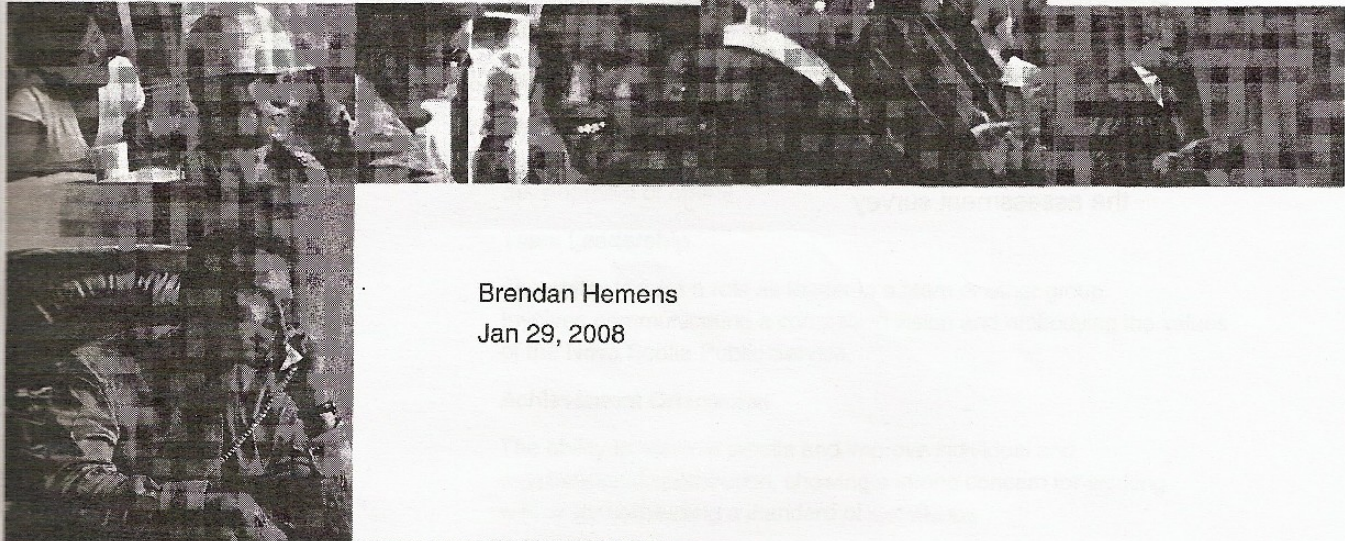


success through
people

360° Leadership
Competency Assessment
Feedback Report



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Jan 29, 2008

HayGroup


NOVA SCOTIA
Public Service Commission

How This Report Is Organized

This report is organized into the following sections:

- Introduction — leadership competencies, definitions and target levels
- Respondents — a summary of the source and quality of the feedback data, as well as the agreement within rater groups
- Interpreting Your Feedback — a guide to what you'll see in your leadership competency feedback report
- Competency Summary — a summary of your strengths and areas for development
- Competency Detail — definitions, levels, and scores by rater group for each leadership competency
- Verbatim Comments — written comments about your behavior and performance from those who provided you with feedback
- Your Strengths — your highest scoring items with the scores from each rater group
- Potential Areas for Development — your lowest scoring items with the scores from each rater group
- Item Frequency Report — a distribution of ratings by rater group for each item in the assessment survey

Introduction

This report will provide you with the results of your 360° Leadership Competency Assessment. The results are based on the survey that you and your respondents completed.

What is a "Competency"?

A competency is a measurable and/or observable behavior of a person, that contributes to successful job performance.

What are Leadership Competencies?

Leadership competencies are specific performance expectations for those in a leadership role. The Nova Scotia Public Service has identified 8 competencies that are critical to leadership excellence.

Decisiveness

The ability to make decisions based on analysis of the information presented in the face of ambiguous or conflicting situations, or when there is an associated risk.

Strategic Orientation

The ability to link long-range visions and concepts to daily work, including an understanding of capabilities, nature and potential of the department.

Development of People

The ability to develop people's contribution and potential. Involves a genuine intent to foster the long term learning or development of others.

Team Leadership

The ability to take a role as leader in a team or other group. Involves communicating a compelling vision and embodying the values of the Nova Scotia Public Service.

Achievement Orientation

The ability to achieve results and improve individual and organizational contribution, showing a strong concern for working well or for surpassing a standard of excellence.

Self-Confidence/Courage of Convictions

The belief in one's own capability as expressed in increasingly challenging circumstances and confidence in one's decisions or opinions, within the framework of public interest, ethics and values and organizational integrity.

Continued

Introduction

Impact and Influence

The ability to persuade, convince, influence or impress others in order to get them to go along with or to support the organization's direction.

Relationship Building

The ability to develop contacts and relationships internal and external to the organization to facilitate work efforts or to gain support/cooperation.

