



Evaluskills

Workplace Skills Assessment



360-degree Leadership Assessment For Participant Name

Prepared By Peregrine Global Services



What is an EvaluSkills Workplace Skills Assessment?

EvaluSkills is an online, 360-degree assessment process through which feedback is gathered from a participant's subordinates, colleagues, and supervisor(s).

Feedback can also include, when relevant, input from external sources who interact with the participant, such as customers and suppliers or other interested stakeholders, or professors and academic advisors.

A 360-degree assessment is a valuable tool for understanding how those you work with see your interpersonal effectiveness. It is designed to reveal both blind spots and what others see as your strengths. The insights in this 360-degree assessment can be used to promote professional development, increase self awareness, self-management and accountability.

How to Read Your EvaluSkills Feedback.

This type of feedback can be difficult to read the first time. It is best to read through it from start to finish with an open mind.

The second read should focus on identifying your strong points (high scores) and areas for development (low scores). Then set it aside for a few days. It is common to key in on one or two comments that may spike your emotions. These are most often negative comments. Try not to let this happen as it will taint what you are able to take away from the report.

The third read of the report can now focus on how the comments calibrate to your scores. It is quite common to have a high score in an area and have negative comments, or a low score in an area and very positive comments. **This may seem contradictory; however, remember the score is an average of all evaluators, while the comment is only one person's view.**

Comments are important but should not be weighted so heavily that they out rank the overall scores. To keep comments in perspective, realize that your interactions with the evaluators in the 4-6 weeks before they completed the assessment may impact what they write in comments.

How to Use Your EvaluSkills Feedback.

Use the quantitative data to compare the high and low scores and see how people view your relative strengths and weaknesses. They sum up your '*personal brand*' and are vitally important. Identify three to five of the highest scores and lowest scores in the Action included in this report.



What is being measured?

Peregrine's EvaluSkills Assessment provides you a full view of your competencies in key areas chosen by your organization with both a rating system and written feedback. The areas assessed in this instrument are:

01_ Fairness (4 part answer)

Treats others fairly and consistently.

- 1- Does not play favorites
- 2- Maintains a strong reputation within the workplace.
- 3- Treats others consistently
- 4- Treats others fairly

02_ Emotional Control (4 part answer)

Manages emotions.

- 1- Demonstrates a high degree of emotional intelligence.
- 2- Does not hold grudges against other employees.
- 3- Does not lose control of his/her emotions.
- 4- Does not take things personally.

03_ Decision-Making (4 part answer)

Confident in decision-making.

- 1- Is decisive with decision-making.
- 2- Is not afraid to make mistakes.
- 3- Is not hesitant to make decisions.
- 4- When communicating decisions, explains the purpose or rationale for the decision so that others understand the why of the decision.

04_ Leading by Example (4 part answer)

Sets the example for others to follow.

- 1- Is a leadership role model for the organization.
- 2- Is actively engaged with his/her team.
- 3- Sets and maintains high standards for himself/herself.
- 4- Sets and maintains high standards for others.

05_ Listening (4 part answer)

Is a good listener.

- 1- Recognizes the importance of listening in workplace communications.
- 2- Seeks to first understand before trying to be understood.
- 3- Uses active listening skills to understand the true nature of the conversation.
- 4- Works collaboratively to find solutions to problems.





What is being measured?

Peregrine's EvaluSkills Assessment provides you a full view of your competencies in key areas chosen by your organization with both a rating system and written feedback. The areas assessed in this instrument are:

06_ Responsibility (4 part answer)

Accepts responsibility.

- 1- Does not blame others for his/her mistakes.
- 2- He/she assumes responsibility to find solutions and resolve issues when things do not go well.
- 3- He/she recognizes and acknowledges others for the success when things go well.
- 4- Readily accepts the responsibilities entrusted to him/her.

07_ Workplace Communication (4 part answer)

Communicates effectively within the workplace.

- 1- Keeps his/her team members informed about what is going on.
- 2- Keeps peers and superiors informed of what is going on.
- 3- Talks with people, not to them.
- 4- Uses feedback to ensure understanding of important messages.

08_ Building Others (4 part answer)

Shares the power.

- 1- Does not micromanage others.
- 2- Empowers others to make decisions and perform the work.
- 3- Enables others to lead and assume authority for the work that needs to be done.
- 4- Readily shares information with others.

09_ Choosing Correct Style (4 part answer)

Uses the right leadership style for the right situation.

- 1- Adapts his/her leadership approaches based on the situation.
- 2- Does not lead by intimidation, threats, or coercion.
- 3- Employs a transformational leadership style to bring out the best in others.
- 4- Is flexible and adaptable on how to lead within the organization based on the nature of the problem and the people involved.

10_ Impeccable Character (4 part answer)

Maintains an unimpeachable character.

- 1- Has high integrity.
- 2- Is loyal to the organization.
- 3- Is trustworthy.
- 4- Is unselfish.





What is being measured?

Peregrine's EvaluSkills Assessment provides you a full view of your competencies in key areas chosen by your organization with both a rating system and written feedback. The areas assessed in this instrument are:

11_ Change Leadership

Recognizes change and takes specific actions to help others through the change processes to obtain the goals of the change.

12_ Ethical

Understanding and awareness of right versus wrong based on morals and the principles of morality; being in accordance with the rules or stands for right conduct or practice, especially the standards of the profession.

