Collaborative Skills Climate Survey™

Summary Report

Prepared for

SAMPLE REPORT

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The TLT Collaborative Skills Climate Survey™ measures five sets of collaborative skills (Collaborative Intention, Truthfulness, Self-Accountability, Awareness of Self and Others and Problem Solving and Negotiation) along two dimensions (Current and Desired). Research shows that high scores on these skill sets are essential in situations where collaboration is necessary.

Measurement Dimensions

The first dimension is a measure of Current skill level along a continuum from a very low skill level to a very high skill level. The second dimension, Desired, reports the satisfaction level survey takers have with the Current skill level within the organization. A small Gap between Current and Desired levels generally indicates employees are satisfied with the Current level of skill within the organization. They believe people are as skillful as they need to be in order to be successful. A large Gap between the Current skill level and the level believed necessary for collaborative success (Desired) indicates greater dissatisfaction with the current situation. Employees do not feel they have the collaborative skills and tools necessary for the success of the organization.

If the Currently perceived skill level is high and the Gap is small, it would indicate that people within the organization are capable of performing at high collaborative performance levels. The nature and tasks of the organization require a high level of collaborative skill. Their collaborative skills act as a catalyst for innovation and higher levels of problem solving. In atmospheres free of mistrust, intrigue, fear and betrayal, individuals have a greater opportunity to realize the full potential of their circumstances.

If the Currently perceived skill level is low and the Gap is large, it would indicate that people within the organization realize they need to be more skillful at collaboration in order to succeed. Complexity and interdependency within the organization create a need for higher skill levels, and people realize they are not skillful enough to accomplish their goals or fulfill their mission. This Gap creates performance deficits for both the individuals and the organization. Typically, organizations with low skill levels and high Gaps consistently underperform.

It is possible for some organizations to have a very low level of collaborative skills and still have a small Gap. In organizations where individual contributors have little interaction and interdependency is very low or nonexistent, people may be able to succeed at their tasks with a low level of collaborative skills. In those cases, the Gap between the Current level and the Desired level will be small even if people are less skilled at building collaborative relationships and environments. However, low skill levels and a small Gap may also indicate self-deception or a lack of awareness of the negative impact that poor skills have on the success of the organization.

How to Work With the Collaborative Skills Climate Survey™

We first recommend that you familiarize yourself with the definitions of each of the five Essential Collaborative Skills. Read page 4 carefully and write down the strengths you feel your team demonstrates in each of these areas, as well as the challenges it faces. This process will help bring your internal awareness into active understanding.

Once you have an understanding of what the CSCS measures, review the data on the Team Overview on pages 4 and 5. This gives you a picture of how the team assesses itself in each of the five skills. This is important data because it gives you a clear visual on any Gap that exists between how the team feels it should operate to achieve success and how it is currently operating.

Beginning on page 6, you will find the narrative description of your team's results in each of the five skills. Read them carefully and then compare these results with your initial predictions. Are there any surprises? Did you miss anything? How similar are your perspectives to the teams'? Next begin to explore the graphs on the sub-reports and compare the data from different segments of the team. The previous steps will have given you the larger context of your team's skills as a background against which to make more specific comparisons.

When you have fully assessed your team's strengths and weaknesses and compared them to your own notes, review the strategies for growth and select—together with your team mates—some strategies to implement.

Essential Collaborative Skills

The following five skill sets have been found to be essential where collaboration is necessary. They are a combination of attitudes and competencies which can be learned and improved through training and practice:

Collaborative Intention: Individuals are able to maintain an authentic, non-defensive presence and make a personal commitment to mutual success in their relationships.

Truthfulness: Individuals commit both to telling the truth and listening to the truth. They also create a climate of openness that allows all people in the relationship to feel safe enough to discuss concerns, to solve problems and to deal directly with difficult issues.

Self-Accountability: Individuals take responsibility for the circumstances of their lives, the choices they make either through action or failing to act, and both the intended or unforeseen consequences of their actions. They would rather find a solution than find someone to blame.

Awareness of Self and Others: Individuals commit to knowing themselves deeply and are willing to explore difficult interpersonal issues. They seek to understand the concerns, intentions and motivations of others, as well as the culture and context of their circumstances.

Problem Solving and Negotiation: Individuals use problem-solving methods that promote a cooperative atmosphere and support mutual gains in relationships. They avoid fostering subtle or unconscious competition.

Results Overview

The Summary Graph provides an overview of the organization's results in three areas: Current Collaborative Skill Level, Desired Collaborative Skill Level and the Gap between the two for each of the five skills. The data will be presented graphically followed by a descriptive narrative about each dimension. Figure 1 provides a visual overview of the organization's results.

