



# Talent Accelerator for Independent Contributors

Independent Contributor Self-Assessment Report for:

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CONFIDENTIAL

Online Assessment: 4 Apr 2008



This report is designed to provide a focus about specific competency strengths and potential development areas. It should not be used as a source of information concerning personnel actions including promotion, salary, review or termination.

# Talent Accelerator for Independent Contributors

## Summary Feedback Report

### Introduction

This report provides you with feedback on 14 critical competencies required for effective performance in your job. Talent Accelerator for Independent Contributors compares your own self-perceptions to those of others in an extensive international database composed of diverse industries.

### The Importance of Self-Reflection and Feedback

- Accurate self-reflection and feedback is essential to individual growth and development.
- Accurate self-reflection and feedback can act as a powerful stimulus to change your own behavior.
- Seeking input and feedback from others about your self-assessment report can help clarify the accuracy of your own self-assessment and facilitate development planning efforts.

### How to Use Your Self-Assessment Report

- Analyze and process your self-assessment report.
- Understand the impact and consequences of your behavior.
- Identify what you could be doing more of, less of, or differently to increase effectiveness.
- To implement a self-directed professional development action plan.

### The Report Contains:

- Competency Definitions
- Competency Summary
- Feedback Interpretation
- Development Planning Guide

# Talent Accelerator for Independent Contributors

## Competency Definitions

### COMMUNICATION SKILLS

**Listening**

*Actively listens and understands the verbal communication of others.*

**Two-Way Feedback**

*Keeps others informed in a timely manner.*

**Written Communication**

*Expresses written thoughts and ideas in a clear and concise manner.*

**Oral Communication**

*Conveys oral thoughts and ideas in a clear and concise manner.*

**Oral Presentation**

*Presents individual and organizational viewpoints to groups in a clear and persuasive manner.*

### TASK MANAGEMENT SKILLS

**Planning/ Organizing**

*Manages time, sets realistic and measurable goals and allocates resources (people, budget, materials, etc.) to accomplish tasks, projects and assignments.*

**Project Management**

*Utilizes available resources to complete projects, tasks and assignments in a timely fashion with quality.*

**Problem Solving**

*Analyzes a situation, identifies alternative solutions, and develops specific actions.*

**Decisiveness/ Judgment**

*Makes high quality decisions when required.*

### INTERPERSONAL SKILLS

**Collaboration**

*Develops and maintains supportive, open, collaborative, and cooperative working relationships with peers, team members, supervisors and others within and outside the organization.*

**Interpersonal Sensitivity**

*Takes actions that demonstrate consideration for the feelings and needs of others.*

# Talent Accelerator for Independent Contributors

## Competency Definitions Continued

### **Negotiation/ Conflict Management**

*Negotiates and effectively resolves interpersonal differences with others in a collaborative "win-win" manner.*

### **Team Support**

*Assists, motivates, encourages, and supports other team members who depend on each other to accomplish tasks, projects and assignments.*

### **Leadership/ Influence**

*Utilizes appropriate interpersonal styles and approaches in facilitating a group towards task achievement.*

# Talent Accelerator for Independent Contributors

## Competency Group Introduction

### Competency Group Line Graphs

Each bar graph compares your self ratings to those in the international database across three competency factors:

- Communication Skills
- Task Management Skills
- Interpersonal Skills

### How to Interpret Your Graphs

The competency group line graphs compare your own self-perceptions to those in the existing normative database. The line graphs that follow compare your perceptions to the normative sample using two related scores: standardized t-scores on the left axis and percentiles on the right axis.

Standardized t-scores provide a useful way to compare your own scores to others in the large normative database of other professionals and independent contributors in diverse industries. The t-score, for a competency or item, is the distance and direction from the average expressed in units of standard deviation. A t-score is sometimes called a "standardized score" with 50 representing the average. For example, a t-score of 60 means that the competency or item is one standard deviation above the average score in the normative database.

