

20/20 Insight
Special Confidential Report
for

Dana Pritchard

Sample Individual Project

July 29, 2003

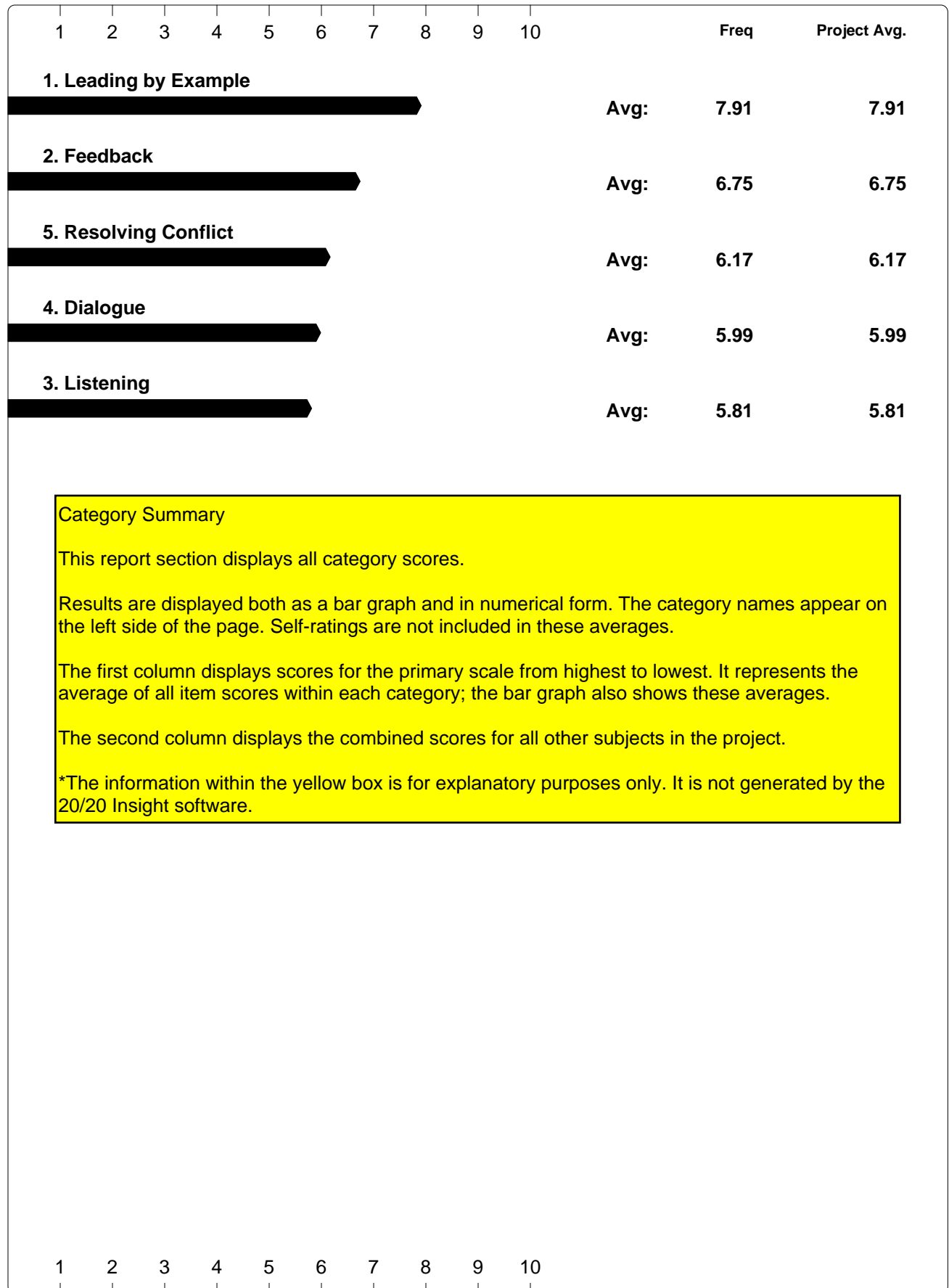
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Sample Individual Project

Category Summary

Dana Pritchard



Category Summary

This report section displays all category scores.

Results are displayed both as a bar graph and in numerical form. The category names appear on the left side of the page. Self-ratings are not included in these averages.

The first column displays scores for the primary scale from highest to lowest. It represents the average of all item scores within each category; the bar graph also shows these averages.

The second column displays the combined scores for all other subjects in the project.

*The information within the yellow box is for explanatory purposes only. It is not generated by the 20/20 Insight software.

Sample Individual Project

Category Summary - Performance/Expected

Dana Pritchard

	1	2	3	4	5	6	7	8	9	10	Freq	ExpFre	Difference
3. Listening											Avg: 5.81	8.27	-2.46
4. Dialogue											Avg: 5.99	8.29	-2.30
5. Resolving Conflict											Avg: 6.17	8.31	-2.14
2. Feedback											Avg: 6.75	8.53	-1.78
1. Leading by Example											Avg: 7.91	8.91	-1.00

Category Summary - Performance/Expected

This section can be printed only if more than one scale was used in the project. It displays the category scores for the primary and secondary scales, along with the difference between the two.

