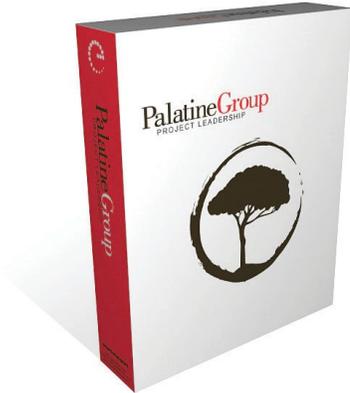




Project Program Team Assessments



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Project Leader 360 Assessment

Our research identified 28 **critical project leader competencies** that reliably distinguish a superior performer. These are clustered under three (3) general categories we identify as Competency Dimensions:

Personal	Those that focus <u>primarily</u> on attributes and abilities of the individual.
Team	Those that focus <u>primarily</u> on mobilization and utilization of others abilities and support.
Task	Those that focus <u>primarily</u> on planning, organizing, quality and completion of work

Program Leader 360 Assessment

Our research identified 21 **critical program leader competencies** that reliably distinguish a superior performer. These are clustered under three (3) general categories we identify as Competency Dimensions:

Business	Those that focus <u>primarily</u> on attributes and abilities of an individual to balance the demands of the client and our organization's goals for mutual success.
Leadership	Those that focus <u>primarily</u> on mobilization and utilization of others abilities and the ability to gain support for the program's goals.
Management	Those that focus <u>primarily</u> on the processes of planning, budgeting, organizing, quality and timely completion of work.

TeamMates 360 Project Assessment

Teammates assess perceptions about ten team development characteristics found to be most predictive of project performance, and perceptions about two performance characteristics. These twelve characteristics fall logically into four elements - Environmental Element; Interactive Element; Personal Element; and Performance Element. **ENVIRONMENTAL ELEMENTS:** Team Focus; Empowerment; Structure; Cohesion; Recognition. **INTERACTIVE ELEMENT:** Interdependence; Communication. **PERSONAL ELEMENT:** Commitment; Diversity; Competence; **PERFORMANCE ELEMENT:** Results; Continuous Improvement.

Environmental	Those that focus <u>primarily</u> on work climate: Team Focus; Empowerment; Structure; Cohesion; Recognition
Interactive	Those that focus <u>primarily</u> on collaboration: Interdependence; Communication
Personal	Those that focus <u>primarily</u> on personal: Commitment; Diversity; Competence
Performance	Those that focus primarily on project outcomes: Results and Continuous Improvement



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DIMENSIONS OF THE PROJECT LEADER 360

Introduction

No one has found a way to interview the most successful leaders of the year 2025. But Palatine Group has done the next best thing: through deep research, we've studied today's most successful and forward thinking technical leaders, looked at what they are doing and how they got there; asked them and other experts what different demands will confront their future counterparts, and designed a powerful web-based tool to help today's leaders prepare for these rapid changes. Leading private and public sector organizations have enthusiastically endorsed the practical realities of our research findings; and the usefulness of the concrete, action-oriented assessment tools and programs the research has generated.

Research Method

Success in today's organizations requires a new breed of innovative technical leaders. For over 20 years, Palatine Group, Inc. has worked with and conducted extensive research on world-class organizations to help identify the characteristics which distinguish outstanding technical leaders from average performers. The Project Leader 360 Assessment presented here is the outcome of these intensive interviews, forums, and surveys designed to collect input and recommendations from a broad sampling of successful project leaders. In an early sampling of top performing technical leaders in a world-renowned organization, we interviewed 90 candidates and surveyed another 700. Many leading companies and government agencies contributed valuable time and critical thinking as well to our research studies, and the results confirm the critical competencies needed to develop superior project leaders.

Project Leader Competencies

Our research identified 28 **critical project leader competencies** that reliably distinguish a superior performer. These are clustered under three (3) general categories we identify as Competency Dimensions:

- Personal** Those that focus primarily on attributes and abilities of the individual.
- Team** Those that focus primarily on mobilization and utilization of others abilities and support.
- Task** Those that focus primarily on planning, organizing, quality and completion of work.

