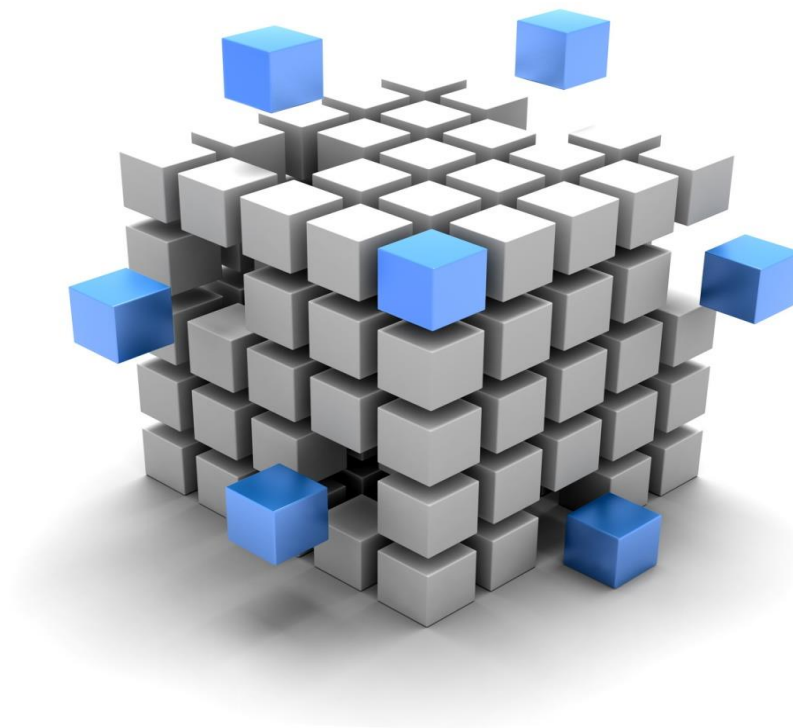


360⁰ Competency Assessment Feedback Report

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The MRAS (Multi Rater Assessment System) is an instrument developed to provide feedback and development focus and recommendations to individuals about their skill strengths and development needs. It should not be used as the sole source of information concerning selection, promotion, salary review and adjustment, de-hiring (firing) and/or de-selection decisions.

John Doe - Sample

ABC Co. Ltd.

The MRAS for ABC Co. Ltd.
Tuesday, January 01, 2013

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SECTION 1: INTRODUCTION

Behavioral research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.

A Multi-Rater Assessment System (360⁰ Feedback) is typically broader in scope and more balanced in bias than single-source, and thus invaluable for the perspective it gives employees. It is formulated for gaining feedback from...

- Self
- Manager
- Direct reports
- Peers
- Others

The MRAS Feedback Report provides information about how you and others view behavior, which is a critical first step in pursuing development. The feedback provided in this report can help you identify your strengths and determine the behaviors you may want to further develop.

Competency Assessment Using Evidence Scales

Unlike other assessment methods, assessing behavioral competencies involves using the ‘Evidence Scale’. Given below is the evidence scale used in the construct of the tool.

Please read carefully the scale below as it will provide you with valuable insight whilst deciphering your scores and specific feedback from various respondents.

Score Range 1.0 - 1.9	Score Range 2.0 - 2.9	Score Range 3.0 - 3.9	Score Range 4.0 - 4.9	Score Range 5.0
Evidence to Contrary	Needs Development	Good Evidence	Strong Evidence	Role Model Evidence
<i>There is some evidence contrary to the required competencies</i>	<i>Cant provide examples of demonstrations of required competencies</i>	<i>Can provide some examples of demonstration of required competencies</i>	<i>Can provide some numerous examples of demonstration of required competencies</i>	<i>Can provide Role Model examples of demonstration of required competencies</i>
This range of scores indicate a strong need to develop in the highlighted areas	This range of scores indicate a strong need to develop in the highlighted areas	This range meets all expectations	This range of scores indicate core strengths in the highlighted areas	This range of scores indicate core strengths in the highlighted areas

SECTION 1: COMPETENCIES DEFINED

ENTREPRENEURSHIP: An observed capacity to seize business opportunities through novel ideas by taking calculated risks

- Generates ideas to improve performance
- Uses “out of the box” thinking/ solutions to problems
- Continuously adds fresh and unconventional insights
- Discovers/sees potential in a situation and the chances/ opportunities it offers.
- Engages in research, design, development of best practices to enhance organisational competitiveness
- Takes calculated risks to explore novel business ideas and solutions
- Encourages others to explore creative business ideas and solutions
- Uses a variety of useful facts and data to visualise opportunities
- Takes responsibility to mentor and coach his/her team to develop new ideas
- Inspires, encourages and rewards teams to build a culture of calculated risk-taking and innovation

QUALITY & SERVICE ORIENTATION: A demonstrated aptitude for satisfying internal and external customers at all times

- Works accurately in accordance with procedures
- Tries to control consequences of own behaviour in order to minimize risks
- Identifies current & potential sources of errors, analyses, mitigates and controls them
- Understands (internal & external) customer needs and works towards achieving customer delight
- Creates and adheres to standard operating procedures for consistent delivery
- Streamline processes to ensure qualitative, cost effective and value added service delivery to customers
- Standardize tools and processes that enable customer delight
- Conceives and puts in place processes that enable team to meet customer needs
- Guides direct reports and team members to enhance customer service levels
- Creates a culture that promotes customer delight continuously

TEAMWORK & COLLABORATION: The exhibited capacity for working collaboratively to achieve tasks

- Works with other members collaboratively to complete tasks
- Shares own knowledge and information as inputs to group tasks
- Listens to what other members have to say and tries to come to a consensus
- Seeks inputs from others and listens to them
- Respects differences of opinion as an essential part of teamwork
- Goes out of the way to help team achieve goals
- Remains an active member from start to finish in tasks
- Coaches and guides members to work in teams more effectively
- Partners with other functions to leverage collective resources for optimal organisational results
- Strengthens the culture to foster collaboration among teams

DIVERSITY SENSITIVITY: The exhibited ability to adapt to diverse people and situations

- Shows a positive opinion of people from diverse cultures and trusts them in general
- Adapts with ease to a variety of people who have diverse requirements /realities
- Adapts his communication for better understanding
- Shows interest and actively works towards understanding other’s perspectives and has empathy while interacting
- Thinks and acts beyond geographical boundaries of individual work environment
- Responds to new or unforeseen business situation and integrates seamlessly
- Accepts diversity of people and situations as an opportunity and responds accordingly
- Creates diversity friendly environment in his team
- Coordinates the organization’s response to a crisis effectively and on time.
- Creates a culture that strengthens organisation’s response to diversity of people and situations

PERSONAL AND PROFESSIONAL DEVELOPMENT: *An evidenced drive towards professional and personal development of self and others*