The SAMPLE TEAM team has 75 participating members. Team members provided demographic information about themselves that may be used in the aggregate to assist in exploring the results. To protect the anonymity of team members, no categories of data are presented when there are less than three team members in that category.

- A total of 75 team members participated in the assessment.
- 75 team members provided gender datum of which:
- 60 were male and
- 15 were female.
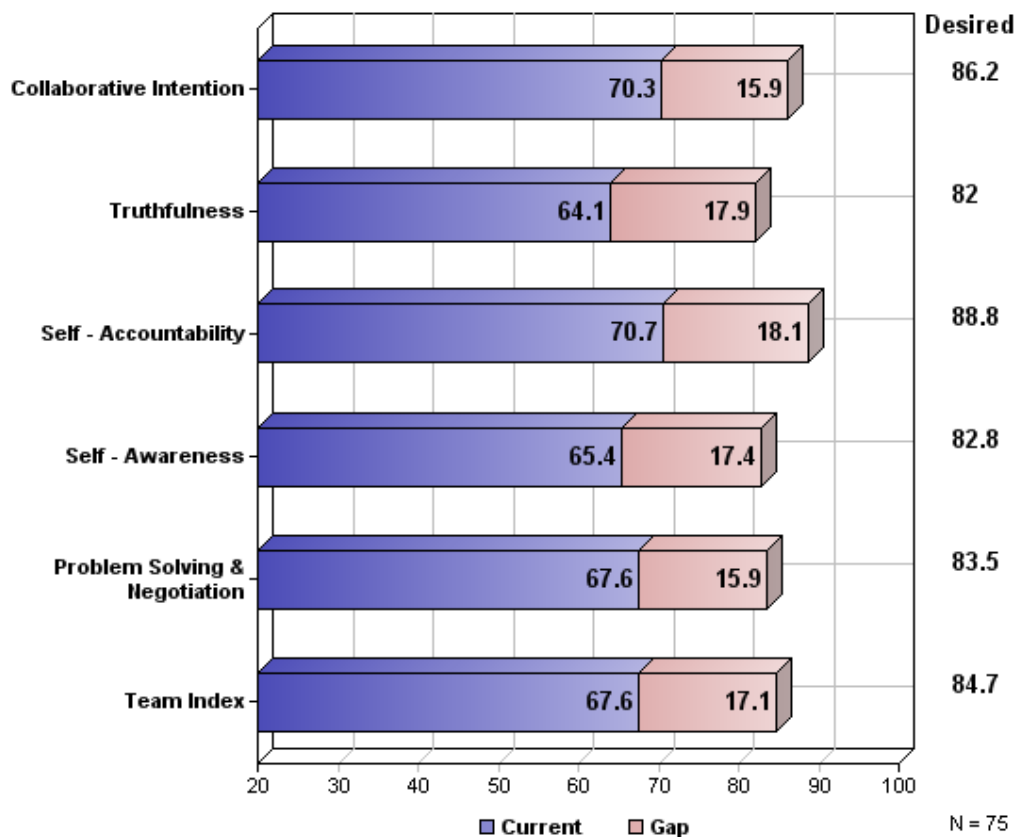- The average age is 43.5.

Summary Graph

Figure 1
Collaborative Skills Dimensions

Score Ranges			
	Low	Medium	High
Skill	<69	69 - 81	>81
Gap	<10	10 - 20	>20

Table 1
Score Ranges

Understanding CSCS™ Results

This section looks at the scores for each of the five collaborative skill sets and provides a more detailed picture of the collaborative strengths and weaknesses of the organization. It also provides recommendations for making improvements in each particular skill set based on the organization's specific scores. An action plan for addressing these results should be created.

Team Index

Scores: Current Team Index, 67.6; Desired Team Index, 84.7; Gap, 17.1.

This organization scores low in collaborative skills and has a medium-sized gap between the currently perceived skill level and the level necessary for performing well. People recognize that they are unskilled at collaboration and believe their deficiency does impact their success at work. People believe the nature of their work requires them to be more skillful than they currently are in order to perform well.

Results by Individual Skill
While the Organization Overview reflects the average of all five skills, this section looks at the scores for each individual skill and provides a more detailed picture of the collaborative strengths and weaknesses of the organization. It also provides some brief suggestions to help people improve their level of each particular skill. Closer review of this section with the survey administrator or collaborative skills consultant is recommended. An action plan for addressing any shortcomings should be created.