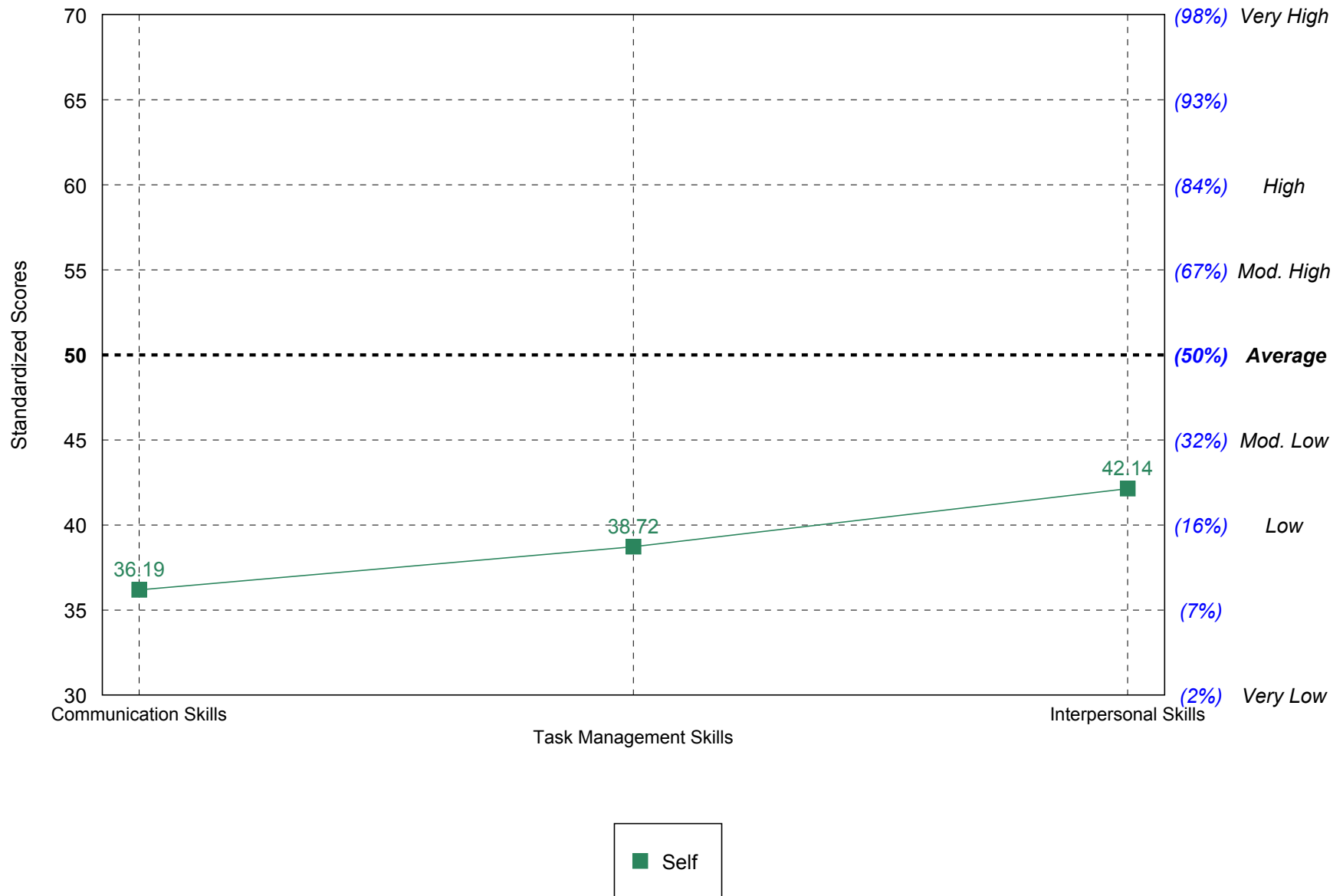
These t-scores represent the actual standard deviation above or below the average (shown as 50.0 on the graph). If you have a score that is above the 70, the t-score is in the top 2 percent of all people rated on that item (in other words, in the 98th percentile). Such a score is considered very high and is labeled as such at the right of the graph. A t-score difference of 5 or more might suggest important differences to further explore.