- Actively seeks out challenging opportunities to enhance knowledge and skills
- Consistently assimilate and apply new knowledge and skills
- Acquires knowledge and skills of other functions or processes on his/her own initiative
- Maintain an up-to-date knowledge of industry developments
- Bridges knowledge gaps by taking up educational/professional courses
- Is aware and actively works on his career path to achieve his career goals
- Is open to learning from others
- Coaches others to apply new knowledge or skills
- Imparts training to employees on technical and management aspects
- Creates a culture in the organization that encourages self-development of individuals

DELIVERING RESULTS: *A demonstrated drive to plan for and deliver results despite obstacles and setbacks*

- Displays high positive energy levels
- Demonstrates concentration, drive, and persistence to achieve goals
- Sets identifiable and measurable goals and focuses on achieving them
- Plans detailed roadmaps for the task that includes contingency plans
- Breaks down objectives into required actions, and establishes criteria for measurement of progress
- Achieves goals within timelines and agreed resources
- Takes ownership for own and team actions, including successes and failures
- Uses results of competitors/team members to motivate self and the team to further enhance/ improve performance
- Motivates, educates and enables others towards results
- Develops a culture of settings high standards for performance and ensures that everyone works towards achieving them

COMMUNICATION: *A visible ability to communicate effectively with stakeholders to achieve business results*

- Articulates clearly, both in verbal and written communication
- Explains complex content in a simple and descriptive way
- Presents well in front of an audience
- Keeps arguments issue-based and persuades with facts and data
- Listens attentively, establishes dialog quickly
- Paraphrases his/ her understanding after having heard the other person.
- Convinces successfully without adversely impacting relationship
- Devises various communication tools for pitching to different stakeholders
- Assists, guides, steps in to assist team members in communicating more effectively
- Establishes a culture that encourages others to communicate ideas and suggestions in a free manner

NETWORKING: *An observed aptitude to network with a wide variety of people to create trusting business relationships*

- Gathers information on people with business potential
- Initiates contact with individuals and institutions
- Shows an eye for detail on what matters to them
- Uses referrals of existing networks to explore new contacts
- Invests time and resources for building relations and leveraging them to achieve business results
- Plans for building a network, keeps track of progress and steadfastly pursues the plan
- Introduces the organization to new businesses opportunities through involvement in or membership of networks
- Devises networking agenda for self and direct reports
- Assists, guides, steps in to achieve networking plans
- Develops a culture that encourages team members to network

LEADERSHIP: *The observed capacity to provide direction and guide the self/team towards higher performance.*

- Takes the lead in a group and acts accordingly
- Ensures that every team member knows the objectives and goals and motivates others to achieve superior performance
- Ensures that the team stays focused on activities and objectives
- Encourages competition to improve performance
- Delegates tasks in a way that best utilizes the competence & skills of team members
- Supervises progress and results and builds in feedback loops in work processes
- Inspires, encourages, coaches, guides, rewards and supports high performance in team
- Assists and supports direct reports and team members to take lead
- Coaches and guides his/her team to perform better
- Aims at creating a culture that fosters leadership development

SECTION 1: DEMOGRAPHIC SUMMARY

Perspective Symbol Reported

Self	
Manager	
Direct Reports	
Peers/Colleagues	
Others	
Average	

Respondent List

Category	Names
Self	John Doe
Boss	ABC
Boss	DEF
Direct Report	GHI
Direct Report	JKL
Peer	MNO
Peer	PQR
Peer	STU
Other	VX
Other	YZ

SECTION 1: OVERVIEW OF CONSOLIDATED SCORES

This summary provides a snapshot of how you rated your behaviors compared to how your respondents rated you.

Understanding Your Results

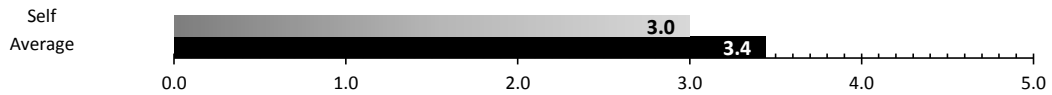
This overview helps you see how you rated yourself compared to how you are seen by others. Your scores were derived by averaging your responses to each item that makes up a given behavior.

- *To calculate the average rating made by other respondents, noted with a Grey Band, each respondent group was given equal weight.*
- *Large differences in ratings (differences in rating of .5 or greater) between you and your respondents are important to note.*

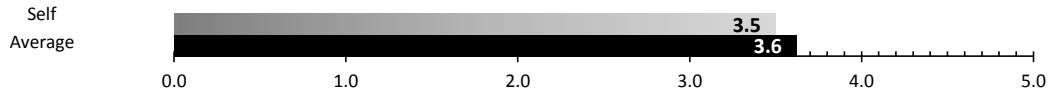
To get the most out of this view:

- *Make note of the behaviors with highest and lowest scores.*
- *Determine how closely your perceptions match those of your respondents.*
- *If your self-rating on a behavior is much lower than the rating you received from your respondents, your expectations may be higher than those of others, or you may be underestimating your behavior, or others may be "easy" raters.*
- *If your self-rating on a behavior is much higher than the rating you received from your respondents, you may be overestimating your effectiveness. You may demonstrate behaviors when others do not have the opportunity to witness them, or you may have blind spots in relation to your behaviors.*
- *Determine if your respondents' ratings are consistently higher or lower across all behaviors.*
- *Consistently high ratings suggest high overall effectiveness in the position.*
- *Consistently low ratings suggest a number of possibilities, including a strong message from others about your need to change; a lack of preparation or experience in your job; gross misperceptions on the part of others; or a poor match between the position's requirements and your interests, behaviors and abilities.*