Target Levels

Each of the 8 leadership competencies has 4-6 proficiency levels (A-F). The chart below outlines the target proficiency level for 5 specific leadership groups. The groups are according to the MCP (Management Compensation Plan) classification system. It is important to note that although the leadership groupings are according to MCP levels, all government employees can use the competencies for leadership development.

Employees who are not classified as MCP, should discuss with their Human Resource Development Consultant which group is most appropriate given their specific leadership role.

When you review your feedback you will need to relate it to the target level for your current role expectations and/or future career goals.

	Deputy Ministers	MCP 28-35	MCP 24-27	MCP 20-23	MCP 6-19
COMPETENCY	TARGET LEVEL	TARGET LEVEL	TARGET LEVEL	TARGET LEVEL	TARGET LEVEL
Decisiveness	D	C	C	C	C
Strategic Orientation	F	E	D	D	C
Development Of People	E	E	E	D	C
Team Leadership	E	E	D	D	C
Achievement Orientation	E	E	D	D	C
Self-Confidence Courage of Convictions	D	D	C	C	C
Impact & Influence	E	D	D	C	C
Relationship Building	E	E	E	D	C

Respondents

Summarizes the source and quality of the feedback data

This report is based on the responses of 17 individuals as shown below.

21 questionnaires were returned in time to be included in this feedback. 4 questionnaires (Direct Reports, Peers, Others) were discarded because less than 60% of the items were answered, or familiarity was indicated to be very low.

	Questionnaires			Familiarity		Agreement	
	Distb.	Rcvd.	Pracd.	Low	High	Low	High
Self	1	1	1				
Manager	1	1	1				
Direct Reports	8	8	6				
Peers	6	5	4				
Others	6	6	5				

Respondent Familiarity

When completing the survey, respondents indicated their familiarity with your job performance and their frequency of work-related contact with you. Responses to these questions were used to determine respondent familiarity. The familiarity for each respondent category is reported above.

The higher the familiarity, the more attention you should pay to the ratings. Low familiarity can occur when respondents report that they are relatively unfamiliar with your job performance, or have relatively infrequent work-related contact with you (or both). You should place less weight on feedback from respondent categories with low to moderate familiarity.

Respondent Agreement

The level of respondent agreement for perspectives with three or more respondents is reported above. The higher the agreement, the more consistent the ratings within the perspective.

Agreement can be low for a number of reasons. Low agreement may indicate that some respondents are less familiar with your performance than others. Low agreement may also indicate that the respondents interact with you in different situations and see different aspects of your behavior. If agreement for a respondent category is low or moderate you should take time to consider the likely cause of the inconsistency and to adjust your response to the feedback appropriately.

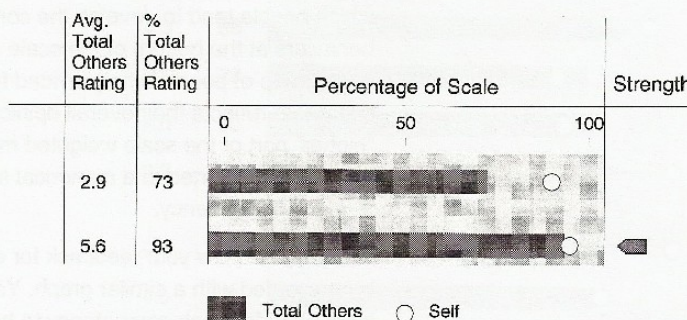
Interpreting Your Feedback

A guide to what you'll see in your Leadership Competency Feedback Report

Interpreting the Competency Summary Report

The Competency Summary provides an overview of how your respondents rated your demonstration of each of the leadership competencies. It helps you see which competencies you demonstrate more than others and also how you see yourself in relation to your respondents.

Competency Scores



In the example above, the graph shows a summary of the ratings. To the right of each competency you'll see the numerical **Average Total Others Rating**. This is the mean score from all respondents, excluding yourself, who provided you with feedback.

The **% Total Others Rating** is the average rating converted to a percentage. The calculation of this percentage is dependent on the number of levels for each competency. For example, the Strategic Orientation competency has 6 levels (A-F), so the percentage is calculated using 5.6/6. This shows as 93% on the bar graph and noted as a strength.

The bars represent your Total Others score. The circle represents your rating, or how you saw yourself on that competency. When the Total Others score matches or exceeds 85% of the scale, the competency is considered a strength. In this case, an arrow will appear for that competency under the strength column.

Continued

Interpreting Your Feedback

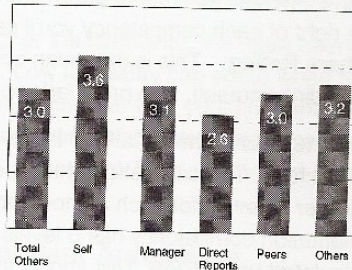
A guide to what you'll see in your Leadership Competency Feedback Report

Competency Detail Report

The competency detail report provides scores by respondent group for each of the competencies measured in this report.

