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**Hqt <**

Participant Name

August 2013

Included in this report are the following:

1. 360 Degree Assessment Overview
2. Competency Summary Overview
3. Overview of Item Ratings by Competency
4. Highest and Lowest Rated Competencies
5. Open Ended Comments

Prepared under the direction of the USDA Virtual University and delivered via AgLearn

## *USDA 360-Degree Assessment Overview*

### **Kpvt qf wevlqp**

“Can leadership be learned?” Leadership can (and, some say, must) be learned because leadership is about what you do, not who you are. Leadership is expressed through skills and behaviors. Simply holding a position does not make someone a leader; how people act, regardless of their position in an organization, defines leadership. The 360-degree assessment report you are reading is competency-based, so that you can learn what skills to develop to more effectively carry out your leadership roles and responsibilities.

### **J qy 'Y knlc'582/F gi tgg'Cuguo gpv'J gr 'O gA**

Feedback is essential to personal growth, and this 360-degree assessment will help you understand how others perceive your effectiveness. Most importantly, the 360-degree assessment provides feedback from all directions: top-down from your supervisor, lateral from your peers, and bottom-up if you supervise others. The report breaks down the responses separately, so you can compare how the different groups perceive your effectiveness.

This 360-degree assessment is designed to help you develop your leadership capacity. It will not be used by USDA as a performance measure in any individual personnel review process. You do not have to share the report or the results with your supervisor or coworkers unless you want to. The feedback provided in this report is for you and you alone. We encourage you, however, to work with your supervisor and use the assessment results in developing your individual development plan.

### **Vj g'QRO 'Eqo r gvgpe{ 'O qf gn**

USDA 360-degree assessments are based on the Office of Personnel Management (OPM) leadership competencies. Through extensive research and validation, OPM has identified 28 leadership competencies for use by Federal Government personnel. A competency is a measurable pattern of knowledge, skills, abilities that are characteristic of superior performance in a job.

For each competency, OPM has also identified behaviors (called behavioral examples) that demonstrate proficiency in that competency. The USDA 360-degree assessment asks the respondents to rate you – the subject of the assessment – on how frequently you perform select behaviors that are indicators of success at that position level. Since these behaviors are considered important for success in a particular competency, the more frequently people observe you doing them, the more successful you will likely be.

### **Vj g'WFC'Ngcf gt uj kr 'Eqo r gvgpe{ 'Ht co gy qtm**

The USDA Leadership Competency Framework identifies competencies that are designated as “core competencies” at each of five levels in the USDA hierarchy: All Employees, Team Leader, Supervisor, Manager, and Executive.



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	<b>Uwr gt xluqt</b>	<b>O cpci gt</b>	<b>Gzgewlkg</b>
Core	1. Accountability 2. Conflict Management 3. Developing Others 4. Human Capital Management 5. Leveraging Diversity	1. Creativity and Innovation 2. Financial Management 3. Partnering 4. Political Savvy 5. Strategic Thinking 6. Technology Management	1. Entrepreneurship 2. External Awareness 3. Vision
Additional by Level	6. Decisiveness 7. Influencing and Negotiating 8. Team Building 9. Technical Credibility 10. Resilience	7. Accountability 8. Conflict Management 9. Developing Others 10. Human Capital Management	4. Creativity and Innovation 5. Financial Management 6. Partnering 7. Political Savvy 8. Strategic Thinking 9. Technology Management 10. Developing Others
All Levels	11. Interpersonal Skills 12. Integrity and Honesty	11. Interpersonal Skills 12. Integrity and Honesty	11. Interpersonal Skills 12. Integrity and Honesty

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This report measures rater perception of the frequency with which you display each included behavior, grouped by competencies and rater group, so that you can better focus your development efforts. Pay closest attention to the competencies emphasized at your level on the USDA Leadership Competency Framework, if those competencies are appropriate for your actual job. Equally important, do not dismiss a competency because you are unfamiliar with or uncomfortable with it.

Not all rater groups are equally able to rate some items. Consider this when evaluating the feedback you received. For example, your subordinates may be the best source to rate Human Capital Management, but your peers may be in a better position to rate Partnering.

You should not work on developing every competency at the same time. Some items and competencies may be more important to you than others. To make the most of this feedback, focus on a few competencies and their associated behaviors – the “vital few” that are important for your position and your development.

When choosing an area to emphasize, consider:

- Its importance to your organization’s mission
- Its importance to your current position
- Its relevance to your personal and career goals
- Whether you can realistically change it

The 360-degree assessment process is designed to be accompanied by interpretation from someone trained to understand both the report details and best practices for recommending areas for development.

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The report is broken into sections, and each section will help you gain additional insight into the feedback provided by your raters. The data in each section are presented as graphs.

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- **360 Degree Assessment Overview** – This section provides background on USDA’s 360-degree competency assessment approach, the assessment, and how to interpret your report.
- **Competency Summary** – This section displays the average scores for all competencies addressed in the 360-degree assessment.
- **Item Ratings by Competency**– This section displays scores for each behavioral example or task, organized by leadership competency and shown by rater category.
- **Highest and Lowest Rated Competencies**– This section shows the highest and lowest rated five competencies based on the average of all raters. This can help you identify your broad areas of strength and those in need of development.
- **Open-Ended Comments**– This section presents a transcription of what you and others wrote about your strengths and developmental needs.

*Keep in mind:*

- *There must be at least 3 peer and 3 subordinate responses to list results separately for those groups.*
- *Averages do not include Self scores.*
- *The assessment groups are abbreviated as follows:*
  - o SELF – You the subject
  - o SUPV – Your supervisor
  - o PEER – The people you identified as your peers
  - o DRPT – The people you identified as your direct reports (if you selected people for this category)
- Your self and supervisor’s ratings appear separately throughout the report. However, to preserve anonymity, ratings by peers and subordinates are displayed as separate groups only if at least three respondents from each group completed the assessment.

This report describes the frequency with which you display the behaviors that define the leadership competencies for your selected position level. Respondents rated these items on the following scale:

Scores shown for each competency and item are in response to the question, “How frequently does (John/Jane Doe) perform this action?”

The frequency score is based on the following six-point scale:

- 1 = Never
- 2 = Rarely
- 3 = Sometimes
- 4 = Often
- 5 = Very Frequently
- 6 = Always

Raters could also mark an item “NA,” and this rating is not factored into averages.

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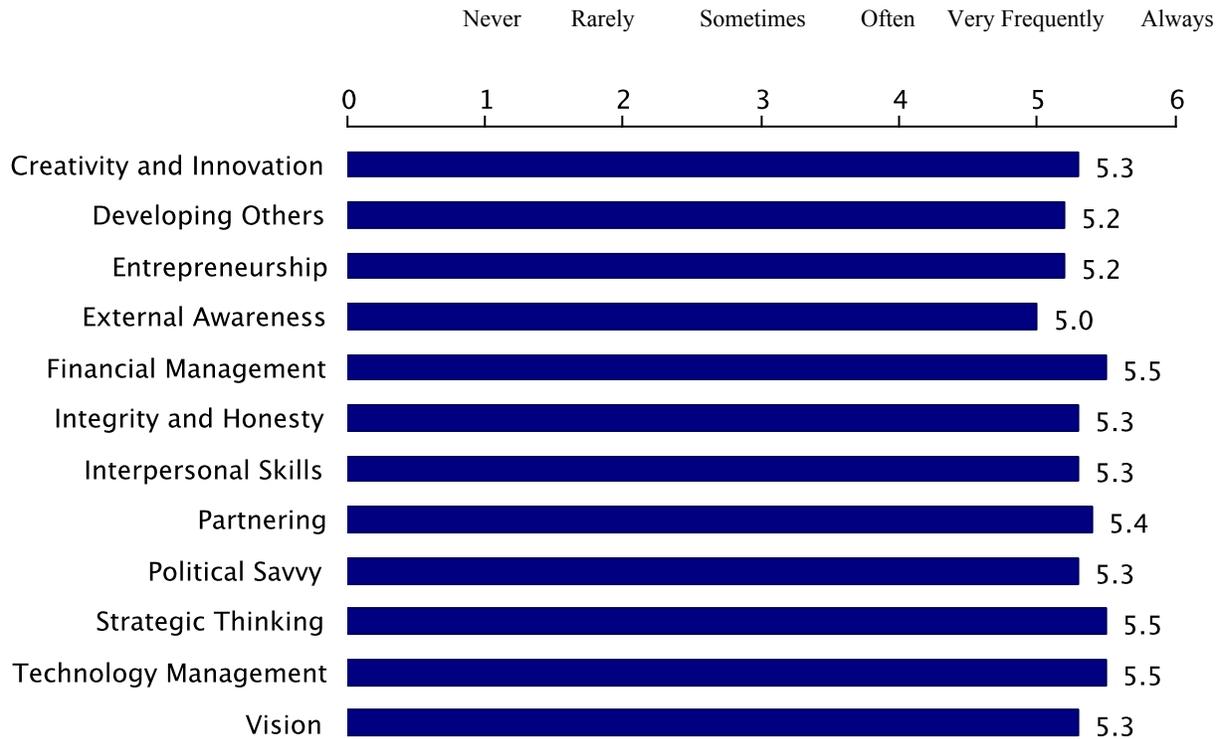
### Rwt rqug

The Competency Summary section displays the average scores for all competencies addressed in the 360-degree assessment.

