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# EVALUSKILLS

ASSESSING SOFT SKILL LEARNING OUTCOMES  
USING 360-DEGREE ASSESSMENT APPROACHES

Peregrine Global Services makes a difference in our world by developing values-based leaders and by improving the quality of higher education.



## WE ARE CATALYSTS FOR CHANGE

We believe that we can contribute to improving the quality of higher education.

We believe we can develop values-based leaders who make a difference in our world.

We lead change by leveraging a diversity of talented people across a broad spectrum of disciplines, backgrounds, experiences, and cultures.

Together with our clients and partners, we believe that we can change the world.

Peregrine Global Services provides online assessment services, blended learning programs, online instructional solutions, and academic programs to higher education and business partners located throughout the world.

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# INTRODUCTION



**Olin O. Oedekoven, Ph.D.**  
**President & CEO**  
**Peregrine Global Services Corporation**

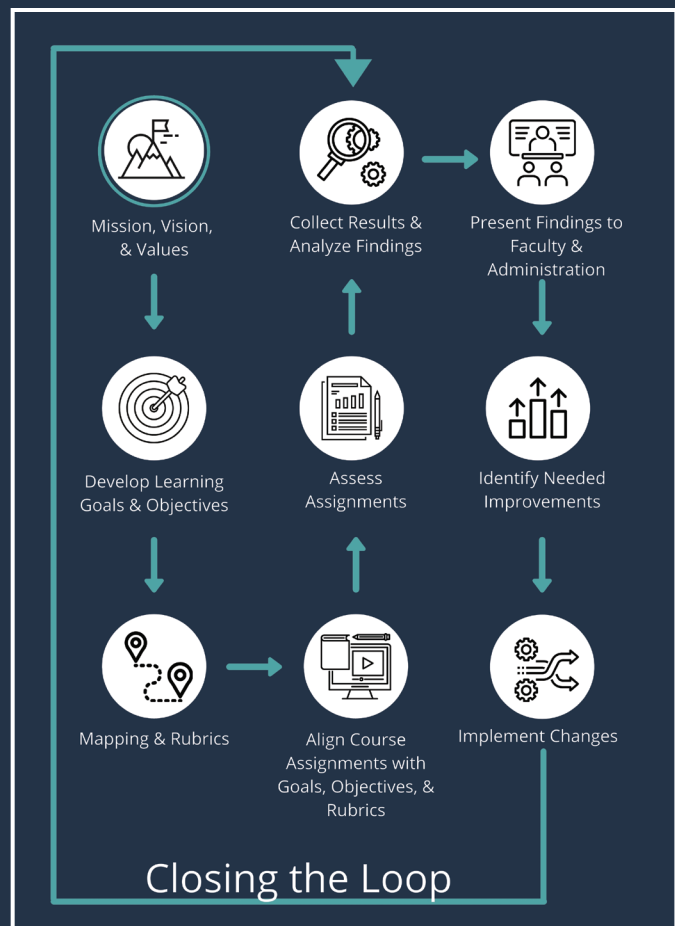
Developing soft skill competency is an essential requirement for both higher education institutions to produce career-ready graduates (Hoch, Bommer, Dulebohn, & Wu, 2018) and for organizations to develop high-performing employees (Mumford, Campion, & Morgeson, 2007). Although job knowledge is certainly important, the application of knowledge in the workplace through the expression of essential soft skills is also important (Ritter, Small, & Mortimer, 2018).

In higher education, both institutional (e.g., HLC, WASC, SACS) and programmatic accreditation agencies (e.g., IACBE, ACBSP, AACSB, CAHME, NASPAA) require the assessment of learning outcomes. Typical accreditation requirements include at least one direct measure for summative evaluation.

The assessment of learning outcomes is also crucial for employee professional development programs. Assessment results provide feedback to trainers regarding the effectiveness of the training program and contribute to the analysis of return on investment.

Assurance of Learning is a comprehensive approach that ensures student learning information is collected, analyzed, and employed for continuous quality improvement. Assurance of Learning comprises both quantitative and qualitative techniques to demonstrate whether learners have achieved learning goals (PeregrinePathways, 2020/2021). Assurance of Learning applies to employee professional development programs as a design and assessment construct to ensure that what is taught in training is truly learned and applied by the participating employees, and that the desired return on investment (ROI) is realized.

The many versions of Assurance of Learning models aspire to achieve the same overall goal: *provide evidence that you are doing what you say you are doing concerning the goals, objectives, and outcomes that you have defined for the student's educational experience.* The Assurance of Learning process is shown in Figure 1.



**Figure 1. The Assurance of Learning (AOL) Process Used in Higher Education.**





Although Assurance of Learning is a focus of higher education accreditation, it also helps ensure that all participants receive high-quality education and training. Assurance of Learning is outcomes-focused and centered on setting targets on student learning and capability. Assurance of Learning also helps ensure competitiveness in tightening training and education markets.

Intended learning outcomes include content, professional skills, ethics, and responsibility-based outcomes. The assessment plan typically describes the methods and instruments used for learning outcomes assessment. Assessment plans usually include both direct and indirect measures of student learning and specify how the results are used for continuous quality improvement of the education program.

Beenen, Pichler, and Davoudpour (2017) reported that only 30% of MBA programs, both inside and outside the U.S., use specific criteria to assess interpersonal skills; the remainder relies on non-specific criteria or has no assessment method at all. Brink, Palmer, and Costigan (2018) emphasized that developing and assessing learning goals helps ensure the relevancy of graduates for today's employers. Ingols and Shapiro (2014) found utility in using a 360-degree approach for soft skill evaluation of learning goals.

The purpose of this whitepaper is to describe *EvaluSkills: Workplace Skills Assessment*, which is a 360-degree soft skill assessment service that is used for learning outcomes assessment. EvaluSkills was created by Peregrine Global Services in 2019. EvaluSkills was used in 2019 and 2020 by Wyższa Szkoła Bankowa w Gdańsku (WSB-Gdansk), a higher education institution located in Poland, and the Mountain West Credit Union Association (MWCUA), the credit union association for Wyoming, Colorado, and Arizona.

Both WSB-Gdansk and the MWCUA employed a pre-test/post-test construct for student and employee evaluations. In the case of WSB-Gdansk, EvaluSkills was used to evaluate learning outcomes for an 18-month Executive MBA in Leadership program. In the case of the MWCUA, EvaluSkills was used to evaluate learning outcomes for an 8-month leadership development program for mid-career credit union professionals.

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Dr. Olin Oedekoven is President & CEO of Peregrine Global Services, an organization he cofounded in 2004. Peregrine focuses on developing values-based leaders and improving the quality of higher education throughout the world with 500+ client institutions located in 50 countries. Peregrine provides online assessment services, blended learning programs, online instructional solutions, and academic programs to higher education and business partners.

Dr. Oedekoven has a master's degree in zoology from the University of Wyoming, a master's degree in strategy from the US Army War College, and an MBA and Ph.D. from Northcentral University. Dr. Oedekoven has authored four books on leadership, a workbook on assurance of learning, and booklets for supervisors, managers, and executives. He has authored journal articles related to higher education, assessment management, and natural resource management. Dr. Oedekoven teaches graduate-level courses and has chaired doctoral student committees. Dr. Oedekoven was selected as a Fulbright Specialist in 2020.



Your account is linked to more than one organization. Please select the EvaluSkills account you wish to access.



## Workplace Skills Assessment

**EvaluSkills:** *Workplace Skills Assessment* is a 360-degree evaluation process used to evaluate soft skills based on the perspective of peers, employees, superiors, and colleagues.

The goal is to provide objective and accurate measures of relative skill levels as expressed in the workplace.

**Registration:** To confirm your account on this site, you must first be registered in EvaluSkills either as a Participant or as an Evaluator and you must use the same email address as the one used for the registration. You will create and enter a password.

**Participants:** If this is the first time to this site, you will create a password and then continue to your account. There, you will complete your profile, enter your evaluators, and complete a self-assessment. You will then use this site to track the progress of the evaluations. Once the assessment is complete, you can generate a Participant Report and build your Action Plan. Please bookmark this site to return.

**Evaluators:** If this is the first time to this site, you will create a password and then continue to your account. Go to My Evaluations and complete any evaluations.

### Sign In

Email



Password



[Forgot password?](#)

Sign In

# EVALUSKILLS

## WORKPLACE SKILLS ASSESSMENT



**Christina Perry**  
**Director of Organizational Learning**  
**Peregrine Global Services Corporation**

### THE CONTEXT OF SOFT SKILL ASSESSMENT

Recent employer demands for improved soft skills in new hires have made developing career-ready graduates, who can show they have the interpersonal skills to succeed in the workplace, a top priority for accreditors and higher education institutions. This priority is demonstrated in the establishment of learning outcomes that institutions or programs adopt relative to student behaviors and competencies. Aside from technical knowledge and hard skills, academic programs often define goals for interpersonal skills such as critical thinking, teamwork, or communication. Rather than setting targets for what the student will KNOW upon graduation, these learning outcomes focus on what type of person the student will BE.

While objectively measuring learning outcomes related to soft skills can be a challenge, the continuous improvement process requires that all learning outcomes be assessed in a way that provides data to inform academic decision making. To determine whether students achieve the intended learning outcomes, the institution needs to set a target. Performance can then be measured in an objective way to demonstrate achievement or to set goals for improvement. This process follows Deming's Plan-Do-Study-Act cycle of improvement: Plan the outcome and the target, Do the assessment, Study the results and identify any gaps, and then Act by making programmatic changes to improve outcomes in the next round.

As described by the National Association of Colleges and Employers (NACE), career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace. In the corporate/business/industry world, soft skill assessment is often conducted using 360-degree assessment services in which the individual's skill level is assessed by peers, superiors, and subordinates.

Since soft skill competency is reflected in how well a person interacts with others, it is best evaluated from an external perspective rather than through self-assessment. To this end, Peregrine developed EvaluSkills: Workplace Skills Assessment. EvaluSkills is a comprehensive, objective, 360-degree assessment tool that organizations and institutions use to assess the soft skills of learners from the perspective of those who work with the individual. The reports provide data to demonstrate achievement levels, track changes in performance, and set goals and timelines to improve soft skill development for both the individual and across the program.

### SOFT SKILLS

Soft skills are the personal attributes that enable someone to interact effectively and harmoniously with other people. These are the interpersonal skills needed to succeed in the workplace and are not generally discipline-specific. The concept of soft skills includes many dimensions and can be defined and interpreted in many ways.

Some refer to these as the "people skills," since they relate to how people interact with each other. Others call these "traveling skills" or "transversal skills" since they tend not to be job-specific; they are applicable in any job or employment situations and "travel with" the person. Still others refer to soft skills as social intelligence or perhaps emotional intelligence. In a broader sense, consider soft skills as any skill that is not job or position-specific (technical) and one that involves how people behave and interact with other people.



## EVALUSKILLS

*EvaluSkills: Workplace Skills Assessment* is a soft skills assessment service based on 360-degree assessments used in the business world but adapted for higher education. The perspectives of peers, supervisors, advisors, mentors, and colleagues are gathered using an online 360-degree assessment process to provide feedback on the individual's behavior and performance from a variety of sources. This process provides an objective and accurate measure of skills essential to success in the workplace, giving learners and faculty an in-depth understanding of areas of strength and opportunities for improvement.

Academic programs vary in their learning outcomes related to soft skills, so the EvaluSkills platform offers a vast menu of almost 300 assessment items from which administrators can select and create an instrument for programmatic evaluation. For each assessment item, a specific skill is defined and measured with a five-point Likert-type scale corresponding to specific behaviors associated with each level of performance. The use of standardized rubrics for evaluating each assessment item removes subjectivity, as the rubrics provide evaluators examples of exceptional, competent, or marginal performance on each skill.

## THE SOFT SKILL ASSESSMENT PROCESS

Soft skill assessment is more than just the administration of an instrument: it truly constitutes a process.

*EvaluSkills: Workplace Skills Assessment* is a customizable service whereby the adopting institution (higher education or employer) can choose the appropriate assessment items to measure soft skill proficiency, gather feedback from a variety of observers, obtain objective scores and written comments, and use the information for both individual and organizational improvement.

The first part of the process involves the selection of a set of soft skills to evaluate. Each soft skill in the database is assessed on a five-point Likert-type scale, where each rating on the scale is associated with a corresponding rubric and sample behavior description. Each person evaluating a participant refers to the rubrics and sample behaviors, reducing subjectivity. The rubrics allow school officials or employers to measure items that are typically considered elusive.

Peregrine provides the adopting institution with a database of soft skills from which they can choose those that are most important to them for assessment based on their intended outcomes. Since the list of available skills is so extensive, EvaluSkills includes instrument templates based on the program's learning goals which the institution can edit or adapt to fit their purpose, including the ability to add soft skill rubrics developed by the institution, or upload versions translated into another language.

The second part of the process begins when the institution creates the instrument they want to use for their group (or creates several instruments for assessing different groups): they add participants, and invite them to collect feedback. At this point, the institution may assign evaluators for the participants or ask each participant to invite a variety of people familiar with their work to give them feedback. Peregrine grants access to the EvaluSkills platform for the person (faculty, supervisor, peer, etc.), called the Evaluator, to complete the participant assessment/evaluation. The administrator at the institution can manage the process, set deadlines, and review reported data after the assessment closes using the administrative website.

Finally, the process concludes with gathering data and using the information for personal development and program improvement. For higher education, a summary report tabulates the evaluations and presents the results in a useful way for learning outcomes evaluation. Individual participant reports can be used by the student for self-improvement and by prospective employers. All other factors being equal (grades, experience, scores, etc.), an employability assessment can help differentiate applicants by focusing on the specific soft skills most desired by the employer. For employers, individual participant reports help guide the development of action plans designed to leverage the employee's strengths and address any significant shortcomings. Summary reports help guide the development of employee training programs.

## EVALUSKILLS REPORTS

EvaluSkills offers both Participant and Group reports, which give individuals a greater understanding of their strengths and weaknesses and offer a snapshot of the group's performance on intended learning outcomes.

Participant reports allow learners to see how others view their interpersonal skills, provide valuable insight into areas for improvement, and help them succeed in the workplace. For each competency, participants can compare their self-assessed scores against the scores given by external evaluators, which shows where they might have a blind spot relative to how others perceive them. The quantitative data and qualitative comments assist learners in creating an action plan to sustain strengths, mitigate weaknesses, and hold themselves accountable. The learner also uses the Participant Report to build an action plan for self-development.

Group reports provide information about the overall strengths and developmental areas of an organization, program, or cohort. This information can be valuable in planning curriculum changes or identifying the developmental needs of a particular group. Additionally, using pre-tests and post-tests to measure improvement in workplace skills can illustrate how a program has influenced the development of those skills over time.

EvaluSkills provides school officials and employers with access to an administrative site that allows them to easily manage the process and receive long-term access to their data, including the ability to run comparative reports demonstrating improvement over time.

## THE EVALUSKILLS PROCESS FLOW

The basic process flow for *EvaluSkills: Workplace Skills Assessment* when used in higher education to assess learners is shown in Figure 2.

