



Talent Accelerator for Executives

Executive Self-Assessment Report for:

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CONFIDENTIAL

Online Assessment: 14 Mar 2008



This report is designed to provide a focus about specific executive competency strengths and potential development areas. It should not be used as a source of information concerning personnel actions including promotion, salary, review or termination.

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Summary Feedback Report

Introduction

This report provides you with feedback on 22 critical executive competencies required for effective performance in your job. Talent Accelerator for Executives compares your own self-perceptions to those of others in an extensive international database of leaders and managers in diverse industries.

The Importance of Self-Reflection and Feedback

- Accurate self-reflection and feedback is essential to individual growth and development.
- Accurate self-reflection and feedback can act as a powerful stimulus to change your own behavior.
- Seeking input and feedback from others about your executive self-assessment report can help clarify the accuracy of your own self-assessment and facilitate development planning efforts.

How to Use Your Executive Self-Assessment Report

- Analyze and process your executive self-assessment report.
- Understand the impact and consequences of your behavior.
- Identify what you could be doing more of, less of, or differently to increase executive effectiveness.
- To implement a self-directed professional development action plan.

The Report Contains:

- Competency Definitions
- Competency Summary
- Feedback Interpretation
- Development Planning Guide

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Competency Definitions

PERFORMANCE LEADERSHIP

Visionary Leadership

Develops a clear direction and "picture" for the future of the business. Creates a long term, big picture view of the business. Changes established thinking. Creates a climate that supports future based thinking, analysis, and decision-making.

Drive for Results

Focuses on bottom-line results and achievement of goals. Sets and pursues aggressive business goals. Monitors and addresses team and organizational performance issues.

Technological Leadership

Understands and drives the strategy to use technological tools, instruments, and communications of the highest technological advances. Allocates financial and human resources to acquire and utilize the most appropriate technologies in information, communication and operational systems for competitive advantage.

Financial Leadership

Understands and applies key financial information in the development of strategy, allocation of resources, capital expenditures, and overall corporate decision-making. Effectively allocates resources through the development and analysis of income and expense budgets. Able to analyze the numbers associated with financial statements and balance sheets.

Cross-Functional Leadership

Maximizes value by ensuring that all decisions and practices add superior value. Effectively builds cross-functional capabilities through strategic alliances. Effectively encourages cross-functional partnerships in achieving corporate goals.

Depth of Industry Knowledge

Is a consummate consumer of industry information. Frequently attends seminars, conferences, classes, and other educational opportunities to deepen industry knowledge. Teaches (shares) with others information, knowledge, and industry best practices.

Political Leadership

Understands the dynamics of political systems and power relationships within the organization. Strategically asserts political power and influence to achieve organizational goals and objectives. Fosters a culture that minimizes the negative aspects of political infighting.

Strategic Problem Analysis

Analyzes situations, identifies alternative solutions, and develops specific actions; Gathers and utilizes available information in order to understand and solve organizational issues and problems.

Decision Making

Makes high quality decisions when required. Thinks and plans strategically.

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Competency Definitions Continued

CHANGE LEADERSHIP

Entrepreneurial Leadership

Seeks opportunities to expand existing businesses. Take strategic risks in entering new markets, developing new products, and funding new business ventures.

Driving Strategic Direction

Identifies and communicates achievable organizational strategies and initiatives. Identifies potential risks and opportunities to achieve business goals and objectives.

Driving Change

Drives innovation and change. Creates and inspires innovative ideas, technologies and processes. Values and creates opportunities for innovative thinking that leads to the development of new products or services. Understands the need to allocate time, energy, and financial resources to creating a culture of innovation.

INTERPERSONAL LEADERSHIP

Building Strategic Relationships

Initiates and cultivates strategic internal and external networking relationships that foster both individual and organizational goals. Builds and maintains effective and collaborative relationships with diverse stakeholders.

Empowering Others

Inspires extraordinary performance by fostering empowerment. Motivates others to achieve superior business performance by supporting autonomy and independence. Supports risk taking and innovation.

Team Building

Creates and develops motivated, cohesive, and high performance teams.

Interpersonal Effectiveness

Manages interpersonal relations in a cooperative, sensitive and collaborative manner. Seeks to listen and understand diverse viewpoints; Expresses sensitivity and empathy towards others.

Communication/ Presentation

Presents individual and organizational viewpoints to groups in a clear and persuasive manner. Able to express written and oral thoughts in a clear and concise manner.

Influence/Negotiation

Negotiates and effectively resolves interpersonal differences with others. Utilizes appropriate interpersonal styles and approaches in facilitating a group towards task achievement.

Coaching/Talent Development

Attracts, selects, and retains talent. Effectively coaches, trains and develops others.

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Competency Definitions Continued

PERSONAL LEADERSHIP

Self-Development

Manage one's own time, energy and abilities for continuous personal growth and maximum performance.

