock of their strengths and weaknesses are, more often than not, more effective team-mates, leaders, and managers than people who do not engage in this self-assessment. They capitalize on their abilities by recognizing situations that allow them to showcase these strengths. They 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.

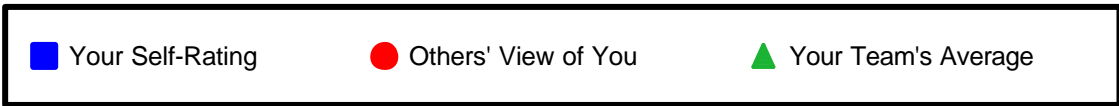
After you have completed your interview with the consultant and thoroughly discussed your scores with him or her, you are urged to complete the Personal-Effectiveness Plan in Section II. Failure to do so usually means that people continue with the same behaviours that caused them to be given lower scores.

## NOW REVIEW THE GRAPHS SHOWING YOUR IBQ RESULTS

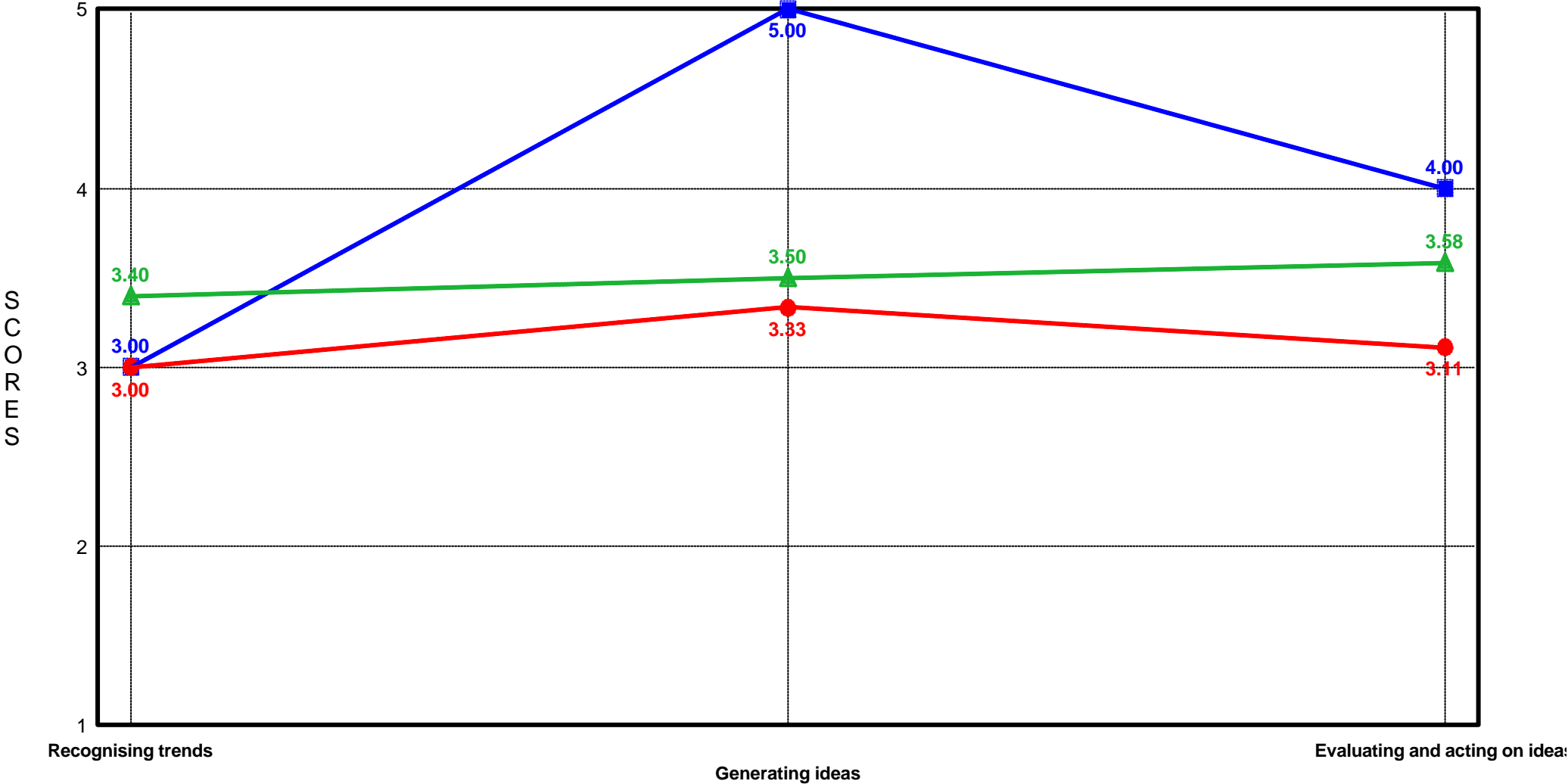
# Performance Factors



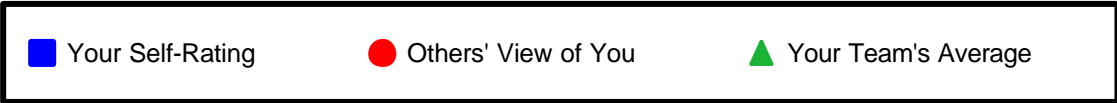
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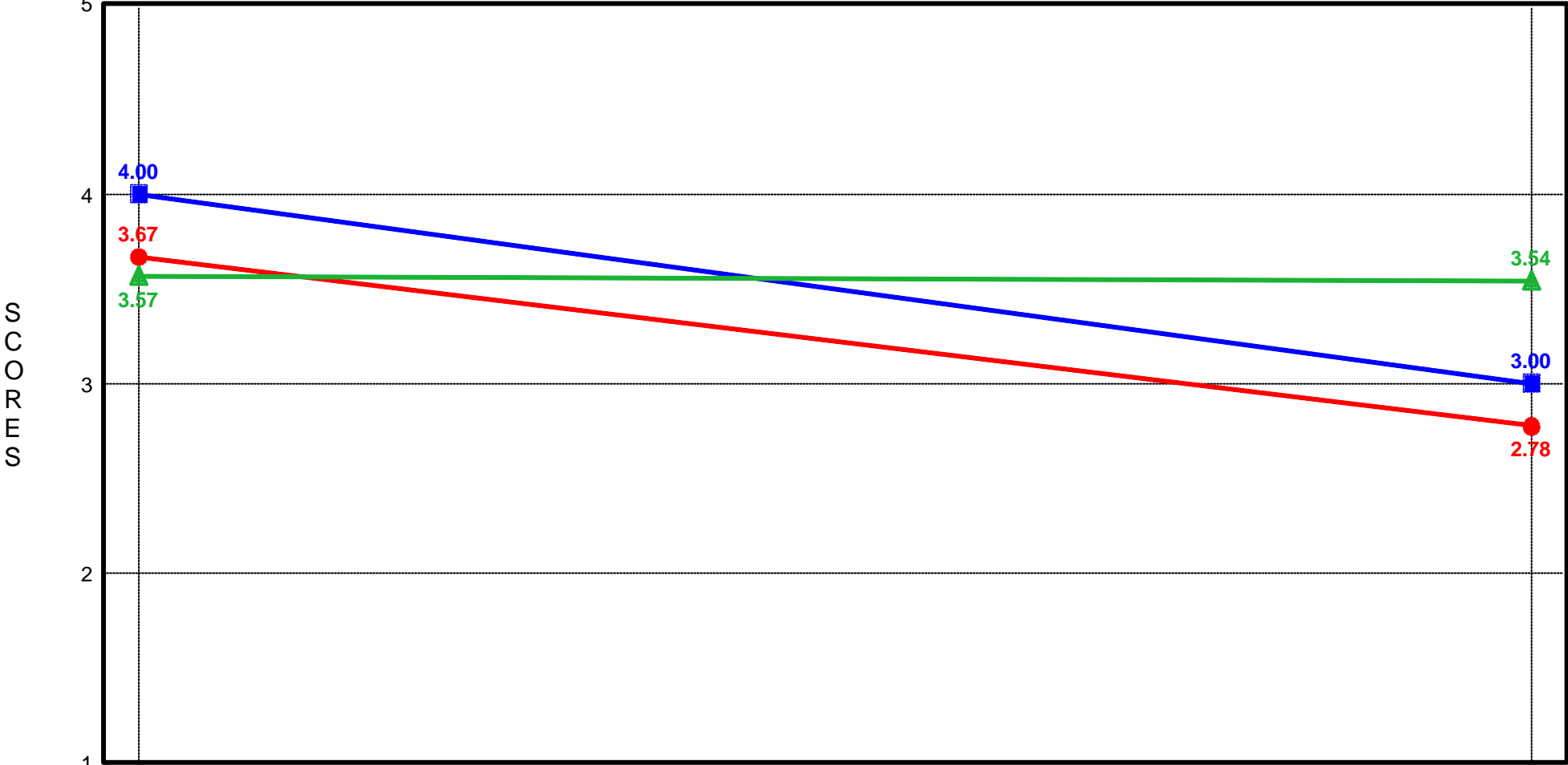
# Problem Solving



