

Leadership 360° Survey Results

CONFIDENTIAL
SURVEY RESULTS

FOR

John Doe

JANUARY 2014

Leadership 360° Survey Results

Some Perspective on the Results

Assessments are wonderful tools for gathering feedback—for some people, they may be the only opportunity they have to hear from others—but they also have limitations that need to be acknowledged in order to maintain a proper perspective on the results.

The True Value of Competency Assessments

Competency assessments are valuable tools for enabling individuals to see how others perceive their relative strengths and weaknesses, to receive some written feedback, and ultimately, to select one or two development goals to focus their attention on. The feedback from others also allows the recipient to see if s/he has an accurate self-assessment.

Interpreting this report is most effective when a coach works with the participant to sort through the information and use it to develop appropriate goals.

For the survey to be useful the person being rated needs to be open to making constructive use of the feedback. It cannot be over-emphasized that the end point of this process is the selection of one or two development goals for you to focus on. Reading your report through that lens will help you get the most out of it.

In some areas, the best course of action may be to identify the right people to provide needed skills to supplement your own, focusing your personal development in other areas. This is especially true of senior leaders.

The Limitations of Competency Assessments

An assessment report, by itself, cannot identify the most important things an individual should focus on. Other information, including your knowledge of yourself, performance comments from your boss, and the context of your work all provide useful input to goal setting. Individuals at different organizational levels with identical scores will likely need a different set of strengths to be successful.

For example, senior directors need a different set of strengths than managers and the context in which the participant is working may require specific skills. Thus, what is reported as a weakness in the report may not be the most important thing for the participant to focus on.

Your report represents communication in one direction. For example, sometimes when you read a written comment in your report, you'd like to ask a question. This is not possible. The rating data in the report is highly nuanced. For example, responses may not be fully representative of your skills, responses are based on expectations of each respondent, etc. Nevertheless, we have found that these reports provide valuable input.

Approach the Results with Openness and Appropriate Detachment

It's perfectly understandable that you might have some sort of a reaction to your results. However, we want you to remember that these are the responses from individuals who each see you through their respective lenses. This suggests that you view the individual responses with a bit of detachment. Don't obsess over individual data points and don't succumb to the temptation to try to associate a particular score with a specific individual. Doing either simply isn't helpful. Look for patterns or clusters that indicate areas to reflect on, whether they are highly rated competencies or areas that need improvement.

You may find it useful to think about reading and interpreting your report as a process rather than an event. There's a lot to absorb and most people find it necessary to sit with the report more than once in order to arrive at a balanced assessment. Again, it cannot be overemphasized that the end point of this process is the selection of one or two development goals for you to focus on. Reading your report through that lens will help you get the most out of it.

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Interpreting and Processing the Results

We recommend that you process your report in stages. First read through the entire report and put it aside for a day or two. Then carefully read through the report and process the results. This will take several hours and is best done in one sitting.

There are specific steps you can take to process the results.

Pages 5 lists the ten competencies sorted by average.

Page 6 lists all the skill questions grouped by competency, sorted by competency mean, and then by individual skill questions. The score you gave yourself is presented for comparison. As you scan down this page, you'll want to take note of the following:

- Skills with higher reviewer scores, indicating perceived higher skill levels
- Skills with lower scores, indicating possible opportunities for improvement
- Self-ratings consistent with your reviewers' scores, suggesting validation of your self-ratings
- Self-ratings significantly lower than reviewers' scores, suggesting that you may not have recognized a strength perceived by your reviewers
- Self-ratings significantly higher than reviewers' scores, suggesting that you perceive your capability in that skill is perhaps higher than it actually is

Pages 7 through 17 provide additional more detailed numerical scoring information for each skill and for the skills grouped into competency collections. Here, you will see how the individuals who provided your feedback rated you by skill. You should pay attention to how you scored yourself as compared to the scores of your manager, your direct reports, and your peers. In particular, note instances where a group of reviewers (e.g., your peers) saw you significantly differently than other reviewers or how you see yourself. (As you review these scores, don't succumb to the temptation to try to associate a particular score—other than your manager's—with a specific individual. You cannot do it with any certainty, and it simply isn't helpful. You'll find it useful to make notes on your observations as you review the data.