Project Leader 360 Competencies

PERSONAL

Self-Confidence
Achievement
Career Orientation
Initiative
Accurate Self-Assessment
Adaptability/Flexibility
Trust
Resilience
Presence
Sense-Making

TEAM

Team Building
Delegation
Communications
Conflict Management
Diversity Focus
Widespread Network
Accurate Assessment of Team Members
Development of Team Members
Ownership Building

TASK

Strategic/Conceptual Thinking
Innovation and Creativity
Decision Making
Continuous Risk Management
Systematic Planning
Logical Reasoning
Results Focus
Quality Focus
Critical Thinking

Project Leader 360 Feedback Report

This personal feedback report is based on the questionnaires completed by participants and those people from whom they sought feedback. Questions are asked along a number of dimensions that are related to project leadership behaviors. Ratings are provided using 5-point scale

PERFORMANCE RATINGS

The Project Leader 360 Feedback Report provides users with structured feedback on how they are perceived by those around them.

KEY ISSUES - STRENGTHS AND DEVELOPMENT NEEDS

Possible strengths and development needs are identified by examining the average ratings given to each behavior by each source type. Behaviors whose average ratings are relatively high are possible strengths.

Behaviors whose average ratings are relatively low are possible development needs. All behaviors identified as possible strengths are ranked based primarily on the number of sources identifying them as such. They are presented in a table labeled *Strengths*. All behaviors identified as possible development needs are ranked on the number of sources identifying them as such. They are presented in a table labeled *Development Needs*.

GAPS IN PERCEPTIONS

This section provides an indication of probable levels of self-awareness. In each block, colored bars present the percentages of ratings given (by feedback providers in the source type concerned) that are above and below self-ratings. Behaviors that are listed in this section of the report are those that contributed most to the detected gap in perception.

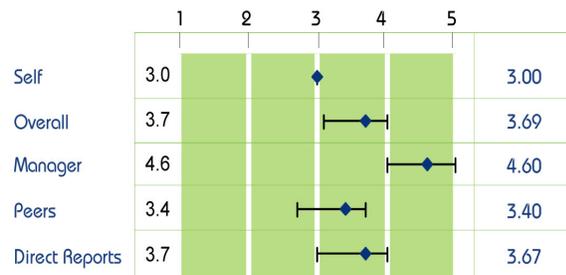
COMPETENCIES

This section presents the average ratings for each of the competencies. The average ratings given by each source type are shown separately.

BEHAVIORS

This section presents the average ratings for each behavior. The average ratings given by each source type are shown separately. The raw scores are identified from each rater.

Recognizes and Promotes Interdependence



WRITE-IN COMMENTS

Comments are presented exactly as provided by others.

Plan for Personal Development: Action Planning

The Project Leader Competency Model was created with input from over 700 leaders from leading corporations and government agencies. This effort included interviews, focus group discussions, questionnaires, and an extensive review of relevant literature that resulted in the identification of a set of three (3) Performance Dimensions (families of practices and competencies) that form the basis for the feedback. These Performance Dimensions, although consistent across all levels of leadership, target the specific behaviors and practices appropriate for a specific project leadership role. The Project Leadership Assessment is accompanied by a thorough *Action Planning Guide* designed as an aid to plan future development.

What participants can expect

The Project Leader 360 is an invaluable tool for a project leader's career enhancement. Feedback is provided on the following dimensions:

- ◆ Personal Leadership
- ◆ Team Leadership
- ◆ Task Leadership

How participants can use this information

Participants use the information from their personalized Project Leader 360 Report to gain a deep understanding of how other people perceive them. They are reminded that people behave according to how others' see them. Changing perceptions may be just as important as improving competencies.

The *Action Planning Guide* will lead participants through four important steps:

Step 1: Prepare for feedback by understanding the behaviors needed by project leaders today and in the future.

Step 2: Understand the 360-degree feedback report and identify strengths and possible areas for improvement.

Step 3: Set priorities for development and career enhancement.