Results are displayed both as a gap graph and in numerical form. The category names appear on the left side of the page. Self-ratings are not included in these averages.









The first column of numbers displays scores for all items within a category for the primary scale.

The second column displays scores for all items within a category for the secondary scale.

The third column reports the difference between these two sets of scores. Categories are listed from most negative difference to most positive difference.

The difference between the two averages is also shown by a gap graph. A long arrow pointing to the right suggests a priority for improvement, while a long arrow pointing to the left suggests a strength.

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1	2	3	4	5	6	7	8	9	10	Freq	ExpFre	Difference	
7. Accepts responsibility for own mistakes. 										Avg:	4.50	9.00	-4.50
4. Produces high-quality work. 										Avg:	8.30	9.30	-1.00
2. Works on improving own knowledge and skills. 										Avg:	8.00	9.00	-1.00
1. Contributes important skills and abilities to the total team effort. 										Avg:	8.20	9.00	-0.80
5. Uses time effectively--works on high-priority actions first. 										Avg:	7.80	8.60	-0.80
8. Follows through and delivers on promises. 										Avg:	8.30	8.90	-0.60
6. Takes initiative--does what needs to be done without being asked to do so. 										Avg:	9.20	9.00	0.20
3. Works at a high level of energy. 										Avg:	9.00	8.50	0.50

Item Ratings--Performance/Expected

This section can be printed only if more than one scale was used in the project. It displays the item scores for the primary and secondary scales, along with the difference between the two.

Results are displayed both as a gap graph and in numerical form. Self-ratings are not included in these averages.

The category name appears in the upper-right corner, and the items related to that category are listed on the left side of the page.

The first column displays the scores for each item on the primary scale.

The second column displays the scores for each item on the secondary scale.







The third column reports the difference between these two sets of scores. Items are listed from most negative difference to most positive difference within each category.

The difference between the two averages is also shown by a gap graph. A long arrow pointing to the right suggests a priority for improvement, while a long arrow pointing to the left suggests a strength.

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Sample Individual Project
 Item Ratings - Performance/Expected (cont'd.)

Feedback
 Dana Pritchard

	1	2	3	4	5	6	7	8	9	10	Freq	ExpFre	Difference
14. Receives constructive feedback without reacting defensively.											Avg: 4.20	8.30	-4.10
10. Before giving constructive feedback, affirms the positive contributions of the individual.											Avg: 6.67	8.70	-2.03
12. When giving constructive feedback, explains the impact of the undesirable actions.											Avg: 7.11	8.30	-1.19
11. When giving constructive feedback, describes specific undesirable actions in a nonjudgmental way.											Avg: 7.44	8.50	-1.06
9. When praising performance, mentions specific details.											Avg: 7.67	8.70	-1.03
13. When giving constructive feedback, asks for desired future actions.											Avg: 7.67	8.70	-1.03

Sample Individual Project
 Item Ratings - Performance/Expected (cont'd.)







Listening
 Dana Pritchard

	1	2	3	4	5	6	7	8	9	10	Freq	ExpFre	Difference
16. Listens to others without reacting emotionally.											Avg: 3.90	8.70	-4.80
18. When listening, asks questions to check understanding.											Avg: 5.90	8.60	-2.70
20. When listening, summarizes the speaker's thoughts, feelings and ideas.											Avg: 5.50	7.60	-2.10
19. When listening, checks the meaning of the speaker's tone of voice, gestures and facial expressions.											Avg: 5.89	7.90	-2.01
15. Listens to others without interrupting.											Avg: 6.80	8.40	-1.60
17. When listening, gives full attention to the speaker.											Avg: 6.90	8.40	-1.50

Sample Individual Project
 Item Ratings - Performance/Expected (cont'd.)