The final section of the report, starting on page 18, contains the responses to three text questions asking respondents to identify:

- Two or three strengths you have
- Two or three improvement opportunities for you
- Two specific things you could do to improve your leadership ability

As you review these comments, connect them back to the related skills and competency clusters. You may find it helpful to transfer some of the comments to the competency pages (pages 10-20) where they apply to provide a handy reference as you review all of the information on a particular skill. Do not be surprised if you find both positive and negative comments for the same skill or competency. After all, these are comments from different individuals who likely have somewhat different perceptions of your skills. Given the breadth of a specific comment, you may find that it applies, at least in part, to multiple competency clusters.

Finally, the last page of the report provides you with an opportunity to summarize your reactions and observations. On this page, the ultimate task is to identify one or two specific self-improvement goals to work on. For example, you might identify a strong skill and set a goal to become even better in this area. Alternatively, you might identify an area in which your ratings— either self or respondent or both— suggest that you need to do some work. However, the feedback report is only one source of input for setting your goals. Your knowledge of yourself, performance comments from your manager, the context of your work, etc., all provide additional input to weigh when goal setting. It needs to be said that no-one can be all things to all people. As noted earlier, in some areas, the best course of action may be to identify the right people to provide needed skills to supplement your own, focusing your personal development in other areas. This is especially true of senior leaders.

Leadership 360° Survey Results

Introduction

One important leadership capability is self-awareness. The only way to fully understand how your behavior affects others is to gather feedback. The following report is primarily offered to you as data. Its purpose is to help you think about how others perceive your strengths and opportunities for improvement, enhancing your self-knowledge in a way that will help you to become increasingly effective in the months ahead.

Types of Questions

The survey included two types of questions:

- 1 Skill Questions: These questions asked about specific skills, e.g., "Listens attentively." Each skill question is related to a specific competency. The relationship of a given skill question to a competency was not identified in the survey. We have grouped skill questions by competency and presented them together in "Competency Collections" in this report.
- 2 Text Questions: These are open-ended questions where respondents were asked to provide written feedback.

Who Responded

In addition to your own responses, this report includes the following number of responses from various individuals and/or groups:

Cohort	Responses
Primary Manager	1
Other Manager	
Direct Reports	11
Peers/Colleagues	4

Please note that, throughout this report, averages DO NOT include self-ratings.

The Sections of the Report

- Results for All Skill Questions Sorted by Competency from Highest Rating to Lowest by Mean
- All Competencies Sorted by Mean
- Sample Competency Collection Page with Explanation
- Competency Collections—Distribution Charts for Skill Questions Grouped by Competency
- Text Responses

Leadership 360° Survey Results

Competencies Sorted by Mean



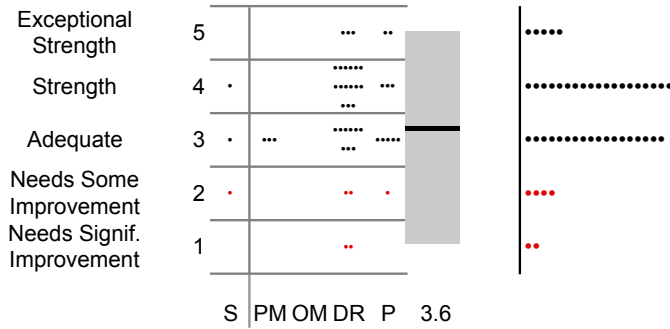
Means* and Self Ratings for All Skill Questions, Sorted by Competency