Collaborative Intention

Scores: Current Collaborative Intention, 70.3; Desired Collaborative Intention, 86.2; Collaborative Intention Gap, 15.9.

This organization scored mid-range in Collaborative Intention with a medium-sized gap between the currently perceived skill level and the level necessary for performing well. There are several reasons groups may have mid-range scores. They might not have been taught the skills, so they don't know how to be more skillful. They may not know what they can do to insure mutual success or how to approach others to collaborate. People in the organization may not be paying attention to their actions; as a result, they sometimes exhibit Collaborative Intention but are not consistent. Their behavior is sporadic because they lack mindfulness about their intentions. They understand what they could do to be more supportive of mutual success, but they either don't think about it very often or they are under so much pressure to achieve individual success that the success of others is not a high priority. Another possible explanation is that some of the people are skillful and some of the people are not. Thus no consistent organizational profile emerges. On average, the score is mid-range, but in fact individual perceptions about the organization may be wildly inconsistent, depending upon each person's particular experience.

The medium-sized gap indicates that people realize the organization would benefit from more attention being paid to mutual success and that productivity would increase if people sought out more ways to collaborate. People do not believe they are as skilled as they need to be in order to perform at their best.

Strategies for Growth Regarding Collaborative Intention

Collaborative Intention is both a mindset and a skill set. It is an attitude and a set of competencies that can be learned or developed through practice. Strategies to help team members become more skillful at Collaborative Intention are as follows:

1. Encourage a collaborative culture by being curious about how others see things, respecting others' points of view as worthy and inviting everyone to speak and be heard before decisions are made.

2. Communicate often. Constantly collect and communicate the evidence of the benefits of collaboration. Do not assume that anything is self evident. Busy people need to see and hear stories about how collaborative mindsets and methods have produced results. Be vocal about your commitment to a collaborative process. Maintaining and expressing your collaborative values aids in mobilizing others and sustaining energies through difficult times. A shared vision of collaboration produces change and inspires others.

3. Pay attention to feelings. Behave in ways that invite others to feel significant, competent and sincerely respected, thus capturing the positive emotional and mental energy that drives cooperation and exceptional performance.

4. In conflicted situations, choose an open/non-defensive problem-solving communication strategy in which you listen and communicate honestly. Avoid placing blame and pushing emotional buttons deliberately. Focus on defining issues and interests, while searching for creative solutions that satisfy both of you.

5. Make sure you understand the context of the situation you are in. Having a collaborative mindset does not mean being naive or uninformed. If you are in a hostile environment, pay attention and act to protect yourself. Do not underestimate the negative effects of exposure to a hostile environment. Even if you can tolerate a hostile environment for a while, it will cost you in the long run.

6. Hold regular "check-ins" about the health of the relationship. If problems such as lack of trust exist, deal with them apart from substantive issues.

Truthfulness

Scores: Current Truthfulness, 64.1; Desired Truthfulness, 82; Truthfulness Gap, 17.9.

This organization scores low in Truthfulness and has a medium-sized gap between the currently perceived skill level and the level necessary for performing well. In organizations scoring low on Truthfulness, candid and open discussions are rare or uncommon. People are often secretive and guarded and may avoid difficult discussions. People may have hidden agendas and not share their reasoning behind their decisions and positions. There is little open conversation about substantive issues. People may deliberately distort or lie to further their own interests and protect themselves. They may also withhold information or stonewall. Such environments can range from overtly hostile to politely dead. An undercurrent of fear, anxiety and mistrust often emerges because people may not value diverse viewpoints and feel that they don't know where they stand or what is really going on in the organization. People may develop an overdependence on rules and procedures to avoid direct conversations. Sometimes there may also be passive resistance to any procedures that require people to interact directly with each other on difficult issues. People may not feel that it is safe to tell the truth.

People recognize that they are working in an environment that does not promote Truthfulness and believe that the lack of transparency undermines their potential for success. People believe the nature of their work requires them to be more open and honest with each other to perform well. They believe they need to do a better job of dealing with difficult issues more directly and that they should value differing opinions more than they do. People know they are not very skillful at Truthfulness and believe they need to be better at it in order to succeed.

Strategies for Growth Regarding Truthfulness

The skill regarding Truthfulness requires creating an environment where people feel safe and are willing to be open, direct and honest. Creating such an environment requires people to do a better, more accurate job of reporting what is true for them. It also requires people to be better, more respectful listeners. General strategies for improving individuals' skill of Truthfulness are as follows:

1. Seek to understand the other person's message and then repeat it back to him or her in your own words to check your understanding. Remember that understanding the speaker's message does not imply agreement with it. You become stronger, not more vulnerable, by listening carefully and understanding what the other person is trying to say.