Dialogue
 Dana Pritchard

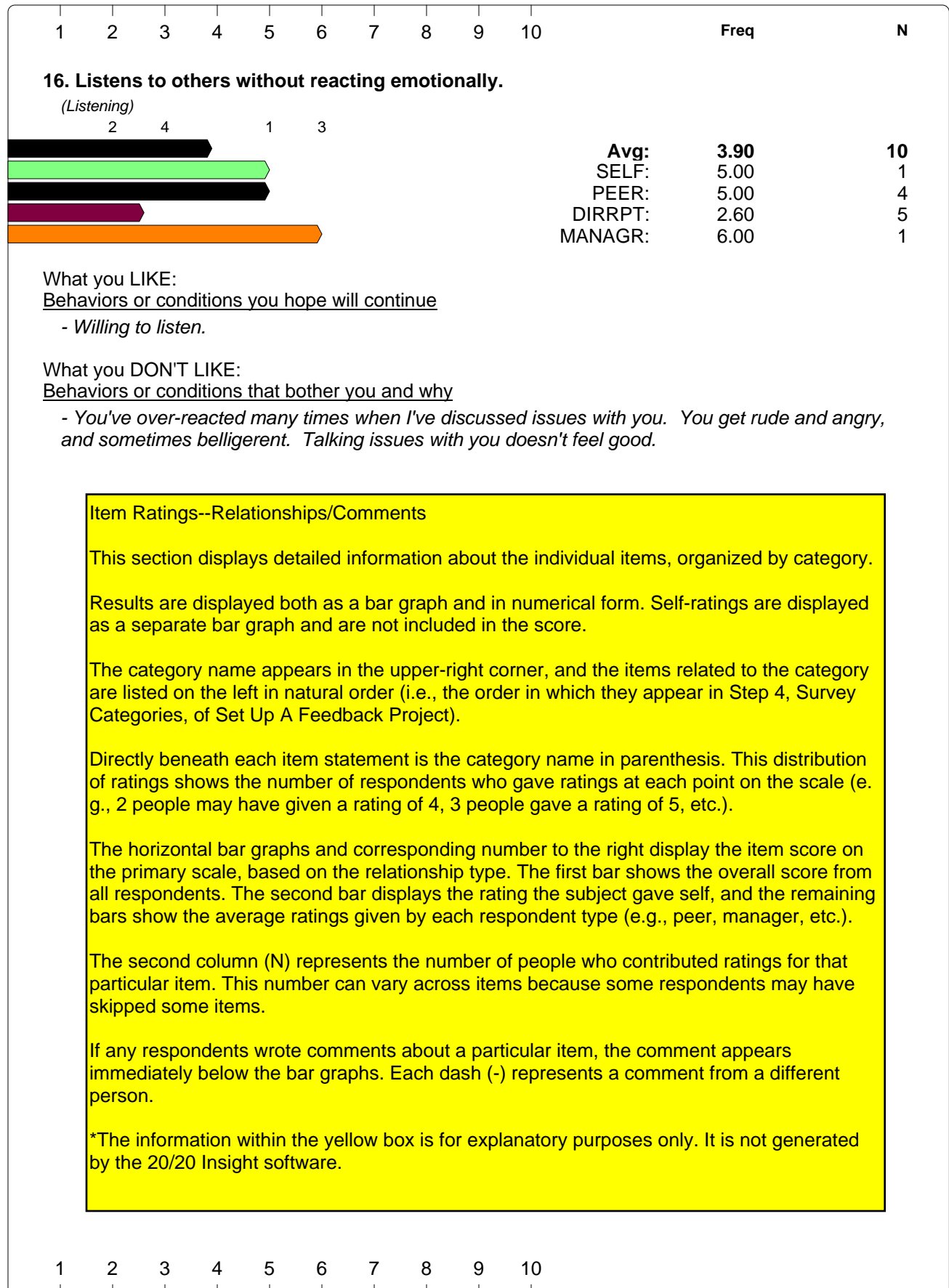
	1	2	3	4	5	6	7	8	9	10	Freq	ExpFre	Difference
22. Communicates without ridicule, threats or emotional outbursts.													
											Avg: 4.20	8.80	-4.60
28. Demonstrates a willingness to change an opinion.													
											Avg: 4.70	8.20	-3.50
27. Asks others about the reasoning behind their opinions.													
											Avg: 5.10	8.00	-2.90
25. Asks others for constructive evaluation of own opinions.													
											Avg: 5.10	7.80	-2.70
23. Uses consideration and tact when offering opinions.													
											Avg: 6.00	8.30	-2.30
26. Asks others for their opinions.													
											Avg: 6.00	8.20	-2.20
24. Explains the reasoning behind own opinions.													
											Avg: 7.80	8.30	-0.50
21. States own opinions clearly.													
											Avg: 9.00	8.70	0.30

	1	2	3	4	5	6	7	8	9	10	Freq	ExpFre	Difference
30. Uses consideration and tact when voicing disagreement.											Avg: 4.00	8.30	-4.30
33. When in conflict with a coworker, suggests new options that may satisfy the needs of both parties.											Avg: 4.33	8.22	-3.89
32. When in conflict with a coworker, discusses possible areas of agreement.											Avg: 4.50	8.20	-3.70
34. Encourages coworkers to communicate with each other directly to resolve conflicts.											Avg: 6.78	8.44	-1.66
31. States own needs and wants clearly.											Avg: 8.80	8.60	0.20
29. Speaks up when in disagreement with coworkers.											Avg: 8.50	8.10	0.40