### Higher Education (Student Employability) Assessment Process Flow Chart

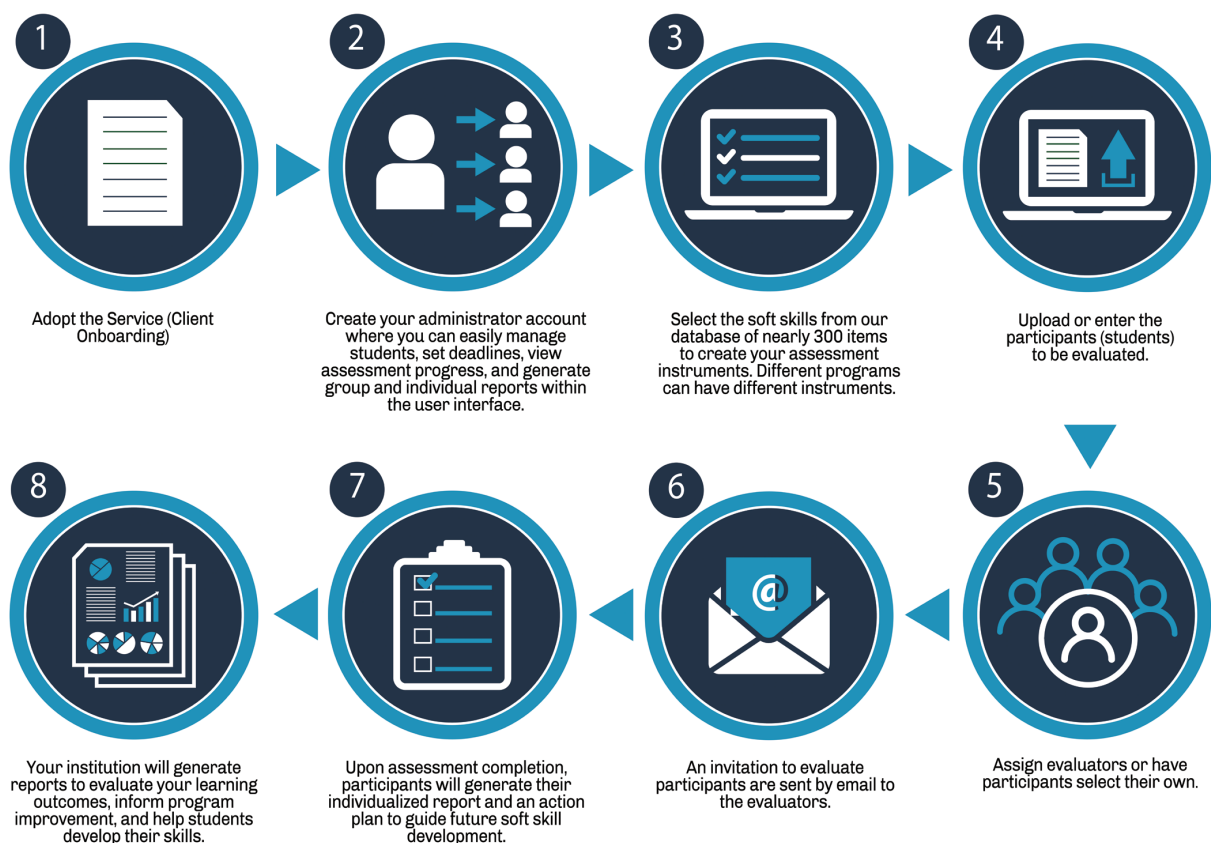


Figure 2. The process flow chart for using EvaluSkills in Higher Education.

The basic process flow for *EvaluSkills: Workplace Skills Assessment* when used by employers to assess employees is shown in Figure 3.

### Business (Employee Employment) Assessment Process Flow Chart

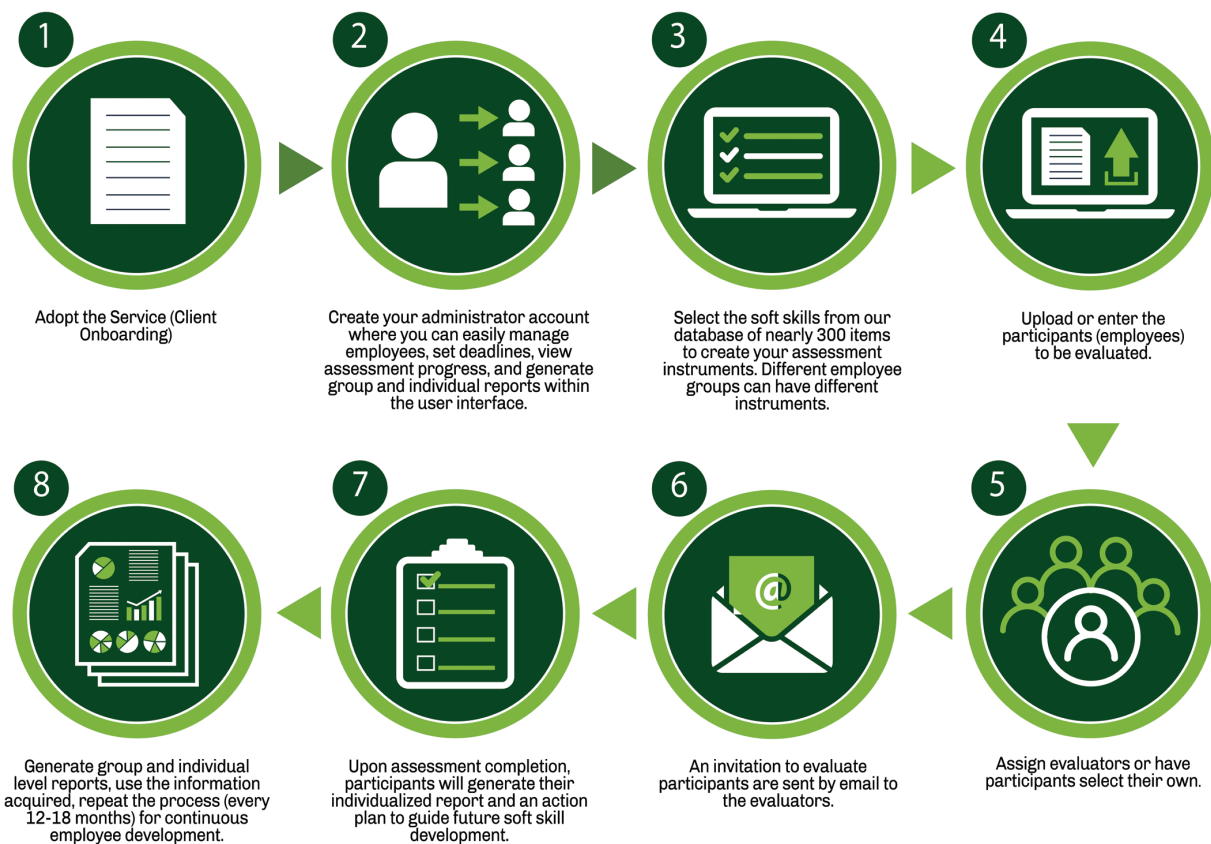


Figure 3. The process flow chart for using EvaluSkills in Business/Industry.

## ASSESSMENT ITEMS

The menu for EvaluSkills assessment items is composed of soft skills labeled by category, type, recommended application, and associated entity. These labels are used to filter the database so that an EvaluSkills Administrator can build a customized instrument. Administrators can also search the database by keyword (e.g., communication) to consider all possible items related to that query.

The assessment items (soft skills) are organized into one of three distinct categories:

- 1. Character** – the values and attributes that define the character of the person. These items relate to the “BE” dimension of leadership, that is, what the leader (person) must BE.
- 2. Skill** – the specific skill that the person should know to be successful in the position. These items represent the “KNOW” dimension of leadership, that is, what the leader (person) must KNOW to be successful.
- 3. Action** – how the person demonstrates their character and skills to others within the workplace environment. These items represent the “DO” dimension of leadership, that is, what the leader (person) must be able to DO to be successful. The DO dimension is where the character (BE) and skills (KNOW) are exemplified.



Assessment items are further characterized into one of three types of assessment items:

- 1. Competency** – assessment items that include defined behaviors that provide a structured guide enabling the identification, evaluation, and development of the behaviors in an individual.
- 2. Relational** – items that help promote productive and effective relationships between people, that is how two or more people are connected based on relationships.
- 3. Influential** – assessment items that are most often associated with leadership whereby the person is influencing others to obtain the desired results.

Each assessment item is assigned to one or more recommended type(s) of participants. Such designations are used to help guide the EvalUSkills Administrator in selecting the assessment items most appropriate for a specific group of participants.

Different options for Recommended Application include:

- 1. Graduating Undergraduate Student.** These are undergraduate students (associate and bachelor's) who are about to graduate and enter the job market.
- 2. Graduating Graduate Student.** These are graduate students (master's and doctoral) who are about to graduate and re-enter the job market or advance in their careers.
- 3. Contributing Team Member.** These are employees who typically do not have supervisory responsibilities.
- 4. First-Line Supervisor.** These are employees with immediate supervision responsibilities.
- 5. Mid-level Manager.** These are employees who typically supervise other supervisors.
- 6. Senior Executive.** These are employees who hold senior positions in the organization and typically include senior directors, senior administrators, vice presidents, and C-level employees (e.g., CFO, COO, CEO, etc.).

Assessment items can be filtered further by accreditation agency (e.g., AACSB, ACBSP, NASPAA, IACBE, AMBA, CAHME, AUPHA, CAEP) when the agency has specified intended learning outcomes for graduates of its programs. The Society of Human Resource Management (SHRM) has identified 8 competencies and several sub-competencies, which are included within EvalUSkills and labeled (tagged) accordingly. There are also specific EvalUSkills assessment items related to the NACE competencies.

## EVALUSKILLS ROLES

**The Administrator** is the person or persons from the adopting organization who manages and administers the service. This person identifies who is to be assessed (the Participant) and who will be conducting the assessments (Evaluators).

**The Evaluator** is the person who completes the assessment for the Participant using the online EvalUSkills portal. This portal displays the assessment items, one at a time, and tracks the progress of completing the assessment. The Evaluator does not see the Participant's report to protect the confidentiality of the assessment process. Only the Participant and the Administrator can see the Participant's report.

In higher education, Evaluators may include the student's supervisor from an internship, an academic advisor, a professor, an employer, or a program chair/dean. The Evaluator should be someone who has observed the student on a relatively consistent and regular basis. The student also completes a self-evaluation for comparative purposes.

For employers, the Evaluators are typically the Participant's peers, superiors, and subordinates from the workplace.

A minimum of two Evaluators is needed to protect the confidentiality of the Evaluators' responses to the Participant. The Participant should try to get as many Evaluators as possible to obtain a variety of perspectives and improve both the depth and breadth of the evaluation. The Participants must not attribute specific comments/scores to specific Evaluators.

**The Participant** is the person being assessed through this process. For higher education, the participants are the students. For employers, the Participant is the employee. The Participant creates an Action Plan based on the EvalUSkills results within the online portal.

## THE EVALUSKILLS PORTAL

The EvaluSkills portal is the site used by the participant to complete the self-assessment, invite evaluators to give feedback, and track the progress of evaluators. The Participant Portal does not allow the participant to see the individual evaluations, only the number of evaluations completed or in progress. The participant generates his/her EvaluSkills report and Action Plan within the EvaluSkills portal.

## PARTICIPANT ACTIVITIES

The Participant is the person assessed through this process. The Evaluators conduct the assessment of the participant. The Participant may or may not be involved in designating evaluators for the soft-skill assessment, depending on the situation and the purpose of the assessment.

**Student as a Participant.** Within a higher education context, the person serving in the administrator role may designate evaluators for each Participant (student). Students may also be tasked to identify specific evaluators.

**Employee as a Participant.** In some situations, the employer may make all the designations relative to assigning evaluators to participants. In most situations, the employer will ask the employee to designate evaluators.

## THE EVALUSKILLS RUBRICS

Each assessment item includes a five-point Likert-type scale with a rubric to help guide the evaluator in making the best possible score selection. The following Likert-type scale is used, alongside the sample statements and behaviors for each level of performance in the selected skill:

- 1. Unsatisfactory.** The level of proficiency is significantly below expectations and requires a significant amount of remediation, training, and/or education to obtain an expected or average level of proficiency.
- 2. Marginal/Below Expectations.** The level of proficiency is slightly below expectations and requires some remediation, training, and/or education to obtain an expected or average level of proficiency.
- 3. Competent/Meets Expectations.** The level of proficiency is at an expected level.
- 4. Excellent/Proficient.** The level of proficiency exceeds expectations and is clearly above average.
- 5. Exceptional/Distinguished.** The level of proficiency significantly exceeds expectations and is much higher than average.

On the assessment instrument, the evaluator can also select 0, which means that the item was Not Observed. Zero (0) scores are not included in the calculation of item and aggregate means.

The scaling was created so that an acceptable level of proficiency corresponds to a score of three, with two levels below and two levels above. The intent was to create a normal score distribution.

## OPEN-ENDED ASSESSMENT ITEMS AND ITEM FEEDBACK

Most EvaluSkills instruments include open-ended survey items. Such open-ended survey items typically ask the evaluator to indicate the strengths, weaknesses, and developmental opportunities for the participant. When open-ended items are summarized in the Participant's Report, the written comments are not attributed to specific Evaluators.

All assessment items include a text box for specific written feedback by the evaluator. Such feedback is useful for the future developmental improvement of the participant. When the feedback is reported to the participant, such feedback is not attributed to a specific evaluator. When creating a specific assessment, the EvaluSkills Administrator can make written comments mandatory.

## EVALUATOR ACTIVITIES

The Evaluator is the person who completes the assessment for the participant using the EvaluSkills Portal, which displays the assessment items one-at-a-time and tracks the progress of the assessment process. The Evaluators will receive an email invitation to confirm their account and perform any requested evaluations in the Portal.

## CUSTOMIZATION

Although there are nearly 300 soft skill items offered in the EvaluSkills database, a specific instrument typically includes no more than 20 individual assessment items and 2-4 open-ended items at the end of the instrument. One must be careful not to create an instrument that is too large since it takes a respectable amount of time for the Evaluator to complete the assessment of the participant, particularly if there are open-ended (written comments) items included within the assessment. The depth and breadth of the EvaluSkills test bank allow individuals and organizations the ability to create customized assessment instruments that align with desired goals.

## APPLICATIONS

EvaluSkills is used primarily in higher education as a direct measure of learning outcomes. Higher education institutions also use EvaluSkills to help measure the employability (career-readiness) of their graduates, thus satisfying various stakeholder needs. The results could also be used by employers of graduating students so that they can better align job needs with student skills.

Employers, including businesses, government agencies, non-profit entities, workforce development centers, etc., use EvaluSkills as a 360-degree assessment. Trainers and employee development specialists use EvaluSkills to evaluate learning outcomes associated with training programs.







# CASE STUDIES



**EvalSkills**

**Workplace Skills Assessment**



**DBA Workplace Skills Assessment  
For Christina Perry**

**Prepared by Peregrine Global Services**

# WYŻSZA SZKOŁA BANKOWA W GDAŃSKU (WSB-GDANSK)



**Michał Pronobis, Ph.D.**  
**MBA Program Director**  
**Wyższa Szkoła Bankowa w Gdańsku**



**Wyższa Szkoła Bankowa**  
**Gdańsk** **Gdynia**

Our higher education institution, Wyższa Szkoła Bankowa w Gdańsku (WSB-Gdansk), developed an Executive Master of Business Administration (EMBA) in Leadership program in 2019. The school's undergraduate and graduate business programs are accredited by the IACBE. The EMBA in Leadership program was developed for mid-career professionals seeking to advance

in their careers. It is a blended program with weekend seminars, online learning modules, and a variety of assignments focused on workplace application.

The EMBA in Leadership program was developed in partnership with the Peregrine Leadership Institute and Deloitte Touche Tohmatsu Limited to emphasize the practical and applied nature of the academic degree program. Qualified representatives from both organizations serve as course instructors within the program.

The EMBA in Leadership is an 18-course program with a 12-month applied leadership project and one-on-one coaching/mentoring. The program is 62 ECTS (European Credit Transfer System). The program is taught in both Polish and English.

**Figure 4. The Executive MBA in Leadership program of WSB University in Gdansk.**



The Social Competencies are the goals and intended outcomes for the EMBA in Leadership program. At the conclusion of the EMBA in Leadership program, students are expected to be able to:

1. Demonstrate high efficiency in leading meetings and presentations.
2. Make decisions, considering the role of the business environment.
3. Skillfully present their arguments, expectations, and goals, by leveraging the win-win principle.
4. Know their rights and duties as a taxpayer, payer, and collector of public law liabilities.
5. Think and act in an entrepreneurial manner.
6. Properly define priorities applied in the implementation of a task set by themselves or others.
7. Develop their managerial competencies following their individual needs and expectations of their organization.
8. Manage and work within a team-based environment.
9. Understand the need for lifelong education and inspire and organize the learning process of other people.
10. Solve the decision-related problems which are included in the key competencies of the modern manager.

The first cohort of students was recruited in 2019 and the program launched in September 2019. The students concluded the program in early 2021. The first cohort included 22 students. The group included managers, directors, and c-level corporate officers. The students are employed in a variety of organizational settings, including small privately-owned firms and large multinational corporations.

## **SOFT SKILL ASSESSMENT**

As the program was designed in 2018-2019, consideration was given for the assessment of intended learning outcomes. Each course includes specific assessment-related activities for program-level formative assessment. The direct measure chosen for program-level summative assessment was EvaluSkills: Workplace Skills Assessment.

EvaluSkills is a 360-degree assessment service offered by Peregrine Global Services. A 360-degree approach is commonly used in business and industry for career development and performance evaluation. The underlying concept is that many skills, values, traits, and characteristics are best assessed by colleagues of the individual rather than through self-assessment. The perspectives of others who know and have observed the assessed person are likely to offer a more accurate evaluation compared to how the person sees themselves.

EvaluSkills includes a database of over 300 assessment items that are organized into Relational, Influential, and Competency categories. Each assessment item includes the soft skill, a description of the soft skill, and a 5-part rubric of the soft skill that the evaluator (the person evaluating the assessed participant) uses to rate the person's proficiency. The purpose of the rubrics is to reduce subjectivity and improve consistency and reliability with the evaluation results.





