Data Entry Form for Individual Development Accelerators «IDAs»

This (assessment) provides important information for enhancing individual performance. However, it is much more than just a measurement. It is a carefully designed "learning tool" that uses a potent adult learning stimulant: repetition.

Indeed, your learning from this assessment may benefit you as much or more than the insights you provide to the person assessed. This is why the word "assessment" in parentheses.

We assume that the assessment process is managed by a professional certified 4-D coach/consultant who is thoroughly familiar with our methodologies.

Commitment to Your Confidentiality

4-D Systems representatives will not provide any data in the IDA report to anyone but the assessed individual, unless they have his or her explicit request to do otherwise.

The system reproduces your comments in the report as they are. Please think carefully about the effect of your words on the assessed individual.

The Assessment/Development Process

Your Individual Development Accelerator (Assessment), "IDA" process has two distinct phases:

1. This online phase (10 questions) takes an average of 15 minutes, although sometimes much longer, especially if this is your first time;
2. The certified professional 4-D coach/consultant who supervised the assessment presents a report that includes three options:
   - A coaching session (discussing the report with the person assessed, drafting a plan and generating behavior-enhancing action items)
   - Deciding on future coaching/counseling sessions
   - Scheduling your next IDA to sustain the developmental process

Expert support

Galina Nagovitsyna, the initiator and inspirer of the 4-D Systems in Russian, the founder of the 4-D Systems International Training Center, an expert in 4-D Systems, officially authorized by Charles Pellerin to train and certify 4-D consultants/trainers/managers in Russia. PCC coach. galavich@me.com

Olga Mityushkina, 4-D Systems Project Manager, 4-D Consultant/Business Coach, PCC Coach mov@54erfolg.ru

Additional Information

4-D Systems International Training Center in Russia https://4-dsystems.ru/

ERFOLG Academy of Management https://54erfolg.ru

The Eight Assessed Behaviors

1. Expressing Authentic Appreciation
2. Addressing Shared Interests
3. Appropriately Including Others
4. Keeping All Your Agreements
5. Expressing Reality-based Optimism
6. Being Outcome Committed
7. Resisting Blaming or Complaining
8. Clarifying Roles, Accountability, and Authority (RAAs)

Please enter your name: [Name]

Please enter your Email [Email]

1. Expressing Authentic Appreciation

One good reason to make "Expressing Authentic Appreciation" habitual is that it is quite enjoyable. Why not treat yourself to good feelings when it is so easy? Moreover, your habitual expressions of appreciation create a team (and family) context of mutual respect. People are easier to work with, and perform more efficiently when they feel appreciated. People communicate much more openly in this context.

Standard for Expressing Authentic Appreciation

Individuals can fully meet the standard by appreciating others Habitually, Authentically, Promptly, Proportionally and Specifically. (We call this "HAPPS" appreciation)

For a deeper understanding of this type of behavior, you can read Chapter 12 of How NASA Builds Teams

My experience of her/his behavioral norms is that she/he meets the standard:
- ○ Always
- ○ Usually
- ○ Seldom
- ○ Never

Please, take a moment to reflect and comment on why you rated this behavior as you did (this is especially useful if you answered «always» or «never»):

[ ]

2. Addressing Shared Interests

If we could place one saying on every manager's desk it might be, "People do things for their reasons not ours." When you address interests you share with others, you make the reasons the same. Your payoff is improved relationships at work and in your family. It is usual in the workplace for conflict to develop across organizational interfaces. You can reduce this conflict making the Shared Interests inquiry, "What do they want that I can want for them also?"

Standard for Addressing Shared Interests

Individuals can fully meet the standard by addressing the interests they share with others, especially when conflict inhibits their performance.

For a deeper understanding of this type of behavior, you can read Chapter 13 of How NASA Builds Teams

My experience of her/his behavioral norms is that she/he meet the standard:
- ○ Always
- ○ Usually
- ○ Seldom
- ○ Never

Please, take a moment to reflect and comment on why you rated this behavior as you did (this is especially useful if you answered «always» or «never»):

[ ]

3. Appropriately Including Others

When you fail to provide your teammates the information, power, or rewards they believe they are entitled to, they may feel excluded. Then, they likely become angry, even if this was not intentional on your part. Moreover, they may "act-out" their anger at you, or your teammates, making work unpleasant and reducing productivity. Alternately, over-inclusion, as in inviting people to nonessential meetings or sending unnecessary e-mails wastes peoples' time. Moreover, it may suggest that productivity is not important to you.

Standard for Appropriately Including Others

Individuals can fully meet the standard by appropriately sharing power, information and recognition, and avoiding wasteful over-inclusions.

For a deeper understanding of this type of behavior, you can read Chapter 14 of How NASA Builds Teams

My experience of her/his behavioral norms is that she/he meet the standard:
- ○ Always
- ○ Usually
- ○ Seldom
- ○ Never

Please, take a moment to reflect and comment on why you rated this behavior as you did (this is especially useful if you answered «always» or «never»):

[ ]

4. Keeping All Your Agreements

It is essential to your success that others perceive you and your teammates as fully trustworthy. One very simple behavior demonstrates your integrity and trustworthiness to others – how rigorously you keep all your agreements.