Adaptability/Flexibility

Maintains balance and performance under pressure and stress. Effectively copes with ambiguity and change in a constructive manner.

Engenders Trust

Acts with courage. Confronts difficult issues and takes constructive and responsible action. Acts with integrity. Displays honesty and candor.

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Competency Group Introduction

Competency Group Line Graphs

Each bar graph compares your self ratings to those in the international database across four executive competency factors:

- Performance Leadership
- Change Leadership
- Interpersonal Leadership
- Personal Leadership

How to Interpret Your Graphs

The competency group line graphs compare your own self-perceptions to those in the existing normative database. The line graphs that follow compare your perceptions to the normative sample using two related scores: standardized t-scores on the left axis and percentiles on the right axis.

Standardized t-scores provide a useful way to compare your own scores to others in the large normative database of supervisors, managers and executives. The t-score, for a competency or item, is the distance and direction from the average expressed in units of standard deviation. A t-score is sometimes called a "standardized score" with 50 representing the average. For example, a t-score of 60 means that the competency or item is one standard deviation above the average score in the normative database.

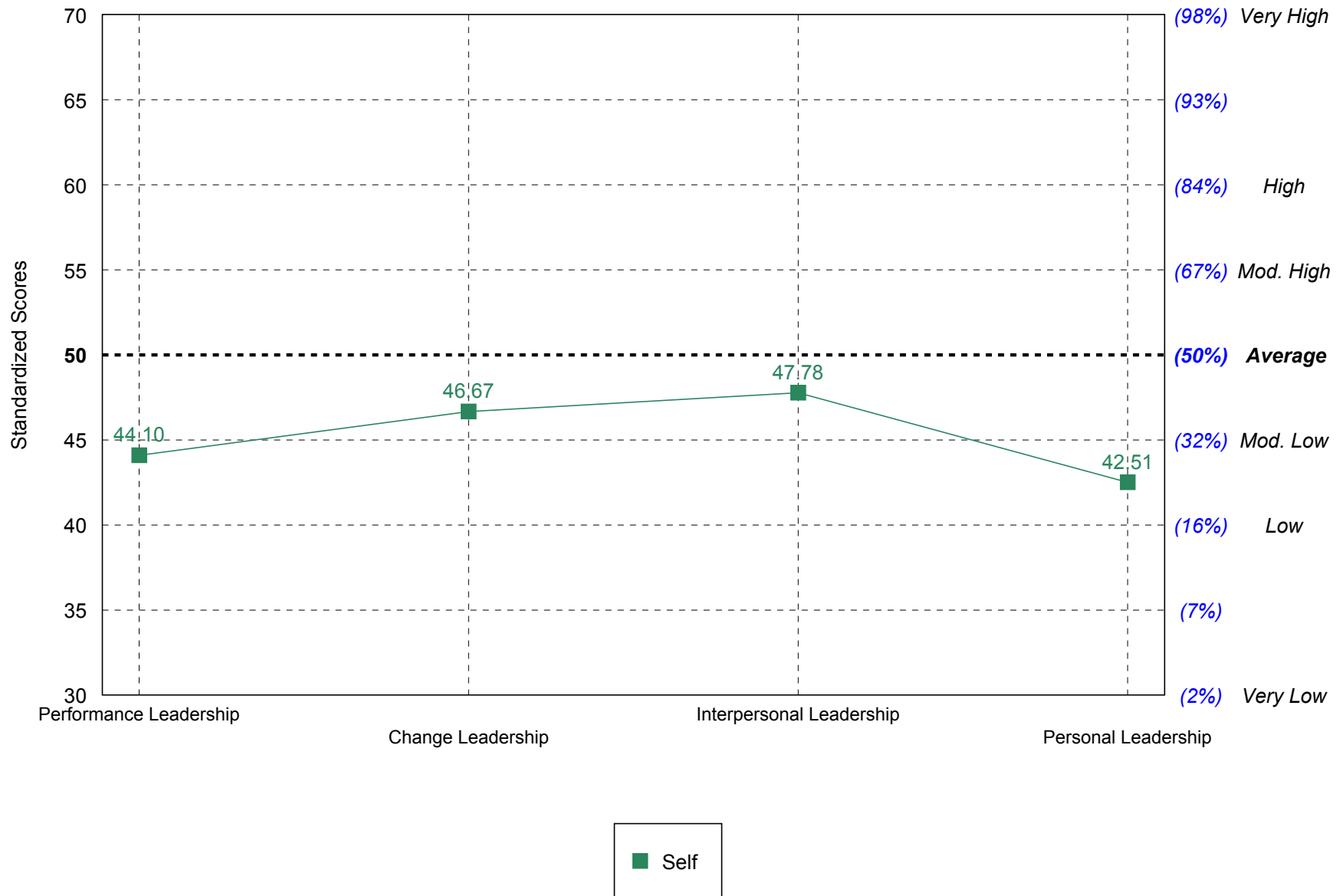
These t-scores represent the actual standard deviation above or below the average (shown as 50.0 on the graph). If you have a score that is above the 60, the t-score is in the top 2 percent of all people rated on that item (in other words, in the 98th percentile). Such a score is considered very high and is labeled as such at the right of the graph. A t-score difference of 5 or more might suggest important differences to further explore.