# Troubleshooter

**Ability to work through issues to identify and solve root cause problems.**

Category: **Skill**


Type: **Competency**

Statement	Behavior	Scaling
<input type="checkbox"/> <b>5 - Exceptional</b> Able to find linkages between situations and behaviors that cause problems; helps others find root causes and solutions.	Excellent diagnostician; loves solving puzzles can see patterns and connect the dots in any type of problem; patient, makes no assumptions, and has long term vision to prevent problem from returning.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> <b>4 - Excellent</b> Asks questions that get to a root cause quickly; able to see multiple causes to a problem; creative in finding solutions.	Uses a combination of experience and logic to imagine all possible contributors to a problem and finds solutions to root causes to prevent future occurrences.	Level of proficiency exceeds expectations.
<input type="checkbox"/> <b>3 - Competent/ Meet Expectation</b> Able to identify and solve root cause problems.	Considers all information surrounding a problem and methodically works through possible solutions to find the fix.	Level of proficiency is at an expected level.
<input type="checkbox"/> <b>2 - Marginal</b> Rarely is able to identify and solve root cause problems.	Has difficulty thinking logically about a problem and tends to make assumptions about causes.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> <b>1 - Unsatisfactory</b> Seldom, if ever, is able to identify and solve root cause problems.	Unable to troubleshoot even common problems if outside their own experience; impatient and sloppy in problem solving; the same problem often reappears.	Level of proficiency is significantly below expectations.

Figure 5. An example of an EvalSkills 5-point rubric using the Competency item of Troubleshooter. Each item is defined with statements, behaviors, and scaling for each of the 5 assessment elements. Evaluators use the rubrics to make their selection of the most appropriate characterization of the assessed participant.

## INSTRUMENTATION

Specific to WSB-Gdansk and the EMBA in Leadership program evaluation, 15 Influential assessment items were selected for the assessment. A portion of the assessment instrument used for the EvaluSkills evaluation for WSB-Gdansk is shown in Figure 6.



**EvaluSkills Instrument Report**

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### Emotional Control - Kontrola Emocjonalna

**Does not hold grudges against other employees. Nie chowa urazy wobec innych pracowników.**

Category: *Skill*      Type: *Influential*

Statement	Behavior	Scaling
<input type="checkbox"/> <b>5 - Exceptional</b> Does not take a disagreement or insult to heart. Can accept a situation for what it is without judgment. Nie bierze sobie do serca niezgody lub obrazy. Potrafi przyjąć sytuację taką, jak jest, bez osądu.	Manages anger when insulted. Forgives others easily. Focuses on the situation not the person. Kontroluje złość w konfrontacji z zniewagą. Łatwo innym wybacza. Skupia się na sytuacji, a nie na osobie.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> <b>4 - Excellent</b> Manages work relationships well so as to not hold on to statements or situations that may not be favorable to them. Takes a lesson from disagreements and is able to let go of negative emotions. Dobrze kieruje więziami pracowniczymi, tak, aby nie przywiązywać się do stwierdzeń lub sytuacji, które mogą być dla niego korzystne. Czerpie naukę z niezgody i jest w stanie wyzbyć się negatywnych uczuć.	Forgives others insults or disagreements. Recognizes when angry and is able to diffuse anger. Wybacza innym zniewagi lub niezgodę. Jest świadom tego kiedy się denerwuje i potrafi tę złość zneutralizować.	Level of proficiency exceeds expectations.
<input type="checkbox"/> <b>3 - Competent/ Meet Expectation</b> Able to work through emotions that arise from insults or disagreements. Does not judge another due to disagreements or insults. Jest w stanie przepracować uczucia, które prowokowane są zniewagą lub niezgodą. Nie osądza drugiego człowieka z powodu niezgody lub zniewag.	May feel the pain of insult or disagreements but does not react out of emotion to it. Może czuć ból zniewagi lub niezgody, jednak nie reaguje na nie emocjonalnie.	Level of proficiency is at an expected level.
<input type="checkbox"/> <b>2 - Marginal</b> May react to emotions when they feel wronged or embarrassed. Holds a judgement toward that person for a length of time. Może reagować na emocje, kiedy poczuje się skrzywdzony lub zakłopotany. Będzie żywił urazę wobec takiej osoby przez dłuższy czas.	Reacts when upset and holds that emotion for a long period of time. Reaguje, kiedy jest rozbity/zdenerwowany i pozostaje w takim stanie uczuciowym długi czas.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> <b>1 - Unsatisfactory</b> Is unable to let go of the anger felt towards those who have "wronged" them. Nie jest w stanie wyzbyć się gniewu odczuwanego wobec tej osoby/tych osób, które go skrzywdziły.	Reacts emotionally, often in an inappropriate way to others who have insulted or challenged them. Sends their wrath toward others when upset. Wobec osób, które go znieważały lub postawiły mu się reaguje emocjonalnie, często w niewłaściwy sposób. W stanie rozbicia/zdenerwowania przelewa swoją wściekłość na innych.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> <b>0 - Not Observed</b>		

Figure 6. A portion of the EMBA in Leadership EvaluSkills Instrument. The rubrics were translated into Polish and displayed to the evaluator in both English and Polish.

The selection of the items was based on intended learning outcomes for the EMBA program, as shown in Table 1. Each assessment item has four elements, and each element has a 5-part rubric (Exceptional, Excellent, Competent/Meets Expectations, Marginal, and Unsatisfactory).

Since the evaluators were native Polish speakers, the rubrics were translated into Polish to improve the reliability of the assessment results. The evaluators scored the participants using a total of 60 unique rubrics (15 Items \* 4 Elements per Item = 60 assessment items).

**Table 1. EvaluSkills assessment items mapped to the EMBA in Leadership Social Competencies. The number refers to the specific social competency that is previously listed.**

<b>EvaluSkills Assessment Item</b>	<b>Social Competencies</b>
<b>1. Fairness</b> a) Does not play favorites b) Treats others fairly c) Treats others consistently d) Maintains a strong reputation within the workplace	<b>3</b>
<b>2. Emotional Control</b> a) Does not lose control of his/her emotions b) Does not take things personally c) Does not hold grudges against other employees d) Demonstrates a high degree of emotional intelligence	<b>3</b>
<b>3. Decision-Making</b> a) Is not afraid to make mistakes b) Is not hesitant to make decisions c) Is decisive with decision-making d) When communicating decisions, explains the purpose or rationale for the decision so that others understand the why of the decision	<b>2 &amp; 10</b>
<b>4. Leading by Example</b> a) Is a leadership role model for the organization b) Sets and maintains high standards for himself/herself c) Sets and maintains high standards for others d) Is actively engaged with his/her team	<b>8</b>
<b>5. Listening</b> a) Uses active listening skills to understand the true nature of the conversation b) Works collaboratively to find solutions to problems c) Seeks to first understand before trying to be understood d) Recognizes the importance of listening with workplace communications	<b>3</b>

EvaluSkills Assessment Item	Social Competencies
<b>6. Responsibility</b> a) He/she recognizes and acknowledges others for the success when things go well b) He/she assumes responsibility to find solutions and resolve issues when things do not go well c) Does not blame others for his/her mistakes d) Readily accepts the responsibilities entrusted to him/her	4
<b>7. Coaching</b> a) Helps others achieve their potential through coaching and mentoring b) Prepares others for leadership responsibilities c) Is active in developing his/her replacement d) Actively removes barriers that prevent high employee performance	9
<b>8. Workplace Communication</b> a) Talks with people, not to them b) Keeps his/her team members informed about what is going on c) Keeps peers and superiors informed on what is going on d) Uses feedback to ensure understanding of important messages	3
<b>9. Building Others</b> a) Enables others to lead and assume authority for the work that needs to be done b) Does not micromanage others c) Readily shares information with others d) Empowers others to make decisions and perform the work	9
<b>10. Setting Priorities</b> a) Sets priorities based on the organization's goals and objectives b) Employs good time management actions based on workplace priorities c) Clearly defines for others the work that must be done d) Balances short-term needs with the long-term vision	1, 3, 6
<b>11. Delegating</b> a) Recognizes the importance of delegation to help develop the capabilities of others b) Employs an effective delegation process c) Teaches and coaches to improve the job performance with others d) Mentors others for new opportunities and potential advancement	8



EvaluSkills Assessment Item	Social Competencies
<p>12. Creating Positive Culture</p> <ul style="list-style-type: none"> <li>a) Treats people with respect</li> <li>b) Promotes trust within the workplace</li> <li>c) Maintains an ethical workplace environment</li> <li>d) Holds others accountable for actions that could erode trust and respect within the workplace</li> </ul>	5
<p>13. Forward Thinking</p> <ul style="list-style-type: none"> <li>a) Has foresight based on a clearly understood vision</li> <li>b) Supports organizational change initiatives</li> <li>c) Communicates changes to others to avoid surprise and reduce uncertainty</li> <li>d) Implements changes that are needed to improve the organization</li> </ul>	1
<p>14. Using Feedback</p> <ul style="list-style-type: none"> <li>a) Regularly gives constructive feedback to others</li> <li>b) Receives feedback from others graciously and appropriately</li> <li>c) Uses feedback to help improve and develop others</li> <li>d) Readily seeks feedback to foster leadership development</li> </ul>	7
<p>15. Valuing Diversity</p> <ul style="list-style-type: none"> <li>a) Recognizes the potential in others regardless of their potential differences</li> <li>b) Does not discriminate against others just because they may be different</li> <li>c) Seeks different perspectives to add value to problem solving and process improvement</li> <li>d) Promotes an engaging workplace environment whereby all are welcome to contribute and participate regardless of differences</li> </ul>	5



## ALIGNMENT WITH NACE COMPETENCIES

When creating the EMBA in Leadership program, consideration was also made of the National Association of Colleges and Employers (NACE) career readiness competencies. Although the NACE-8 is primarily focused on undergraduate students who are entering the workplace for the first time and is a US-based approach, the competencies are relevant to what employers in Poland, and more broadly throughout Europe, also expect of university graduates. The mapping of the EvaluSkills instrument to the NACE Competencies is shown in Table 2.

**Table 2. Mapping of the EvaluSkills 360-degree Leadership Assessment Instrument Used to Assess the EMBA in Leadership Students to the NACE Career Readiness Competencies.**

NACE Competencies	EvaluSkills 360-degree Leadership Assessment Instrument Assessment Items
<b>Critical Thinking/Problem Solving:</b> Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.	13
<b>Oral/Written Communications:</b> Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.	8
<b>Teamwork/Collaboration:</b> Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure and can negotiate and manage conflict.	5, 12
<b>Digital Technology:</b> Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.	
<b>Leadership:</b> Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.	2, 4, 6, 7, 9, 11

NACE Competencies	EvalSkills 360-degree Leadership Assessment Instrument Assessment Items
<b>Professionalism/Work Ethic:</b> Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.	3, 10
<b>Career Management:</b> Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.	14
<b>Global/Intercultural Fluency:</b> Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.	1, 15



## THE ASSESSMENT PROCESS

Students were provided with an invitation to create a personal and secure EvaluSkills account. The students then created their profile, which included their name, position, and picture. The students identified at least two evaluators so that the results would be non-attributable to a specific evaluator. The students were directed to identify evaluators who were peers (same organizational level), superiors (higher organizational level), and subordinates (lower organizational level). A diversity of perspectives was encouraged.

The students entered the name and email addresses of the evaluators. The evaluators received an email with instructions on how to conduct the evaluation. The email content was in both Polish and English.

EvaluSkills requires a minimum of two evaluations to protect the anonymity of the individual evaluator, both their scores and any written comments. The students were encouraged to obtain as many evaluations as possible. The students generally selected 3-7 evaluators.

The student also completed a self-evaluation using the same instrument. The self-evaluation results are displayed in the EvaluSkills reports but are not used in the calculations of the evaluator averages.

The evaluators were then given 3 weeks to complete their evaluation of the student. A reminder email went to the evaluator at the mid-point of the assessment period if the evaluator had not yet completed the evaluation.

At the end of the assessment period, and once at least two evaluations were completed, the students could download and view their Participant Report. The students could then create and manage a developmental action plan to sustain their high areas and develop their weak areas throughout their academic program. The students received a one-on-one mentoring session with one of the course professors where the EvaluSkills report was reviewed, and the action plan process was discussed.

The process was repeated for the post-program assessment, which was conducted in November 2020. Once the post-program evaluation was completed, the student's Participant Comparison Report showed both sets of results, those from the pre-program evaluation conducted in 2019 and the post-program evaluation conducted in 2020.

## ASSESSMENT TARGETS

The rubrics are designed such that a score of 3 is Competent/Meets Expectations. The evaluator scores are relative to the situation; that is, a score of 3 is a desirable score. Such scoring was deliberate to help keep the scores from becoming inflated.

For purposes of programmatic assessment of the EMBA in Leadership program, the target was a positive average score change of at least 0.20 from the pre-program to the post-program assessment. The change in scores is an important metric. The concept of the assessment process is to measure how the academic program changed the students relative to their proficiencies of these soft skills.



## ASSESSMENT RESULTS

The pre-program and post-program results are shown in Table 3 and graphically displayed in Figures 7 – 14. The samples include 113 completed evaluations from November 2019 (pre-program assessment) and 104 completed evaluations from November 2020 (post-program assessment).

The samples included an average of 5.4 evaluations per participant in 2019 (N=21 participants) and 5.2 evaluations per participant in 2020 (N=20 participants). One student in 2019 was unable to complete the evaluation due to a personal situation and two students in 2020 were unable to complete the evaluation due to job changes. The evaluator groups were similar, but not necessarily identical depending on any changes for the student during the previous year.

**Table 3. EvaluSkills Pre-Program (November 2019, N=113 Evaluations) and Post-Program (November 2020, N=104 Evaluations) results for the EMBA in Leadership students of WSB-Gdansk. The item mean is the average of the means of the four elements of the item.**

Assessment Item and Elements	Pre-Program Assessment		Post-Program Assessment		Change	
	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score
<b>1. Fairness</b>	3.75	3.81	4.13	4.13	0.38	0.32
a) Does not play favorites	3.00	4.00	4.15	4.11	1.15	0.11
b) Treats others fairly	3.50	4.00	4.25	4.28	0.75	0.28
c) Treats others consistently	4.00	3.75	3.95	3.95	-0.05	0.20
d) Maintains a strong reputation within the workplace	4.50	3.50	4.15	4.20	-0.35	0.70
<b>2. Emotional Control</b>	3.88	3.69	3.94	4.08	0.06	0.39
a) Does not lose control of his/her emotions	3.50	3.75	4.05	4.01	0.55	0.26
b) Does not take things personally	4.00	3.75	3.75	3.98	-0.25	0.23
c) Does not hold grudges against other employees	4.50	3.75	3.85	4.16	-0.65	0.41
d) Demonstrates a high degree of emotional intelligence	3.50	3.50	4.10	4.15	0.60	0.65

Assessment Item and Elements	Pre-Program Assessment		Post-Program Assessment		Change	
	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score
<b>3. Decision-Making</b>	4.38	4.25	4.13	4.19	-0.25	-0.06
a) Is not afraid to make mistakes	4.00	4.75	4.35	4.35	0.35	-0.40
b) Is not hesitant to make decisions	5.00	4.00	4.15	4.15	-0.85	0.15
c) Is decisive with decision-making	4.00	4.00	4.00	4.14	0.00	0.14
d) When communicating decisions, explains the purpose or rationale for the decision so that others understand the why of the decision.	4.50	4.25	4.00	4.11	-0.50	-0.14
<b>4. Leading by Example</b>	4.00	3.63	3.95	4.15	-0.05	0.52
a) Is a leadership role model for the organization	4.00	3.50	3.95	4.18	-0.05	0.68
b) Sets and maintains high standards for himself/herself	4.50	4.00	3.95	4.18	-0.55	0.18
c) Sets and maintains high standards for others	4.00	3.50	3.90	4.01	-0.10	0.51
d) Is actively engaged with his/her team	3.50	3.50	4.00	4.22	0.50	0.72
<b>5. Listening</b>	4.00	4.00	3.98	4.10	-0.02	0.10
a) Uses active listening skills to understand the true nature of the conversation	4.00	3.75	3.95	4.10	-0.05	0.35
b) Works collaboratively to find solutions to problems	3.50	4.00	3.85	4.07	0.35	0.07
c) Seeks to first understand before trying to be understood	3.50	4.25	4.20	4.12	0.70	-0.13
d) Recognizes the importance of listening with workplace communications	4.00	4.00	3.90	4.10	-0.10	0.10

