This report was generated for

Steve Jobs

Leadership Core Competencies

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Leadership Core Competencies

Thank you for participating in this 360-degree feedback programme. The 360 feedback can be a valuable opportunity to learn what others think about your leadership and get suggestions to improve your effectiveness.

Report Reading Instructions:

Please carefully read the entire report. Some findings will probably match your expectations, while some results may surprise you. We suggest using the report as a workbook: underscore the important parts, and record your thoughts.

Use the feedback to identify your top improvement needs and formulate a specific action plan. Make sure that your objective includes a specific description of your targeted behavior (how you want to act and behave in the future). Your action plan should include in what situations you can practice the behavior that you want to improve and who can observe your progress and give you feedback about it. We wish you great success in your continuous development!

Statistical Data

Implementing organization:	OD-Tools Europe
Project:	Demo LC v1.8
Reported at:	2024-06-12 15:40
Response Rate for this report:	71% (10 out of 14)

Respondent Categories:	Invited	Completed
Self:	1	1
Subordinates:	5	4
Peers:	5	3
Others:	3	2

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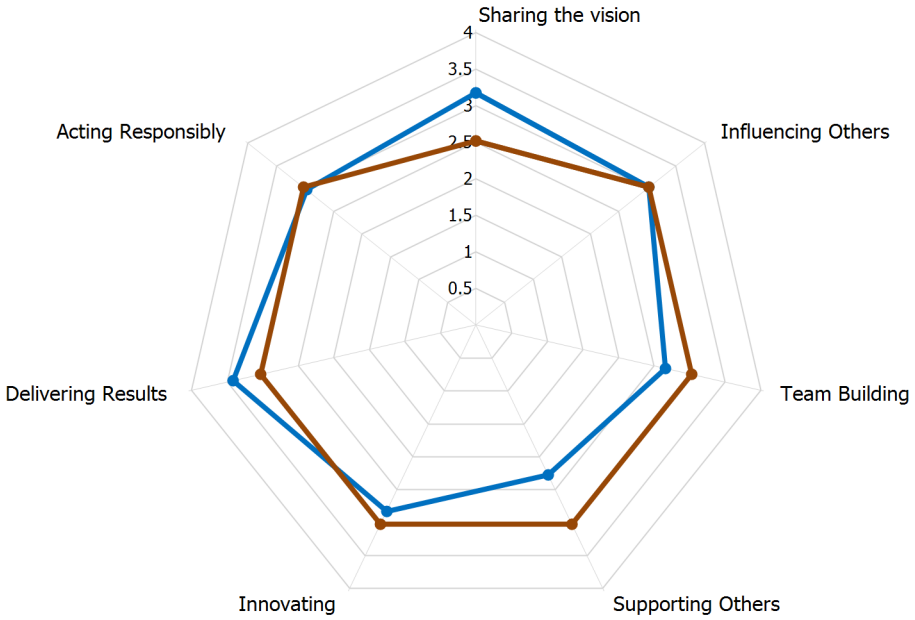
Results Overview

This chart shows your competency scores. The blue lines are the means calculated from the ratings of others (e.g., Direct Reports, Peers, and Superiors). These blue scores are referred to in the report as the Others' Average, or OA. Self-Ratings are shown in brown.

Meaning of Scores: 1: Major improvement needed, 2: Some improvement needed, 3: Very good, 4: Excellent



	1 Sharing the vision	2 Influencing Others	3 Team Building	4 Supporting Others	5 Innovating	6 Delivering Results	7 Acting Responsibly
SE	2.5	3.0	3.0	3.0	3.0	3.0	3.0
OA	3.2	3.0	2.6	2.3	2.8	3.4	2.9
SO	3.3	3.1	2.8	2.7	2.8	3.7	3.2
PE	2.7	2.7	2.3	1.8	2.6	3.0	2.2
OT	3.8	3.4	2.8	2.0	3.1	3.4	3.6

Abbreviations:SE = Self, OA = Others' Average, SO = Subordinates, PE = Peers, OT = Others