To further understand your scores, read the following definitions of the terms "Average" score, "Moderately High" score, and so on.

Very High	t-score above 70 (98th percentile)
High	t-score above 60 (84th percentile)
Moderately High	t-score above 55 (67th percentile)
Average	t-score equal to 50 (50th percentile)
Moderately Low	t-score below 45 (32th percentile)
Low	t-score below 40 (16th percentile)
Very Low	t-score below 30 (2nd percentile)

# Talent Accelerator for Independent Contributors

## Competency Group Summary



# Talent Accelerator for Independent Contributors

## Competency Introduction

This section provides feedback about your own self-perceptions to those in the international normative database across 14 task/project, interpersonal and communication competencies.

### How to Interpret Your Graphs

The following line graphs compare your own self-perceptions to those in the international database for each of the 14 competencies measured in the self-assessment for independent contributors.

The line graphs that follow compare your perceptions to those in the normative sample using two related scores: standardized t-scores on the left axis and percentiles on the right axis.

Standardized t-scores provide a useful way to compare your own scores to others in the large international normative database of employees. The t-score, for a competency or item, is the distance and direction from the average expressed in units of standard deviation. A t-score is sometimes called a "standardized score" with 50 representing the average. For example, a t-score of 60 means that the competency or item is one standard deviation above the average score in the normative database.