Assessment Item and Elements	Pre-Program Assessment		Post-Program Assessment		Change	
	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score
<b>6. Responsibility</b>	3.88	4.06	4.14	4.25	0.26	0.18
a) He/she recognizes and acknowledges others for the success when things go well	3.50	4.00	4.10	4.10	0.60	0.10
b) He/she assumes responsibility to find solutions and resolve issues when things do not go well	4.00	3.75	4.00	4.19	0.00	0.44
c) Does not blame others for his/her mistakes	4.00	4.25	4.30	4.34	0.30	0.09
d) Readily accepts the responsibilities entrusted to him/her.	4.00	4.25	4.15	4.33	0.15	0.08
<b>7. Coaching</b>	3.38	3.88	3.52	3.73	0.14	-0.15
a) Helps others achieve their potential through coaching and mentoring	3.00	4.00	3.55	3.75	0.55	-0.25
b) Prepares others for leadership responsibilities	4.00	4.25	3.35	3.51	-0.65	-0.74
c) Is active in developing his/her replacement	3.00	3.75	3.47	3.65	0.47	-0.10
d) Actively removes barriers that prevent high employee performance	3.50	3.50	3.70	3.97	0.20	0.47
<b>8. Workplace Communication</b>	3.13	3.88	3.81	4.06	0.68	0.18
a) Talks with people, not to them	3.00	4.25	3.95	4.20	0.95	-0.05
b) Keeps his/her team members informed about what is going on	2.50	3.75	3.75	4.03	1.25	0.28
c) Keeps peers and superiors informed on what is going on	3.00	4.00	3.85	4.07	0.85	0.07
d) Uses feedback to ensure understanding	4.00	3.50	3.70	3.96	-0.30	0.46

Assessment Item and Elements	Pre-Program Assessment		Post-Program Assessment		Change	
	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score
<b>9. Building Others</b>	3.00	4.00	3.83	4.11	0.83	0.11
a) Enables others to lead and assume authority for the work that needs to be done	3.50	3.75	3.85	4.09	0.35	0.34
b) Does not micromanage others	2.50	4.25	3.80	4.10	1.30	-0.15
c) Readily shares information with others	3.00	4.25	3.85	4.18	0.85	-0.07
d) Empowers others to make decisions and perform the work	3.00	3.75	3.80	4.05	0.80	0.30
<b>10. Setting Priorities</b>	3.13	3.88	3.68	3.90	0.55	0.02
a) Sets priorities based on the organization's goals and objectives.	2.50	4.50	3.80	4.02	1.30	-0.48
b) Employs good time management actions based on workplace priorities	4.00	3.75	3.65	3.85	-0.35	0.10
c) Clearly defines for others the work that must be done	2.50	3.75	3.60	3.85	1.10	0.10
d) Balances short-term needs with the long-term vision	3.50	3.50	3.65	3.89	0.15	0.39
<b>11. Delegating</b>	2.75	3.75	3.80	3.85	1.05	0.10
a) Recognizes the importance of delegation to help develop the capabilities of others	2.00	4.00	3.80	3.96	1.80	-0.04
b) Employs an effective delegation process	3.00	3.25	3.55	3.86	0.55	0.61
c) Teaches and coaches to improve the job performance with others	3.50	3.75	4.05	3.94	0.55	0.19
d) Mentors others for new opportunities and	2.50	4.00	3.80	3.64	1.30	-0.36



Assessment Item and Elements	Pre-Program Assessment		Post-Program Assessment		Change	
	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score
<b>12. Creating Positive Culture</b>	3.00	3.81	4.09	4.23	1.09	0.42
a) Treats people with respect	2.50	4.00	4.15	4.28	1.65	0.28
b) Promotes trust within the workplace	3.00	3.75	4.15	4.33	1.15	0.58
c) Maintains an ethical workplace environment	3.50	3.50	4.05	4.15	0.55	0.65
d) Holds others accountable for actions that could erode trust and respect within the workplace	3.00	4.00	4.00	4.14	1.00	0.14
<b>13. Forward Thinking</b>	3.63	3.81	4.10	3.98	0.47	0.17
a) Has foresight based on a clearly understood vision	3.50	3.00	4.10	3.89	0.60	0.89
b) Supports organizational change initiatives	3.00	4.00	4.05	4.05	1.05	0.05
c) Communicates changes to others to avoid surprise and reduce uncertainty	4.00	4.00	4.05	3.83	0.05	-0.17
d) Implements changes that are needed to improve the organization	4.00	4.25	4.20	4.13	0.20	-0.12
<b>14. Using Feedback</b>	3.25	3.38	3.65	4.03	0.40	0.65
a) Regularly gives constructive feedback to others	3.50	2.75	3.40	3.90	-0.10	1.15
b) Receives feedback from others graciously and appropriately	3.00	4.00	3.90	4.26	0.90	0.26
c) Uses feedback to help improve and develop others	3.50	3.00	3.40	3.84	-0.10	0.84
d) Readily seeks feedback to foster leadership development	3.00	3.75	3.90	4.09	0.90	0.34

Assessment Item and Elements	Pre-Program Assessment		Post-Program Assessment		Change	
	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score
<b>15. Valuing Diversity</b>	3.50	3.13	4.08	4.14	0.58	1.01
a) Recognizes the potential in others regardless of their potential differences	3.50	2.50	4.10	4.16	0.60	1.66
b) Does not discriminate against others just because they may be different	3.50	3.00	4.20	4.21	0.70	1.21
c) Seeks different perspectives to add value to problem solving and process improvement	4.00	3.50	4.10	4.07	0.10	0.57
d) Promotes an engaging workplace environment whereby all are welcome to contribute and participate regardless of differences	3.00	3.50	3.90	4.10	0.90	0.60
<b>Mean of Means</b>	3.44	3.74	3.85	3.99	0.41	0.25



An example of an item analysis is shown in Figures 7, 8, and 9. For the EvaluSkills assessment item of Responsibility, the WSB-Gdansk students in the Executive MBA in Leadership program improved both in their self-awareness of the item and in their evaluator's assessment of the item.

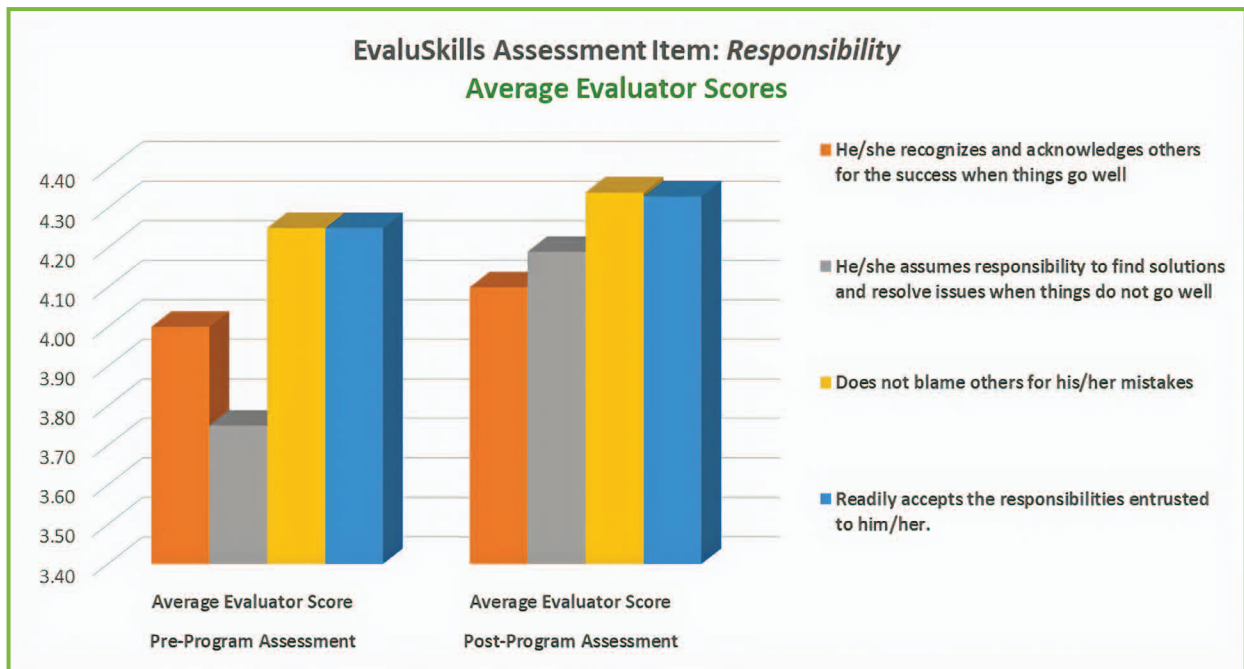


Figure 7. Example of an analysis showing the pre-program/post-program evaluator scores for the four elements of the assessment item Responsibility. The evaluators scored the participants higher on the post-program assessment (N=104) compared to the pre-program assessment (N=113).

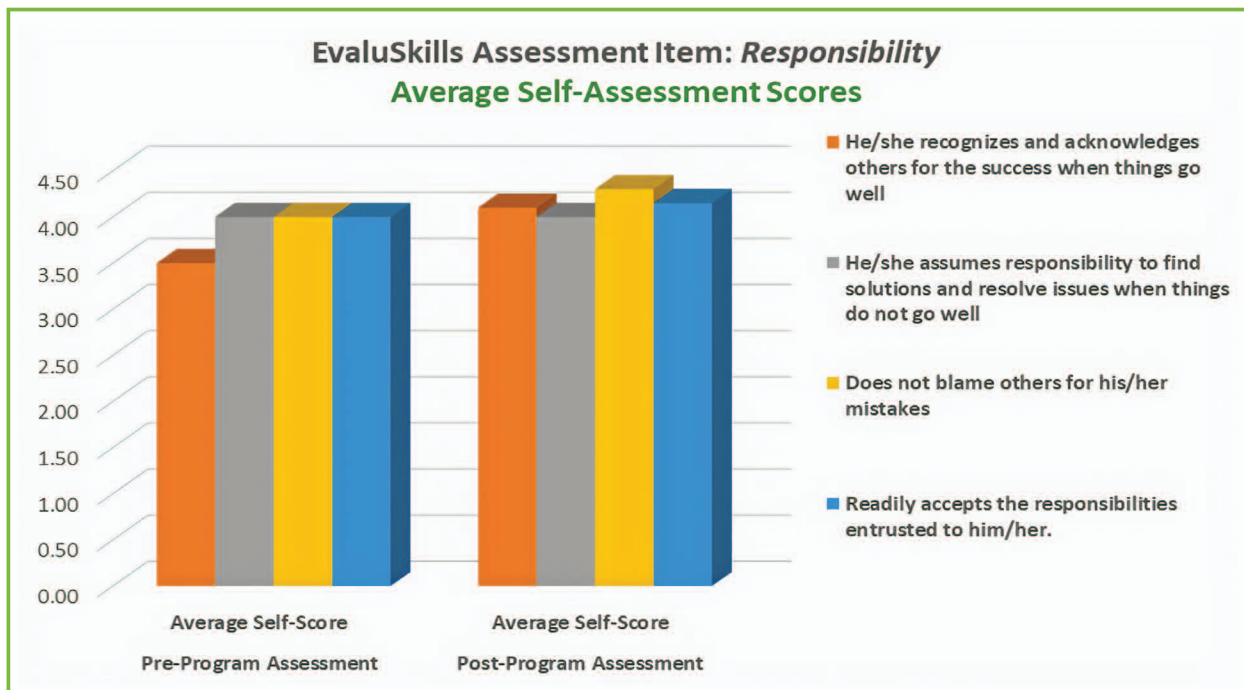


Figure 8. Example of an analysis showing the pre-program/post-program participant self-assessment scores for the four elements of the assessment item Responsibility. The participants scored themselves higher on the post-program assessment (N=20) compared to the pre-program assessment (N=21).

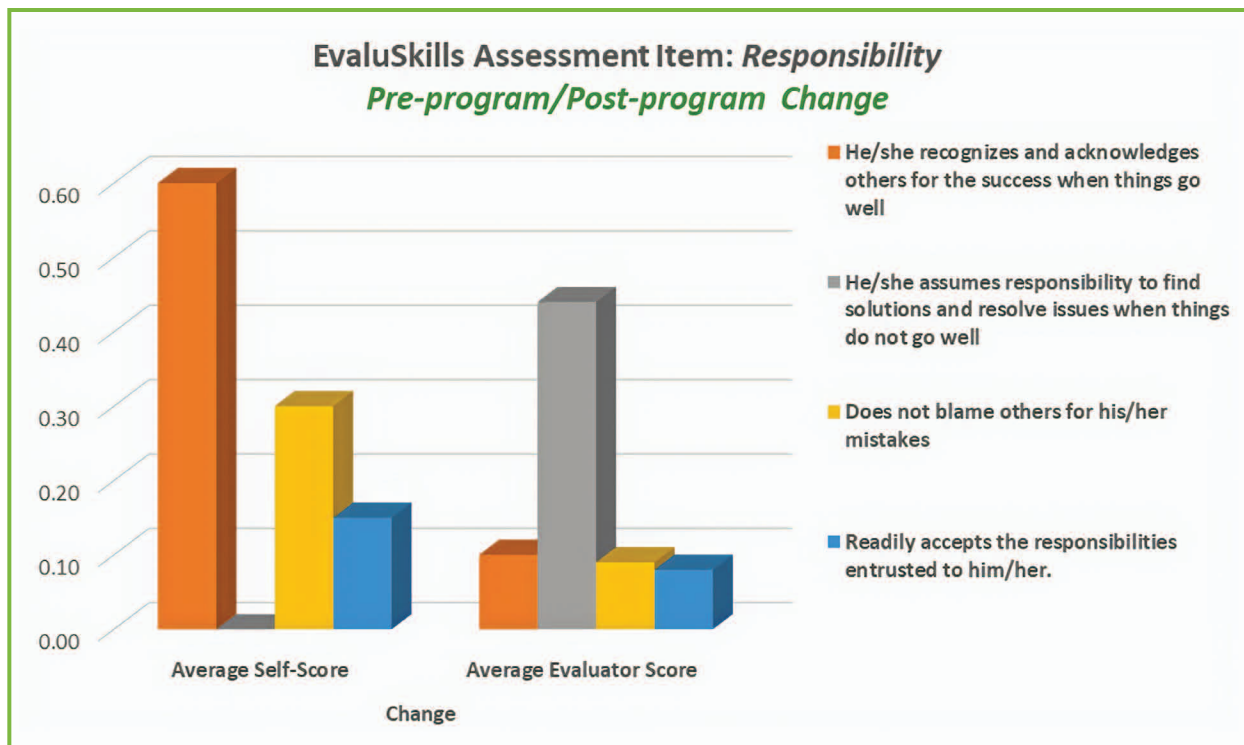


Figure 9. Example of an analysis showing the change in scores from the pre-program and post-program assessment scores for participant self-assessments and the evaluators for the four elements of the assessment item Responsibility. Both the participants scored themselves higher and the evaluators scored the participants higher on the post-program assessment (N=20 participants; 104 evaluations) compared to the pre-program assessment (N=21 participants; 113 evaluations).

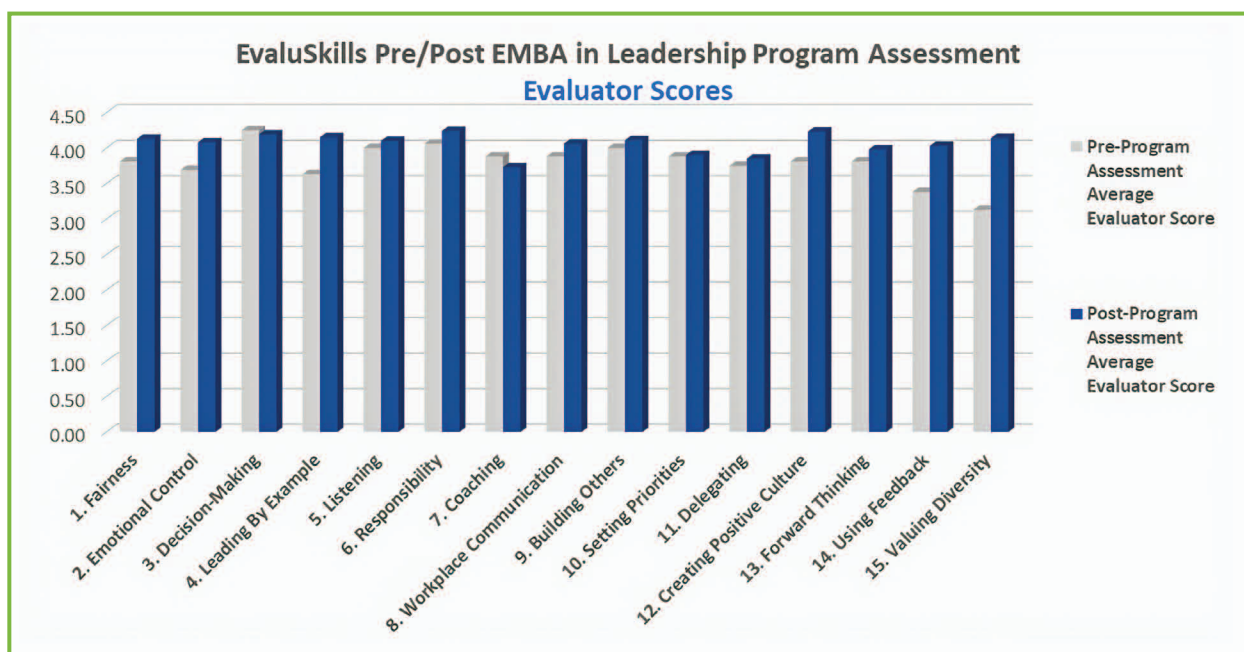


Figure 10. Pre-program (N=113) and post-program (N=104) evaluator averages for the 15 assessment items. The item average is the mean of the four-element means associated with that item. Evaluators scored the participants higher on the post-program assessment for 13 of the 15 items.



