

360 Executive Leadership Assessment

For:
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Talent Development Manager



This leadership skills assessment is ideal for both current senior executives and senior managers or for individuals with future aspirations of senior level leadership. It addresses the specific set of leadership skills that enable superior executive performance. You will receive actionable information about executive strengths, limitations and risks. These results will identify areas of strength and potential improvement and provide the opportunity to create a personal leadership development plan.

SAMPLE

Participant Summary		
Respondent Type	Invited	Completed
Self-Report	1	1
Manager	1	1
Peer	3	3
Reports	0	0
Other	0	0
Total Participants	5	5

Date Initiated: Aug 09, 2018

Date Printed: Dec 10, 2018

Assessment Type: Leadership

Assessment Class: Individual

Excellence begins with you ...

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Why?

Because there is always room to grow.

Welcome **Susan Sunshine** to the results of your **Executive Leadership Assessment**.

What is this assessment all about?

A Multi-Rater (180 or 360) Assessment is a confidential support tool that involves securing feedback from the significant people that you interact with both within your own organization and external to the organization. For example, a Manager may receive feedback from his/her Director, several Direct Reports, various Peers (such as other Managers) and External Customers. This Multi-Rater instrument will provide a solid foundation to support your personal and professional development. Within this aggregated report, you will find the details of the perceptions and feedback of your Raters and how they compare to your Self-evaluation.

This report is intended to:

- Help you identify your professional strengths and areas in need of development.
- Enable you to compare your self-view with how others view you.
- Demonstrate your openness to feedback and commitment to continuous self-improvement.
- Provide a starting point for future conversations about how your performance can be enhanced and goals achieved.
- Provide candid and constructive feedback that establishes a quantitative baseline allowing you to assess progress over time.

Purpose

The purpose of this report is to provide you with objective feedback. The results of your feedback have been collated and analyzed to create an accurate picture of your individual performance. The report starts with a high-level overview and progresses into greater detail as you move forward. It is recommended that you begin by reading the entire report. Keep an open mind as you review the numeric data. Also be sure to read the comments (if any) that your Rater(s) may have provided. Once you have familiarized yourself with the report and your overall results, you can go back and look for patterns, inconsistencies, and any general themes that seem to emerge.

The overall objectives of this process are to help you assess your performance (in relation to your goals), clarify the perceptions of others, prioritize your development needs, and develop action plans to address them. Potential areas for improvement are highlighted and should become actionable items through a supportive personal development plan process. Be sure to debrief your results with either your Manager, Coach, HR representative or significant other. In some cases, inconsistencies in your results may mean that others see you from a different perspective and/or from different value systems.

What are the benefits?

The individual benefits of an assessment include:

- 1/ Increased self-awareness and personal insight (i.e. discover personal blind spots).
- 2/ Identify and understand individual strengths and opportunities.
- 3/ Take greater ownership and control of self-development in ways that support life-long learning and continuous development.
- 4/ Help you reach your potential.

Confidentiality, Anonymity and Limitations

This Multi-Rater (180 or 360) Assessment is a competency-based survey instrument that identifies the specific behaviors required to perform effectively. The most important aspect of a review is that of confidentiality. All of the information contained in this report is strictly confidential and belongs to you. Each Rater's individual responses are (and will remain) anonymous. Your overall scores have been aggregated to produce an average score for each competency category. In some instances, some of the individuals that you requested feedback from may not have completed this survey. This report only contains the results from those who were able to complete the survey by the deadline.