2. Make it safe for people to disagree with you. Do not punish or shame people for having different opinions. Quality problem solving may be impossible when people are afraid to tell the truth. Also remember that listening is not a competitive sport. There is a lot more to listening than being quiet, but that's a good start.

3. Avoid surprises when communicating with others. Surprises can feel like an ambush and destroy trust. Make no important decisions without plenty of advance notice and appropriate input. Use all the communication channels available to keep people informed about what is going on. People assume the worst in the absence of information. Communicate more, not less, when things get tense.

4. Actively seek feedback. Do not assume that your communications and intentions are clear. Words have different meanings and emphasis to different people. Ask other people for their opinions or whether they have questions. It is also helpful to have a trusted friend or coach who can provide subjective feedback about how you come across to others. You may not like everything you hear, but you need a source who will talk straight to you.

5. Be clear and forthright about your own intentions when you discuss difficult concerns and issues. By clarifying your intentions at the outset and letting others know you are willing to be open, you set the stage for being understood and building trustworthiness.

6. Seek training in collaborative communication skills such as active listening. Effective communication requires skill at both listening and speaking clearly, as well as being open and direct in your own communication. People will not be able to solve problems if they cannot talk about them effectively.

Self-Accountability

Scores: Current Self-Accountability, 70.7; Desired Self-Accountability, 88.8; Self-Accountability Gap, 18.1.

This organization scores mid-range in Self-Accountability and has a medium-sized gap between the currently perceived skill level and the level necessary for performing well. There are several reasons groups have mid-range scores in Self-Accountability. People simply may not be very skilled. For example, they get caught up in looking for someone to blame rather than focusing on solutions. They are more competitive with rather than supportive of their own team members. They may sometimes hide mistakes because they fear they will be blamed or shamed if they admit to them. They may be oblivious to the unintended consequences of their actions, or they may not always be counted on to do what they say they will do because they are only focused on the benefits to themselves. People in the organization may not be paying attention to their actions; as a result, they sometimes follow through on their commitments and sometimes don't. Without a conscious effort to be accountable, they sometimes hide mistakes and sometimes admit to them. They sometimes take responsibility for building and maintaining quality relationships and sometimes don't. Their behavior may be inconsistent and sporadic because they lack mindfulness about their actions. They understand what they could do to be more accountable, but they may not think about it very often or give it a high priority. Another possible explanation is that some of the people are very accountable and look for solutions rather than blame, follow through on their commitments, and don't hide mistakes, while other people are not accountable at all. On average the score is mid-range, but in fact individual perceptions of the organization may be wildly inconsistent, depending upon each person's particular experience.

The medium-sized gap indicates that people realize the organization would benefit from more attention being paid to Self-Accountability. They recognize that they too often look for blame rather than solutions and may not be consistent at keeping commitments. People do not believe they are as skilled as they need to be to perform at their best. They recognize that they need to do a better job of being accountable.

Strategies for Growth Regarding Self-Accountability

The skill regarding Self-Accountability is to understand fully how team members contribute to any situation, either through action or non-action and then take responsibility for both the intended and unintended consequences of their actions. It requires that people focus on solutions rather than assigning blame. People must accept personal responsibility for building and maintaining strong collaborative relationships. Some general strategies for improving the skill of Self-Accountability are:

1. Remember that your vision, your goals and your values do not emerge automatically; you have to choose them. You must be aware and deliberate about creating a collaborative organizational environment. This means accepting personal responsibility for advocating a cooperative mindset and a commitment to improving your own collaborative skills.

2. Focus on understanding what happened, rather than who is guilty or who is at fault. Hold after-action reviews or "lessons learned" sessions to assess what could have been done more effectively. These discussions enable people to understand why things happened during the process and to learn from that experience. They are successful only when the underlying atmosphere is open, trusting and non-accusatory. Go back and reflect on your own contribution to the situation. What did you do or not do that had an impact? People will be more willing to hear you and trust your intentions if you begin the conversation by discussing your own contribution to any problems.

3. Remember that independent behavior without consultation can destroy trust. When you act without communication and feedback, you may increase suspicion.

4. Be deliberate about creating a collaborative organizational environment. Accept personal responsibility for advocating a cooperative mindset and a commitment to continuous learning to improve collaborative skills.

5. Self-Accountability is being aware of all the choices you make and taking responsibility for the results of those choices. To become more accountable, stop asking, "Who did this to me?" and begin asking, "What is my part in this?" or "What is my contribution to this?"

