



TIME MANAGEMENT EFFECTIVENESS

F E E D B A C K R E P O R T

Sample Report
3/1/2017



INTRODUCTION

The following information is provided to help you navigate the information this is included in your Time Management Effectiveness report.

1. Overall summary chart

The summary results chart provides a quick visual representation of your scores in seven competencies that make up the Time Management Effectiveness profile. The scores to concentrate on are those above 3.5 (strong) and below 2.75 (need further development). Please note that these competency scores are averages; individual question scores can be viewed by clicking on the individual competency link.

2. Category description pages

This report contains three sections for each of the seven competencies. The first of these three sections explains the category, lists average scores, and then provides high and low score interpretation notes. The second section provides a graphical representation of individual question scores. The third section provides broadly-based improvement actions for those individuals wanting to develop their competencies.

3. 10/10 Report

The "10/10" Report page provides the raw scores for the 10 highest scoring questions and the 10 lowest scoring questions out of the 84. It also identifies which competency each question is from.

4. Course and Reading suggestions

Development suggestions for the two lowest scoring competencies, including training courses and specific books that may provide some useful additional information, are included here.

5. Development Plan

The development plan aggregates the five lowest scoring questions and puts them into a one page template. Individuals can use this template to record the actions they plan to take, as a result of their feedback, over the next twelve months. Individuals may draw upon the general guidance offered in their feedback report, or draw upon the "coaching tips" (see next section).

6. Coaching tips

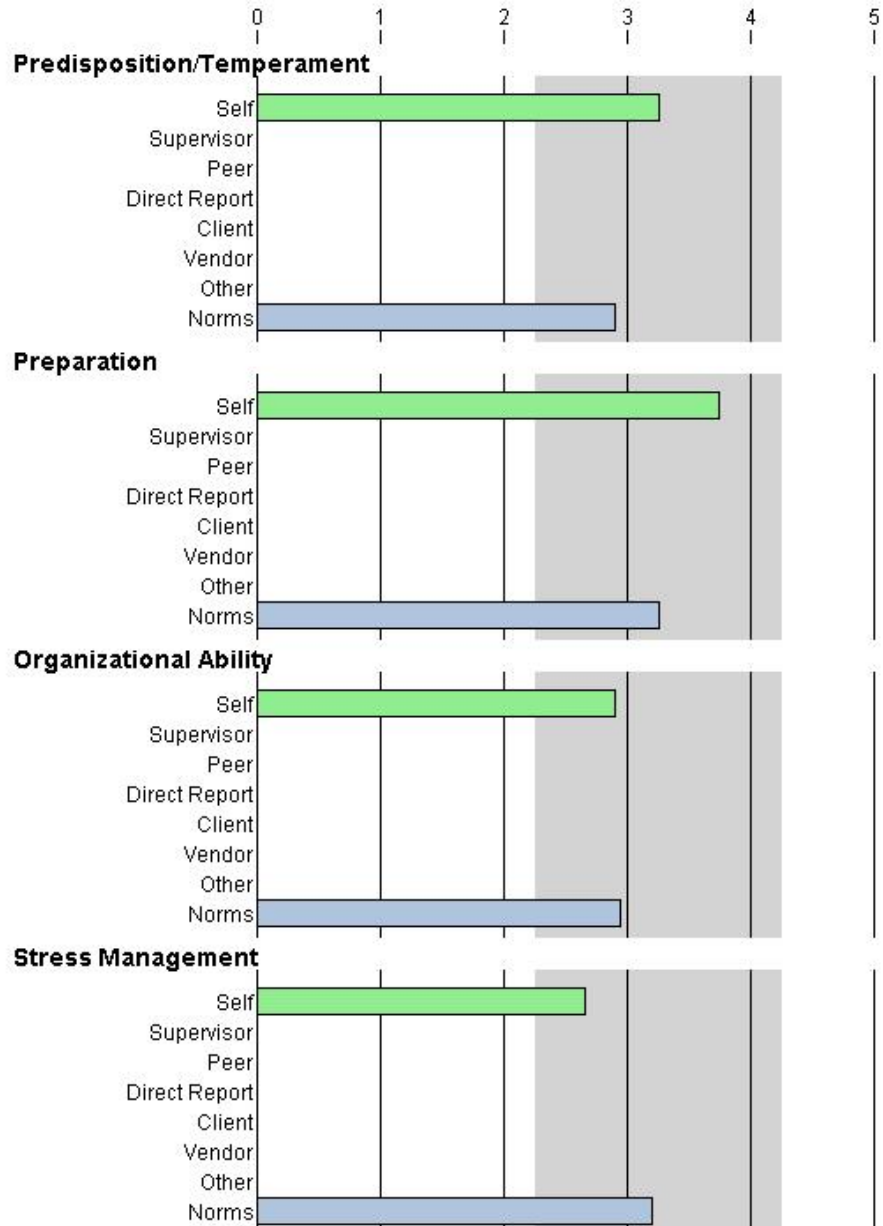
The overall output report includes detailed coaching tips for the five lowest scoring questions. These coaching tips provide not only information about the particular questions, but provide some specific advice on what individuals might do to improve their skills or learn new behaviors in the future.

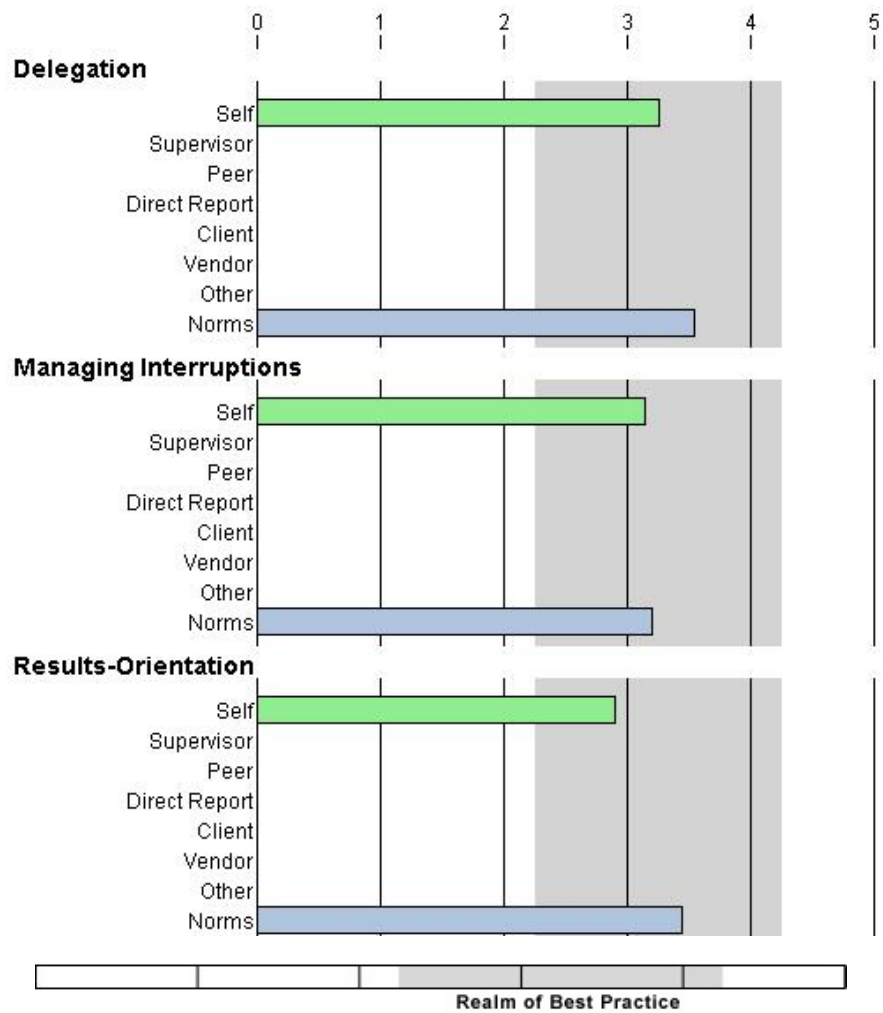
Note on 360 Degree Feedback

If you received feedback from your supervisor, direct reports or peers using this assessment, please note the following: Ratings responses from all persons who completed the assessment are averaged to produce the results in the 10/10 Report, Course and Reading Suggestions, Development Plan, and Coaching Tips.



OVERALL SUMMARY



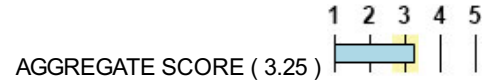


Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.



PREDISPOSITION / TEMPERAMENT

This section on Predisposition/Temperament looks at your basic character predisposition and temperament and internal levels of "drive." It asks the question: "How much do you feel the pressure of time-how hard do you drive yourself?"



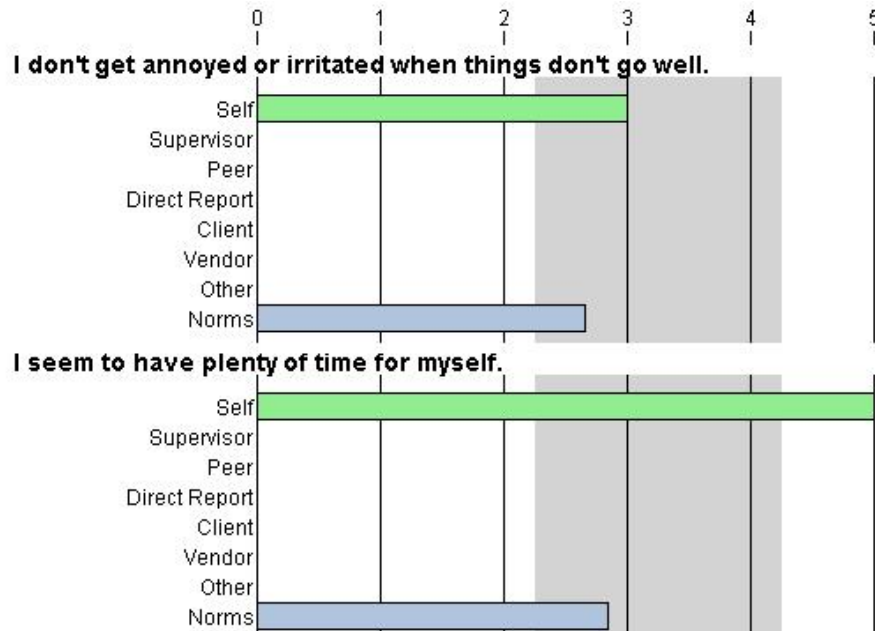
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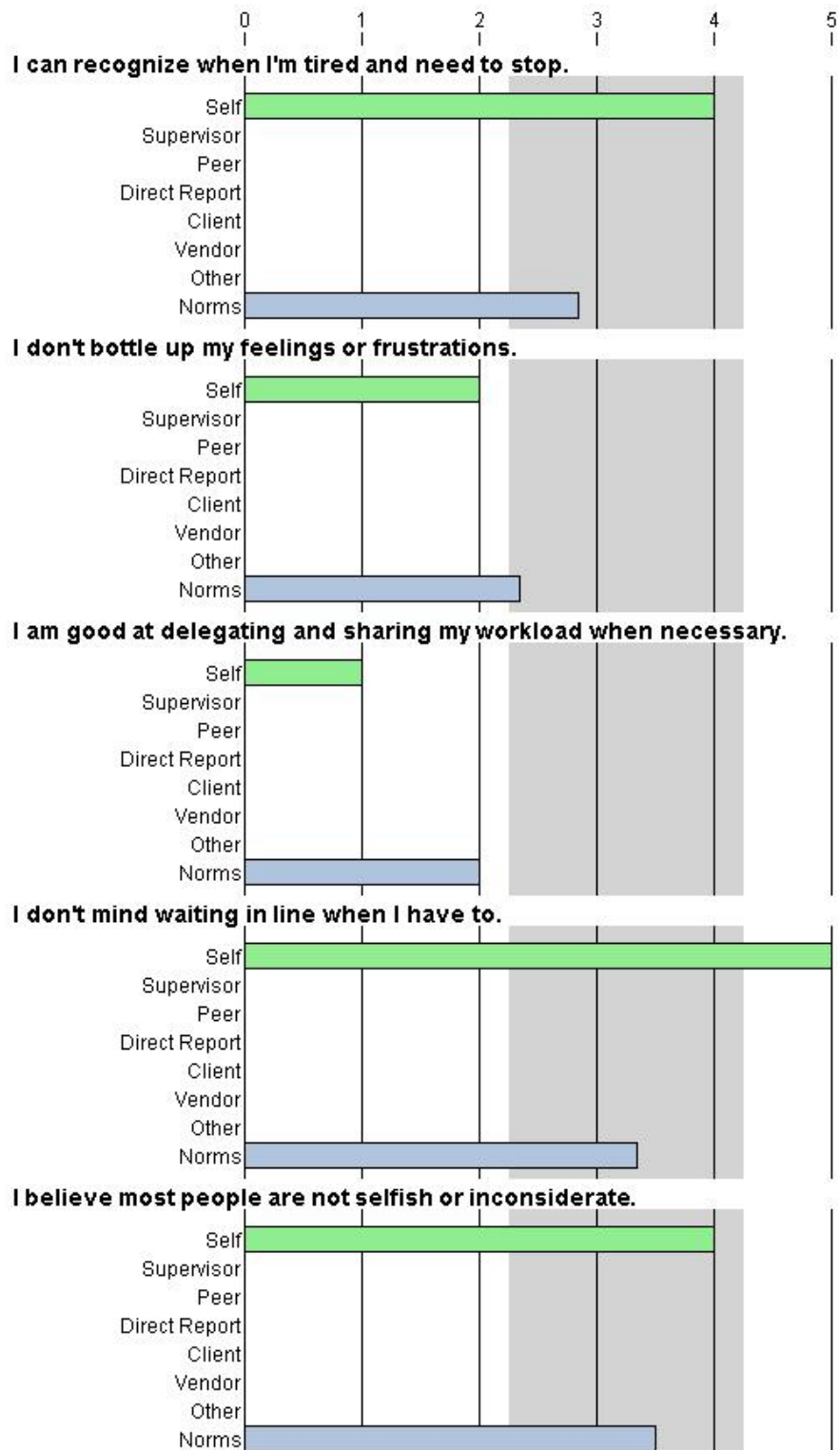
LOW (less than 2.75)