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Detailed Results Table

Meaning of Scores: 1: Major improvement needed, 2: Some improvement needed, 3: Very good, 4: Excellent

	Behaviors	1	2	3	4
1.1	Clearly defining the direction, objectives and sub-objectives	2.8			
1.2	Setting challenging goals with high expectations	3.2			
1.3	Instilling in others a sense of purpose behind their work	3.4			
1.4	Generating enthusiasm about the future of the organization/unit	3.3			
2.1	Staying collected and effective in difficult situations	2.9			
2.2	Persuading others with effective arguments to gain their support	3.4			
2.3	Making timely and clear decisions	3.1			
2.4	Building strong relationships with the key cooperation partners (internal or external)	2.6			
3.1	Creating an open and friendly work climate	2.6			
3.2	Developing teamwork and team spirit effectively	2.4			
3.3	Getting all members of his/her team highly engaged in the work	2.7			
3.4	Fully utilizing the talent and potential of his/her team	2.9			
4.1	Attentively listening to others	2.2			
4.2	Being considerate toward other people's feelings	1.8			
4.3	Delegating important responsibilities to his/her subordinates	2.2			
4.4	Effectively teaching and coaching others	2.8			
5.1	Being open to new ideas and different points of view	2.1			
5.2	Being a curious, lifelong learner	2.9			
5.3	Guiding people to find innovative solutions to problems	3.1			
5.4	Influencing others to improve their way of working	3.1			
6.1	Keeping everyone focused on the objectives and the results	3.3			
6.2	Providing feedback on performance problems in a timely manner	3.6			
6.3	Setting a fast paced work environment	3.4			
6.4	Keeping the work organized and efficient	3.2			
7.1	Demonstrating excellent professional judgment	2.6			
7.2	Showing a strong commitment to the goals of his/her team	3.3			
7.3	Acting with the organization's long-term interests in mind	3.3			
7.4	Consistently upholding the right principles and values	2.6			

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Highest Rated Behaviors

Meaning of Scores: 1: Major improvement needed, 2: Some improvement needed, 3: Very good, 4: Excellent

Behaviors	Categories	Score	1	2	3	4
Providing feedback on performance problems in a timely manner	SE	3				
	OA	3.6				
	SO	3.8				
	PE	3.3				
	OT	3.5				
Persuading others with effective arguments to gain their support	SE	3				
	OA	3.4				
	SO	3.5				
	PE	3.0				
	OT	4.0				
Setting a fast paced work environment	SE	3				
	OA	3.4				
	SO	4.0				
	PE	2.7				
	OT	3.5				
Instilling in others a sense of purpose behind their work	SE	3				
	OA	3.4				
	SO	3.8				
	PE	2.7				
	OT	4.0				
Showing a strong commitment to the goals of his/her team	SE	3				
	OA	3.3				
	SO	3.8				
	PE	2.3				
	OT	4.0				
Keeping everyone focused on the objectives and the results	SE	3				
	OA	3.3				
	SO	3.8				
	PE	2.7				
	OT	3.5				

Abbreviations:SE = Self, OA = Others' Average, SO = Subordinates, PE = Peers, OT = Others

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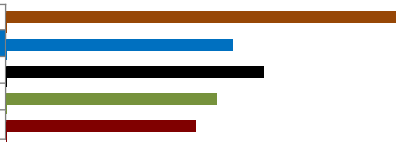
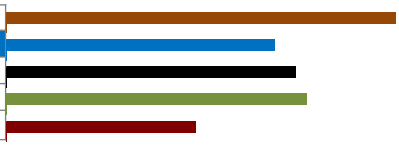
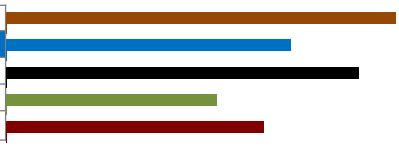
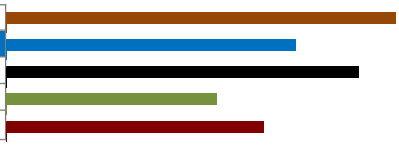
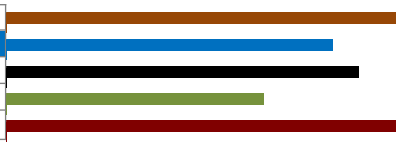
Lowest Rated Behaviors