Competency Levels: To the right of the graph below, the specific behaviours for each competency are arranged according to levels (A, B, C, D, E, F) that reflect increasing intensity, sophistication, complexity, or completeness. These levels also reflect the manner in which people tend to develop the competency, with the easier behaviors at the bottom of the scale and the hardest at the top. For each group of people who provided feedback you receive a single-scale score that reflects their overall opinion, with the items from the "higher" part of the scale weighted more heavily. The competency levels are converted to a numerical score shown as a bar on the graph for each competency.

When you review your feedback for each of the 8 competencies you will be presented with a similar graph. You should circle your target level (A-F) for each competency to help determine your strengths and potential areas for development.



- D. Makes Strategic Decisions in Ambiguou...
- C. Makes Sound Decisions in Risky Situat...
- B. Makes Sound Decisions in a Vague Situ...
- A. Easily Makes Uncomplicated Safe Decis...

Competency Summary

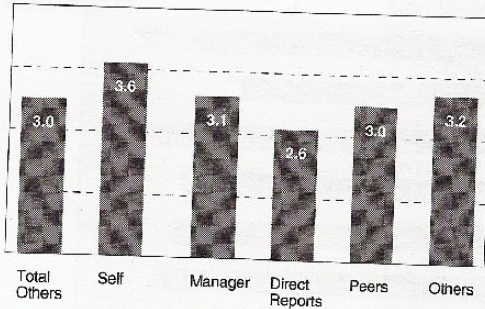
Competencies	Avg. Total Others Rating	% Total Others Rating	Percentage of Scale	Strength
Leadership Competencies				
C Decisiveness	3.0	75		
D Strategic Orientation	3.9	65		
D Development of People	4.3	86		
D Team Leadership	3.9	78		
D Achievement Orientation	4.0	80		
C Self Confidence/Courage of Convictions	3.3	83		
D Impact and Influence	4.0	80		
D Relationship Building	4.0	80		

Total Others Self

Leadership Competencies

Decisiveness

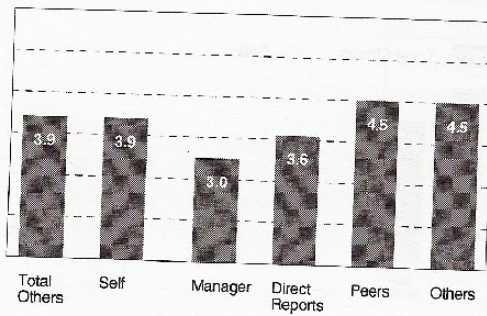
The ability to make decisions based on analysis of the information presented in the face of ambiguous or conflicting situations, or when there is an associated risk.



- D. Makes Strategic Decisions in Ambiguous Situations
- C. Makes Sound Decisions in Risky Situations
- B. Makes Sound Decisions in a Vague Situation
- A. Easily Makes Uncomplicated Safe Decisions

Strategic Orientation

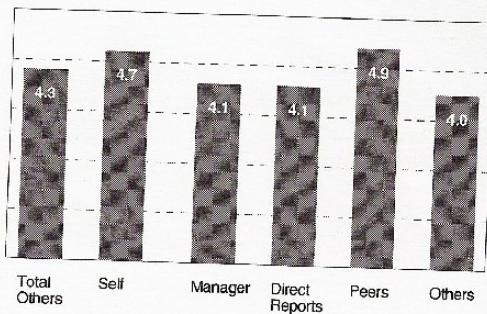
The ability to link in terms of long-range visions and concepts and link it to daily work including an understanding of capabilities, nature and potential of the department.



- F. Plans Actions to Fit Strategy and External Events
- E. Understands the Effect of External Factors on Strategy
- D. Thinks in Strategic Terms
- C. Links Daily Tasks to Strategies
- B. Aligns Actions with Department's Strategic Goals
- A. Understands Business Fundamentals and Strategies

Development of People

The ability to work to develop people's contribution and potential. Involves a genuine intent to foster the long-term learning or development of others, including direct reports, peers, team members or other staff.

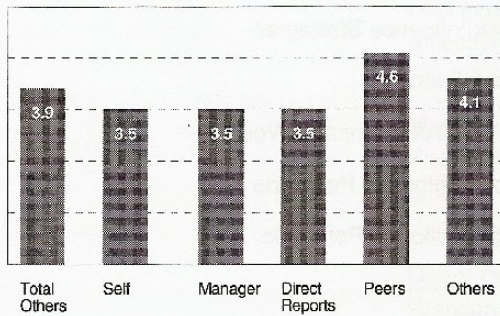


- E. Provides In-Depth Mentoring, Coaching or Training
- D. Gives Feedback to Encourage Ongoing Development
- C. Gives Reasons and Other Support
- B. Gives Short-Term, Task-Oriented Instruction
- A. Expresses Positive Expectations

Leadership Competencies

Team Leadership

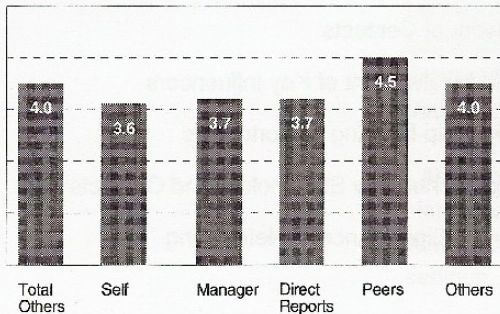
The ability to take a role as leader in a team or other group and involves communicating a compelling vision and embodying the values of the Nova Scotia Public Service.