13_ Value Diversity

Is mindful and respectful of differences in people; able to use differences in others to develop new and innovative solutions to problems.

14_ Open-Minded

This person is willing to change his/her mind when presented with new and different information.

15_ Community-minded

This person seeks to build community and teamwork.

16_ Mitigating Conflict

This person recognizes when negative conflict arises and works to resolve such conflict.

17_ Add comments that will help this person develop leadership skills.

Please share other comments that would be helpful for this person to consider as they look to further develop the leadership skills necessary to effectively lead in your organization.

18_ List three leadership weaknesses this person should improve upon.

In your opinion, what are the three most significant leadership weaknesses of this person that they should improve upon?

19_ List this person's top three leadership strengths.

In your opinion, what are three leadership strengths of this person? Please be specific and give examples.





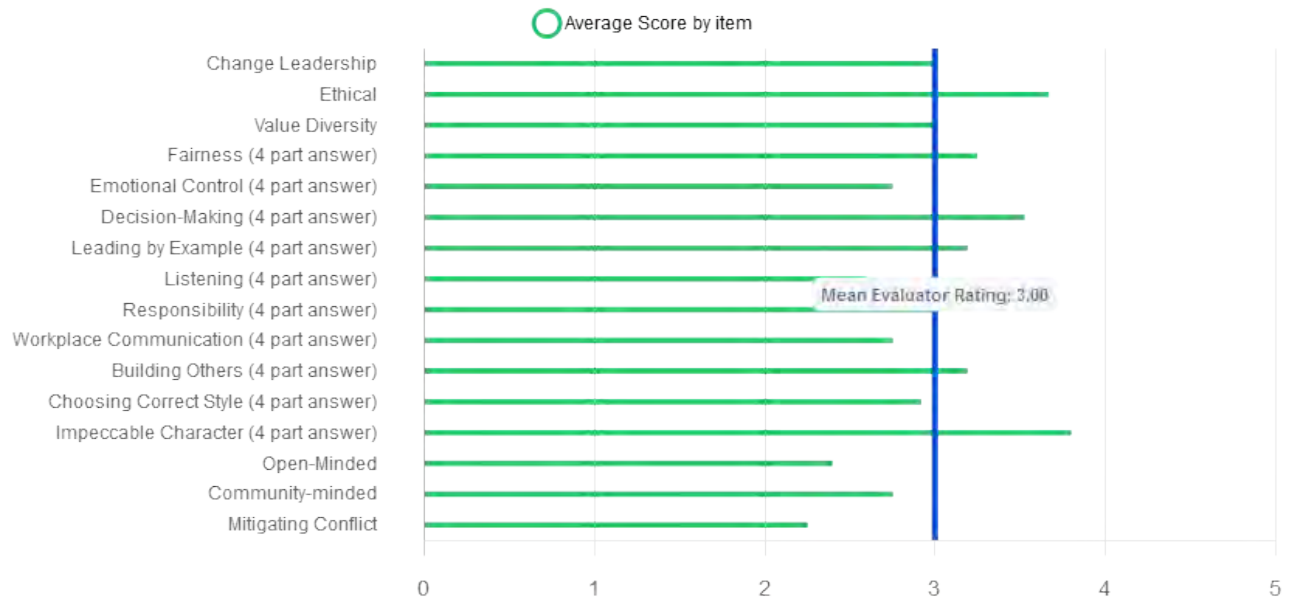
Assessment Summary

○ Evaluations Requested	08
○ Self-Evaluations Completed	Yes
○ Evaluations Completed	07
○ Evaluations completed at the higher Organizational Level (superior)	03
○ Evaluations completed at a same Organizational Level (peer)	01
○ Evaluations completed at a lower Organizational Level (subordinate)	01
○ Overall Score by All Evaluators	3.00