Meaning of Scores: 1: Major improvement needed, 2: Some improvement needed, 3: Very good, 4: Excellent

Behaviors	Categories	Score	1	2	3	4
Being considerate toward other people's feelings	SE	3				
	OA	1.8				
	SO	2.0				
	PE	1.7				
	OT	1.5				
Being open to new ideas and different points of view	SE	3				
	OA	2.1				
	SO	2.3				
	PE	2.3				
	OT	1.5				
Attentively listening to others	SE	3				
	OA	2.2				
	SO	2.8				
	PE	1.7				
	OT	2.0				
Delegating important responsibilities to his/her subordinates	SE	3				
	OA	2.3				
	SO	2.8				
	PE	1.7				
	OT	2.0				
Developing teamwork and team spirit effectively	SE	3				
	OA	2.4				
	SO	2.5				
	PE	2.3				
	OT	2.5				
Consistently upholding the right principles and values	SE	3				
	OA	2.6				
	SO	2.8				
	PE	2.0				
	OT	3.0				

Abbreviations:SE = Self, OA = Others' Average, SO = Subordinates, PE = Peers, OT = Others

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Underestimated Behaviors

Behaviors where the self-assessment most below the Others' Average results

Meaning of Scores: 1: Major improvement needed, 2: Some improvement needed, 3: Very good, 4: Excellent

Behaviors	Categories	Score	1	2	3	4
Generating enthusiasm about the future of the organization/unit	SE	2				
	OA	3.3				
	SO	3.7				
	PE	2.7				
	OT	4.0				
Setting challenging goals with high expectations	SE	2				
	OA	3.3				
	SO	3.3				
	PE	3.0				
	OT	4.0				
Providing feedback on performance problems in a timely manner	SE	3				
	OA	3.6				
	SO	3.8				
	PE	3.3				
	OT	3.5				
Setting a fast paced work environment	SE	3				
	OA	3.4				
	SO	4.0				
	PE	2.7				
	OT	3.5				
Persuading others with effective arguments to gain their support	SE	3				
	OA	3.4				
	SO	3.5				
	PE	3.0				
	OT	4.0				

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Overestimated Behaviors

Behaviors where the self-assessment most exceeded the Others' Average results

Meaning of Scores: 1: Major improvement needed, 2: Some improvement needed, 3: Very good, 4: Excellent

Behaviors	Categories	Score	1	2	3	4
Being considerate toward other people's feelings	SE	3				
	OA	1.8				
	SO	2.0				
	PE	1.7				
	OT	1.5				
Being open to new ideas and different points of view	SE	3				
	OA	2.1				
	SO	2.3				
	PE	2.3				
	OT	1.5				
Attentively listening to others	SE	3				
	OA	2.2				
	SO	2.8				
	PE	1.7				
	OT	2.0				
Delegating important responsibilities to his/her subordinates	SE	3				
	OA	2.3				
	SO	2.8				
	PE	1.7				
	OT	2.0				
Developing teamwork and team spirit effectively	SE	3				
	OA	2.4				
	SO	2.5				
	PE	2.3				
	OT	2.5				

Abbreviations:SE = Self, OA = Others' Average, SO = Subordinates, PE = Peers, OT = Others

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Rater Differences

The following table shows items with the biggest score differences between rater categories.