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# Planning



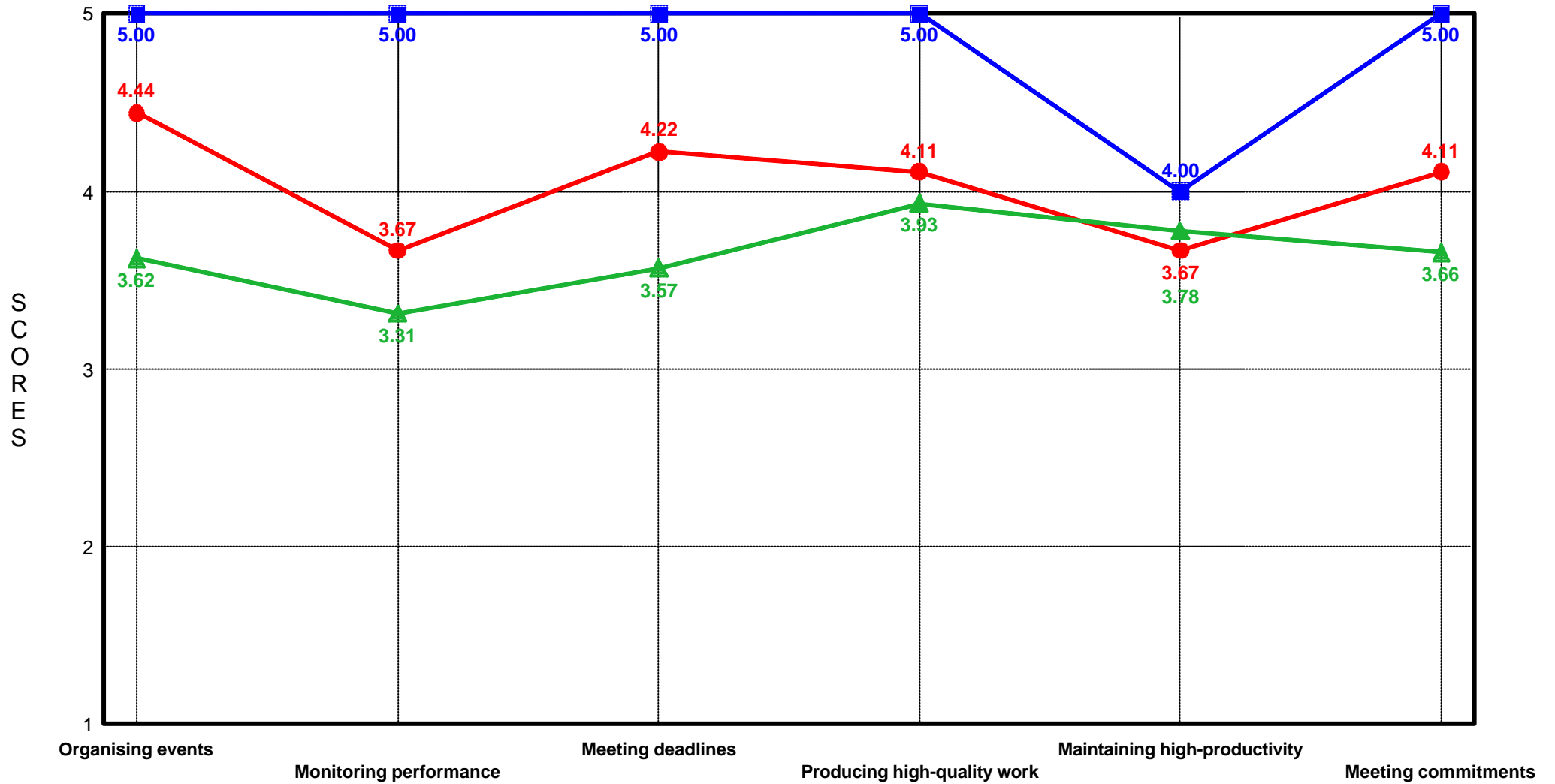
Planning for the future

Adapting to change

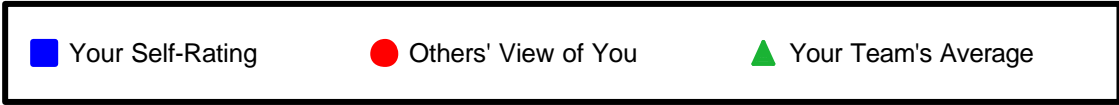
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<span style="color: blue;">■</span> Your Self-Rating	<span style="color: red;">●</span> Others' View of You	<span style="color: green;">▲</span> Your Team's Average
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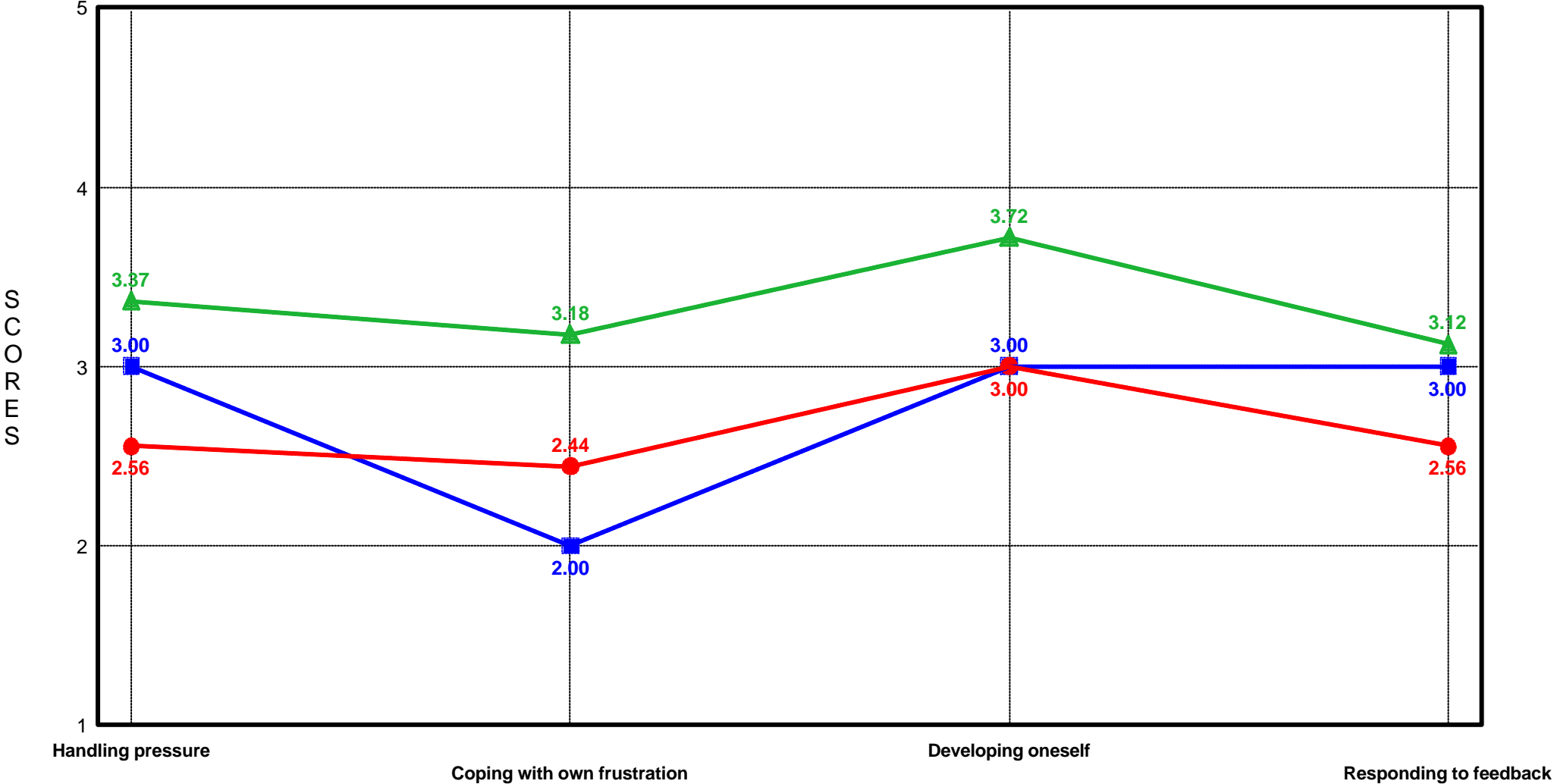
# Controlling