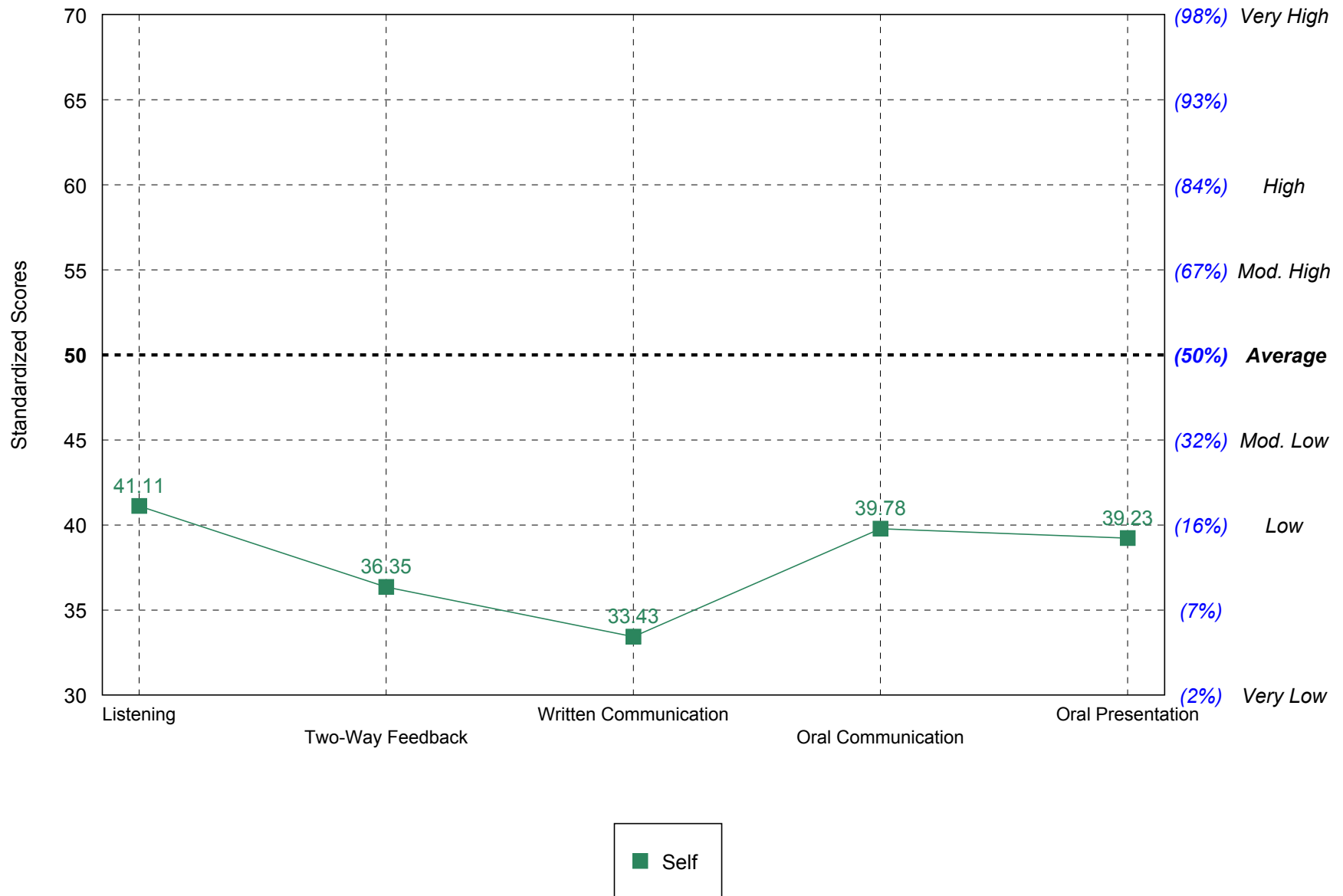
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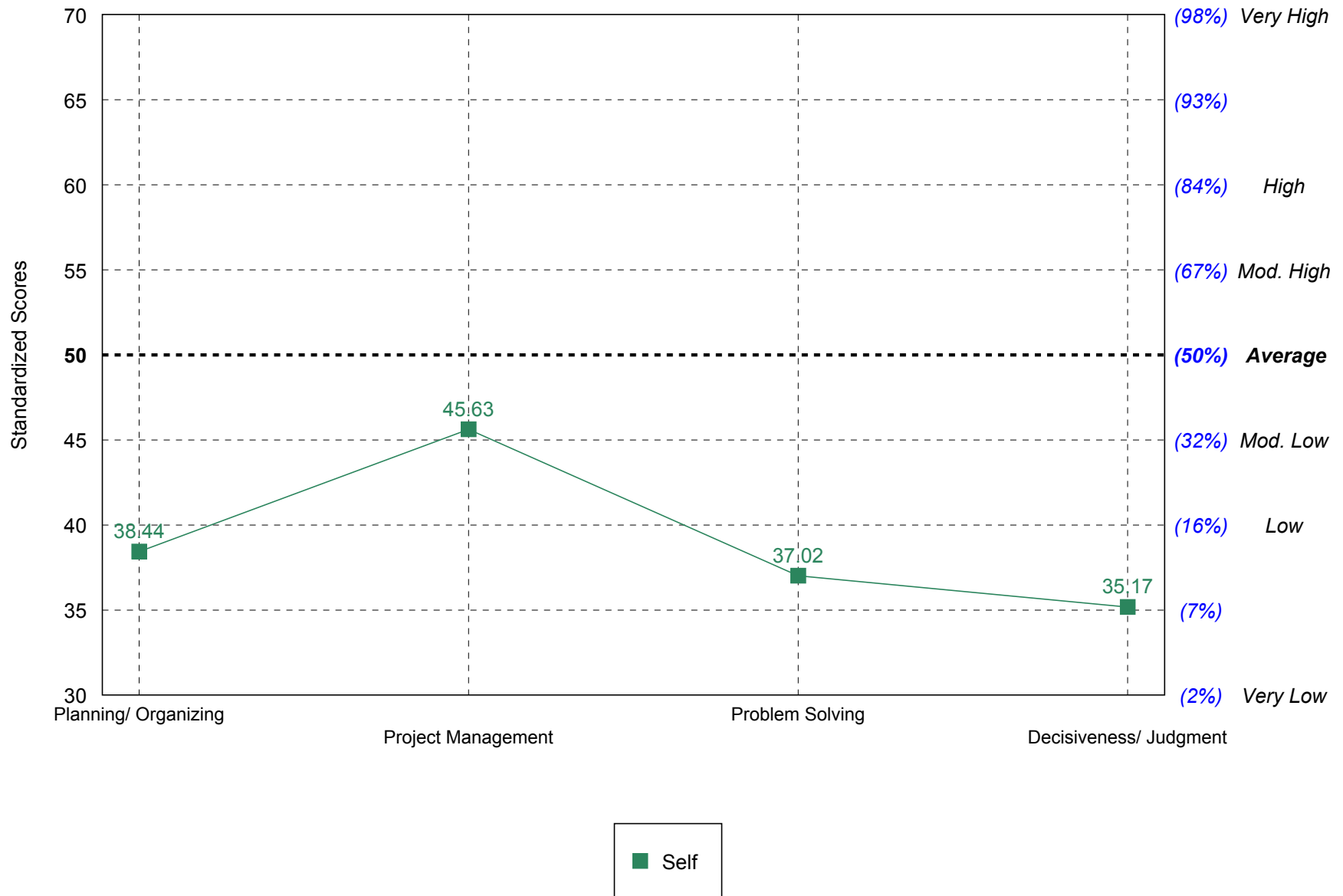
# Talent Accelerator for Independent Contributors