- E. Communicates a Compelling Long-Term Vision
- D. Positions Self as the Leader
- C. Creates Environment for Team Effectiveness
- B. Manages Resources
- A. Keeps People Informed

Achievement Orientation

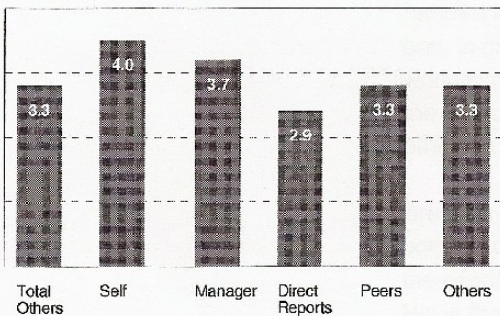
The ability to achieve results and improve individual and Departmental contribution and showing a strong concern for working well or for surpassing a standard of excellence.



- E. Balances Limited Resources Against Outcomes
- D. Sets and Works to Meet Challenging Goals
- C. Improves Performance
- B. Creates Own Measures of Excellence
- A. Shows a Concern for Working Well

Self Confidence/Courage of Convictions

The belief in one's abilities and capability to make decisions or express his or her opinions in difficult situations.

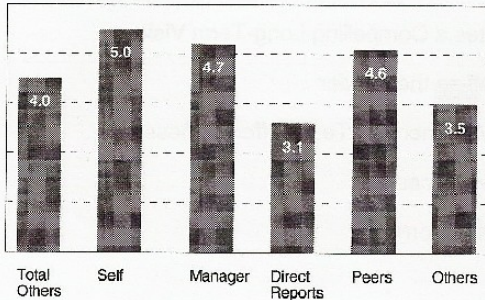


- D. Deals with Situations with Unwavering Self-Assurance
- C. Maintains Confidence In Face of Strong Challenges
- B. Maintains Positions When Faced With Opposition
- A. Has Confidence In Own Opinions and Capability

Leadership Competencies

Impact and Influence

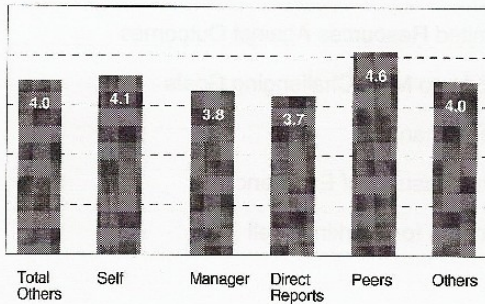
The ability to persuade, convince, influence or impress others in order to achieve their support the Department's direction.



- E. Uses Complex Influence Strategies
- D. Uses Indirect Influence
- C. Calculates Impact of Actions or Words
- B. Takes Multiple Actions to Persuade
- A. Takes a Single Action to Persuade

Relationship Building

The ability to deliberately develop contacts and relationships, both internal and external to the Department, to facilitate work efforts or to gain support/cooperation.



- E. Builds a Network of Contacts
- D. Organizes the Involvement of Key Influencers
- C. Seeks Relationship-Building Opportunities
- B. Identifies/Approaches Key Stakeholder and Contacts
- A. Understands the Significance of Networking

Verbatim Comments

Please list this person's key strengths.

Self

Excellent communicator (both written and oral); provides fresh insights and ideas; fosters a positive, professional working environment; selfless in sharing credit; a sense of humour; very productive; brings out the best in people; willing to state and defend opinions and interests, but reflective and open to better ideas

Manager

Knowledge Skill Expertise Honesty Commitment Enthusiasm Positive attitude

Direct Reports

Brendan has clear enthusiasm for his job. He is innovative and creative. He strives to communicate with his staff on a regular basis and ensures they are kept up-to date on any important issues or changes within the department. He has a very good history of following through on any issues that are presented to him in a timely manner. Brendan is honest and direct and recognizes the accomplishments of his employees, be they major or minor. I think Brendan does an excellent job at communicating his ideas and making his opinion heard in many different situations. I also believe that Brendan is creating a work environment that encourages conversation and honest feedback from his employees.

- Appears to be fair and even-balanced in his dealings with employees.
- Has good grasp of technology being used and the work processes.
- Well-spoken and presents information well in group and one-on-one settings.