6. Keep in mind that in every interaction, substantive issues, procedural issues and intra- and interpersonal dynamics exist. Unaddressed problems in relationships will often result in substantive problems. If relationship issues come up during a discussion on substantive issues, take the time to deal with the relationship issues before you try to finish the substantive issues.

Self-Awareness

Scores: Current Self-Awareness, 65.4; Desired Self-Awareness, 82.8; Self-Awareness Gap, 17.4.

This organization scores low in Awareness of Self and Others and has a medium-sized gap between the currently perceived skill level and the level necessary for performing well. In such organizations, people may lack self-awareness and awareness of what motivates others. People are often blind to their own rigidities and ineffective patterns of behavior. They may not see their own inappropriate reactivity to the situation at hand. They can be unaware of the critical interpersonal tone dominating relationships. They are often disconnected from their own deeper values and principles. They typically are not self-reflective, so they may not know why they behave the way they do and they may also have a difficult time understanding and empathizing with others. They can be superficial and overly calculating in their relationships with others.

People recognize that they are working in an environment that does not promote awareness and believe that this deficiency is undermining their potential for success. People believe that the nature of their work requires them to be more aware of the impact their behavior has on others. They recognize that their lack of awareness about behavior, their overreactions and their blind spots may have a negative impact on each other and be harmful to the organization. People know they are not very skillful at self-awareness and believe they need to better at it if they are to be successful.

Strategies for Growth Regarding Awareness of Self and Others

Individuals with high self-awareness commit to knowing themselves deeply and are willing to explore difficult interpersonal issues. They seek to understand the concerns, intentions and motivations of others, as well as the culture and context of their circumstances. Some general strategies for individuals to improve their Awareness of Self and Others are as follows:

1. Become aware of the possible difference between your intent and the actual impact your behavior has on others. Have discussions with people about how your actions are perceived and interpreted. Think of these as personal 360s. The gap between what you intend and how it is received can have a limiting effect on your perceived trustworthiness and collaborative efforts.

2. Cultivate being a non-defensive presence. Disagreement often produces fear and anxiety. Your ability to remain a calm, non-judgmental and sensitive presence will add enormous value toward building collaborative trust. Learn your own defensive patterns. Read, study and seek out experiences that allow you to become more aware of your own negative patterns of behavior.

3. Remember that defensiveness has physiological aspects. People are usually flooded with adrenaline and charged with energy. Slowing down physically and relaxing can be helpful. Learning methods of centering, such as going for a short walk, taking a short break, getting a drink of water or taking several deep breaths, will help you slow down your physiology and calm down.

4. You can increase your self-awareness by being deliberate about asking for feedback. Time for reflection with friends is a powerful tool for growth. If you can stay non-defensive, you can gain a great deal of wisdom by getting feedback from those you trust.

5. Commit yourself to examining your own and others' assumptions. Assumptions are beliefs about how the world works. They are the filter through which people interpret and add meaning to the world. They are sometimes called mindsets, points of view, mental models, lenses, operating assumptions or "the way we do things here." It is critical in building collaborative relationships that people be able to surface and safely discuss their assumptions.

6. Take time outs as needed. When people are tired and frustrated, they are not good problem solvers. A little time off for rest and reflection can restore a cooperative mood.

Problem Solving and Negotiation

Scores: Current Problem Solving & Negotiation, 67.6; Desired Problem Solving & Negotiation, 83.5; Problem Solving and Negotiation Gap, 15.9.

This organization scores low in Problem Solving and Negotiation skills and has a medium-sized gap between the currently perceived skill level and the level necessary for performing well. In such organizations, people may not be skilled at solving problems together and may do a poor job of negotiating conflicts. They can be overly authoritarian, attempting to coerce others, or they can be highly avoidant of any conflict, refusing to meet or talk together. People express little or no interest in helping others find fair solutions that are sensitive to the needs of all parties. Often "other people" rather than "substantive issues" are defined as the problem, and people quickly become stubborn and rigid in their positions. People may have little commitment to sincerely negotiate or talk things through. Most of the focus is on solving one's own problem and either ignoring or being hostile to the concerns and interests of other parties. People are not very creative at finding solutions.

People recognize that they are working in an environment that does not promote mutual problem solving and effective negotiations and believe that this environment undermines their potential for success. People believe the nature of their work requires them to work together to negotiate conflicts and solve problems. They recognize that their lack of skill has a negative impact on others and is harmful to the organization. People know they are not very skillful at Problem Solving and Negotiation and believe they need to become better at it to perform well and be successful.