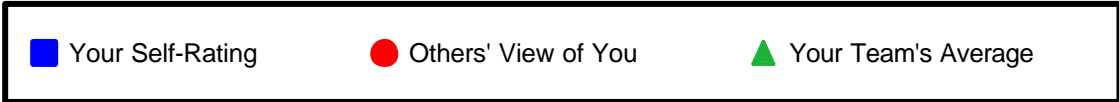
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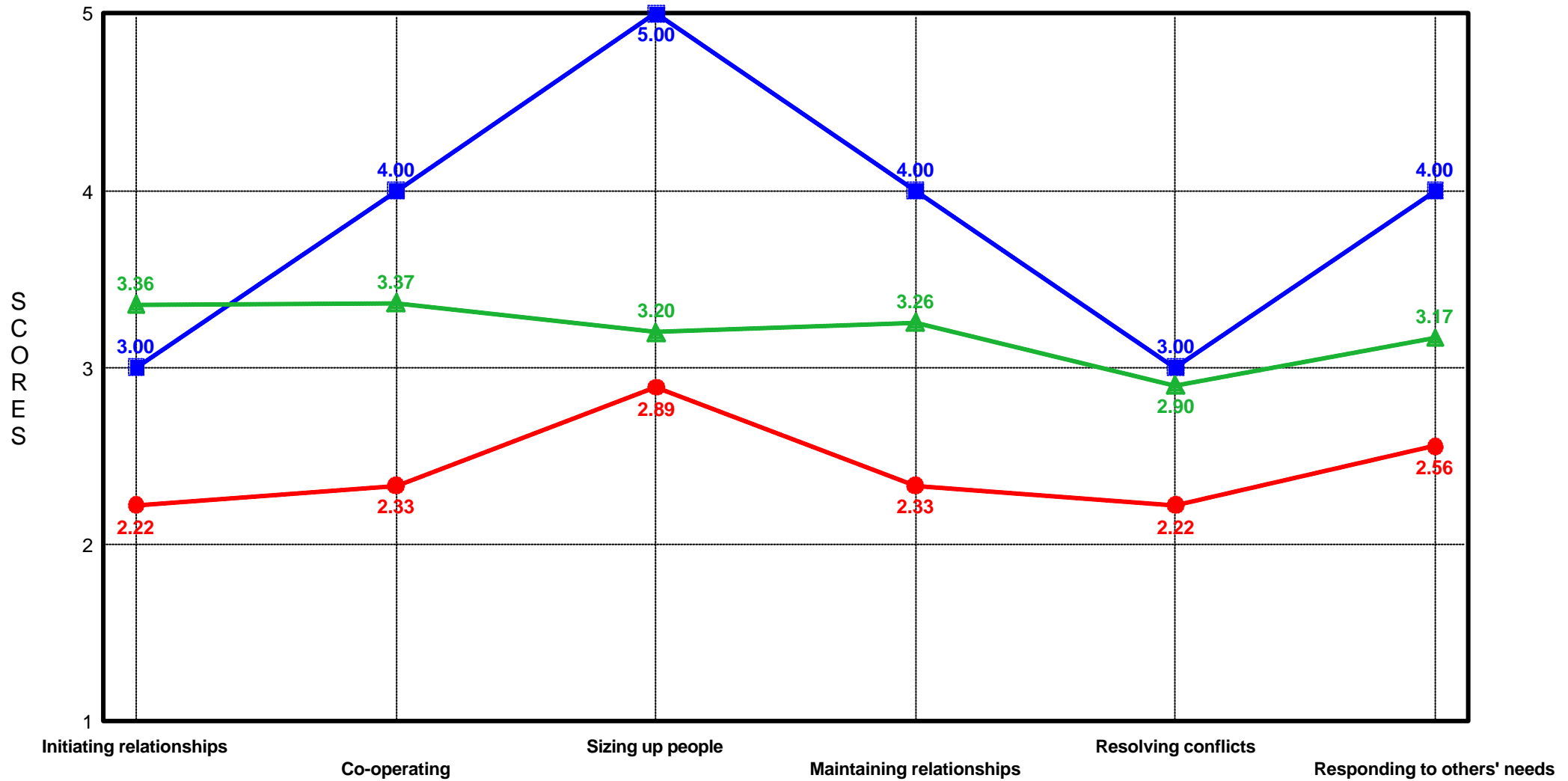
# Managing Self