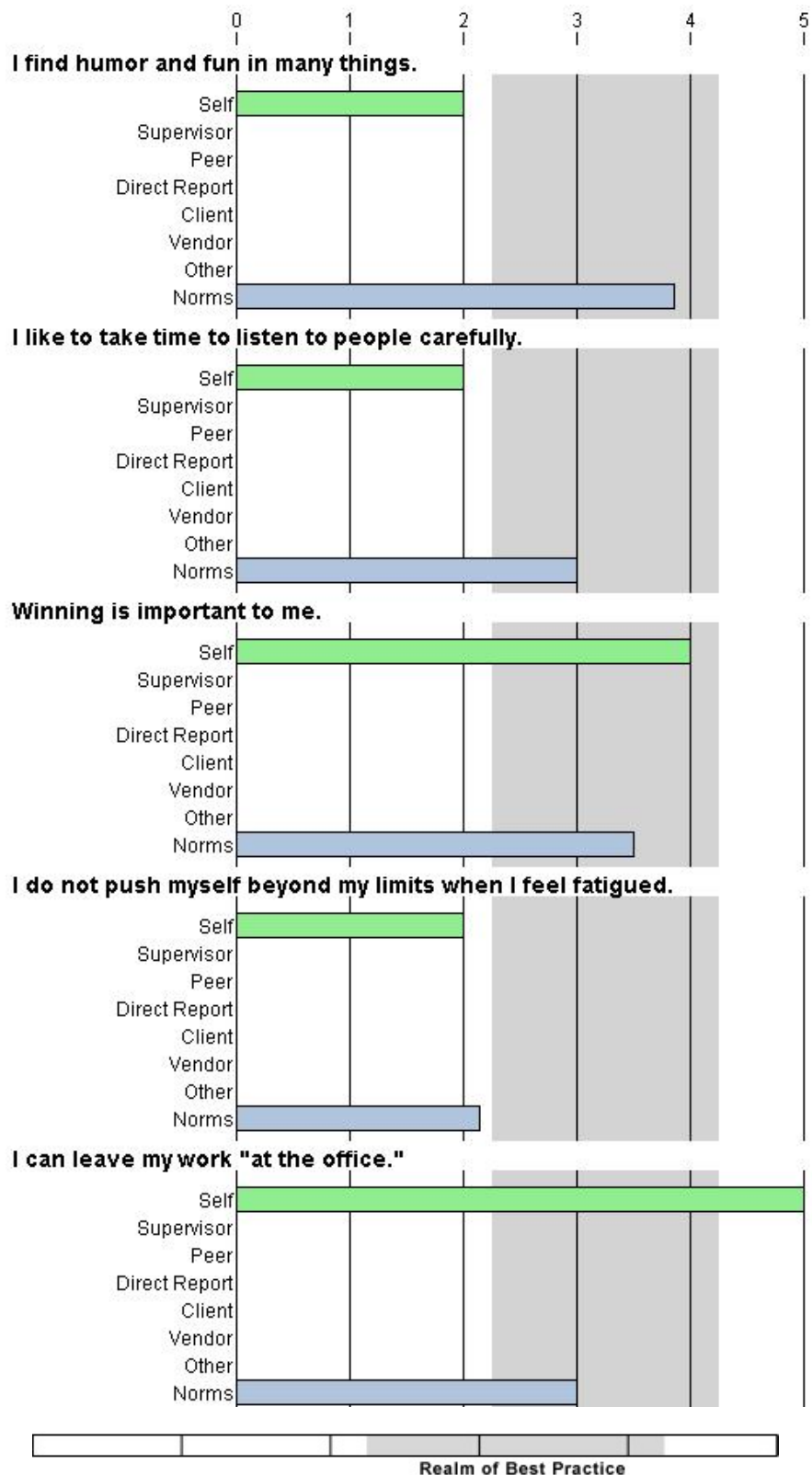
Scales predominantly in the ones and twos ("occasionally" and "almost never") suggest "Type A" behavior. This means that you are likely to see life in general as competitive, and feel constantly pressured by time. You tend to be tough on yourself and others. The Type "A" personality gets things done and is usually action-oriented. However, this behavior type takes a lot on, pushing themselves and others quite hard. Some Type A's will cram a lot into their day and thus impress those around them with their capacity to manage time with great pace and energy. However, the Type A often becomes overly obsessive about cramming in as much as possible, and sometimes fails to set aside enough time for contemplation or even time to relax or quietly reflect on where they are going.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") suggest a so-called "Type B" behavior. This means that you are likely to be calm and relatively laid-back, and can relax, wind down, and easily avoid competitive pressures and unnecessary deadlines. The Type "B" tends to have fewer balls in the air. He or she works at a steadier pace than the Type A, and generally is quite good at controlling their pace and energy. A Type B is less likely to be a slave to the clock-sometimes even deliberately missing a deadline in order to maintain a healthy balance between work and a satisfying personal life (knowing others might think they are being less productive).







Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

This section on Predisposition/Temperament looks at your basic character predisposition and temperament and internal levels of "drive." It asks the question: "How much do you feel the pressure of time-how hard do you drive yourself?"

Improvement actions

The Type "A" person can learn how to devote more time to their personal life and relationships. They should avoid setting so many deadlines and targets and begin focusing on improvements wherever there are "1" or "2" ratings. This approach of concentrating on low scores first should be used for every competency.

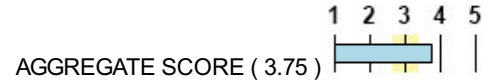
Predisposition/temperament

- Design in more personal time to relax, reflect, think, and pursue gentle recreation, as often as you can.
- Stop working when you know that you are tired and clearly achieving less than your best.
- Try not to fill up your day with as much activity, targets, and priorities.
- Plan this different and slower approach into your day at first, until it becomes more natural for you.
- Clearly separate your work from your leisure time, and keep the two apart as much as possible.



PREPARATION SKILLS

This section on Preparation Skills examines how well you prepare yourself for important tasks or personal priorities facing you on a daily or weekly basis. It asks the question: "To what extent is planning ahead an integral part of your time?"