Average Evaluator Score by Item

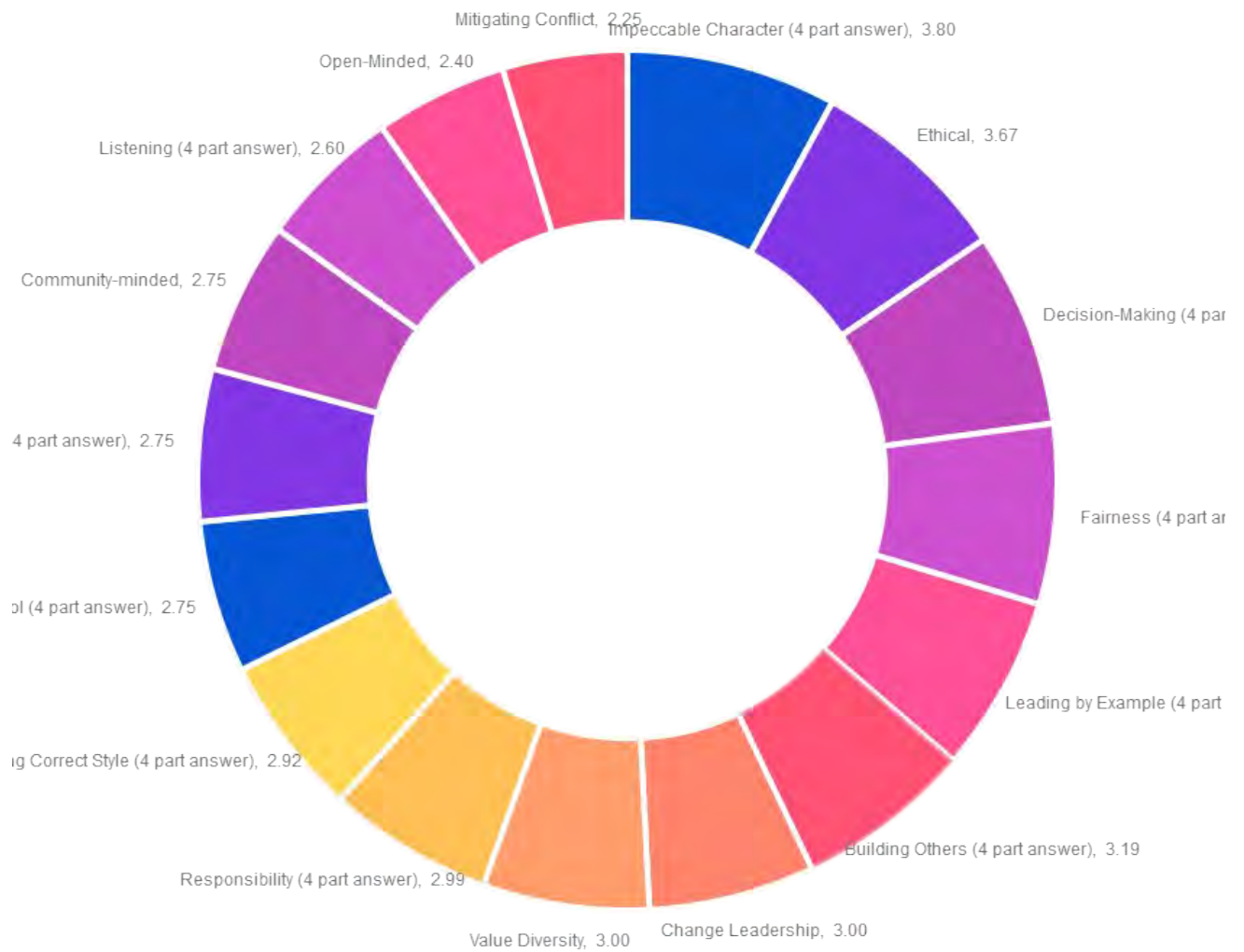


How Each Item in the Assessment is Rated

0	1	2	3	4	5
Not observed Excluded from average calculation.	Unsatisfactory Level of proficiency is significantly below expectations.	Marginal/Below Expectations Level of proficiency is slightly below expectations.	Competent/Meets Expectations Level of proficiency is at an expected level.	Excellent/Proficient Level of proficiency exceeds expectations.	Exceptional/Distinguished Level of proficiency significantly exceeds expectations.



Average Evaluator Score by Item Sorted from High to Low Item Score





Results by Assessment Items

Total Number of Assessment Items 19





How to Read Your EvaluSkills Feedback

Soft Skill Type

This is how we organize the soft skills in the database and is either Competency, Relational, or Influential. If the soft skill is an Influential type, then the skill is shown with four elements.

Soft Skill

The name of the soft skill.

Soft Skill Statement or Definition

How the soft skill is either defined or stated on the evaluation.

Significantly Higher than Group Average

If the difference between the Group Average (all participant evaluations) and your Evaluator Average is 0.20 or higher.

Significantly Lower than Group Average

If the difference between the Group Average (all participant evaluations) and your Evaluator Average is 0.20 or lower.

Current Evaluation

The evaluation most recently conducted.

Previous Evaluation

(if shown). An evaluation that was previously conducted. If a similar evaluation was previously conducted, the information from this evaluation is shown. You can then compare any previous ratings with the current ratings.

Self-Score

The score you gave yourself if you conducted a self-assessment. Self-Scores are not used in the calculation of evaluation averages.

Evaluator Average

The average score of all the evaluators that scored you.

Group Average

The average of all evaluations conducted for the group of employees or students.

Evaluator Comments

These are the written comments, if any, provided by your evaluators.

Distribution of Evaluation Ratings

This graph shows the distribution of the ratings provided by your evaluators. The bars in the chart are the number of times a specific rating was given. The blue bar is the mean score for these ratings. The Y Axis is the number of ratings of a score. The specific rating labels are shown below the X Axis. The purpose of this graph is to help you see how the different evaluators rated you on the specific soft skill. For example, if three raters rated you a 3 and six raters rated you a 4 and one rater rated you a 5, you would see frequencies of 3, 6, and 1 shown by the green bars for the 3, 4, and 5 ratings, respectively.

Element

The Influential soft skills each have four elements. All other soft skills have one score. The Influential soft skills have one box for comments.





Soft Skill Type

This is how we organize the soft skills in the database and is either Competency, Relational, or Influential. If the soft skill is an Influential type, then the skill is shown with four elements.

Soft Skill

The name of the soft skill.

Competency: Adaptability

Embraces change and can adapt to new or evolving conditions.

Self Score

Evaluator Score Significantly Higher than Group Average

Evaluator Score Significantly Lower than Group Average

Evaluator Score Neither Significantly Higher or Lower than Group Average

Group Average Score

Soft Skill Statement

How the soft skill is either defined or stated on the evaluation.