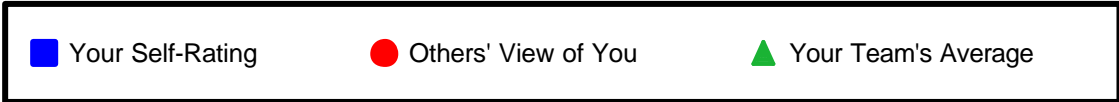
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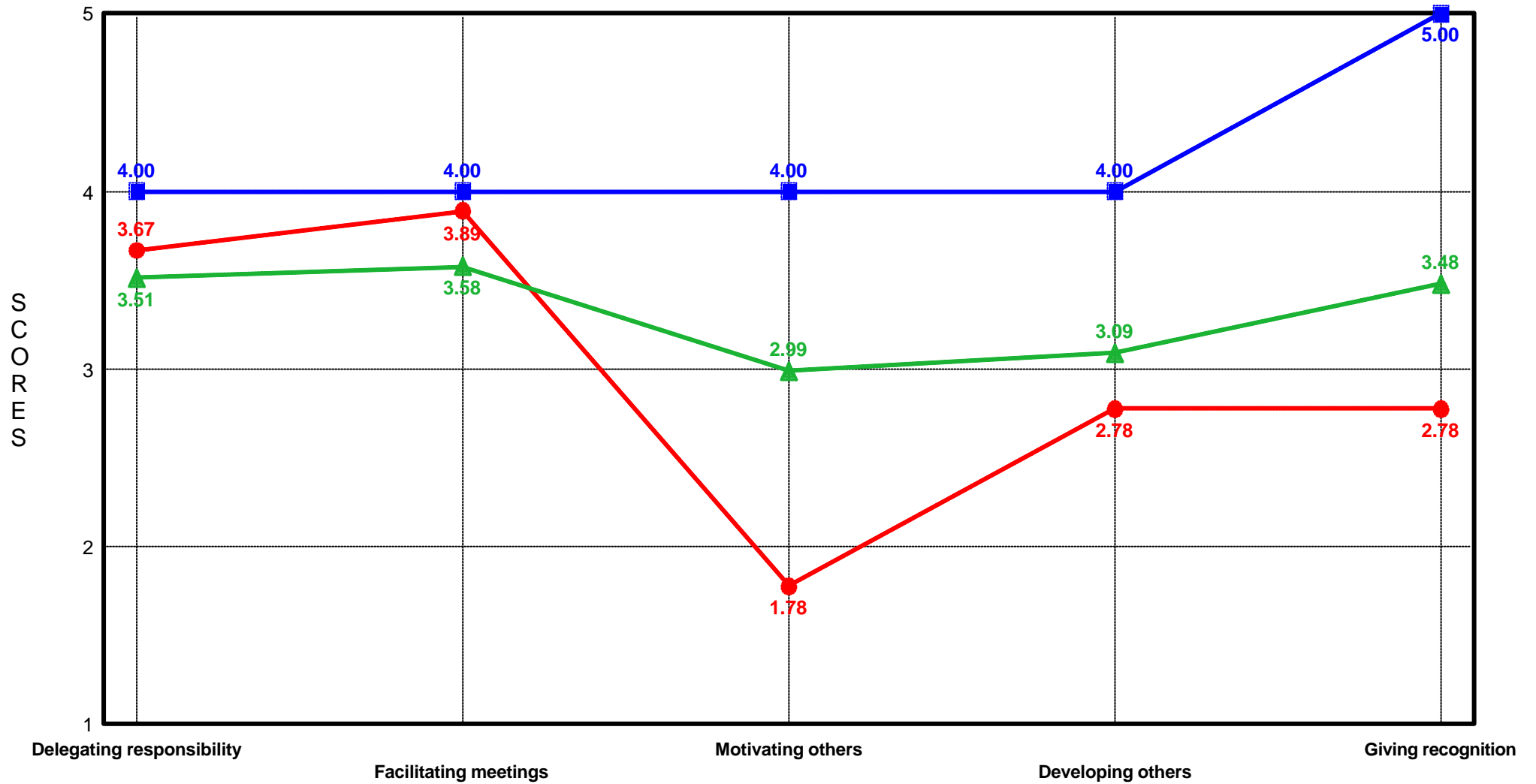
# Managing Relationships



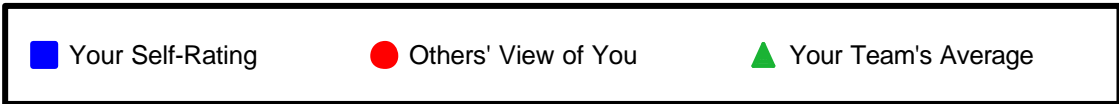
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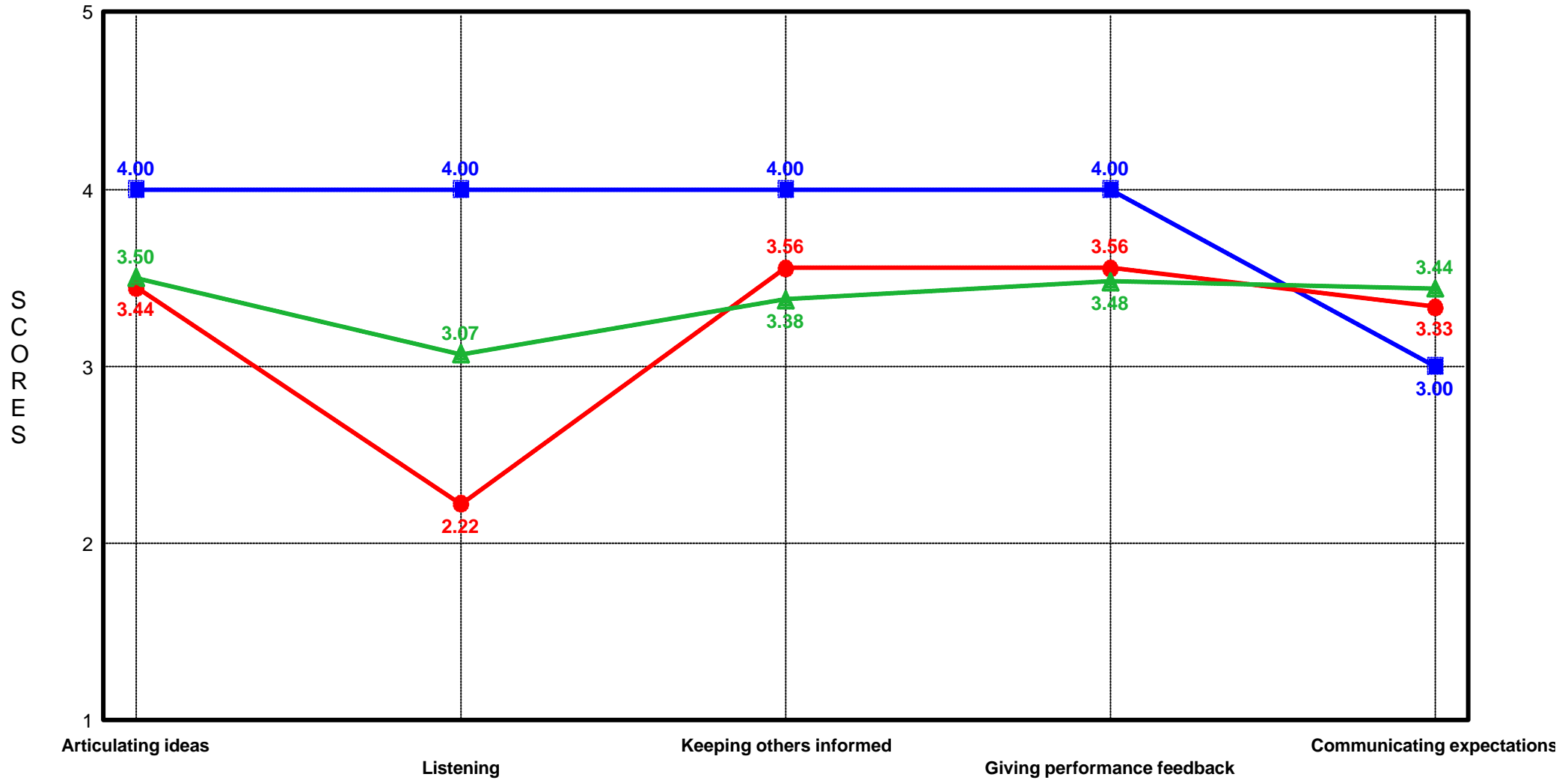
# Leading



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# Communicating



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

## Top & Bottom Five Individual Behaviours

These behaviours 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:

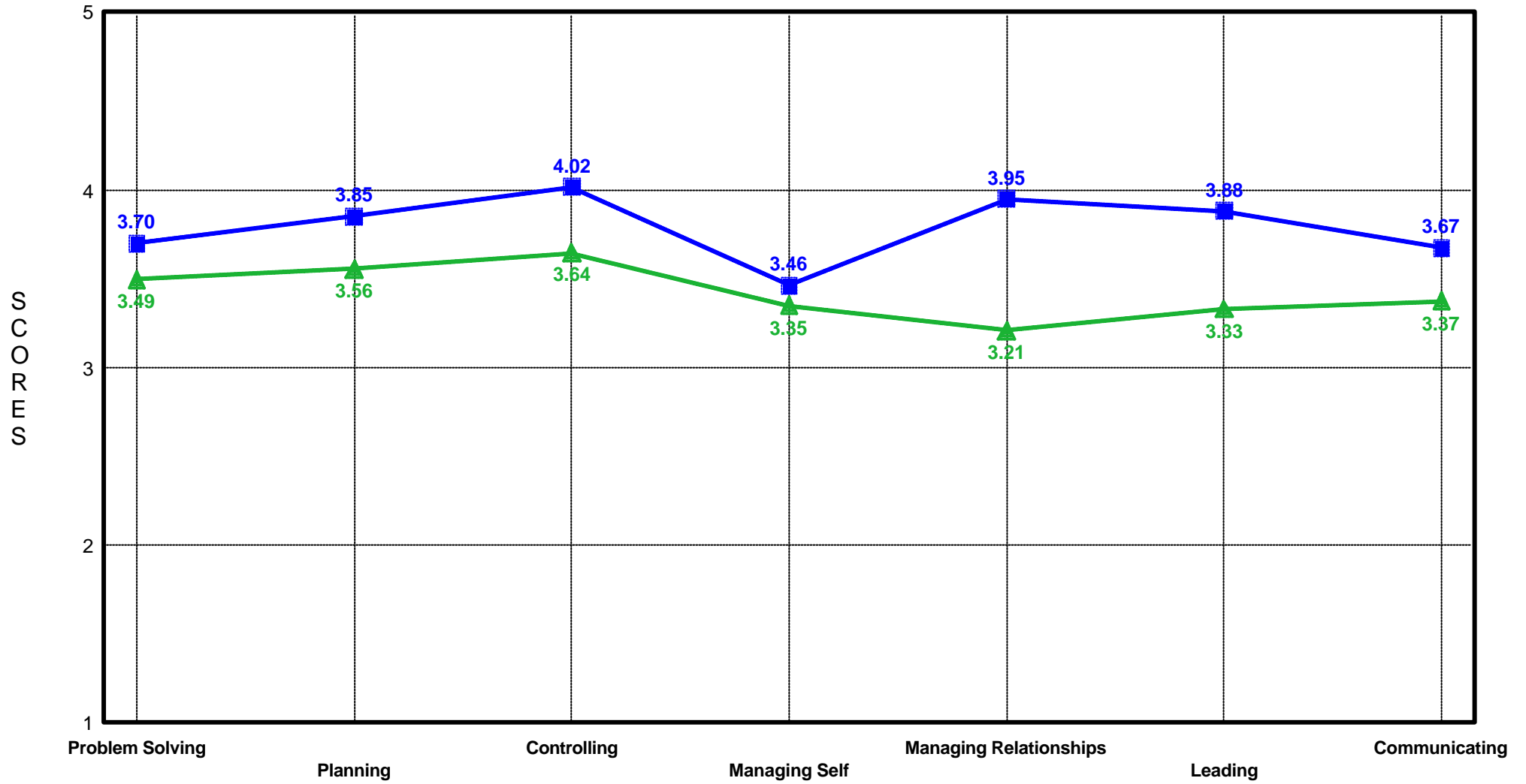
Score	Behaviour	Performance Factor
4.44	Organising events	Controlling
4.22	Meeting deadlines	Controlling
4.11	Meeting commitments	Controlling
4.11	Producing high-quality work	Controlling
3.89	Facilitating meetings	Leading

These behaviours 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	Behaviour	Performance Factor
1.78	Motivating others	Leading
2.22	Initiating relationships	Managing Relationships
2.22	Listening	Communicating
2.22	Resolving conflicts	Managing Relationships
2.33	Co-operating	Managing Relationships