Meaning of Scores: 1: Major improvement needed, 2: Some improvement needed, 3: Very good, 4: Excellent

Behaviors	SO	PE	OT
Instilling in others a sense of purpose behind their work	3.8	2.7	4.0
Generating enthusiasm about the future of the organization/unit	3.7	2.7	4.0
Influencing others to improve their way of working	3.0	2.7	4.0
Demonstrating excellent professional judgment	2.8	1.7	3.5
Showing a strong commitment to the goals of his/her team	3.8	2.3	4.0

Abbreviations:SE = Self, OA = Others' Average, SO = Subordinates, PE = Peers, OT = Others

The table below shows the total average of scores given by each rater groups:

Rater Groups	1	2	3	4
Subordinates	3.1			
Peers	2.5			
Others	3.1			

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Competencies: Sharing the vision

Meaning of Scores: 1: Major improvement needed, 2: Some improvement needed, 3: Very good, 4: Excellent

Behaviors	Categories	Score	1	2	3	4
Clearly defining the direction, objectives and sub-objectives	SE	3				
	OA	2.8				
	SO	2.8				
	PE	2.3				
	OT	3.5				
Setting challenging goals with high expectations	SE	2				
	OA	3.3				
	SO	3.3				
	PE	3.0				
	OT	4.0				
Instilling in others a sense of purpose behind their work	SE	3				
	OA	3.4				
	SO	3.8				
	PE	2.7				
	OT	4.0				
Generating enthusiasm about the future of the organization/unit	SE	2				
	OA	3.3				
	SO	3.7				
	PE	2.7				
	OT	4.0				

Abbreviations:SE = Self, OA = Others' Average, SO = Subordinates, PE = Peers, OT = Others

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Competencies: Influencing Others

Meaning of Scores: 1: Major improvement needed, 2: Some improvement needed, 3: Very good, 4: Excellent

Behaviors	Categories	Score	1	2	3	4
Staying collected and effective in difficult situations	SE	3				
	OA	2.9				
	SO	2.8				
	PE	2.7				
	OT	3.5				
Persuading others with effective arguments to gain their support	SE	3				
	OA	3.4				
	SO	3.5				
	PE	3.0				
	OT	4.0				
Making timely and clear decisions	SE	3				
	OA	3.1				
	SO	3.5				
	PE	2.3				
	OT	3.5				
Building strong relationships with the key cooperation partners (internal or external)	SE	3				
	OA	2.6				
	SO	2.5				
	PE	2.7				
	OT	2.5				

Abbreviations:SE = Self, OA = Others' Average, SO = Subordinates, PE = Peers, OT = Others

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Competencies: Team Building

Meaning of Scores: 1: Major improvement needed, 2: Some improvement needed, 3: Very good, 4: Excellent

Behaviors	Categories	Score	1	2	3	4
Creating an open and friendly work climate	SE	3				
	OA	2.6				
	SO	3.0				
	PE	2.0				
	OT	2.5				
Developing teamwork and team spirit effectively	SE	3				
	OA	2.4				
	SO	2.5				
	PE	2.3				
	OT	2.5				
Getting all members of his/her team highly engaged in the work	SE	3				
	OA	2.7				
	SO	2.5				
	PE	2.3				
	OT	3.5				
Fully utilizing the talent and potential of his/her team	SE	3				
	OA	2.9				
	SO	3.3				
	PE	2.7				
	OT	2.5				

Abbreviations:SE = Self, OA = Others' Average, SO = Subordinates, PE = Peers, OT = Others

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Competencies: Supporting Others

Meaning of Scores: 1: Major improvement needed, 2: Some improvement needed, 3: Very good, 4: Excellent

Behaviors	Categories	Score	1	2	3	4
Attentively listening to others	SE	3				
	OA	2.2				
	SO	2.8				
	PE	1.7				
	OT	2.0				
Being considerate toward other people's feelings	SE	3				
	OA	1.8				
	SO	2.0				
	PE	1.7				
	OT	1.5				
Delegating important responsibilities to his/her subordinates	SE	3				
	OA	2.3				
	SO	2.8				
	PE	1.7				
	OT	2.0				
Effectively teaching and coaching others	SE	3				
	OA	2.8				
	SO	3.3				
	PE	2.3				
	OT	2.5				

Abbreviations:SE = Self, OA = Others' Average, SO = Subordinates, PE = Peers, OT = Others

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Competencies: Innovating

Meaning of Scores: 1: Major improvement needed, 2: Some improvement needed, 3: Very good, 4: Excellent