Strategies for Growth Regarding Problem Solving and Negotiation

Highly skilled individuals use Problem Solving and Negotiation methods that promote a cooperative atmosphere and support mutual gains in relationships. They avoid fostering subtle or unconscious competition. Some general strategies for individuals to improve their skill of Problem Solving and Negotiation are as follows:

1. Never pass up an opportunity to talk, ask questions, test your assumptions and listen. Err in favor of too much communication rather than too little. If people don't understand what you are thinking or feeling, they may make up their own stories to fill in the information they lack. Those stories are rarely as generous as you might wish. Be clear, open and direct with all parties about your intention to find solutions that will meet as many of everyone's interests as possible. If you want to build collaborative relationships, you have a much better chance of success if you communicate your desire to the other party.

2. Apply "win-win" principles rather than adversarial techniques. Define issues rather than taking hard initial positions. Discuss perceptions and concerns of all sides. Put energy into understanding the underlying interests of all the parties involved. Do not try to find solutions until each party thoroughly understands and can articulate the interests of all the other parties to the conflict. Try to come up with multiple options for solving the problems of all parties. Put as much energy into helping the other side meet their interests as you do in getting your own interests met.

3. Consider using an outside facilitator when your work group is in a high state of conflict.

4. Seek out some immediate conflict resolution/collaborative negotiations training. Building and maintaining collaborative relationships and environments require the ability to negotiate skillfully through conflict in a way that supports relationships rather than undermines them.

5. Remember to ask others involved in a situation how they perceive the issues or concerns. Listen to see if people really understand how things appear from other points of view. People who will not or cannot see others' perspectives often do not understand their own contribution to the problem.

6. Take time to preplan, but don't become rigid around your plan. Once you learn more about how others see the problem, you may need to reevaluate any planning you have done.

SAMPLE TEAM
Based on Gender

Gender/Session Comparison*

	N=		CI	T	SAC	SAW	PSN
Team Avg	75	Current	70.3	64.1	70.7	65.4	67.6
		Desired	86.2	82	88.8	82.8	83.5
		Gap	15.9	17.9	18.1	17.4	15.9
Male	60	Current	71	65	71.1	66.4	68.1
		Desired	88.1	83.8	90.6	84.5	85.5
		Gap	17.1	18.8	19.5	18.1	17.4
Female	15	Current	67.6	60.8	68.8	61.3	65.5
		Desired	78.9	74.7	81.3	76	75.4
		Gap	11.3	13.9	12.5	14.7	9.9

*To protect anonymity any grouping with less than 3 members was intentionally left off.

SAMPLE TEAM
Based on Age

Age/Session Comparison*

	N=		CI	T	SAC	SAW	PSN
Team Avg	75	Current	70.3	64.1	70.7	65.4	67.6
		Desired	86.2	82	88.8	82.8	83.5
		Gap	15.9	17.9	18.1	17.4	15.9
< 25	0	Current	0	0	0	0	0
		Desired	0	0	0	0	0
		Gap	0	0	0	0	0
25 - 30	6	Current	63.8	55.2	60	58.1	54.8
		Desired	68.6	67.6	76.7	67.6	66.7
		Gap	4.8	12.4	16.7	9.5	11.9
31 - 40	23	Current	72.4	64	74.2	64.3	69.1
		Desired	87	82.9	88.8	84.5	83.1
		Gap	14.6	18.9	14.6	20.2	14
41 - 50	30	Current	68.4	62.3	68.5	64.9	66
		Desired	86.6	81.3	89	83.1	84.5
		Gap	18.2	19	20.5	18.2	18.5
> 50	16	Current	73.4	71.1	73.8	70.5	73.2
		Desired	91.2	87.3	92.7	85.5	88.4
		Gap	17.8	16.2	18.9	15	15.2

*To protect anonymity any grouping with less than 3 members was intentionally left off.

