



Sample Report  
Succession Planning Intervention

Report Generated On 10 Dec 2021

## 1. Overview

### Introduction:

This Development Center process has been designed to capture important role characteristics and focuses on behaviors that are most applicable to your performance. The questions, scenarios and situations presented to you were neutral in nature. The process included a combination of validated, objective and standardized exercises to ensure a level playing field for all participants.

### Report Content:

This report is based on your performance across the multiple exercises that you completed as a part of this development center. The feedback provided focuses on your overall performance, rather than on right or wrong responses. It aims to provide a comprehensive representation of your strengths and development needs revolving around the distinct competencies identified as critical for success.

## 2. Overall Feedback

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## 3. About the report

### 3.1. How to read the report?

A. The integrated rating on the Product Demo competencies has been arrived at by taking into account data gathered by all the tools. However, it is likely that you demonstrate a behavior as an area of strength through one tool and as an area of development through another. For example, while a person may have a preference to plan and prioritize, he/she may not actually demonstrate planning and prioritization. Such differences provide valuable data and should be factored in while planning development pathways and journeys.

B. We recommend that you review this report and reflect on the development priorities highlighted in it. This should help bring sharper clarity on the development areas that you should focus on. The objective is for you to continue leveraging your strengths and building on them, while being cognizant of your development needs. Your development journey or pathway should be based on your personal aspirations and the key focus areas highlighted within this report.

C. The section titled 'Individual Development Plan' will help in planning the development journey or pathway. This can be filled based on the results of this exercise.

D. Based on the competencies and behaviors assessed, this report uncovers facets that are your strengths, as well as areas which you need to develop. These competencies and behaviors are measured on a 5 point scale which is described as follows:

Score	Description	Scoring Scale	Scoring Description
1	Least Effective Behaviors	Novice	A Novice is relatively new to learning and demonstrating this competency
2	Least Effective Behaviors	Practitioner	A Practitioner is an advanced beginner in demonstrating this competency
3	Moderately Effective Behaviors	Competent	A Competent performer demonstrates sufficient knowledge and skills related to this competency
4	Most Effective Behaviors	Proficient	A Proficient performer is sufficiently qualified and equipped to demonstrate this competency
5	Most Effective Behaviors	Expert	An Expert demonstrates advanced understanding and application of knowledge related to this competency

### 3.2. Tools used to assess competencies

- PA Psychometric Assessment
- CTA Critical Thinking Assessment
- LDDI Leadership Deep Dive Interview

Competencies VS Tools	PA	CTA	LDDI
Empathetic & Engager	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Facilitator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mobilizer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier Buster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Capability Builder	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Original Thinker	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### 3.3. Assessment tool descriptions

#### A. Psychometric Assessment

It is a personality assessment tool that has 16 primary scales and other numerous derivative scales. It effectively measures aspects of Personality, Attitude, Emotional Control and Organisational Skills.

#### B. Critical Thinking Assessment

Critical Thinking measures a combination of critical thinking attitudes, knowledge, and skills.

#### C. Leadership Deep Dive Interview

A virtual interview between an assessor and assessment taker facilitated over our video interview platform with both audio and video channels.

### 3.4. Overview of competencies and behaviors measured

#### A. Empathetic & Engager

Communicates with transparency & openness. Is influential when presenting one's ideas. Uses various techniques keeping in mind the perspective of others & the organisation to achieve mutual goals. Modifies own approach to address the needs of stakeholders. Understands & deals with conflicts effectively. Listens without bias. Handles situations with tact, is focused & composed under pressure.

##### Impact and Influence

Ability to gain others' support for ideas, proposals, projects, and solutions. Presents arguments that address others' most important concerns and issues and looks for win-win solutions. Involves others in a process or decision to ensure their support. Offers trade-offs or exchanges to gain commitment.

##### Active Listening and In-Depth Probing

Ability to ensure that information is passed on to others who should be kept informed.

##### Emotional Restraint

Ability to recognize own feelings and those of others, and to manage emotions effectively in self and relationships. Ability to read a group's emotional currents and power relationships, identifying influencers, networks, and organizational dynamics.

