

360° Assessment

Developing Leadership

Feedback Report Confidential

Prepared for:

Chris Sample

January 20, 2009



Overview

Name: **Chris Sample**

Organization: **Company XYZ**

Introduction

Constructive feedback is increasingly recognized as a key to enhancing leadership effectiveness.

This report provides detailed feedback on your competencies as seen from a number of different perspectives—your own and those of your manager, peers, subordinates, and customers/others. It is based on analysis of responses to the 360° Competency Assessment questionnaires that you and others completed recently.

In using this report it is important to remember that the feedback you receive reflects different people's **perceptions** of you at a particular point in time. It does **not** represent some absolute, unchanging, all-consuming truth. Nevertheless, the detailed analysis it permits can enable you to gain new insights into your own strengths, and also alert you to aspects of your behavior which could be hindering your success. Such increased self-awareness can, in turn, help you to maximize your effectiveness and develop your full potential.

The sections below provide guidance for interpreting this report.

Individuals Who Have Evaluated You

The following breakdown shows you how many individuals have completed ratings about you.

<u>Total number of raters:</u>	<u>13</u>
Self:	1
Boss:	1
Peers:	3
Direct Reports:	4
Collaborators/Clients:	4

Section 1 - Importance of Competencies to Success on the Job

This section shows how you and others rated the importance of each of the competencies to job effectiveness. This bar chart identifies the relative importance of each of the competencies, as well as the similarities and differences in perspective between you and others.

As you read and interpret the Importance Ratings in this report, keep in mind the following anchor points:

<u>Importance Rating Scale</u>	
1 Moderately Important	This competency is moderately important to contributing to overall effectiveness .
3 Important	This competency is important to contributing to overall effectiveness .
5 Very Important	This competency is very important to contributing to overall effectiveness .
7 Critically Important	This competency is critically important to contributing to overall effectiveness .



Overview (Continued)

Name: **Chris Sample**

Organization: **Company XYZ**

Section 2 – Competency Profile

This section shows your average level of competence on the 6 competencies. The level of competence is calculated by averaging the frequency of demonstrating the five key behaviors related to success for that competency. ***The more frequently you have demonstrated the key behaviors, the higher your competency score will be.***

The line represents the average across all raters. Symbols are plotted representing the values for the ratings of: your boss, yourself, the average of your peers, the average of your direct reports, and the average for customers/others (if these ratings have been provided). A shaded bar is plotted for each score and represents the middle 33% of ratings for a norm group of individuals who are in similar positions. Approximately 33% of ratings are above the highest point on each bar and about 33% of the ratings are below the lowest point on each bar.

This section enables you to see at a glance how your self-ratings compare with those of others. Along with the information derived from the Importance Ratings, it can serve as a basis for identifying the competencies on which to focus your development efforts. It is likely that you will want to give priority to developing those competencies that have high importance scores **and** on which you have low scores.

As you read and interpret your Competency Profile, keep in mind the following anchor points:

Behavioral Frequency Rating Scale

1 Rarely	Rarely, or never shows this behavior. (0-20% of the time)
2 Occasionally	Occasionally shows this behavior. (21-40% of the time)
3 Usually	Usually, or about half of the time demonstrates this behavior. (41-60% of the time)
4 Often	Often, or most of the time shows this behavior. (61-80% of the time)
5 Almost Always	Almost always, or to a large extent, demonstrates this behavior. (81-97% of the time)
6 Always	Always, or to a very great extent, demonstrates this behavior. (98-100% of the time)

Section 3 – Behavioral Profile

This section shows your average frequency ratings across all of the behaviors in the 360° Assessment questionnaire. Just like Section 2, the line represents the average across all raters. Symbols are plotted representing the values for the ratings of: your boss, yourself, the average of your peers, the average of your direct reports, and the average for customers/others (if these ratings have been provided). A shaded bar is plotted for each score and represents the middle 33% of ratings for members of the norm group. Approximately 33% of ratings are above the highest point on each bar and about 33% of the ratings are below the lowest point on each bar.

This section enables you to see at a glance how other people observe you exhibiting different types of behaviors. From this information you can identify both the behaviors you frequently demonstrate and those that you less frequently demonstrate on a consistent basis. Please see the Behavioral Frequency Rating Scale for descriptors of the anchors on this scale.



Overview (Continued)

Name: **Chris Sample**

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Section 4 – Rating Scatter Plots

This section provides three different scatter plots to help you visualize your competency information. The first two show your ratings in comparison to: 1) the ratings of your boss and 2) the ratings of others. These scatter plots show the congruence of your ratings with the ratings of your boss and others. As such, they help identify your **confirmed** strengths and development needs as well as your **hidden** strengths and development needs.

The third scatter plot shows ratings of your average ratings by others on the Competencies in comparison to the average ratings of Importance of the competencies to job success. In general, you should focus your development efforts on Competencies that are critically important but have lower ratings.

Section 5 – Recommendations for Development

This section identifies two Areas of Strength and two competencies to consider for Development Recommendations. Your areas of strength represent your two highest rated competencies by others. You may want to explore how to better leverage these strengths for career success.

The Development Recommendations identify the two lowest rated competencies. For each of these competencies, the two lowest rated behaviors within the competencies are identified. Under each of these, specific development activities from the **Coaching Winners** book are identified. You may want to pursue these development activities as you create your Development Action Plan.

Section 6 – Written Comments

This section provides anonymous written comments sorted by competency. All comments provided by your raters are listed in this section.

Section 7 – Development Planning

The final section provides guidance for creating your own development plan of action. First, it provides guidance on the development planning process. Then, it provides a **Development Action Plan**, a worksheet for developing your competencies. This is intended to help facilitate the development of concrete action plans that will contribute to your development of competencies and your career success. You can adapt the development recommendations contained in this report and refer to the concrete actions identified in the **Coaching Winners** book to create a concrete action plan for your development.

Confidentiality

This report is confidential. Please use discretion as to how this report is used and who may see its contents. This report provides powerful information that needs to be interpreted relative to your unique position and situation. Insights you gain from this feedback can be translated into specific action plans for developing your competencies.

It is recommended that you use this information to develop your own high-impact Development Action Plan. Implementing your specific goals with planned action steps will increase your overall effectiveness which impacts the performance of the organization. Please save this report to use as a baseline against which to compare future feedback on your competencies.



Overview (Continued)

Name: **Chris Sample**

Organization: **Company XYZ**

Competencies in this Report

Definitions of the competencies addressed in this report are provided below.

Self-Management Competencies

1. Adaptability & Change Management

Adapts easily and positively to changes and challenges; anticipates and plans for change; uses obstacles to innovate and encourage breakthroughs; deals with uncertainty and ambiguity by defining options or seeking clarity; acts as a change agent.

2. Learning Agility

Adapts easily and positively to changes and challenges; anticipates and plans for change; uses obstacles to innovate and encourage breakthroughs; deals with uncertainty and ambiguity by defining options or seeking clarity; acts as a change agent.

3. Initiative & Drive for Results

Takes initiative and drives for successful results; makes things happen; conveys a sense of urgency; strives to identify and implement better, faster, and more effective solutions; holds people accountable for achieving results; is willing to invest considerable effort to assure deadlines are met in a high-quality manner.

Interpersonal Competencies

4. Communication & Influencing

Clearly articulates the key points of an issue; communicates with conviction, confidence and enthusiasm; builds a strong business case for action; selects and applies appropriate influence strategies; builds coalitions or alliances to support initiatives.

5. Interpersonal Skills

Builds and maintains effective working relationships with a wide range of individuals; has a wide and effective network of contacts; quickly establishes rapport with others; shows sensitivity to people of diverse backgrounds; values diversity and seeks to understand differences in cultures and personal styles.

6. Teamwork

Builds and supports team efforts; encourages a spirit of participation and belonging; enhances group cohesiveness by emphasizing team objectives and reinforcing cooperation.