The self-assessment and evaluator averages for the Executive MBA in Leadership program are shown in Figures 10, 11, and 12. Scores changed in a positive direction from the pre-program assessment compared to the post-program assessment, which suggests that the WSB-Gdansk students learned in the program and improved their leadership competency levels.

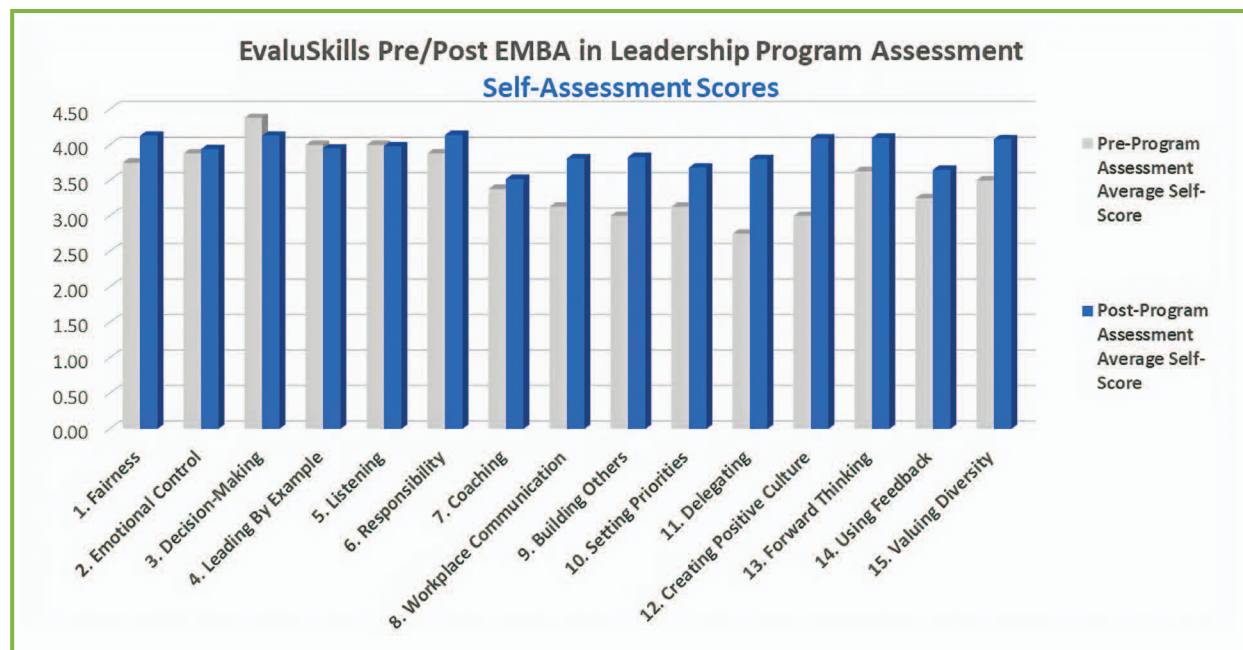


Figure 11. Pre-program (N=21) and post-program (N=20) participant self-assessment averages for the 15 assessment items. The item average is the mean of the four-element means associated with that item. Participants scored themselves higher on the post-program assessment for 13 of the 15 items.

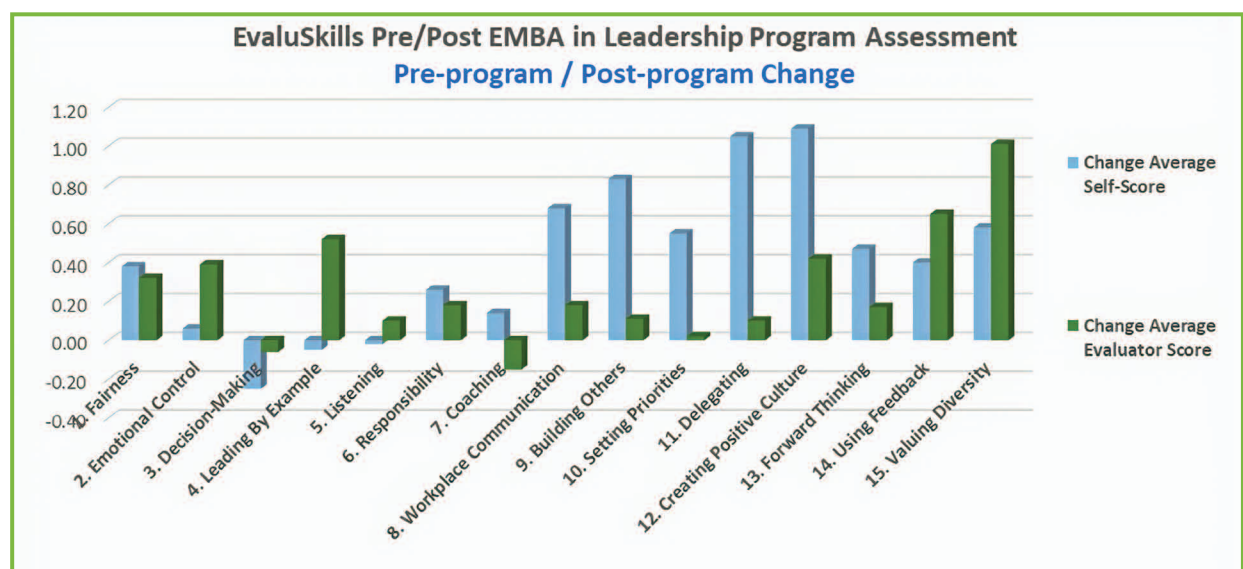


Figure 12. Pre-program (N=21 participants; 113 evaluations) and post-program (N=20 participants; 104 evaluations) pre-program/post-program change of means for the 15 assessment items for both Participants (Change in Self-Scores) and Evaluators (Change in Average Evaluation Score). Based on the perceptions of the Evaluators, all items showed positive change except for the items of #3 Decision-Making and #7 Coaching. Based on the perceptions of the Evaluators, six of the items showed a significant ( $\geq 0.20$  change) change: Fairness, Emotional Control, Leading by Example, Creating Positive Culture, Using Feedback, and Valuing Diversity.

The mean of means for the assessment totals for the Executive MBA in Leadership program are shown in Figures 13 and 14. The pre-program/post-program change for both participants and evaluators exceeded the target of a 0.20 change or higher.

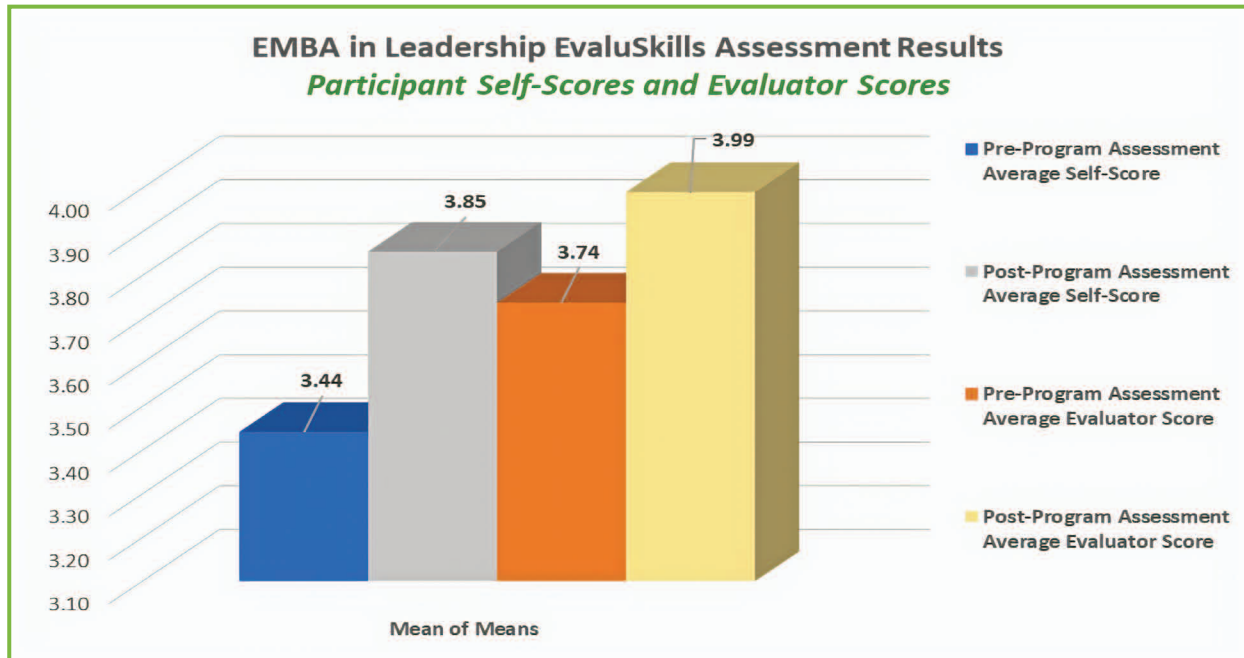


Figure 13. The mean of means for the total evaluator and participant self-assessment scores for the pre-program (N=21 participants; 113 evaluations) and post-program (N=20 participants; 104 evaluations) EvalSkills Leadership Assessment for the EMBA in Leadership 2019-2021 cohort of students (N=22).

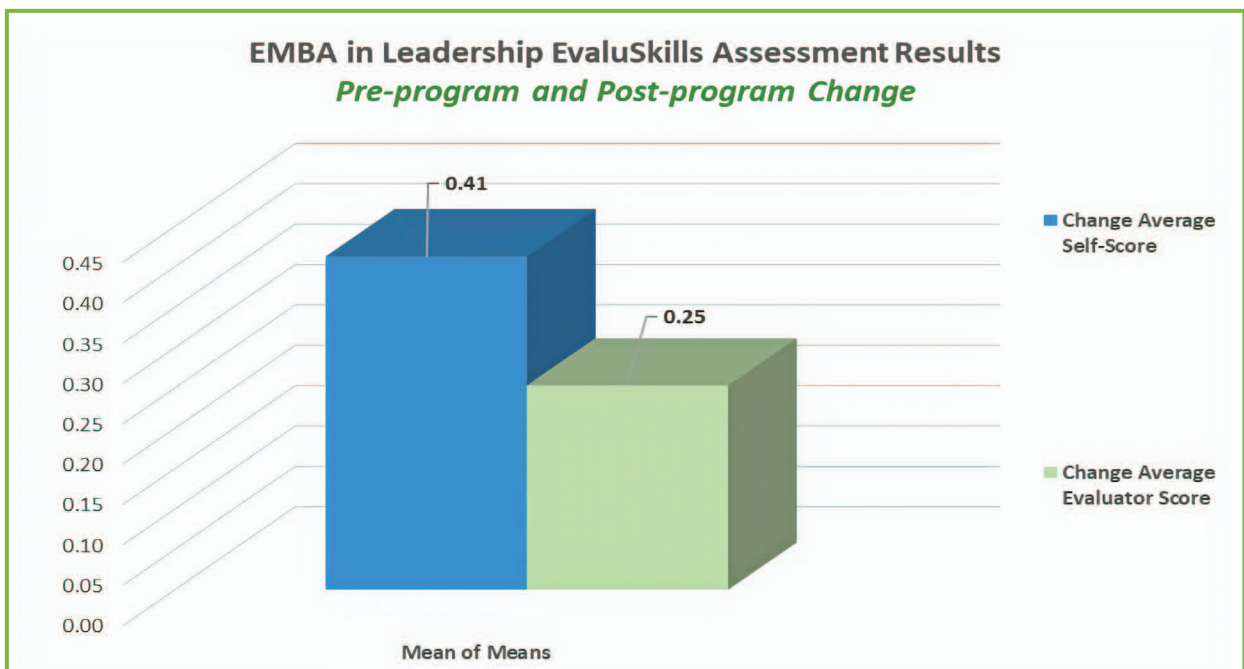


Figure 14. The mean of means for the change between the pre-program (N=21 participants; 113 evaluations) and post-program (N=20 participants; 104 evaluations) EvalSkills Leadership Assessment for the EMBA in Leadership 2019-2021 cohort of students (N=22). Based on the perspectives of the Evaluators, the overall change was significant ( $\geq 0.20$  change from pre-program to post-program scores).

## CONTINUOUS QUALITY IMPROVEMENT

Based on the results from this first cohort of the students for the EMBA in Leadership offered by WSB-Gdansk, some continuous quality improvement actions are warranted. Specifically, the focus for quality would be to sustain and build upon those areas where positive change was obtained and to address areas where positive change was not achieved.

Although it is noteworthy that positive change was indicated based on the self-evaluations, the focus of using the data to drive continuous quality improvement should be based on the perspective of the evaluators. What matters most in leadership is how others perceive the assessed individual, not necessarily how individuals perceive themselves unless such a perception reveals potential blind spots.

Based on the Evaluators, most (46 out of 60) assessment elements showed a positive change from the pre-program to the post-program evaluation. Of those 14 elements that did not have a positive change, only five had a significant ( $\geq 0.20$ ) negative score change (3a, 7a, 7b, 10a, and 11d). These areas are related to issues concerning Decision-making, Coaching, Setting Priorities, and Delegating. It is understandable, however, that such issues may have been an artifact of the impact of Covid-19 on the workplace.

Of those elements that showed a positive change, 30 had a significant ( $\geq 0.20$ ) score change from the pre-program to the post-program assessment based on the perspectives of the Evaluators. At the Assessment Item level, 6 out of 15 Items had a significant ( $\geq 0.20$ ) score change based on perspectives of the Evaluators, which suggests that the EMBA in Leadership Program had a positive influence on the WSB-Gdansk students.

Of notable interest with this specific student cohort was the impact of the global pandemic. The pandemic in Poland meant that most employees had to work remotely for several months and only return to office locations under highly restrictive circumstances. Additionally, courses were conducted remotely starting in March 2020 through December 2020. Still, the data from the EvaluSkills assessment indicate that the students did learn how to improve their workplace soft skills as expressed through the highly positive trend from the pre-program assessment to the post-program assessment.

From a programmatic evaluation of learning outcomes, this specific assessment represents just one data point. Based on this first data point, it appears that the EMBA in Leadership program had a positive and consequential effect on student skill development.

The next cohort of students for the EMBA in Leadership for WSB-Gdansk is anticipated for October 2021. The pre-program and post-program EvaluSkills assessments will be similarly conducted. The longitudinal analysis would show if the changes made to the program for the 2021-2022 cohort had the desired results.

# MOUNTAIN WEST CREDIT UNION ASSOCIATION



**Diana Adell**  
**Director of Events**



**MOUNTAIN WEST**  
**Credit Union Association**

Mountain West Credit Union Association (MWCUA) is the regional tri-state trade association representing 119 member credit unions, 4 million credit union members, and \$58 billion in assets throughout Arizona, Colorado, and Wyoming.

The MWCUA advocates on behalf of its member credit unions, the Association, Strategic Partners, the Foundation, and local area Chapters, and supports the credit union movement through government relations, communications, innovative products and services, networking, community outreach, education and training, leadership development, scholarships and grants, public affairs, and operational/regulatory compliance assistance.

## THE LEADERSHIP INSTITUTE

The Leadership Institute began in 2011 to help develop the leadership competencies for the member credit unions of the MWCUA. The purpose of the Leadership Institute is to develop leadership values, skills, and actions for first-line supervisors, managers, and other high-potential team members.