Brendan's key strengths are his enthusiasm for his job and his desire to keep staff interested and informed.

pleasant to work with and has made considerable efforts in improving the atmosphere of the office and meeting the needs of the staff , handles conflict well, networks well with other sections/departments both in giving and obtaining ideas/information, maintaining a good working relationship with them and improving services, has a vision for the section and many new ideas and is always learning and encouraging others to do so

Brendan is positive, intelligent, ambitious, service orientated, brave, and committed to personal change and growth. He thinks strategically about the needs of the department and takes steps to implement his vision. He is flexible about changing circumstances. He is also fair and

Continued

Verbatim Comments

Direct Reports

...somewhat objective. [Brendan started off this job arrogant and aggressive and was viewed suspiciously. He has since learned from his initial mistakes and has shown a remarkable ability to grow in the job.

Brendan is very keen on training and improving his employees' future prospects. He is mindful of his employees need for a balance between personal and professional life. Brendan likes technology and looks for ways to use it to better the work environment of his employees, and increase production for the betterment of the government.

Has an open door policy with staff and will try to accommodate the different personalities - a common sense approach to most problems. Very approachable. Encourages staff to upgrade skills. Verbally acknowledges a job/accomplishment done. Open to ideas/suggestions to improve work/workplace. Not afraid of confrontations and will make an unpopular decision if necessary. Willing to accept responsibility for his actions right or wrong and will admit so.

Personality. Enthusiasm. Humour. Temperament. Willingness to support staff goals. Communication skills.

Peers

Brendan has a natural energy and enthusiasm for his work. He is outgoing and a pleasant person to work with. He is highly motivated and always willing to help others. Brendan is well organized and very knowledgeable in his field.

- Well organized - Attends to tasks promptly and efficiently - Independent & creative decision maker - Displays strong leadership & takes on responsibility. - Maintains good communication and attends to team support needs for the team he supervises (keep this up, it's important)

Enthusiasm, Positive Attitude, Sense of Humour, Understanding, Enjoys Challenges, Curiosity, Communication, Openness,

As an individual Brendan has an easy going manner and is very personable. He shows a genuine interest in others and their work. He is always striving to improve both the workplace environment and the job outcome. He asks the questions that need to be answered and persists until he is satisfied that he understands the issue. He is prompt, meets deadlines and does so in an efficient manner. He willingly takes on projects both easy and difficult. And he strives to resolve any

Continued

Verbatim Comments

Peers

...problematic issues as soon as possible. Brenden also incorporates his experiences from elsewhere into his job which strengthens outcomes and often provides unique solutions. Brenden exhibits a strong professional attitude which shows in his understanding of the issues. He comes across as very knowledgeable and this is reflected in his work.

Self Confidence Good Listener/Verbal communicator Enthusiasm People Skills

Others

Enthusiasm to seek creative solutions for business/technical solutions with regard to Department goals and business plan. Generating team spirit among staff under his supervision. Supporting skills improvement of employees. Thorough preparation before proposing new initiatives.

Brendan is very knowledgeable and competent in his area of expertise. He is forward thinking, open to new challenges, and believes in continuously upgrading his knowledge and skills. As a manger/supervisor he is accessible and outgoing.

From the work I have done with Brendan I would say his key strengths are: Enthusiasm, the ability to get things done, very approachable, competent, he appears to work well with people, motivated, resourcefulness and he is not afraid to give input and opinions.

Works well with other employees organized Good Humoured

Enthusiasm and dedication to work. Knowledge in his areas of expertise.

Brendan has a strong and diverse technical knowledge. He is able to breakdown very complex information and present it in an easy to understand manner. He has an engaging personality and terrific presentation skills. Brendan possess great imagination and vision.

Please list specific areas where this person needs to improve, and what the payoffs would be if this person made these improvements.

Self

Focus - fewer projects on the go would improve progress and completion rates and quality; Reduce entrepreneurial approach, i.e., develop projects through staff rather than personally - would increase organizational focus and strategic control over section, while developing

Continued

Verbatim Comments

Self

...employees;

Manager

Insure input from others, particularly reporting staff is sought and considered and if rejected why, if accepted why. Keep staff well informed about all aspects of group operations and budgets. Accept and work with those who are less skillful to help them reach their potential. Insure consequences of tactics and decisions are well understood before acting. Make sure one does not overextend or take on too much.

Direct Reports

It is difficult to identify any glaring shortfalls or inadequacies. The only suggestion I might make is to always appear to work harder than those you supervise. The level of respect people have for their boss will increase if you are seen making extra sacrifices, accomplishing more goals and generally sacrificing a bit more than those underneath you. (I believe Brendan is already hardworking and respected.) In addition, I think it is important for any supervisor to really understand exactly what is happening in his department. Our work environment is a bit unique in that there are employees who have been doing their respective jobs for far, far longer than they have had Brendan as a supervisor, and they don't really need to be told anything, but having a supervisor who is connected to their daily difficulties and pressures (I believe) would really be motivating. Additionally, I think Brendan should continue to recognize the individual strengths and abilities of his employees and draw upon their unique skills and knowledge. People are happier when they feel useful and challenged.