Competencies and Related Questions	Mean	SelfR*
4. Relationship Management	3.9	3.8
4.1. Builds goodwill throughout his/her network.	3.6	4.0
4.2. Finds common ground with stakeholders.	4.1	3.0
4.3. Understands the organization's unwritten rules.	4.1	4.0
4.4. Knows how to navigate the political landscape.	3.9	4.0
6. Thinking Strategically	3.8	4.3
6.1. Analyzes future scenarios to guide present day actions.	4.0	4.0
6.2. Recognizes the need for change.	3.7	5.0
6.3. Takes a long term view of decisions.	3.8	4.0
6.4. Has a strategic perspective.	3.9	4.0
5. Building Relationships	3.8	2.3
5.1. Cultivates strong relationships outside of his/her department.	3.8	2.0
5.2. Initiates relationships with peers.	4.1	2.0
5.3. Seeks feedback about his/her actions.	3.5	3.0
8. Communicating Effectively	3.6	3.4
8.1. Presents ideas clearly.	3.0	3.0
8.2. Addresses large groups with confidence.	3.6	3.0
8.3. Is an effective public speaker.	3.6	3.0
8.4. Respects the ideas and opinions of others.	3.9	4.0
8.5. Exhibits empathy.	4.1	4.0
2. Social Awareness	3.6	3.3
2.1. Is sensitive to others' interests.	3.9	4.0
2.2. Understands others by putting him/herself in their position.	3.6	4.0
2.3. Listens attentively.	3.6	2.0
1. Self Awareness	3.6	3.0
1.1. Has a realistic sense of his/her strengths and weaknesses.	3.3	2.0
1.2. Is aware of his/her impact on others.	3.4	4.0
1.3. Networks to create opportunities for collaboration.	3.7	3.0
3. Self-Management	3.6	3.5
3.1. Earns your respect through his/her behavior.	3.3	3.0
3.2. Is willing to set aside his/her self-interest for the betterment of the org and others.	3.8	4.0
9. Getting the Work Done	3.5	3.2
9.1. Consistently does what s/he says s/he will do.	3.3	4.0
9.2. Delivers the desired results.	3.6	3.0
9.3. Is responsive to urgent questions.	3.8	4.0
9.4. Maintains steady progress on the most important priorities.	3.4	3.0
9.5. Delegates work that should be done by others.	3.2	2.0
7. Leading Change	3.2	3.0
7.1. Champions change initiatives.	3.7	4.0
7.2. Exercises influence to move issues forward.	3.1	2.0
7.3. Is not afraid to make decisions.	2.9	3.0
10. Developing Talent	3.2	4.0
10.1. Coaches his/her staff to further their development.	3.0	4.0
10.2. Encourages his/her staff to develop their capabilities.	3.6	4.0
10.3. Provides feedback that helps people develop.	2.7	4.0
10.4. Provides stretch opportunities that develop his/her staff's capabilities.	3.3	4.0

*Means do not include self ratings.

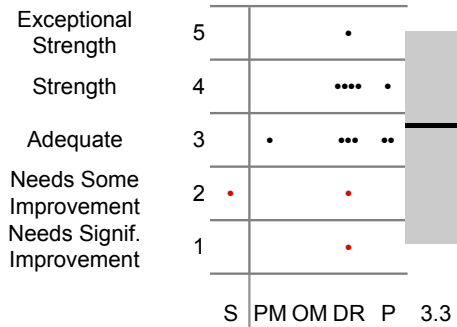
Leadership 360° Survey Results

1. Self Awareness

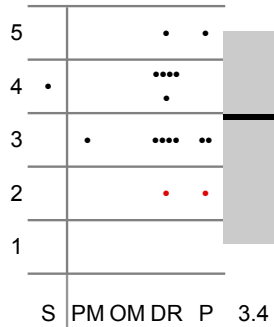


Specific Question Results

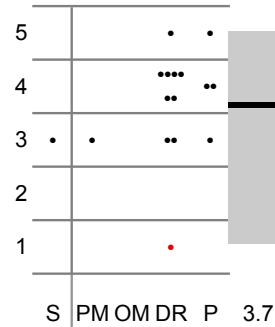
1.1. Has a realistic sense of his/her strengths and weaknesses.