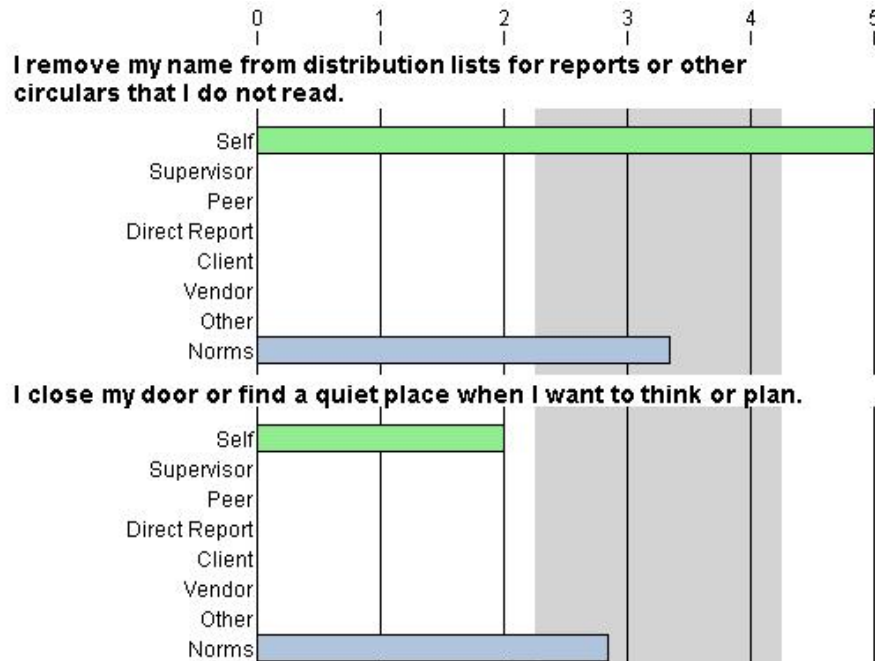
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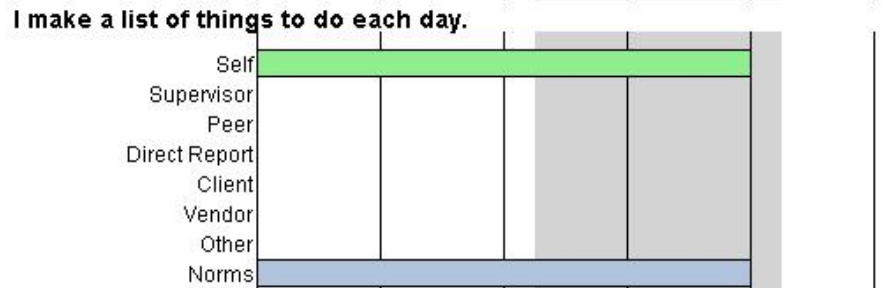
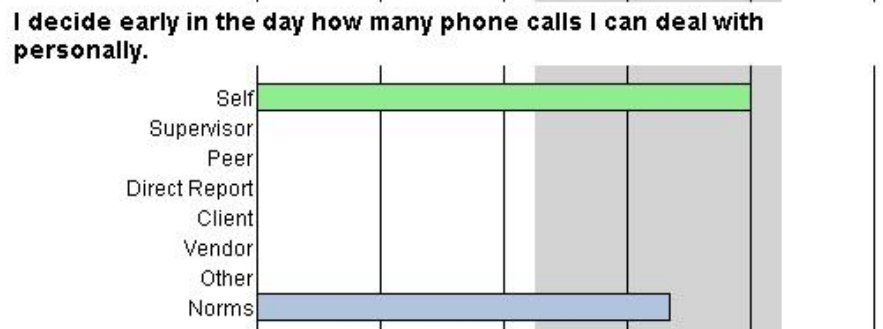
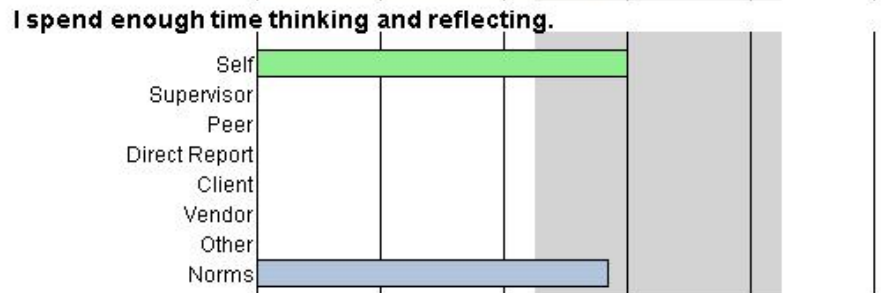
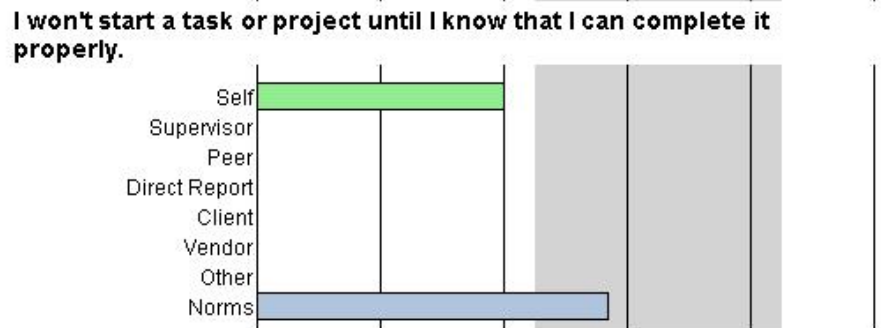
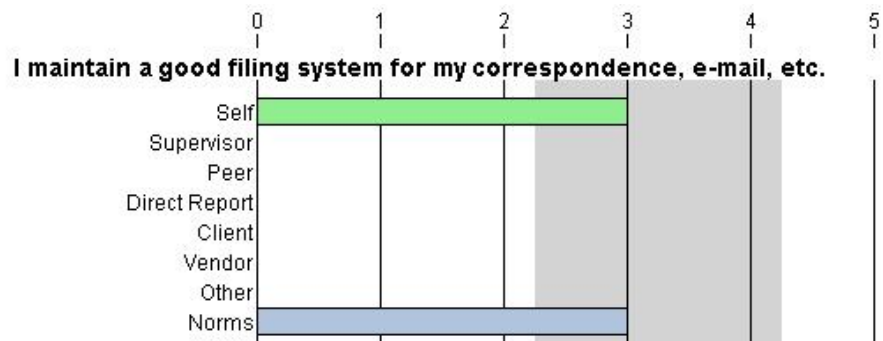
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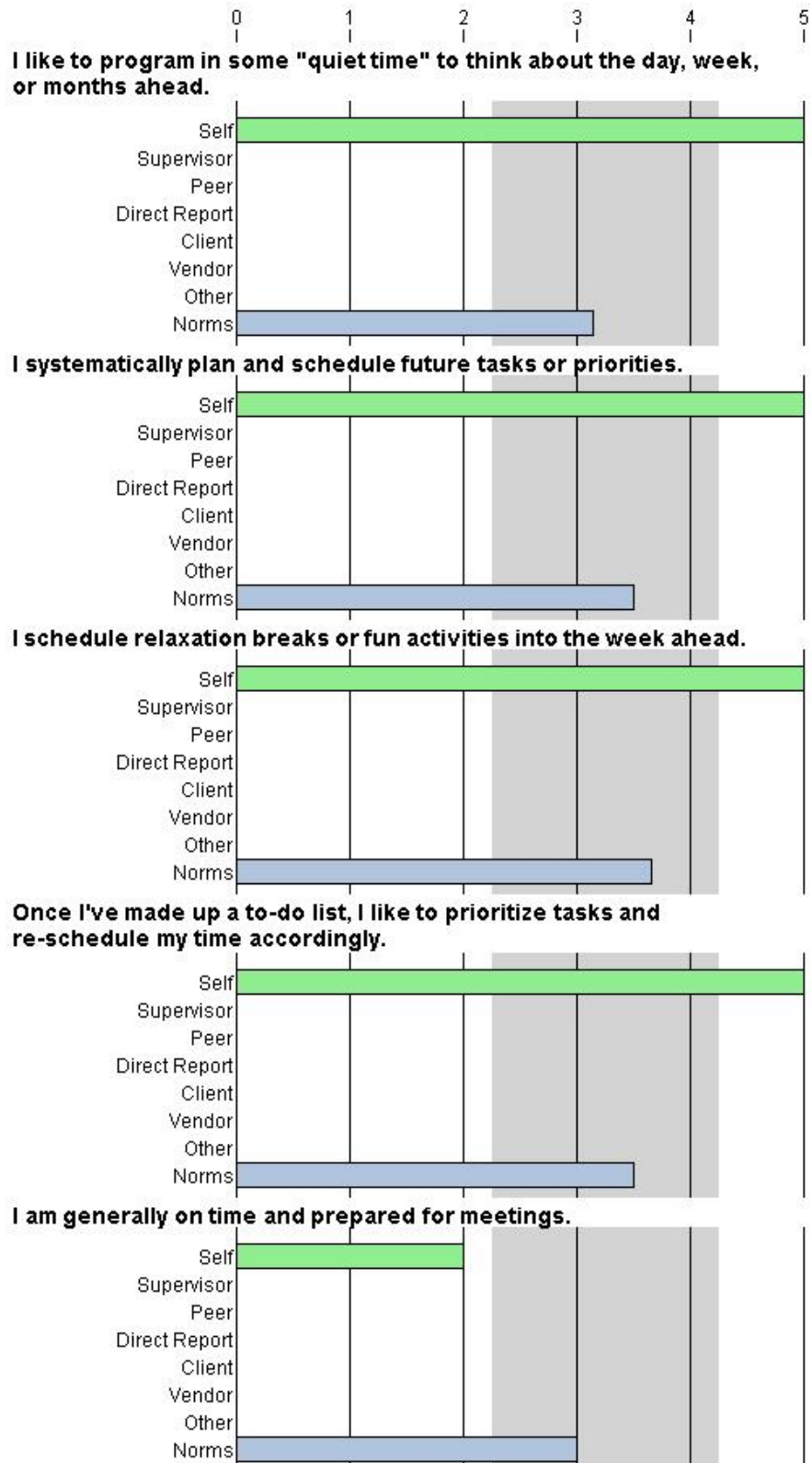
Scales predominantly in the ones and twos ("occasionally" and "almost never") suggest that you neglect planning or setting priorities and perhaps too often let events or interruptions dictate what your day will be like. The low scorer is likely to feel squeezed by time to the extent that they can do little or no planning ahead. This individual constantly feels that their time is not their own.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") are likely to mean that you are a well prepared individual or one who usually plans ahead to ensure that your known workload is tackled in a way that is sensible for you. An individual who scores high in this area finds time in every week to quietly plan or schedule ahead. This planning might be done over an extended period of time, just once or twice a week, or in short bursts, as needed.







Realm of Best Practice

Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

This section on Preparation Skills examines how well you prepare yourself for important tasks or personal priorities facing you on a daily or weekly basis. It asks the question: "To what extent is planning ahead an integral part of your time?"

Improvement actions

The low scorer needs to actively set aside time to plan and prepare. This will not be easy at first, and might not come naturally or happen on a regular basis, despite good intentions. Planning or priority-setting should ideally be done at the beginning or end of each day, even if it is only for a few minutes. If this proves difficult, ask a friend or partner to remind you. If possible, use a planning system, a predesigned priority-setting list, or an organizer to give you some structure and keep you from losing scraps of paper or forgetting things.

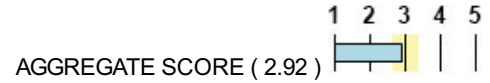
Preparation skills

- Force yourself to spend at least a few minutes each day with a pen and paper, and reflect upon what is important to achieve in the day or the week ahead.
- Make a list and prioritize it into MUST DO, SHOULD DO, and NICE TO DO IF THERE IS TIME categories.
- Stick to your daily plan as much as you can, once it has been thought through.
- Ensure that breaks, quiet time, and catch-up gaps are planned into each day.



ORGANIZATIONAL ABILITY

This section on **Organizational Ability** looks at how well you maintain a healthy equilibrium in your life. It asks the question: "How effectively do you control your time in order to achieve a good balance?"