Step 4: Plan for development and determine next steps that will lead to significant and positive personal change.

COMPETENCY DEFINITIONS

The definitions for each competency are provided below. Competencies are supported by over 100 behavioral anchors.

Personal

1. **Self-Confidence.** *Has a strong and authentic belief in self and does not get derailed by failures.*
2. **Achievement.** *Continually strives to accomplish and exceed previous work assignments and will not accept substandard performance from self and others*
3. **Career Orientation.** *Proactively seeks new skills, behaviors and knowledge to increase performance capabilities.*
4. **Initiative.** *Demonstrates the capacity to begin, start, launch and institute actions and/or processes to create forward movement*
5. **Accurate Self-Assessment** *Reflects in order to assess aspects that are important to personal identity. Has an accurate self-evaluation of personal strengths and development needs.*
6. **Adaptability/Flexibility.** *The ability to adjust and modify when confronted with either new information and/or direction and can adapt behavior and work or methods in response to changing conditions or unexpected barriers/obstacles*
7. **Trust Building.** *Is seen as trustworthy and trusted – has people's confidence, is seen as dependable and reliable and is therefore consistent in their words and behavior.*
8. **Resilience.** *Can deal and cope with stress and adversity and as a result "bouncing back" to a previous state of normal functioning.*
9. **Presence.** *Project a strong self-identity aligned with purpose and feelings that eventually leads to freedom from fear. Seen as magnetic and radiating on others and being authentic and real; gives others full respect and attention, speaking honestly and letting character traits flow.*
10. **Sense Making.** *Demonstrates the capacity of gaining understanding in conditions of high complexity and uncertainty in order to make decision. Has profound insights and situational awareness and the capability to synthesize complex and ambiguous data from various sources.*

Team

11. **Team Building.** *Have the knowledge, skills and energy to build and maintain co-located and remote teams.*
12. **Delegation.** *Knows the amount of responsibility and freedom to provide to a team without relinquishing control. Holds team members accountable for results.*
13. **Communication.** *Manages a communications process that promotes open flow of information and encourages everyone to routinely share information*
14. **Conflict Management.** *Promotes and supports an atmosphere where conflicts can be surfaced and addressed without fear of reprisal and reinforces an atmosphere where it is OK to ask for help and/or admit mistakes*
15. **Diversity Focus.** *Fosters and promotes age, cultural and gender diversity and encourages open exchange and different opinions*
16. **Wide Network.** *Uses personal and professional contacts with members at all organizational levels to gather needed information*
17. **Accurate Assessment of Team Members.** *Creates and establishes processes and assessment mechanisms to enhance “teamwork” and “team effectiveness” to further the advancement of the team itself.*
18. **Development of Team Members.** *Structures work/training experiences with well-defined objectives intended to enhance job knowledge and skills for individuals*
19. **Ownership Building.** *Builds a shared project vision with others; influences others to translate vision into action*

Task

20. **Strategic/Conceptual Thinking.** *Takes a long term view, acts as a catalyst for, and contributing to organizational change; builds a shared vision with others; influences others to translate vision into action*
21. **Encourage Innovation and Creativity.** *Experiments with new ideas and approaches, encourages others to do the same, and is not intimidated with taking calculated risks.*
22. **Decision-making.** *Make sound, well informed, and timely decisions...even when solutions may produce unpleasant consequences*
23. **Continuous Risk Management.** *Know when too much risk is being taken, know when the right amount is being taken, know the consequences and communicate that to the team and to leadership*
24. **Systematic Planning** . *Establishes an overall plan and sets realistic milestones and objectives to achieve the plan*
25. **Logical Reasoning.** *Effectively seeks out pertinent data and determines the sources of other relevant information/data and can distinguish between relevant and irrelevant information*
26. **Results Focus.** *Establishes the project direction and focus; communicates clearly to the team; continually reinforces and references the direction and focus*
27. **Quality Focus.** *Supplies people with information needed to facilitate quality work.*
28. **Critical Thinking.** *Uses systematic approaches to gather, analyze and evaluate information to make sound, well-informed and timely decisions or recommendations.*