1.2. Is aware of his/her impact on others.

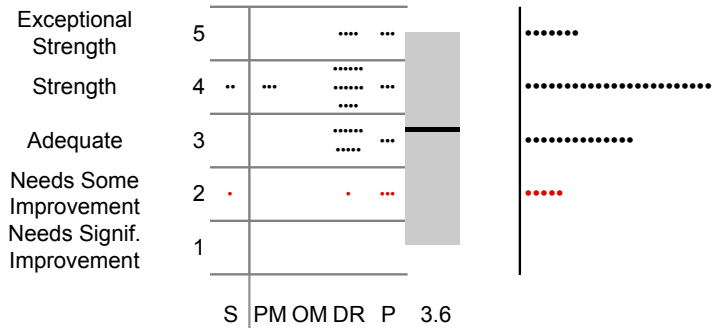


1.3. Networks to create opportunities for collaboration.



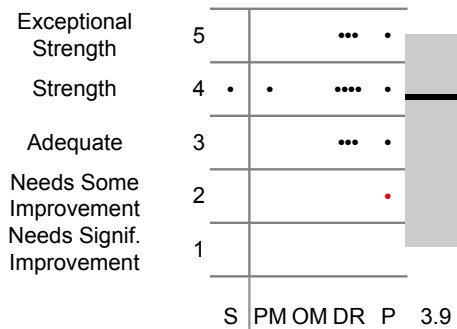
Leadership 360° Survey Results

2. Social Awareness

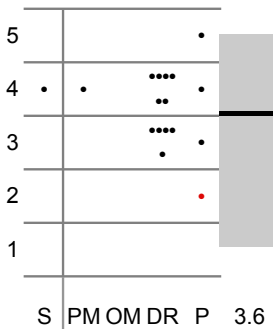


Specific Question Results

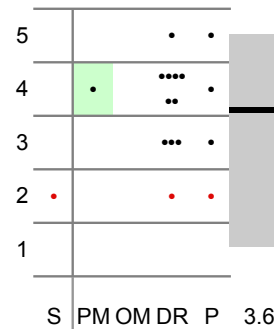
2.1. Is sensitive to others' interests.



2.2. Understands others by putting him/herself in their position.

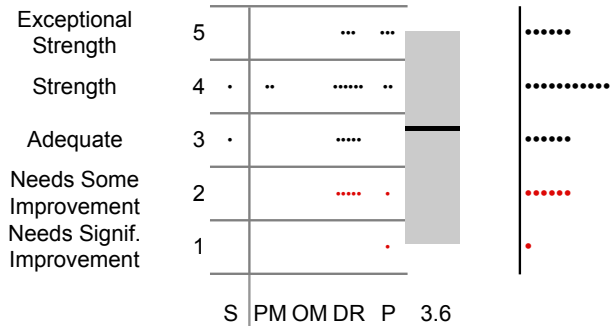


2.3. Listens attentively.



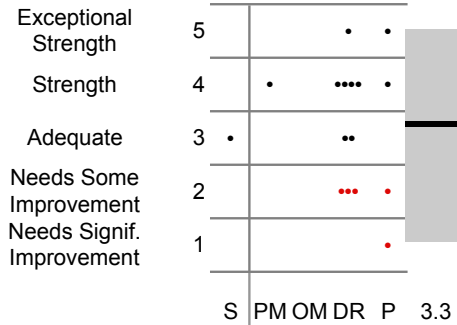
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3. Self-Management

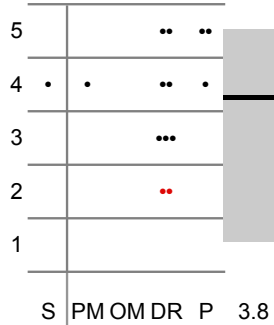


Specific Question Results

3.1. Earns your respect through his/her behavior.

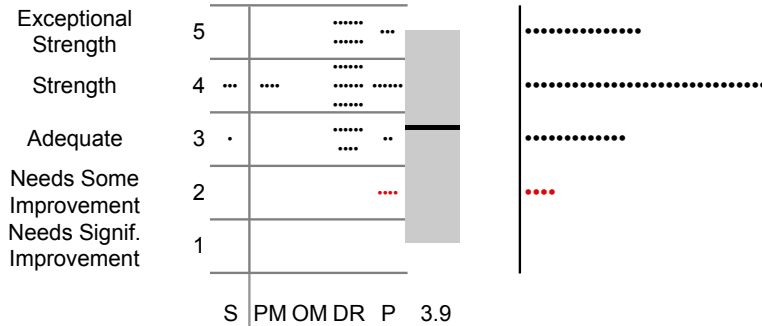


3.2. Is willing to set aside his/her self-interest for the betterment of the org and others.



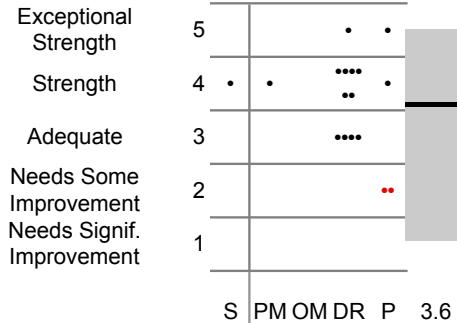
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4. Relationship Management

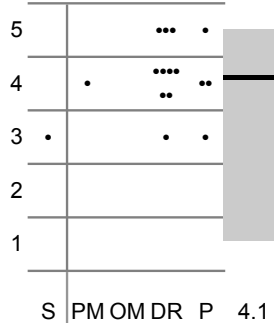


Specific Question Results

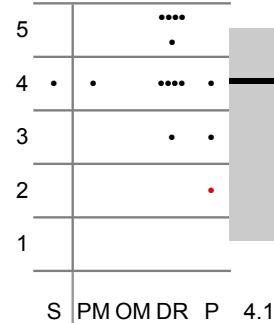
4.1. Builds goodwill throughout his/her network.