## B. Facilitator

Promotes a culture of collaborative working, demonstrating the merit of working within/across teams. Encourages open discussions of diverse perspectives & makes self approachable through various channels. Manages conflict & promotes clear & open communication while working together. Finds opportunities for different teams to work together & share ideas to benefit both organisation & clients.

### Managing Diversity

Degree to which one promotes a culture of inclusion. Ability to respect diversity and listen carefully to understand other's perspectives.

### Transcending Cross Functional Boundaries

Degree to which one is able to foster an inclusive work culture. Builds productive and collaborative work-relationships. Initiates collaboration with others and spontaneously assists others in the delivery of their work. Encourages stakeholders to be approachable and supportive.

## C. Mobilizer

Looks at the big picture & persists to complete responsibilities & expects the same from team. Motivates team to focus on current performance & future goals. Ensures effective utilization of resources. Prioritize activities basis criticality to meet deadlines. Overcomes obstacles with timely actions. Holds team members accountable & takes action against non compliance with expected performance.

### Driving Business Results

Degree to which one is able to consistently deliver required business results; set and accomplish achievable, yet aggressive, goals. Able to generate commitment and enthusiasm from others to set and achieve challenging goals and objectives. Continuously searches out and acts upon opportunities to improve quality, service and productivity.

### Planning and Organizing

Degree to which an individual plans and organizes work activities; manages several tasks at the same time. Able to maintain a high level of energy and commitment to juggle multiple tasks and priorities, and use available resources to get more done with less; all without losing focus. Successful in assessing relative importance of activities and assignments; adjusting priorities when appropriate.

### Coordinating and Monitoring

Ability to develop a capable, diverse and cohesive team to maximize their collective skills and talents. Motivates others to achieve the organization's goals; recognizes and rewards contributions. Aligns internal processes and resources (i.e., team goals, performance and development plans) to support building organizational capability in priority areas.

### Driving Accountability

Degree to which an individual takes complete ownership of tasks, decisions and commitments. Tendency to accept own mistakes than blaming situations or circumstances. Ability to promote a culture of ownership and encourage team to take responsibility of positive as well as negative consequences of own actions.

## D. Barrier Buster

Looks at different aspects of a problem & analyses it before making a decision. Confident in one's decision making & stands by it in all circumstances. Thrives in situations of ambiguity, takes sustainable decisions from a business perspective. Open & enthusiastic for change, comprehends the implications & translates it to actionables. Identifies concerns of others & helps them deal with change.

### Problem Solving & Decision Making

Ability to oversee investigation of issues, identify or develop options and select solutions to problems. Tendency to gather information and to identify problems and their solutions; analyse data and using initiative to select from available resolutions. Ability to encourage team members to think out-of-the-box with end result in sight.

### Root Cause Analysis

Degree to which one is able to identify a problem's root cause and, if possible, eliminate the underlying issues rather than only addressing the symptoms. Able to Communicate the importance of the vision

### Responsiveness to Change (Change Agent)

Ability to demonstrate support for innovation and for organizational changes needed to improve the organization's effectiveness; initiating, sponsoring, and implementing organizational change; helping others to successfully manage organizational change.

## E. Capability Builder

Able to create an engaged workforce, nurtures & develops them to ensure business impact. Connects with the team & understands their needs & capabilities & accordingly maps resources to tasks. Inspires, builds capabilities, challenges & supports others to achieve goals. Modifies behavior as per situations & people involved. Provides constructive feedback & also shares credit with team members.

### Delegation

Ability to develop a capable, diverse and cohesive team to maximize their collective skills and talents. Motivates others to achieve the organization's goals; recognizes and rewards contributions. Aligns internal processes and resources (i.e., team goals, performance and development plans) to support building organizational capability in priority areas.

### Coaching for Results

Ability to foster long-term learning or development of others by giving feedback and support. Maintains a genuine interest in helping others develop further strengths. Understands team members' goals, gives timely constructive feedback, offers challenges that will provide growth opportunities.

### Flexible Leadership

Degree to which an individual is open to change and altering behaviours in order to work effectively when faced with new information, a changing situation or environment. Able to cope with various circumstances and show flexibility in order to carry out self and team objectives.

## F. Original Thinker

Recognizes the full strategic implications of decisions and actions taken. Anticipates likely outcomes and implications for business and proactively prepares for opportunities or obstacles in the future. Identifies opportunities which help achieve organizational vision as well as stakeholder goals. Suggests, encourages and facilitates innovative ideas and suggestions at work.