Current Evaluation

4.00

Self Score

3.80

Evaluator Average

3.50

Group Average

Evaluator Comments

- Uses her experience to guide others through uncertain times.
- She is adaptable to situations.

Evaluator Comments

These are the written comments, if any, provided by your evaluators.

ac nunc lacinia, eget hendrerit eros

ligula volutpat fringilla ac non lacus.

sa nec suscipit sollicitudin.

is leo a tellus scelerisque, non malesuada mi

is leo a tellus scelerisque, non malesuada mi gravida.

Benean id sapien ac ligula volutpat fringilla ac non lacus. Nulla tincidunt massa nec suscipit sollicitudin.

Evaluator Average

The average score of all the evaluators that scored you.

Adaptability

Distribution of Evaluator Ratings



Distribution of Evaluator Rating

This graph shows the distribution of the ratings provided by your evaluators. The bars in the chart are the number of times a specific rating was given. The blue bar is the mean score for these ratings.



Competency: Change Leadership

Recognizes change and takes specific actions to help others through the change processes to obtain the goals of the change.

- Self Score
- Evaluator Score Significantly Higher than Group Average
- Evaluator Score Significantly Lower than Group Average
- Evaluator Score Neither Significantly Higher or Lower than Group Average
- Group Average Score

Current Evaluation

2.00

Self Score

3.00

Evaluator Average

3.61

Group Average

Evaluator Comments

- [Name] seems to be open to change and willing to assist when asked. She works well with other departments in order to look for opportunities and efficiencies
- I know [Name] from my position to be a critical thinking and is not concerned by change management. I also know at times that she is a person that challenges in her thinking why change leadership may need to happen which is not

necessarily wrong. Quick to understand change....





Competency: *Ethical*

Understanding and awareness of right versus wrong based on morals and the principles of morality; being in accordance with the rules or stands for right conduct or practice, especially the standards of the profession.

- Self Score
- Evaluator Score Significantly Higher than Group Average
- Evaluator Score Significantly Lower than Group Average
- Evaluator Score Neither Significantly Higher or Lower than Group Average
- Group Average Score

Current Evaluation

4.00

Self Score

3.67

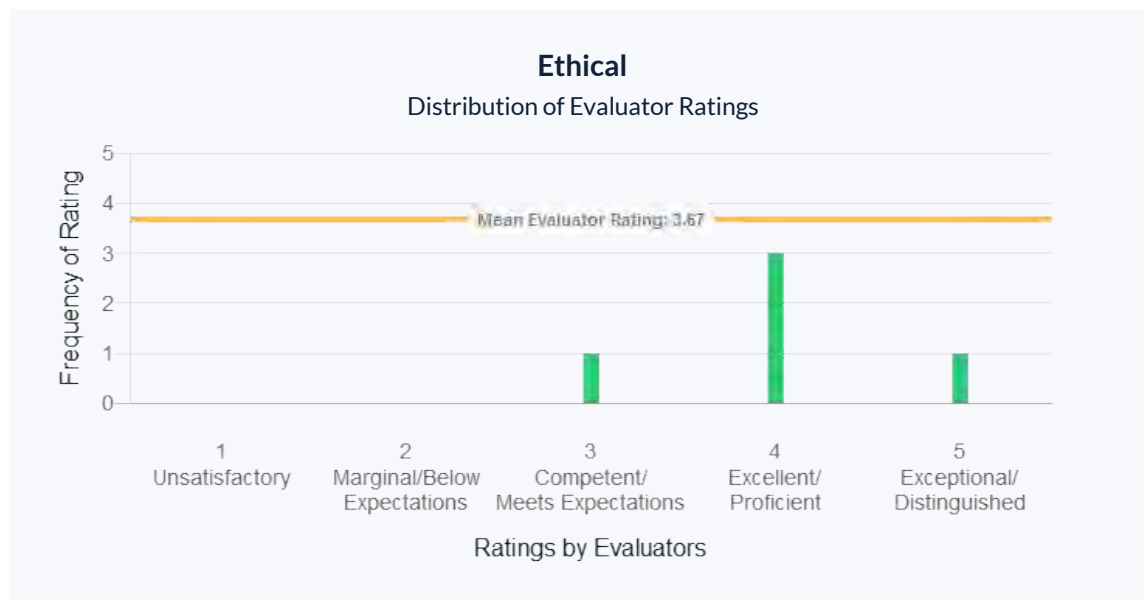
Evaluator Average

3.89

Group Average

Evaluator Comments

- [Name] is excellent at finding errors but can find it hard to explain the error and how to rectify the situation to others. She tends to communicate with terms that maybe unfamiliar with others outside of her own department which can cause confusion. I do not work close enough with [Name] to rate this. My dealings are sporadic and often times one off. I would be rating her on what her direct SVP has shared not on my own experience. I have always respected this individual and their dealings with me.





Competency: Value Diversity

Is mindful and respectful of differences in people; able to use differences in others to develop new and innovative solutions to problems.