Sample Individual Project

Item Ratings - Relationships/Comments

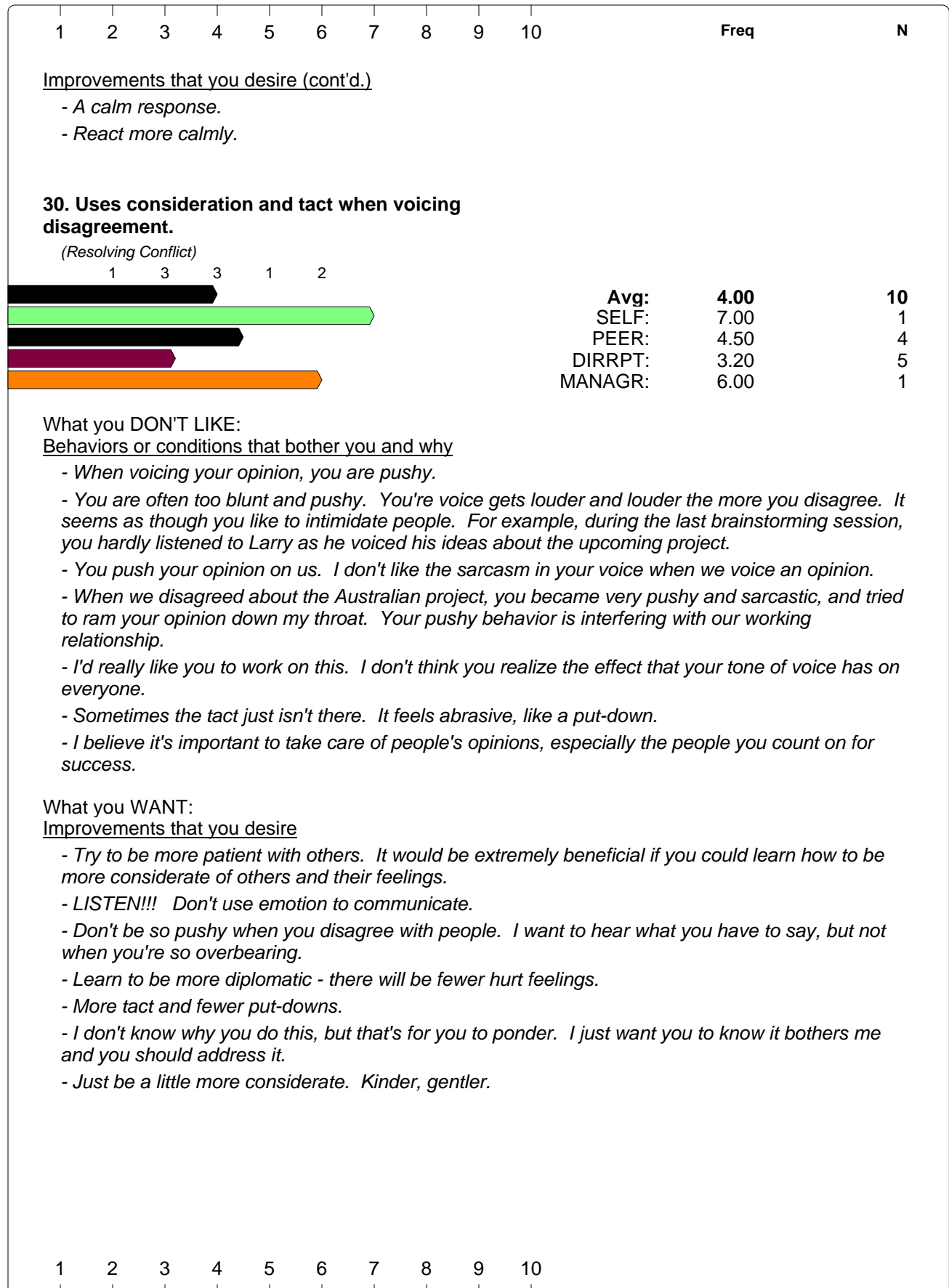
Dana Pritchard



Sample Individual Project

Item Ratings - Relationships/Comments (cont'd.)