7. Customer Focus

Anticipates and identifies customer needs; consistently seeks ways to improve customer service; assures that customer issues are resolved; assures open communication with both internal and external customers; fosters a customer-focused environment.

Analytical Competencies

8. Judgment & Problem Solving

Makes sound decisions; investigates and analyzes issues to identify root causes and draw appropriate conclusions; uses data, critical thinking, and logic to solve problems; synthesizes complex information and logically evaluates alternatives.



Overview (Continued)

Name: **Chris Sample**

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9. Strategic Thinking & Planning

Plans, manages, and monitors work responsibly to assure effective accomplishment of objectives; plans and manages time and resources effectively; leverages strategy and objectives to drive goals and plans; plans for future opportunities by forecasting trends.

10. Innovation

Identifies new and fresh approaches to problems and issues; has a vivid imagination and creates new concepts that are not obvious to others; and is willing to try new or novel approaches.

Management Competencies

11. Driving Execution

Plans, organizes, manages, and monitors projects and programs effectively; delegates responsibility and communicates clear expectations; defines and measures key performance characteristics; monitors performance and the achievement of milestones; provides ongoing performance feedback to assure effective performance.

12. Project/Process Management

Plans, directs, manages, and monitors projects and programs effectively; manages and continually improves processes; plans and manages schedules and resources effectively; responds to the information needs of both upstream and downstream stakeholders.

13. Coaching & Developing Talent

Provides challenging assignments and clear and constructive feedback to employees; acts as a positive mentor; fosters development in others; recruits, develops and retains talented staff; brings out the best in individuals regardless of differences in background or experience.

14. Managing Differences & Negotiating Solutions

Openly manages conflict and disagreement through collaborative discussion to reach positive conclusions; arrives at constructive solutions while maintaining positive working relationships; seeks win-win situations; negotiates effective solutions.

Leadership Competencies

15. Business Acumen

Fosters successful business results through the effective application of business practices and a knowledge of the competitive marketplace; displays broad understanding of business practices and policy.

16. Leading & Inspiring Others

Creates and communicates a compelling vision; engages commitment to the organization's vision, values, and direction; builds enthusiasm, participation and positive morale and loyalty; motivates others to action.

17. Behaving Ethically

Is loyal to the organization; tells the truth and is widely trusted; presents the unvarnished truth in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent himself/herself, especially for personal gain; builds credibility and trust.

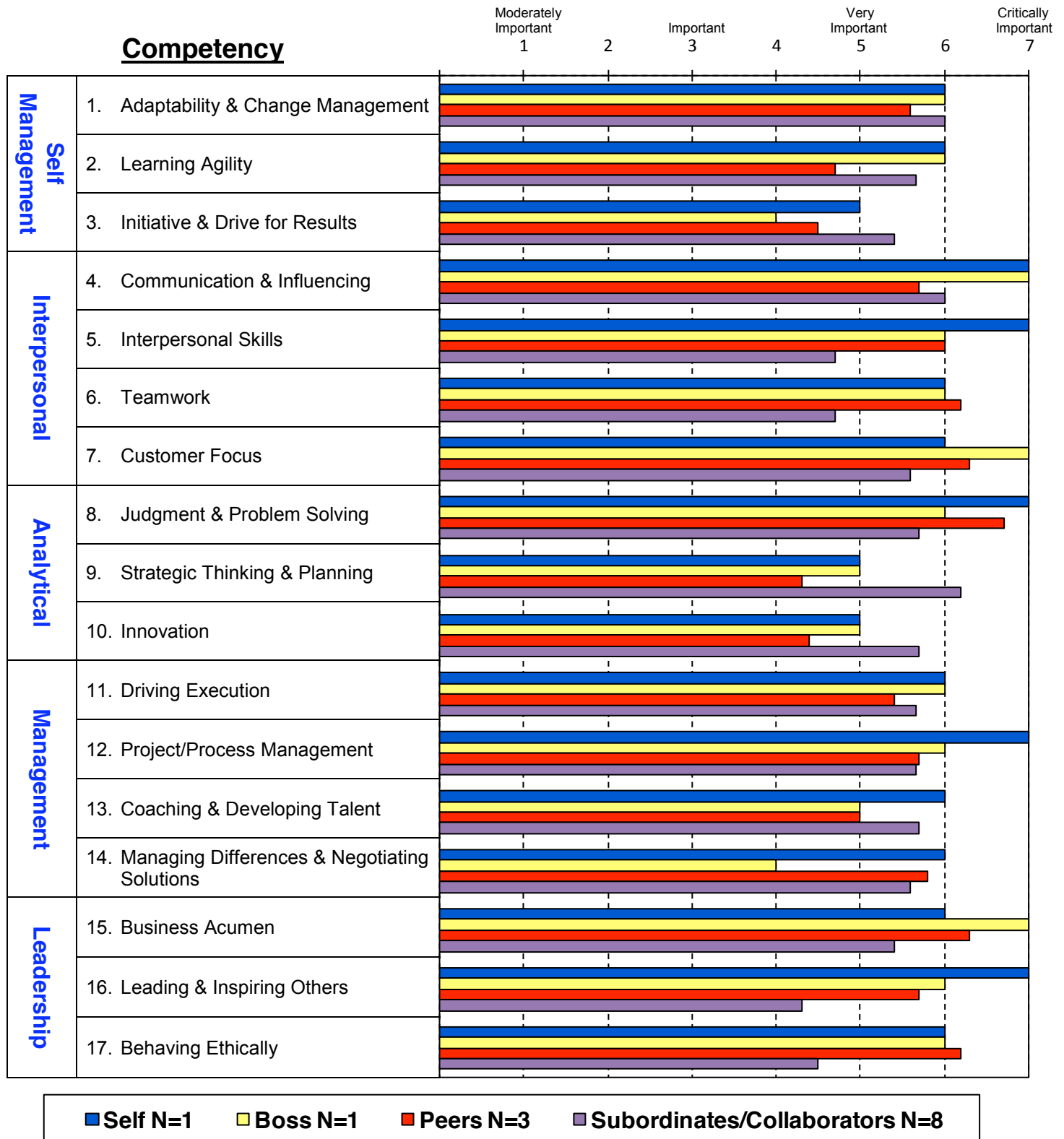


1. Importance Profile

Name: **Chris Sample**

Organization: **Company XYZ**

Importance of Competencies to Job Success





2. Competency Profile

Name: **Chris Sample**

Organization: **Company XYZ**

Key: The bars represent the middle 33% of ratings across all raters and all people being rated within Company XYZ. (N=320)

■ Line represents the average competency rating across all raters. (N=13)