SAMPLE TEAM
Based on Years

Years at Company/Session Comparison*

	N=		CI	T	SAC	SAW	PSN
Team Avg	75	Current	70.3	64.1	70.7	65.4	67.6
		Desired	86.2	82	88.8	82.8	83.5
		Gap	15.9	17.9	18.1	17.4	15.9
<3m	7	Current	75.1	69.4	73.9	60.8	68.2
		Desired	78	77.6	82	80.4	76.7
		Gap	2.9	8.2	8.1	19.6	8.5
3-9m	0	Current	0	0	0	0	0
		Desired	0	0	0	0	0
		Gap	0	0	0	0	0
1-2y	25	Current	75.1	67.8	77	70.6	74.5
		Desired	90.2	84.8	91.7	85.9	87.4
		Gap	15.1	17	14.7	15.3	12.9
3-5y	20	Current	66.9	60	67.4	61.6	60.7
		Desired	81.4	77	84.3	78.7	78.7
		Gap	14.5	17	16.9	17.1	18
6-10y	8	Current	63.6	58.6	58.6	56.8	60
		Desired	79.6	76.1	82.1	74.3	77.5
		Gap	16	17.5	23.5	17.5	17.5
11-15y	8	Current	71.4	65.7	71.4	67.5	70.7
		Desired	95	86.4	96.8	92.5	91.4
		Gap	23.6	20.7	25.4	25	20.7
>15y	7	Current	64.9	62	66.9	69.4	66.9
		Desired	91.8	92.2	96.3	84.5	87.3
		Gap	26.9	30.2	29.4	15.1	20.4

*To protect anonymity any grouping with less than 3 members was intentionally left off.

SAMPLE TEAM
Based on Department

Department/Session Comparison*

	N=		CI	T	SAC	SAW	PSN
Team Avg	75	Current	70.3	64.1	70.7	65.4	67.6
		Desired	86.2	82	88.8	82.8	83.5
		Gap	15.9	17.9	18.1	17.4	15.9
Department A	6	Current	72	65.1	62.9	54.3	64
		Desired	72	71.4	77.1	69.1	68.6
		Gap	0	6.3	14.2	14.8	4.6
Department B	8	Current	76.8	68.6	77.5	71.1	76.8
		Desired	90	89.6	91.1	87.9	85
		Gap	13.2	21	13.6	16.8	8.2
Department C	37	Current	65.8	60.8	67.6	63.3	63.5
		Desired	85.8	79.8	88.1	80.5	82.3
		Gap	20	19	20.5	17.2	18.8
Department D	10	Current	74.6	62.3	71.4	68.3	70.3
		Desired	82	78	85.1	81.7	82
		Gap	7.4	15.7	13.7	13.4	11.7
Department E	14	Current	72.4	70.8	76.3	69	70.4
		Desired	92.4	89.2	94.7	90.4	90.8
		Gap	20	18.4	18.4	21.4	20.4

*To protect anonymity any grouping with less than 3 members was intentionally left off.

SAMPLE TEAM
Based on Team

Team/Session Comparison*

	N=		CI	T	SAC	SAW	PSN
Team Avg	75	Current	70.3	64.1	70.7	65.4	67.6
		Desired	86.2	82	88.8	82.8	83.5
		Gap	15.9	17.9	18.1	17.4	15.9
Team 1	14	Current	74.3	68.8	73.8	66.6	73.4
		Desired	93.4	89.5	96.9	91.9	90.5
		Gap	19.1	20.7	23.1	25.3	17.1
Team 2	61	Current	69.3	63	69.9	64.9	66.1
		Desired	84.6	80.2	87	80.7	81.8
		Gap	15.3	17.2	17.1	15.8	15.7

*To protect anonymity any grouping with less than 3 members was intentionally left off.

Coach's Section

The Coach's Section is designed to provide the team coach with additional information that may be helpful in understanding and interpreting the CSCS™ report to the client.

The following sets of tables are for the use of the Coach and, in most cases, should not be shared with the client to protect anonymity of sub-teams, departments or as individuals "see" the team.

Question Breakdown (Top 10)

Question	Avg
38) People should be counted on to do what they say they will do.	4.6
53) People should hide mistakes.	4.59
45) People should take responsibility for their own moods, attitudes and behaviors.	4.52
37) People should communicate without hidden agendas.	4.49
41) People should accept full responsibility for the consequences of their actions.	4.49
44) People should be willing to talk about difficult issues.	4.48
43) People should be committed to building long-term collaborative relationships.	4.43
51) People should help each other solve their problems.	4.4
47) People should focus on mutual success rather than personal gain.	4.39
65) People should seek out ways to collaborate.	4.37

Question Breakdown (Bottom 10)

Question	Avg
31) People are guarded about the information they share.	2.8
34) People are insightful about what motivates others.	2.88
22) People are secretive.	2.89
24) People are concerned with the needs of all parties when solving problems.	2.99
33) When negotiating, people put as much energy into solving the other side’s problem as their own.	3.01
7) People seek knowledge of their blind spots.	3.01
25) People involve and include others.	3.17
15) People are aware of how their behavior impacts others.	3.24
17) People are afraid to tell the truth.	3.27
26) People value differing opinions when discussing problems.	3.28