To further understand your scores, read the following definitions of the terms "Average" score, "Moderately High" score, and so on.

| | |
|-----------------|---------------------------------------|
| Very High | t-score above 70 (98th percentile) |
| High | t-score above 60 (84th percentile) |
| Moderately High | t-score above 55 (67th percentile) |
| Average | t-score equal to 50 (50th percentile) |
| Moderately Low | t-score below 45 (32th percentile) |
| Low | t-score below 40 (16th percentile) |
| Very Low | t-score below 30 (2nd percentile) |

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Competency Group Summary



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Competency Introduction

This section provides feedback about your own self-perceptions to those in the international normative database across 22 executive competencies.

How to Interpret Your Graphs

The following line graphs compare your own self-perceptions to those in the international database for each of the 22 executive competencies measured in the executive self-assessment.

The line graphs that follow compare your perceptions to those in the normative sample using two related scores: standardized t-scores on the left axis and percentiles on the right axis.

Standardized t-scores provide a useful way to compare your own scores to others in the large international normative database of employees. The t-score, for a competency or item, is the distance and direction from the average expressed in units of standard deviation. A t-score is sometimes called a "standardized score" with 50 representing the average. For example, a t-score of 60 means that the competency or item is one standard deviation above the average score in the normative database.

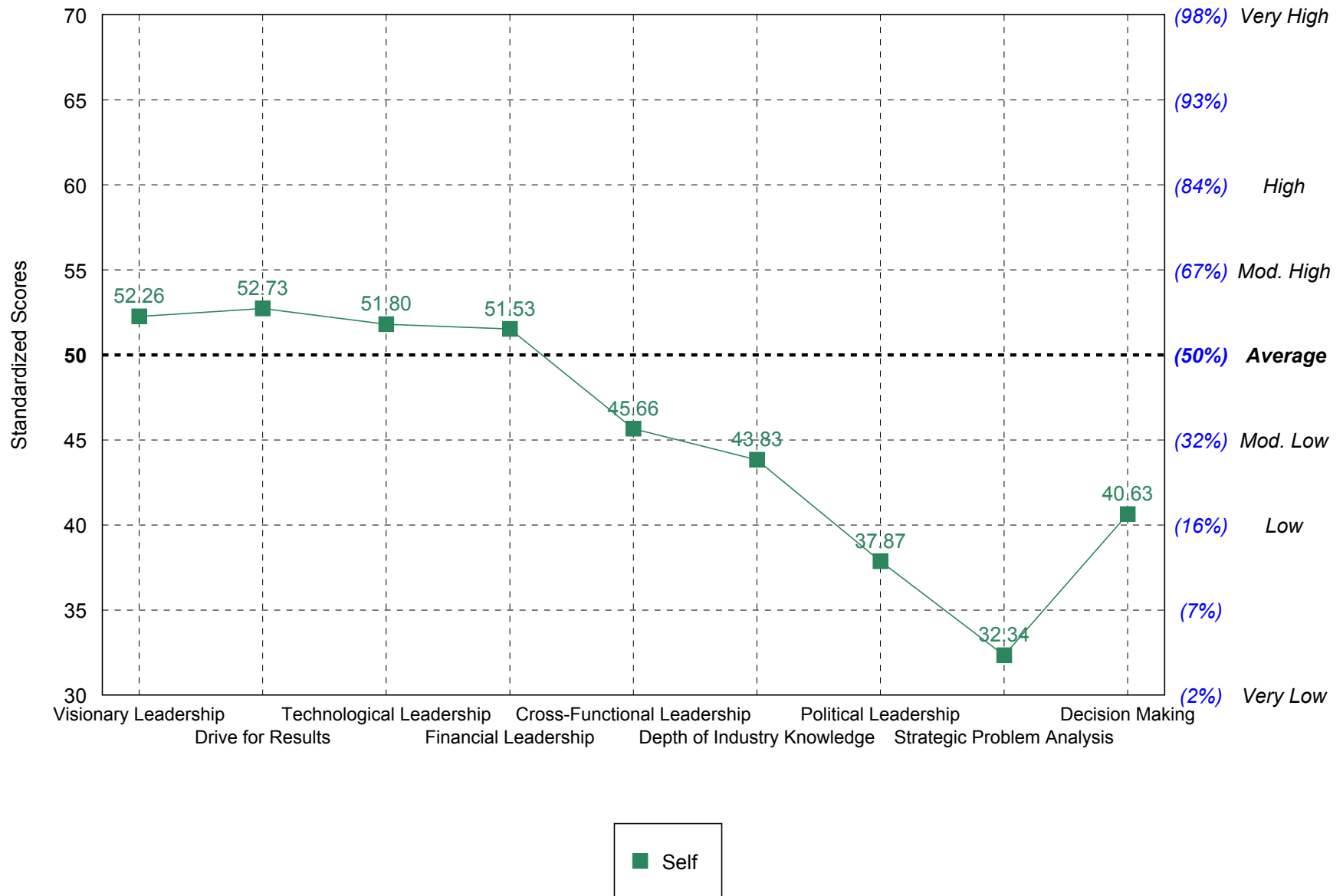
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To further understand your scores, read the following definitions below:

| | |
|-----------------|------------------------------------|
| Very High | t-score above 70 (98th percentile) |
| High | t-score above 60 (84th percentile) |
| Moderately High | t-score above 55 (67th percentile) |
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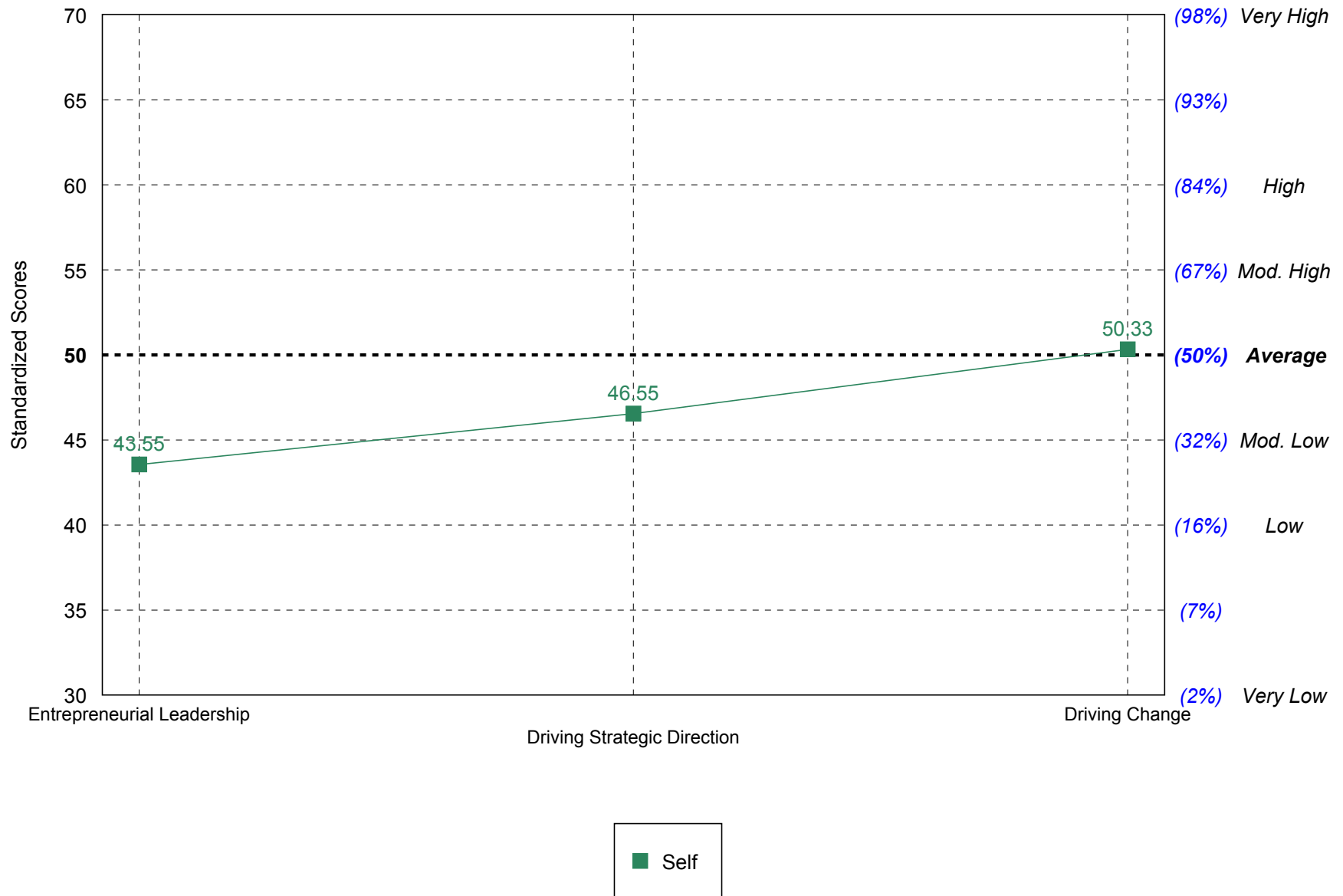
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Performance Leadership