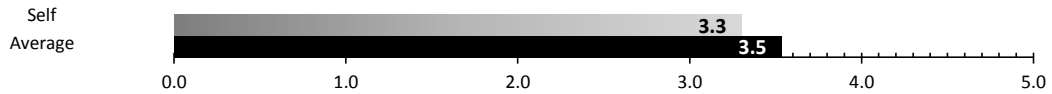
ENTREPRENEURSHIP



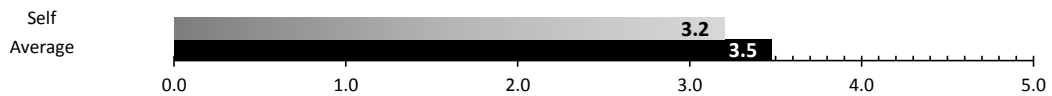
QUALITY & SERVICE ORIENTATION



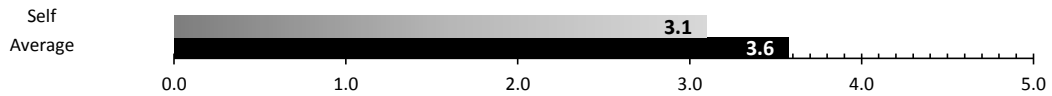
TEAMWORK & COLLABORATION



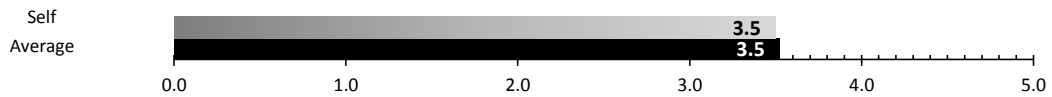
DIVERSITY SENSITIVITY



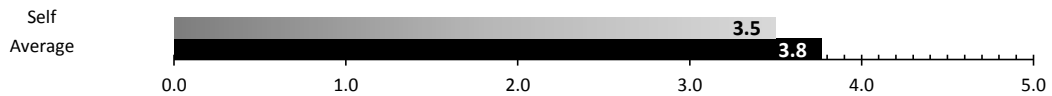
PERSONAL AND PROFESSIONAL DEVELOPMENT



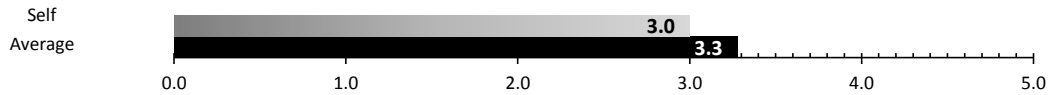
DELIVERING RESULTS



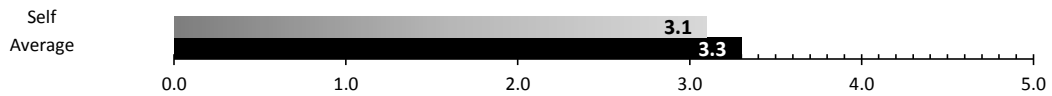
COMMUNICATION



NETWORKING



LEADERSHIP



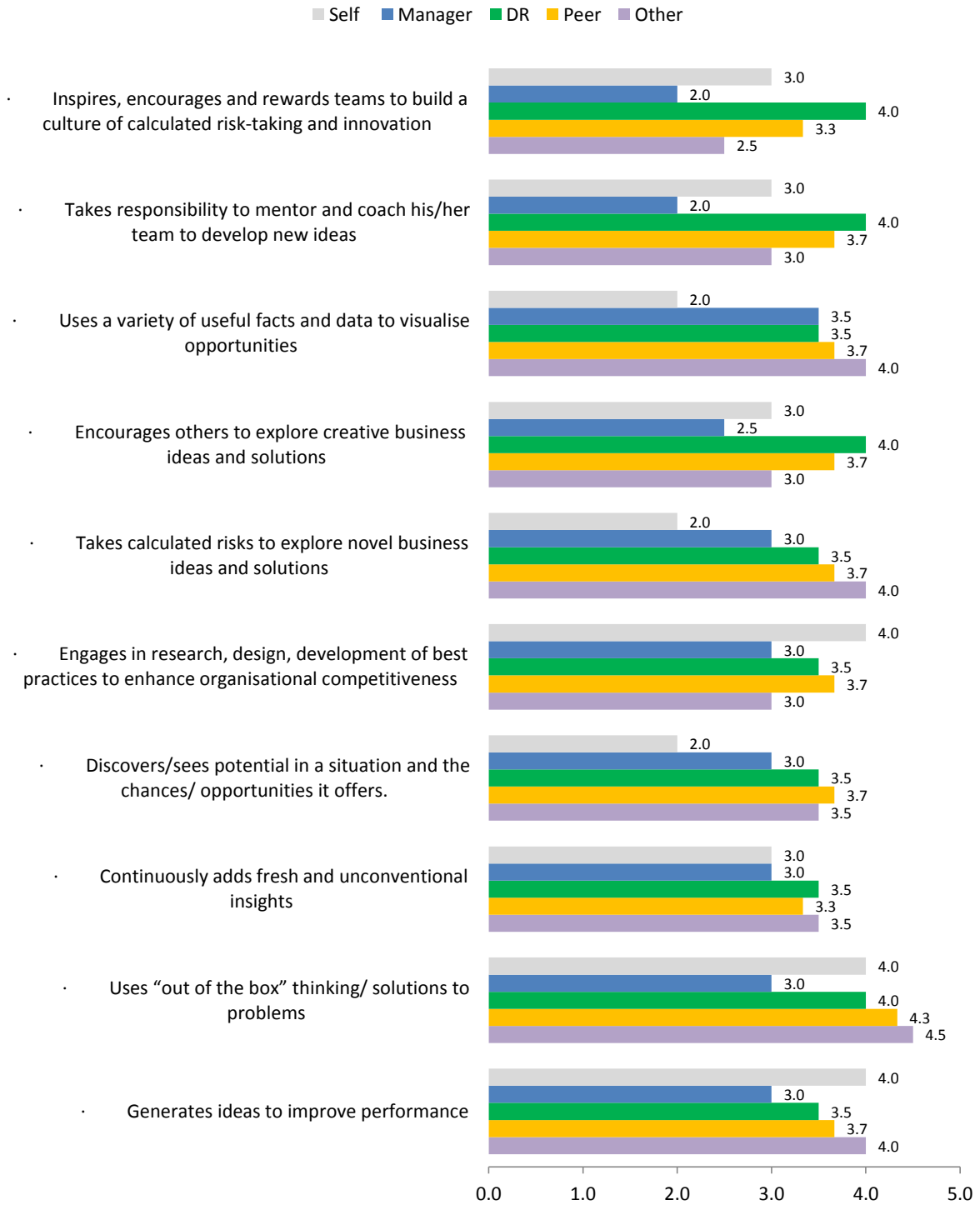
Score Range 1.0 - 1.9	Score Range 2.0 - 2.9	Score Range 3.0 - 3.9	Score Range 4.0 - 4.9	Score Range 5.0
Evidence to Contrary	Needs Development	Good Evidence	Strong Evidence	Role Model Evidence
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This range of scores indicate a strong need to develop in the highlighted areas		This range meets all expectations	This range of scores indicate core strengths in the highlighted areas	