Results are displayed both as a bar graph and in numerical form. The competency name appears on the left side of the page.

### Uqt vlpí

This section is sorted alphabetically.



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### Rwt rqug

The Item Ratings by Competency section displays scores for each behavioral example or task, organized by leadership competency. Each page contains breakout graphs for four competencies, with all of the competencies associated behaviors listed below the graph. Please note that the “All” rating does not include the employee’s “Self” rating.

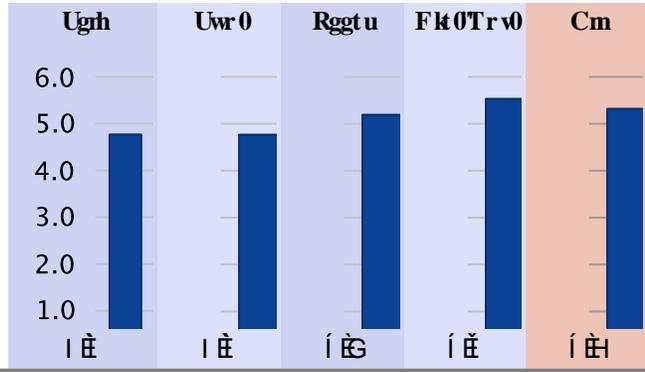
If any respondents wrote comments about a particular item, those comments appear immediately below the bar graphs.

### Uqt vpi

This section is sorted alphabetically.

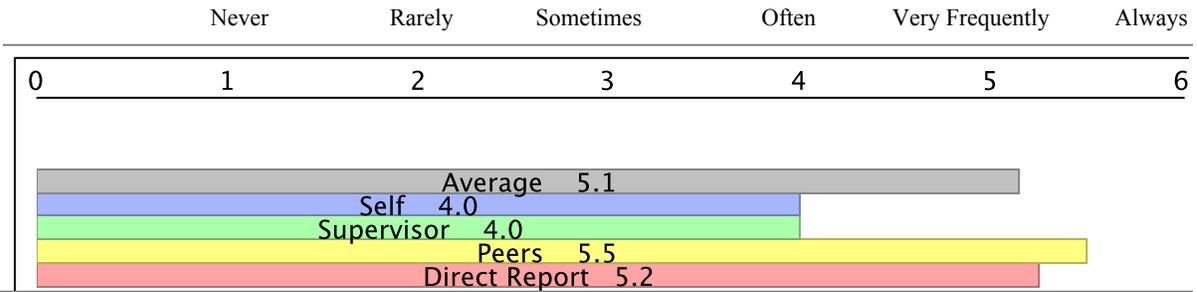
**Creativity and Innovation**

Develops new insights into situations. Questions conventional approaches. Encourages ideas and innovations. Designs and implements new or cutting edge programs and/or processes.

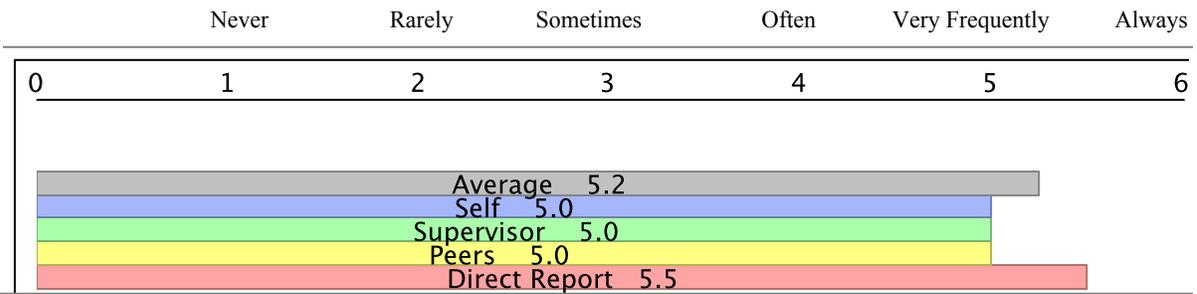


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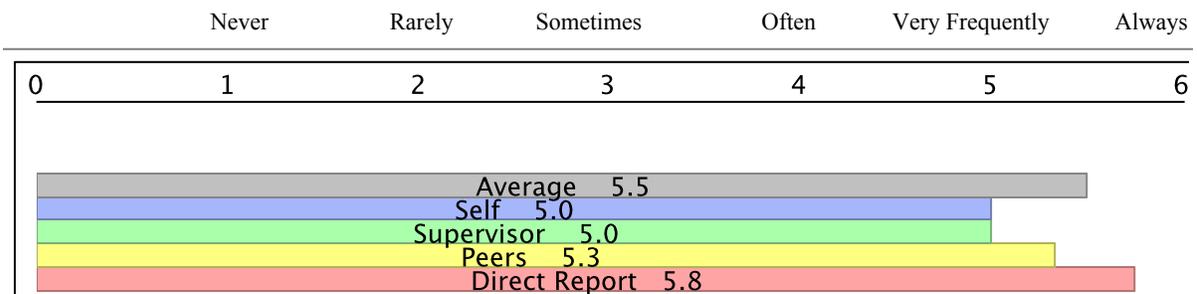
Builds an organization that attracts superior employees who demonstrate creativity and innovation.



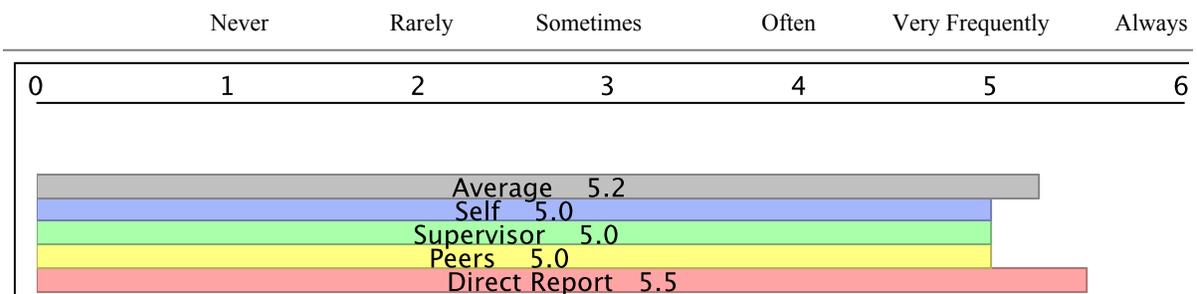
Serves as a champion for new ideas and approaches.



Is willing to question conventional approaches.

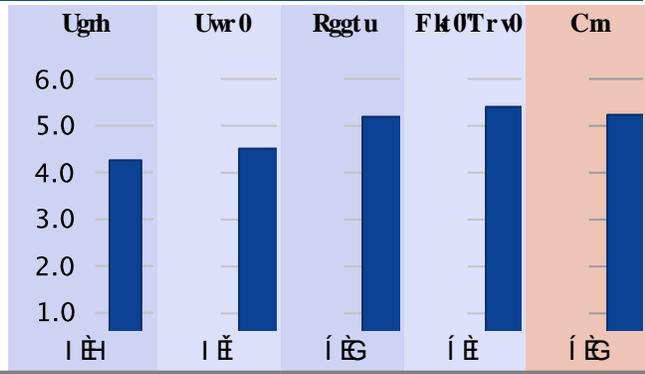


Demonstrates innovative organizational thinking focused on improving the system.



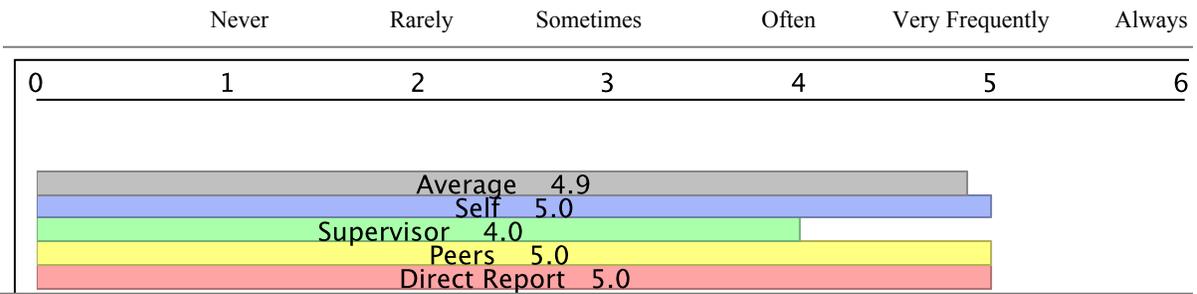
**Developing Others**

Develops the ability of others to perform and contribute to the organization and by providing opportunities to learn through formal and informal methods.