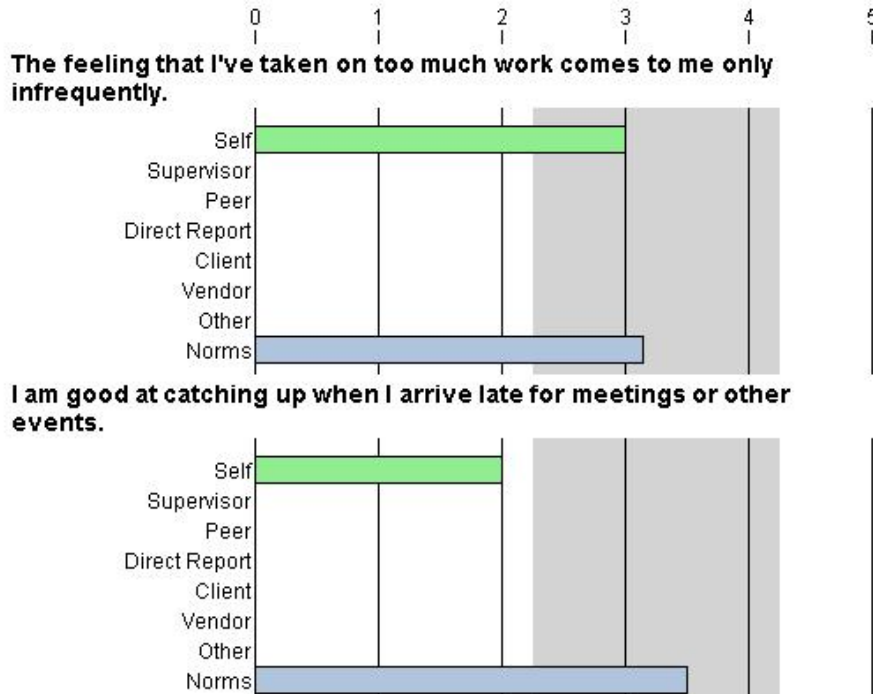
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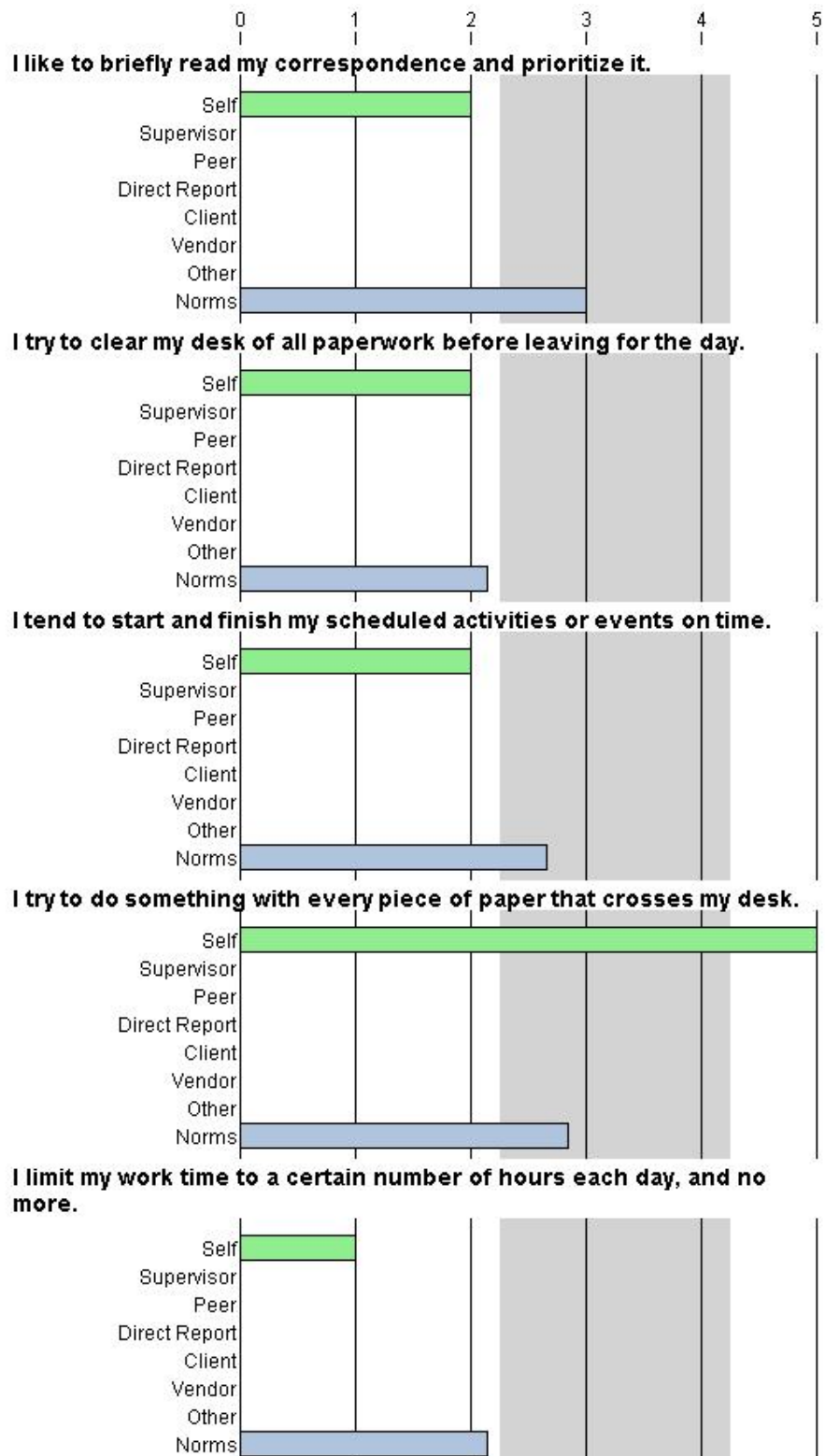
LOW (less than 2.75)

Scales predominantly in the ones and twos ("occasionally" and "almost never") suggest that you spend "little or no time" in systematically organizing your workload. You tend to tackle only the next tasks that face you, with limited forethought. A low score suggests that you believe there are more tasks than there is time in the day to do them. As a result, you usually take on whatever comes next or whatever seems to be most urgent, failing to organize yourself or others to be most effective and productive.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are able to organize yourself and others so that significant changes in your workload are quickly accommodated and re-prioritized. An individual whose scores are high believes that personal organization is a critical tool in their time-management tool bag. They understand the need to think about the ongoing fluctuations in workload and changes in deadlines, and will reorganize themselves and others in order to achieve the best result.





This section on Organizational Ability looks at how well you maintain a healthy equilibrium in your life. It asks the question: "How effectively do you control your time in order to achieve a good balance?"

Improvement actions

Low scorers need to recognize that people, resources, targets, deadlines, and available time will have to be organized in order to achieve the right results; you cannot float through each day like a piece of seaweed drifting on the sea of changing priorities. Low scorers must take charge of their personal priorities and learn that there is always an optimal sequence for tackling a series of future tasks or projects.

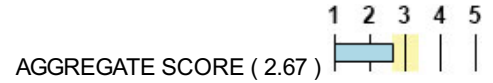
Organizational ability

- Make sure that all your planned and unplanned activities of the day and week are always scheduled and re-scheduled as necessary.