**NOW REVIEW THE GRAPHS SHOWING YOUR TEAM RESULTS**

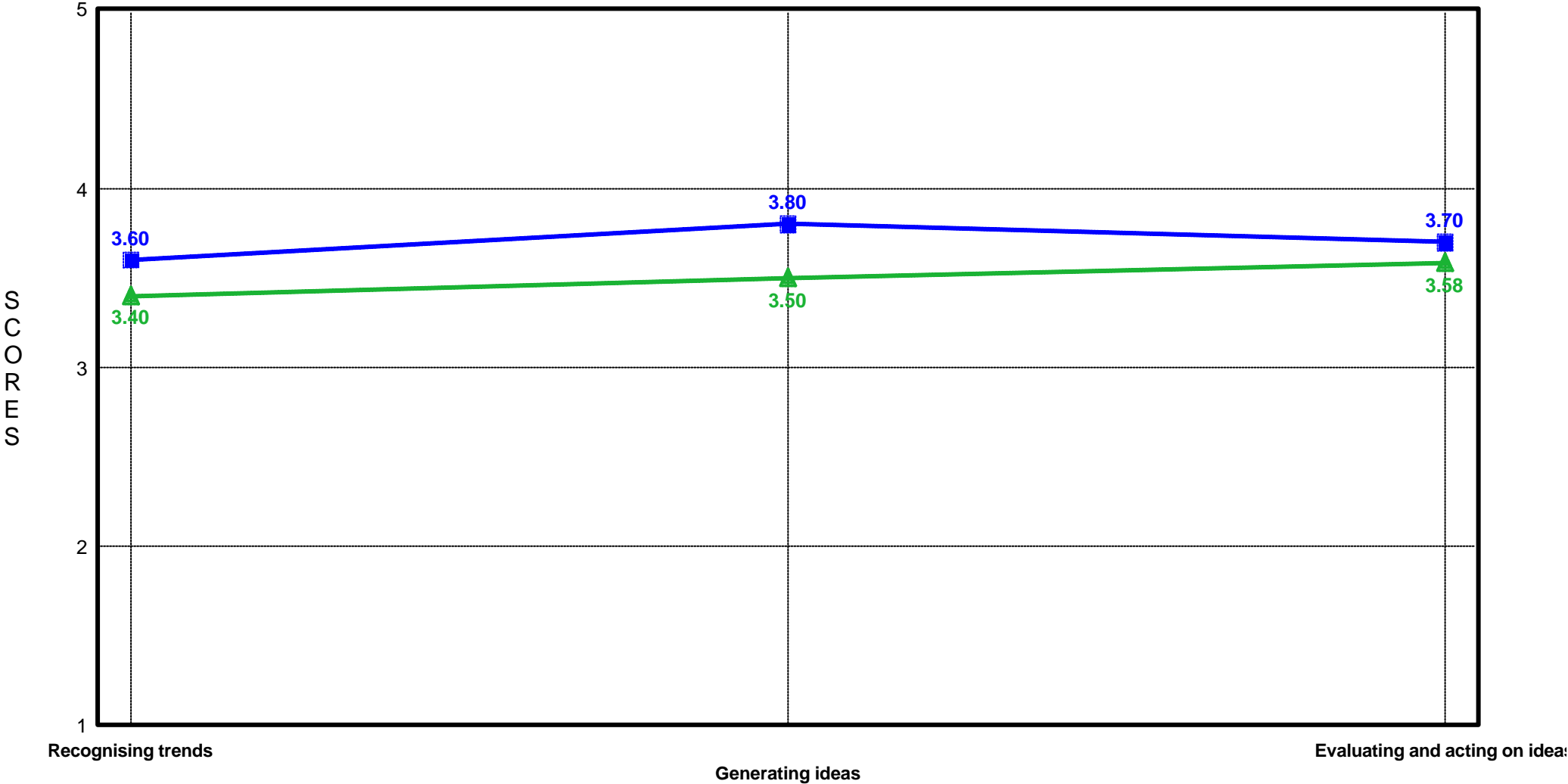
# Performance Factors



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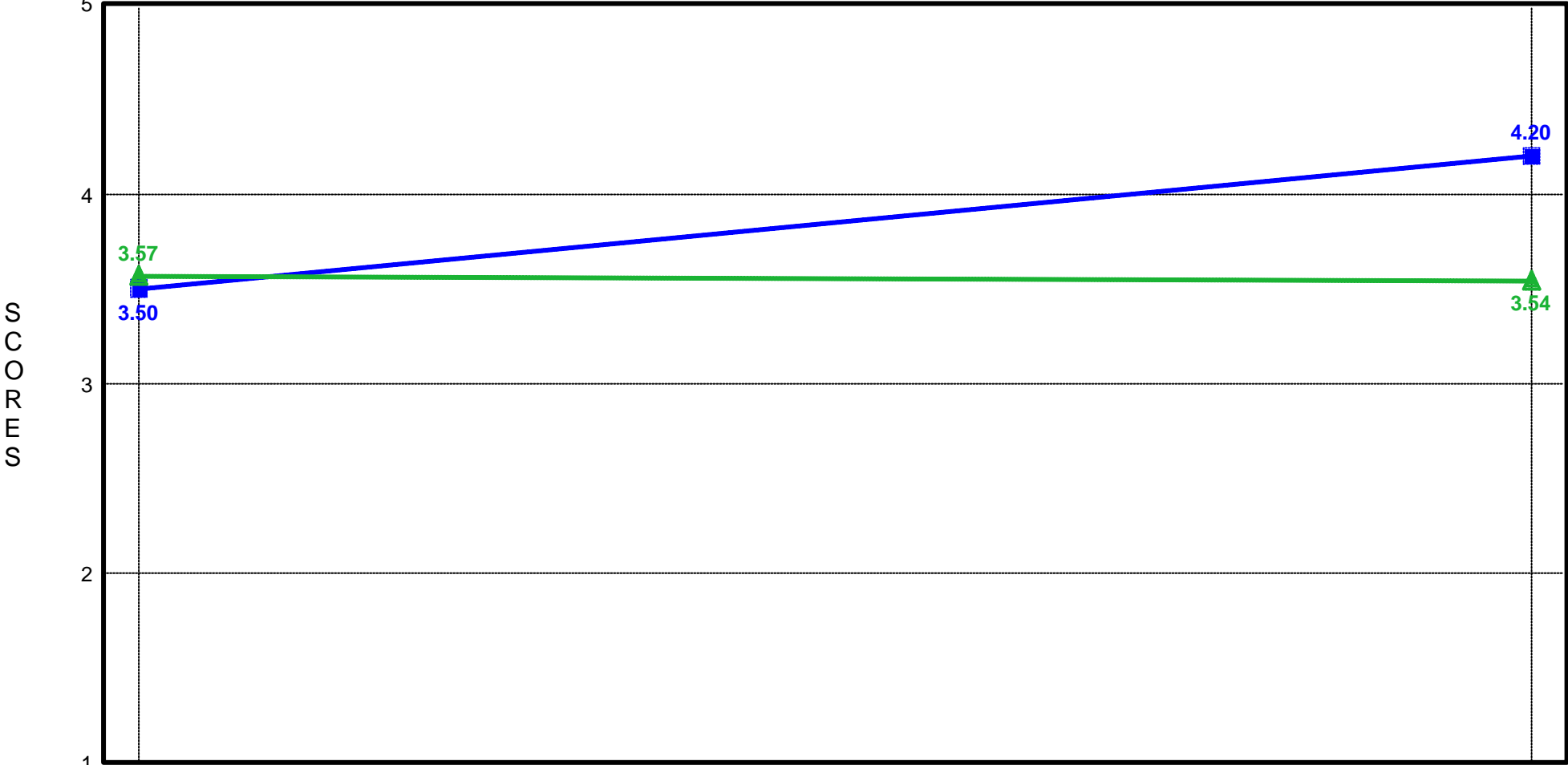
# Problem Solving