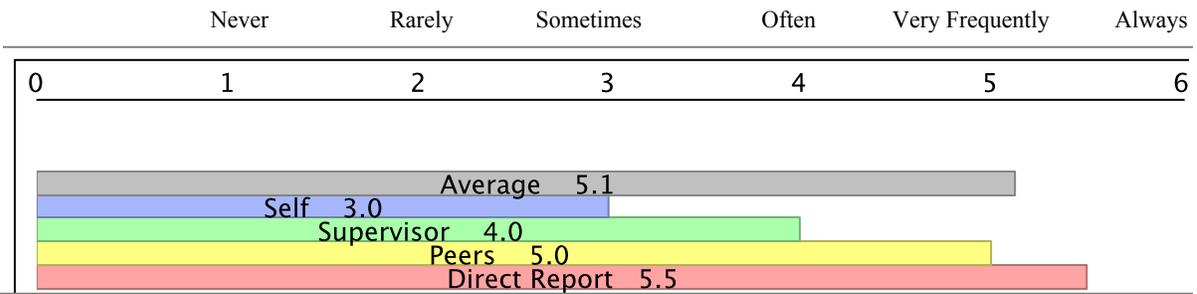


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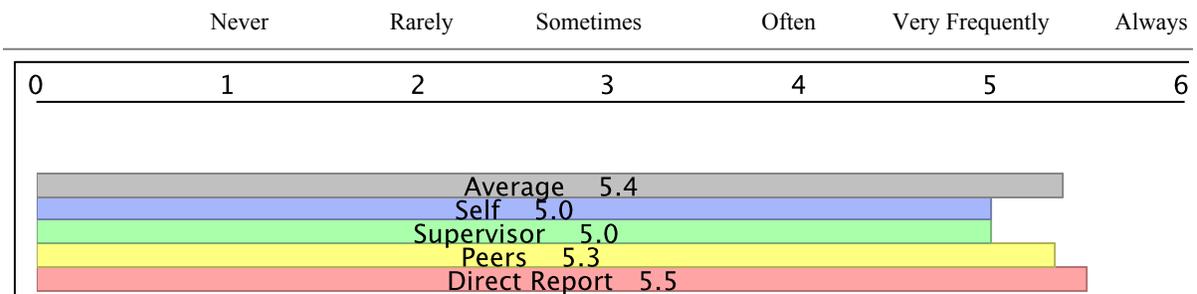
Reviews training goals and processes in light of organizational changes.



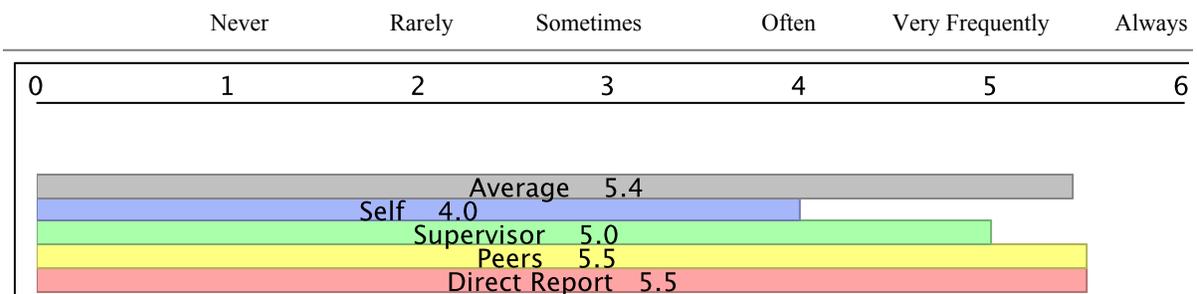
Exemplifies the value of life-long learning and provides opportunities for continuous development.



Supports strategies to enhance employee training and development.

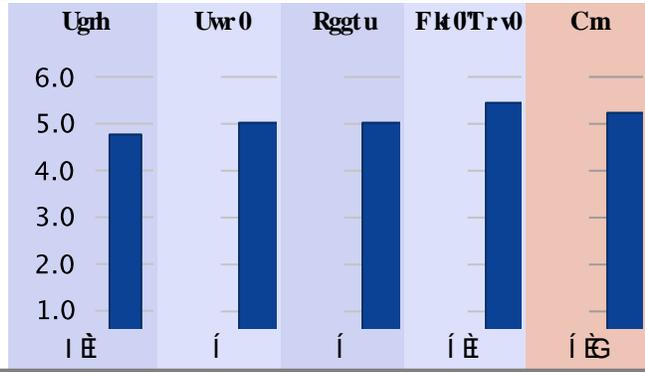


Establishes strategies to achieve mission critical competency for all levels of employee.



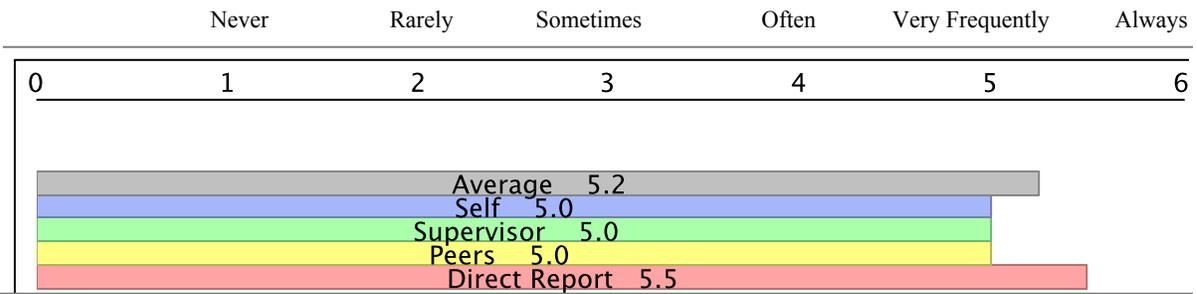
**Entrepreneurship**

Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

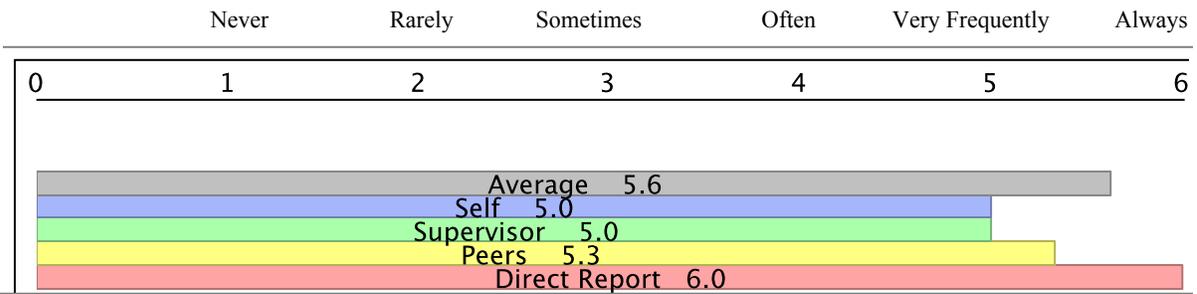


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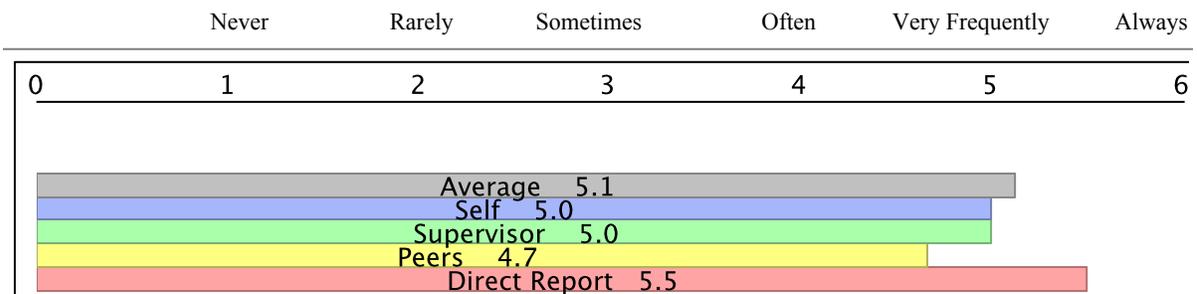
Champions improvement and innovation in the organization.