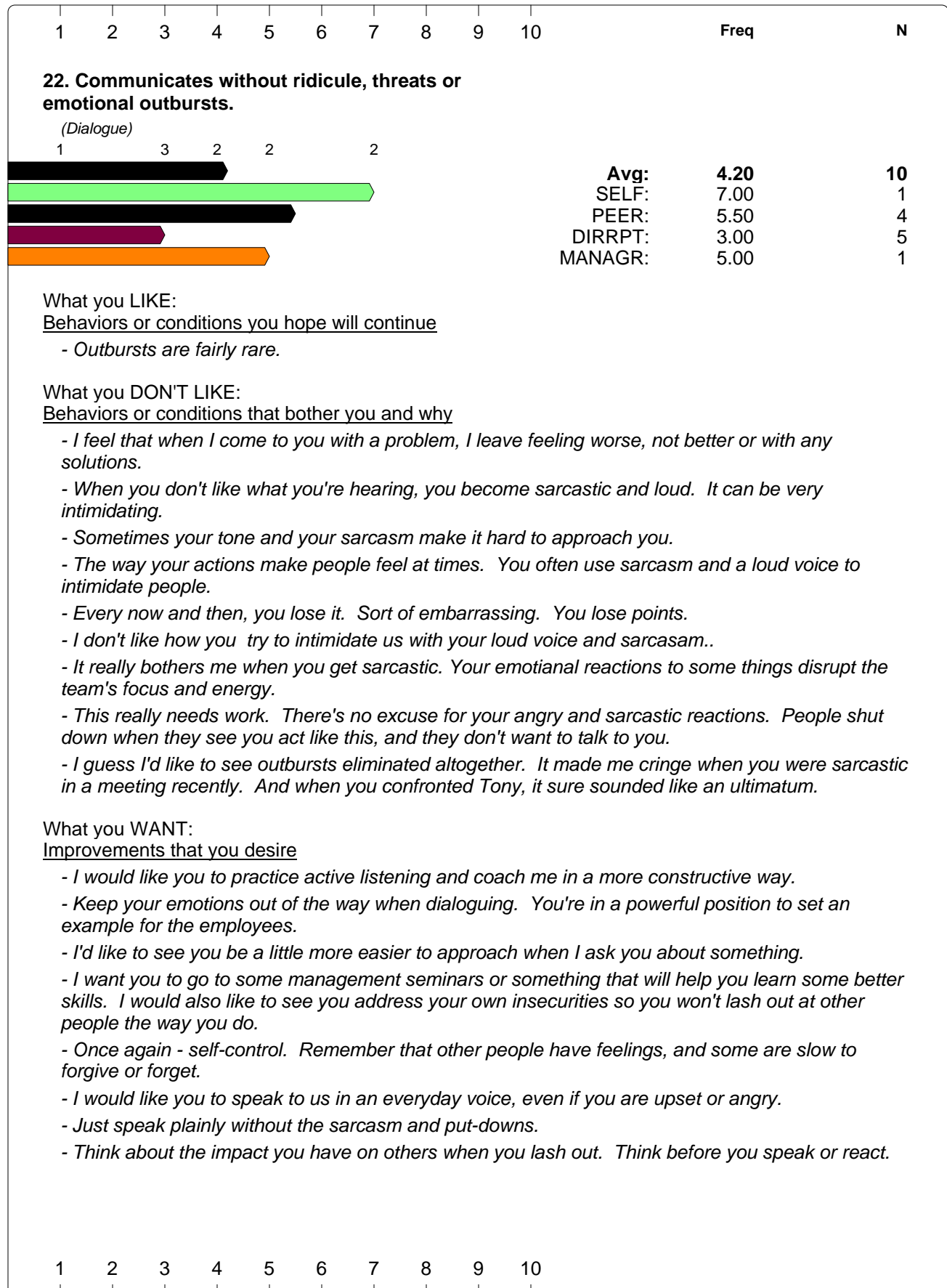
Dana Pritchard



Sample Individual Project

Item Ratings - Relationships/Comments (cont'd.)