### Strategic Leadership

Ability to develop a broad, big-picture view of the organisation and its vision; link long-range visions and concepts to daily work. Able to understand, capitalize and prepare for competitive advantage and threats, industry trends, emerging technology, market opportunities and stakeholders.

### Driving Innovation

Ability to generating innovative solutions in work situations; encourage team members to try different and novel ways to deal with work problems and opportunities; develop, sponsor, or support the introduction of new and improved method, products, procedures, or technologies.

## 4. Competency and Behavior Overview

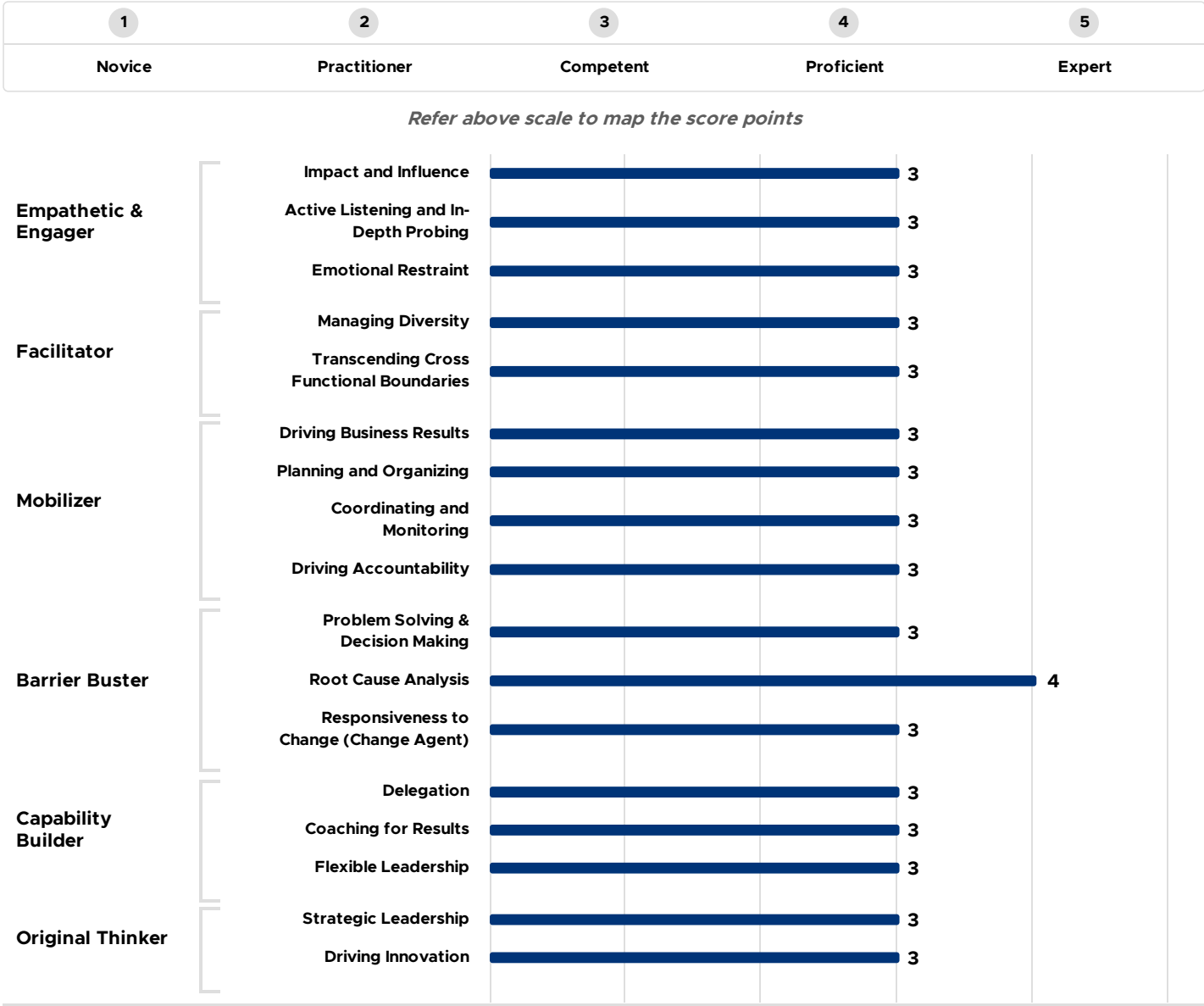
### 4.1. Competency Wise Proficiency Score