Behaviors	Categories	Score	1	2	3	4
Being open to new ideas and different points of view	SE	3				
	OA	2.1				
	SO	2.3				
	PE	2.3				
	OT	1.5				
Being a curious, lifelong learner	SE	3				
	OA	2.9				
	SO	3.0				
	PE	2.3				
	OT	3.5				
Guiding people to find innovative solutions to problems	SE	3				
	OA	3.1				
	SO	3.0				
	PE	3.0				
	OT	3.5				
Influencing others to improve their way of working	SE	3				
	OA	3.1				
	SO	3.0				
	PE	2.7				
	OT	4.0				

Abbreviations:SE = Self, OA = Others' Average, SO = Subordinates, PE = Peers, OT = Others

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Competencies: Delivering Results

Meaning of Scores: 1: Major improvement needed, 2: Some improvement needed, 3: Very good, 4: Excellent

Behaviors	Categories	Score	1	2	3	4
Keeping everyone focused on the objectives and the results	SE	3				
	OA	3.3				
	SO	3.8				
	PE	2.7				
	OT	3.5				
Providing feedback on performance problems in a timely manner	SE	3				
	OA	3.6				
	SO	3.8				
	PE	3.3				
	OT	3.5				
Setting a fast paced work environment	SE	3				
	OA	3.4				
	SO	4.0				
	PE	2.7				
	OT	3.5				
Keeping the work organized and efficient	SE	3				
	OA	3.2				
	SO	3.3				
	PE	3.3				
	OT	3.0				

Abbreviations:SE = Self, OA = Others' Average, SO = Subordinates, PE = Peers, OT = Others

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Competencies: Acting Responsibly

Meaning of Scores: 1: Major improvement needed, 2: Some improvement needed, 3: Very good, 4: Excellent

Behaviors	Categories	Score	1	2	3	4
Demonstrating excellent professional judgment	SE	3				
	OA	2.6				
	SO	2.8				
	PE	1.7				
	OT	3.5				
Showing a strong commitment to the goals of his/her team	SE	3				
	OA	3.3				
	SO	3.8				
	PE	2.3				
	OT	4.0				
Acting with the organization's long-term interests in mind	SE	3				
	OA	3.3				
	SO	3.5				
	PE	2.7				
	OT	4.0				
Consistently upholding the right principles and values	SE	3				
	OA	2.6				
	SO	2.8				
	PE	2.0				
	OT	3.0				

Abbreviations:SE = Self, OA = Others' Average, SO = Subordinates, PE = Peers, OT = Others

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Development Suggestions

In the following pages, we share our development philosophy and provide a list of possible activities to consider when you create your development action plan.

Build on your strengths

Don’t make the mistake of only focusing on your weaknesses, because analyzing strengths is just as important! Once again, please review your strengths. These competencies are considered your talents, gifts, and resources necessary for success. Take time to appreciate them by reflecting on your past and pinpointing when and how you developed these behaviors that have become your strengths. Now, how do you think you can better utilize these competences to your advantage in the future? Remember, those who succeed tend to utilize their strengths to the fullest. As you gain more self-awareness about your strengths, the talents of others will also become easier and more natural to identify and appreciate.

Analyze your weaknesses

Even though applying your strengths to your overall strategy is great, recognizing your weaknesses is also critical to personal growth. Therefore, you need to look at each indicated weakness, and evaluate their practical impact. Ask yourself how they influence your overall performance and if they influence the people around you; and how could you neutralize their effect. You can neutralize negative effects by delegation or teaming up with someone of complementary strengths; or by establishing new habits and improving relevant skills. You also need to consider the amount of effort needed for improvement in your target areas, and you should focus only on the following two kind of items:

“Critical weaknesses” -- the derailers -- the things with great impact. Areas where improvement can really propel your leadership effectiveness (and naturally your career development as well). Easy or hard, you must start working on them.

“Low hanging fruits”-- things that are relatively easy to change or improve. Regardless how big or minor the impact of these issues might be, you should take action and experience the positive effects of change.

Go through the report, and start to work out your detailed development action plan ASAP. Suggestions on the next few pages may help you address the areas with the lowest scores.