SECTION 1: OVERVIEW - GAP ANALYSIS

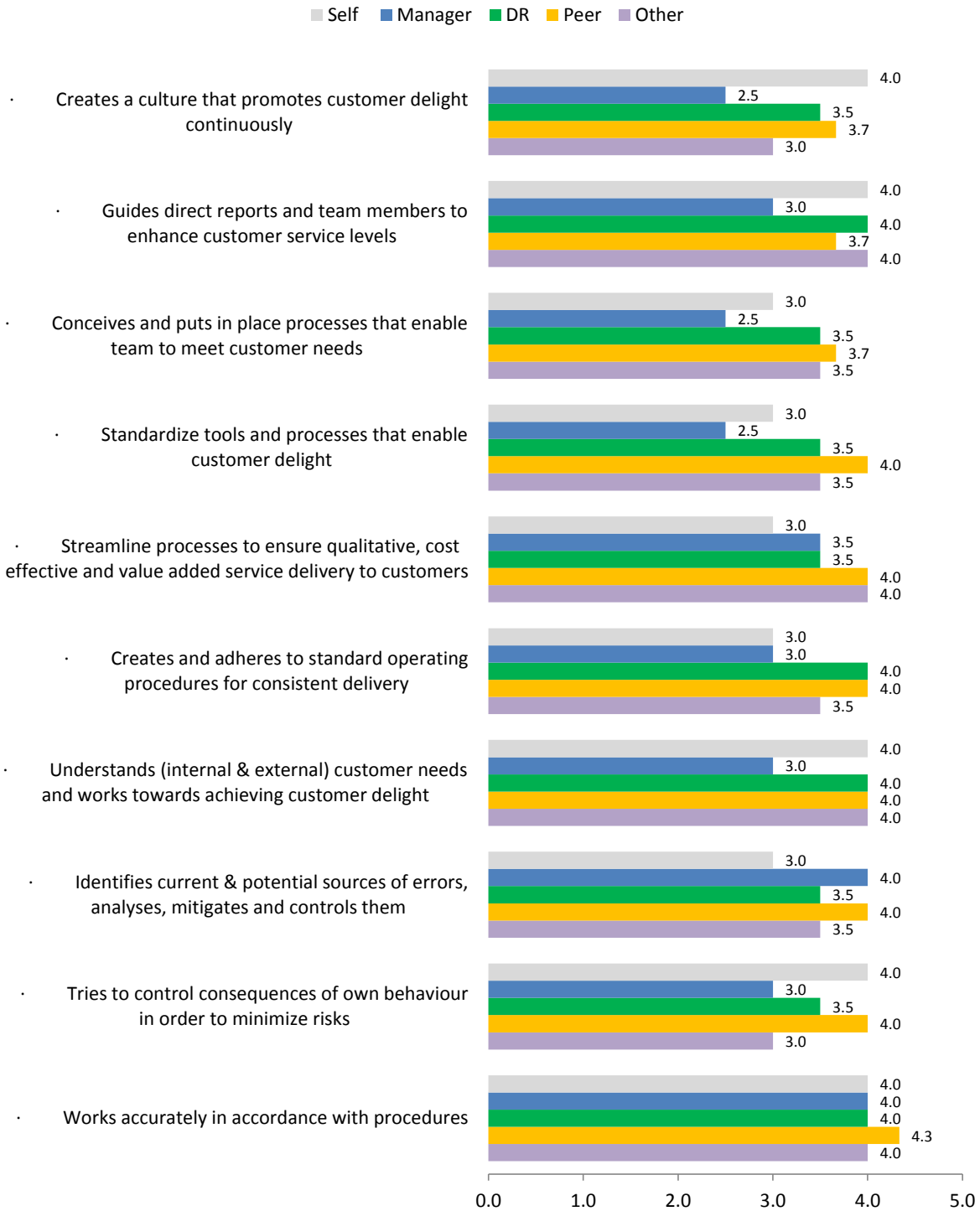
This section helps you identify the gaps between your self-perception and the perception of your respondents. Research suggests that we assess ourselves based on our intentions but others assess us based on our displayed behaviors (a.k.a 'perceptions'). It is these perceptions that are critical realities that one needs to deal with while creating successful outcomes at the workplace.

Competencies	Average	Self	Δ
ENTREPRENEURSHIP: An observed capacity to seize business opportunities through novel ideas by taking calculated risks	3.4	3.0	0.4
QUALITY & SERVICE ORIENTATION: A demonstrated aptitude for satisfying internal and external customers at all times	3.6	3.5	0.1
TEAMWORK & COLLABORATION: The exhibited capacity for working collaboratively to achieve tasks	3.5	3.3	0.2
DIVERSITY SENSITIVITY: The exhibited ability to adapt to diverse people and situations	3.5	3.2	0.3
PERSONAL AND PROFESSIONAL DEVELOPMENT: An evidenced drive towards professional and personal development of self and others	3.6	3.1	0.5
DELIVERING RESULTS: A demonstrated drive to plan for and deliver results despite obstacles and setbacks	3.5	3.5	0.0
COMMUNICATION: A visible ability to communicate effectively with stakeholders to achieve business results	3.8	3.5	0.3
NETWORKING: An observed aptitude to network with a wide variety of people to create trusting business relationships	3.3	3.0	0.3
LEADERSHIP: The observed capacity to provide direction and guide the self/team towards higher performance.	3.3	3.1	0.2