The Leadership Institute program is based on the BE-KNOW-DO model of leadership:

**1. BE**

Understand and exemplify values-based leadership. Teach and facilitate learning regarding the importance of values to guide individual and team decision-making and problem-solving. Guide the participants towards developing their personal leadership brand.

**2. KNOW**

Know your people skills. Teach and facilitate learning regarding the essential skills of leaders including communications, team leadership, supervision, problem-solving, change management, performance management. Help build the participant's leadership toolbox based on the participant's leadership brand.

**3. DO**

Practice good leadership by living your values and growing other leaders. Teach and facilitate learning regarding key leadership actions, including communicating, planning, coaching, mentoring, managing conflict, developing, and evaluating teams. Demonstrate how to apply the right leadership tools for the appropriate leadership situation and stay true to the participant's leadership brand.



The program is organized into four 2-day workshops, each with pre-workshop and post-workshop activities:

- Before the first workshop, the participants complete a 360-degree Leadership Assessment.
- Before each workshop, participants complete one or two online leadership development courses.
- Between the first and second workshops, participants complete an MBTI® assessment.
- After the second workshop, one-on-one sessions are conducted with the participants to review their 360-degree Leadership Assessment results, their MBTI® results, and their personal leadership development plan.
- During the second, third, and fourth workshops, teams of participants give short presentations on leadership topics.
- After the fourth workshop, participants complete another 360-degree Leadership Assessment that is used to guide the participant towards continued leadership development.

Participants record their activities using a Leadership Development Action Plan and are encouraged to share what they are doing with their immediate supervisor and/or CEO.

The specific learning outcomes, organized by workshop, are as follows.

**1. Leadership Foundations.** At the conclusion of the workshop, participants will be able to:

- a. Develop their personal leadership brand by being able to articulate their personal definition of leadership, define their leadership values and attributes, and identify their leadership actions.
- b. Differentiate between good leadership and poor leadership and understand the importance of modeling good leadership behaviors in the workplace.
- c. Know the different styles of leadership and how to apply the right leadership style based on the situation, the nature of the work, and the skill level of the team members involved.
- d. Understand the nature of leadership communications and how to apply good leadership communications in the workplace.
- e. Build and implement a leadership development action plan that incorporates both the strengths and shortcomings identified from the 360-degree Leadership Assessment

**2. Coaching and Mentoring.** At the conclusion of the workshop, participants will be able to:

- a. Know how to create a workplace culture that is conducive to coaching and mentoring and how to train and coach to build organizational capacity.
- b. Apply the right leadership approaches in each of the stages of team development and how to incorporate personality preferences into this workplace dynamic.
- c. Recognize, value, and leverage the power of diversity towards creating performance excellence.
- d. Develop a strategic mentoring program for a mentee.
- e. Research and develop a presentation on a leadership topic.

3. **Leadership Essentials.** At the conclusion of the workshop, participants will be able to:

- a. Understand and apply their mission, vision, and values to decision-making and workplace problem-solving. Identify strategies to ensure they employ ethical decision making.
- b. Understand Emotional Intelligence (EQ), how to improve their EQ, and how to build more productive workplace relationships based on EQ.
- c. Encourage the use of positive conflict within their teams to stimulate innovation and create an entrepreneurial culture. Apply the C.A.L.M. model when dealing with negative conflict and minimize impact.
- d. Apply employee performance management concepts in the workplace to improve individual and team productivity.
- e. Engage others in evaluating a leadership problem and how best to solve that problem.

4. **Leaders of Character.** At the conclusion of the workshop, participants will be able to:

- a. Identify and exemplify the essential characteristics and traits of a Leader of Character and use the techniques associated with the Power of Positive Expectations to teach, coach, train, and mentor others to succeed.
- b. Demonstrate a commitment as a leader of character through day-to-day interactions with others.
- c. Act in the workplace based on character-based leadership and be able to inspire performance and grow leaders as a leader of character.
- d. Work collaboratively with others to present on a leadership topic that includes recommendations for workplace application.
- e. Create a sustainable leadership development plan following their graduation from the Leadership Institute Program.

## LEADERSHIP ASSESSMENT


**Pre-program EvaluSkills 360-degree Leadership Assessment.** Each participant identified 5-10 evaluators who rated the participant on leadership-related competencies. The participant report summarizes the results used to build the participant's action plan for leadership development during the program. The group report also serves as the programmatic assessment pre-test.

**Post-program EvaluSkills 360-degree Leadership Assessment.** At the end of the program, participants completed a second 360-degree Leadership Evaluation that was used to help guide the participant towards continuous leadership development. Internally, the results were used to directly measure change by comparing the post-360 with the pre-360 and to help guide continuous quality improvement of the program.

# INSTRUMENTATION

The assessment items for the EvaluSkills 360-degree Leadership Assessment instrument are shown in Table 4. The assessment items are mapped to the learning outcomes for the Leadership Institute Program. The instrument also includes an opportunity for written feedback for each assessment item.

There were three open-ended items that asked the Evaluators to identify the participant's top three leadership strengths, three leadership weaknesses that the participant should improve upon, and any additional development comments. The instrument includes three competency items, three relational items, and ten influential items. Each influential item is presented in four parts. A portion of the instrument used for the MWCUA 360-degree Leadership Assessment is shown in Figure 15.

 EvaluSkills Instrument Report Page 3

## 1 Change Leadership

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

Category: **Action**      Type: **Competency**

Statement	Behavior	Scaling
<input type="checkbox"/> <b>5 - Exceptional</b> Identifies and leads change for the team to achieve goals.	Helps coach and mentor others through changes.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> <b>4 - Excellent</b> Actively leads changes in a positive and constructive manner.	Readily helps others through change to obtain the goal of the change efforts.	Level of proficiency exceeds expectations.
<input type="checkbox"/> <b>3 - Competent/ Meet Expectation</b> Contributes willingly to the change process and encourages others to support the change.	Sometimes helps others with the change process.	Level of proficiency is at an expected level.
<input type="checkbox"/> <b>2 - Marginal</b> Somewhat reluctant to lead change but will participate with change.	Seldom encourages others through the change process.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> <b>1 - Unsatisfactory</b> Resistant to leading change and in some cases resistant to change.	Assumes no leadership role in change management; does not assist others through the change process.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> <b>0 - Not Observed</b>		

Figure 15. A portion of the MWCUA 360-degree Leadership Assessment instrument.

Table 4. Assessment Items included within the MWCUA Leadership Institute EvaluSkills 360-degree Leadership Assessment Instrument.

Assessment Item and Elements	Learning Outcomes
<b>1. Change Leadership.</b> Recognizes change and takes specific actions to help others through the change processes to obtain the goals of the change.	1.e
<b>2. Ethical.</b> 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.	3.a
<b>3. Value Diversity.</b> Is mindful and respectful of differences in people; able to use differences in others to develop new and innovative solutions to problems.	2.c
<b>4. Fairness</b>	
a) Does not play favorites	4.a
b) Treats others fairly	4.b
c) Treats others consistently	4.c
d) Maintains a strong reputation within the workplace	4.d
<b>5. Emotional Control</b>	
a) Does not lose control of his/her emotions	3.b
b) Does not take things personally	3.b
c) Does not hold grudges against other employees	3.b
d) Demonstrates a high degree of emotional intelligence	3.b
<b>6. Decision-Making</b>	
a) Is not afraid to make mistakes	3.e
b) Is not hesitant to make decisions	3.e
c) Is decisive with decision-making	3.e
d) When communicating decisions, explains the purpose or rationale for the decision so that others understand the why of the decision.	3.a
<b>7. Leading by Example</b>	
a) Is a leadership role model for the organization	1.e
b) Sets and maintains high standards for himself/herself	1.a
c) Sets and maintains high standards for others	1.b
d) Is actively engaged with his/her team	4.e
<b>8. Listening</b>	
a) Uses active listening skills to understand the true nature of the conversation	1.d
b) Works collaboratively to find solutions to problems	4.d
c) Seeks to first understand before trying to be understood	1.d
d) Recognizes the importance of listening with workplace communications	1.d



Assessment Item and Elements	Learning Outcomes
<b>9. Responsibility</b>	
a) He/she recognizes and acknowledges others for the success when things go well	2.b
b) He/she assumes responsibility to find solutions and resolve issues when things do not go well	3.a
c) Does not blame others for his/her mistakes	3.c
d) Readily accepts the responsibilities entrusted to him/her.	2.e
<b>10. Workplace Communication</b>	
a) Talks with people, not to them	1.d
b) Keeps his/her team members informed about what is going on	1.d
c) Keeps peers and superiors informed on what is going on	1.d
d) Uses feedback to ensure understanding of important messages	1.d
<b>11. Building Others</b>	
a) Enables others to lead and assume authority for the work that needs to be done	2.a
b) Does not micromanage others	3.d
c) Readily shares information with others	3.e
d) Empowers others to make decisions and perform the work	d
<b>12. Choosing Correct Style</b>	
a) Adapts his/her leadership approaches based on the situation.	1.c
b) Is flexible and adaptable on how to lead within the organization based on the nature of the problem and the people involved.	2.b
c) Employs a transformational leadership style to bring out the best in others.	1.c
d) Does not lead by intimidation, threats, or coercion.	1.c
<b>13. Impeccable Character</b>	
a) Has high integrity.	4.a
b) Is trustworthy.	4.a
c) Is loyal to the organization.	4.a
d) Is unselfish.	4.a
<b>14. Open-Minded.</b> This person seeks to build community and teamwork.	4.e
<b>15. Community-minded.</b> This person seeks to build community and teamwork.	4.e
<b>16. Mitigating Conflict.</b> This person recognizes when negative conflict arises and works to resolve such conflict.	3.c

## PARTICIPANT ACTION PLANS

The EvaluSkills Participant Report includes a section on building an action plan for continued leadership development. With the MWCUA Leadership Institute, the participants used their individual action plan throughout the program. The information was entered online within the EvaluSkills Admin Portal and then entered into a separate document for sharing with the participant's immediate supervisor. The participant reviewed their action plan with their immediate supervisor so that the supervisor could help the participant with continued leadership development.

The action plan includes areas to sustain (strengths) and areas to improve (shortcomings). To help the participant more readily see areas to potentially sustain and improve, the EvaluSkills Action Plan Template pre-populates assessment items/elements. A strength is an item where the participant's evaluator score was 0.20 or higher than the group average, as shown in Figure 16. A weakness is an item where the participant's evaluator score was 0.20 or lower than the group average. The participant is invited to complete their action plan on sustaining strengths and mitigating weaknesses, as shown in Figure 17.

To help get the participant focused on specific measures that the participant can do to sustain a strength or improve a weakness, the EvaluSkills Action Plan includes 44 specific suggestions organized into categories of developing others, emotional intelligence, exemplifying values, giving and receiving feedback, leadership, relationships within the team, senior leadership, supervision, workplace communications, and workplace perception.

### Sustain Strength - Change Leadership

Areas to Sustain: Your Strength	Recognizes change and takes specific actions to help others through the change processes to obtain the goals of the change.	<b>4.00</b> Self Score	<b>4.80</b> Evaluator Average	<b>3.96</b> Group Average
Actions You Will Take to Sustain this Strength				
Your Proposed Timeline for this Action Item				
Who Will Help keep You Accountable for this Action Item?				

Figure 16. An example from an EvaluSkills Action Plan showing a participant's strength, or area to sustain. For the MWCUA Leadership Assessment, the threshold of a strength was any item where the participant's evaluator score was 0.20 or higher than the group average. The EvaluSkills Administrator can set the threshold.

### Improve Weaknesses - *Emotional Control* (4 part answer)

Areas to Improve: Your Weakness	Manages emotions.	4.00 Self Score	3.40 Evaluator Average 3.69 Group Average
Actions to Improve or Mitigate the Weakness			
Your Proposed Timeline for this Action Item			
Who Will Help keep You Accountable for this Action Item?			

Figure 17. An example from an EvaluSkills Action Plan showing a participant's weakness, or area to improve. For the MWCUA Leadership Assessment, the threshold of a weakness was any item where the participant's evaluator score was 0.20 or lower than the group average. The EvaluSkills Administrator can set the threshold.

## ASSESSMENT RESULTS

The Leadership Institute for 2020 had a total of 34 participants, including 12 participants in Arizona, 13 participants in Colorado, and 9 participants in Wyoming. The EvaluSkills 360-degree Leadership Assessment was administered before the first workshop in March 2020 (pre-program evaluation) and again the month after the last workshop in November 2020 (post-program evaluation).

The samples included an average of 7.0 evaluations per participant in March 2020 (N=34 participants) and 5.9 evaluations per participant in November 2020 (N=28 participants). Several participants were unable to complete the post-program assessment in November 2020 due to various workplace situations.

The results from the pre-program and post-program EvaluSkills 360-degree Leadership Assessment are shown in Table 5 and graphically displayed in Figures 18-25.

Table 5. The pre-program (N=34 participants; 239 evaluations) and post-program (N=28 participants; 165 evaluations) MWCUA EvaluSkills 360-degree Leadership Assessment results.

Assessment Item and Elements	Pre-Program Assessment		Post-Program Assessment		Change	
	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score
<b>1. Change Leadership.</b> Recognizes change and takes specific actions to help others through the change processes to obtain the goals of the change.	3.83	3.96	3.40	4.28	-0.43	0.32
<b>2. Ethical.</b> 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.	4.22	4.19	4.40	4.48	0.18	0.29
<b>3. Value Diversity.</b> Is mindful and respectful of differences in people; able to use differences in others to develop new and innovative solutions to problems.	3.78	3.79	3.80	4.11	0.02	0.32
<b>4. Fairness</b>	3.93	3.96	4.30	4.26	0.37	0.30
a) Does not play favorites	3.83	3.90	4.40	4.23	0.57	0.33
b) Treats others fairly	4.09	3.98	4.40	4.27	0.31	0.29
c) Treats others consistently	3.78	3.85	4.20	4.15	0.42	0.30
d) Maintains a strong reputation within the workplace	4.04	4.11	4.20	4.38	0.16	0.27
<b>5. Emotional Control</b>	3.63	3.69	3.50	4.14	-0.13	0.45
a) Does not lose control of his/her emotions	3.57	3.65	3.40	4.14	-0.17	0.49
b) Does not take things personally	4.48	3.66	3.60	4.06	-0.88	0.40
c) Does not hold grudges against other employees	3.83	3.76	3.00	4.20	-0.83	0.44
d) Demonstrates a high degree of emotional intelligence	3.65	3.68	4.00	4.15	0.35	0.47



Assessment Item and Elements	Pre-Program Assessment		Post-Program Assessment		Change	
	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score
<b>6. Decision-Making</b>	3.74	3.87	3.70	4.19	-0.04	0.32
a) Is not afraid to make mistakes	3.83	3.93	3.40	4.25	-0.43	0.32
b) Is not hesitant to make decisions	3.70	3.87	4.00	4.24	0.30	0.37
c) Is decisive with decision-making	3.96	3.83	3.60	4.18	-0.36	0.35
d) When communicating decisions, explains the purpose or rationale for the decision so that others understand the why of the decision.	3.48	3.84	3.80	4.11	0.32	0.27
<b>7. Leading by Example</b>	3.96	3.99	4.10	4.33	0.14	0.34
a) Is a leadership role model for the organization	3.96	3.88	4.40	4.36	0.44	0.48
b) Sets and maintains high standards for himself/herself	4.36	4.17	4.40	4.50	0.04	0.33
c) Sets and maintains high standards for others	3.77	3.85	3.80	4.18	0.03	0.33
d) Is actively engaged with his/her team	3.73	4.05	3.80	4.29	0.07	0.24
<b>8. Listening</b>	3.59	3.87	3.80	4.17	0.21	0.30
a) Uses active listening skills to understand the true nature of the conversation	3.52	3.84	3.60	4.10	0.08	0.26
b) Works collaboratively to find solutions to problems	3.65	3.91	3.80	4.21	0.15	0.30
c) Seeks to first understand before trying to be understood	3.65	3.78	3.80	4.09	0.15	0.31
d) Recognizes the importance of listening with workplace communications	3.52	3.94	4.00	4.26	0.48	0.32