1	2	3	4	5
Novice	Practitioner	Competent	Proficient	Expert

*Refer above scale to map the score points*

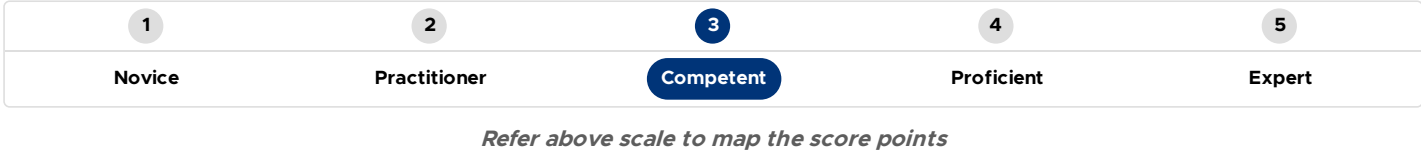
<b>Empathetic &amp; Engager</b>	1	2	3	4	5
<b>Facilitator</b>	1	2	3	4	5
<b>Mobilizer</b>	1	2	3	4	5
<b>Barrier Buster</b>	1	2	3	4	5
<b>Capability Builder</b>	1	2	3	4	5
<b>Original Thinker</b>	1	2	3	4	5

4.2. Competency Wise Behavior Score



5. Competency & behavior detailed report

5.1. Empathetic & Engager



Scores for behaviors included in Empathetic & Engager:

Impact and Influence

3

**Competent** | May have the ability to impact others decisions and performance. Likely to need guided assistance to apply this influence successfully in order to reach the desired outcomes. Often manages to use convincing abilities to get the others to take action.

Active Listening and In-Depth Probing



**Competent** | Likely to efficiently modify communication to audience and own needs. Likely to do the homework and plan for communication to be audience appropriate. Tries to use clear communication, but may be apprehensive about being too candid or straightforward. May find it challenging to navigate through complex situations.

Emotional Restraint



**Competent** | Often manages to identify the affirmative attributes of emotional intelligence. Quite likely to handle interpersonal relations thoughtfully. May be inclined to acquire more understanding of emotions to manage and guide the others more resourcefully and empathetically.

5.1.1. Classification of behaviors

Least Effective

—

Moderately Effective

Impact and Influence  
Active Listening and In-Depth Probing  
Emotional Restraint

Most Effective

—

5.1.2. Development guide of behaviors

5.1.3. Tools used

PA Psychometric Assessment

LDDI Leadership Deep Dive Interview

5.2. Facilitator

1	2	3	4	5
Novice	Practitioner	Competent	Proficient	Expert

Refer above scale to map the score points

Scores for behaviors included in Facilitator:

Managing Diversity



**Competent** | Likely to be a good listener and encourage others to contribute their ideas but may not be able to adopt a consistent approach in doing so. Tends to be open to diverse ideas and suggestions but may want to work on considering them during the execution. Work on fostering an inclusive environment where others are supportive and considerate towards each other's perspectives and ideas.

Transcending Cross Functional Boundaries



**Competent** | Manages to advocate a work culture based on constructive and collaborative work associations. However, less likely to play a vital part in team activities and stakeholder management. Able to handle work associations, but may not proactively work on promoting a culture of teamwork and collaboration within stakeholders.

5.2.1. Classification of behaviors

Least Effective

—

Moderately Effective

Managing Diversity  
Transcending Cross Functional  
Boundaries

Most Effective

—



5.2.2. Development guide of behaviors

5.2.3. Tools used

PA Psychometric Assessment

LDDI Leadership Deep Dive Interview

5.3. Mobilizer

1	2	3	4	5
Novice	Practitioner	Competent	Proficient	Expert

Refer above scale to map the score points

Scores for behaviors included in Mobilizer:

Driving Business Results

3

**Competent** | Likely to set clear and specific business objectives. Tends to maintain focus until a viable solution is found. Likely to check the results to find out whether the task has been accomplished in a timely manner. May not be able to steer all the hurdles away without the right guidance.