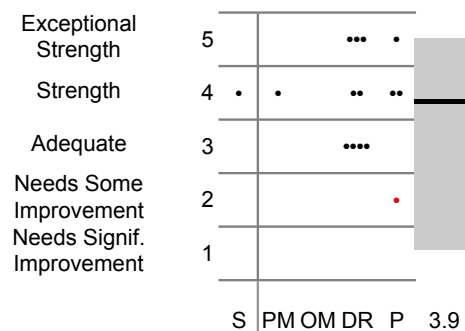
4.2. Finds common ground with stakeholders.



4.3. Understands the organization's unwritten rules.

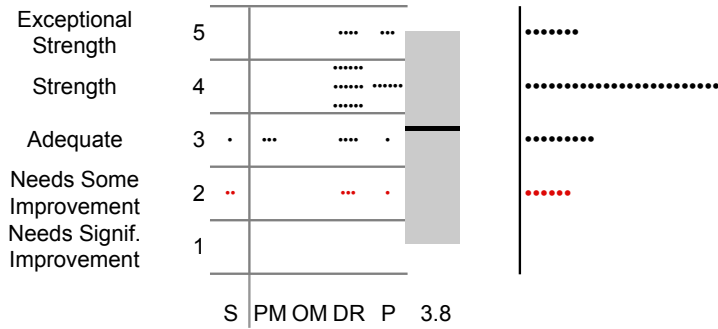


4.4. Knows how to navigate the political landscape.



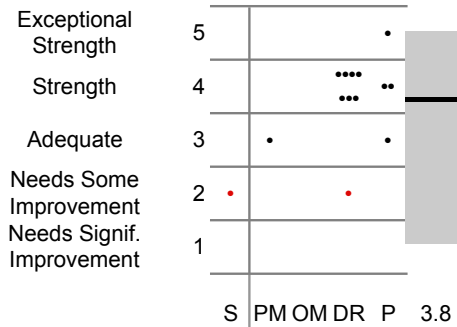
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5. Building Relationships

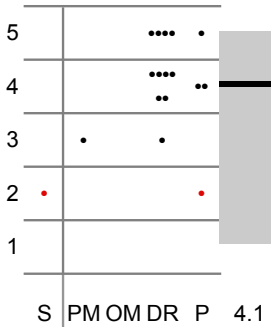


Specific Question Results

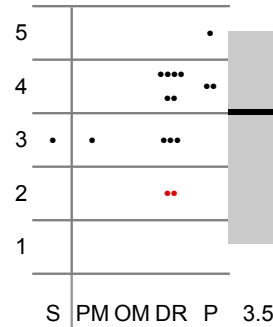
5.1. Cultivates strong relationships outside of his/her department.



5.2. Initiates relationships with peers.

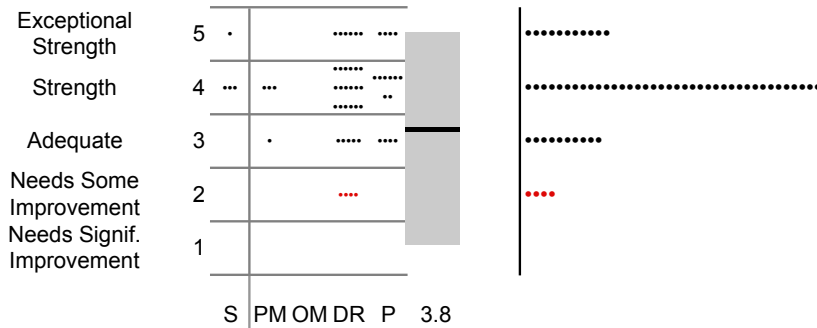


5.3. Seeks feedback about his/her actions.



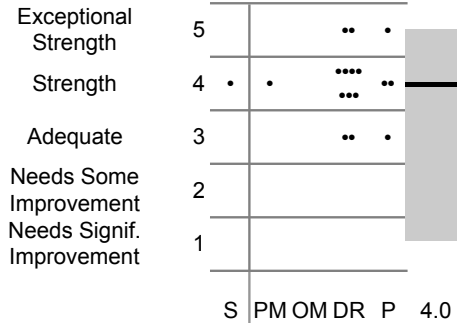
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6. Thinking Strategically