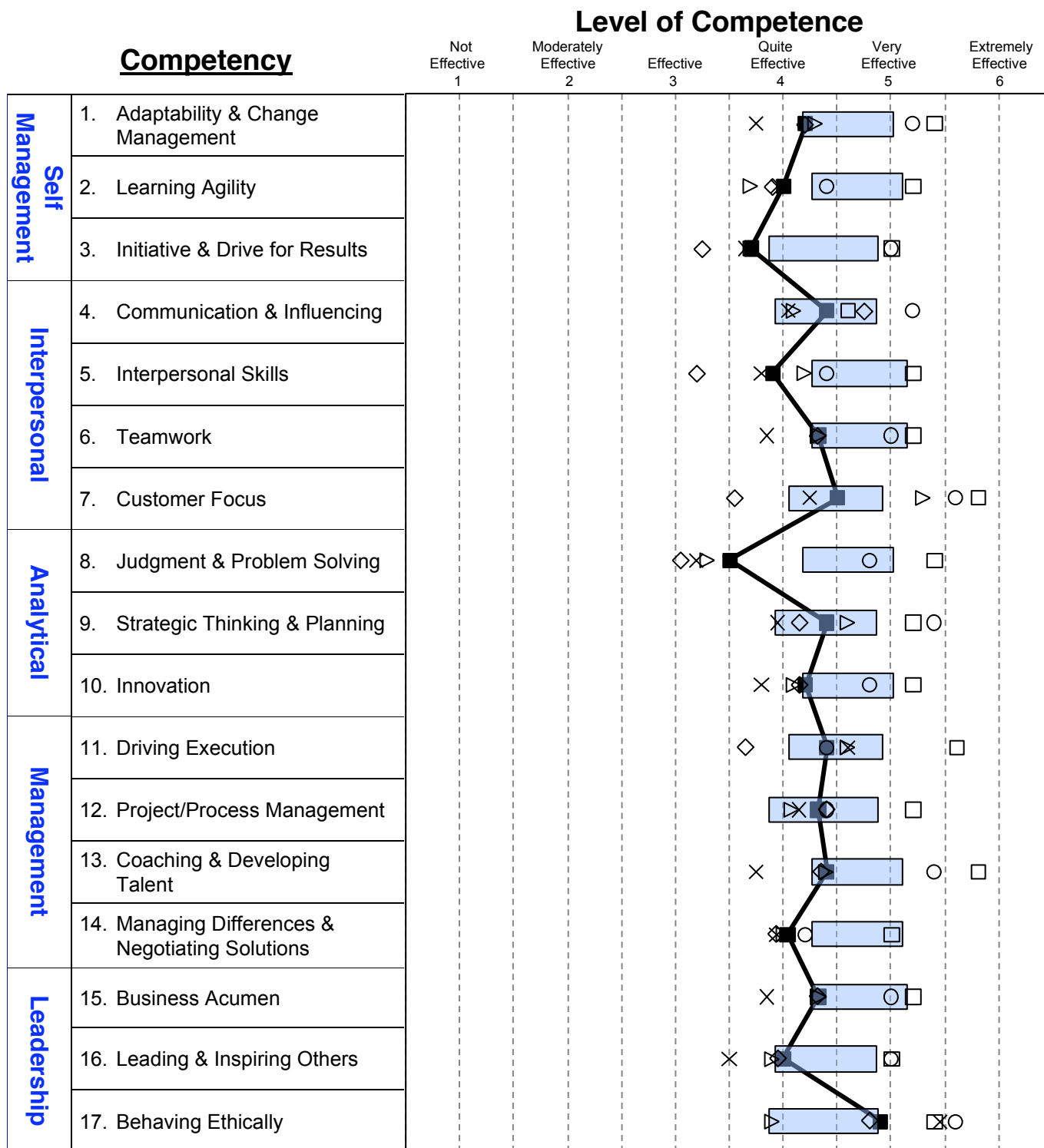
□ Self (N=1)

○ Boss (N=1)

▷ Peers (N=3)

◇ Subordinates (N=4)

X Collaborators/Clients (N=4)