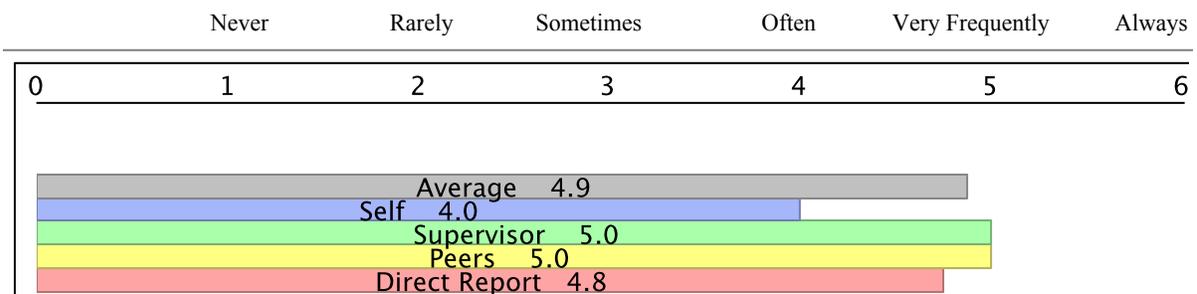
Demonstrates strategic and forward thinking.



Builds the organization by developing or improving products or services.



Enhances organization's ability to effectively respond to change.

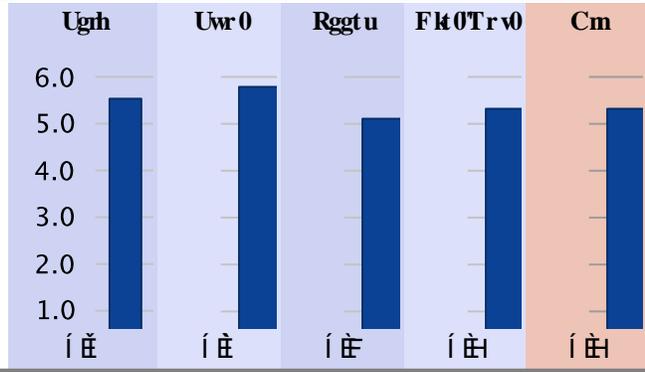






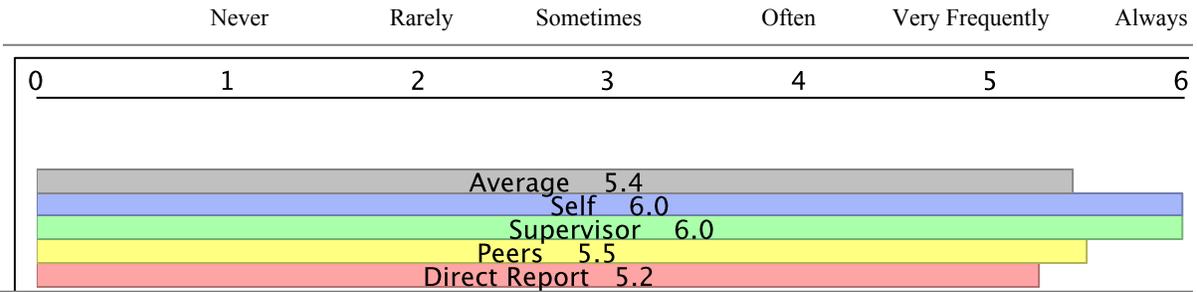
## Integrity and Honesty

Behaves in an honest, fair, and ethical manner.  
Shows consistency in words and actions.  
Creates a culture that fosters high ethical standards.

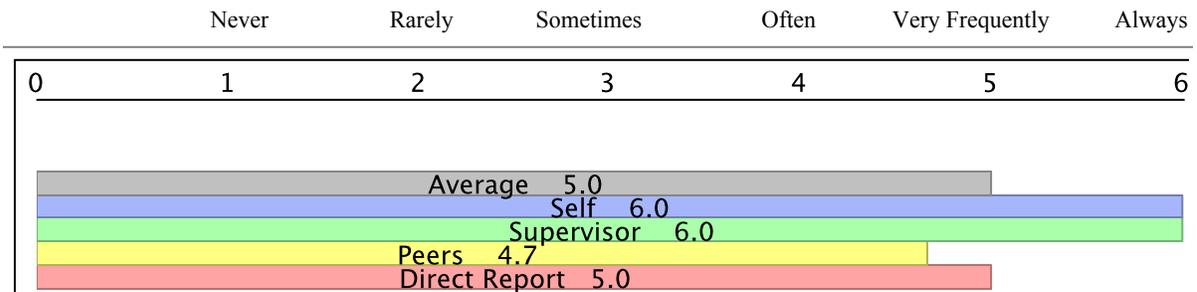


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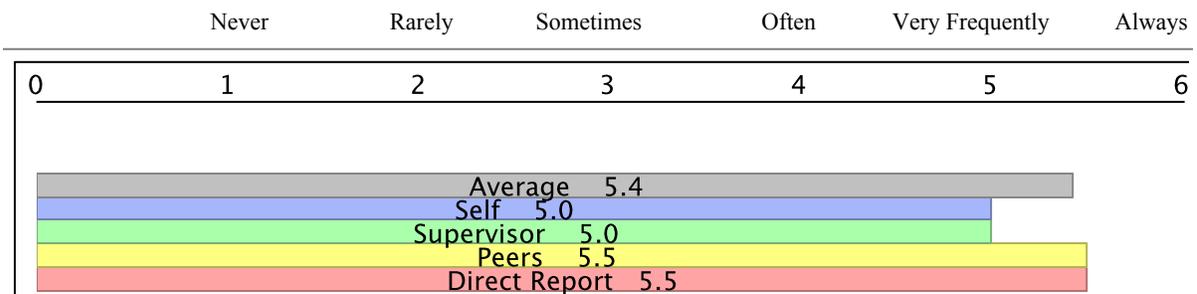
Creates an organizational culture that fosters high ethical standards.



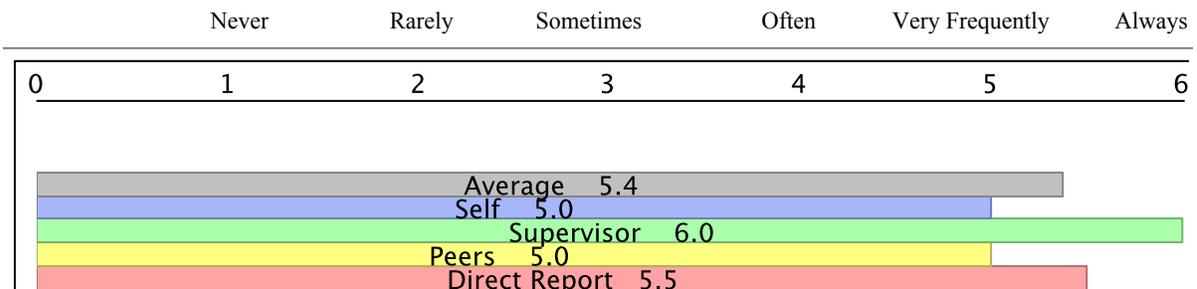
Models ethical behavior expected of all employees.



Ensures organizational policies are in place to prevent waste, fraud and mismanagement.

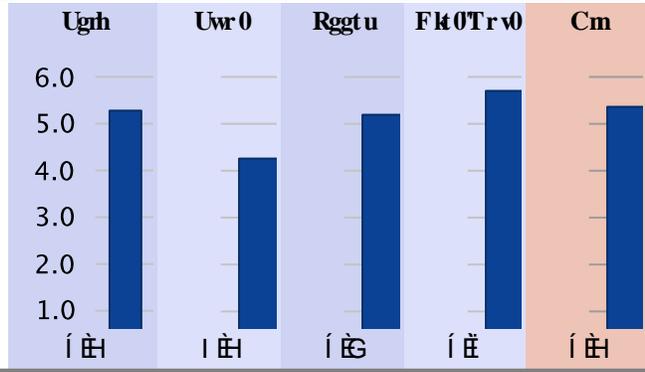


Follows through on commitments.