Planning and Organizing

3

**Competent** | Often manages to structure and categorize work activities. Likely to delegate tasks to the team, but may want to focus more on highlighting the priority challenges. Seems inclined to organize work, set priorities, and determine resource requirements only when the need arises. May want to work on creating flexible plans to ensure that the projects are executed efficiently.

Coordinating and Monitoring

3

**Competent** | Likely to take a number of initiatives to achieve commitment of team members to obtain the requisite aims and objectives. Likely to turn work situations into learning opportunities. Seems inclined to support the team and its reputation at multiple occasions. May not be able to keep a consistent track on appropriate delegation of resources.

Driving Accountability

3

**Competent** | May show a distinct ability to anticipate most complexities and plan for contingencies in a more effective manner. Is able to respond to the needs of the business with speed and agility and encourages the same spirit in the team. Often holds team members accountable for achieving results and gives clear instructions on what to expect from others. Likely to create monitoring mechanisms in the organization to ensure the team members take complete ownership of the tasks and projects assigned.

5.3.1. Classification of behaviors

Least Effective

Moderately Effective

Most Effective

Driving Business Results

Planning and Organizing

Coordinating and Monitoring

Driving Accountability

5.3.2. Development guide of behaviors

5.3.3. Tools used

PA Psychometric Assessment

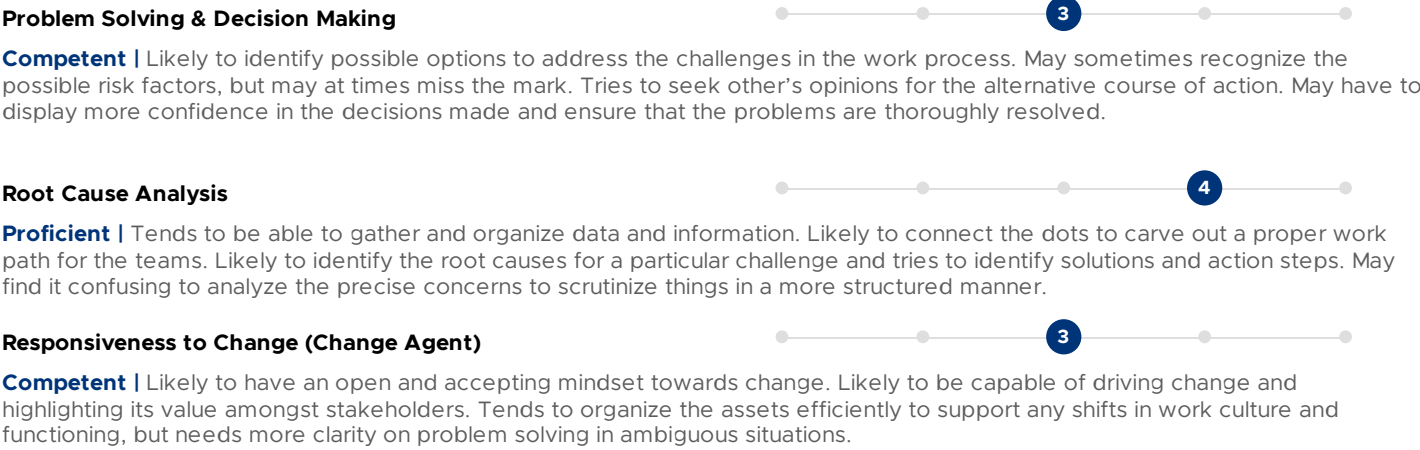
LDDI Leadership Deep Dive Interview

5.4. Barrier Buster

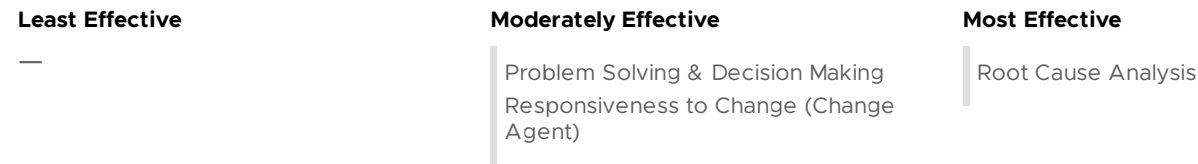
1	2	3	4	5
Novice	Practitioner	Competent	Proficient	Expert