The Rating Scale

The survey is based on a 5-point rating scale that revolves around how often a particular behavior was demonstrated. The highest possible score is 5 and the lowest is 1. The 5 anchor points of the rating scale are:

5. Almost Always Demonstrated (Virtually all of the time or 99% of the time)
4. Usually Demonstrated (Majority of the time or 80% of the time)
3. Sometimes Demonstrated (40% to 60%)
2. Rarely Demonstrated (20% of the time)
1. Virtually Never Demonstrated (1% of the time)
0. Don't Know or It Doesn't Apply

Understanding the Data

This report presents your results as a set of values that can be reviewed and/or compared. They may include:

- **Self Score:** This score is a reflection of your Self-evaluation.
- **Manager Score:** This score is a reflection of the feedback from 1 (or more) Manager, Coach, Partner, etc.
- **Peer Score:** This score is the average of your Peer feedback (if available).
- **Reports Score:** This score is the average of your Reports feedback (Direct and Indirect, whichever applies).
- **Other Score:** This score is the average of your Other feedback (Supplier, Customers, Other, whichever applies).
- **Group Score:** This score represents the average of all Non-Self and Non-Manager scores (average of Peer, Report and Other).
- **Comparable:** This score is an average of others in and out of your organization (rating the same competency - where available).
- **Benchmark Value:** Represents the desired or required skill level. It is set when the assessment is initially designed.
- **Responses:** Total number of responses received (actual responses per competency may vary based on the raters's feedback).
- **Quantitative Data:** This is a measure of values, scales, or counts that are expressed as numbers (i.e. numeric data).
- **Qualitative Data:** This is information about qualities, feelings, and how people perceive things (i.e. direct written feedback).

The Competency Descriptions and Results Sections include the:

- Competency heading and competency description.
- Competency ratings (including multiple values for comparison, where available).
- Competency questions and detailed scores for each (including Self, Manager/Prime, Peer, Reports, Other - where available).
- Competency specific feedback provided by the Raters (where and if available).
- Recommendations for improvement (if your scores fall within the critical range).

Note: Any score difference greater than +/-0.67 between a RATER Score (Self, Manager, Peer, Reports, Other, Contributor, etc.) and the Benchmark Score, **may indicate a skills development opportunity** in the competency identified.

Reviewing Your Feedback and Acting on the Results

The next step is to identify the areas you wish to improve or develop further. After approximately 9 to 12 months, a follow-up Assessment should be completed to identify changes in your level of demonstrated skill.

The Journey to Excellence

Before you go on any trip, you need a roadmap. Before you can build anything of value, you need a blueprint. Achieving meaningful self-development can be a challenging task if you do not have the necessary feedback to guide you along the way.

If you choose, the feedback contained in this report can form the basis of your Personal Development Plan (or PDP). It can help you to:

- 1/ *Create achievable goals.*
- 2/ *Stay focused on your specific growth objectives.*
- 3/ *Measure your progress along your journey.*

The Process

Typically, most individuals decide to develop their skills in response to some crisis that requires immediate action, whereas this PDP is designed as a proactive support tool. Once you begin your journey, there will come a critical point at which you will see if your action has produced the desired outcome. When this happens, learning occurs and positive change follows. As change is reinforced, it becomes part of your everyday experience.









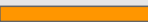
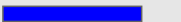















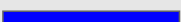






























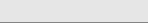
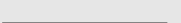
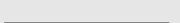
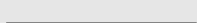




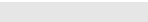
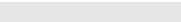
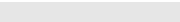
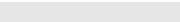




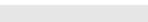
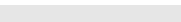
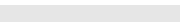
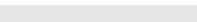
The process of proactive personal (and professional) development engages a continuous cycle that begins by:

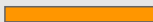
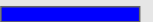

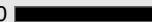













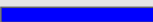

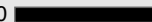





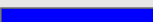

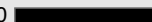





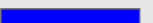











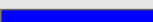






























- *Identifying and focusing on the key goals.*
- *Following your plan daily by taking some action.*
- *Reflecting on your journey as you observe the results of your action(s).*
- *Actively seeking feedback and support from others.*
- *Transferring your success into next steps and continuing the process.*

Remember, your PDP is an ongoing process; it is a journey. It is not an end state but an evolving process and it should lead you towards achieving your objectives. For this process to be effective, the following may be required:

- *Balance between your individual and professional goals.*
- *A link between your activities and actions in ways that address your personal/professional needs (gaps).*
- *Documentation to support your experiences and the subsequent outcomes of your activities.*
- *An openness to change and a willingness to learn from all of your experiences.*
- *An openness to face adversity in preparation for the unexpected that may occur.*
- *A willingness to take the necessary action daily.*

Remember, keep an open mind as you review this report. This tool will only be of value to the extent to which you take personal ownership and responsibility for acting appropriately on the findings contained herein.