Wow

- Comes across as harsh and undiplomatic when making his personal views on something known. - Is viewed by employees with some suspicion as he is an "outsider" brought in to manage a section that has had issues with certain management practises/personalities in the past. Can appear arrogant at times in dealings with employees. Appears to be using line employees as a stepping stone to "bigger and better things" and doesn't seem to have a long-term commitment to the section as an organization. - He sometimes gets carried away with new approaches or innovations negatively impacting progress in the core responsibilities. Especially those ones that make it easier for him to replace critical employees. - He sometimes feels insecure about depending on his employees and tends to micro-manage.

Brendan tends to try to 'textbook manage' which sometimes comes off

Continued

Verbatim Comments

Direct Reports

...as contrived and over thought. Maybe using his instinct instead of 'management techniques' would make staff more trusting.

Has improved considerably in listening to and considering other's ideas, needs to continue so staff feel heard, should appreciate the knowledge and understanding of the data of those doing the day to work, they work hard to ensure correct and accurate information



He can be over-confident and aggressive at times. He relies too heavily on persuasive techniques that make many doubt his sincerity and objectives. He often mistakes the anticipation of possible roadblocks and issues as negativity and indirectly represses their expression. His need to be the expert and decisive center sometimes alienates the most competent employees by taking away their worth.



-Improve Active Listening Skills - will grab on to one thought/segment of a conversation and actually miss the point the individual is trying to make - the result may be the same but the individual would have felt listened to rather than just lip service paid.



He can be like 'a dog with a bone' with an idea or project, unwilling to hear or think about alternative ways of doing things. Possible 'payoffs' would be a workplace where more ideas are put forth, a workplace where there is more of a 'team' feeling and a chance at better production.

Peers

At times Brenden can be a bit aggressive with his questioning when seeking answers, determining a course of action, or finding solutions, and this may come across negatively to some. Given that Brenden usually has a strong understanding of the issue and arrives at the conclusion before others may mean that waiting for the rest to catch up is all that is required.

Project Management: Maintaining Momentum i.e. Project follow through
 - Better ongoing communication with team on progress, new ideas, timelines ect..
 Communication Goals: Better focus, too many ideas distracts from intended goal/objective. Improving this will allow him to better communicate/achieve results

Occasionally his enthusiasm can turn some colleagues away, I look at this more of a problem for the people who are put-off by his style, sometimes it is a reaction to changing technology too.

Continued

Verbatim Comments

Peers

Ask for help: Should not try to accomplish new tasks without benefit of asking for more guidance. This would save re-inventing the wheel.

Taking on too much: This trait will self correct in time, but if Brendan learns to recognize this early, then he will prevent early wear..... on himself and family. Learn to Slow Down (Or appear to). (From Overdrive to drive) This will make Brenden more approachable. Another risk: the faster Brendan goes, the slower others will go. ?

Are you impatient or insensitive to others needs or viewpoints? I don't know, seems possible. If so this could undermine the excellent work you do with team building and communication. You have "Director" written all over you, and have the ability - Do you have the "big vision" to make it worthwhile?

Others

I can't think of any specific areas for improvement.

Brendan is confident and gregarious, but can at times lack diplomacy and tact in group settings, especially when he has a strong opinion on a subject. He would benefit from practicing more restraint in these situations, allowing himself the time to more fully consider the views and opinions of others before rushing to comment. Doing so will allow him to be more successful in convincing others of the merit of his ideas, and may also allow him to improve upon these ideas by integrating the supporting thoughts of others.

Broader understanding and increased experience with financial and human resource management skills.

Continue to work on goals and strive to meet deadlines, always be thinking in terms of continuous improvement, think and work in terms of linking daily tasks to the overall goals of the Renewable Resources branch. Work on coaching and motivating people. I think Brendan has great potential.

Experience with Nova Scotia DNR Longevity

Acknowledgement of other points of view and attempt to build in these point of views in discussions. This will help Brendan be more effective in achieving goals.

Your Strengths

Highest Scoring Items

		Total Others	Self	Manager	Direct Reports	Peers	Others
58. Achievement Orientation	Demonstrates a strong desire for personal continuous improvement.	6.9	7.0	7.0	6.8	7.0	6.6
29. Achievement Orientation	Proactively questions conventional means of service delivery to more effectively and efficiently meet the Government's goals.	6.8	7.0	7.0	6.5	6.8	6.8
10. Achievement Orientation	Seeks out creative/innovative solutions for improvement in business outcomes.	6.7	7.0	7.0	6.0	6.8	6.8
22. Self Confidence/Courage of Convictions	Proposes new or modified approaches, practices, and processes and defends them effectively if challenged.	6.7	7.0	7.0	6.3	6.8	6.8
69. Development of People	Offers suggestions that help people find solutions to their problems.	6.7	6.0	7.0	6.2	7.0	6.5