Assessment Item and Elements	Pre-Program Assessment		Post-Program Assessment		Change	
	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score
<b>9. Responsibility</b>	3.93	4.05	4.10	4.39	0.17	0.34
a) He/she recognizes and acknowledges others for the success when things go well	3.61	3.94	4.20	4.33	0.59	0.39
b) He/she assumes responsibility to find solutions and resolve issues when things do not go well	3.82	3.96	3.60	4.31	-0.22	0.35
c) Does not blame others for his/her mistakes	4.22	4.18	4.20	4.46	-0.02	0.28
d) Readily accepts the responsibilities entrusted to him/her.	4.09	4.14	4.40	4.47	0.31	0.33
<b>10. Workplace Communication</b>	3.66	3.87	3.65	4.10	-0.01	0.23
a) Talks with people, not to them	3.61	3.93	3.60	4.11	-0.01	0.18
b) Keeps his/her team members informed about what is going on	4.00	3.89	4.00	4.15	0.00	0.26
c) Keeps peers and superiors informed on what is going on	3.65	3.99	4.00	4.23	0.35	0.24
d) Uses feedback to ensure understanding of important messages	3.39	3.66	3.00	3.92	-0.39	0.26
<b>11. Building Others</b>	3.81	3.86	4.10	4.15	0.29	0.29
a) Enables others to lead and assume authority for the work that needs to be done	3.68	3.83	4.00	4.15	0.32	0.32
b) Does not micromanage others	3.82	3.84	3.80	4.09	-0.02	0.25
c) Readily shares information with others	4.00	3.93	4.60	4.19	0.60	0.26
d) Empowers others to make decisions and perform the work	3.74	3.84	4.00	4.16	0.26	0.32

Assessment Item and Elements	Pre-Program Assessment		Post-Program Assessment		Change	
	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score	Average Self-Score	Average Evaluator Score
<b>12. Choosing Correct Style</b>	3.48	3.63	3.85	4.03	0.37	0.40
a) Adapts his/her leadership approaches based on the situation.	3.43	3.39	4.00	3.94	0.57	0.55
b) Is flexible and adaptable on how to lead within the organization based on the nature of the problem and the people involved.	3.39	3.55	3.20	3.95	-0.19	0.40
c) Employs a transformational leadership style to bring out the best in others.	3.27	3.56	3.80	3.96	0.53	0.40
d) Does not lead by intimidation, threats, or coercion.	3.83	4.01	4.40	4.26	0.57	0.25
<b>13. Impeccable Character</b>	4.12	4.26	4.50	4.57	0.38	0.31
a) Has high integrity.	4.13	4.29	4.40	4.59	0.27	0.30
b) Is trustworthy.	4.13	4.25	4.80	4.57	0.67	0.32
c) Is loyal to the organization.	4.35	4.32	4.40	4.65	0.05	0.33
d) Is unselfish.	3.87	4.17	4.40	4.46	0.53	0.29
<b>14. Open-Minded.</b> This person seeks to build community and teamwork.	3.39	3.66	3.80	4.04	0.41	0.38
<b>15. Community-minded.</b> This person seeks to build community and teamwork.	4.48	3.79	3.60	4.21	-0.88	0.42
<b>16. Mitigating Conflict.</b> This person recognizes when negative conflict arises and works to resolve such conflict.	3.32	3.64	3.20	4.03	-0.12	0.39
<b>Mean of Means</b>	3.80	3.88	3.86	4.22	0.06	0.34

An example assessment item analysis is shown in Figures 18, 19, and 20. Evaluator and participant self-assessment scores increased for the assessment item of Leading by Example. A positive change occurred between the pre-program and post-program assessments.

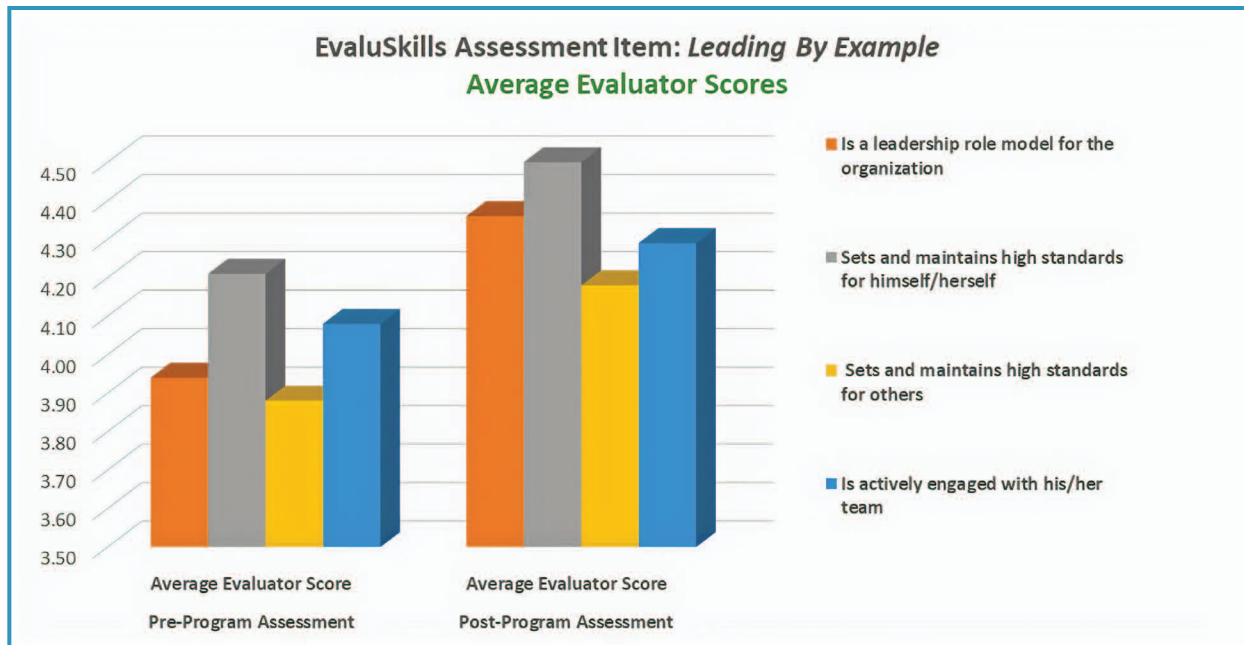


Figure 18. Example of an analysis showing the pre-program/post-program evaluator scores for the four elements of the assessment item *Leading by Example*. The evaluators scored the participants higher on the post-program assessment (N=239) compared to the pre-program assessment (N=165).

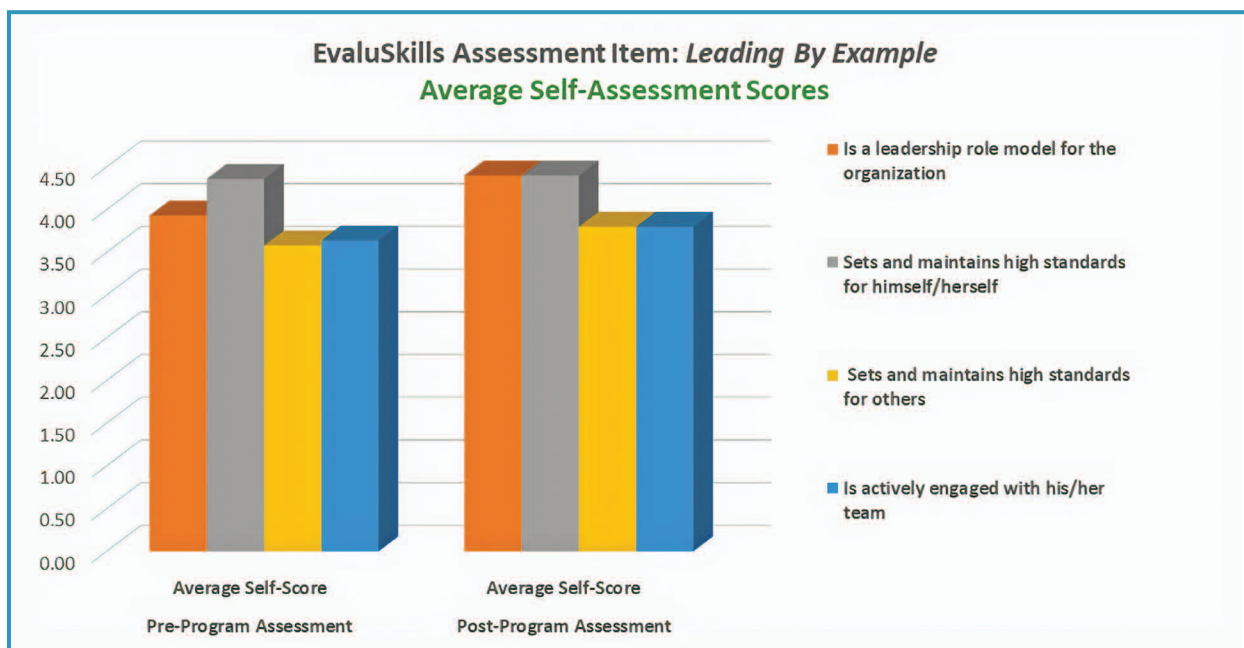
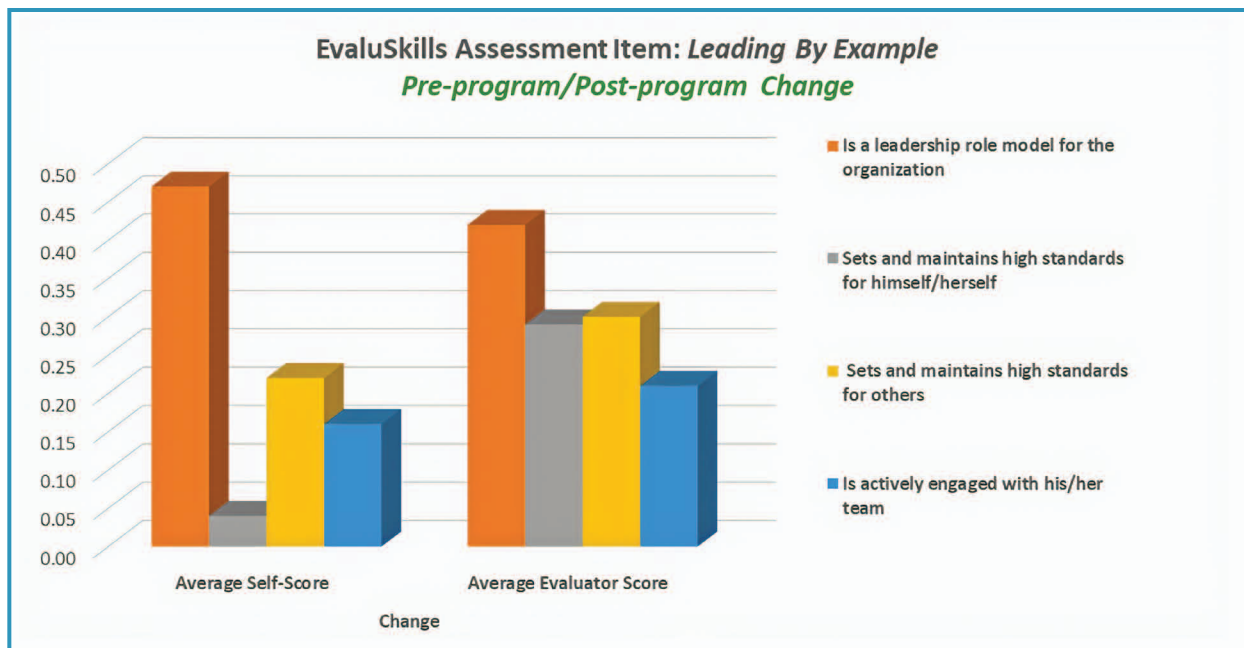


Figure 19. Example of an analysis showing the pre-program/post-program participant self-assessment scores for the four elements of the assessment item *Leading by Example*. The participants scored themselves higher on the post-program assessment (N=28) compared to the pre-program assessment (N=34).





**Figure 20.** Example of an analysis showing the change in scores from the pre-program and post-program assessment scores for participant self-assessments and the evaluators for the four elements of the assessment item *Leading by Example*. Both the participants scored themselves higher and the evaluators scored the participants higher on the post-program assessment (N=28 participants; 165 evaluations) compared to the pre-program assessment (N=34 participants; 239 evaluations).

Summaries of the pre-program and post-program evaluator and participant self-assessment scores are shown in Figures 21, 22, and 23. A positive change was found for all assessment items based on the evaluator scores.

Interestingly, while the average evaluator score rose during the post-program assessment, the average participant self-score decreased for several of the assessment items. Participants rated themselves less proficient in several of the selected skills after their training. At first glance, this may seem to be a confusing result, but it makes sense considering the Dunning-Kruger Effect in which people lacking a particular skill are unable to recognize its deficiency.

Kruger and Dunning (1999) found that incompetence in a certain area (logic, humor, grammar, etc.) robs the person of the knowledge needed to recognize and correct their weakness. Once the person gains knowledge in the area, the mistaken optimism disappears.

Later studies extended Kruger and Dunning's (1999) findings to include people's reaction to feedback about deficits in emotional intelligence. It was discovered that the top performers, rather than those who struggle, show a greater desire to learn about themselves and improve performance (Sheldon, Dunning & Aims, 2014). Thus, our findings of several lower self-assessment scores after gaining knowledge fit the Dunning-Kruger theory. Participants who overestimated their abilities in the pre-program assessment had a clearer understanding of their limitations at the end of the program.

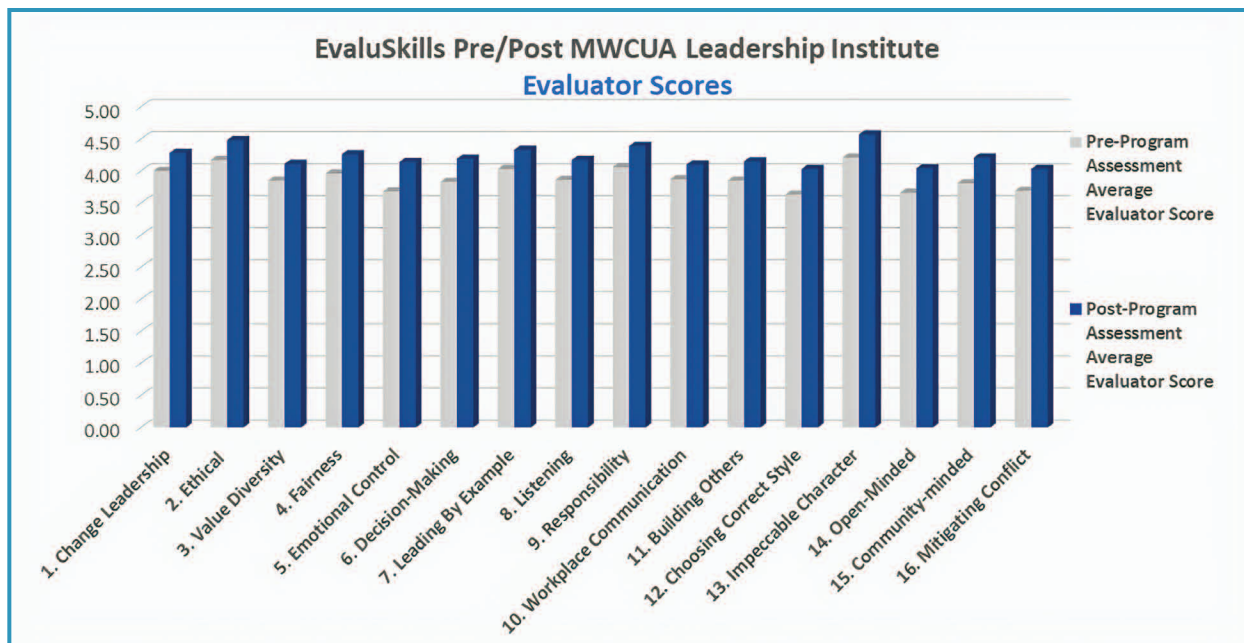


Figure 21. Pre-program (N=239) and post-program (N=165) evaluator averages for the 16 assessment items. The item average is the mean of the four-element means associated with an influential item. Evaluators scored the participants higher on the post-program assessment for all 16 items.