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# Planning



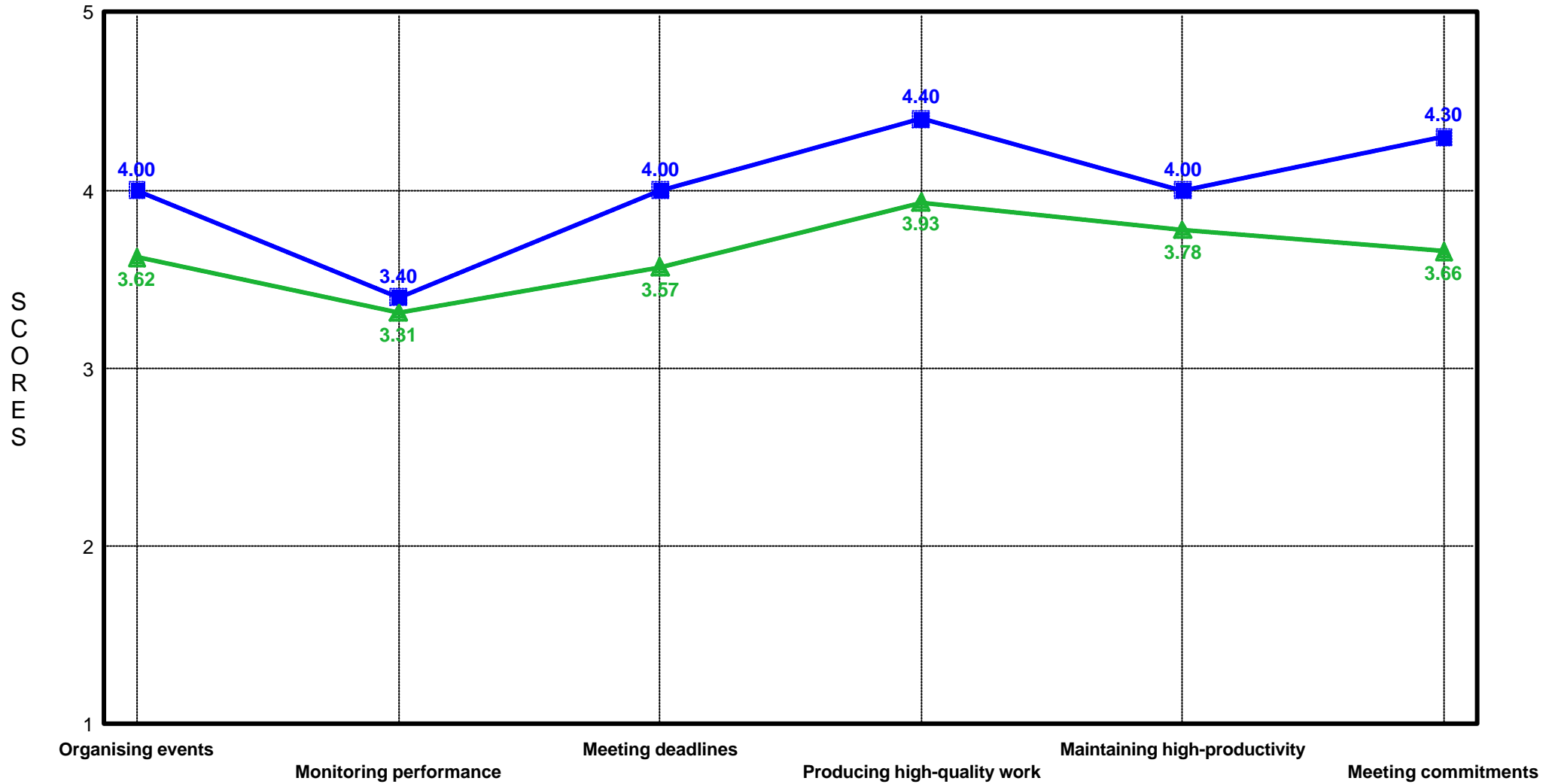
Planning for the future

Adapting to change

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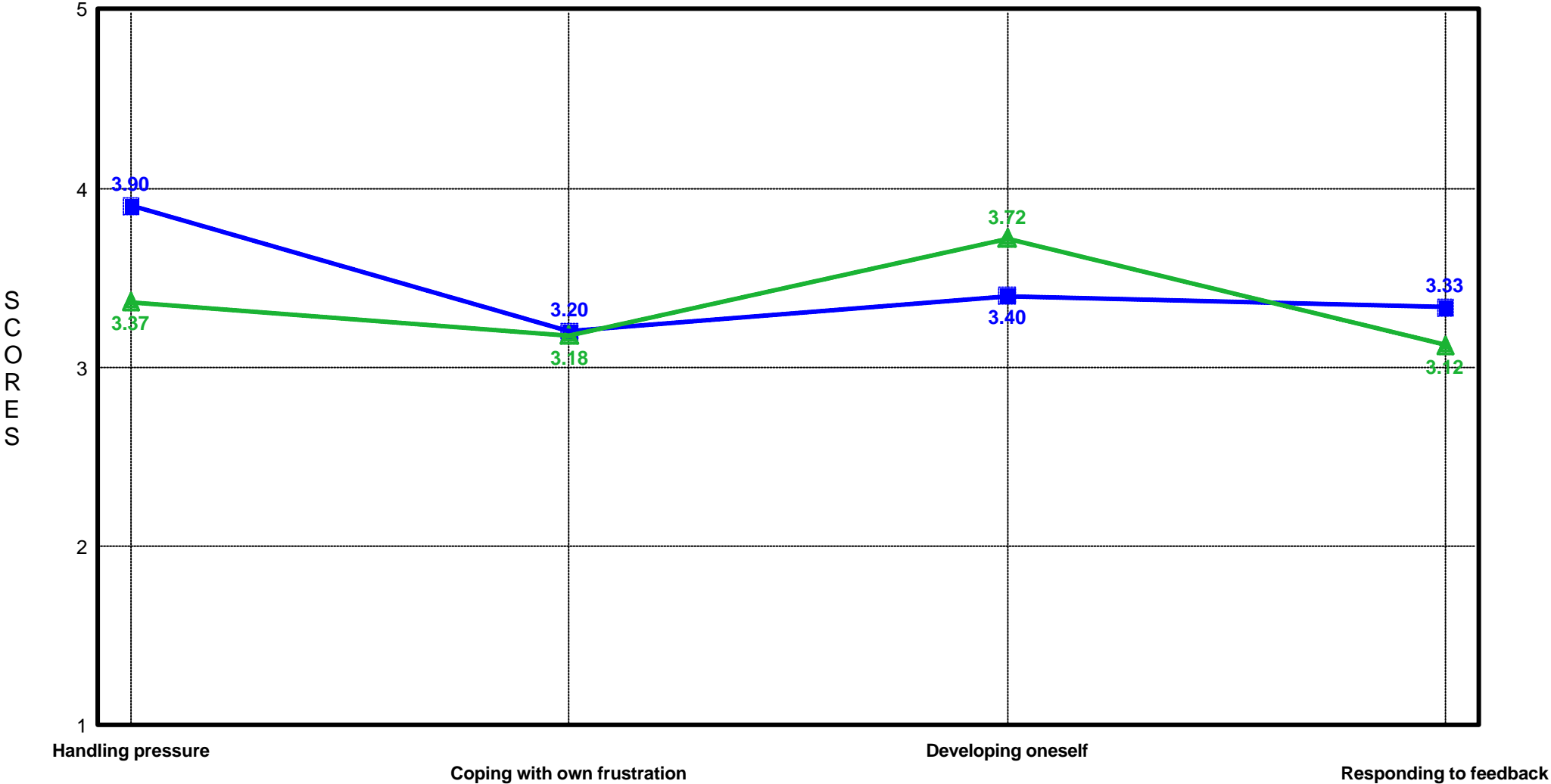
# Controlling



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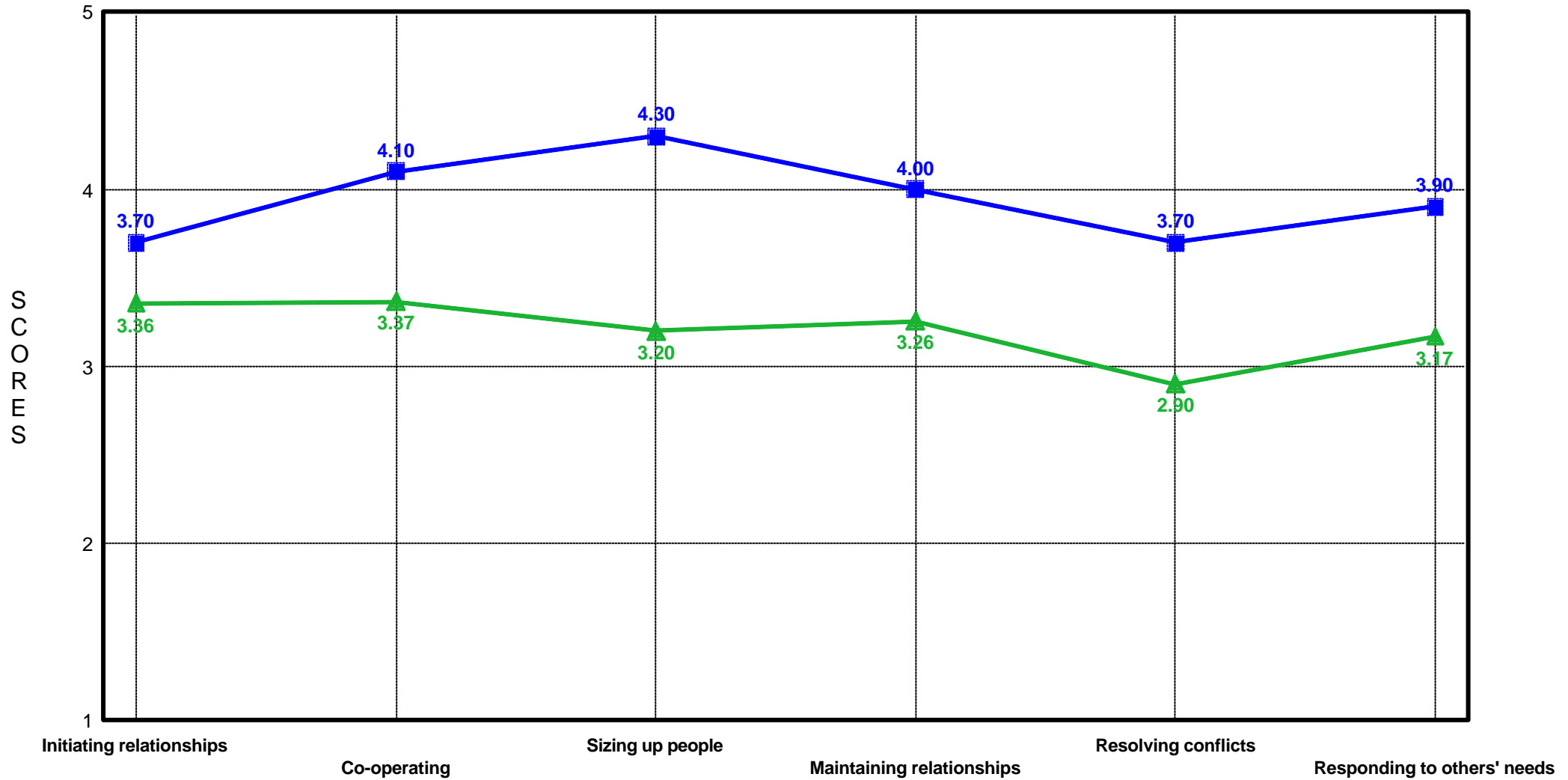
# Managing Self