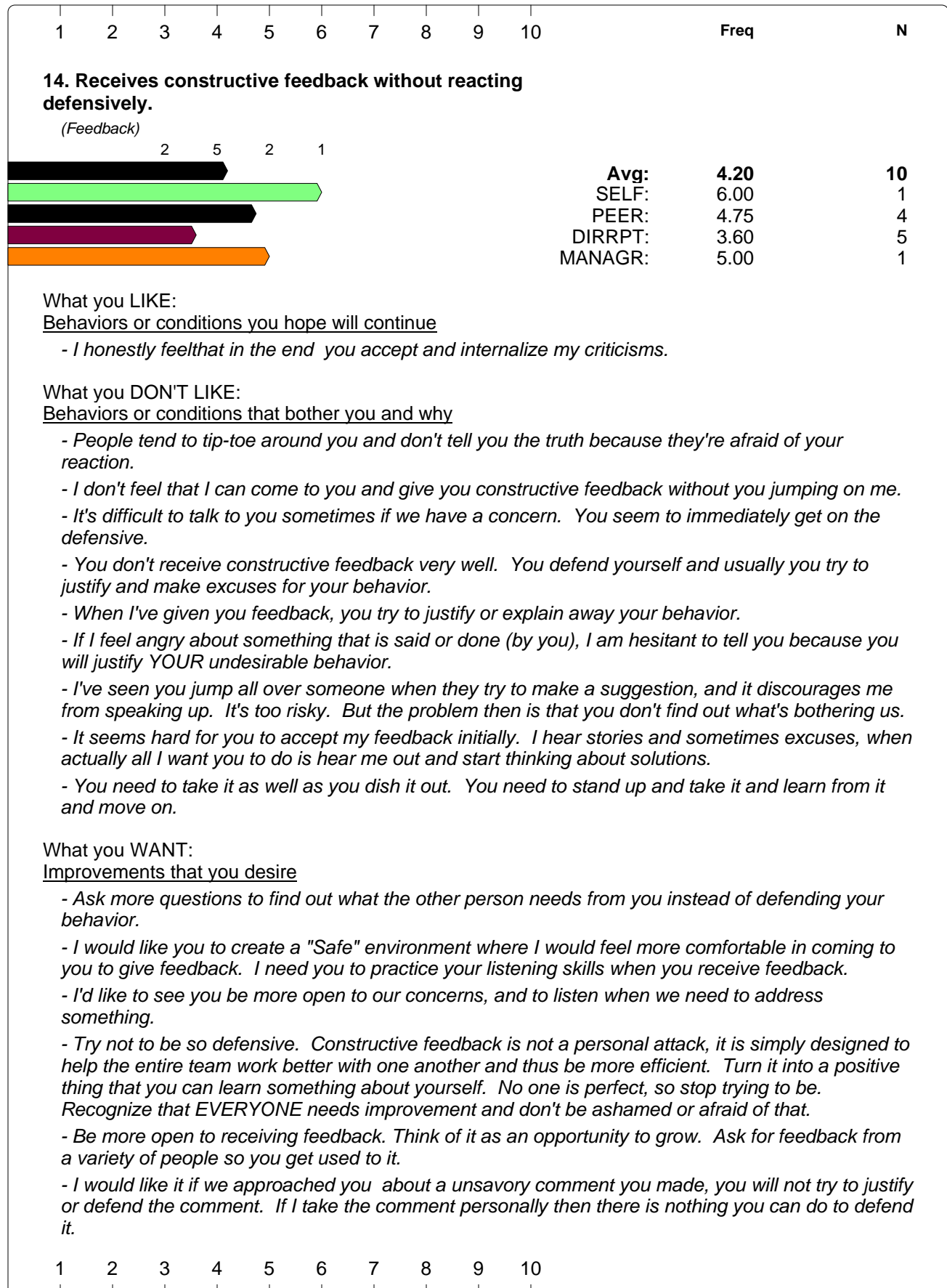
Dana Pritchard



Sample Individual Project

Item Ratings - Relationships/Comments (cont'd.)

Dana Pritchard



Sample Individual Project

Item Ratings - Relationships/Comments (cont'd.)





Dana Pritchard

1	2	3	4	5	6	7	8	9	10	Freq	N
<u>Improvements that you desire (cont'd.)</u>											
<i>- Stay calm when someone tries to talk to you. Make it safe for us to approach you so we don't have to worry about your reaction.</i>											
<i>- Be aware of your feelings of defensiveness and do your best to overcome them.</i>											
<i>- Less steam and fire. Just take it like a grown-up. Just listen and acknowledge and learn and try to do better.</i>											

Sample Individual Project

Highest-Rated Items

Dana Pritchard

1	2	3	4	5	6	7	8	9	10	Freq	Project Avg.		
<p>6. Takes initiative--does what needs to be done without being asked to do so. <i>(Leading by Example)</i></p> 											Avg:	9.20	9.20
<p>3. Works at a high level of energy. <i>(Leading by Example)</i></p> 											Avg:	9.00	9.00
<p>21. States own opinions clearly. <i>(Dialogue)</i></p> 											Avg:	9.00	9.00
<p>31. States own needs and wants clearly. <i>(Resolving Conflict)</i></p> 											Avg:	8.80	8.80

Highest-Rated Items

This section reports the scores of the subject's 5 highest-rated items across all categories. Self-ratings are not included in these averages.

Results are displayed both as a bar graph and in numerical form, from highest to lowest.

Items are shown on the left side of the page, with the related category in parenthesis below it.

The first column displays the average score for each item on the primary scale, with the highest score listed first, followed by the second highest score, and so on.

The second column displays the average scores received by other subjects in the project.

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Sample Individual Project

Lowest-Rated Items

Dana Pritchard

1	2	3	4	5	6	7	8	9	10	Freq	Project Avg.	
16. Listens to others without reacting emotionally.												
<i>(Listening)</i>												
										Avg:	3.90	3.90
30. Uses consideration and tact when voicing disagreement.												
<i>(Resolving Conflict)</i>												
										Avg:	4.00	4.00
22. Communicates without ridicule, threats or emotional outbursts.												
<i>(Dialogue)</i>												
										Avg:	4.20	4.20
14. Receives constructive feedback without reacting defensively.												
<i>(Feedback)</i>												
										Avg:	4.20	4.20

Lowest-Rated Items

This section reports the scores of the subject's 6 lowest-rated items across all categories. Self-ratings are not included in these averages.

Results are displayed both as a bar graph and in numerical form, from lowest to highest.

Items are shown on the left side of the page, with the related category in parenthesis below it.

The first column displays the average score for each item on the primary scale, with the lowest score listed first, followed by the second lowest score, and so on. The category that each item relates to appears in parenthesis below the item statement.

The second column displays the average scores received by other subjects in the project.

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1 2 3 4 5 6 7 8 9 10

Freq

16. Listens to others without reacting emotionally.

(Listening)



Avg: 3.90

Sometimes what people tell each other can be upsetting. They may express a point of view that others strongly disagree with. Hearing unexpected news about accidents, mistakes, errors, opposition or other problems can cause an immediate reaction. Especially upsetting is criticism or the message that others are responsible for something bad that has happened. Feelings of concern, disappointment, frustration and anger can quickly cascade into an outburst.

Under pressure, listeners who show their feelings easily may react with an emotional outburst. Behavior such as this can create barriers to communication. People may decide to filter the information or keep it to themselves rather than deal with this person's negative reaction.

Recommendations for Development

This report section provides specific suggestions on how to improve your 3 lowest-rated items. Separate pages are printed for each item.

The item statement appears at the top of the page, with the category it relates to in parenthesis below it. Your average score on the primary scale is displayed under the abbreviation Avg:

The first two paragraphs provide a description of the behavior and explain why it is important to performance.

"What lower ratings mean" lists possible reasons for the low rating. As you read these statements, think about which ones might explain why you may need improvement in this area.