Potential Areas for Development

Lowest Scoring Items

		Total Others	Self	Manager	Direct Reports	Peers	Others
54. Decisiveness	Puts systems in place to proactively monitor risks.	4.5	6.0	4.0	4.8	4.0	5.0
25. Self Confidence/Courage of Convictions	Publicly supports unpopular initiatives or programs that are mandated by the department.	4.7	6.0	--	4.7	4.5	5.0
65. Development of People	Publicly advocates for an employee's potential even when others might not share the same beliefs about that person's potential.	5.0	6.0	4.0	6.0	5.0	--
45. Strategic Orientation	Ensures that contingency plans exist for problems and situations that might occur.	5.1	5.0	5.0	4.0	6.0	5.3
66. Strategic Orientation	Is aware of the projected directions of external factors/trends (such as economic, social, political, or environmental) and how changes might impact the Department.	5.1	5.0	4.0	5.6	5.0	5.8

Item Frequency Report Leadership Competencies

Level	Item #	Decisiveness	Self / Manager		Direct Reports		Peers		Others		
			Not at All	Very	Not at All	Very	Not at All	Very	Not at All	Very	
A	14	Makes and implements decisions where necessary information is available.	1	0	1	2	2	1	2	2	3
A	71	Gets the information needed to make effective decisions.	1	0	2	2	2	1	2	1	2
B	26	Easily makes and implements decisions when faced with differing stakeholder perspectives and/or some ambiguity of information, based on the Department's needs and objectives.	0	1	1	2	2	1	2	1	1
B	31	Takes ownership of decisions and ensures decisions are consistent with legislation, precedent, and established policies and procedures.	1	0	1	2	1	2	1	2	1
C	43	Implements ideas and approaches that are risky but adds value.	1	0	3	1	2	3	1	1	3
C	54	Puts systems in place to proactively monitor risks.	1	0	3	1	2	1	1	2	2
D	27	Champions strategic initiatives with significant potential paybacks, but possible adverse consequences.	1	0	1	2	1	1	2	1	3
D	32	Makes and implements strategic decisions based on principles, values and business cases.	1	0	1	3	1	1	3	1	4

* Indicates that some of your assessors did not respond to this item

○ Self Score

Item Frequency Report Leadership Competencies

Level	Item #	Development of People	Self / Manager		Direct Reports		Peers		Others		
			Not at All	Very	Not at All	Very	Not at All	Very	Not at All	Very	
A	39	Makes positive comments regarding the developmental future of direct reports, peers, team members or other staff.	1	0	1	1	4	3	1	1	1
A	65	Publicly advocates for an employee's potential even when others might not share the same beliefs about that person's potential.	1	0	1	2	1	1	*	*	*
B	47	Gives detailed instructions and on-the-job demonstrations to staff, i.e., direct reports, peers, team members or other.	0	1	2	2	1	1	2	*	2
B	69	Offers suggestions that help people find solutions to their problems.	0	1	1	3	2	4	*	2	2
C	11	Gives practical support or assistance to make job easier for others, i.e., volunteers additional resources, tools, information, expert advice.	0	1	2	4		3	1	3	2
C	28	Gives directions or demonstrations to staff with reasons or rationale as a training strategy.	0	1	1	2	3	3	*	1	1
D	23	Gives feedback to people in behavioural rather than personal terms for developmental purposes.	0	1	3	3		1	1	*	1
D	72	Documents and follows through on a specific development plan for direct reports to support the achievement of performance targets and competencies.	0	1	1	1	2	*	*	*	1
E	61	Actively supports competent employees in seeking lateral and promotional opportunities to further their career.	1	0	1	1	3	1	*	*	1
E	68	Actively arranges appropriate and helpful assignments, formal training, or other experiences for the purpose of fostering a person's learning and development (may include career pathing or career planning).	0	1	2	2	2	4	*	1	1

* Indicates that some of your assessors did not respond to this item

○ Self Score

Item Frequency Report Leadership Competencies

Level	Item #	Team Leadership	Self / Manager					Direct Reports			Peers			Others			
			Not at All	Vary	Not at All	Very	Not at All	Very	Not at All	Very	Not at All	Very					
A	49	Makes sure the group has all the necessary information.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A	76	Delivers consistent messages that reinforce the Government's/Department's priorities.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B	16	Effectively matches the skills of the individual to the work requirements.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B	77	Anticipates the implications of project changes on resource needs.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C	37	Actively pursues a climate of openness, trust and solidarity among staff such that each person feels comfortable in expressing their opinions and need.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C	73	Acts to build team spirit for purposes of promoting the effectiveness of the group or process.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D	7	Sets a good example by personally modelling desired behaviour and values.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D	60	Provides clear direction to the Department on emerging public issues and concerns.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E	4	Generates excitement, enthusiasm and commitment to the group mission.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E	9	Advocates a compelling long-term vision for the Department.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Indicates that some of your assessors did not respond to this item