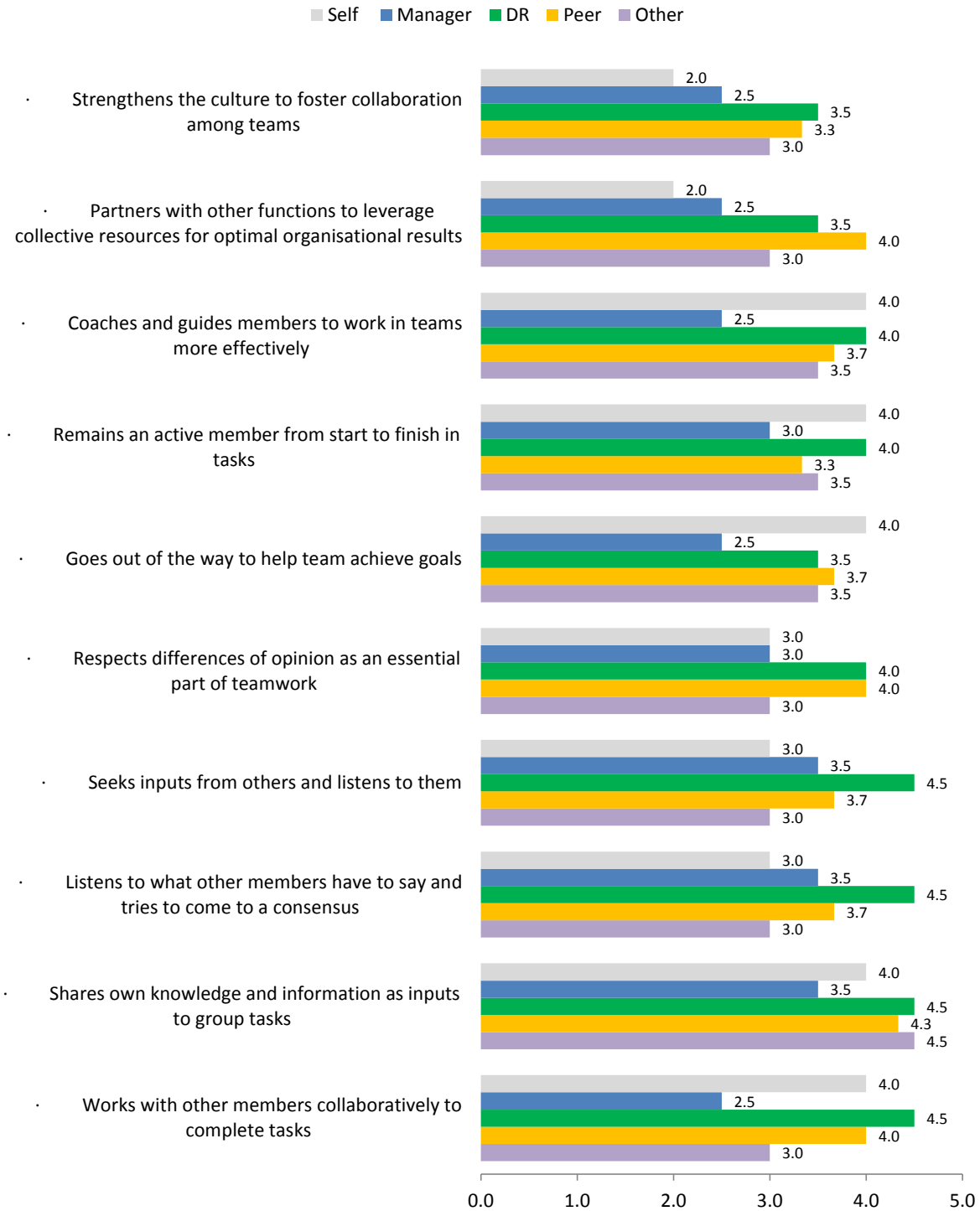
SECTION 2: ITEMISED COMPTENCY RATINGS



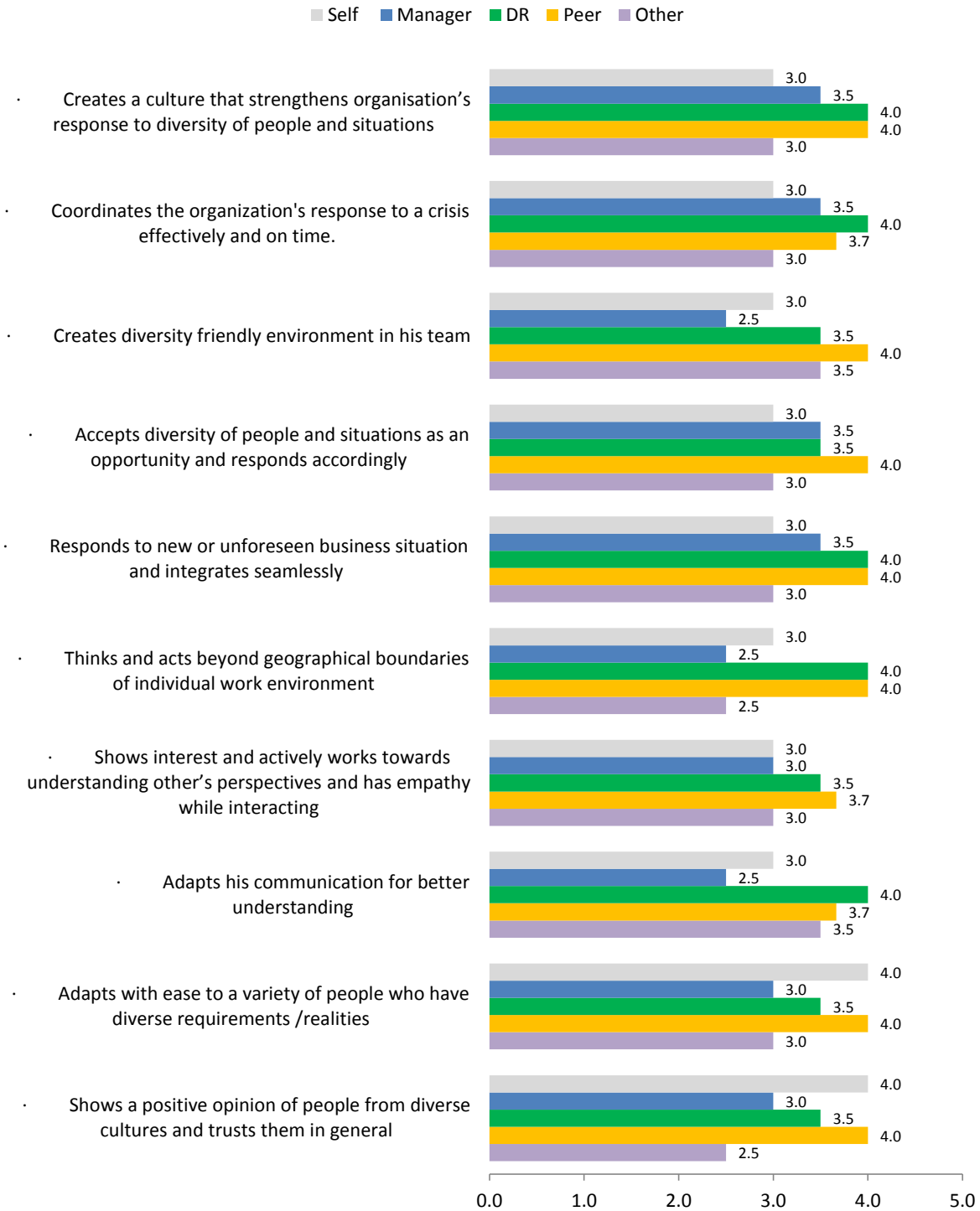
QUALITY & SERVICE ORIENTATION



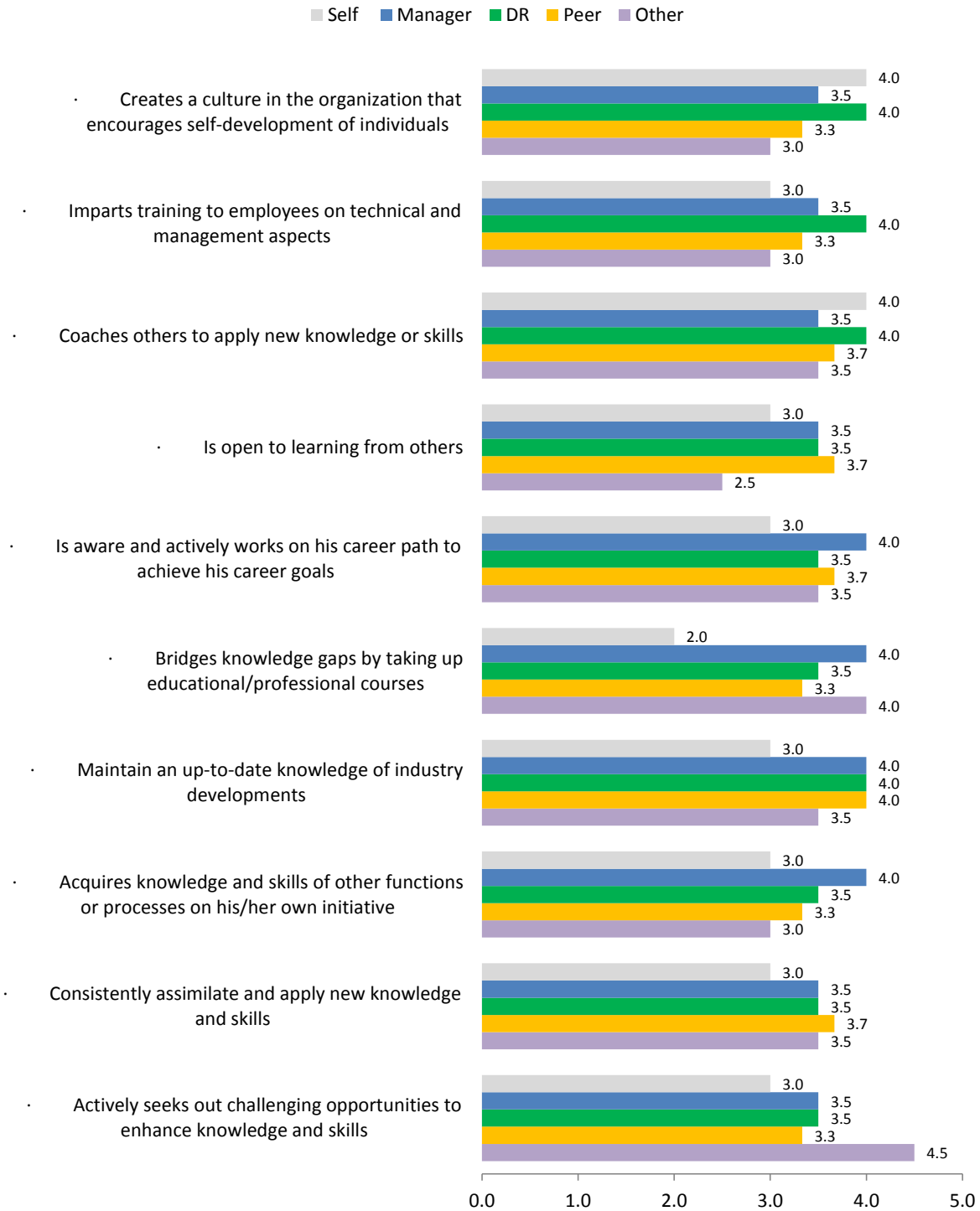
TEAMWORK & COLLABORATION



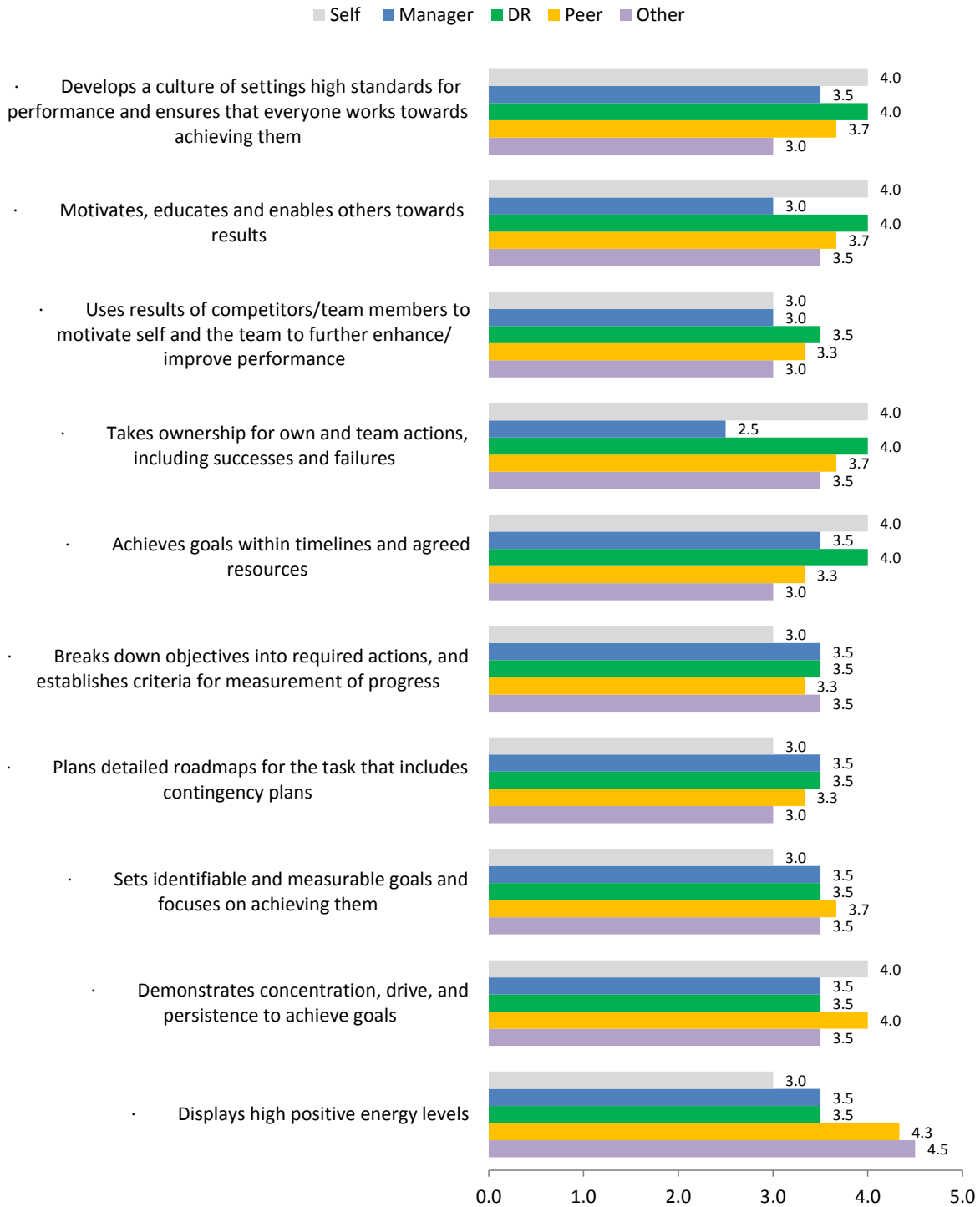
DIVERSITY SENSITIVITY



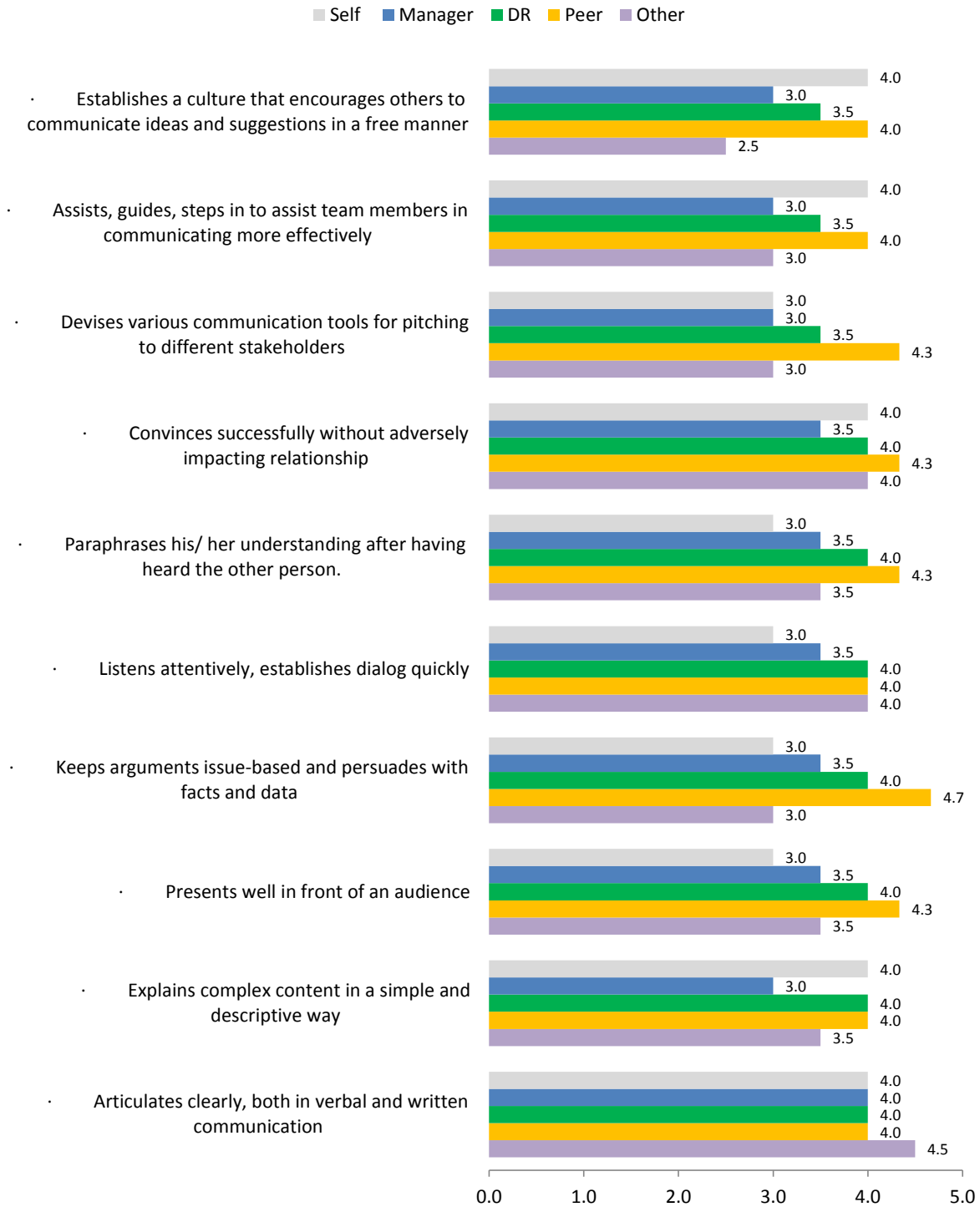
PERSONAL AND PROFESSIONAL DEVELOPMENT



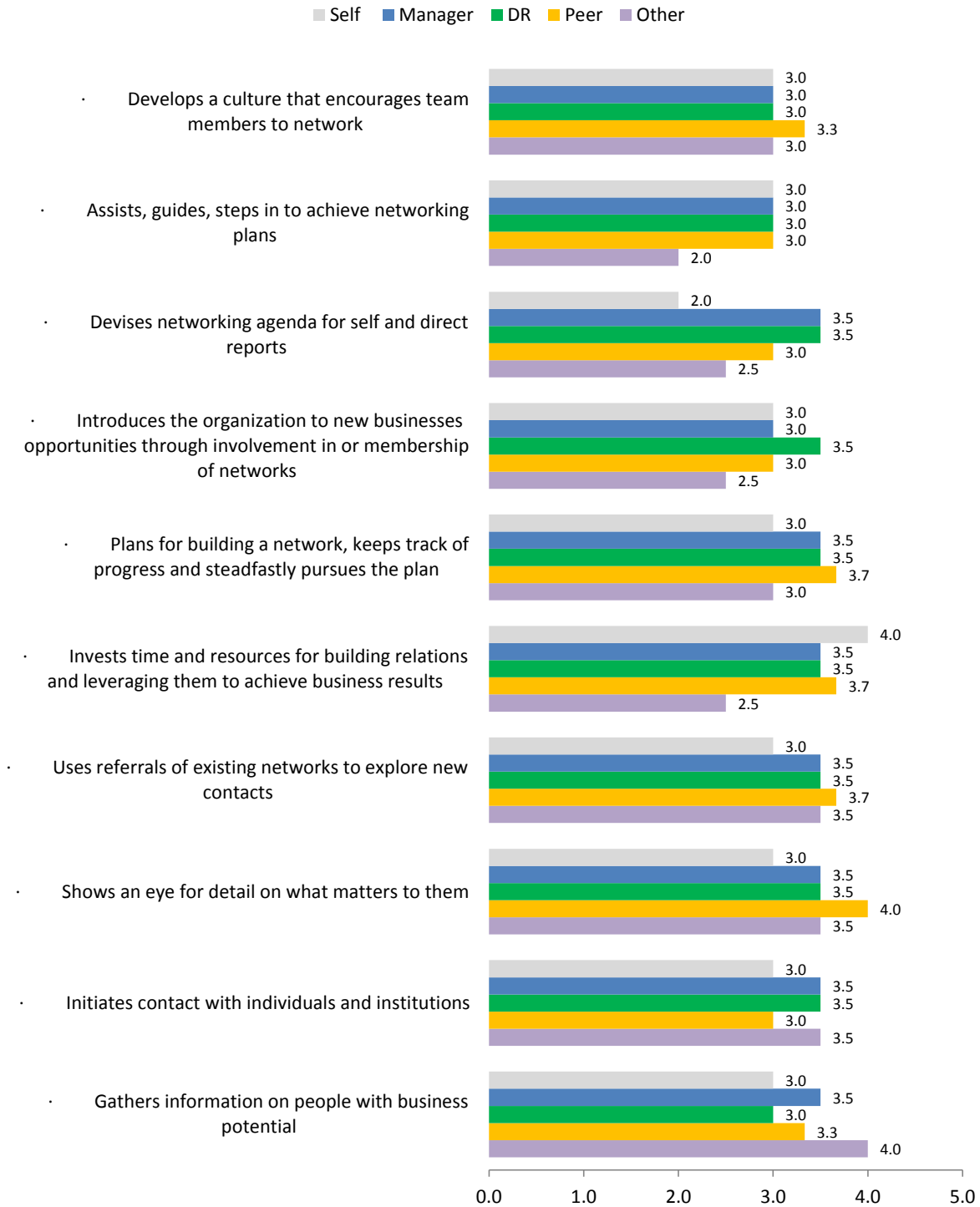
DELIVERING RESULTS



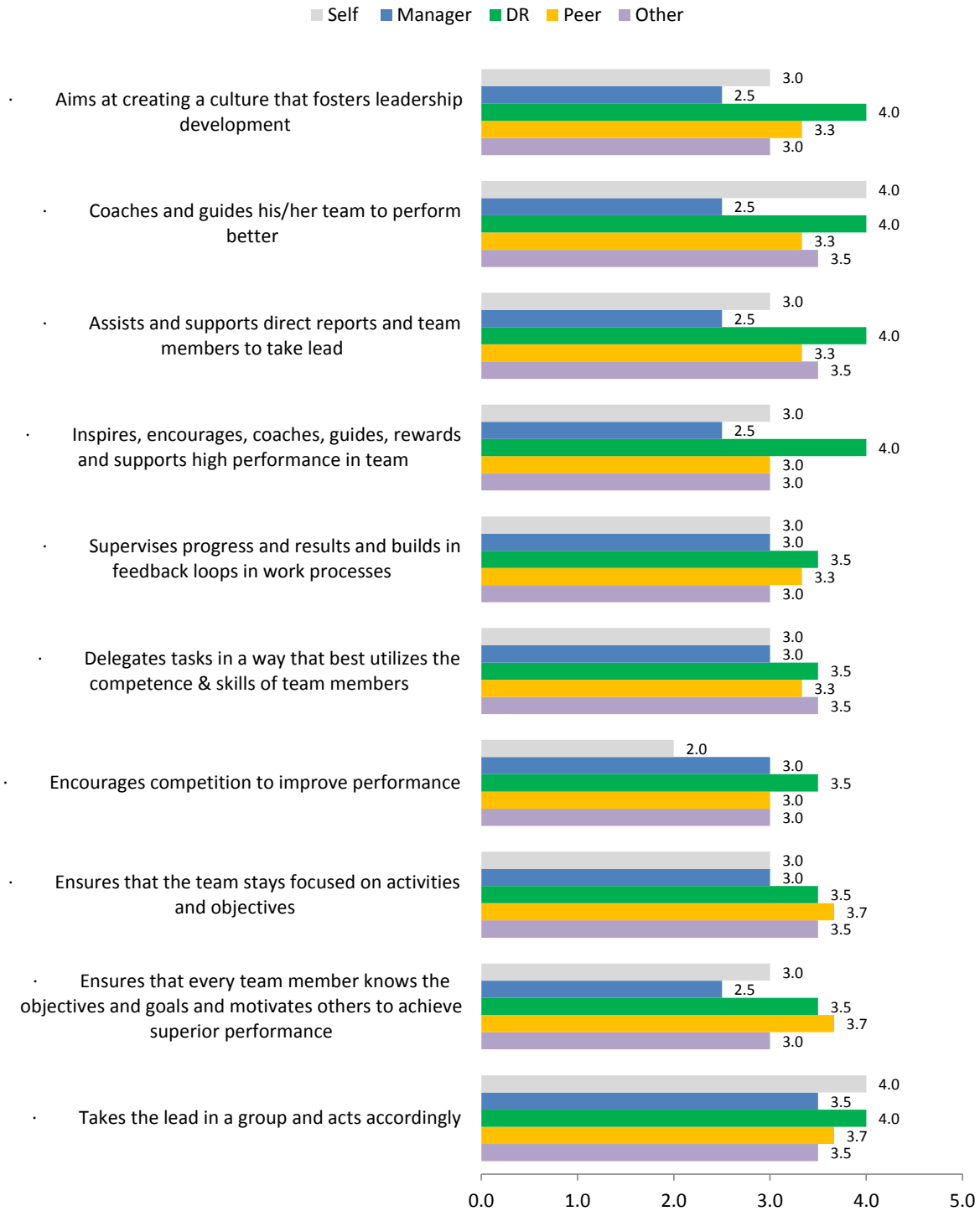
COMMUNICATION:



NETWORKING:



LEADERSHIP:



SECTION 2: VERBATIM FEEDBACK

STRENGTHS	AREAS OF IMPROVEMENT
Manager 1	
Manager 2	
Peer	
Direct Report	
Others	
Self	

SECTION 2: PERSONAL DEVELOPMENT PLAN

This toolkit is developed to assist leaders in proactively diagnosing their key development areas, developing action plans to address the gap, taking actions and continuously assessing development progress. The guide does not include a one-size-fits-all solution to development nor was it designed to be. It does, however, offer guidance that provide leaders to customize their approach based on development needs.

Name	Manager
Title	Date

Competency	70/20/10 Approach	Source of Development	Action Step	Succes Measure	Completion Date

70-20-10 Development Approach

70% from On-the-job Experiences

20% from People

10% from Education & Training

On-the-job learning can have three times more impact on employee performance than formal training programs. Use this guide as a tool to ensure that employees are exposed to on-the-job activities with the highest value.

Source of Development

- Coaching others
- Being Coached
- Mentoring Someone
- Being Mentored
- Job Rotation
- Job Shadow
- Self Learning
- Online Learning
- Training
- Conference
- Formal Education

70% from On-the-job Experiences

- Lead a team meeting*
- Represent the team at a cross-unit meeting*
- Represent your manager in meetings with his or her peers*
- Serve as a liaison between two or more units*
- Co-develop the team budget with your direct manager*
- Work on a challenging or new project*
- Interview potential new employees*
- Contribute to the hiring decision-making process*
- Onboard a new team member*
- Help supervise the work of an underperforming or unengaged team member*
- Teach a process or a course to team members or others*
- Lead the management of a large, team-based project from start to finish*
- "Fill in" for your manager when he or she is out on vacation/sabbatical*
- Serve on the board of your local charity or community-based organization*
- Join Toastmaster's to develop presentation and communication skills*

20% from People

- Schedule interviews with managers with reputations for being "experts" in the skill or behavior you are trying to develop*
- Shadow a high-performing leader (or a leader you admire)*
- Serve as both a mentee and mentor in your organization's mentoring program*
- Provide constructive informal feedback to your peers during and after a team-based project*
- Informally solicit feedback from your peers, direct manager, and other managers*

10% from Education & Training

- Take an e-learning module or course focused on the skill or behavior you want to develop or improve upon*
- Attend your organization's training which offers a realistic perspective of what it means to be a leader*
- Take advantage of group exercises in classroom training sessions to understand how to get work done and achieve results through others*

This Report has been prepared by Seven People Systems Pvt. Ltd.
for
ABC Co. Ltd.

www.seven.net.in

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