"Recommended follow-up development actions" describes activities that can help you become more effective in this specific area. You can incorporate any suggestions that are appropriate to your needs and style when creating your development plan.

"Recommended Reading" lists three excellent books that address the topic in detail.

This section can be a valuable reference when discussing areas for improvement with your manager or performance coach and when you develop your plan for improvement.

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1 2 3 4 5 6 7 8 9 10

Sample Individual Project

Recommendations for Development (cont'd.)

Dana Pritchard

1 2 3 4 5 6 7 8 9 10

Freq

- Identify one or two individuals who never seem to lose their cool. Arrange a meeting so that you can ask: "Surely you get mad from time to time, but you never seem to lose your temper. What's your method for staying cool when you are feeling upset?"
- Appreciate that few people will interpret an emotional outburst in a positive way. They may think of it as a temper tantrum. They may see your outbursts as immature or aggressive behavior. You can be sure that displays of anger make others feel uncomfortable. People want their coworkers to think clearly in adversity, and they may doubt your effectiveness. They may think, "If you are capable of this, what else are you capable of?"
- If you become upset while listening to someone, put your feelings aside until the conversation is over. If you have an outburst during the middle of a conversation, you are likely to create a major barrier to communication. Get the message first; react later.
- Consider that showing anger is not the only way to express it, and it is probably not the best. There is a big difference between acting out your emotions--shouting, accusing, cursing, slamming doors or throwing things--and stating, "This is upsetting. I'm angry about this."
- The best way to deal with your anger is to give constructive feedback to the people who are responsible for whatever has upset you. The following approach is recommended:
 1. Put the behavior in context. "Normally your estimates are close."
 2. Describe the behavior. "The May estimates didn't take our new product line into account. They are 50% under our actual expenses, so we're going to have delays."
 3. State how you feel and why. "I'm upset and disappointed. We've been talking about the new product line for months, and now this error will cost us several thousand dollars."
 4. Reaffirm the desired performance. "I know you can handle this, and I trust there will be no more oversights in the future."
- Consider believing in and doing things based on these positive attitudes:
 - "It's OK for people to know I'm upset-- it's not OK for me to act it out."
 - "When the messenger brings bad news, I won't shoot him."

Recommended Resources

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

Freq

30. Uses consideration and tact when voicing disagreement.

(Resolving Conflict)



Avg: 4.00

Although most professional people have good judgment, some coworkers may not always agree about what to do. Faced with opposition and the pressure of time, members of the work group could easily become impatient and come on too strong. Instead of using dialogue or negotiation, they may use argument, intimidation or authority. Most people would be inclined to let head-strong individuals have their way. But that could have several bad consequences. First, the needs of other people would not be satisfied. Further, they might harbor resentment. Most important, the alternatives that are generated through creative negotiation are typically breakthroughs--superior to the initial desires of either party. These benefits would be lost.

When coworkers experience opposition, they need to make an effort not to be overbearing. They need to voice disagreement in a neutral way that invites further dialogue. They need to ask about the needs of the coworkers who oppose them and listen actively. They need to set the stage for the process of creative negotiation.

What lower ratings may mean:

The people who gave you feedback may feel that you are often hard to deal with when you are trying to get your way.

- They may want a better chance to state their cases.
- They may feel that you're overbearing when you disagree.
- You may feel strongly about what you want to do.
- You may have a very intimidating or abrasive personality.
- You may feel that you have a right to try to make people to go along.
- Perhaps you're used to getting your way.
- Maybe you see conflict as winning or losing.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.

1 2 3 4 5 6 7 8 9 10

Sample Individual Project

Recommendations for Development (cont'd.)

Dana Pritchard

1 2 3 4 5 6 7 8 9 10

Freq

- Perhaps the people who work around you expect more of you than you realize. Tell them that you want to be considerate and tactful. Ask them what improvements they would like to see in the way you voice disagreement.
- Identify someone noted for showing respect when voicing disagreement. If possible, study this person's on-the-job behavior. Consider asking this person to observe you and give you feedback.
- Think of a time when someone who was in conflict with you was harsh and intimidating. How did you feel? What impact did this have on your ability to resolve the conflict?
- The next time you find yourself in opposition to someone, pay attention to the way you express yourself. Are you coming on strong? Are you forceful and argumentative? Consider voicing disagreement and expressing your needs in a calm, neutral, open-ended way. Examples:
 - "I understand your position now. I need something a lot different."
 - "At first glance it seems we disagree. Here's my view of it."
 - "I believe we want different things. Let me see if I have it right."
 - "I appreciate your needs. I think I need something different. "
- Make it a habit to inquire into the needs of other people. State your own needs, but ask about the needs of the people who want something different. Examples:
 - "Maybe you folks want something different."
 - "So that's why I like my plan. Why do you like your plan?"
 - "But I'm open to other possibilities. What are you thinking?"
 - "Let's try to address all our needs. What do you want out of this?"
- Consider letting other people state their desires first. This act of courtesy will ensure that you hear them out, and it will make them more willing to hear you out. Example: "Becky, I'll tell you what I have in mind. But first, what about you? How did you want this to turn out?"
- Beware of these aggressive behaviors:
 - Making demands or stating ultimatums
 - Promising bad consequences
 - Arguing or debating
 - Making critical or abusive comments
 - Interrupting people or raising your voice
 - Invoking your authority

1 2 3 4 5 6 7 8 9 10

Sample Individual Project

Recommendations for Development (cont'd.)