- Self Score
- Evaluator Score Significantly Higher than Group Average
- Evaluator Score Significantly Lower than Group Average
- Evaluator Score Neither Significantly Higher or Lower than Group Average
- Group Average Score

Current Evaluation

3.00

Self Score

3.00

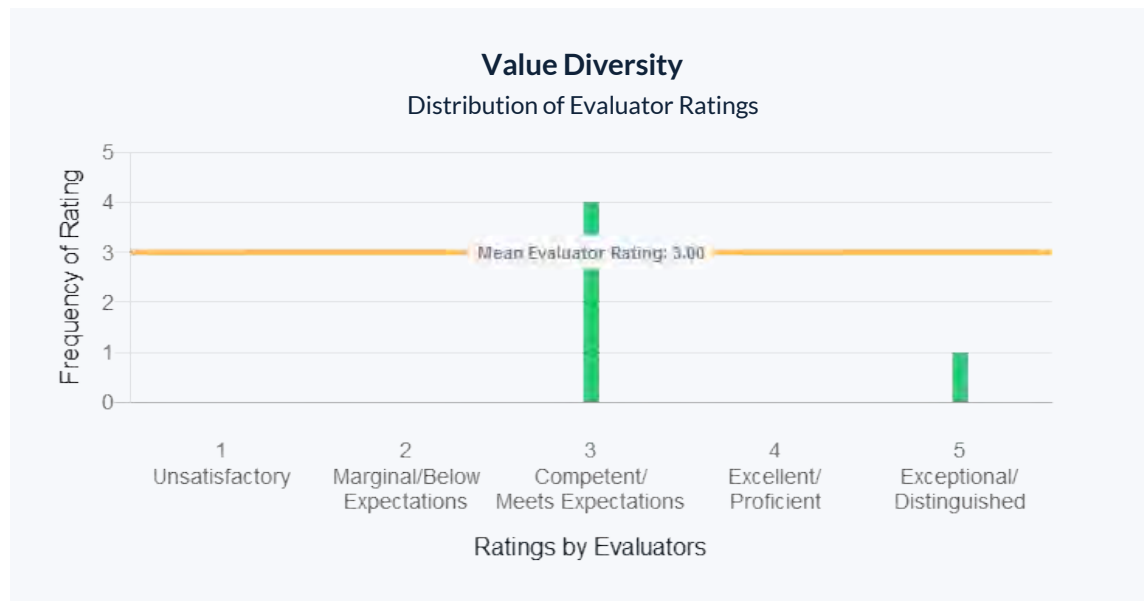
Evaluator Average

3.53

Group Average

Evaluator Comments

- [Name] tend to put up a barrier when there is an opinion or idea expressed that is different from her own.
- I have not seen anything in and of this person that would cause me concern in a diverse setting. Again - in fairness to this communication and her as an individual I am not able to clearly or fairly articulate an above answer.





Relational: Open-Minded

This person is willing to change his/her mind when presented with new and different information.

- Self Score
- Evaluator Score Significantly Higher than Group Average
- Evaluator Score Significantly Lower than Group Average
- Evaluator Score Neither Significantly Higher or Lower than Group Average
- Group Average Score

Current Evaluation

3.00

Self Score

2.40

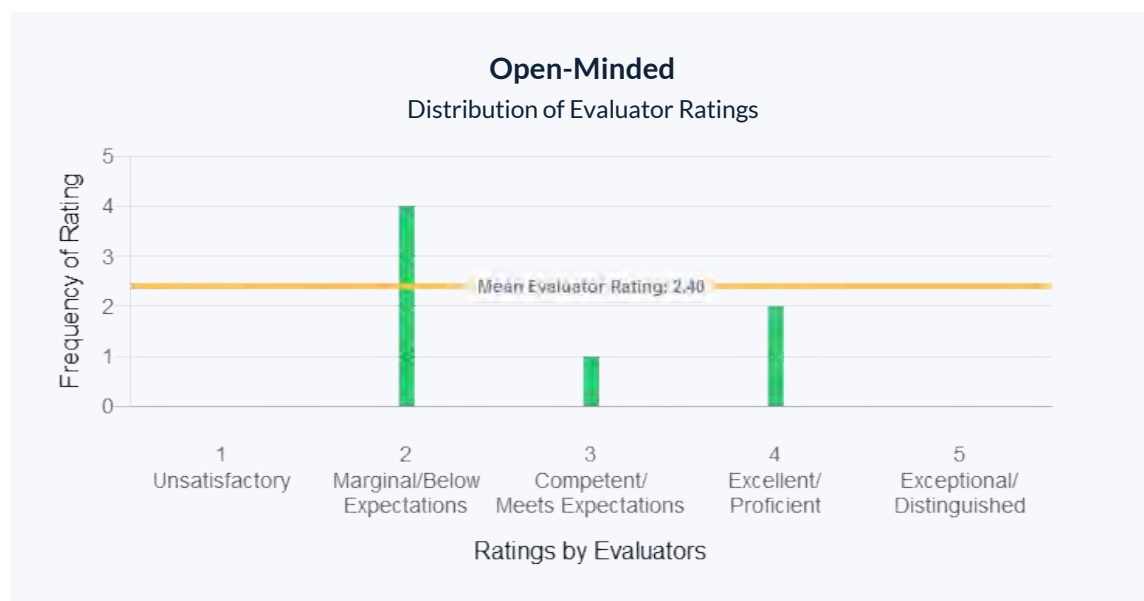
Evaluator Average

3.36

Group Average

Evaluator Comments

- From instances witnessed - I believe that [Name] is able to gather and assess information to determine a proper course of action and at times lends tremendous suggestions on how to change or modify function or practices for the improvement of the institution.