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Suggestion 1

Behavior:

Consistently upholding the right principles and values

Why is it important?

Actions speak louder than words. Time and again, you hear your conscience calling you to action. It is in these moments that your leadership is tested. When you stand up for what you believe, your leadership develops. When you hesitate and avoid action, when you numb your inner voice, your leadership weakens. This is especially true when you must take personal risks or face difficult situations to do the right thing. Courage is essential to leadership, for without it, one can become a conformist "paper pusher" who lacks true leadership qualities.

How to develop it?

To develop courage, leaders should focus on self-awareness and define themselves, including writing down their principles and values, and having a clear, written leadership philosophy. It is also beneficial to listen to or watch inspiring speeches or read about extraordinary leaders, followed by self-reflection and learning exercises. When making a stand or confronting others, it is important to do so in a constructive and professional manner that will gain respect from others. By having faith in yourself, voicing your opinions, and taking a stance on what you believe, you can become a strong and effective leader.

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Suggestion 2

Behavior:

Developing teamwork and team spirit effectively

Why is it important?

Teams do not excel by accident. Without the necessary support, team development can stagnate or even become dysfunctional. As a leader, it is your job to accelerate the team's maturation process and help your team overcome obstacles.

How to develop it?

Invest in team building activities and encourage teamwork, cooperation, and mutual support. As the leader, use workshop methods and facilitate discussions. Help your subordinates become leaders, too: create opportunities for each team member to present something to the whole group.

Encourage informal communication among your staff members, and make sure that none of them is left out. Foster an environment of trust and psychological safety, where team members can share ideas, ask questions, and learn from one another.

Monitor teamwork effectiveness regularly and provide feedback and coaching to help your team mature. You may want to enlist team-building experts and external coaches to better facilitate the team development process.

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Suggestion 3

Behavior:

Delegating important responsibilities to his/her subordinates

Why is it important?

Delegating tasks and responsibilities is crucial for the development of team members and to increase employee retention and motivation. It also allows leaders to focus on higher-level leadership tasks.

How to develop it?

To effectively delegate, you should analyze your tasks and priorities and delegate as much as possible based on team members' capabilities and workload. When you delegate, it is important to set quality standards, provide direction and resources, and coach individuals when needed. You should set sub-goals, milestones to monitor progress and achievement. Over time, you should work less on technical tasks and focus more on leading to the point where you are not really needed for everyday operations. Delegation can be done to individuals, teams, or sub-teams, empowering them to work autonomously. It is also recommended to read a good article or take formal training in delegation.

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Suggestion 4

Behavior:

Attentively listening to others

Why is it important?

If you do not listen to others, it is likely that they will perceive you as insensitive to their needs. If you do not show that you care about your employees, then they will most likely stop caring about achieving your goals and meeting challenges.

How to develop it?

You must prioritize listening. You should develop a genuine concern and interest in your team. Enjoy learning by actively listening to them. When engaging with them, maintain eye contact, ask questions, and avoid interrupting. It is also highly recommended that you take courses to develop your listening and empathy skills.

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Suggestion 5

Behavior:

Being open to new ideas and different points of view

Why is it important?

Creativity, synergy, and learning all start by being open to the ideas of others. Without being open to new ideas, one is locked in a cage of their own ideas. Curiosity and lifelong learning are the keys to professional advancement, and without these traits, your knowledge and skills may become obsolete.

How to develop it?

Breathe in the fresh air of openness and curiosity. Develop the habit of asking questions and thinking positively toward solutions. Instead of saying, "That would never work" at every proposal, ask questions that investigate the employee's thought process, such as "Could you tell me more about it" or "Why do you think that would work?".

Another suggestion is to make lifelong learning a strong personal value by thinking about its importance. Try to expose yourself to diverse perspectives and ideas, whether it be through reading books, attending conferences, or collaborating with individuals from different backgrounds and experiences. This can broaden your own perspective and help you approach problems and challenges in new ways.