- Set up a system to make sure that you can find things you need regularly, and think carefully about targets and deadlines for tasks or projects.
- Try not to make commitments until you have looked at your overall workload and worked out what is possible and how much re-organization will be necessary.
- Realistically recognize your own limitations, and those of others around you upon whom you may depend to meet your targets and deadlines.



STRESS MANAGEMENT

This section on Stress Management looks at your ability to keep calm and stay focused when the pressure is on or a crisis occurs. It asks the question: "When the people around you are all losing their heads, can you keep yours?"



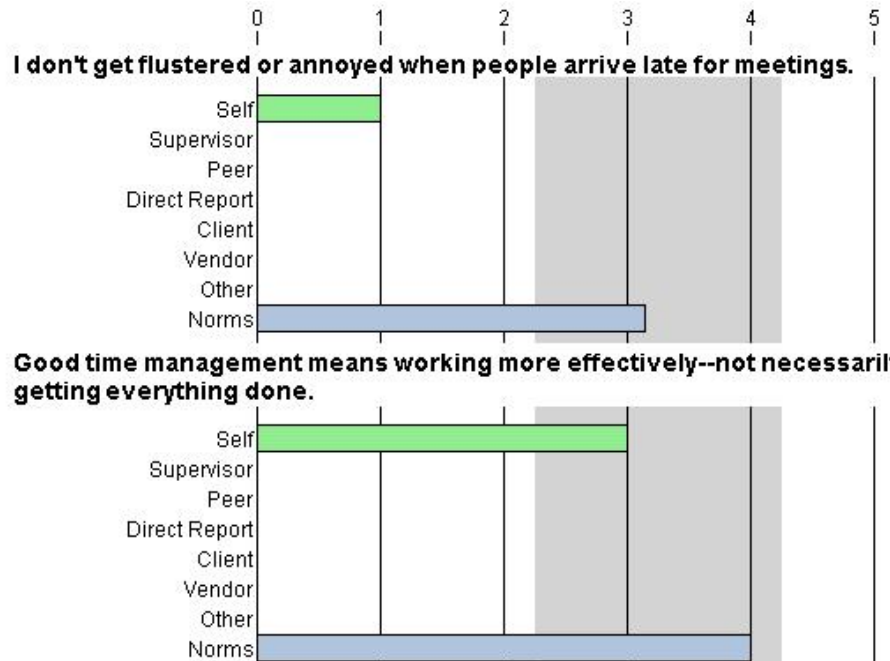
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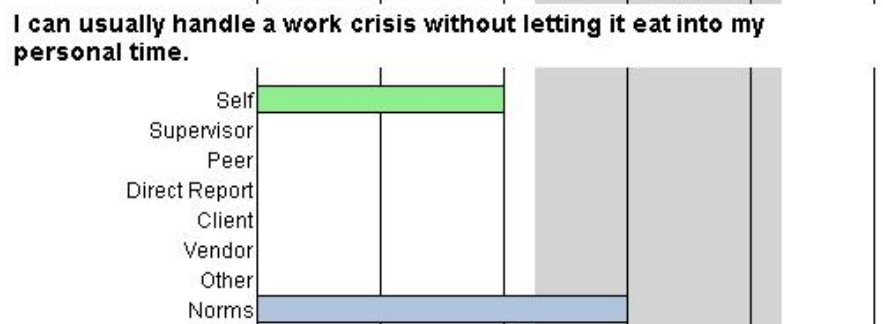
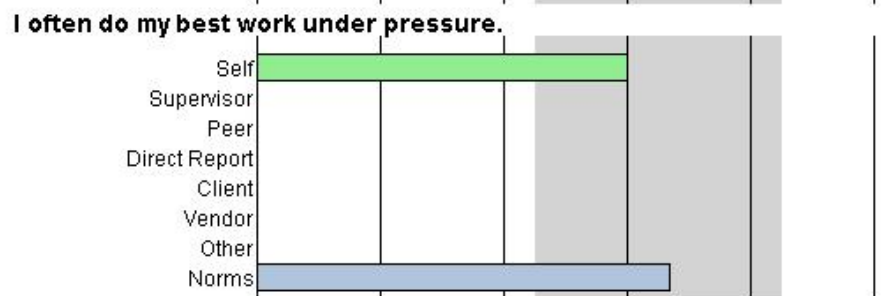
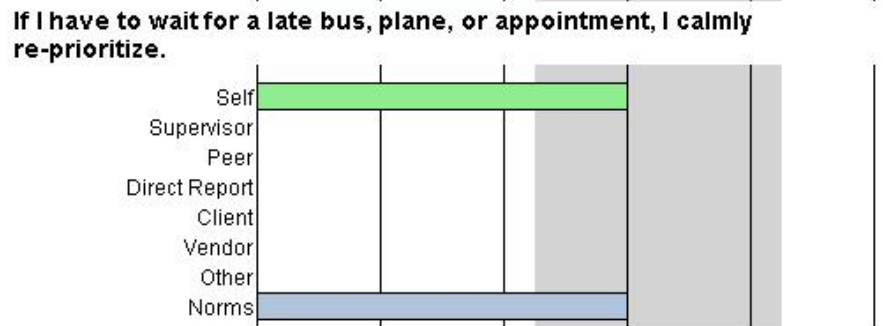
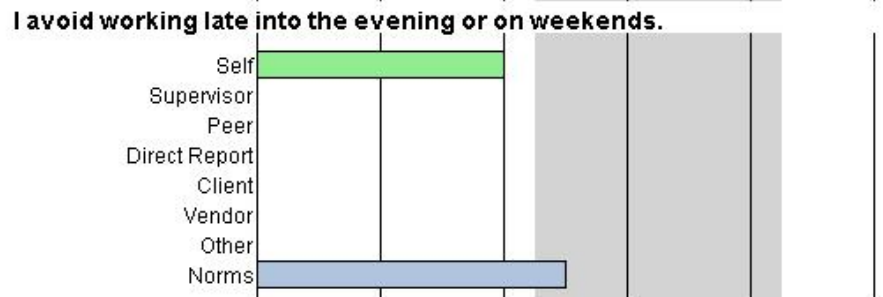
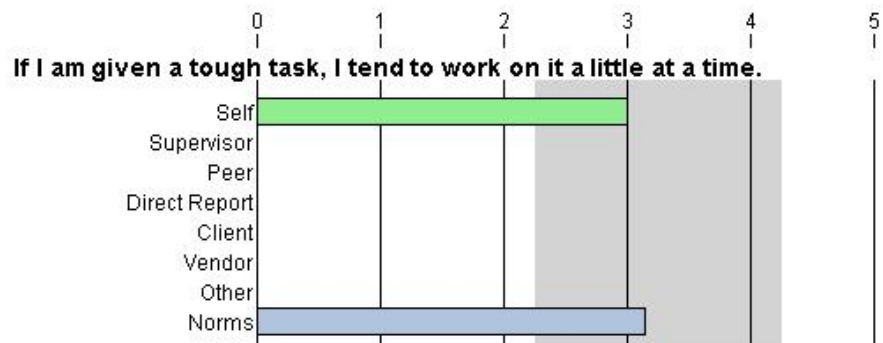
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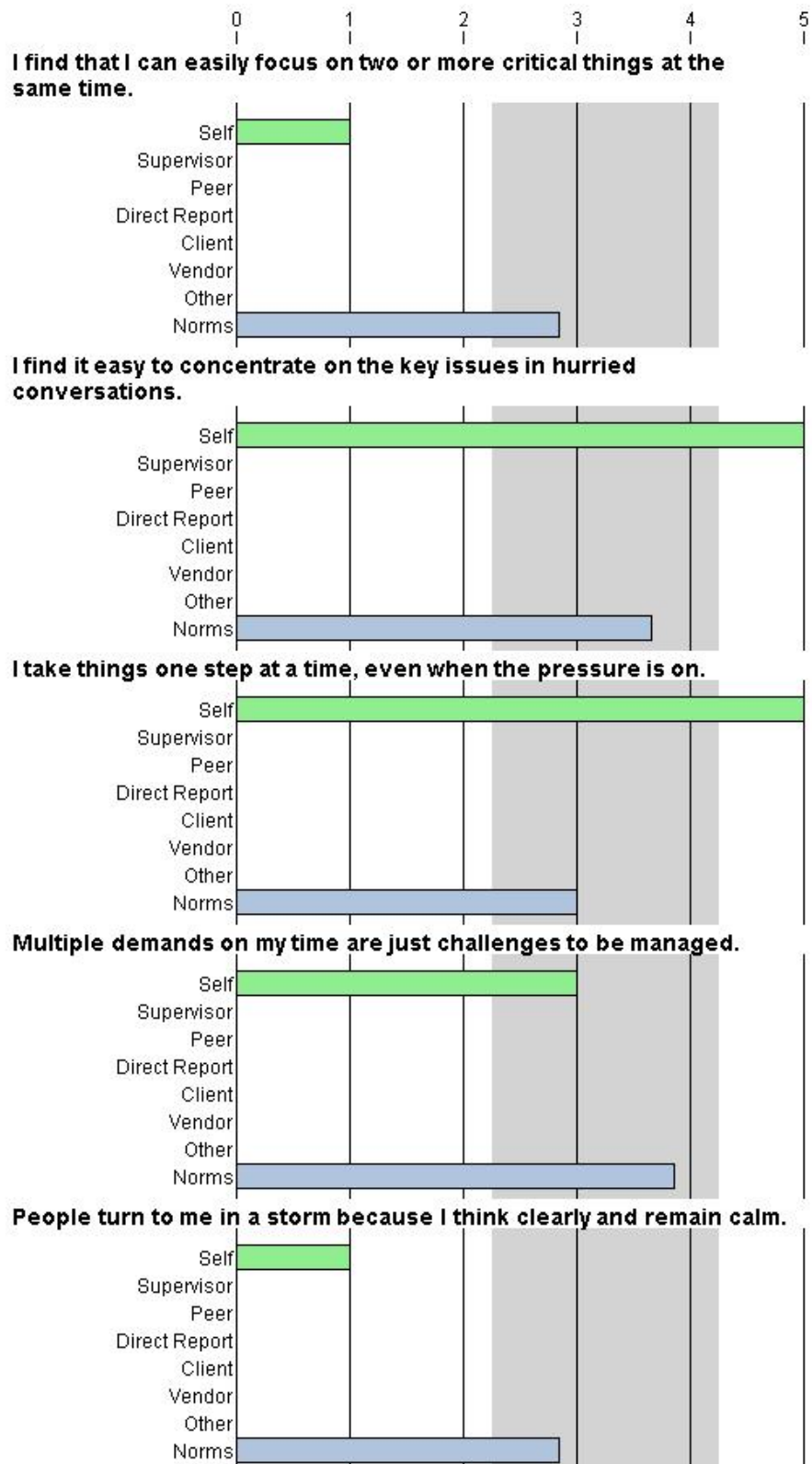
Scales predominantly in the ones and twos ("occasionally" and "almost never") suggest that pressure distracts you and tends to throw you entirely off-course, causing potential strain and worry. A low scorer in this section is likely to become flustered, disorganized, or destabilized by high levels of stress during workload crises. This can lead to cutting corners, dropping priority tasks, working at home or late at night, or even causing unnecessary stress to others.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") suggest that you manage pressure in a relatively relaxed and flexible way and generally do not see it as a threat to your key priorities. A high scorer in this section is likely to understand that pressure and stress are an inevitable part of day-to-day life, and accommodate it the best way they can. However, they tend to find creative ways to make extra time available and do not let the pressure get the best of them or encroach on personal or reflective time.







Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

This section on Stress Management looks at your ability to keep calm and stay focused when the pressure is on or a crisis occurs. It asks the question: "When the people around you are all losing their heads, can you keep yours?"

Improvement actions

Low scorers need to accept pressure as something to be managed as flexibly as possible. Strong efforts need to be made to protect planning time, thinking time, breaktime, and relaxation time when pressure is at its greatest. Ultimately, pressure should be viewed as something to be creatively managed and reduced-not endured as a long-term "norm."

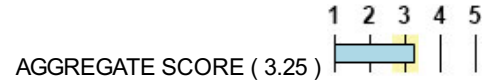
Stress management

- Do some quiet reflective thinking or contemplation on the sort of pressure or crises that arise on a regular basis (or of a similar type when it occurs).
- Develop a range of flexible coping strategies that can be deployed when this occurs.
- Include more planning, stronger prioritization, delegation, more short breaks, or a number of other coping tactics into your schedule.
- Take your time and calmly rethink your most important priorities when the pressure is on or crises occur.



DELEGATION SKILLS

This section on Delegation looks at how well you assess what you are capable of achieving and then seek ways to obtain assistance from others when necessary. It asks the question: "How effectively do you spread out your tasks or workload in order to stay personally in control or on top of things?"



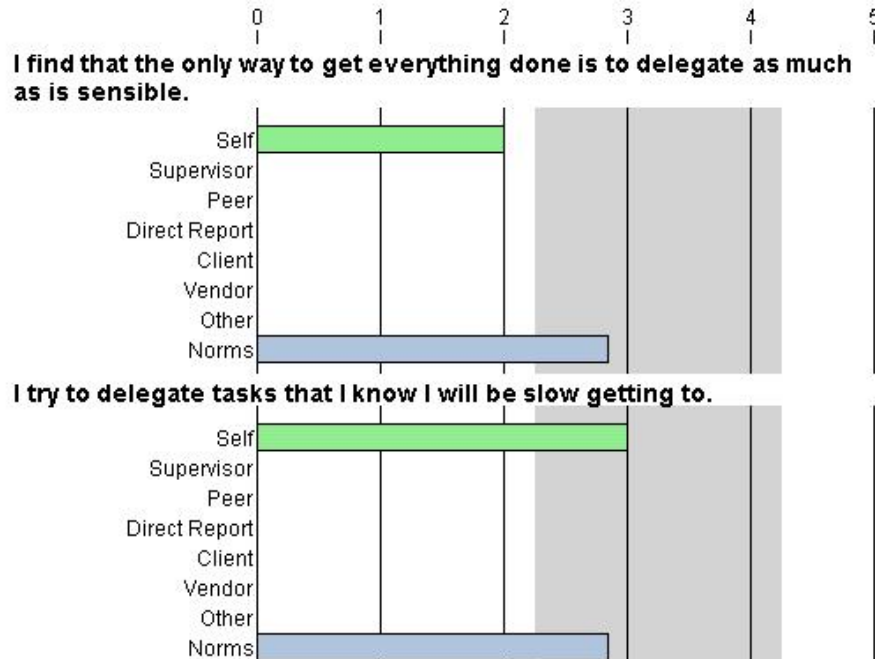
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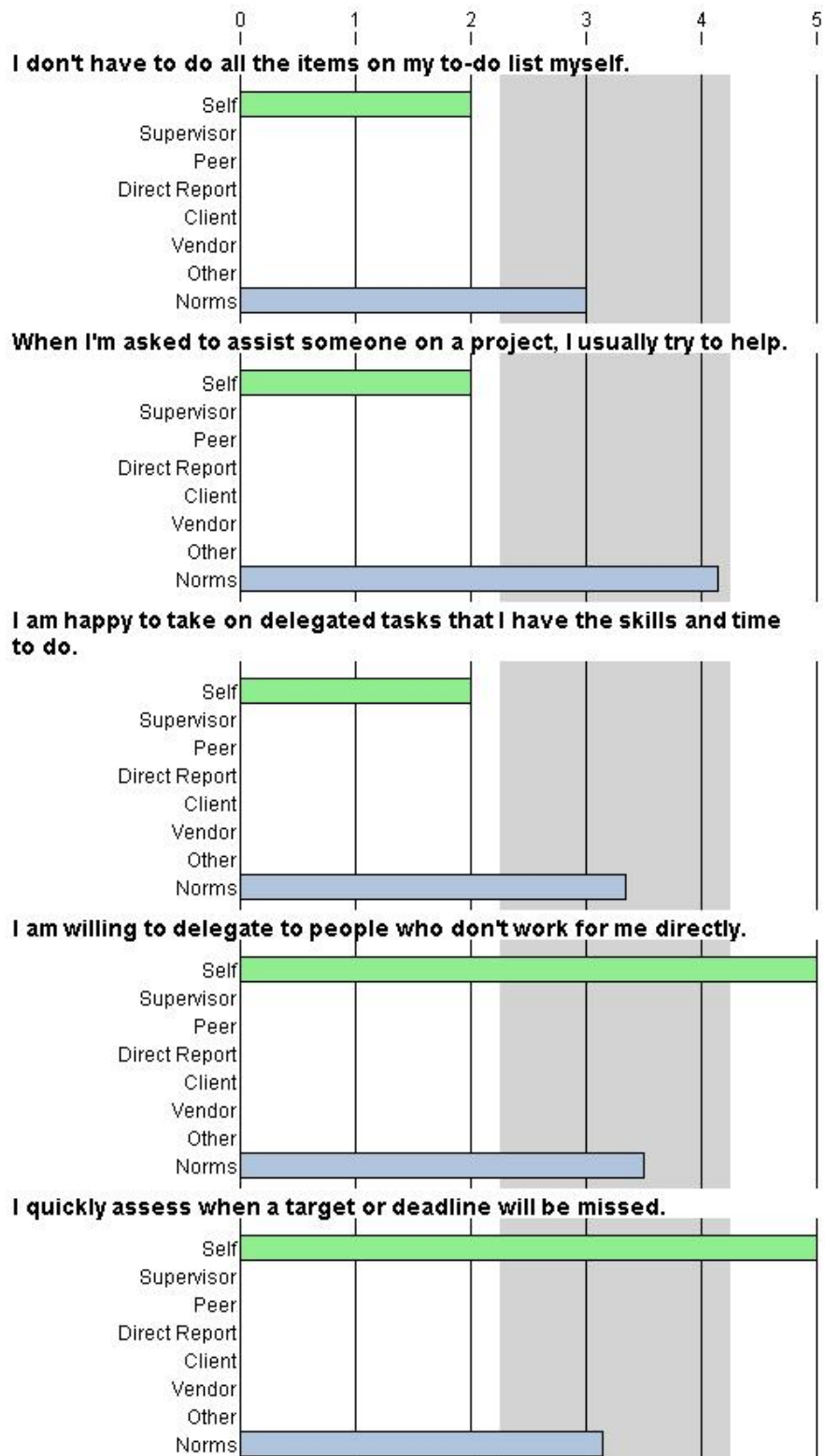
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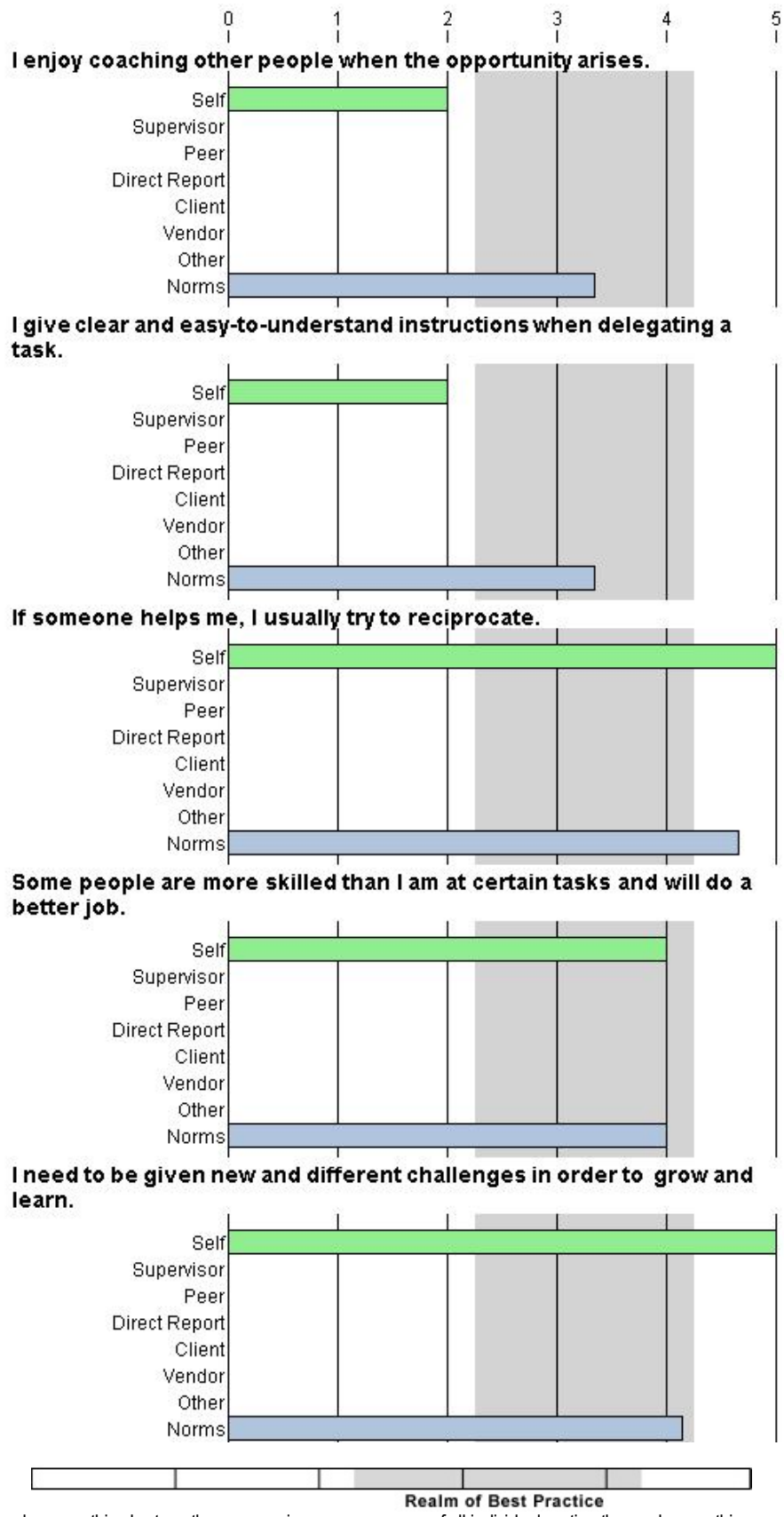
Scales predominantly in the ones and twos ("occasionally" and "almost never") suggest that you probably take on too much work, and think that asking others for help is a sign of weakness or failure (or that people around you are less capable or less skilled than you are). An individual who scores low in this area tends to take on most tasks themselves and has an "if a job is worth doing well, it's better to do it yourself" attitude most of the time. You might have to work harder to catch up or work longer hours than necessary because you don't spread your workload out more creatively.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") suggest that you recognize your own skill limitations and time constraints and look to find ways to get others to help you as much as possible. A high scorer in this area carefully evaluates their own limitations against their workload and looks for ways to match people, resources, and tasks (even when they do not have people working for them directly).