## Communication Skills



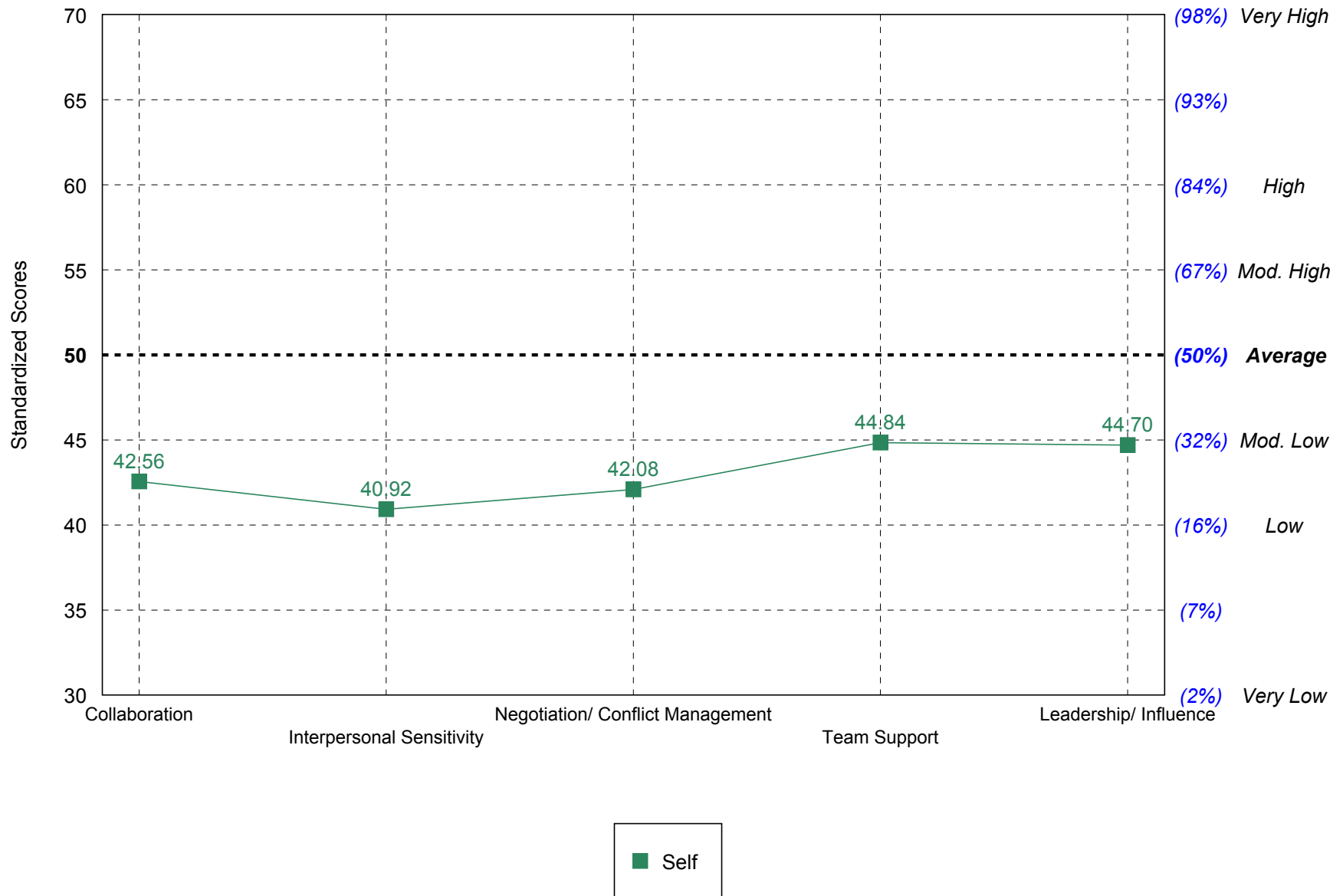
# Talent Accelerator for Independent Contributors