Standard for Keeping All Your Agreements

Individuals can fully meet the standard by only entering agreements they can keep, then rigorously keeping these agreements, while renegotiating problematic agreements before they break them.

For a deeper understanding of this type of behavior, you can read Chapter 15 of How NASA Builds Teams

My experience of her/his behavioral norms is that she/he meet the standard:
- ○ Always
- ○ Usually
- ○ Seldom
- ○ Never

Please, take a moment to reflect and comment on why you rated this behavior as you did (this is especially useful if you answered «always» or «never»):

[ ]

5. Expressing Reality-based Optimism

It is very natural for people to ignore unpleasant realities. Confronting unpleasant realities requires willingness and discipline. Unfortunately, the truth of such realities is the foundation for all creativity. Absent reality, useful creativity is unlikely.

Standard for Expressing Reality-based Optimism

Individuals can fully meet the standard by holding optimistic mind-sets, while fully embracing unpleasant realities, and then advocating appealing and credible future outcomes.

For a deeper understanding of this type of behavior, you can read Chapter 16 of How NASA Builds Teams

My experience of her/his behavioral norms is that she/he meet the standard:
- ○ Always
- ○ Usually
- ○ Seldom
- ○ Never

Please, take a moment to reflect and comment on why you rated this behavior as you did (this is especially useful if you answered «always» or «never»):

[ ]

6. Be Outcome Committed

Identifying the Outcomes that you care most deeply about allows you to focus your energy on what really matters to you. Moreover, 100% Commitment alters your perception, "magically" revealing the means to realizing the Outcome.

Standard for Being Outcome Committed

Individuals can fully meet the standard by demonstrating 100% commitment to realizing their important Outcomes.

For a deeper understanding of this type of behavior, you can read Chapter 16 of How NASA Builds Teams

My experience of her/his behavioral norms is that she/he meet the standard:
- ○ Always
- ○ Usually
- ○ Seldom
- ○ Never

Please, take a moment to reflect and comment on why you rated this behavior as you did (this is especially useful if you answered «always» or «never»):

[ ]

7. Resisting Blaming or Complaining

Many of us have habits of blaming or complaining, originating from a time of true helplessness, childhood. These are dangerous habits. Blaming can take you into the "drama state" of "Blamer." The Blamer's assignment of responsibility for the "mess" is both certain and wrong. Thus, they are unable to address the real cause of their difficulty. Complaining can take you into "Victim" state. The Victim concludes that the situation is hopeless, and choose to be helpless, abandoning their ability to take action. Finally, these drama states feel lousy.

Standard for Resisting Blaming or Complaining

Individuals can fully meet the standard by avoiding blaming or complaining, and being intolerant of blaming or complaining by others.

For a deeper understanding of this type of behavior, you can read Chapter 17 of How NASA Builds Teams

My experience of her/his behavioral norms is that she/he meet the standard:
- ○ Always
- ○ Usually
- ○ Seldom
- ○ Never

Please, take a moment to reflect and comment on why you rated this behavior as you did (this is especially useful if you answered «always» or «never»):

[ ]

8. Roles, Accountability, and Authority (RAAs)

As we worked with teams over the years, helping them clarify their RAAs, an important finding emerged. Accountability trumps everything because it focuses on results. When you and others are clear about the results you are Accountable to produce, any success you realize is pure chance. This is not luck.

Standard for Clarifying Roles, Accountability and Authority

Individuals can fully meet the standard by defining and communicating their RAAs to the people who need to understand and/or approve them.

For a deeper understanding of this type of behavior, you can read Chapter 18 of How NASA Builds Teams

My experience of her/his behavioral norms is that she/he meet the standard:
- ○ Always
- ○ Usually
- ○ Seldom
- ○ Never

Please, take a moment to reflect and comment on why you rated this behavior as you did (this is especially useful if you answered «always» or «never»):

[ ]

9. The "Plus" Question

Most of us have a tendency to manage by attention to problem solving, which is effective in getting work done. The downside is that we don't take time to, especially in teams, to properly attend to our accomplishments. Over time, we lose this energizing experience.

Which her/his attributes do you most admire? This is your opportunity to practice "Expressing Authentic Appreciation," while providing important and uplifting information to the assessed individual

[ ]

10. The "Delta" Question

Having addressed the "pluses," let's now examine the "deltas," the changes that you could make to improve your team's social context. Your social "environment," drives your team's performance, susceptibility to risk, and your competitive advantage. More importantly, it shapes the personalities of all, for better or worse, in ways that may persist for a very long time.

How could she/he be more effective? They will use your insights to develop action-items that increase their effectiveness, so please contribute

[ ]

Take a moment to review your answers. If you are satisfied, send this to your 4-D provider so they can integrate with other's responses and prepare the report. And, do not worry. We will rigorously protect your anonymity.

[Send]