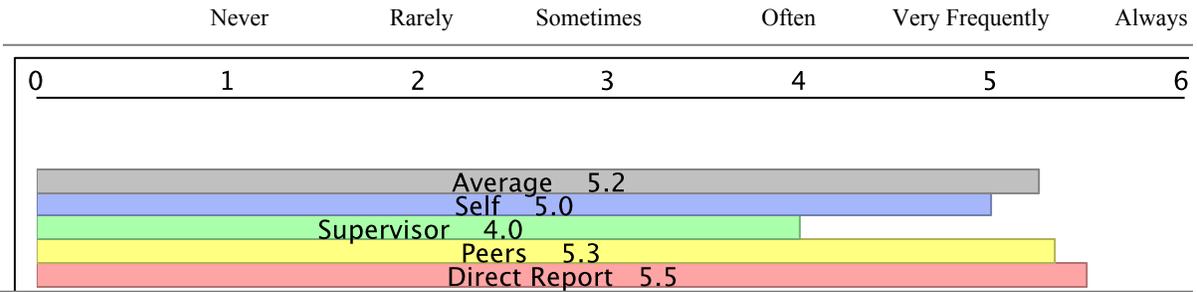
**Interpersonal Skills**

Treats others with courtesy, sensitivity, and respect. Considers and appropriately responds to the needs and feelings of different people in different situations.

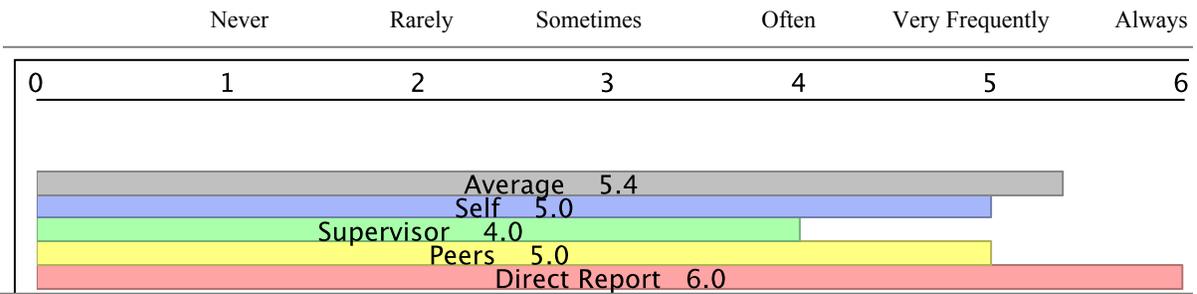


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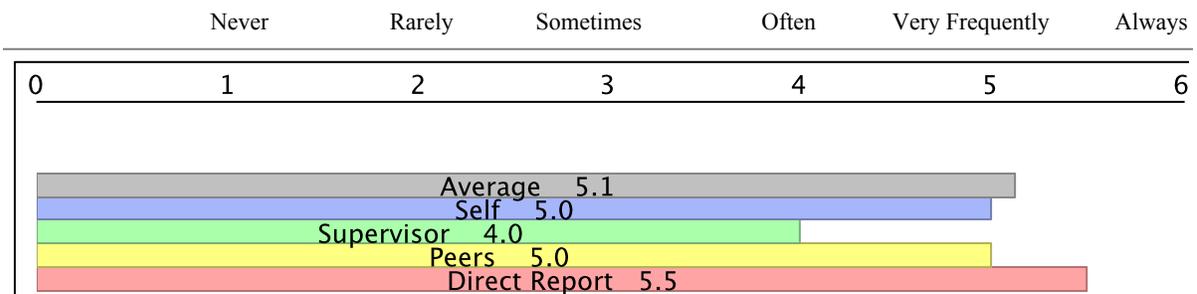
Demonstrates tact when questioning another's ideas.



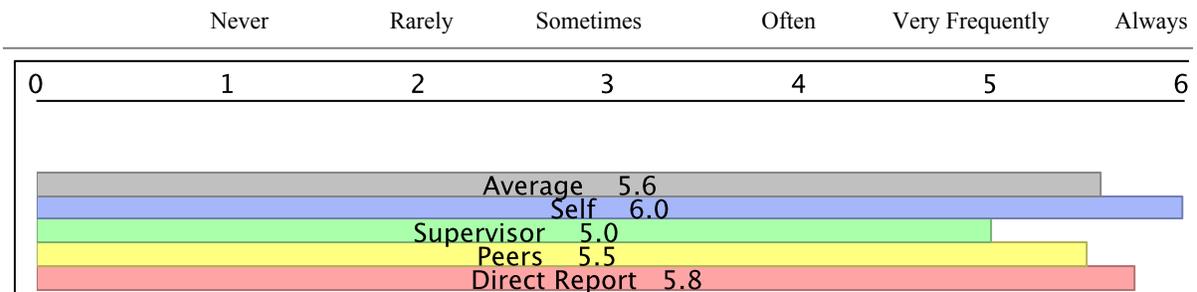
Shows respect for others even when not agreeing with them.



Works effectively with a wide variety of people in different settings.

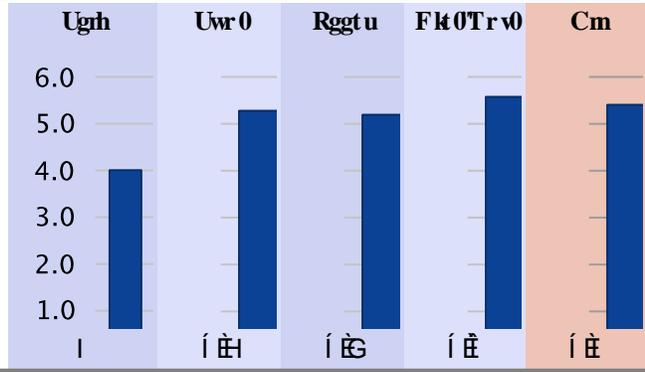


Respectfully responds to the concerns of external stakeholders.



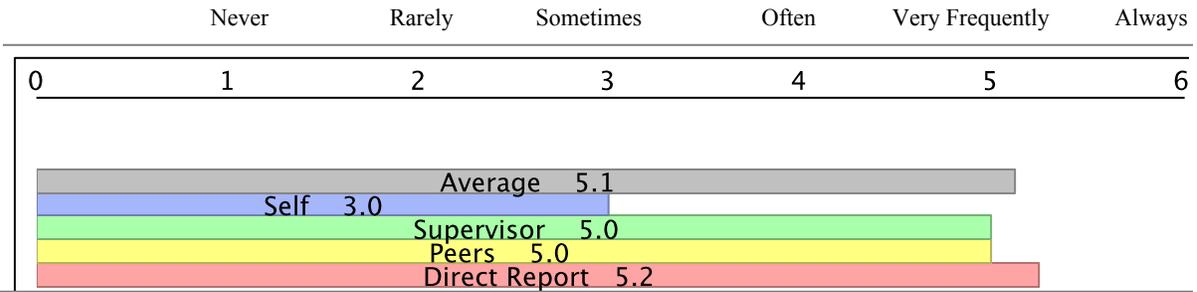
**Partnering**

Develops networks and builds alliances. Collaborates across boundaries to build strategic relationships and achieve common goals.

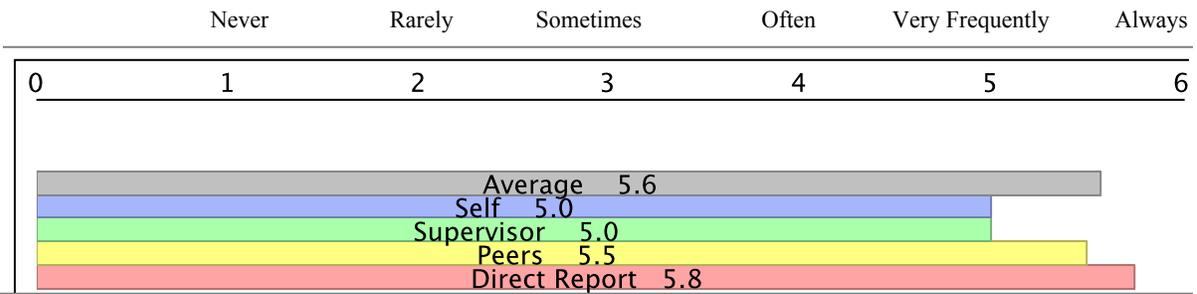


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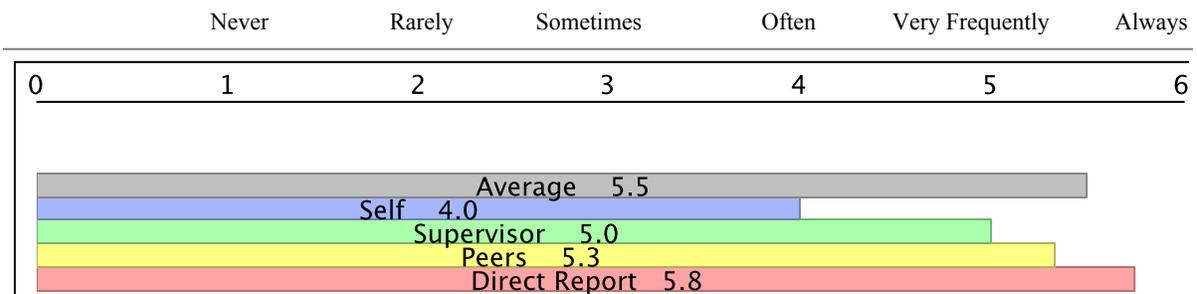
Promotes coordination and cooperative interaction among agencies.