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This section on Delegation looks at how well you assess what you are capable of achieving and then seek ways to obtain assistance from others when necessary. It asks the question: "How effectively do you spread out your tasks or workload in order to stay personally in control or on top of things?"

Improvement actions

Low scorers in this area need to invest more time and energy in sharing their skills with others and in accepting the fact that some people can tackle a number of tasks as well, if not better, than they can. Start with delegating only small tasks or trading work you enjoy (or are good at) with work that colleagues might do better. The more you use this cooperative approach, the more natural delegation will be.

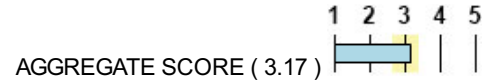
Delegation skills

- Think about your colleagues around you and their skills and abilities relative to your own.
- Reflect upon the balance of workload that prevails in a given day or week (including the peaks and troughs).
- Look at your own skills and abilities and develop a list of tasks and activities that could become the basis of discussion for delegating to others, and for you to potentially take on some of their tasks.
- Consider what tasks or projects could help individuals to grow or learn new skills.



MANAGING INTERRUPTIONS

This section on **Managing Interruptions** looks at how well you stay on track when unexpected events or people interfere with your plans. It asks the question: "How flexible are you in your work, should unexpected events or interruptions occur?"



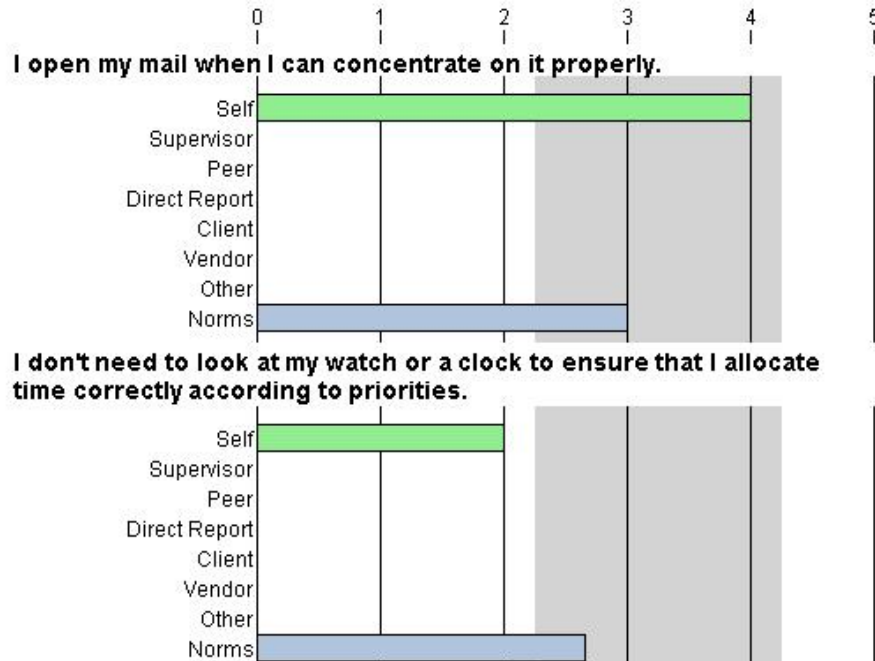
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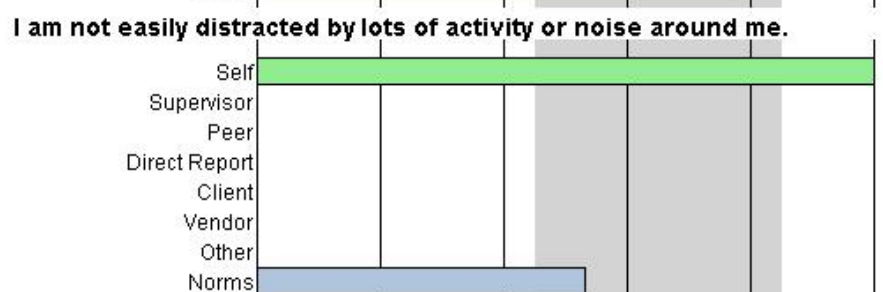
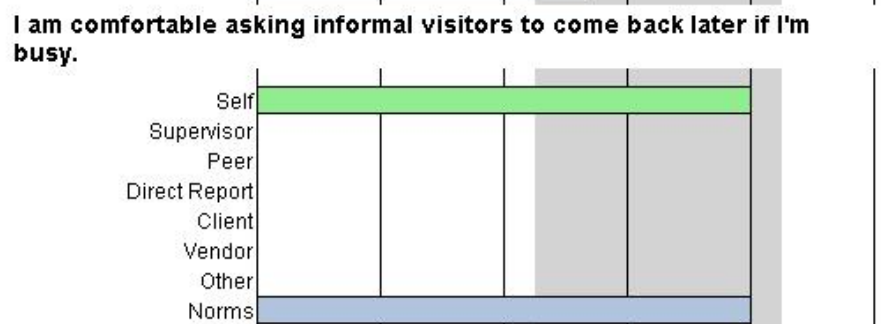
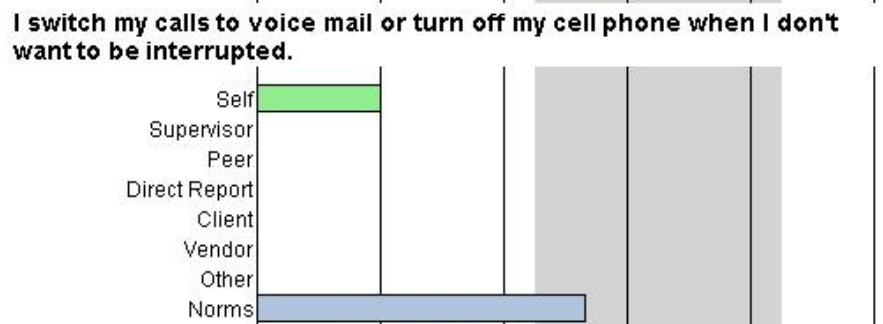
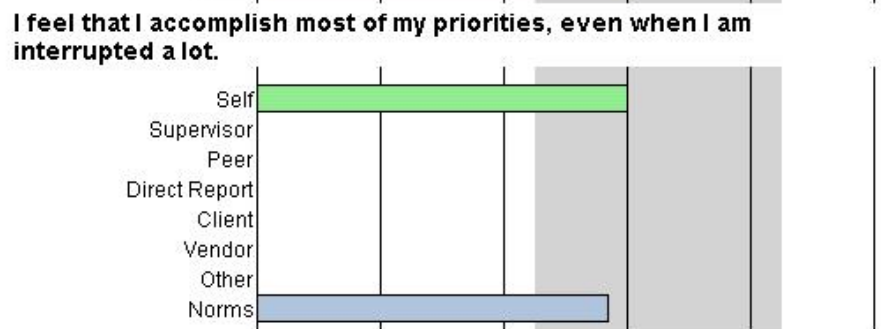
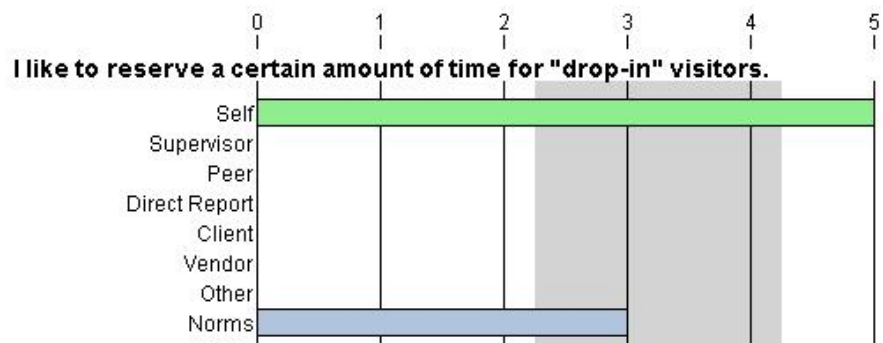
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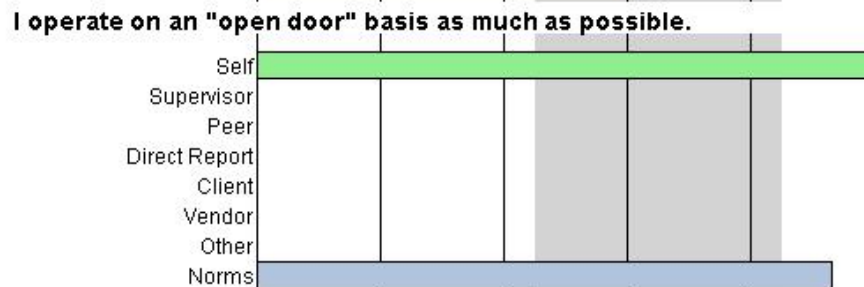
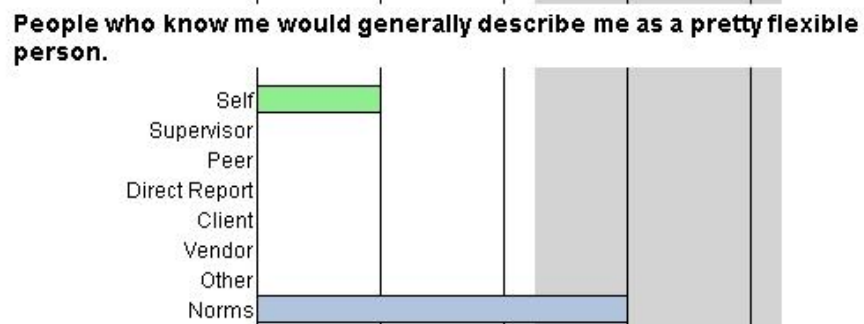
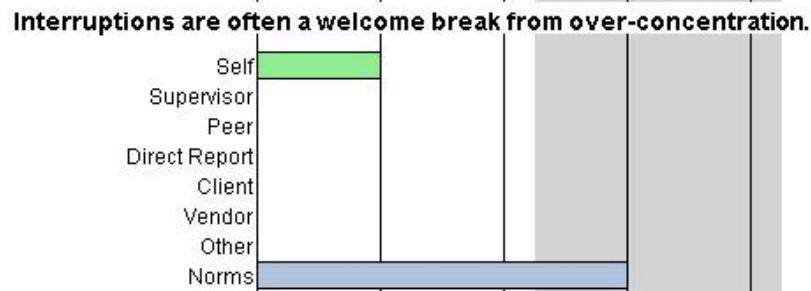
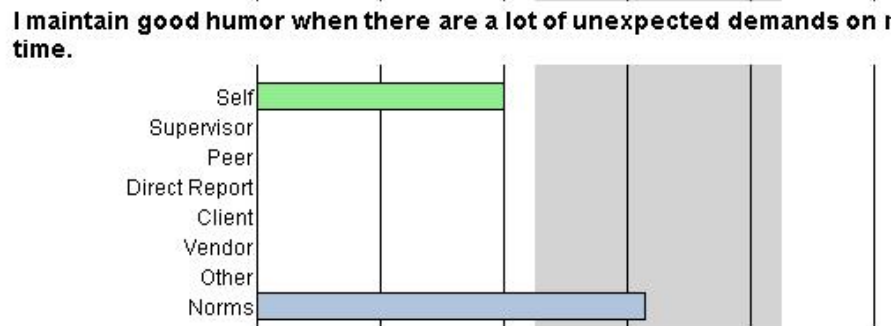
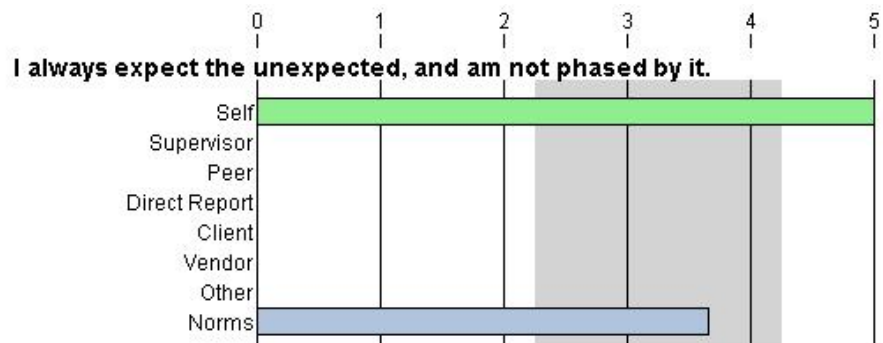
Scales predominantly in the ones and twos ("occasionally" and "almost never") suggest that you probably let interruptions steer you off-course and get in the way of greater priorities. Those whose scores are high in this area unwittingly give indications that it is okay for others to interrupt them when they like. A low scorer here generally dislikes interruptions and worries about when they will come (yet again!), but also tends to invite them by allowing current interruptions to take control. Other work (and some of it much more important) gets postponed or dropped altogether.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") suggest that you take interruptions in stride, but also plan your day to accept a certain amount of unexpected variation. An individual who scores high here sends out signals that he or she should only be interrupted for important things, but also keeps these interruptions quite brief, quickly evaluating them for their importance in the broader picture.







Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

This section on Managing Interruptions looks at how well you stay on track when unexpected events or people interfere with your plans. It asks the question: "How flexible are you in your work, should unexpected events or interruptions occur?"

Improvement actions

Low scorers in this area need to spell out just when interruptions are generally not acceptable (close the door of a room, transfer calls to voice mail, etc.). In addition, low scorers need to recognize that not every interruption requires their full attention and immediate action. Instead, such interruptions should be speedily assessed and allocated appropriate time on the prioritized to-do list.

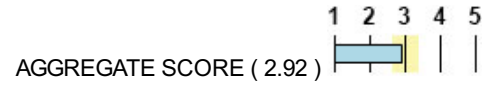
Managing interruptions

- List the main interruptions that you are likely to encounter (phone calls, mail, drop-in visitors, etc.).
- Design some time into your day or your week to allow for some interruptions (but be clear about how you will manage them when they occur).
- Assess how much time you will allow before you need to prioritize your workload and get back on track, when interruptions occur.
- Be firm in managing casual interruptions from people by clearly telling them that you have important priorities that you must do first.



RESULT ORIENTATION

This section on Results-Orientation looks at how well you maintain your focus on the results or goals that are most important. It asks the question: "How well do you distinguish between what is important and what is merely urgent?"



Interpretation

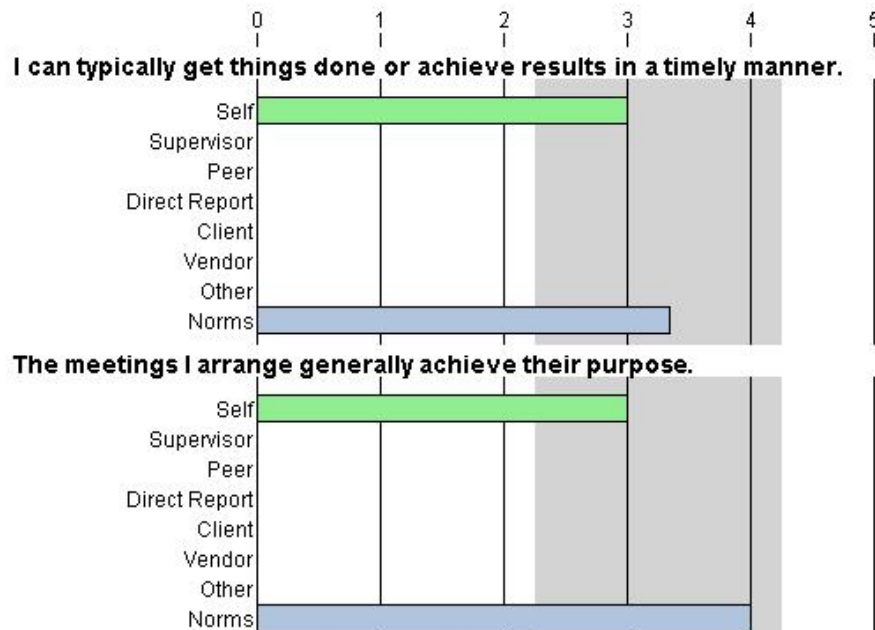
LOW (less than 2.75)