Relational: Community-minded

This person seeks to build community and teamwork.

- Self Score
- Evaluator Score Significantly Higher than Group Average
- Evaluator Score Significantly Lower than Group Average
- Evaluator Score Neither Significantly Higher or Lower than Group Average
- Group Average Score

Current Evaluation

3.00

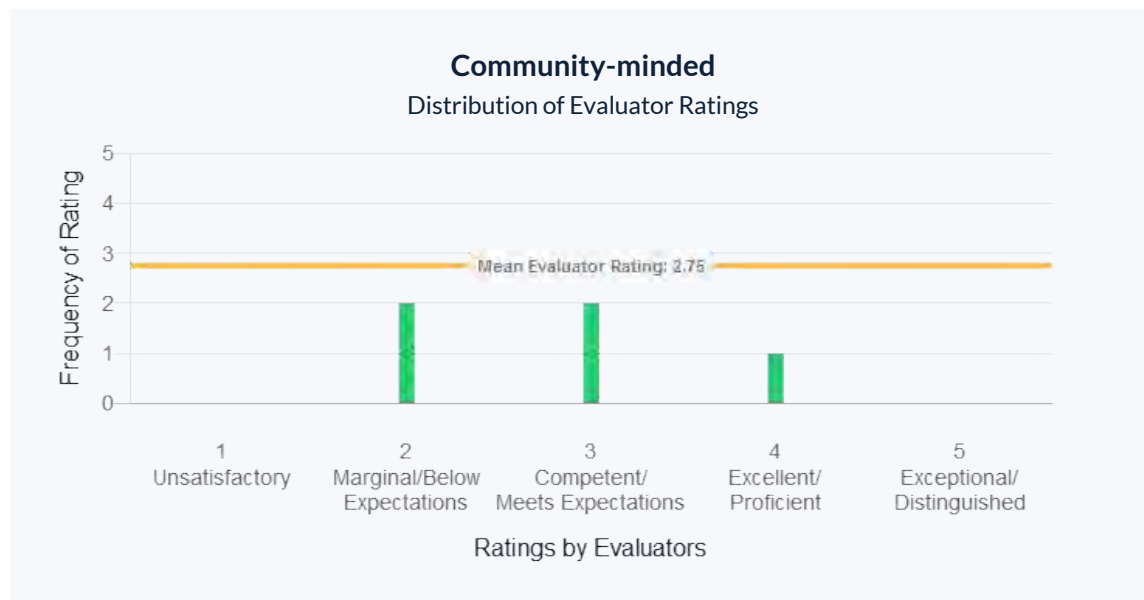
Self Score

2.75

Evaluator Average

3.04

Group Average





Relational: *Mitigating Conflict*

This person recognizes when negative conflict arises and works to resolve such conflict.

- Self Score
- Evaluator Score Significantly Higher than Group Average
- Evaluator Score Significantly Lower than Group Average
- Evaluator Score Neither Significantly Higher or Lower than Group Average
- Group Average Score

Current Evaluation

4.00

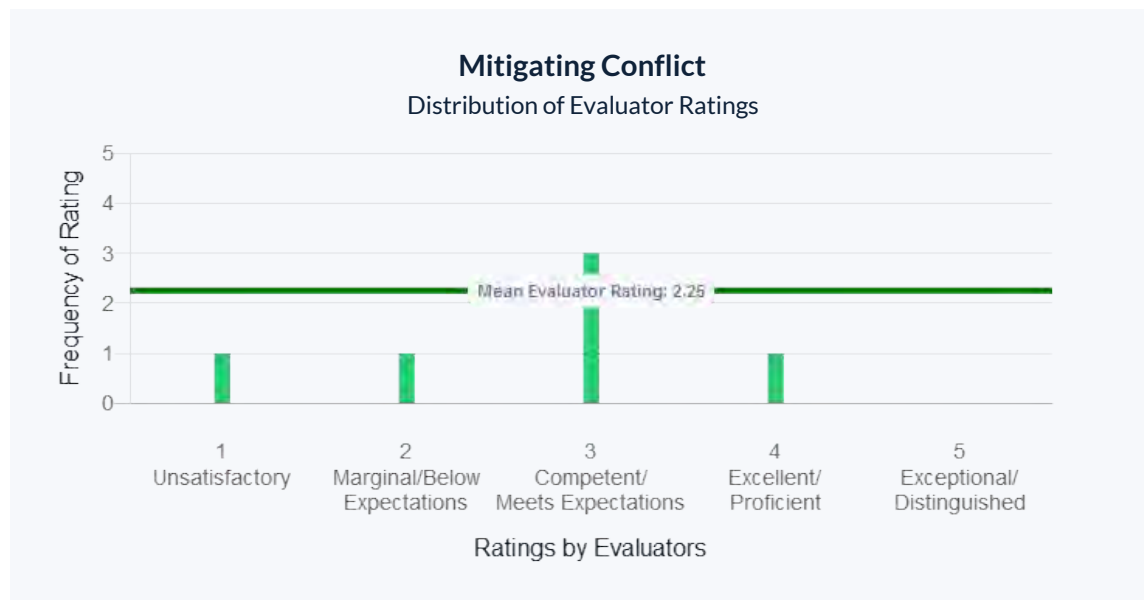
Self Score

2.25

Evaluator Average

2.06

Group Average





Influential: Add comments that will help this person develop leadership skills.

Please share other comments that would be helpful for this person to consider as they look to further develop the leadership skills necessary to effectively lead in your organization.

Evaluation Comments

- Slowing down mentally--I have a tendency to talk before thinking around people I'm comfortable with instead of holding myself to a higher standard.
Be open-minded, thinking outside the box, engage other teammates on completing extra tasks
- Continue to be a person of resolve; find the differences in what you do, investigate them for resolution - you are tremendous in this application. Make your own decisions - management is not always correct and their decisions and leadership should not always influence you - you are your own person and have gained respect from a lot of team members. Use this class to seek out your rough edges and hone them.
- Leadership comes in different personalities and is a choice. [Name] can be a great leader if she chooses and is willing to continue to work towards it. Leaders don't have to be out front in fact many respected leaders are the quiet ones behind the scenes. Continue to look at the big picture. Be open to new ideas and to struggles that others may be dealing with or working with. Pick and choose the battles.
-



Influential: List three leadership weaknesses this person should improve upon.

In your opinion, what are the three most significant leadership weaknesses of this person that they should improve upon?

Evaluation Comments

- Temper- I mentally shut down when I feel I'm being threatened and sometimes I voice too much when I am unhappy with a situation regardless of who's around. Feedback- I don't feel I seek feedback from my team and I could be better at communicating without judgement. Upward communication- I can be better with communicating with my superiors and to come to the table with solutions instead of complaints that I need fixed.
- Changing communication style to fit the individual she is speaking to, picking battles when going to bat for the department, communicating more often with the team
- Proactive communication. For instance, seek to clarify items that may impact another's job before it becomes an issue. Model work-life balance. Take breaks and time to step away from the work. Continue to find inspiration in the job. Seek ways to be inspired in the organization so that it can motivate the others.
N/A
- Communication, professional appearance, keeping knowledge to self
- Opinion; At times she takes on the opinion of her leadership where as I believe her discernment would be of better value if applied. Can be influenced easily wherein her understanding if applied would be of great value.
- [Name] can be siloed. Sometimes seeing only her department struggles. In some cases this can affect her ability to make decisions or to communicate. Decision making is another area to work on. It is important to have all of the facts before communicating that there is an issue or concern. In some cases situations can be escalated or blown out of proportion because the actual facts are not presented or the situation is only seen from one side. This causes extra work and erodes a team atmosphere. Ownership. There are times when mistakes are made but the blame and solution are pushed on to [Name] .



Influential: List this person's top three leadership strengths.

In your opinion, what are three leadership strengths of this person? Please be specific and give examples.

Evaluation Comments

- Coaching-I look to help others grow and encourage questions and suggestions. Listening-I work to listen to everyone's opinions and concerns and find the best ways to get things accomplished. Relaying information- I freely and openly give the information needed to my team to ensure they are able to do their jobs successfully.
Honesty, Patience, Dependability
She seeks to allow everyone's talents to thrive, she sets an example of commitment to the organization, she listens and actively engages with co-workers
- Have not watched her lead
- Knowledgeable, Dependable, Accountable
Accountability; she is accountable to complete what she has been assigned and is very dependable in her commitment to her department. Knowledgeable; carries a vast knowledge of the credit union, positions and departments - also maintains and educates with the knowledge other staff members
- Communication; I personally like [Name]'s communication style, how she gathers information and processes it.
- Loyalty, Integrity, Willingness to learn and improve. [Name]'s work ethic and commitment support that she is loyal to the CU and I believe that this is seen by not only in her department but others as well. [Name] speaks openly and honestly when she communicates. Though she is direct, her stance and position are never in question, nor her commitment to her job. I have worked with and around [Name] a long time. I have witnessed her change and grow. I have seen her take direction and instruction in stride and to learn from it. She has always been a work horse and her preference is to be behind the scenes, however, this past year she has been open to presenting and training the staff. she has been open to assisting other departments in efficiencies and has become a true team player.
-



Action Plan

Sustaining Your Strengths
Improving Your Weaknesses





How to build an Action Plan

Using the high and low scores, determine what two or three items you would like to work on. This can build on strengths you already have (highly recommended) or determine how to compensate or develop a low scoring area.

Compare how you scored yourself compared to how your evaluators scored you. Address any blind spots you may have where your self-score is one or two points different from the evaluator average for the item.

Be specific as to what actions you will take to build or develop your skills, the timeline for each action, who you will coordinate with, and how you will know when you achieve your goals.

Practice these actions daily for the next 3-4 months. Observe the results. Determine if these actions are having the desired results. Adjust your actions if needed based on your evaluation. Assuming you are successful with your initial action items, move onto other focus areas.

Ask someone to help hold you accountable for your action plan. Meet with that person regularly to ensure you stay on track or if you need to adjust your approach.



**Improve Weaknesses - Community-minded**

Areas to Improve: Your Weakness	This person seeks to build community and teamwork.	3.00 Self Score	2.75 Evaluator
Actions to Improve or Mitigate the Weakness			
Your Proposed Timeline for this Action Item			
Who Will Help keep You Accountable for this Action Item?			