Dana Pritchard

1 2 3 4 5 6 7 8 9 10

Freq

- Consider believing in and doing things based on these positive attitudes:
"Others have a right to needs and opinions that are different from mine."
"Courtesy is essential to resolving conflict."

Recommended Resources

Pachter, Barbara. *When the Little Things Count...and They Always Count*. New York: Marlowe & Company, 2001.

Silberman, Mel. *PeopleSmart: Developing Your Interpersonal Intelligence*. San Francisco: Berrett-Koehler Publishers, 2000.

Yankelovich, Daniel. *The Magic of Dialogue: Transforming Conflict into Cooperation*. New York: Simon & Schuster, 1999.

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

Freq

22. Communicates without ridicule, threats or emotional outbursts.

(Dialogue)



Avg: 4.20

When exchanging thoughts and ideas with coworkers, people may hear things they don't agree with or something they didn't expect. They may hear bad news: a problem, a mistake or a setback. Especially upsetting is criticism or the message that they are responsible for a problem. Anger and emotional outbursts can make a person seem unpredictable, out of control and threatening.

It's natural and important to express feelings, but not in a self-indulgent, hurtful way. Intense, negative emotion can alarm people. They may interpret the outburst personally. People could decide to filter the information or keep it from each other rather than deal with the anger. To be establish trust, people need to be objective, reasonable and in control. Coworkers need safe, constructive ways to communicate their feelings.

What lower ratings may mean:

The people who gave you feedback may feel that you sometimes "lose it" when things don't go your way.

- They may find it hard to trust someone who has a mean temper.
- They may have felt hurt or fear because of your outburst.
- Maybe you don't like people to disagree with you.
- Possibly you are the kind of person who shows feelings easily.
- Maybe you get upset easily.
- You may believe it's more honest to express your feelings.
- You may think that it is better if people know when you are upset.
- Perhaps you feel it's healthier to let your anger out.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you intend to express anger appropriately. Ask them what improvements they would like to see in the way you express emotion.

1 2 3 4 5 6 7 8 9 10

Sample Individual Project

Recommendations for Development (cont'd.)

Dana Pritchard

1 2 3 4 5 6 7 8 9 10

Freq

- Identify one or two individuals who never seem to lose their cool. Arrange a meeting so that you can ask: "Surely you get mad from time to time, but you never seem to lose your temper. What's your method for staying cool when you are feeling upset?"
- Think of a time when someone became angry and berated you. How did you feel? What impact did this have on your relationship with the person?
- The next time you feel angry, consider ways to communicate your feelings without being aggressive. Talk about your anger in an honest, objective manner.
- Appreciate that most people will rarely interpret an emotional outburst in a positive way. They may think of it as a temper tantrum. They may see your outbursts as immature or aggressive behavior. You can be sure that displays of anger make others feel uncomfortable. People want their coworkers to think clearly in adversity, and they may doubt your effectiveness. They may think, "If he is capable of this, what else is he capable of?"
- Remember that words can hurt. An assault can be verbal, as well as physical. If you get a reputation for being mean or aggressive, people may stop trusting you. They may even avoid communicating with you. And people do not give all of their talents and energy for someone they don't trust. They may withhold vital information or try to sabotage you. Examples of aggressive, hurtful remarks:
 - Threats: "You'd better not do that again." or "You can be replaced."
 - Put-downs: "That's stupid, Charlie."
 - Commands: "Put that down!" or "Shut up!" or "Get out!"
 - Criticism: "This is awful!"
- If you become upset or angry while listening to someone, the best thing for you to do is to put your feelings aside until the conversation is over. If you display your emotions during the middle of a conversation, you will probably close it down. Get the message first; react later.
- Consider that showing anger is not the only way to express it, and it's probably not the best. There is a big difference between acting out your anger--shouting, accusing, cursing, slamming doors or throwing things--and stating, "This is upsetting. I'm angry about this."
- Rather than demonstrate how you feel, state how you feel and why. Example: "This mismatch has me upset and disappointed. We've been talking about the new

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

Freq

product line for months, and now this error will cost us several thousand dollars."

- Consider believing in and doing things based on these positive attitudes:
"It's OK to be upset, but it's not OK to hurt people's feelings."
"I will communicate my feelings in positive, constructive ways."

Recommended Resources

Pachter, Barbara, and Susan Magee. *The Power of Positive Confrontation: The Skills You Need to Know to Handle Conflict at Work, at Home and in Life*. New York: Marlowe & Company, 2001.

Stone, Douglas, et al. *Difficult Conversations: How to Discuss What Matters Most*. New York: Viking, 2000.

Weisinger, Hendrie. *Emotional Intelligence at Work*. San Francisco: Jossey-Bass, 2000.

1 2 3 4 5 6 7 8 9 10