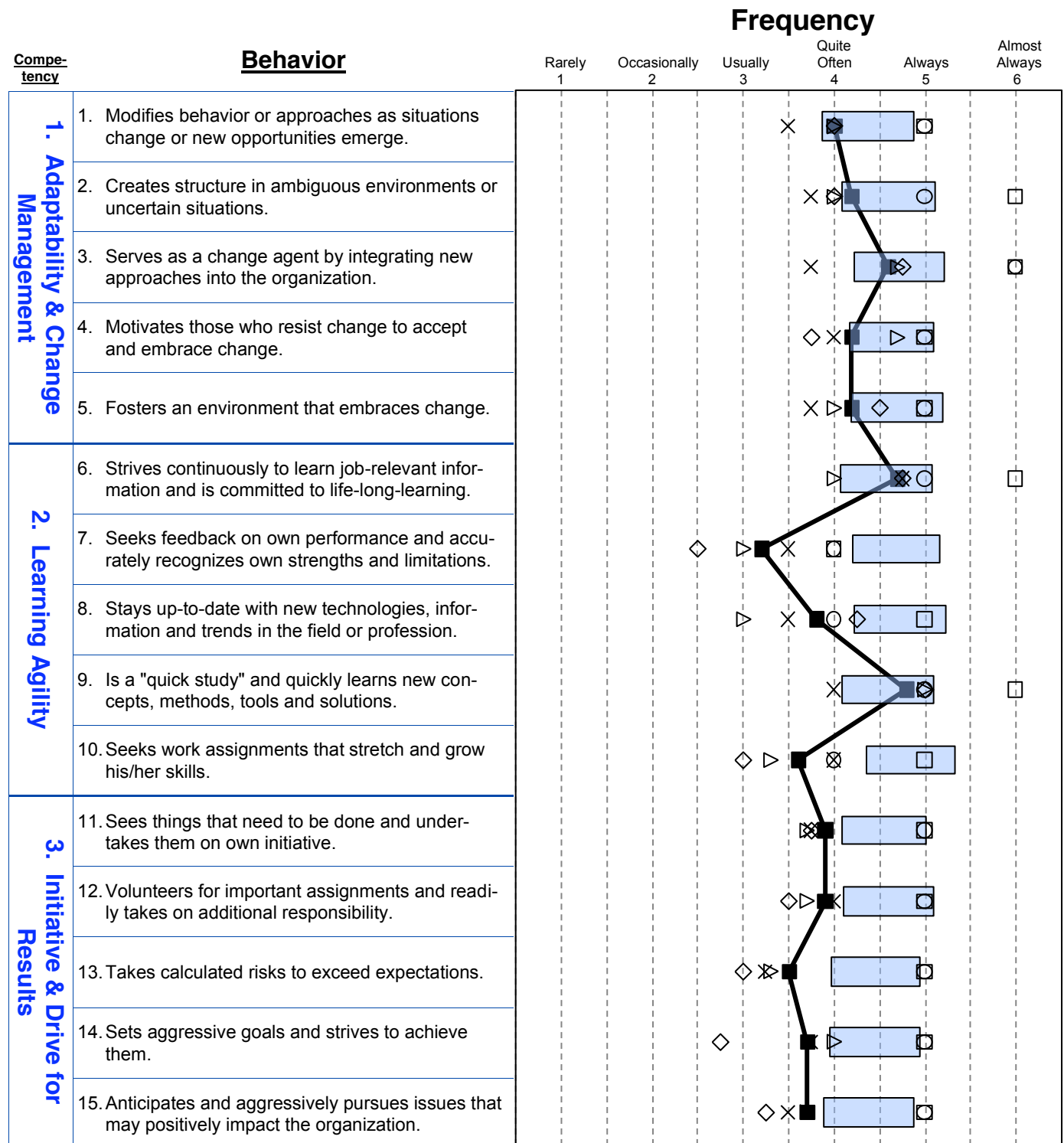


3. Behavioral Profile

Name: **Chris Sample**

Organization: **Company XYZ**

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3. Behavioral Profile

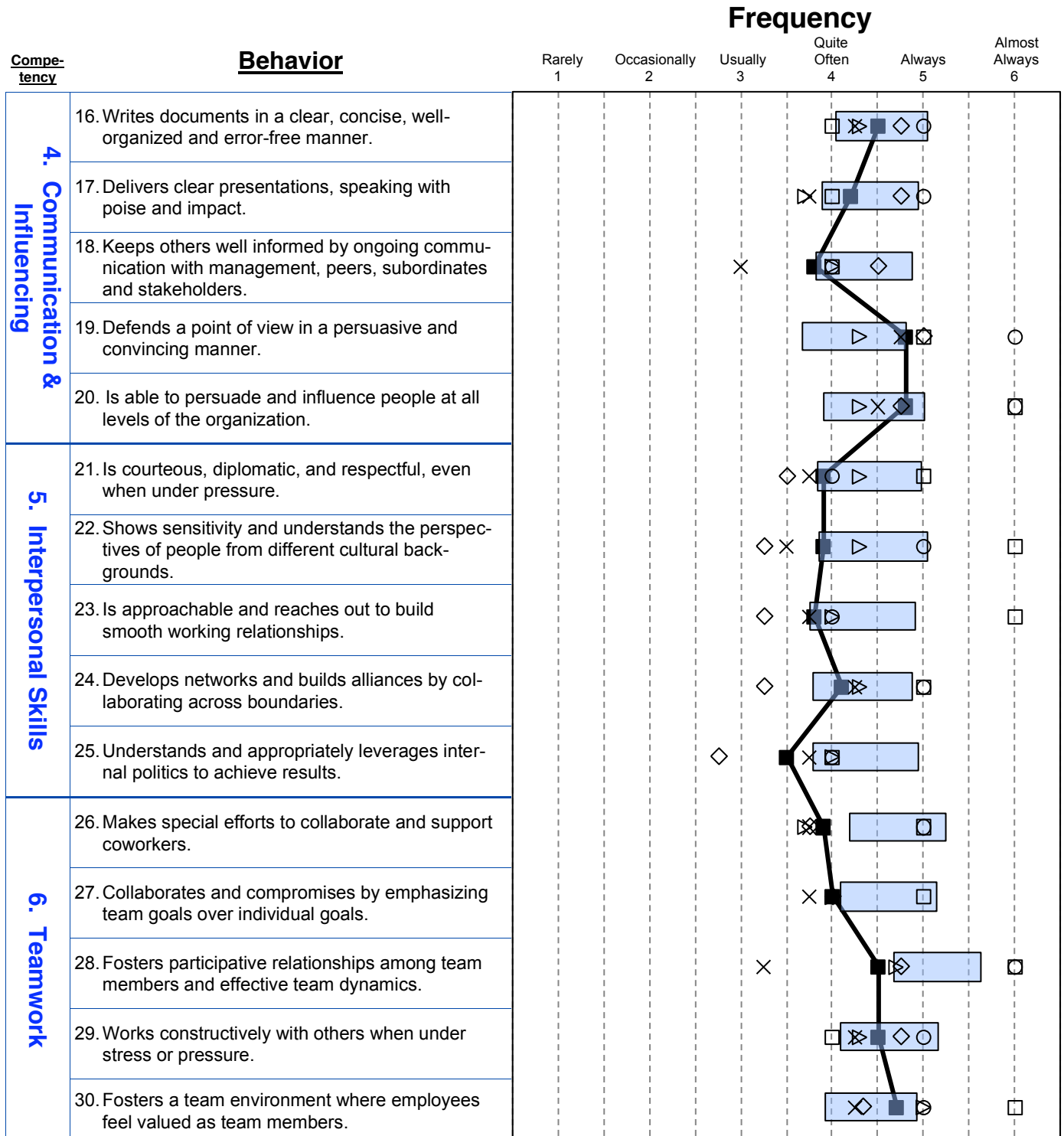
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3. Behavioral Profile (Continued)

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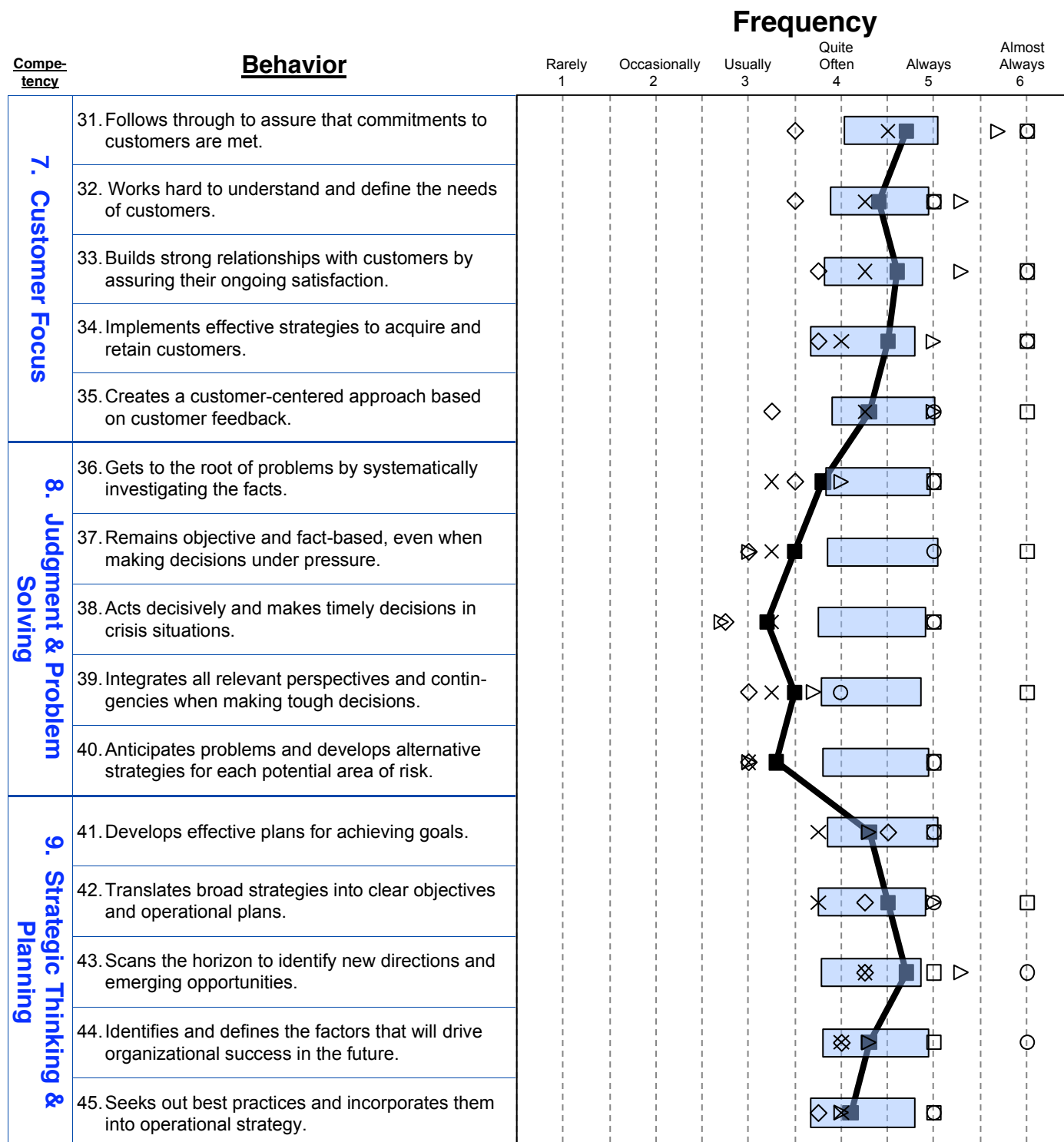
□ Self (N=1)

○ Boss (N=1)

▷ Peers (N=3)

◇ Subordinates (N=4)

X Collaborators/Clients (N=4)