## Task Management Skills



# Talent Accelerator for Independent Contributors

## Interpersonal Skills



# Talent Accelerator for Independent Contributors

## Behavior Summary

The average scores for each of the 70 behaviors are summarized below (1 to 7 frequency scale with higher scores corresponding to more frequently observed behavior). The competencies and behaviors are presented in descending order based on your average scores.

Behavior	Self	Independent Contributor Norms
<b>Project Management</b>	<b>5.40</b>	<b>5.82</b>
Direct and organize others so that tasks, projects, and assignments can be completed on time.	7.00	5.82
Complete tasks, projects and assignments on time.	7.00	5.82
Plan ahead and follow through to get assignments done on time.	5.00	5.82
Meet deadlines and requests from others in a timely basis.	5.00	5.82
Keep track of details and follows up on tasks and assignments.	3.00	5.82
<b>Collaboration</b>	<b>5.20</b>	<b>5.87</b>
Develop supportive, helpful and friendly working relationships with others.	6.00	5.87
Develop cooperative, rather than, competitive working relationships with others.	6.00	5.87
Solicit and values the thoughts, opinions, feedback, and ideas of others.	5.00	5.87
Actively involve others in decision-making, planning, and problem solving tasks when appropriate.	5.00	5.87
Work collaboratively with others.	4.00	5.87
<b>Team Support</b>	<b>5.20</b>	<b>5.68</b>
Express confidence in the skills and abilities of others.	6.00	5.68
Encourage cooperation and teamwork among people who depend on each other to get work done.	6.00	5.68
Provide timely and ongoing feedback to others regarding working relationships and job performance.	6.00	5.68
Take the initiative and offer formal and informal assistance, coaching, and training to others.	5.00	5.68
Acknowledge and recognize the contributions and accomplishments of others.	3.00	5.68
<b>Leadership/ Influence</b>	<b>5.00</b>	<b>5.53</b>
Communicate and express ideas in a manner that persuades and influences others.	6.00	5.53