Self Score

Item Frequency Report Leadership Competencies

Level	Item #	Achievement Orientation	Self / Manager		Direct Reports		Peers		Others		
			Not at All	Very	Not at All	Very	Not at All	Very	Not at All	Very	
A	21	Has a focus on excellence.	<input type="radio"/>	1	1	2	2	1	2	1	3
A	58	Demonstrates a strong desire for personal continuous improvement.	<input checked="" type="radio"/>	1	1	5	4				2
B	8	Identifies partnerships or indirect resourcing approaches that will facilitate the achievement of the Government's goals.	<input checked="" type="radio"/>	*	2	3	1	2		1	3
B	55	Effectively organizes people, tasks and responsibilities so that multiple objectives can be accomplished.	<input type="radio"/>	1	2	2	1	2	*		1
C	10	Seeks out creative/innovative solutions for improvement in business outcomes.	<input checked="" type="radio"/>	1	1	1	3	1	3	*	1
C	29	Proactively questions conventional means of service delivery to more effectively and efficiently meet the Government's goals.	<input checked="" type="radio"/>	1	1	4	1	3	*		1
D	30	Effectively oversees a range of significant programs and time-sensitive issues using appropriate resources.	<input checked="" type="radio"/>	*	2	1	1	2	2		5
D	57	Establishes objectives for oneself and direct reports and works to meet stretch goals.	<input type="radio"/>	1	1	4	*	2	1	*	3
E	51	Provides strong leadership in effective management and stewardship of resources.	<input type="radio"/>	1	1	3	*	2	2	*	1
E	56	Analyzes Departmental outcomes in order to make decisions, set priorities or choose goals on the basis of calculated inputs and outputs.	1	<input type="radio"/>	1	2	*	1		*	3

* Indicates that some of your assessors did not respond to this item

Self Score

Item Frequency Report Leadership Competencies

Level	Item #	Self Confidence/Courage of Convictions	Self / Manager		Direct Reports		Peers		Others	
			Not at All	Very	Not at All	Very	Not at All	Very	Not at All	Very
A	25	Publicly supports unpopular initiatives or programs that are mandated by the department.	<input type="radio"/>	<input type="radio"/>	1	2	*	1	1	1
A	50	Proactively offers opinions even when they differ from others.	<input type="radio"/>	<input type="radio"/>	5	1	*	3	1	2
B	5	Takes on activities and projects that need to be done, even though they may not be easy or have popular support.	<input type="radio"/>	<input type="radio"/>	2	1	3	1	1	2
B	22	Proposes new or modified approaches, practices, and processes and defends them effectively if challenged.	<input type="radio"/>	<input type="radio"/>	2	4		1	3	3
C	18	Acknowledges personal responsibility for outcomes from decisions made.	<input type="radio"/>	<input type="radio"/>	1	1	4	1	2	1
C	59	Speaks up when disagrees with management, clients, or others in power, but disagrees factually, stating own view clearly and confidently, even in a conflict.	<input type="radio"/>	<input type="radio"/>	1	3	1	2	2	1
D	6	Confronts management or clients honestly, sometimes at the risk of triggering a conflict.	1	<input type="radio"/>	2	2	2	1	1	1
D	19	Makes decisions having significant consequences that are good for the Department and consistent with the values of the Department, subject to public scrutiny.	<input type="radio"/>	<input type="radio"/>	2	2	*	1	1	1

* Indicates that some of your assessors did not respond to this item

Self Score

Item Frequency Report Leadership Competencies

Level	Item #	Relationship Building	Self / Manager		Direct Reports		Peers		Others		
			Not at All	Very	Not at All	Very	Not at All	Very	Not at All	Very	
A	40	Develops and sustains informal contacts with others, in addition to contacts required in the course of work.	1	0	1	1 2 2	1	3	3		
A	62	Sees stakeholder relationship-building as key to securing the success of initiatives.	1	0	1	1 2	1	2	2	1 1	
B	35	Consistently looks for opportunities to expand one's key contacts and networks and nurture the ones in place.		1		3 3	1	3	1	3	
B	53	Identifies key stakeholder contacts in the Department with whom a relationship must be established.		1		4 2	1	2	1	2	
C	34	Initiates or participates in non-work events designed to improve or strengthen networks and relationships with others.	1	0	1	2 3	1	3	2	2	
C	46	Develops and cultivates good will and effective working relationships with others in order to accomplish tasks.		1		1 3 1	2	2	1	1 1 2	
D	33	Identifies internal staff whose individual expertise can meet stakeholder needs.		1		1	4 1	1	3	1	1
D	63	Develops new ways to reach out to clients and stakeholders, to stimulate input and exchange of information.	1	0	*	1 2 2	1	3	3	2	
E	44	Maintains a planned network of relationships both within and outside of government to gain market intelligence.		1	*	3 1 1	2	1	2	1	
E	74	Develops a network and taps into their expertise to seek input to problems and to find alternative ways of resolving a deadlock.	1	0	*	3 2	1	1 1	1	2 1	

* Indicates that some of your assessors did not respond to this item

Self Score