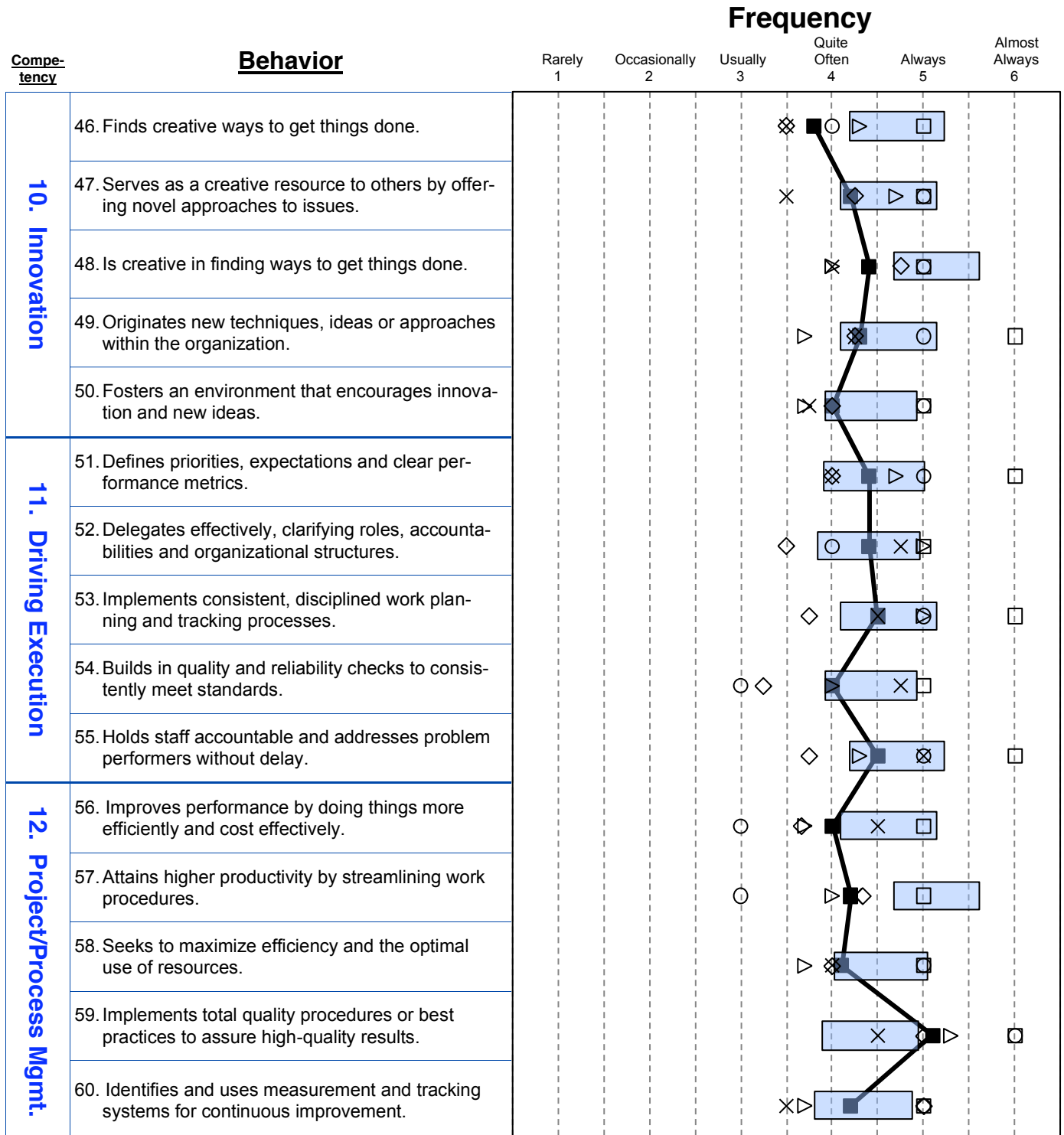


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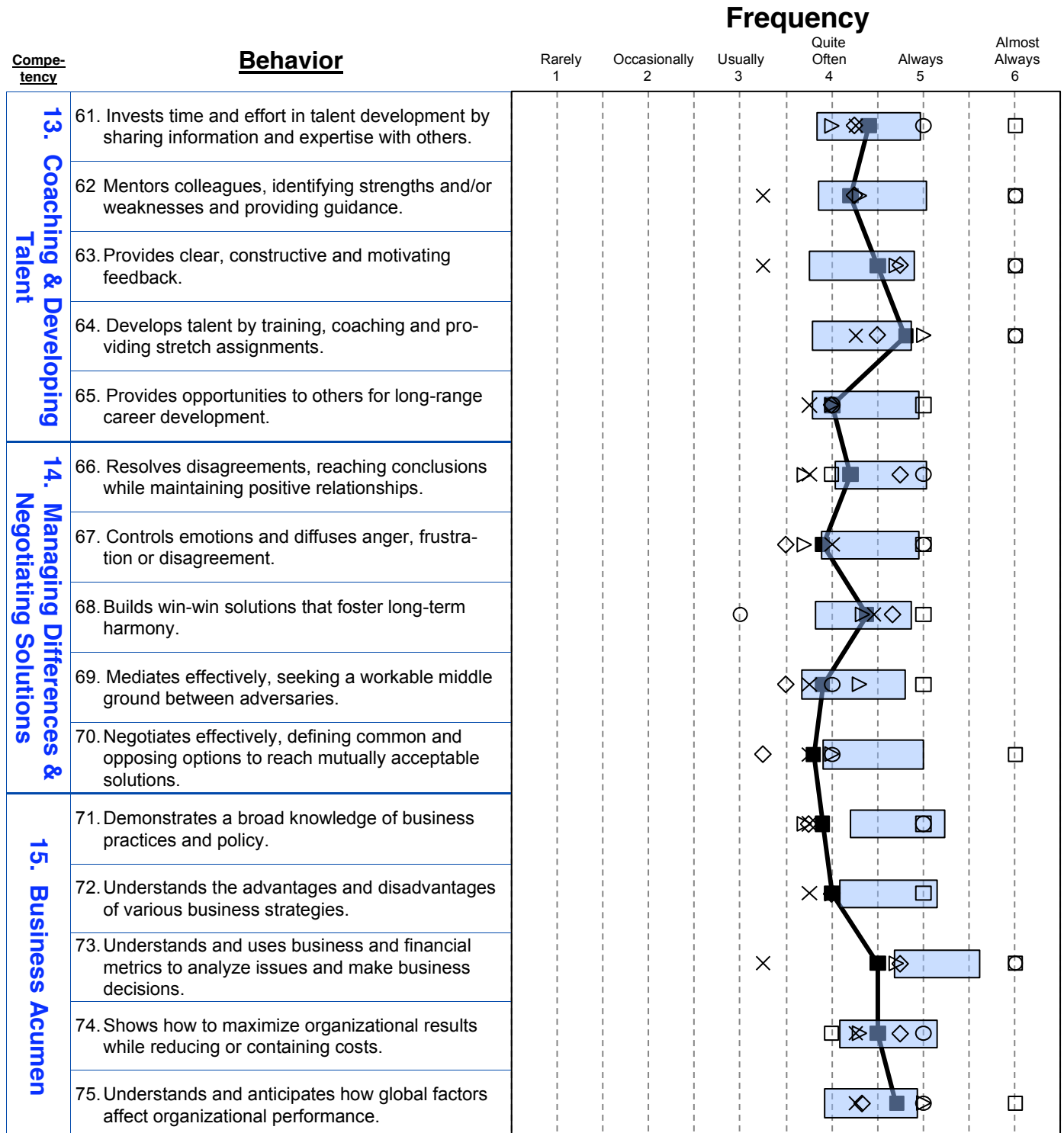