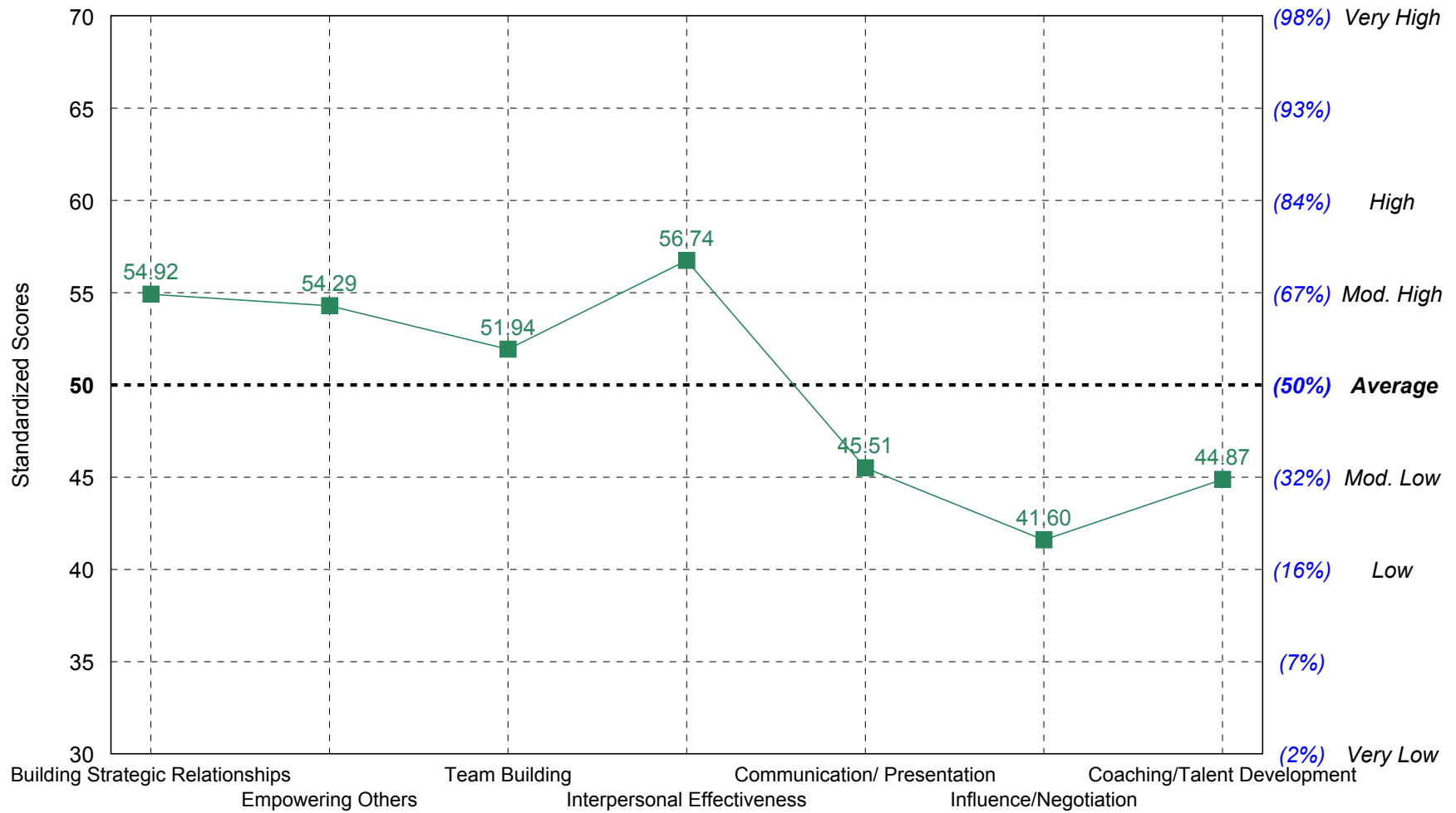
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Change Leadership