Refer above scale to map the score points

Scores for behaviors included in Barrier Buster:



5.4.1. Classification of behaviors



5.4.2. Development guide of behaviors

5.4.3. Tools used

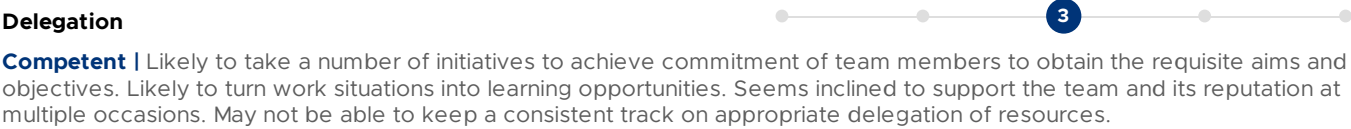


5.5. Capability Builder

1	2	3	4	5
Novice	Practitioner	Competent	Proficient	Expert

Refer above scale to map the score points

Scores for behaviors included in Capability Builder:



Coaching for Results



**Competent** | Reasonably open to coaching and counseling for enhancing the team's professional skills. Often open to assist team members and to guide them. However, might not be able to create a comprehensive development strategy unless highly motivated. May want to work on being proactive in providing timely and relevant support to team members.

Flexible Leadership



**Competent** | Reasonably able to rally the team to fine-tune and incorporate new methods to execute change. However, may need to have broader and well defined strategies to do so. Likely to be able to see the merits of new or different approaches to accomplish particular tasks. Also tends to have the capability to shift strategies in response to demands of the situation.

5.5.1. Classification of behaviors

Least Effective

—

Moderately Effective

- Delegation
- Coaching for Results
- Flexible Leadership

Most Effective

—

5.5.2. Development guide of behaviors

5.5.3. Tools used

PA Psychometric Assessment

LDDI Leadership Deep Dive Interview

5.6. Original Thinker

1	2	3	4	5
Novice	Practitioner	Competent	Proficient	Expert

Refer above scale to map the score points

Scores for behaviors included in Original Thinker:

Strategic Leadership



**Competent** | Likely to identify and act in accordance with the company goals and priorities. Often tends to function according to the present opportunities. May consider whether the short term goals will be able to meet the long term objectives.

Driving Innovation



**Competent** | Likely to be comfortable with creative debates and discussions about new ideas, and is reasonably at ease to address complex problems with new ways of perceiving situations. May try to balance tried and tested ways of doing things with new ideas and suggestions for improvement. Tends to appreciate novelty, change and originality as much as most people and should be able to adjust to changes and a diverse workload within reasonable time scales if the rationale is explained. Likely to have an open mindset towards new ideas but may need to work on driving them proactively.

5.6.1. Classification of behaviors

Least Effective

—

Moderately Effective

- Strategic Leadership
- Driving Innovation

Most Effective

—

5.6.2. Development guide of behaviors

5.6.3. Tools used

- PA Psychometric Assessment
- CTA Critical Thinking Assessment
- LDDI Leadership Deep Dive Interview

## 6. About Us

### About Jombay

Jombay is a Virtual Assessment Center & Digital Learning Platform!

With over 120,000 managerial assessments & 60,000 managerial development journeys across 25 geographies so far, Jombay was founded to make high-touch leadership assessment and development scalable, giving many more organizations, managers, and leaders across the world the opportunity to experience the benefits.

Our consolidated platform combines technology with behavioral science to help organizations relook at their hiring, development, and succession planning processes and to take them virtual, while also enhancing operational efficiency and optimizing costs.

## 7. Legal Disclaimer

This is a system-generated report. The results have been derived from the assessment(s) completed by the respondent. The results are based on a formula based aggregation of the responses that the respondent selected when completing the assessment(s). These results are compared to a norm population sample gathered as a part of the assessment(s) standardization process.

The results and this report should be interpreted alongside other important factors such as key skills and abilities, motivation, technical knowledge, and job-relevant experience. The information provided in this report is confidential. Users should comply with local guidelines and best practice principles of data protection. Jombay bears no responsibility and accepts no liabilities for the consequences of the use of this report.