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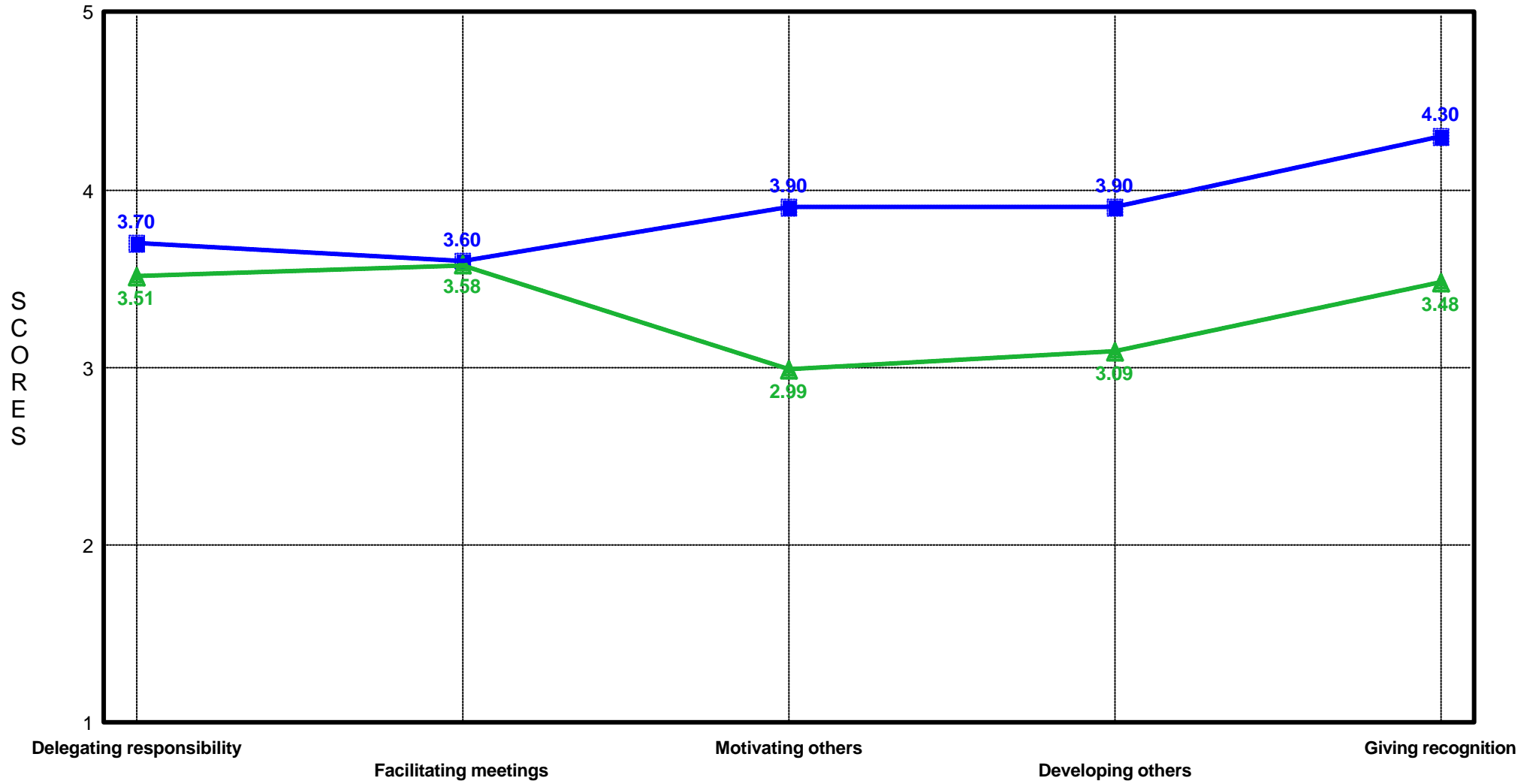
# Managing Relationships



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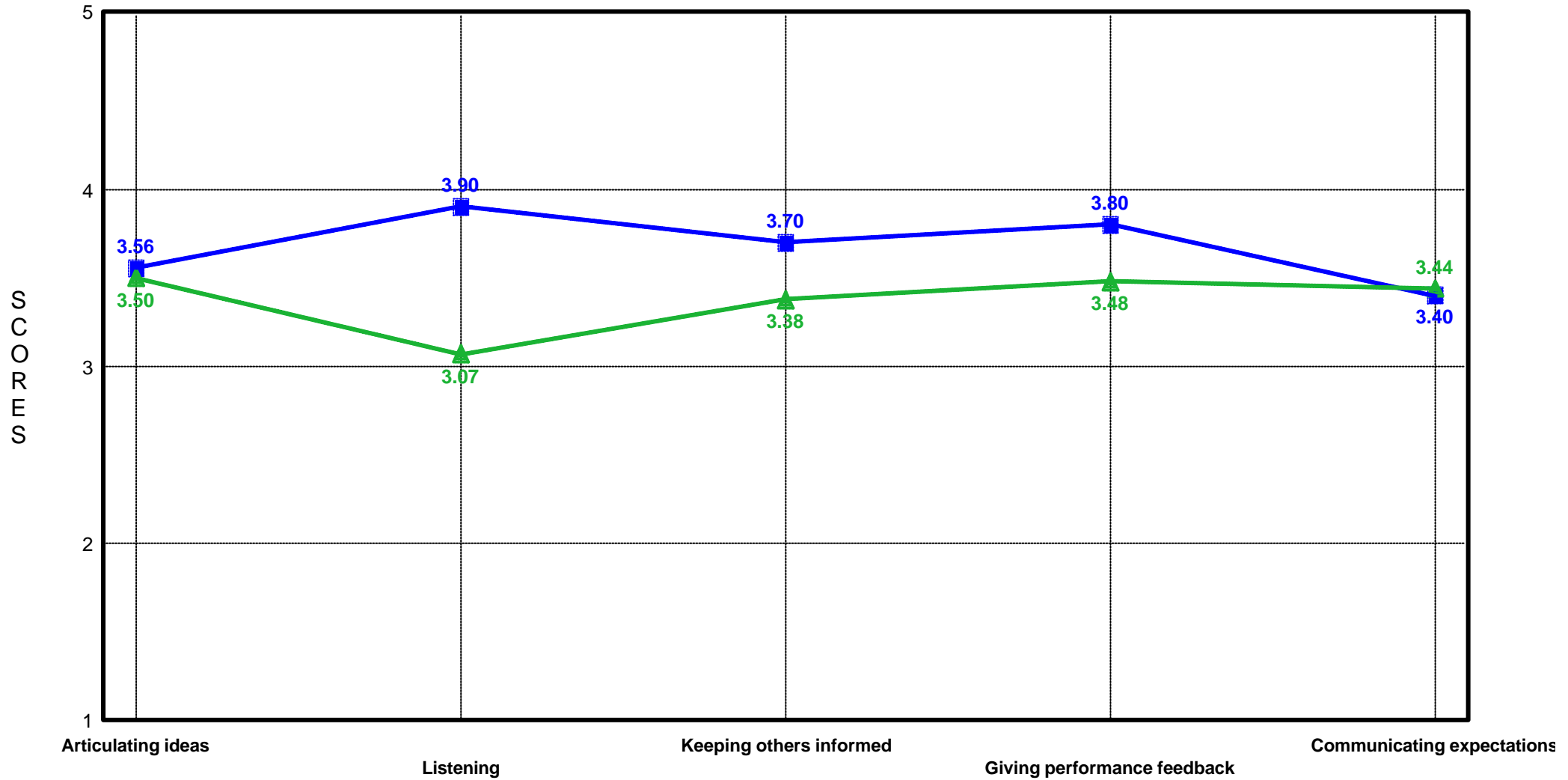
# Leading



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# Communicating



First Assessment  
01-03-02



## Top & Bottom Five Team Behaviours

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

Score	Behaviour	Performance Factor
3.93	Producing high-quality work	Controlling
3.78	Maintaining high-productivity	Controlling
3.72	Developing oneself	Managing Self
3.66	Meeting commitments	Controlling
3.62	Organising events	Controlling

The following five behaviours 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 behaviour in greatest need of improvement. If you and your team-mates focus your energy on improving these behaviours, we expect that your team will show its greatest gain in performance effectiveness:

Score	Behaviour	Performance Factor
2.90	Resolving conflicts	Managing Relationships
2.99	Motivating others	Leading
3.07	Listening	Communicating
3.09	Developing others	Leading
3.12	Responding to feedback	Managing Self

# Individual Effectiveness Profile (IEP)

The purpose of this Section II 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 behavioural 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 suggested 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 behaviours. 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 Ltd 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: \_\_\_\_\_

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### **YOUR LEAST EFFECTIVE BEHAVIOURS**

Using the information provided in the report of the bottom five individual behaviours in Section I of the IEP, identify the three behaviours 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.

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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:

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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)

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Long-term plans (this year and beyond)

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

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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 behaviours.

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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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### **YOUR MOST EFFECTIVE BEHAVIOURS**

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

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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

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