Competency	Self Rating	Manager Rating	Group Rating	Benchmark - Priority
Accountability and Ownership	4.00 	4.67 	4.89 	5.00 
Analytical and Critical Thinking	4.00 	4.33 	4.22 	4.50 
Coaching	4.00 	3.67 	3.78 	4.00 
Communication (Interpersonal)	4.00 	3.25 	3.25 	5.00 
Decision Making	4.00 	3.67 	3.89 	4.50 
Delegation and Empowerment	4.00 	3.67 	3.67 	4.50 
Developing Talent	4.00 	4.67 	3.00 	4.50 
Influence and Persuasion	4.00 	4.33 	3.56 	4.50 
Leading Others	4.00 	4.00 	3.44 	5.00 
Managing Performance	4.00 	3.67 	4.11 	4.50 
Managing and Supporting Change	4.00 	3.00 	4.78 	4.50 
Motivating and Inspiring	4.00 	3.67 	4.67 	5.00 
Results Focus	4.00 	3.67 	3.56 	4.50 
Risk Management	4.00 	3.67 	3.89 	5.00 
Strategic Management	4.00 	4.33 	4.33 	5.00 
Strategic Thinking	4.00 	4.33 	3.44 	5.00 
Team Leadership	4.00 	4.00 	4.00 	4.50 
Values and Integrity	4.00 	3.33 	3.67 	4.50 
Visionary Leadership	4.00 	4.00 	3.44 	5.00 
Overall Group Score (Priority Weighted): 80.00 % 77.93 % 77.51 % Total Weighting: 100				

Competency	Self Rating	Manager Rating	Group Rating	Benchmark - Priority
Strategic Skills Cluster/Group (1) has 4 competencies:				<i>Priority Weighting: 22.47 %</i>
Risk Management	4.00 	3.67 	3.89 	5.00 
Strategic Management	4.00 	4.33 	4.33 	5.00 
Strategic Thinking	4.00 	4.33 	3.44 	5.00 
Visionary Leadership	4.00 	4.00 	3.44 	5.00 
Overall Strategic Skills Score:	80.00 %	81.65 %	75.50 %	<i>Scores are priority weighted.</i>
Self (Intrapersonal) Skills Cluster/Group (2) has 2 competencies:				<i>Priority Weighting: 10.67 %</i>
Accountability and Ownership	4.00 	4.67 	4.89 	5.00 
Values and Integrity	4.00 	3.33 	3.67 	4.50 
Overall Self (Intrapersonal) Skills Score:	80.00 %	80.71 %	86.24 %	<i>Scores are priority weighted.</i>
Business Skills Cluster/Group (3) has 3 competencies:				<i>Priority Weighting: 15.17 %</i>
Analytical and Critical Thinking	4.00 	4.33 	4.22 	4.50 
Decision Making	4.00 	3.67 	3.89 	4.50 
Results Focus	4.00 	3.67 	3.56 	4.50 
Overall Business Skills Score:	80.00 %	77.80 %	77.80 %	<i>Scores are priority weighted.</i>
Team Skills Cluster/Group (4) has 5 competencies:				<i>Priority Weighting: 24.72 %</i>
Coaching	4.00 	3.67 	3.78 	4.00 
Delegation and Empowerment	4.00 	3.67 	3.67 	4.50 
Developing Talent	4.00 	4.67 	3.00 	4.50 
Managing Performance	4.00 	3.67 	4.11 	4.50 
Team Leadership	4.00 	4.00 	4.00 	4.50 
Overall Team Skills Score:	80.00 %	78.84 %	74.21 %	<i>Scores are priority weighted.</i>
Leadership Skills Cluster/Group (5) has 5 competencies:				<i>Priority Weighting: 26.97 %</i>
Communication (Interpersonal)	4.00 	3.25 	3.25 	5.00 
Influence and Persuasion	4.00 	4.33 	3.56 	4.50 
Leading Others	4.00 	4.00 	3.44 	5.00 
Managing and Supporting Change	4.00 	3.00 	4.78 	4.50 
Motivating and Inspiring	4.00 	3.67 	4.67 	5.00 
Overall Leadership Skills Score:	80.00 %	72.99 %	78.61 %	<i>Scores are priority weighted.</i>
Overall Group Score (Priority Weighted):	80.00 %	77.93 %	77.51 %	Total Weighting: 100 %