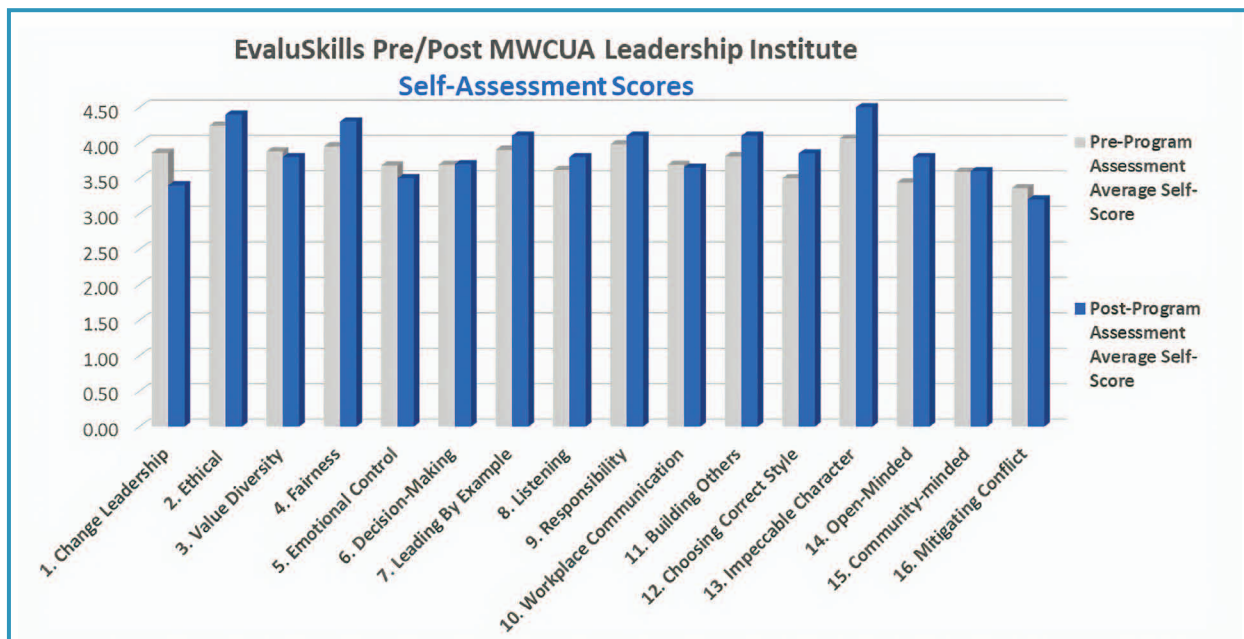


Figure 22. Pre-program (N=34) and post-program (N=28) participant self-assessment averages for the 16 assessment items. The influential item average is the mean of the four-element means associated with that item. Participants scored themselves higher on the post-program assessment for 11 of the 16 items.

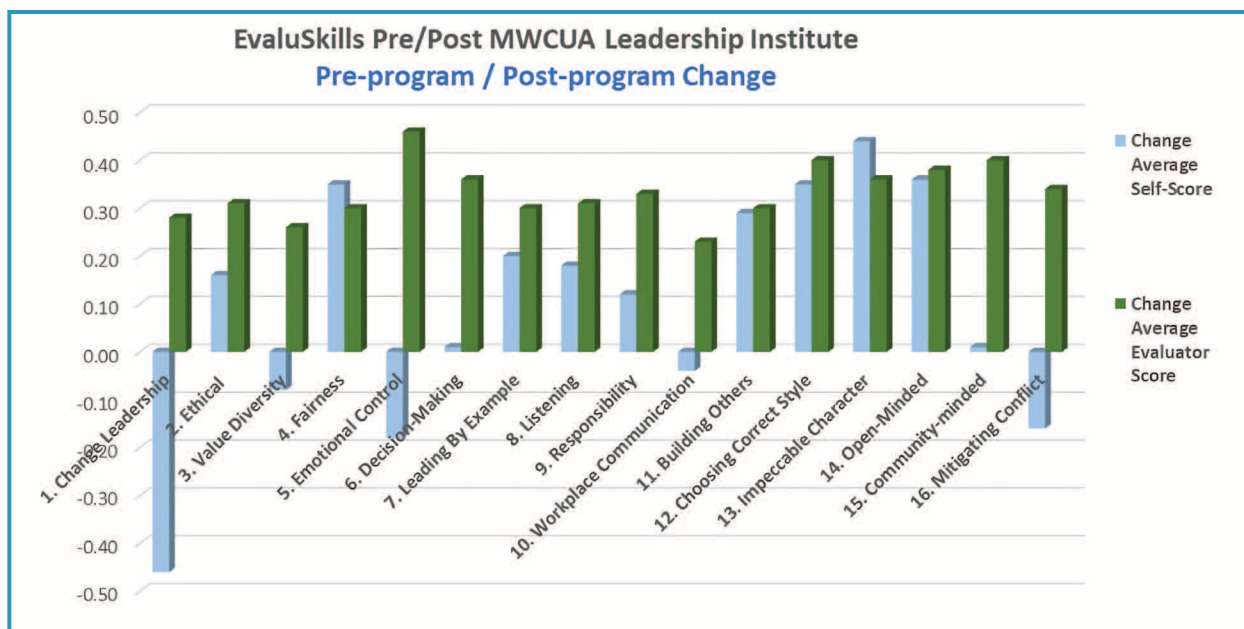


Figure 23. Pre-program (N=239) and post-program (N=165) pre-program/post-program change of means for the 16 assessment items for both Participants (Change in Self-Scores) and Evaluators (Change in Average Evaluation Score). Based on the perceptions of the Evaluators, all items showed a significant ( $\geq 0.20$ ) positive change. Based on the participant self-assessment scores, 11 of the 16 items showed a positive change. The negative change observed from the participant self-assessment could be attributed to the Dunning-Kruger Effect in which people lacking a particular skill are unable to recognize its deficiency.

Analyses of the mean of means totals from the MWCUA Leadership Assessment are shown in Figures 24 and 25. Average participant self-scores increased by 0.10. Average evaluator scores increased by 0.33.

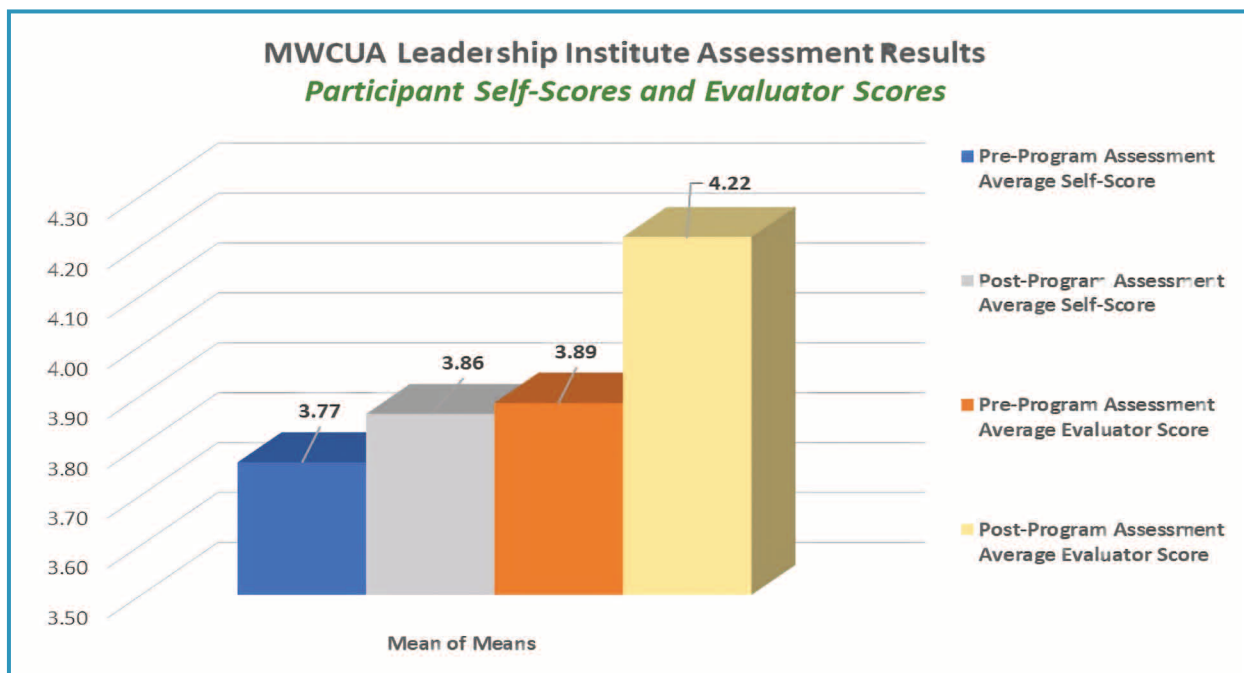


Figure 24. The mean of means for the total evaluator and participant self-assessment scores for the pre-program (N=239) and post-program (N=165) EvalSkills Leadership Assessment for the MWCUA 2020 cohort of the Leadership Institute (N=34).

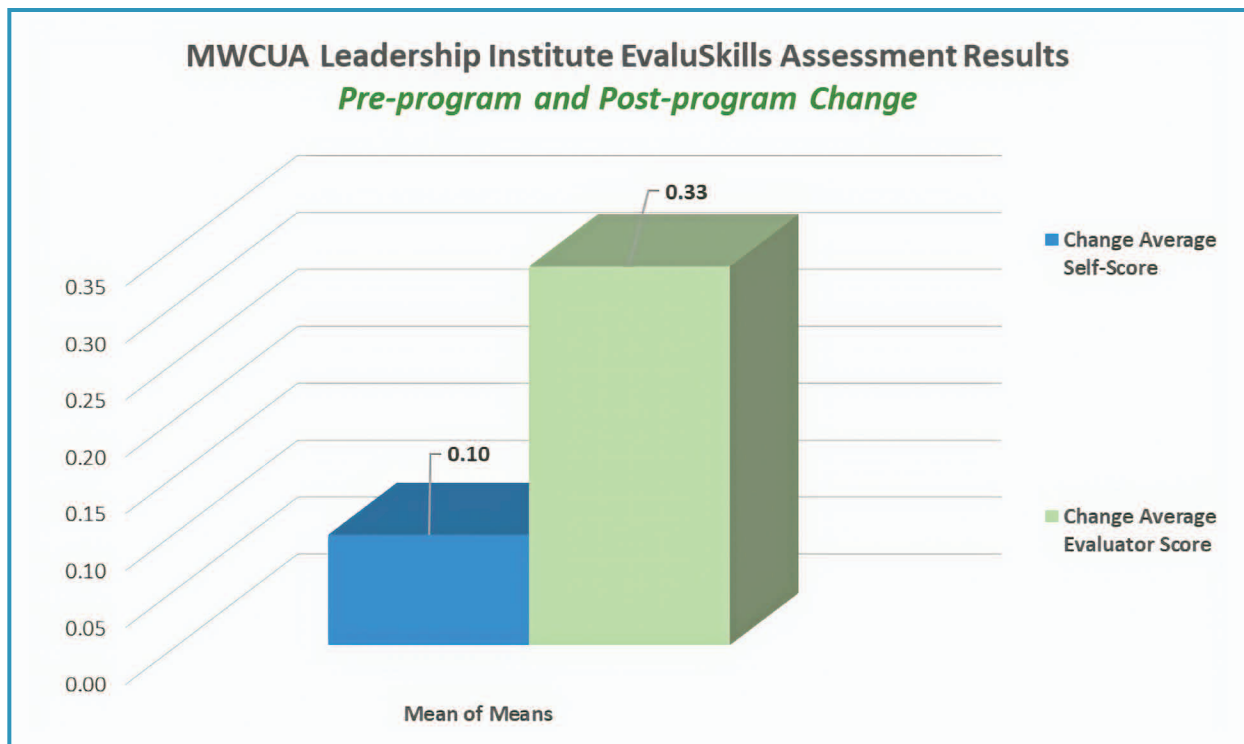


Figure 25. The mean of means for the change between the pre-program (N=239) and post-program (N=165) EvalSkills Leadership Assessment for the MWCUA 2020 cohort (N=34). Based on the perspectives of the Evaluators, the overall change was significant ( $\geq 0.20$  change from pre-program to post-program scores).

## RETURN ON INVESTMENT

It is often difficult to quantify the impact of training on workforce development and know if the training truly had the desired effect. The use of EvalSkills as a pre-program/post-program assessment construct allows us to see that the Leadership Institute had a quantifiable, positive impact on the participants based on the perspectives of the participants' peers, superiors, and subordinates. These observed changes typically translate into improvements related to workplace morale, efficiency, innovation, productivity, retention, member services, and safety.





# THE WAY FORWARD

Employers tend to hire for soft skills, such as teamwork, communication, leadership, and problem solving, because competitive advantage increasingly stems from an organization's human resources. In response, higher education professionals have faced pressure from accrediting agencies and external stakeholders to provide, in addition to hard skills, training that develops the ability to work in diverse, team environments (Ritter et al., 2017). The types of soft skills may vary across organizations; however, a survey of 1000 junior, mid-level, and senior managers in a variety of industries found that cognitive and interpersonal skills were required to a greater degree than were business and strategic skills (Mumford et al., 2007).

Most academic programs have learning outcomes that include both technical knowledge and soft skills. Methodologies for assessing the technical knowledge levels of learners are well established; however, evaluating learning outcomes that are based on soft skills is much less well understood.

WSB-Gdansk employed a pre-program/post-program 360-degree assessment approach to evaluate the change in proficiency levels of outcomes-based soft skills for an Executive MBA in Leadership program that includes learning outcomes defined primarily on soft skills. The EvaluSkills assessment service provides a direct measurement of learning for key soft skills.

For employee development conducted by the MWCUA, EvaluSkills was used to help guide the participants' leadership development action plans and to evaluate the return on investment for the leadership development program. Results are used to shape future iterations of the training and development program.

Employer surveys conducted by the National Association of Colleges and Employers (NACE) found that soft skills are the most important skills required in today's workplaces (NACE, 2017). Leadership-related skills rank high as an essential employer need along with teamwork/collaboration, professionalism/work ethic, oral/written communications, and critical thinking/problem-solving. NACE (2017) also found that learners tend to rate themselves at a higher level of proficiency compared to employer ratings. Assessment of soft skills that includes both self-assessment and 360-degree assessment helps demonstrate proficiency levels before and after an educational experience.

Leaders who use communication to foster psychological connections between supervisors and subordinates have been shown to promote more positive intrinsic work dispositions among employees, including higher motivation, lower burnout, and higher job satisfaction (Kelly & MacDonald, 2019). Servant leadership, which focuses on the characteristics of listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, and building community, has been shown to be more effective than other leadership styles in fostering the development and well-being of followers and achieving long-term organizational goals (Hoch et al., 2018).

Competency development by an organization refers to an integrative approach to maintain or enhance employee learning and skills, and participation in competency development initiatives is shown to improve career satisfaction and perceived employability (De Vos, De Hauw, & Heijden, 2011).

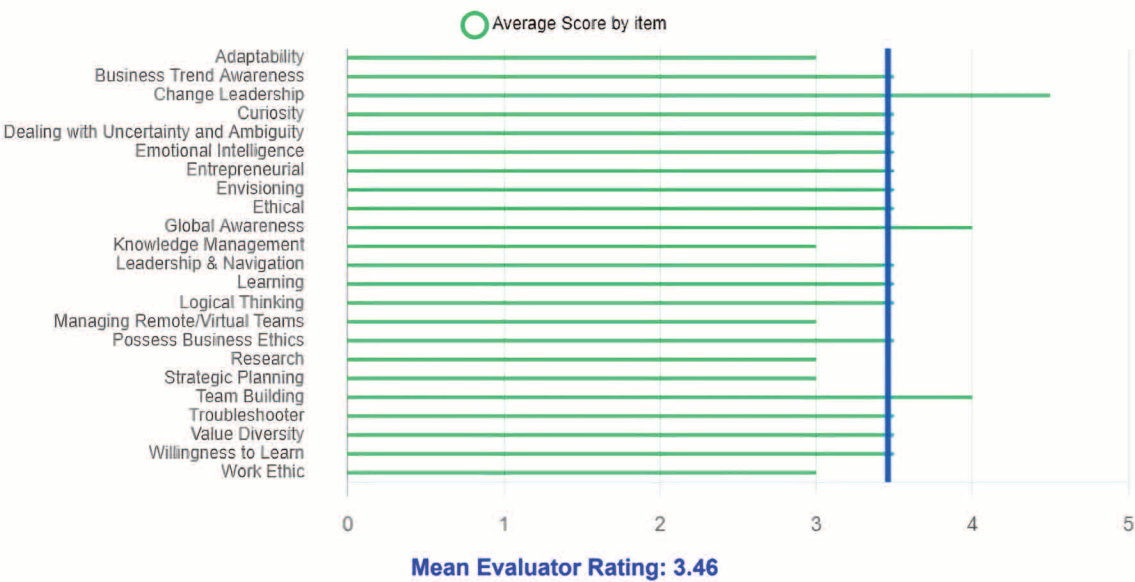
Research has identified four design factors for 360-degree evaluation, which are seen as critical to establishing a sustainable process and producing changes in behavior: (1) relevant content, (2) credible data, (3) accountability, and (4) organization-wide participation (Bracken & Rose, 2011). EvaluSkills: Workplace Skills Assessment, when administered for learning outcomes assessment as described in this whitepaper, meets the four design factors for a 360-degree evaluation that produces the desired behavioral changes for both students in a higher education program and employees in a workforce development program.





# EvaluSkills Participant Report

## Average Evaluator Score by Item



## How Each Item in the Assessment is Rated?



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