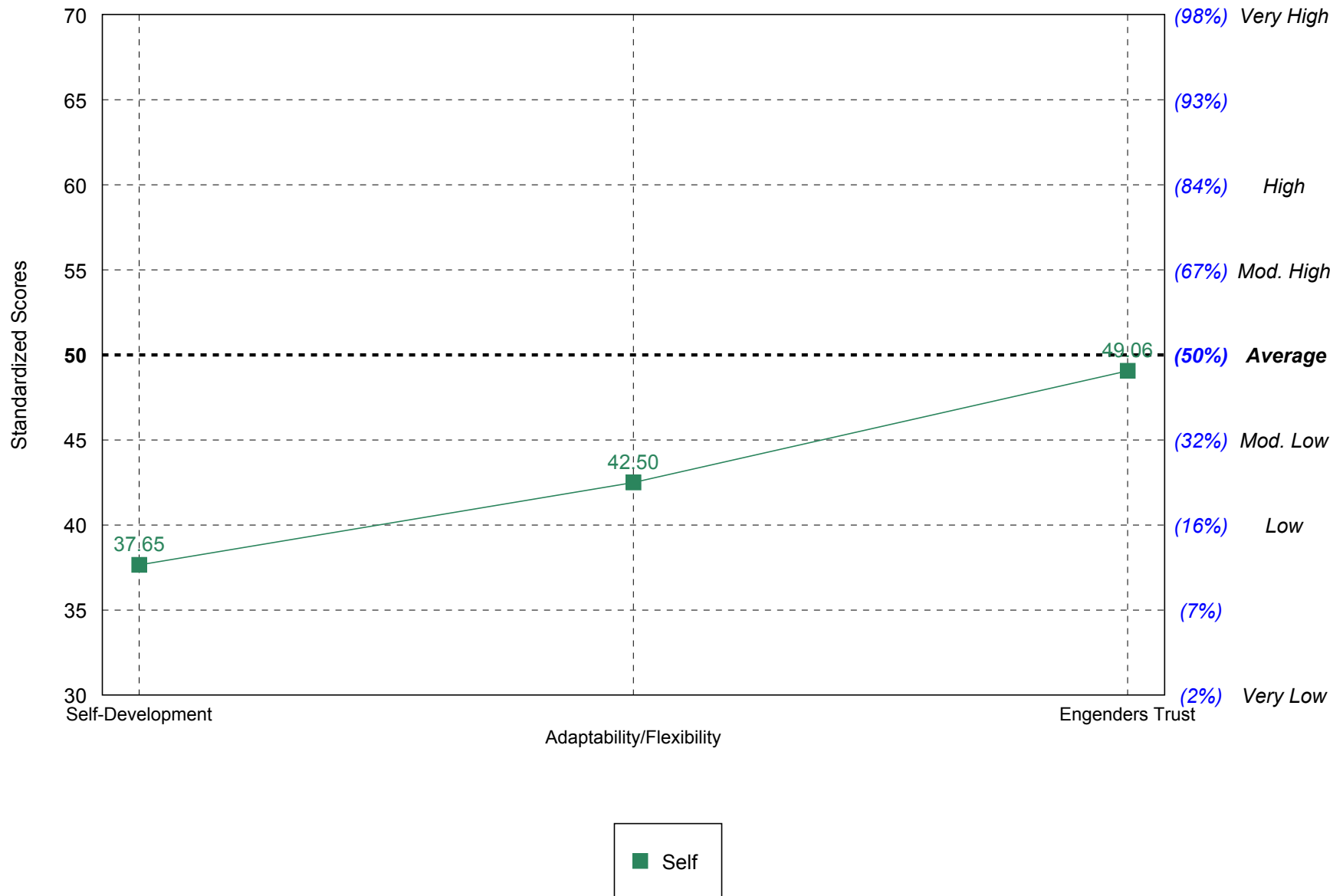
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Interpersonal Leadership



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Personal Leadership



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Behavior Summary

The average scores for each of the 68 leadership and executive behaviors are summarized below (1 to 7 frequency scale with higher scores corresponding to more frequently observed behavior). The competencies and behaviors are presented in descending order based on your average scores.

| Behavior | Self | Executive Norms |
|--|-------------|-----------------|
| Interpersonal Effectiveness | 6.00 | 5.17 |
| Express sensitivity and empathy towards others. | 7.00 | 5.24 |
| Effectively manage interpersonal relations in a cooperative, sensitive and collaborative manner. | 6.00 | 5.09 |
| Seek to actively listen and understand diverse points of view. | 5.00 | 5.19 |
| Empowering Others | 5.67 | 5.11 |
| Transfer the necessary authority to others to ensure completion of delegated tasks, assignments, and projects. | 6.00 | 5.07 |
| Involve others in problem solving, decision making and planning processes. | 6.00 | 4.97 |
| Allow people to manage his or her own project, department, business unit or function with autonomy. | 5.00 | 5.29 |
| Building Strategic Relationships | 5.67 | 5.13 |
| Effectively build relationships with key community members and partnerships with others outside the organization. | 7.00 | 5.14 |
| Develop and maintain a broad base of support among key internal and external stakeholders. | 5.00 | 5.14 |
| Effectively initiate and cultivate strategic internal alliances with board members, senior managers and employees within the organization. | 5.00 | 5.11 |
| Visionary Leadership | 5.33 | 5.06 |
| Communicate a vision of the organizational future and inspires commitment and support towards this vision from others. | 7.00 | 4.96 |
| Effectively articulate a clear purpose and mission that inspires the imagination of others. | 5.00 | 5.11 |
| Have a compelling and clear picture for the future of the business and organization. | 4.00 | 5.12 |
| Technological Leadership | 5.33 | 5.11 |
| Support and champion sufficient financial and human resources for technology. | 6.00 | 5.08 |
| Stay informed about innovations and new technologies to ensure competitive advantage. | 6.00 | 5.16 |
| Articulate a compelling strategy for integrating technology into the strategic plan. | 4.00 | 5.10 |