# Talent Accelerator for Independent Contributors

## Behavior Summary Continued

Behavior	Self	Independent Contributor Norms
<b>Leadership/ Influence</b>	<b>5.00</b>	<b>5.53</b>
Demonstrate a willingness to take charge, direct and lead others.	5.00	5.53
Demonstrate a willingness to assert my ideas and opinions in the face of opposition and challenge.	5.00	5.53
Build strategic alliances and networks with key people within and outside the organization.	5.00	5.53
Capable of adjusting my leadership style to effectively persuade, motivate and influence others.	4.00	5.53
<b>Interpersonal Sensitivity</b>	<b>5.00</b>	<b>5.89</b>
Demonstrate sensitivity towards diversity in the workplace (e.g., gender, ethnicity, age, sexual preference, etc.) and treats others in a fair and consistent manner.	7.00	5.89
Makes an effort to understand and take an interest in how others are feeling.	6.00	5.89
Show an interest in and is considerate of the feelings of others.	5.00	5.89
Develop and maintain warm, friendly, and sensitive relationships with others.	4.00	5.89
Make it easy for others to disclose, share and openly talk about their ideas, problems, and concerns.	3.00	5.89
<b>Negotiation/ Conflict Management</b>	<b>4.80</b>	<b>5.56</b>
Discuss possible "win-win" solutions and seeks agreement on specific actions when conflict arise.	6.00	5.56
Make an effort to resolve interpersonal conflicts with others.	6.00	5.56
Allow for disagreements to emerge and to be discussed openly.	5.00	5.56
Recognize that diverse points of view must be encouraged, acknowledged and accepted.	4.00	5.56
Resist reacting defensively and keep an open mind when others disagree with me.	3.00	5.56
<b>Listening</b>	<b>4.80</b>	<b>5.60</b>
Maintain appropriate eye contact and attentive non-verbal behavior when being spoken to.	6.00	5.60
Wait out silences and listen patiently without interrupting.	5.00	5.60
Listen to what others say in a way that expresses understanding (e.g., summarizes or paraphrases statements).	5.00	5.60
Am willing to take the time to understand and listen to others.	5.00	5.60

# Talent Accelerator for Independent Contributors

## Behavior Summary Continued

Behavior	Self	Independent Contributor Norms
<b>Listening</b>	<b>4.80</b>	<b>5.60</b>
Summarize what others have said in order to clarify understanding.	3.00	5.60
<b>Oral Communication</b>	<b>4.80</b>	<b>5.71</b>
Maintain eye contact when speaking to others.	6.00	5.71
Clearly express and request information from others.	6.00	5.71
Provide clear, concise, and logical answers to questions.	4.00	5.71
State complex information, thoughts and ideas simply, clearly and concisely.	4.00	5.71
Speak clearly and concisely when communicating with others.	4.00	5.71
<b>Problem Solving</b>	<b>4.60</b>	<b>5.82</b>
Gather and utilize available information in order to understand and solve organizational issues and problems.	6.00	5.82
Generate multiple solutions to solving a problem.	5.00	5.82
Consider alternatives and generate contingency plans in solving problems.	4.00	5.82
Create and generate innovative and creative solutions to problems.	4.00	5.82
Take the initiative in identifying work related problems that need to be solved.	4.00	5.82
<b>Planning/ Organizing</b>	<b>4.60</b>	<b>5.71</b>
Effectively schedule work activities, tasks, projects and assignments.	6.00	5.71
Establish a logical sequence of steps to ensure that work assignments are completed on time.	5.00	5.71
Plan what resources are needed to carry out a task, project or assignment.	5.00	5.71
Establish realistic plans and schedules to complete specific tasks, projects and assignments.	4.00	5.71
Organize and manage my time productively.	3.00	5.71
<b>Oral Presentation</b>	<b>4.60</b>	<b>5.58</b>
Deliver oral presentations that are persuasive, clear & logically organized.	6.00	5.58
Effectively handle complaints and disagreements in meetings and presentations.	6.00	5.58