3. Behavioral Profile (Continued)

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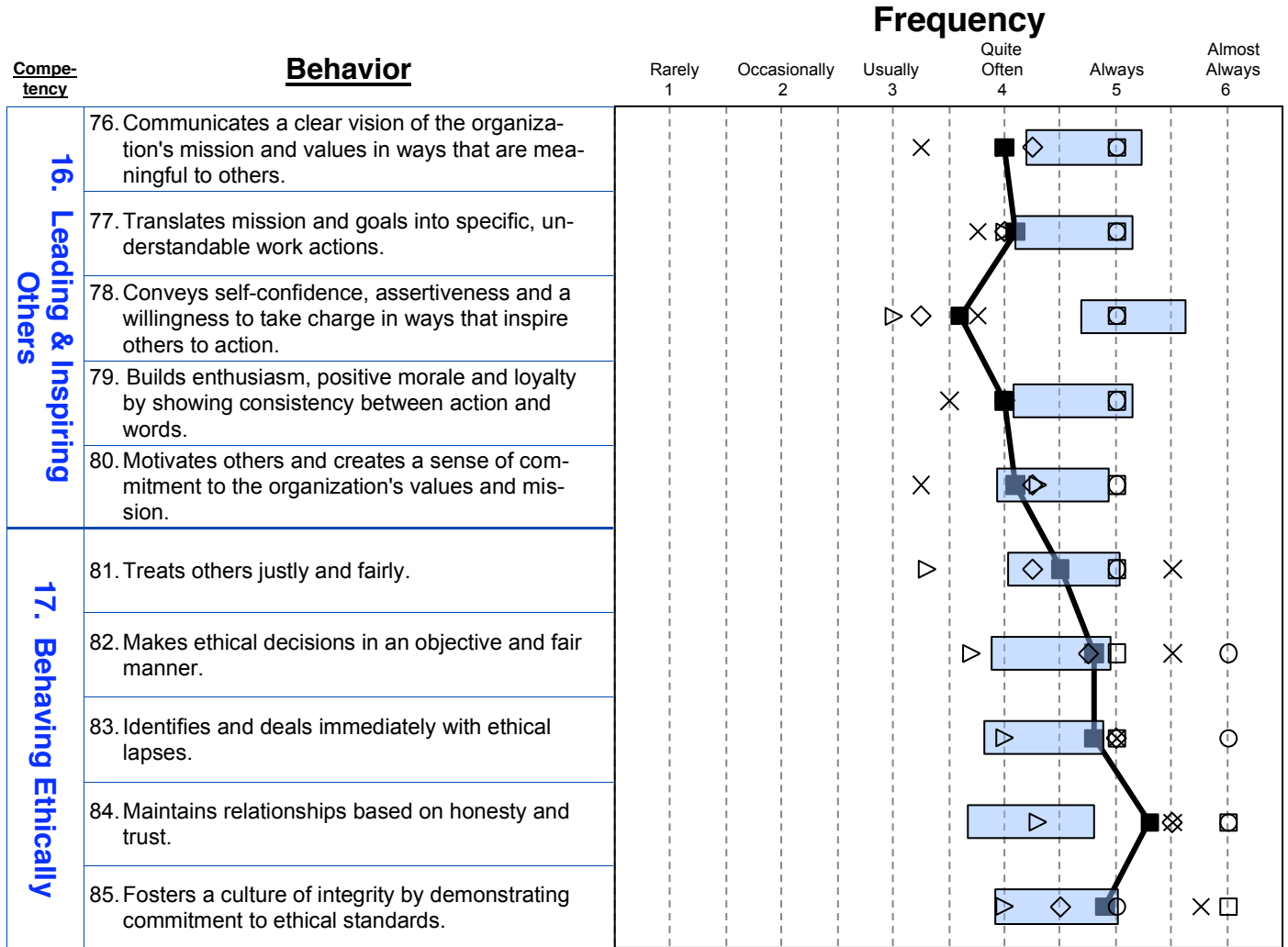


3. Behavioral Profile (Continued)

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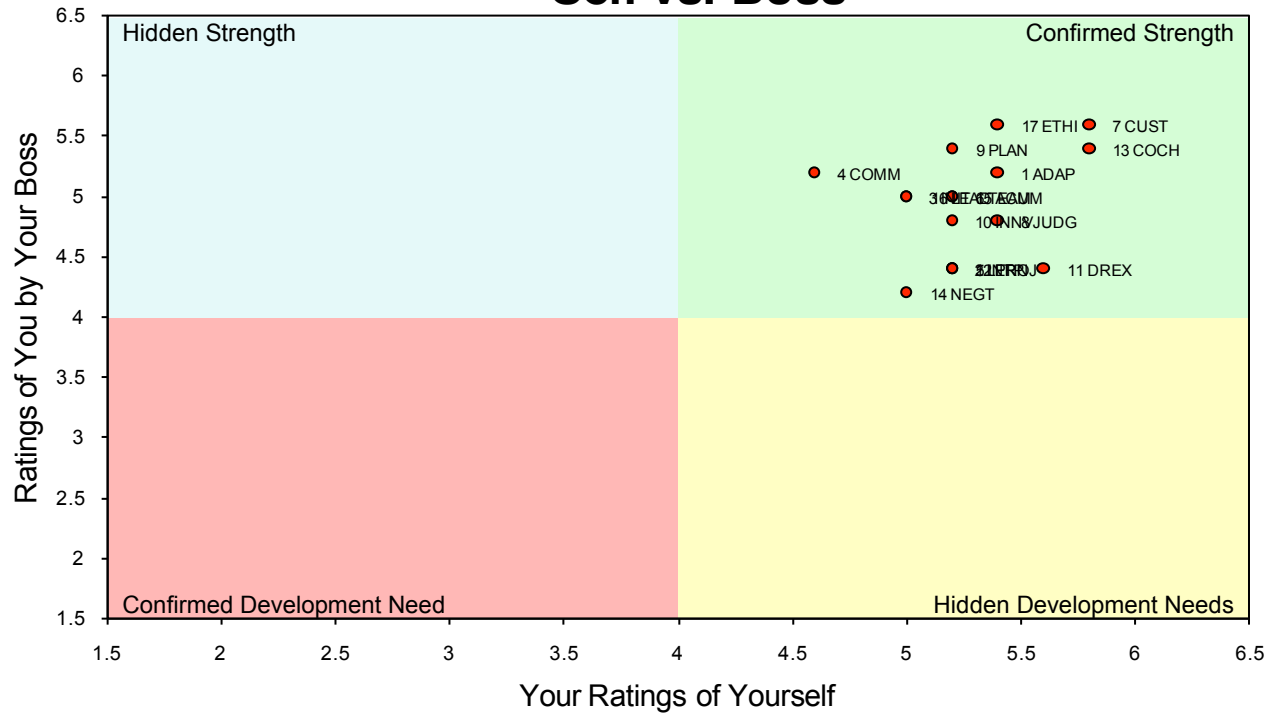
4. Rating Scatter Plots