Talent Accelerator for Executives

Behavior Summary Continued

| Behavior | Self | Executive Norms |
|--|-------------|-----------------|
| Financial Leadership | 5.33 | 5.15 |
| Effectively manage the overall financial health of the organization. | 6.00 | 5.06 |
| Effectively allocate financial resources to meet business objectives. | 5.00 | 5.11 |
| Identify key issues in budgets, profit and loss statements, and other financial indicators. | 5.00 | 5.28 |
| Drive for Results | 5.33 | 4.99 |
| Regularly monitor and correct sources of lagging individual, team and organizational performance. | 6.00 | 4.88 |
| Set and pursue aggressive business goals and targets. | 6.00 | 5.20 |
| Develop results-oriented strategies to achieve and maintain competitive advantage. | 4.00 | 4.90 |
| Team Building | 5.33 | 5.11 |
| Promote collaboration and remove obstacles to teamwork across the organization. | 6.00 | 5.10 |
| Attract and build a high performing team. | 5.00 | 5.07 |
| Encourage a climate of trust, honesty and openness with others. | 5.00 | 5.15 |
| Engenders Trust | 5.00 | 5.08 |
| Maintain open, honest and non-defensive relationships. | 6.00 | 4.97 |
| Demonstrate consistency between my actions and words. | 5.00 | 5.06 |
| Demonstrate high standards of personal and professional integrity. | 4.00 | 5.21 |
| Driving Change | 5.00 | 4.97 |
| Inspire and supports risk taking, change, creativity and innovation by others. | 6.00 | 5.01 |
| Initiate and promote continuous learning and improvement efforts throughout the organization. | 5.00 | 5.03 |
| Orchestrate change efforts across functions, departments, business units and teams. | 4.00 | 4.86 |
| Cross-Functional Leadership | 4.67 | 5.15 |
| Demonstrate a depth and breadth of understanding of key operations and departments within the organization. | 5.00 | 5.25 |
| Involve multiple departments and functions when developing strategic plans and implementing change initiatives. | 5.00 | 5.03 |
| Align organizational structure, systems, processes and talent to achieve desired results across the organization | 4.00 | 5.16 |

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Behavior Summary Continued

| Behavior | Self | Executive Norms |
|---|-------------|-----------------|
| Communication/ Presentation | 4.67 | 5.18 |
| Deliver oral presentations that are persuasive, clear, and logically organized. | 6.00 | 5.21 |
| Handle questions in meetings and presentations in a responsive and diplomatic manner. | 5.00 | 5.13 |
| Write in a clear, direct and concise manner. | 3.00 | 5.19 |
| Driving Strategic Direction | 4.67 | 5.00 |
| Effectively allocate human and financial resources necessary to achieve strategic objectives. | 5.00 | 5.00 |
| Identify potential risks, contingency plans and drives achievement of those plans. | 5.00 | 5.00 |
| Identify, direct and focus the organization's performance on high priority strategic goals initiatives. | 4.00 | 4.99 |
| Coaching/Talent Development | 4.60 | 5.14 |
| Demonstrate sensitivity towards others and actively promote diversity in the workforce. | 6.00 | 5.56 |
| Provide ongoing career coaching, mentoring and guidance to others. | 6.00 | 5.27 |
| Provide timely, clear and constructive performance and developmental feedback. | 4.00 | 4.90 |
| Select the best talent for key positions and assignments. | 4.00 | 5.05 |
| Establish a plan and process for developing successors. | 3.00 | 4.90 |
| Adaptability/Flexibility | 4.33 | 5.24 |
| Demonstrate emotional control and patience under pressure and stress. | 5.00 | 5.15 |
| Respond constructively to ambiguity, change, obstacles, and challenges. | 5.00 | 5.08 |
| Maintain a realistic outlook in the face of challenge and change. | 3.00 | 5.50 |
| Entrepreneurial Leadership | 4.33 | 5.05 |
| Seek and creates opportunities to add value within the marketplace. | 5.00 | 5.12 |
| Seek and develop entrepreneurial opportunities and ventures. | 4.00 | 5.02 |
| Create a vision for realizing new business ventures. | 4.00 | 5.02 |
| Depth of Industry Knowledge | 4.33 | 5.04 |
| Have a deep knowledge of industry's history, patterns, and future trends. | 5.00 | 5.18 |