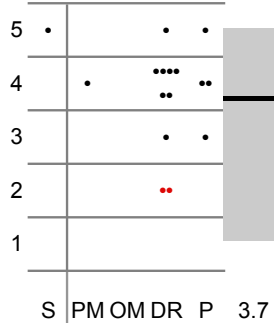


Specific Question Results

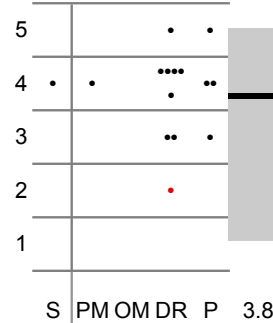
6.1. Analyzes future scenarios to guide present day actions.



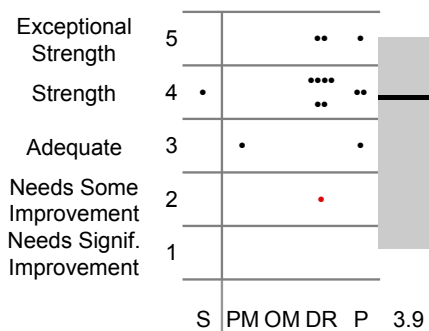
6.2. Recognizes the need for change.



6.3. Takes a long term view of decisions.

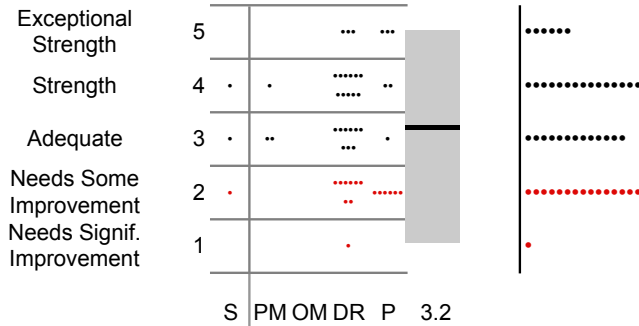


6.4. Has a strategic perspective.



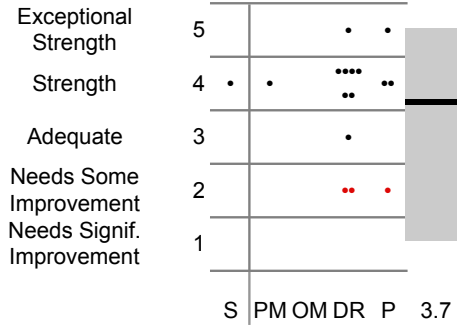
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7. Leading Change

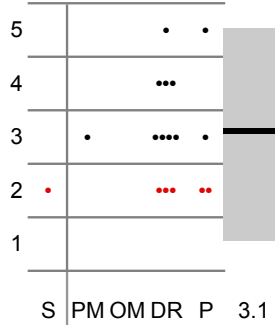


Specific Question Results

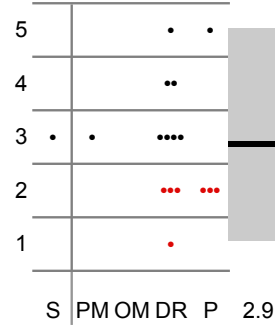
7.1. Champions change initiatives.