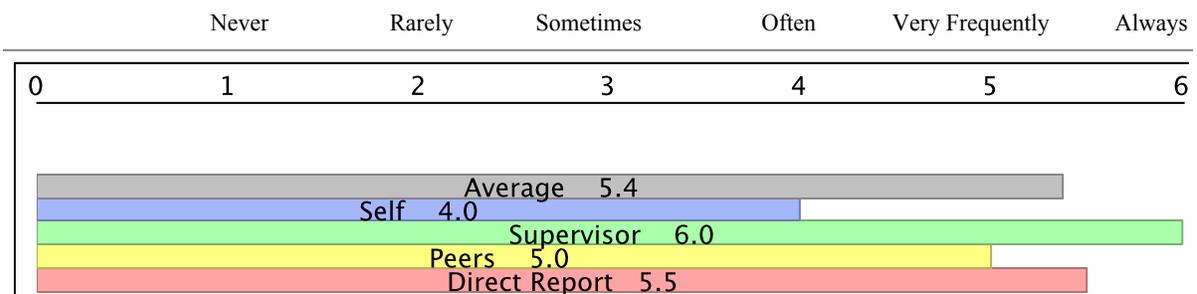
Supports staff efforts to develop new partnerships.



Maintains cooperative relationships with a wide range of constituencies.



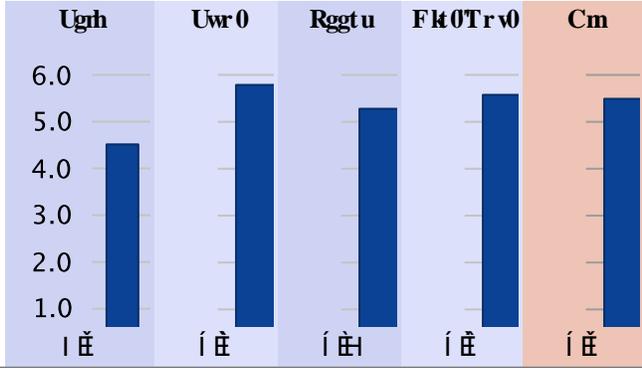
Networks with a wide range of stakeholders, both inside and outside of government.





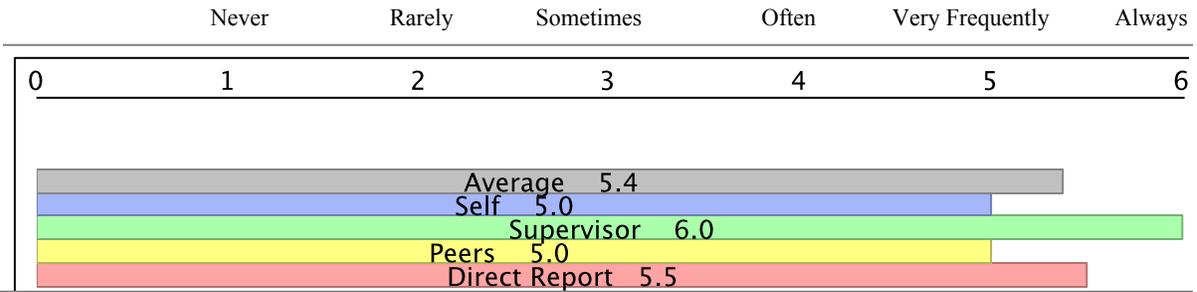
**Strategic Thinking**

Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunity and manages risks.

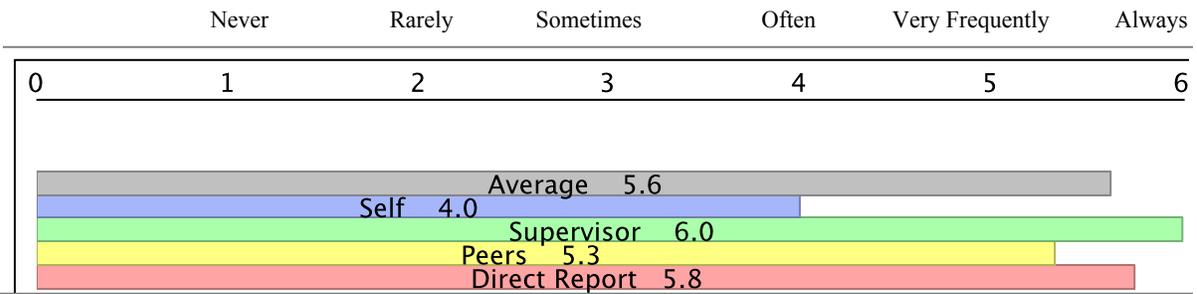


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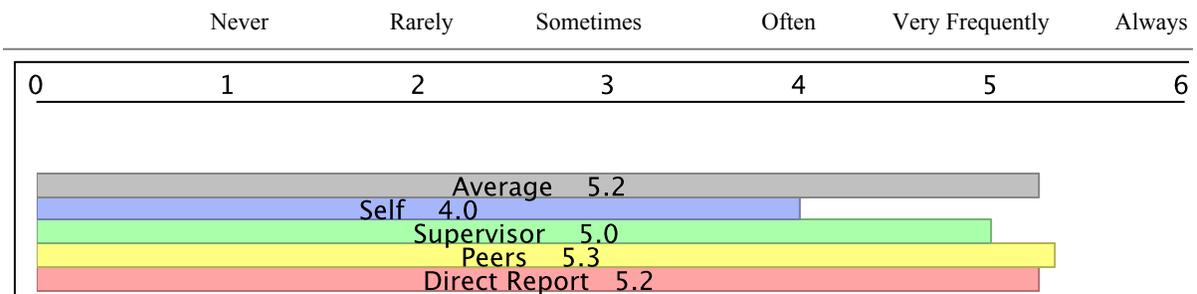
Develops alternative approaches to different scenarios during planning sessions.



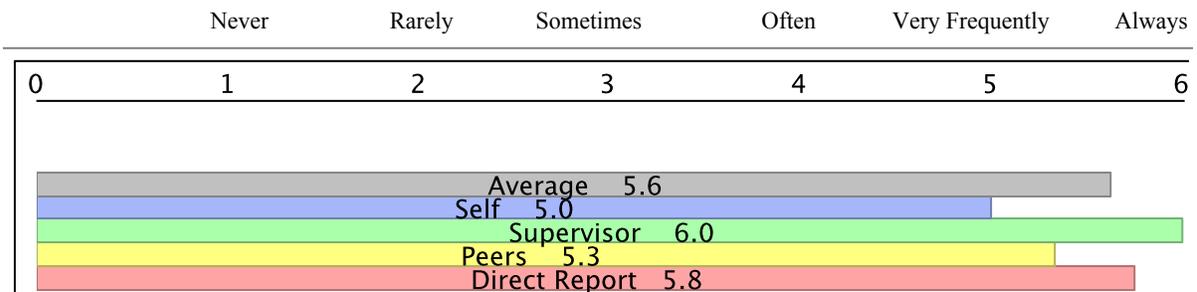
Involves employees and stakeholders in the strategic planning process.



Develops strategies that integrate the organizational mission with organizational strengths.

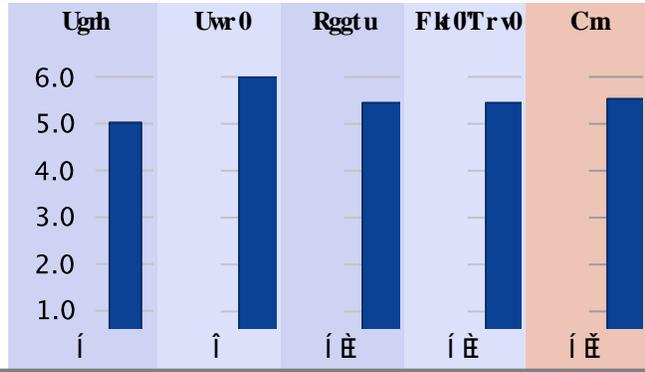


Anticipates new, changed or conflicting demands for programs or services.