Competency	BI*	Focus* (4)	Focus %	Priority*	ECV*	ECV %	Economic Impact
Strategic Skills Cluster/Group (1) has 4 competencies:							
Risk Management	3	-	-	5.00	-	-	-
Strategic Management	3	-	-	5.00	-	-	-
Strategic Thinking	3	1	25.00	5.00	-	-	-
Visionary Leadership	3	-	-	5.00	-	-	-
Average Focus Score Strategic Skills Cluster/Group:			6.25 %				
Self (Intrapersonal) Skills Cluster/Group (2) has 2 competencies:							
Accountability and Ownership	3	1	25.00	5.00	-	-	-
Values and Integrity	3	-	-	4.50	-	-	-
Average Focus Score Self (Intrapersonal) Skills Cluster/Group:			12.50 %				
Business Skills Cluster/Group (3) has 3 competencies:							
Analytical and Critical Thinking	3	1	25.00	4.50	-	-	-
Decision Making	3	2	50.00	4.50	-	-	-
Results Focus	3	-	-	4.50	-	-	-
Average Focus Score Business Skills Cluster/Group:			25.00 %				
Team Skills Cluster/Group (4) has 5 competencies:							
Coaching	3	-	-	4.00	-	-	-
Delegation and Empowerment	3	-	-	4.50	-	-	-
Developing Talent	3	-	-	4.50	-	-	-
Managing Performance	3	-	-	4.50	-	-	-
Team Leadership	4	-	-	4.50	-	-	-
Average Focus Score Team Skills Cluster/Group:			-				
Leadership Skills Cluster/Group (5) has 5 competencies:							
Communication (Interpersonal)	4	-	-	5.00	-	-	-
Influence and Persuasion	3	4	100.00	4.50	-	-	-
Leading Others	3	2	50.00	5.00	-	-	-
Managing and Supporting Change	3	-	-	4.50	-	-	-
Motivating and Inspiring	3	-	-	5.00	-	-	-
Average Focus Score Leadership Skills Cluster/Group:			30.00 %				

*Notes:
 BI ... Represents the total number of questions/indicators used in this Competency.
 Focus ... Represents the number of contributors who identified this Competency as an important focus area and/or who provided direct written feedback on this Competency.
 Priority ... Represents the Desired or Required Level of Skill (Benchmark) for this Competency.
 EC Value (%) ... Corresponds to the Economic Impact or Economic Contribution (EC) that this Competency potentially makes toward a financial Return on Investment (ROI).
 Economic Impact Range Includes ... Minimal, Low, Moderate, Medium, High, Maximal.