7.2. Exercises influence to move issues forward.

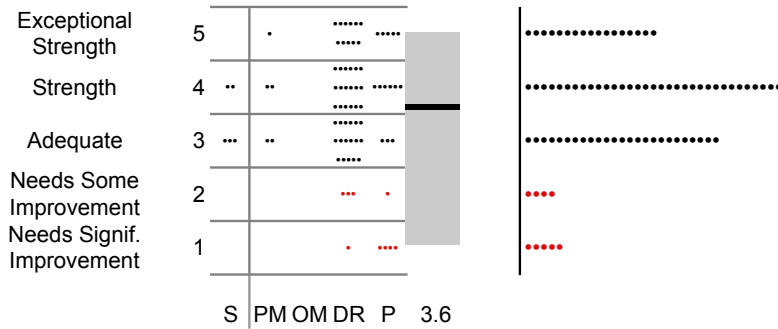


7.3. Is not afraid to make decisions.



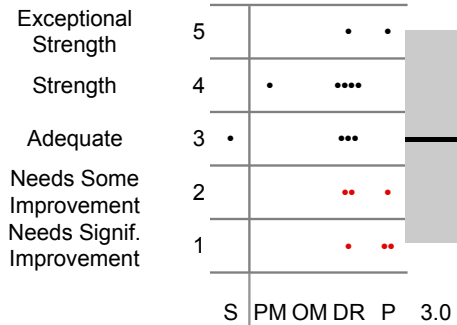
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8. Communicating Effectively

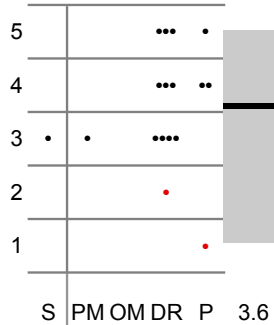


Specific Question Results

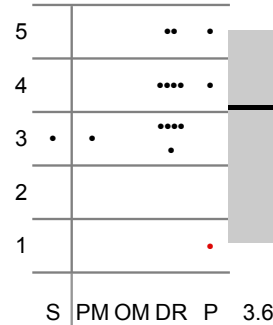
8.1. Presents ideas clearly.



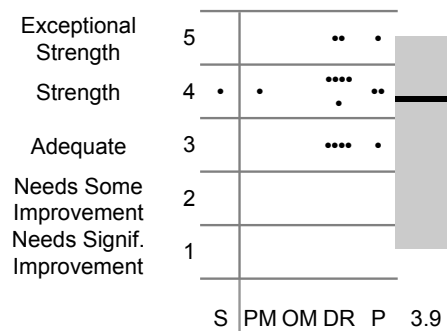
8.2. Addresses large groups with confidence.



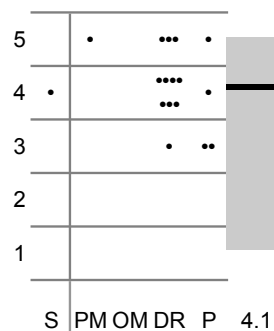
8.3. Is an effective public speaker.



8.4. Respects the ideas and opinions of others.

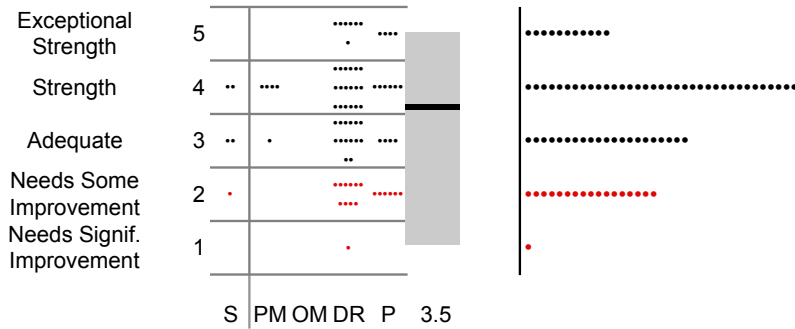


8.5. Exhibits empathy.



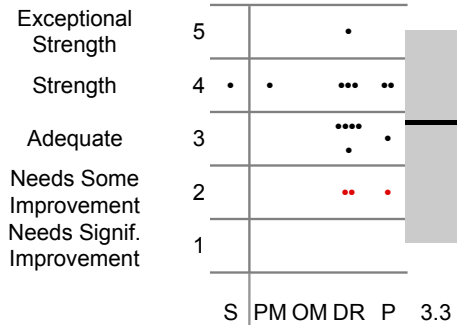
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9. Getting the Work Done

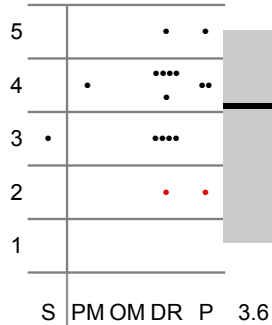


Specific Question Results

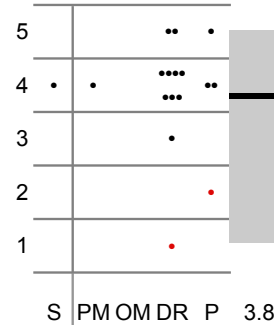
9.1. Consistently does what s/he says s/he will do.