Name: **Chris Sample**

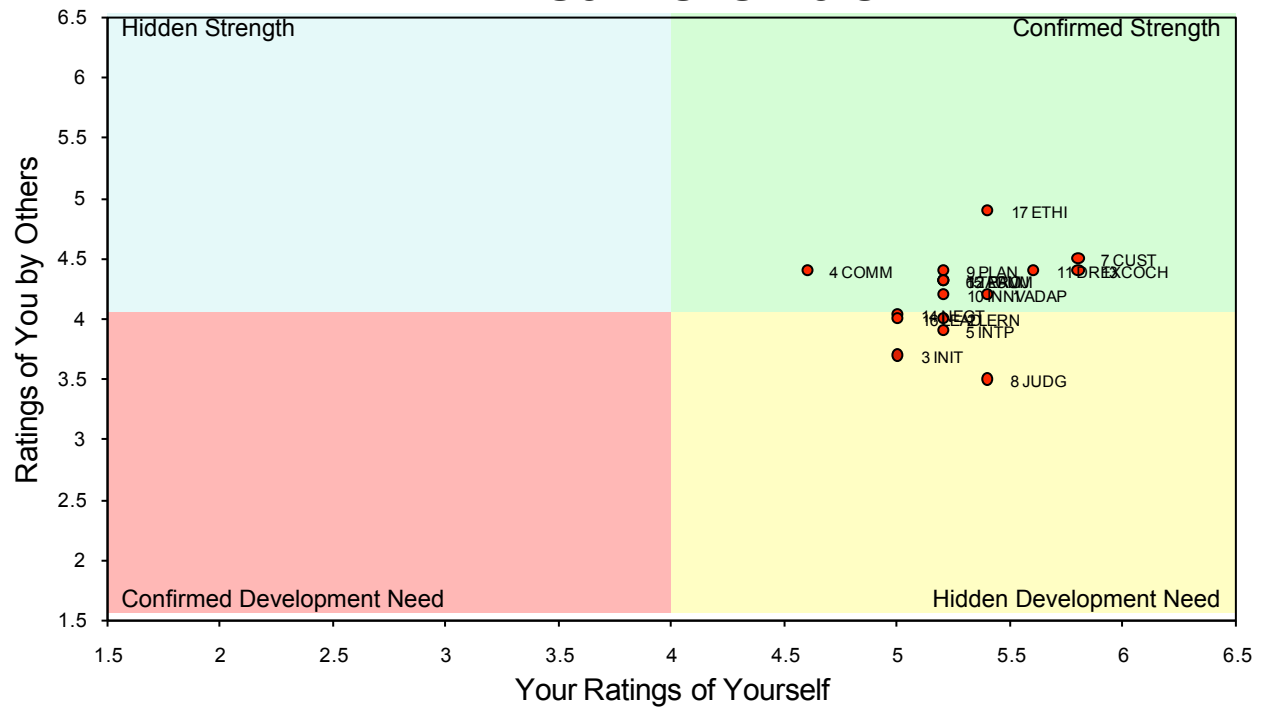
Organization: **Company XYZ**

Your Self-Ratings Compared to the Ratings of Your Boss and Others

Self vs. Boss



Self vs. Others



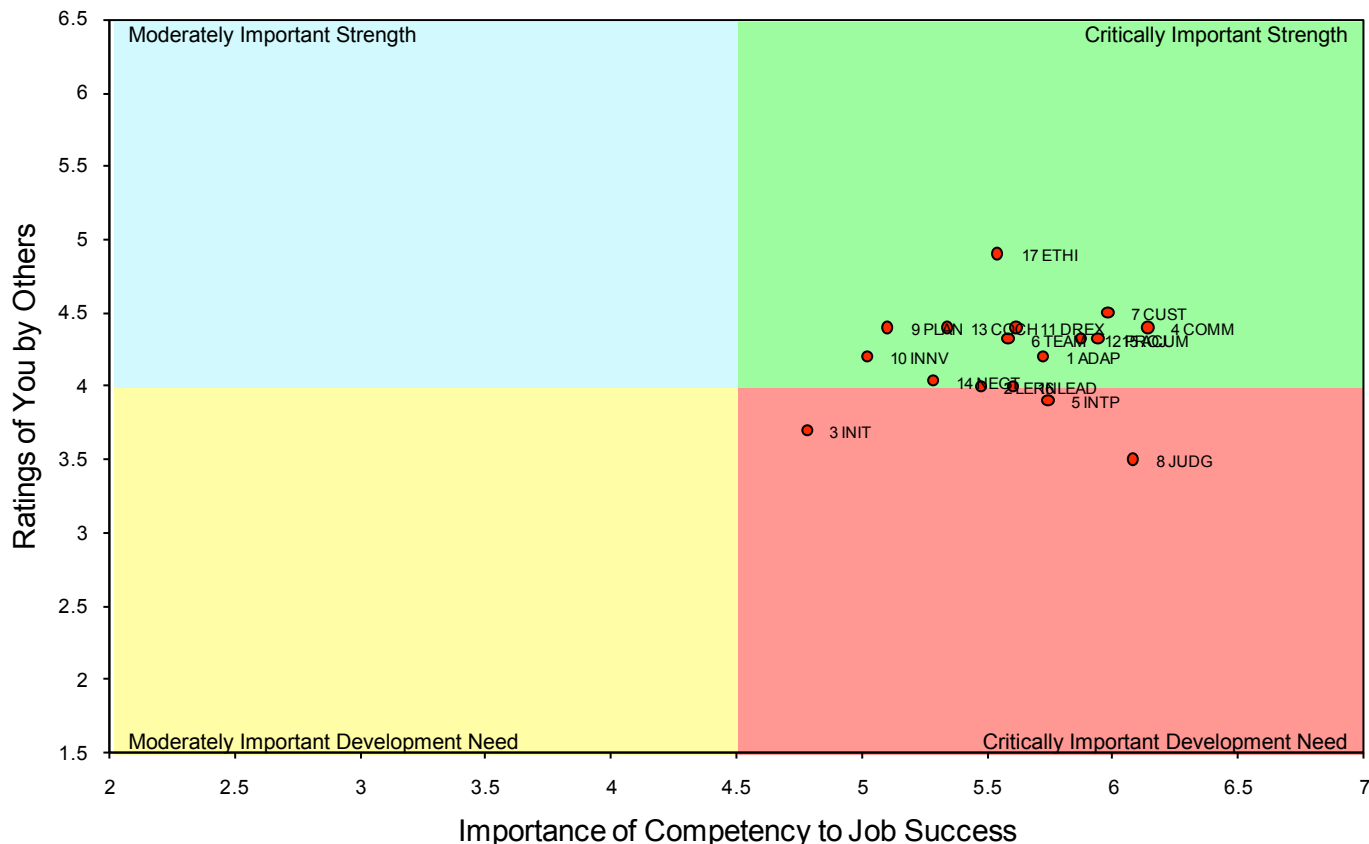


4. Rating Scatter Plots (Continued)

Name: **Chris Sample**

Organization: **Company XYZ**

Importance vs. Competency Ratings by Others



Competency Abbreviations

- | | |
|---|---|
| 1. ADAP = Adaptability & Change Management | 10. INNV = Innovation |
| 2. LERN = Learning Agility | 11. DREX = Driving Execution |
| 3. INIT = Initiative & Drive for Results | 12. PROJ = Project/Process Mgmt. |
| 4. COMM = Communication & Influencing | 13. COCH = Coaching & Developing Talent |
| 5. INTP = Interpersonal Skills | 14. NEG = Managing Differences & Negotiating Solutions |
| 6. TEAM = Teamwork | 15. ACUM = Business Acumen |
| 7. CUST = Customer Focus | 16. LEAD = Leading & Inspiring Others |
| 8. JUDG = Judgment & Problem Solving | 17. ETHI = Behaving Ethically |
| 9. PLAN = Strategic Thinking & Planning | |



5. Recommendations for Development

Name: **Chris Sample**

Organization: **Company XYZ**

Areas of Strength

Competency	Behavior
Behaving Ethically	Maintains relationships based on honesty and trust. Fosters a culture of integrity by demonstrating commitment to ethical standards.
Customer Focus	Follows through to assure that commitments to customers are met. Builds strong relationships with customers by assuring their ongoing satisfaction.
Communication & Influencing	Defends a point of view in a persuasive and convincing manner. Is able to persuade and influence people at all levels of the organization.

Note: Your three highest-rated competencies and the two highest-rated behaviors within these competencies are listed above.