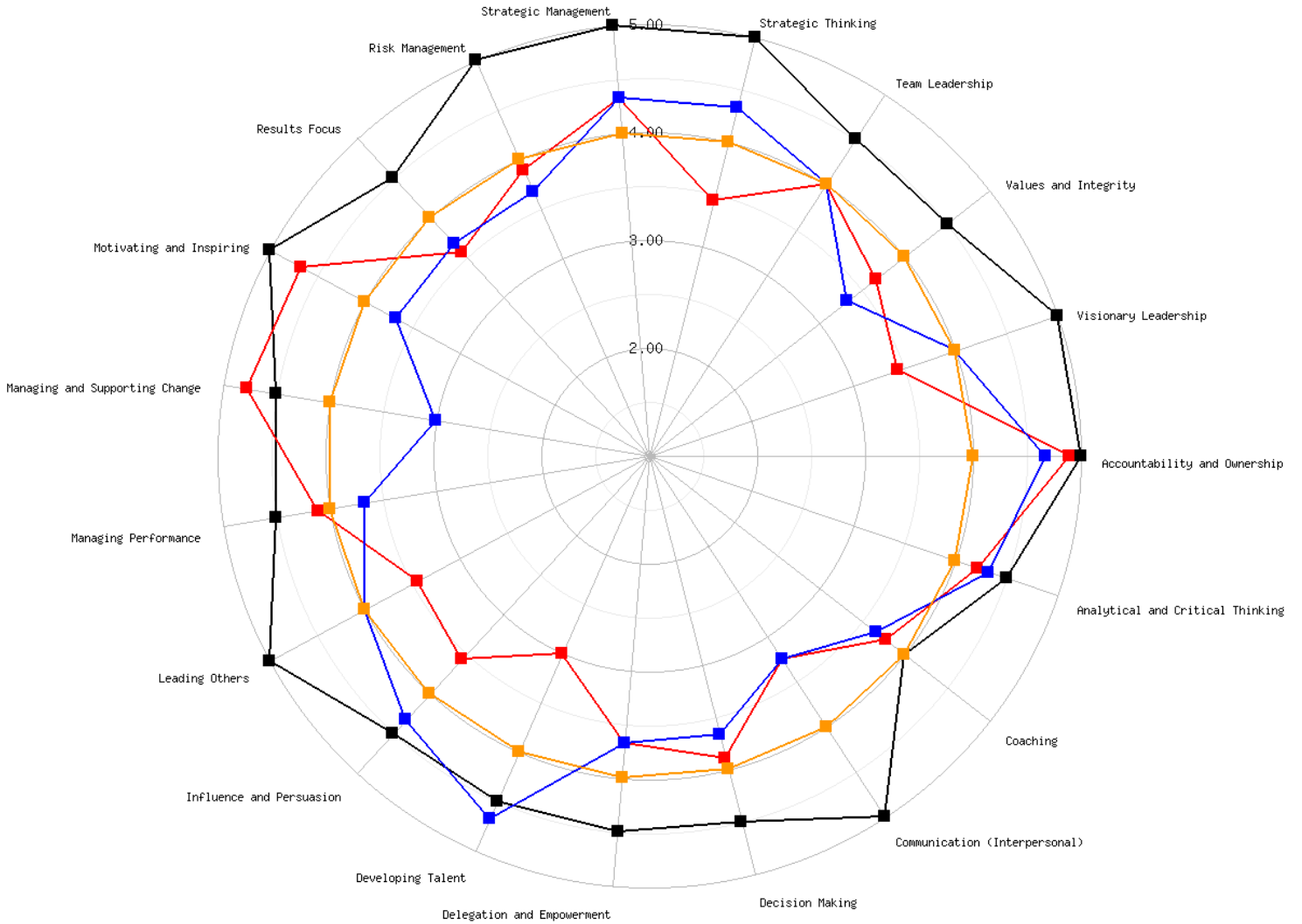
Spider Chart

Chart Legend

- Benchmark Value
- Manager Score
- Group Score
- Self Score

Susan Sunshine
Talent Development Manager

360 Executive Leadership Assessment



Notes

Competency: Accountability and Ownership

Competency Description:

Accepts full responsibility for the direct and indirect effects of one's own actions. Holds oneself responsible for one's actions and for the timely completion of assigned tasks.