Improve Weaknesses - Mitigating Conflict

Areas to Improve: Your Weakness	This person recognizes when negative conflict arises and works to resolve such conflict.	4.00 Self Score	2.25 Evaluator
Actions to Improve or Mitigate the Weakness			
Your Proposed Timeline for this Action Item			
Who Will Help keep You Accountable for this Action Item?			





Reflection on Evaluation, Resolutions

Based on your analysis of this report and your item-specific action plan, what are the three most important things you need to do?

1. _____

2. _____

3. _____





Building on Your Strengths & Improving Your Weaknesses

Suggestions for Your Action Plan

As shown through this evaluation, there are assessed areas that represent your strengths and areas that suggest weaknesses. Although it is only natural to focus on your weaknesses, it is important to also sustain and build upon your strengths.

Regarding your strengths, you should take actions that help maintain or perhaps even build upon your strengths and leverage them more fully. Your strengths contribute to your workplace abilities in many ways. How can you sustain your strengths? **How can you improve upon your strengths?**

Regarding your weaknesses, you should take actions that help improve these areas or mitigate the impact of these areas. These areas are important for your success in the workplace, both currently and certainly in the future. **How can you address these weaknesses? What can you do to minimize or mitigate these weaknesses?**

The following includes suggestions for specific actions that you could take to either sustain/build upon your strengths or address your weaknesses. These suggestions are grouped into broad soft skill categories. Use these suggestions as a starting point for your specific Action Plan based on this evaluation and feedback report.

Developing Others

- Find the genius of the person (their talents), and then work to bring out their talents.
- Conduct regular coaching and mentoring sessions. Ask others in what areas they would like to develop and help them make that a reality.
- Give honest, specific feedback. Others will only grow if they know specifically how to grow.
- Delegate to develop. Use task delegation to develop others, both in terms of their knowledge-levels, but also in terms of their confidence levels.

Emotional Intelligence

- Understand your emotions and potential trigger points. Recognize how your emotions affect others.
- Seek feedback from others regarding your emotions and how you respond to the emotions of others.
- Get fluent in the language of emotions. Recognize how tone of voice and body language help you identify what others are feeling.
- Observe first, and then try to address later, once you have a good understanding of your emotions and their effects on others.
- Evaluations completed at a same Organizational Level (peer)
- Evaluations completed at a lower Organizational Level (subordinate)





Exemplifying Your Values

- Identify those values that are most important to you and your organization.
- Consider specific actions that you can take that demonstrate these values in the workplace.
- Catch others demonstrating organizational values and acknowledge their efforts.
- Spend a week focused on one specific value and how you display it in the workplace. How do you see others display that same value?

Giving and Receiving Feedback

- Make yourself available to receive feedback from others. Be open to their message, even if it is delivered poorly.
- Make your feedback to others specific.
- Give positive and constructive feedback regularly. Everyone needs to know what they are doing well and what to improve.
- When giving performance improvement feedback, discuss other options for improvement. Describe what behavior you would like to see.

Leadership

- Be consistent with how you treat others.
- Encourage open communications with your team. Listen, share information, and discuss options.
- Provide encouragement and support for others to take initiative. Grow their independence.
- Seek out a mentor to help you develop as a leader.

Relationships within the Team

- Understand everyone's specific roles and responsibilities.
- Learn what people's strengths are and draw from that.
- Understand what is important to each team member.
- Provide time for discussion, dialogue, and disagreement in a safe place.

Senior Leadership

- Develop your personal operational rhythm that includes your daily, weekly, monthly, quarterly, and annual tasks to help focus your time throughout the year. Concentrate on items that have a high ROI.
- Dedicate some time each month to work on the business as well as in the business. Look at your organizational in totality and envision what needs to change.
- Talk less and ask more. Engage your team in finding solutions to problems and generating new ideas. It all does not have to come solely from you.
- Conduct regular reviews to develop lessons learned and then apply those lessons learned towards continuous quality improvement.
- Evaluations completed at a same Organizational Level (peer)
- Evaluations completed at a lower Organizational Level (subordinate)



Supervision

- Meet with your team regularly as a team, as well as one-on-one. Get to know your team and let them get to know you.
- Promote trust and respect. Treat people as they want to be treated (the Platinum Rule). Lead by example – your team is a direct reflection of your supervision.
- Tell people the why behind what needs to be done, not just the what of what needs to be done. Start with why.
- Maintain your perspective, both of what is currently going on and what is coming up. Use mistakes and lessons learned to help people learn and grow.

Workplace Perception

- Consider your reaction to changes that occur and how those reactions are perceived by others.
- Focus on the positive opportunities from change, not just the negative.
- Reflect on how you are perceived by others around you and if those perceptions are how you want to be perceived.
- Take a personality preference self-assessment, like the MBTI®, and use the results to help understand how your traits and preferences affect how you perceive others and how others perceive you.

Workplace Communications

- Plan your communications. Often, it helps to write out the communication outcomes you want to obtain before acting.
- Be deliberate with your communications. Plan-Conduct-Assess.
- Listen to what is being said, and to the emotions behind what is being said.
- Give others your undivided attention when speaking to them. Listen with your eyes and ears.



360-degree Leadership Assessment For *Participant Name*



Evaluskills

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