5. Recommendations for Development

Name: Chris Sample

Organization: Company XYZ

Development Recommendations

Competency	Behavior & Development Activities from <i>Coaching Winners</i>
Judgment & Problem Solving	<p>Acts decisively and makes timely decisions in crisis situations.</p> <ul style="list-style-type: none"> ◆ Responding to Crisis Situations Swiftly and Resolutely (p.# 109-110) ◆ Improving Your Critical Thinking Skills by Brainstorming New Ideas (p.# 105-106) ◆ Minimizing Last-Minute Decision Making (p.# 106) ◆ Assuring Timely Decision Making (p.# 108) <p>Anticipates problems and develops alternative strategies for each potential area of risk.</p> <ul style="list-style-type: none"> ◆ Anticipating Potential Problems by Identifying Risk Areas (p.# 104-105) ◆ Assessing the Strengths and Weaknesses of Alternative Solutions (p.# 108-109) ◆ Generating Alternative Solutions by Addressing Obstacles & Alternatives (p.# 107-108) ◆ Generating Innovative Solutions to Work-Related Problems (p.# 105)
Initiative & Drive for Results	<p>Takes calculated risks to exceed expectations.</p> <ul style="list-style-type: none"> ◆ Going the Extra Mile in Accomplishing Challenging Assignments (p.# 188) ◆ Taking Personal Risks(p.# 189-190) ◆ Getting Results by Producing New Ideas for Current Products/Services (p.# 199) ◆ Setting Realistic Deadlines by Assessing Obstacles (p.# 197) <p>Sets aggressive goals and strives to achieve them.</p> <ul style="list-style-type: none"> ◆ Enhancing Personal Motivation by Eliminating Sources of Frustration (p.# 189) ◆ Improving Effort by Reducing Procrastination(p.# 189) ◆ Achieving Higher Results by Setting Challenging Goals (p.# 196-197) ◆ Aligning Project Goals with Organizational Goals (p.# 198)
Interpersonal Skills	<p>Understands and appropriately leverages internal politics to achieve results.</p> <ul style="list-style-type: none"> ◆ Minimizing Competition to Improve Working Relationships (p.# 71) ◆ Fostering Relationships by Sharing Proven Solutions with Other Business Units (p.# 72-73) ◆ Fostering "Open Door" Culture (p.# 93) ◆ Speaking Spontaneously and Comfortably to Enhance Your Approachability (p.# 94) <p>Is approachable and reaches out to build smooth working relationships.</p> <ul style="list-style-type: none"> ◆ Achieving Smoother Working Relationships with Other Units (p.# 70-71) ◆ Improving Relationships with Co-Workers (p.# 71-72) ◆ Reaching Out to Become More Approachable (p.# 90) ◆ Increasing Approachability by Expanding Channels of Communication (p.# 93-94)

Note: Your three lowest-rated competencies and the two lowest-rated behaviors within these competencies are listed above.



6. Written Comments

Name: **Chris Sample**

Organization: **Company XYZ**

Comments of Raters Organized by Competency

8. Judgment & Problem Solving

- Chris is willing to make decisions and usually they are good decisions. However, this decisions making process could be improved is he would listen and use more input from others.
- He tends to want to analyze information and find solutions quickly.
- Chris usually shows good judgment and decision making abilities. But, he does tend to “pass the buck” too much to others after decisions have been made.

10. Strategic Thinking & Planning

- Is very adept at strategic thinking and planning. I think his abilities exceed the requirements for the scope of his current role in the organization.
- Has good decisions making abilities.
- Makes good decisions with little information when under tight deadlines.

11. Driving Execution

- Chris’s expectations and directions are at times unclear.
- Chris tends to hand over projects with little direction.
- Chris tends to pass along orders and then tends to leave.

14. Coaching & Developing Talent

- Chris has a lot of knowledge of his expertise but I would like him to open up and pass that information on to his peers.
- Chris does not put forth the required effort to ensure his subordinate’s needs are being met.
- Chris does not do much coaching. He relies heavily on others to help coach.

16. Behaving Ethically

- Chris is a person with high integrity and ethical standards and treats confidential information appropriately.
- Chris is honest and ethical.



6. Written Comments (Continued)

Name: **Chris Sample**

Organization: **Company XYZ**



7. Development Planning

Name: **Chris Sample**

Organization: **Company XYZ**

Guiding Principles of Leadership Development

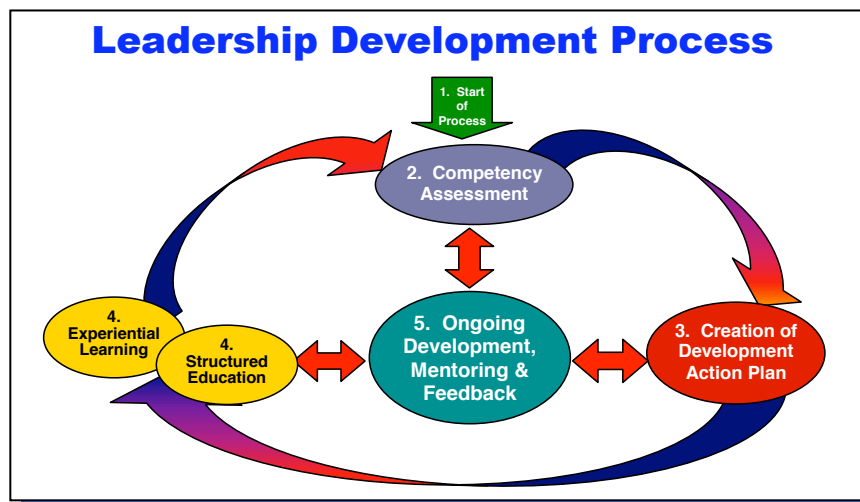
Leadership development is critical to building an effective organization, meeting client expectations, and achieving solid organizational results. In this era of rapid change, it is based on these Guiding Principles:

1. Leadership skills and behaviors can be developed and learned.
2. Leadership development starts with the self and unfolds from the inside out; primary responsibility for the development rests with the individual—the organization supports and fosters it.
3. Leadership development is a process and a journey, not an event.
4. Development is about going in a new direction, not staying put; so it calls for envisioning the new, challenging the status quo, and pursuing difficult change while remaining true to one's values.

Leadership Development Process

This is an on-going process that can support you at any point in your career and it has a variety of tools to support each step. It consists of the following steps:

1. The development process may be triggered by performance review or self-identification by an employee who wants to improve a skill.
2. Competency information is provided by this report as well as feedback from the individual's manager.
3. The individual creates a Development Action Plan that uses the competency assessment information. The template for the Development Action Plan appears in the next section of this report.
4. You choose tools to help in your development, e.g., structured education and/or experiential learning. Experiential learning may include development activities, stretch assignments or rotational positions.
5. You and your manager regularly assess your progress and update your plan of action.



Structured Education courses are offered through a number of organizations and schools. **Experiential Learning** is comprised of activities that you can undertake on the job or at home to gain new experience, develop new habits, and practice skills. Please refer to the *Coaching Winners* book to identify the specific activities that will help you develop your targeted competencies.

You should work with your manager or coach to identify the most appropriate options for you.



Development Action Plan

Name:	Coach/Manager:	Date this Plan Developed:
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This Development Action Plan is your guide to career development. This document, when completed, should assist you in analyzing your 360° Assessment feedback and creating a specific action-based development plan. This Development Action Plan is a **key resource** to enabling you to address development planning and your own career development.

Part 1 – Development Goals and Insights

Do you have career development goals (i.e., jobs or roles that you would like to progress to)? If so, what are they?
In your 360° Assessment results, how are your self-assessments similar/different from those of your Manager?
In your 360° Assessment results, how are your self-assessments similar/different from those of your Subordinates and/or Peers/Customers?
How will you use these insights in the future? At work? In your personal life?



In the section below, list the third competency to be developed. Then identify the action to be taken, the resources needed, and the time frame for implementing this effort. Development activities may be training courses, special projects or job assignments, or reading material such as journals or self-help books.

Competency # 3 (Competency name):		
Development Objective:	Action to Take: (Specific steps, experience, process, stretch assignments, or courses.)	
Who is Involved:	Resources:	Time Frame:

Progress Update # 1 (after 3 months):	Date:
Summary of Progress Discussion (between employee and manager/coach):	
Performance/behavior change observed (determined by employee and manager/coach). Place a "X" on the scale below:	
<p>Less Effective No Perceptible Change More Effective</p> <p style="text-align: center;">-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5</p>	
Updated plan of action:	

Progress Update # 2 (after 6 months):	Date:
Summary of Progress Discussion (between employee and manager/coach):	
Performance/behavior change observed (determined by employee and manager/coach). Place a "X" on the scale below:	
<p>Less Effective No Perceptible Change More Effective</p> <p style="text-align: center;">-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5</p>	
Updated plan of action:	

Progress Update # 3 (after 9 months):	Date:
Summary of Progress Discussion (between employee and manager/coach):	
Performance/behavior change observed (determined by employee and manager/coach). Place a "X" on the scale below:	
<p>Less Effective No Perceptible Change More Effective</p> <p style="text-align: center;">-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5</p>	
Updated plan of action:	