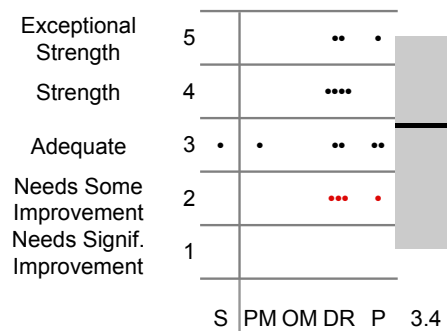
9.2. Delivers the desired results.



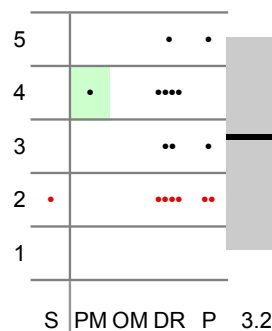
9.3. Is responsive to urgent questions.



9.4. Maintains steady progress on the most important priorities.

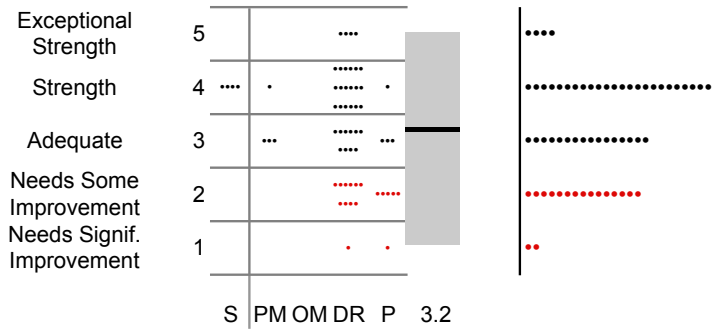


9.5. Delegates work that should be done by others.



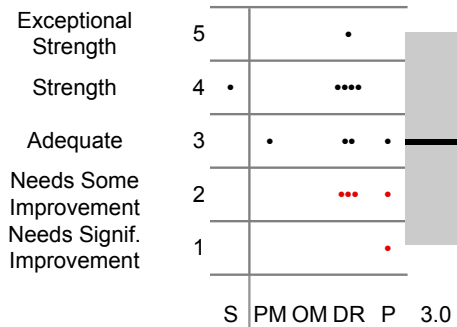
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10. Developing Talent

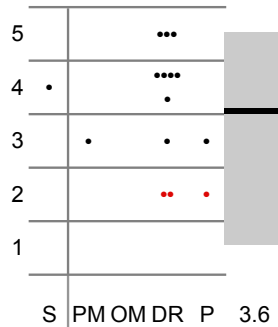


Specific Question Results

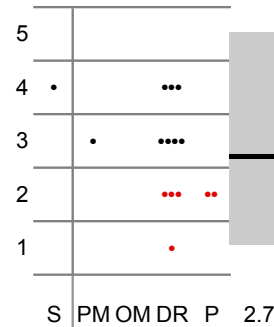
10.1. Coaches his/her staff to further their development.



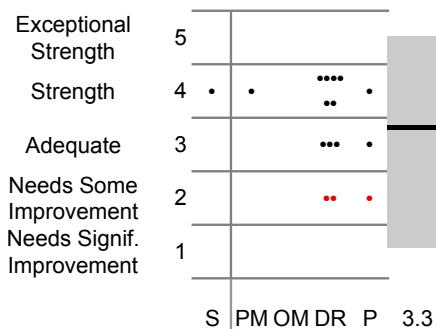
10.2. Encourages his/her staff to develop their capabilities.



10.3. Provides feedback that helps people develop.



10.4. Provides stretch opportunities that develop his/her staff's capabilities.



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What do you see as this person's primary strengths?

Self

Primary Manager

All Others

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What are one or two things you think this person needs to focus on improving?

Self

Primary Manager

All Others

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What are two specific things this person could do to enhance his or her leadership ability?

Self

Primary Manager

All Others

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What are some reactions you have to the feedback?

How did your self-assessments match up with the other responses? Where were the biggest gaps?

What are a few core strengths you believe were validated by this report?

Where does the feedback suggest you have some opportunities for improvement?

Are there specific skills or areas you want to consider as you establish your goals for this year?