Talent Accelerator for Executives

Behavior Summary Continued

| Behavior | Self | Executive Norms |
|---|-------------|-----------------|
| Depth of Industry Knowledge | 4.33 | 5.04 |
| Implement "best practices" from other industry experience to be successful. | 4.00 | 4.91 |
| Demonstrate awareness of the strengths, weaknesses, and strategies of industry competitors. | 4.00 | 5.02 |
| Influence/Negotiation | 4.00 | 4.99 |
| Allow for disagreements to emerge and to be discussed openly. | 5.00 | 5.12 |
| Effectively negotiate "win-win" solutions. | 4.00 | 4.78 |
| Communicate and express ideas in a manner that persuades and influences others. | 3.00 | 5.06 |
| Decision Making | 4.00 | 5.07 |
| Make timely decisions based on adequate data and information. | 5.00 | 5.11 |
| Gather enough information and data before making a decision. | 4.00 | 5.00 |
| Make decisions confidently and quickly when necessary. | 3.00 | 5.10 |
| Self-Development | 3.67 | 5.09 |
| Realistically appraise my own strengths and development areas. | 4.00 | 5.06 |
| Pursue continuous learning and self-development by exposure to new ideas and perspectives. | 4.00 | 5.08 |
| Seek and apply feedback and constructive criticism. | 3.00 | 5.12 |
| Political Leadership | 3.67 | 5.07 |
| Effectively utilize positional power to drive key initiatives and strategies. | 5.00 | 5.11 |
| Foster internal negotiation and effective conflict resolution with others. | 3.00 | 4.97 |
| Effectively interact with strategic internal and external stakeholders to influence strategy decisions. | 3.00 | 5.12 |
| Strategic Problem Analysis | 3.33 | 5.21 |
| Generate and consider multiple solutions to a problem. | 4.00 | 5.17 |
| Anticipate potential and future problems. | 4.00 | 5.16 |
| Gather and utilize available information in order to understand and solve organizational issues and problems. | 2.00 | 5.31 |

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Development Planning Guide

Examining your Executive Self-Assessment Feedback Report

Your reactions to your executive self-assessment feedback report provide insight that is useful not only in the interpretation of the results, but in deciding what you may do about them. Start with your feelings about the results.

Emotional Reaction

Your initial reaction to your summary feedback report is important. It provides insight that is useful in interpreting your results and in deciding what competencies you will target for your developmental planning efforts. Start with your feelings about your summary feedback report. If you had to select a single word or phrase to describe your emotional reactions, to your summary feedback report it would be:

What is it about your report that leads you to feel this way?

How do your self-ratings compare to the Executive Norms?

What trends do you see (things that are surprising or validating)?

What new insights, if any do you get from your report?

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Development Planning Guide Continued

Deciding What Management Competencies to Work On

The first column below summarizes the Talent Accelerator for Executives competencies. Place a check next to the ones you would rate as being most important to your current position. The second column reflects competencies in which other raters have provide feedback that some additional development is desirable. Place a check next to those competencies that others see as potential development areas. Any competency with both columns checked suggests a more critical development area These should be targeted as part of your Development Plan.

| Competency Group | Competency | Importance | Development |
|---------------------------------|----------------------------------|------------|-------------|
| Performance Leadership | Visionary Leadership | | |
| | Drive for Results | | |
| | Technological Leadership | | |
| | Financial Leadership | | |
| | Cross-Functional Leadership | | |
| | Depth of Industry Knowledge | | |
| | Political Leadership | | |
| | Strategic Problem Analysis | | |
| | Decision Making | | |
| Change Leadership | Entrepreneurial Leadership | | |
| | Driving Strategic Direction | | |
| | Driving Change | | |
| Interpersonal Leadership | Building Strategic Relationships | | |
| | Empowering Others | | |
| | Team Building | | |
| | Interpersonal Effectiveness | | |
| | Communication/ Presentation | | |
| | Influence/Negotiation | | |
| | Coaching/Talent Development | | |
| Personal Leadership | Self-Development | | |
| | Adaptability/Flexibility | | |
| | Engenders Trust | | |

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Development Planning Guide Continued

Deciding What Management Competencies to Work On Continued

List three strengths based upon your executive self-assessment results to continue to leverage for successful performance in your current job or position:

1. _____
2. _____
3. _____

List three development areas based upon your executive self-assessment results (i.e., behaviors you will do more, less or differently for successful performance in your current job or position):

1. _____
2. _____
3. _____

The purpose of your executive self-assessment feedback is to assist you to develop crucial task management, interpersonal and communication competencies. Developing skills can be challenging because it almost always means replacing current behavior with a new pattern of behavior. This is not easy! Research suggests that desired change is more likely to be successful when:

- The desired competency is specifically defined
- There is commitment and motivation to change behavior
- An action plan is shared with others
- An analysis is made of reasons for potential lack of success
- Other people support your behavior change
- The behavioral outcomes are visible and can be measured

The action plan worksheet on the next page will assist you in developing one of the competencies you have identified based on the results of your executive self-assessment. As you begin your action plan, consider the following:

- Focus on being specific
- Use the recommendations in your feedback report as a basis for your behavioral plan
- Keep your plan simple and put it in writing
- Define how to monitor and evaluate results

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Development Planning Guide Continued

| | |
|-----------------------------|---------------|
| Executive Competency: | |
| Development Activities: | Target Dates: |
| Support/Resources Required: | |
| Measures of Success: | |
| Results/Outcomes: | |