# Talent Accelerator for Independent Contributors

## Behavior Summary Continued

Behavior	Self	Independent Contributor Norms
<b>Oral Presentation</b>	<b>4.60</b>	<b>5.58</b>
Handle questions in meetings, discussions, and presentations in a responsive, non-defensive, and diplomatic manner.	5.00	5.58
Am prepared and organized for meetings and discussions.	4.00	5.58
Restate and clarify important points and questions from others during meetings and presentations.	2.00	5.58
<b>Decisiveness/ Judgment</b>	<b>4.40</b>	<b>5.69</b>
Gather enough information and data before making a decision.	6.00	5.69
Consider the consequences and outcomes of decisions.	5.00	5.69
Make a decision confidently and quickly when necessary.	5.00	5.69
Stick with a decision or course of action unless it is obvious that it is incorrect.	3.00	5.69
Make timely decisions under time pressure.	3.00	5.69
<b>Two-Way Feedback</b>	<b>4.40</b>	<b>5.71</b>
Keep others informed with relevant information in a timely manner.	5.00	5.71
Inform others about relevant aspects of tasks, projects and assignments in a timely manner.	5.00	5.71
Communicate information needed by others in a prompt and timely manner.	4.00	5.71
Update others in a prompt and timely manner on developments that affect his/her job, tasks, and assignments.	4.00	5.71
Maintain close contact and communication with others (i.e., keeps others well informed).	4.00	5.71
<b>Written Communication</b>	<b>4.00</b>	<b>5.64</b>
Write in a logical and organized manner.	5.00	5.64
Write in a clear, direct, and organized manner.	5.00	5.64
Use appropriate grammar, tense and language in written communication.	5.00	5.64
Use written communications effectively and appropriately.	3.00	5.64
Write complex and/or technical information in a clear manner.	2.00	5.64

# Talent Accelerator for Independent Contributors

## Development Planning Guide

### Examining your Self-Assessment for Independent Contributors Feedback Report

Your reactions to your self-assessment for independent contributors feedback report provide insight that is useful not only in the interpretation of the results, but in deciding what you may do about them. Start with your feelings about the results.

#### Emotional Reaction

Your initial reaction to your summary 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 summary feedback report. If you had to select a single word or phrase to describe your emotional reactions, to your summary feedback report it would be:

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What is it about your report that leads you to feel this way?

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How do your self-ratings compare to the Norms?

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What trends do you see (things that are surprising or validating)?

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What new insights, if any do you get from your report?

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# Talent Accelerator for Independent Contributors

## Development Planning Guide Continued

### Deciding What Management Competencies to Work On

The first column below summarizes the Talent Accelerator for Independent Contributors competencies. Place a check next to the ones you would rate as being most important to your current position. The second column reflects competencies in which other raters have provide feedback that some additional development is desirable. Place a check next to those competencies that others see as potential development areas. Any competency with both columns checked suggests a more critical development area These should be targeted as part of your Development Plan.

Competency Group	Competency	Importance	Development
<b>Communication Skills</b>	Listening		
	Two-Way Feedback		
	Written Communication		
	Oral Communication		
	Oral Presentation		
<b>Task Management Skills</b>	Planning/ Organizing		
	Project Management		
	Problem Solving		
	Decisiveness/ Judgment		
<b>Interpersonal Skills</b>	Collaboration		
	Interpersonal Sensitivity		
	Negotiation/ Conflict Management		
	Team Support		
	Leadership/ Influence		

# Talent Accelerator for Independent Contributors

## Development Planning Guide Continued

### Deciding What Management Competencies to Work On Continued

List three strengths based upon your self-assessment for independent contributors results to continue to leverage for successful performance in your current job or position:

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

List three development areas based upon your self-assessment results (i.e., behaviors you will do more, less or differently for successful performance in your current job or position):

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

The purpose of your self-assessment feedback is to assist you to develop crucial task management, interpersonal and communication competencies. Developing skills can be challenging because it almost always means replacing current behavior with a new pattern of behavior. This is not easy! Research suggests that desired change is more likely to be successful when:

- The desired competency is specifically defined
- There is commitment and motivation to change behavior
- An action plan is shared with others
- An analysis is made of reasons for potential lack of success
- Other people support your behavior change
- The behavioral outcomes are visible and can be measured

The action plan worksheet on the next page will assist you in developing one of the competencies you have identified based on the results of your self-assessment. As you begin your action plan, consider the following:

- Focus on being specific
- Use the recommendations in your feedback report as a basis for your behavioral plan
- Keep your plan simple and put it in writing
- Define how to monitor and evaluate results

# Talent Accelerator for Independent Contributors

## Development Planning Guide Continued

Competency:	
Development Activities:	Target Dates:
Support/Resources Required:	
Measures of Success:	
Results/Outcomes:	