RSVPs	From	Rating	
1	Self-Report	4.00	
1	Manager	4.67	
3	Peer	4.89	
0	Reports	-	
0	Other	-	
3	Combined	4.89	
<i>Combined = Average (Peer + Report + Other)</i>			
Benchmark (Priority) Value:		5.00	
<i>The Benchmark (Priority) Value represents the desired or target skill level for this competency.</i>			

#	Question, Statement or Behavioral Indicator	Proficiency	Self	Manager*	Peer*	Reports*	Other*
1/	Holds others accountable for measurable high-quality, timely, and cost-effective results.	Level 5	4.00	5.00 (1)	5.00 (3)	-	-
2/	Takes responsibilities seriously and consistently meets expectations for quality, service, and professionalism.	Level 5	4.00	4.00 (1)	5.00 (3)	-	-
3/	Revises plans and communicates expectations (and methods for achieving results) during failed or delayed projects/initiatives.	Level 4	4.00	5.00 (1)	4.67 (3)	-	-

Developmental Recommendations for Improvement

In order to become more accountable, take responsibility for negative outcomes as soon as they arise. Always focus on the solution to the problem versus the mistake itself. Remember that mistakes are more easily forgotten when they have been quickly fixed. Immediately look to solve/resolve situations before seeking to attribute blame. The more you blame others, the less support you will get in the future and vice versa. Finally, apologize for your errors and ask how you can fix them.

Specific Actions for Improvement in this Competency may include:






- 1/ Set aside time to observe and review the work of your team and decide on the required action to be taken if results are below standard.
- 2/ Commit to meeting the tasks at hand in a timely and professional manner.
- 3/ Have a back up plan in place when things do not go as planned.

*Values inside parenthesis () represent the number of responses received for that behaviour or question.

Competency: Analytical and Critical Thinking

Competency Description:

Uses information to evaluate situations (using inductive and/or deductive logic as needed) and solve problems.

RSVPs	From	Rating	
1	Self-Report	4.00	
1	Manager	4.33	
3	Peer	4.22	
0	Reports	-	
0	Other	-	
3	Combined	4.22	
<i>Combined = Average (Peer + Report + Other)</i>			
Benchmark (Priority) Value:		4.50	
<small>The Benchmark (Priority) Value represents the desired or target skill level for this competency.</small>			

#	Question, Statement or Behavioral Indicator	Proficiency	Self	Manager*	Peer*	Reports*	Other*
1/	Identifies solutions and makes recommendations based on a multitude of factors, many of which are complex and sweeping in nature, difficult to define and often contradictory.	Level 5	4.00	4.00 (1)	4.67 (3)	-	-
2/	Identifies unique approaches to deal with situations for which no known precedent exists.	Level 5	4.00	5.00 (1)	4.00 (3)	-	-
3/	Thinks beyond the organization and into the future, balancing multiple perspectives when setting direction or reaching conclusions (e.g., social, economic, partner, stakeholder interests etc.).	Level 5	4.00	4.00 (1)	4.00 (3)	-	-






Personal Notes:

*Values inside parenthesis () represent the number of responses received for that behaviour or question.

Competency: Visionary Leadership

Competency Description:

Develops and inspires commitment toward a long-term vision and then supports, promotes and ensures alignment with the organization's values in ways that translate that vision into action.