Another way to foster openness to new ideas is to create a culture of psychological safety within your team or organization. This means creating an environment where team members feel safe to express their opinions and ideas without fear of negative consequences or judgment. Encourage constructive feedback and make it clear that mistakes are opportunities for growth and learning. This can lead to more creative and innovative ideas, as team members feel empowered to share their perspectives and ideas.

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Suggestion 6

Behavior:

Being considerate toward other people's feelings

Why is it important?

The ability to make others feel that you care about them is called empathy. Empathy is critical to building strong relationships with employees and creating a positive work environment.

How to develop it?

Empathy is best developed through practice and consistent efforts to better connect with others. To improve your empathy skills, begin by paying attention to the body language and tonality of yourself and others during interactions. Observing yourself will help you see the connections between internal states and their subtle manifestations to the outside world, which will lay the foundation for understanding how others feel and how you affect them. Training in interpersonal skills, empathy, emotionally intelligent leadership and nonviolent communication (NVC) is also highly recommended.

Developing empathy also means developing a genuine concern for the well-being and success of your people. When you operate from this place of caring, you can show kindness while being able to address performance issues with honest objectivity.

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Summary of Comments –

Please find the original, unedited comments of Respondents.

Subordinates

Please describe his/her three greatest strengths:

Great turtlenecks

Good taste

Nagyon igényes a termékfejlesztésben

Mélyen látó, eredeti gondolkodó

Please describe his/her greatest development needs (write 2 – 3 points):

Dropped out early

Can lose temper

Nagy kockázatokat vállal

Kicsit beképzelt

Peers

Please describe his/her three greatest strengths:

Great hustler

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Good salesman

Nagyon jó marketing ötletei vannak

Please describe his/her greatest development needs (write 2 – 3 points):

Nasty

Holding it together

Az emberekkel jobban bánhatna

Others

Please describe his/her three greatest strengths:

Great visionary

He has excellent presentation skills

Please describe his/her greatest development needs (write 2 – 3 points):

Ruthless

He should listen more to his people

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Response Details

	Behaviors	SE	SO	PE	OT
1.1	Clearly defining the direction, objectives and sub-objectives	3	1334	133	34
1.2	Setting challenging goals with high expectations	2	2344	234	04
1.3	Instilling in others a sense of purpose behind their work	3	3444	233	04
1.4	Generating enthusiasm about the future of the organization/unit	2	0344	233	04
2.1	Staying collected and effective in difficult situations	3	1334	224	34
2.2	Persuading others with effective arguments to gain their support	3	3344	234	44
2.3	Making timely and clear decisions	3	3344	223	34
2.4	Building strong relationships with the key cooperation partners (internal or external)	3	1234	224	23
3.1	Creating an open and friendly work climate	3	2334	222	23
3.2	Developing teamwork and team spirit effectively	3	2233	223	23
3.3	Getting all members of his/her team highly engaged in the work	3	1234	223	34
3.4	Fully utilizing the talent and potential of his/her team	3	2344	233	23
4.1	Attentively listening to others	3	2234	122	22
4.2	Being considerate toward other people's feelings	3	1124	113	12
4.3	Delegating important responsibilities to his/her subordinates	3	2234	122	02
4.4	Effectively teaching and coaching others	3	2344	133	23
5.1	Being open to new ideas and different points of view	3	2223	223	12
5.2	Being a curious, lifelong learner	3	2244	223	34
5.3	Guiding people to find innovative solutions to problems	3	2334	234	34
5.4	Influencing others to improve their way of working	3	2334	224	44
6.1	Keeping everyone focused on the objectives and the results	3	3444	233	34
6.2	Providing feedback on performance problems in a timely manner	3	3444	334	34
6.3	Setting a fast paced work environment	3	4444	233	34
6.4	Keeping the work organized and efficient	3	2344	334	33
7.1	Demonstrating excellent professional judgment	3	2333	113	34
7.2	Showing a strong commitment to the goals of his/her team	3	3444	124	44
7.3	Acting with the organization’s long-term interests in mind	3	3344	134	44
7.4	Consistently upholding the right principles and values	3	1334	123	24

Abbreviations:SE = Self, OA = Others' Average, SO = Subordinates, PE = Peers, OT = Others

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