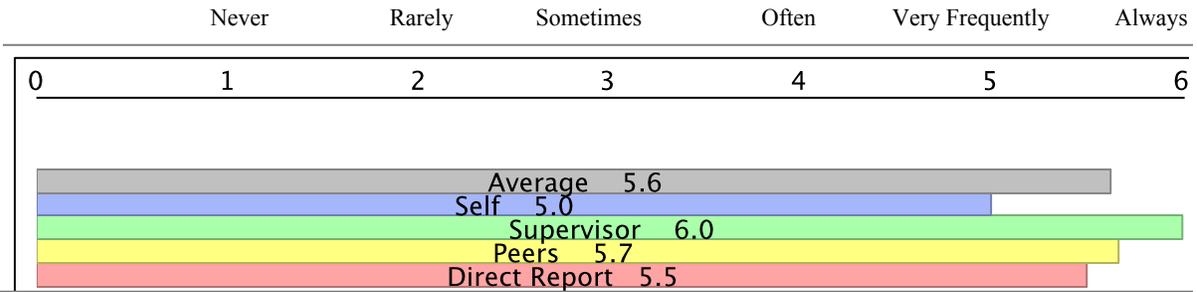
**Technology Management**

Keeps up to date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.

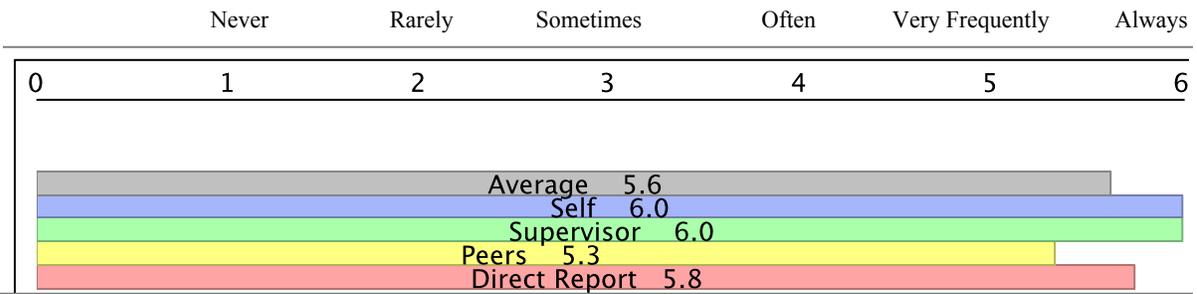


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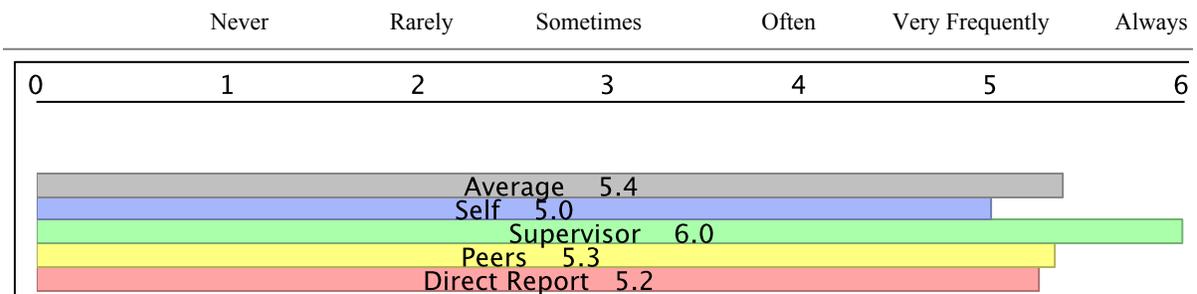
Allocates sufficient funds for future technology investment.



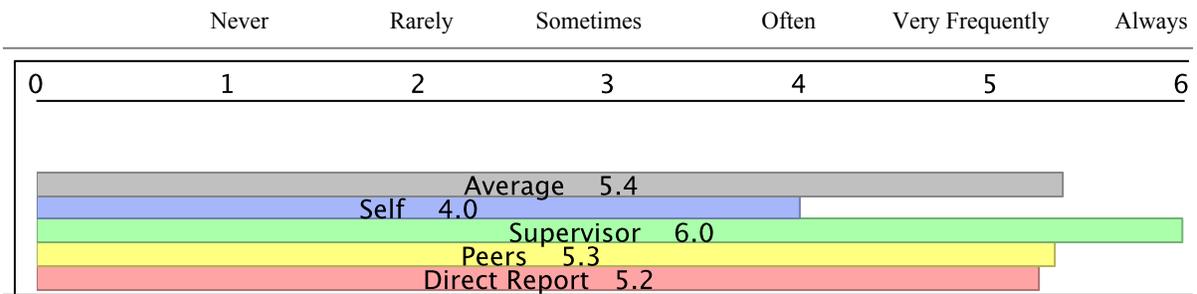
Promotes the development of technology programs that better ensure the delivery of organizational services.



Institutes policies that improve the organization's technological capability.

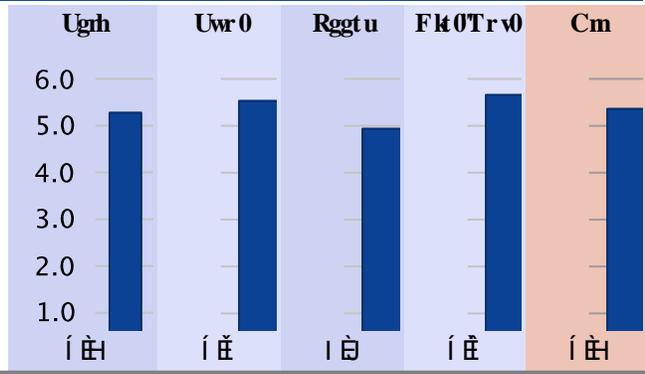


Demonstrates a willingness to use new systems and approaches.



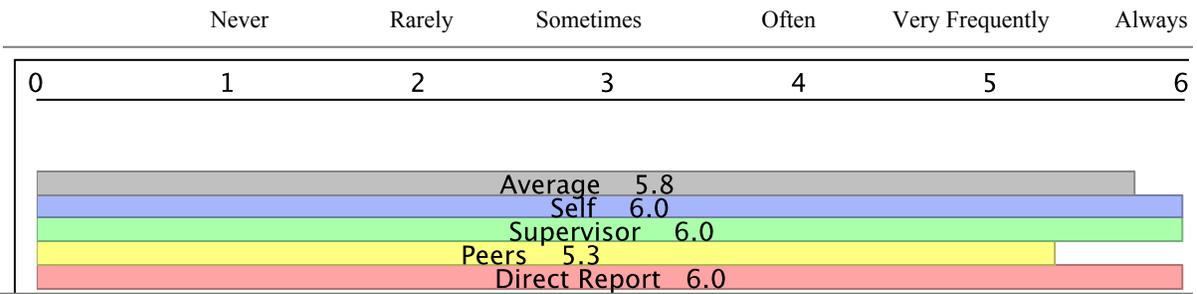
**Vision**

Takes a long-term view and builds a shared vision with others. Acts as a catalyst for organizational change. Influences others to translate vision into action.

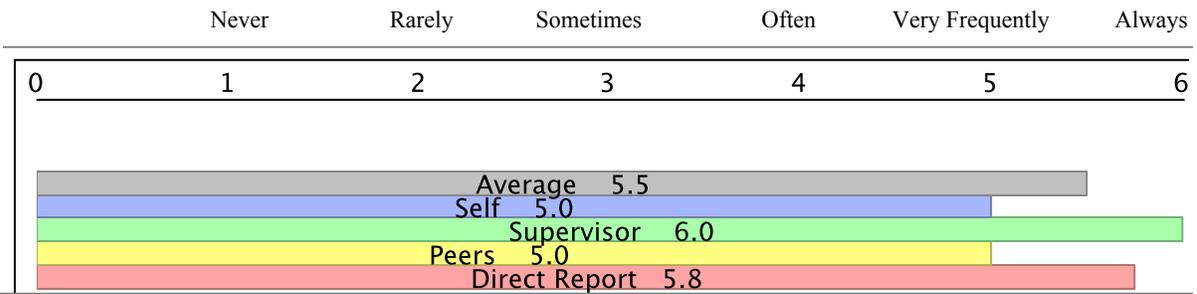


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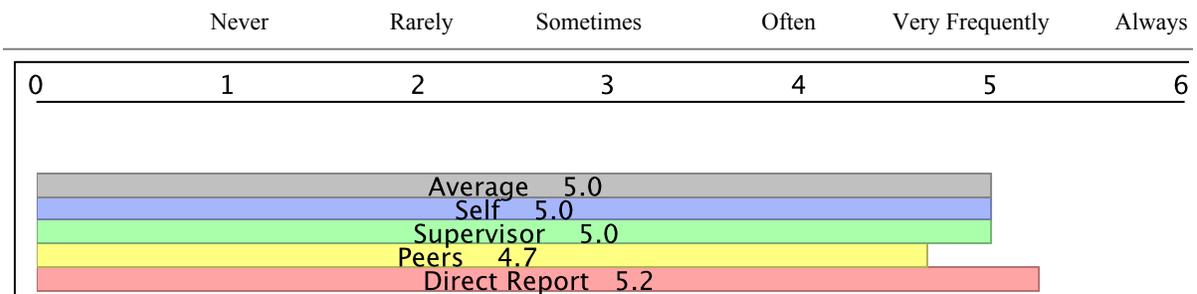
Demonstrates commitment to the organization's vision and mission.