RSVPs	From	Rating	
1	Self-Report	4.00	
1	Manager	4.00	
3	Peer	3.44	
0	Reports	-	
0	Other	-	
3	Combined	3.44	
<i>Combined = Average (Peer + Report + Other)</i>			
Benchmark (Priority) Value:		5.00	
<small>The Benchmark (Priority) Value represents the desired or target skill level for this competency.</small>			

#	Question, Statement or Behavioral Indicator	Proficiency	Self	Manager*	Peer*	Reports*	Other*
1/	Leads the development of the vision for the organization.	Level 5	4.00	5.00 (1)	3.33 (3)	-	-
2/	Communicates a clear, vivid, and relevant description or picture of where the organization should be in the future (3 to 10 years).	Level 5	4.00	3.00 (1)	3.67 (3)	-	-
3/	Scans external and internal environments to identify and assess emerging trends, opportunities and threats that may influence future directions.	Level 4	4.00	4.00 (1)	3.33 (3)	-	-

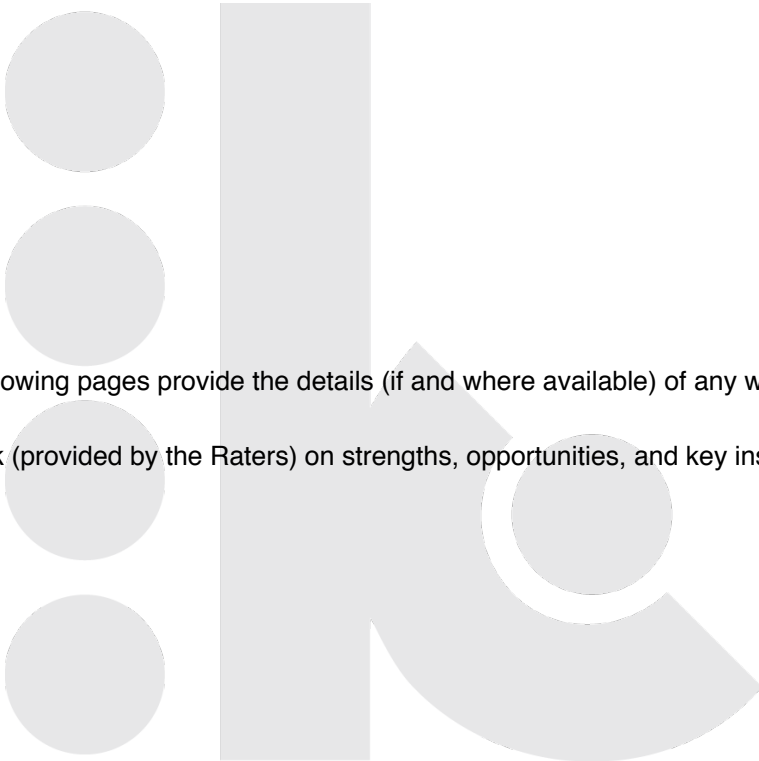
Developmental Recommendations for Improvement

Be clear about what you want to achieve. Make the vision challenging - set the bar high. Communicate a strong purpose so that others will be inspired to follow. Set out a clear strategy in order to bring a sense of practicality to your vision (so that it seems attainable). Provide reinforcement with every objective achieved in order to keep the team motivated. Remind your team about the vision on a regular basis. You should be communicating it so often that everyone knows it by heart. For the vision to be useful, people have to actually know it

Specific Actions for Improvement in this Competency may include:

- 1/ Set clearly defined goals (that are connected to the vision) for your management team and ensure that they impart these goals to each employee on their team including how their contributions will help the organization achieve the vision.
- 2/ Set up town hall meetings to communicate the future direction of the organization.
- 3/ Utilize various digital tools to identify emerging trends/opportunities/threats in your industry.

*Values inside parenthesis () represent the number of responses received for that behaviour or question.



The following pages provide the details (if and where available) of any written feedback (provided by the Raters) on strengths, opportunities, and key insights.

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Strengths *These are areas where you may have demonstrated strength.*

There is no direct feedback available.

Opportunity *These are areas where an opportunity for improvement may exist.*

There is no direct feedback available.

Key Insight *These are suggestions where, if an improvement were made, it could be helpful for your development.*

There is no direct feedback available.

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