Question Distribution

Question	1	2	3	4	5	Avg
1	2	12	17	34	10	3.51
2	2	14	25	24	10	3.35
3	0	13	15	34	12	3.56
4	5	12	15	32	11	3.43
5	3	12	23	27	10	3.39
6	4	14	13	29	15	3.49
7	4	17	33	16	5	3.01
8	2	7	10	31	24	3.87
9	5	12	14	26	17	3.47
10	0	5	16	29	23	3.85
11	2	7	10	32	21	3.72
12	0	10	21	27	14	3.48
13	1	12	20	28	11	3.36
14	0	9	21	39	3	3.36
15	1	11	24	32	4	3.24
16	2	8	13	33	16	3.59
17	6	13	12	28	13	3.27
18	1	10	11	34	16	3.6
19	1	9	21	31	10	3.41
20	3	9	18	33	9	3.36
21	1	8	15	32	16	3.6
22	4	22	15	26	4	2.89
23	2	8	20	35	6	3.31
24	3	16	24	23	5	2.99
25	2	14	18	31	6	3.17
26	2	11	16	36	6	3.28
27	1	7	13	36	14	3.57
28	1	3	13	41	13	3.67
29	1	11	18	33	8	3.32
30	1	8	13	34	15	3.56
31	2	26	19	21	3	2.8
32	4	13	13	27	14	3.29
33	2	16	24	25	4	3.01
34	3	16	28	23	1	2.88
35	0	5	13	39	14	3.67
36	0	1	2	20	48	4.37
37	0	0	1	16	54	4.49
38	0	0	0	10	61	4.6
39	0	1	4	29	37	4.2
40	0	1	2	29	39	4.25
41	0	0	1	16	54	4.49
42	1	0	8	35	27	4
43	0	1	1	18	51	4.43
44	0	0	2	15	54	4.48
45	0	0	0	16	55	4.52
46	1	0	3	25	42	4.27
47	0	0	1	24	46	4.39
48	0	0	4	22	45	4.33
49	0	1	5	24	41	4.24
50	0	0	2	23	45	4.31
51	0	0	1	18	51	4.4
52	11	1	2	6	50	3.91
53	0	0	0	6	64	4.59
54	0	0	3	28	39	4.21
55	0	1	2	22	45	4.28
56	0	1	3	21	45	4.27
57	2	5	6	25	32	3.87
58	0	0	2	32	35	4.12
59	0	3	3	29	34	4.01
60	1	0	2	25	41	4.16
61	0	0	0	26	43	4.25
62	0	1	2	26	40	4.16
63	1	1	7	23	37	4.01
64	0	2	4	31	32	4
65	0	0	1	15	53	4.37
66	5	8	7	29	20	3.44
67	0	0	0	17	52	4.37
68	0	1	9	33	26	3.88
69	0	1	3	29	36	4.09
70	0	0	1	23	45	4.27

SAMPLE TEAM
Coach's Section

	N=	Collaborative Intention	Truthfulness	Self - Accountability	Self - Awareness	Problem Solving & Negotiation
Team Avg	75	70.3	64.1	70.7	65.4	67.6
Team Avg Desired	75	86.2	82	88.8	82.8	83.5
Gender						
Male	60	71	65	71.1	66.4	68.1
Female	15	67.6	60.8	68.8	61.3	65.5
Age						
< 25	0	0	0	0	0	0
25 - 30	6	63.8	55.2	60	58.1	54.8
31 - 40	23	72.4	64	74.2	64.3	69.1
41 - 50	30	68.4	62.3	68.5	64.9	66
> 50	16	73.4	71.1	73.8	70.5	73.2
Years						
<3m	7	75.1	69.4	73.9	60.8	68.2
3-9m	0	0	0	0	0	0
1-2y	25	75.1	67.8	77	70.6	74.5
3-5y	20	66.9	60	67.4	61.6	60.7
6-10y	8	63.6	58.6	58.6	56.8	60
11-15y	8	71.4	65.7	71.4	67.5	70.7
Departments						
Dept A	6	72	65.1	62.9	54.3	64
Dept B	8	76.8	68.6	77.5	71.1	76.8
Dept C	37	65.8	60.8	67.6	63.3	63.5
Dept D	10	74.6	62.3	71.4	68.3	70.3
Dept E	14	72.4	70.8	76.3	69	70.4
Team						
Tm 1	14	74.3	68.8	73.8	66.6	73.4
Tm 2	61	69.3	63	69.9	64.9	66.1