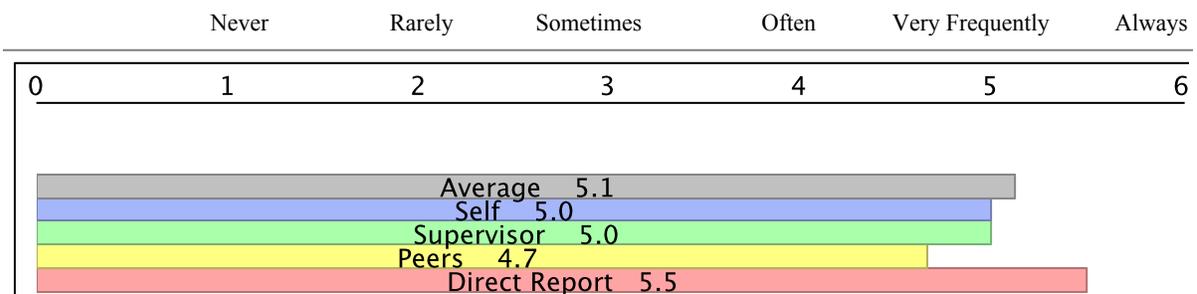
Develops plans and policies for translating vision into action.



Breaks down organizational barriers and helps the organization achieve its mission.



Takes a long term view and builds a shared vision with employees.



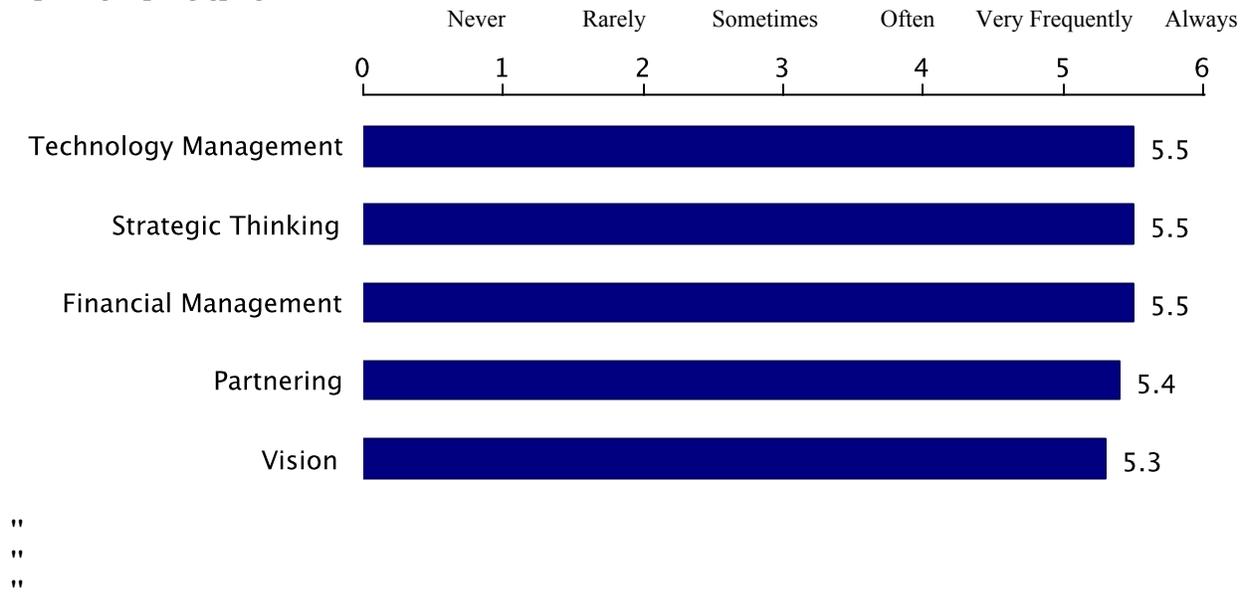
## J li j gu'čpf 'Nqy gu/T cvgf 'Eqo r gvgpelgu'Qxgt xlgv

### Rwt rqug

The Highest-Rated Competencies section reports the five highest rated competencies. Use your top five competencies to identify strengths you can build from. The Lowest-Rated Competencies section reports the five lowest rated competencies. Use your bottom five competencies to identify specific competencies you may want to address. Please note that the “All” rating does not include the employee’s “Self” rating.

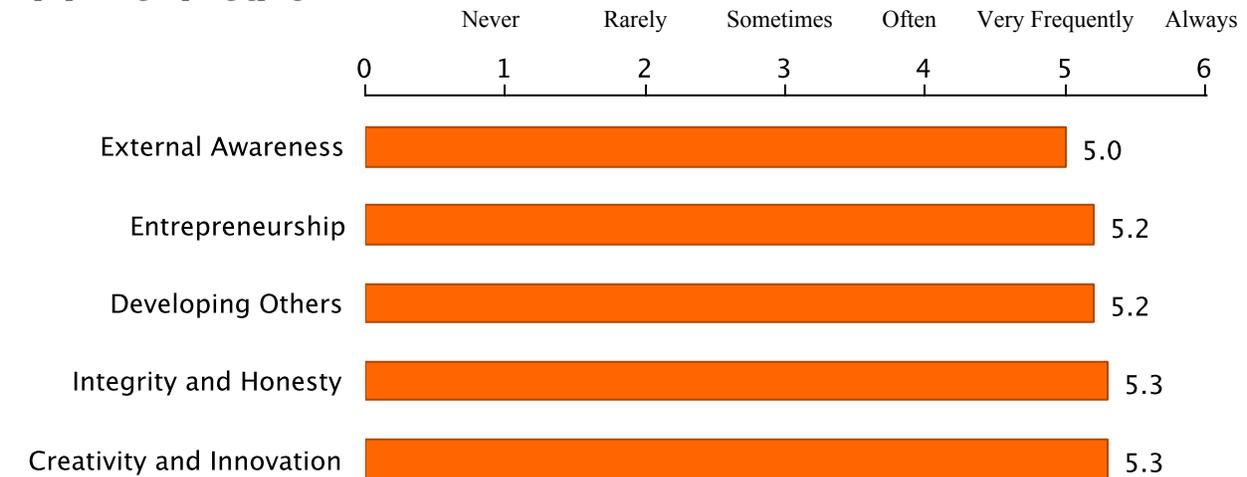
Results are displayed both as a bar graph and in numerical form. The competency name appears on the left side of the page.

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"  
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### Dqwqo 'Hksg'Eqo r gvgpelgu



### Or gp'Gpf gf 'Eqo o gpw'Qxgt xley

This section displays the narrative comments given by each respondent to the Open Ended Questions.

Responses are grouped by questions and are completely anonymous.

Horizontal lines group comments from each different person.

The respondents were asked the following open-ended questions:

1. What is this person doing well in her/his current position?
2. What could this person do better in her/his current position?
3. Add any final comments that you believe would be helpful to this individual.

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**[ qw'tcl'f <**

**Qvj gt u'tcl'f <**

I believe that Ms. Name is doing an excellent job. She is still learning the culture of the agency .

XXXX is a leader that expects others to lead as well. She is dedicated to updating and innovating with very limited resources.

In the year that XXXX has been manager, she has made tremendous positive changes..

By putting structure to processes, was better able to get processes in place to get work done more quickly and efficiently.

Willing to look at the way that things are done and seek new ways to get things done.

**Y j cv'eqwf 'vj kr't gt uqp'f q'dgwt 'lp'j gt lj kr'ewt t gpv't quiskqpARgcug'tgngv'vj g'\$F gvc kn\$ 'qr v'qp'dgny . "**  
**vj gp'erlen'vj g'Eqo o gpw'dwwqp'cdqxg'vq't t qxl'f g'f qwt 'cpuy gt 0**  
**[ qw'tcl'f <**

**Qvj gt u'tcl'f <**

I believe that XXXXX is doing an excellent job, given her time with the agency. She is very creative, innovative, and shows strong strategic thinking.

-----  
Continue to press some of the directors to continue to provide honest and timely feedback to those they are supporting  
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I'd suggest she work down in the organization and spend time getting to know staff below the Branch level.

-----  
Is still learning the agency protocols and culture, but that will come in time.  
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**Add any final comments that you believe would be helpful to this individual. Please select the "Details" option below, then click the Comments button above to provide your answer.**

**You said:**

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