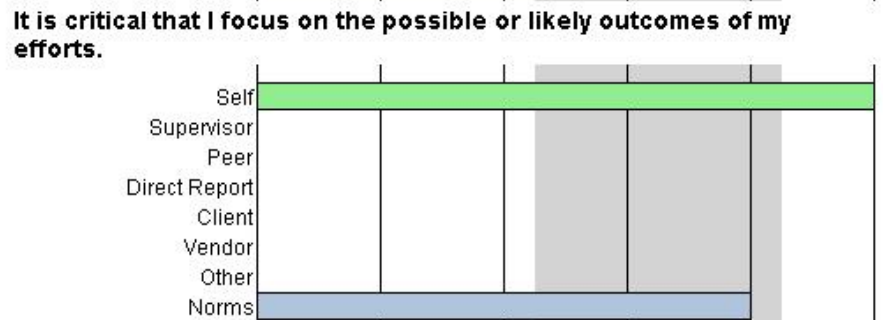
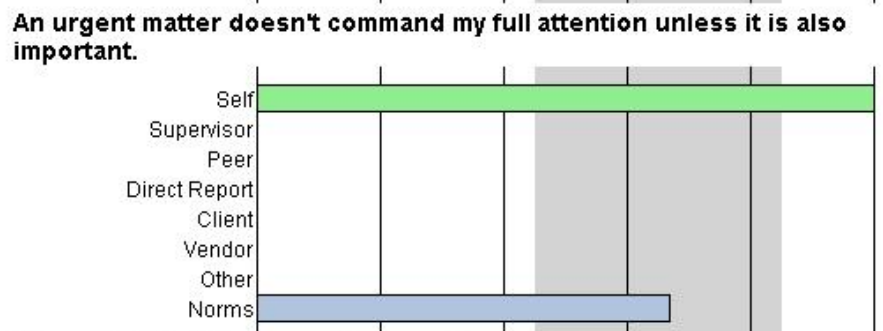
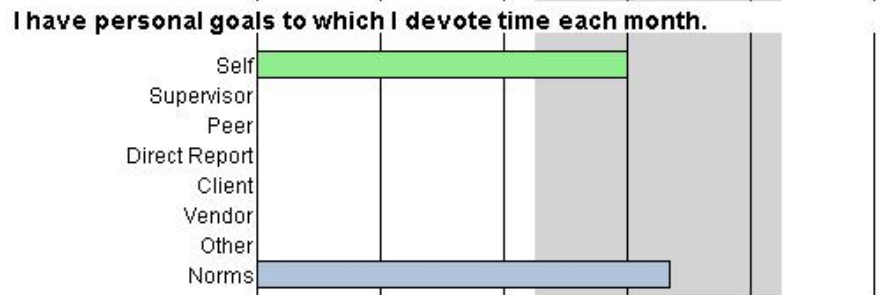
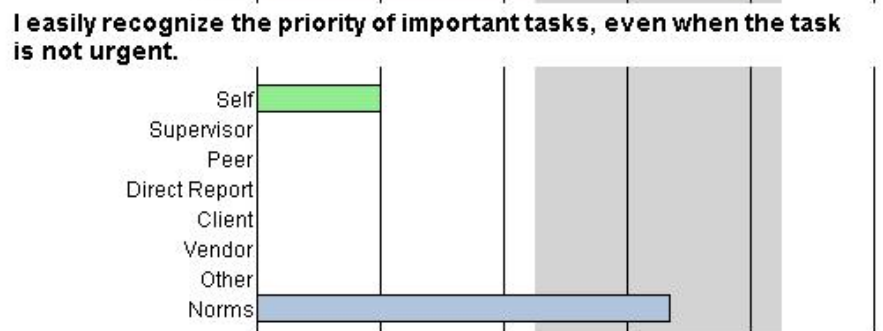
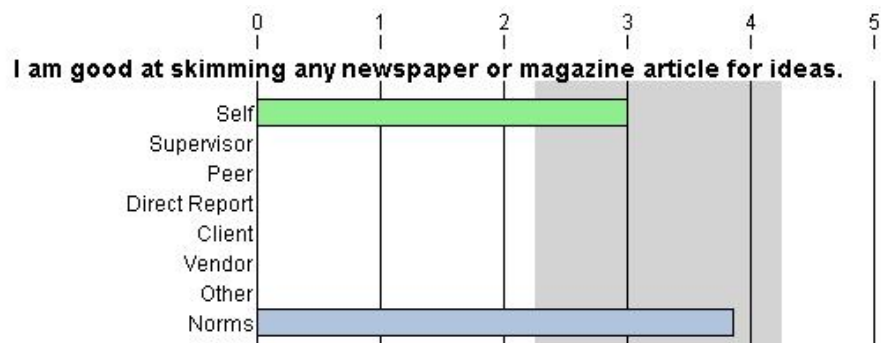
Scales predominantly in the ones and twos ("occasionally" and "almost never") suggest that you do not spend enough time thinking about which tasks or activities can move you closer to your goals. Low results-orientation can also mean incorrectly seeing all activity as being synonymous with productive work or output.

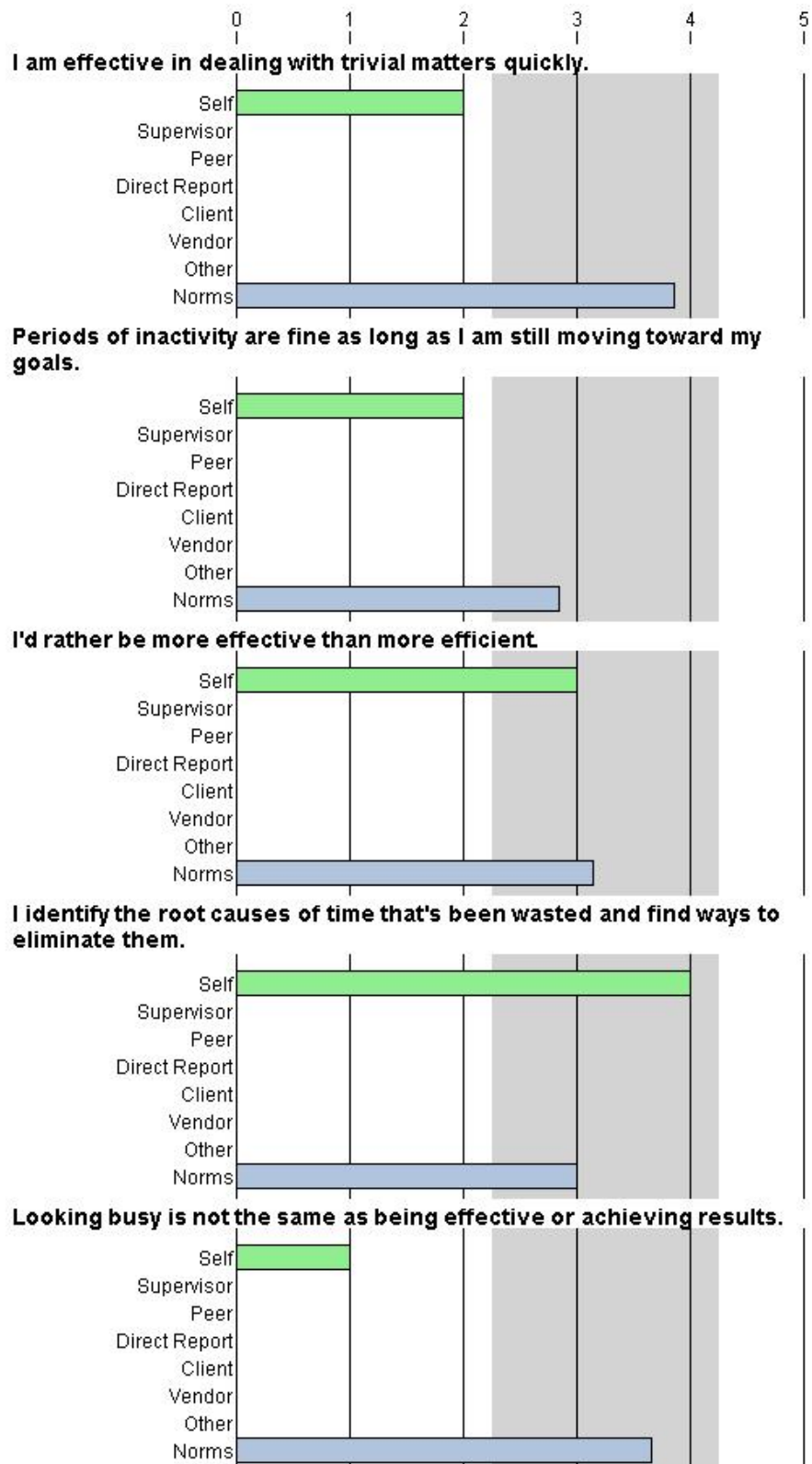
An individual who scores low in this area often thinks they are juggling a lot of balls in the air, but in reality might not be accomplishing as much as they think. Completing tasks or expending effort without direction ultimately means that important tasks or personal goals are not completed quickly enough.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") suggest that you usually retain a strong awareness of what is important and of a high priority. You ask others to be very clear about what they want to achieve and value most, and decide if these needs should take precedence over your own goals. A high scorer will usually understand that the tasks or projects that they spend the majority of their time doing should be tied to results that are important to themselves personally or to their organization.







Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

This section on Results-Orientation looks at how well you maintain your focus on the results or goals that are most important. It asks the question: "How well do you distinguish between what is important and what is merely urgent?"

Improvement actions

Low scorers need to keep an up-to-date list of what is important or what results they would like to achieve, and by when. Having done this, they should plan their work and organize their time so that anything that is trivial or of low value is dispatched quickly. A major part of the day should be devoted to moving closer to their goals.

Results orientation

- Write down your major work related goals and your personal goals for the week or month ahead, and how much time appears to be needed to work on each.
- Write down the steps and tasks that will help you to move toward these goals or targets.
- Make sure that your expected results are built into your planning, scheduling, and organizational process.
- Seek out all the regular wasted time and effort in your weekly schedule and develop a comprehensive plan to eliminate it.



THE 10 / 10 REPORT

Top 10 Strengths

Results-Orientation

79. It is critical that I focus on the possible or likely outcomes of my efforts. 5.00
78. An urgent matter doesn't command my full attention unless it is also important. 5.00

Managing Interruptions

72. I operate on an "open door" basis as much as possible. 5.00
68. I always expect the unexpected, and am not phased by it. 5.00
67. I am not easily distracted by lots of activity or noise around me. 5.00
63. I like to reserve a certain amount of time for "drop-in" visitors. 5.00

Delegation

60. I need to be given new and different challenges in order to grow and learn. 5.00
58. If someone helps me, I usually try to reciprocate. 5.00
55. I quickly assess when a target or deadline will be missed. 5.00
54. I am willing to delegate to people who don't work for me directly. 5.00

Top 10 Development Needs

Predisposition/Temperament

5. I am good at delegating and sharing my workload when necessary. 1.00

Organizational Ability

31. I limit my work time to a certain number of hours each day, and no more. 1.00

Stress Management

37. I don't get flustered or annoyed when people arrive late for meetings. 1.00
44. I find that I can easily focus on two or more critical things at the same time. 1.00
48. People turn to me in a storm because I think clearly and remain calm. 1.00

Managing Interruptions

65. I switch my calls to voice mail or turn off my cell phone when I don't want to be interrupted. 1.00
70. Interruptions are often a welcome break from over-concentration. 1.00
71. People who know me would generally describe me as a pretty flexible person. 1.00

Results-Orientation

76. I easily recognize the priority of important tasks, even when the task is not urgent. 1.00
84. Looking busy is not the same as being effective or achieving results. 1.00



COURSE AND READING SUGGESTIONS

Here is a link to a 12 page workbook that can help you further
<http://assessments24x7.com/rsb/RSBtm.pdf>

The following are general reading and course suggestions that may help you to better understand the two categories in which your scores were the lowest and to assist you in writing your development plan.

Stress Management

Stress Management looks at your ability to keep calm and stay focused when the pressure is on or a crisis occurs. It asks the question: "When the people around you are all losing their heads, can you keep yours?"

Course Suggestion

- Managing Pressure
- Stress Awareness
- Dealing With Low and High Levels of Stress
- Relaxation Techniques and Methods
- Time Management Skills

Other Suggestion

- Complete the "Stress and Well-Being Profile". HRD Press
- If you feel comfortable doing so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects, and other possible support they may be able to offer to improve your skills.

Reading Suggestion

- Ten Skills for Working With Stress. Robert Burns
- A Passion for Living. John Tickell
- Stress Without Distress. Hans Selye: Corgi
- The 14 Day Stress Cure - A New Approach for Dealing With Stress. Mort Orman and Frank Reuter
- 60 Second Stress Management. Andrew Golizek

Organizational Ability

Organizational Ability looks at how well you maintain a healthy equilibrium in your life. It asks the question: "How effectively do you control your time in order to achieve a good balance?"

Course Suggestion

- Organizing Yourself
- Workload Planning/Scheduling
- Organizing Resources
- Managing People/Teams

Other Suggestion

- Think about using a filofax or electronic organizer for the first time or more frequently.
- If you feel comfortable doing so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects, and other possible support they may be able to offer to improve your skills.

Reading Suggestion

- The 15 Minute Organizer. Emilie Barnes: Harvest House
- Organize Yourself. Ronni Elsenberg: IDG
- 500 Terrific ideas for Organizing Everything. Sheree Bykofsky: Budget Books
- Beyond Time Management-Life Balancing Connections. Jane Petrick: IDG



DEVELOPMENT PLAN

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report, and ideas that are suggested in the attached coaching tips.

I am good at delegating and sharing my workload when necessary.

Score: 1.00

Action to Take:

I limit my work time to a certain number of hours each day, and no more.

Score: 1.00

Action to Take:

I don't get flustered or annoyed when people arrive late for meetings.

Score: 1.00

Action to Take:

I find that I can easily focus on two or more critical things at the same time.

Score: 1.00

Action to Take:

People turn to me in a storm because I think clearly and remain calm.

Score: 1.00

Action to Take:

