EDAC
Executive Development Assessment Centre

THE ELDI® PERFORMANCE REPORT

Performance

To 'round off' any intervention, we would argue that you need to get an accurate feel for the perceptions that surround people's performance at work. To do so we apply a sophisticated 360-degree instrument, the Executive Leadership Development Inventory, or ELDI[1] that relates an individual's self-assessment to the assessments made by their superiors, peers and reports.

Flexible Quality (Competency) Framework

We supply our 360 with 16 qualities (10 positives and 6 inhibitors) that are derived from 119 questions.

Conceptual Skills and Abilities	Professional Attributes	Inhibitors
Professional Ability	Interpersonal Skills	Professional Shortcomings
Conceptual Flexibility	Empowering Reports	Selfishness
Long-Term Vision	Teamwork	Arrogance
Conceptual Skill	Objectivity	Interference
Political Alertness	Initiative and Commitment	Temper
		Inaccessibility

To reflect the fact that qualities cannot be common to all situations, the computer program has been designed to operate as a quality testing and validation tool. This means that it can be used 'as is' with the EDAC qualities, or it can be used with other existing qualities (or competencies, values etc.), or it can be used to develop, test and validate new qualities (using built-in Item Analysis), all on the same software platform and all under the complete control of the user.

The Program

The software analyses the variations between the different assessments and presents them visually. The display used looks deceptively simple, but in fact it has great depth. Its key functionality is that it allows the practitioner to relate an individual's results to those of the group or organisation at the same time.

The Individual

Looking at the blue triangles in the example we see immediately that the candidate has a major issue around the ability to empower reports. At the same time we can see the range of scores awarded by each rater group in the green bars. This shows that not only is this candidate's Self rating very high, but it is at the top end of the green range bar, and therefore the highest Self rating of anyone in the group.

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[1] ELDI is a registered trademark of EDAC Ltd.

The Group/Organisation
At the same time we can relate the candidate's results to those of the group by referencing the blue triangles to the vertical red bars (||) that show the median scores. In this case, not only is the candidate's Self rating the highest in the group, it is also very much higher than the median for the group.

Construct of the ELDI
The ELDI is an 'indirect' 360 in that it uses a question bank and then applies the results from groups of questions to the qualities that are being assessed. This is a more robust methodology than asking people to rate directly against qualities because it conceals the linkage between the questions asked and the qualities being assessed, thereby giving a more accurate result.

The ELDI is also underpinned by both theory and practice:

● Levels of Work – a model of increasing levels of complexity and uncertainty at work linked to decision-making time frames (Gillian Stamp, Elliott Jaques, Owen Jacobs).
● Stage Theory – a model of different levels of maturity in adults (Kegan).
● Ineffective Managers – research on why managers fail (Hogan, Raskin & Fazzini).
● Structured interviews with successful strategic leaders – used to develop and refine the competency model (Owen Jacobs et al).
● Experience-based anecdotal data – managers asked to describe examples of effective and non-effective leadership for the development of item phrases (Owen Jacobs et al).

Other Program Features

Inhibitors
We specifically address negative aspects of performance because research shows that these have a disproportionate impact on the effective application of leadership, especially in more hierarchical organisations.

We call these 'Inhibitors', and they give direct and powerful information about socio-emotional development or 'EQ'. Addressing them gives the 360 very high 'face validity' as those participating see that the issues of most concern to them are being addressed.
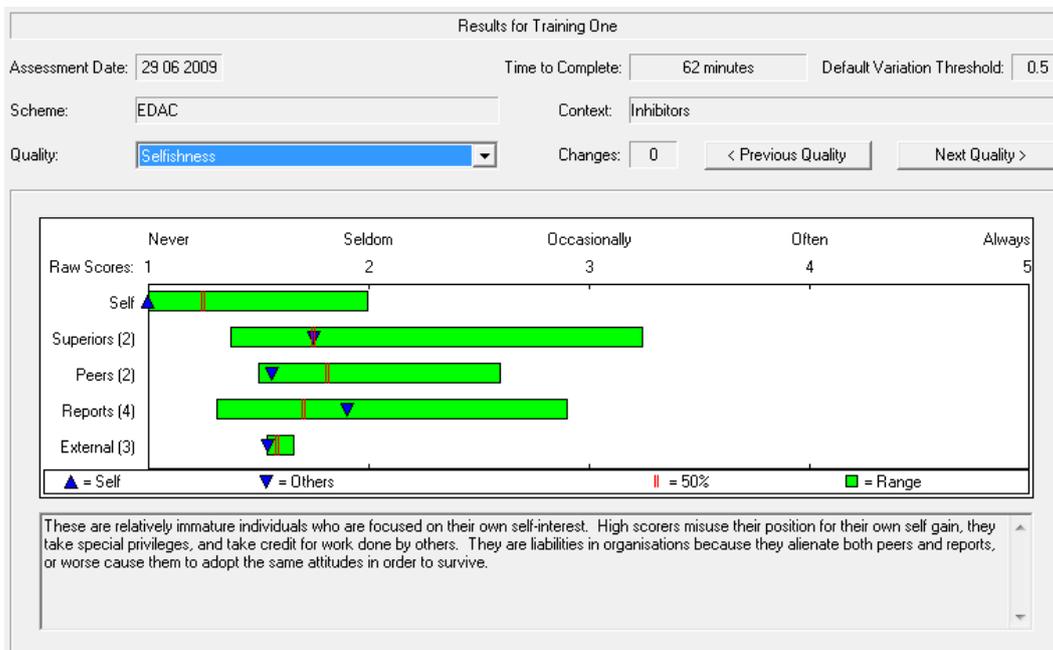
Question Scores

Questions are distributed randomly through the questionnaire and then 'bundled', averaged and applied to the relevant competency. Here we see the questions for 'Professional Ability' and the range of scores awarded across the rater groups.

This provides an audit trail and helps to identify any particular strengths and weaknesses. For example we see here that the scores for 'writes clearly and effectively' are noticeably lower than the others.

Question Scores

Quality: Professional Ability

	Question	Scores				
		Self	Sup	Peer	Rep	Ext
10	seizes opportunities when they arise.	4.00	3.00	3.50	3.25	3.67
18	is a quick student, who assimilates new material easily.	5.00	3.50	4.50	3.25	3.00
24	knows his or her business.	5.00	3.50	4.00	3.00	3.33
31	is professionally competent.	5.00	4.00	4.00	3.00	3.67
40	is knowledgeable about how his or her profession really works.	5.00	3.00	3.50	3.00	2.33
42	writes clearly and effectively.	3.00	2.50	3.00	2.50	2.67
53	can understand and absorb large amounts of professional information.	5.00	3.50	4.00	3.25	3.67
55	shows good attention to detail.	5.00	2.50	3.00	3.00	2.33

Is the Issue Performance or Perceptions of Performance?

When assessing a manager's results we need to establish if there is a real issue around performance or if the issue is more one of different perceptions of performance. Two additional screens provide this information.

Variations from Self

A table displays an overview of the variations between the candidate's Self assessment and the assessments of the Others (Superiors, Peers, Reports, Externals).

Assessment Date: 29 06 2009   Summary of Major Variations from Self for Training One   Current Variation Threshold: 0.5

	Quality Area	Ratings higher than Self Assessment				Ratings lower than Self Assessment			
		Sup	Peer	Rep	Ext	Sup	Peer	Rep	Ext
	Conceptual Skills and Abilities	Potentially Positive				Potentially of Concern			
1	Professional Ability					**	*	***	***
2	Conceptual Flexibility					***	**	***	***
3	Long-Term Vision					***	**	**	**
4	Conceptual Skill					***	***	***	***
5	Political Alertness					***	*	**	**
	Professional Attributes	Potentially Positive				Potentially of Concern			
6	Interpersonal Skills					***	**	***	**
7	Empowering Reports					***	**	***	***
8	Teamwork					***	***	***	**
9	Objectivity					**	**	**	**
10	Initiative and Commitment					**	**	***	***
	Inhibitors	Potentially of Concern				Potentially Positive			
11	Professional Shortcomings	**		*					
12	Selfishness	*	*	*	*				
13	Arrogance	*		*					
14	Interference	*		*					
15	Temper	*		*					*
16	Inaccessibility	**	**	***					

Key to Symbols in the Variations Table - Mean Difference between Self and Others:
* = exceeds Current Variation Threshold; ** = exceeds TWICE Current Variation Threshold; *** = exceeds THREE TIMES Current Variation Threshold

In the table displayed there is clearly a major issue for this (male) manager around the perceptions of his performance. He has rated his own performance very highly, but all the Others (Superiors, Peers, Reports & Externals) have rated him very much lower.

But is his performance really that bad?

Variations from Median
A second table displays an overview of the variations between all the raters (Self, Superiors, Peers, Reports & Externals).and the median score for the group (up to 500 candidates or Selfs).

In this table we see many fewer red stars, because the ratings given by the Others (Superiors, Peers, Reports & Externals) are not in fact much out of line with the median scores for the group. The manager's own (Self) ratings, however, are well above the median. The issue, therefore, is one of poor self-perception rather than poor performance, and this will clearly condition the development action to be taken.

Assessment Date: 29 06 2009 | Summary of Major Variations from Median for Training One | Current Variation Threshold: 0.5

	Quality Area	Ratings higher than Median:					Ratings lower than Median:				
		Self	Sup	Peer	Rep	Ext	Self	Sup	Peer	Rep	Ext
	Conceptual Skills and Abilities		Potentially Positive					Potentially of Concern			
1	Professional Ability	*						*			
2	Conceptual Flexibility	*		*						*	
3	Long-Term Vision	**									
4	Conceptual Skill	**									
5	Political Alertness	**									
	Professional Attributes		Potentially Positive					Potentially of Concern			
6	Interpersonal Skills	*								*	
7	Empowering Reports	*								*	
8	Teamwork	***									
9	Objectivity	*									
10	Initiative and Commitment	*		*							
	Inhibitors		Potentially of Concern					Potentially Positive			
11	Professional Shortcomings										
12	Selfishness										
13	Arrogance	*			*						
14	Interference										
15	Temper		*								
16	Inaccessibility				*						

Key to Symbols in the Variations Table - Difference between Assessment for this Candidate and Median Score for Database:
* = exceeds Current Variation Threshold; ** = exceeds TWICE Current Variation Threshold; *** = exceeds THREE TIMES Current Variation Threshold

Quality (Competency) Validation
For qualities to be effective they must be valued. Here we see a low (2/5) Self score for 'Interference', 'Temper' and 'Inaccessibility'. The manager does not see these as being detrimental to the organisation.

Assessment Date: 29 06 2009 | Quality Evaluations for Training One

	Quality Area	Quality Evaluations				
		Self	Sup	Peer	Rep	Ext
	Conceptual Skills and Abilities					
1	Professional Ability	▪▪▪▪▪	▪▪▪▪▪	▪▪▪▪▪	▪▪▪▪▪	▪▪▪▪▪
2	Conceptual Flexibility	▪▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪▪
3	Long-Term Vision	▪▪▪▪	▪▪▪▪▪	▪▪▪▪▪	▪▪▪▪	▪▪▪▪
4	Conceptual Skill	▪▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪▪▪	▪▪▪▪▪
5	Political Alertness	▪▪▪	▪▪▪	▪▪▪	▪▪▪▪▪	▪▪▪▪
	Professional Attributes					
6	Interpersonal Skills	▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪▪
7	Empowering Reports	▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪▪
8	Teamwork	▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪	▪▪▪▪
9	Objectivity	▪▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪	▪▪▪▪
10	Initiative and Commitment	▪▪▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪	▪▪▪▪
	Inhibitors					
11	Professional Shortcomings	▪▪▪▪▪	▪▪▪▪▪	▪▪▪▪▪	▪▪▪▪▪	▪▪▪▪▪
12	Selfishness	▪▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪	▪▪▪▪
13	Arrogance	▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪	▪▪
14	Interference	▪▪	▪▪▪▪	▪▪▪▪	▪▪▪	▪▪
15	Temper	▪▪	▪▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪
16	Inaccessibility	▪▪	▪▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪

Key to Symbols in the Quality Evaluations Table:
The number of blocks in each Cell represents the Candidate's Evaluation of the Quality, or the mean (average) Evaluation of the Quality by other Assessors

If qualities are not valued, they may need to be revised (unlikely in this case). More significantly, if a quality is not valued there is unlikely to be a 'buy-in' to personal development.

Analysing Groups
These summary screens can be repeated for the whole group that is being assessed. This tells the user whether or not issues are confined to one or more individuals or common to the whole sample. It will also show clearly if qualities are valued more by different rater groups.

Do participants want to make comments?
All participants are able to make comments on the process. Many times extremely significant information comes to light as a result.

Because some people may make inappropriate comments, e.g. of a personal nature, there is provision to edit these in the ELDI program when reviewing the results. Comments may also be excluded from the formal reports.
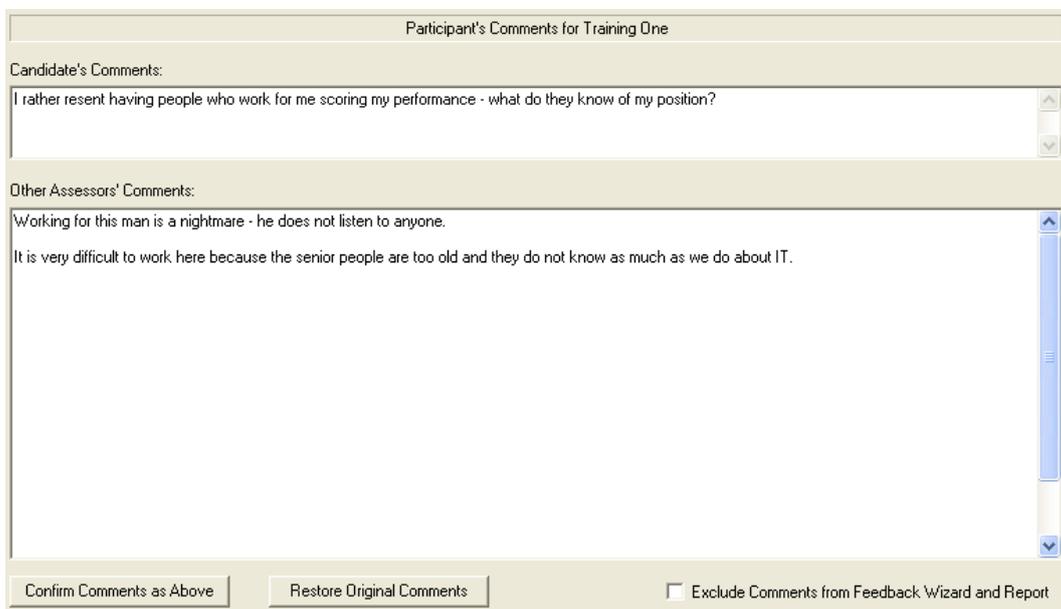
Are we Asking the Right Questions?
A built-in Item Analysis routine tells the user if the selection of questions and their assignment to qualities is effective. This is crucial to good assessment.

Here we see that the question 'I write clearly and effectively' does not seem to link at all to the quality 'Professional Ability'.

Why is this? Essentially in this case it was because the managers were IT staff who did not see writing as part of their skill set. This had a significant negative impact on the flow of IT information across the organisation.

Assessment Administration

The ELDI questionnaire is completed online, and to make this process as simple as possible for busy managers who may have many assessments to complete, we pre-load the participants' names and their rater relationships. When completing ELDI questionnaires, a Participant chooses their name from a 'drop-down' list and the names and rater relationships for that Participant are listed.

You are: Eight Training

Please click on the name of the person you wish to assess from the table below:

Name	You are his/her	Completed
Four Training	Superior	☐
Six Training	Superior	☐

Participant names and rating relationships are passed to EDAC by ELDI assessment administrators and then uploaded to the online management system. In future this facility will be enhanced to allow names and rater relationships to be entered directly by ELDI administrators.

You are adding the Raters for: Four Training

Select the Rater Name from the Available Rater Names list and then click on Add Superior, Add Peer, Add Report or Add External as required.
To remove a name, click on it to select it and click the Remove button.

Available Rater Names: Six Training ▾

Please add a minimum of 2 and a maximum of 4 Superiors

| Add Superiors > | Eight Training |
| < Remove | Five Training |

Please add a minimum of 2 and a maximum of 8 Peers

| Add Peers > | Nine Training |
| < Remove | |

Please add a minimum of 2 and a maximum of 8 Reports

| Add Reports > | One Training |
| < Remove | |

You can optionally add a minimum of 2 and a maximum of 4 external Participants

| Add External > | Seven Training |
| < Remove | |

Currently the ELDI questionnaire is available in English and Portuguese (for Brazil).

EDAC
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