PSYTECH
INTERNATIONAL

Sam Sample
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DECISION MAKER

360° EXTENDED REPORT (ANONYMOUS)

360° APPRAISAL

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ABOUT THE PSYTECH 360° APPRAISAL

360° appraisals compare an individual's self ratings on a number of behavioural competencies to the ratings provided by other individuals who regularly interact with them at work. These "raters" are grouped by the nature of their relationship with the individual being appraised to be a manager a peer, a direct report or other key stakeholders such as clients.

The results are based on the questionnaires completed by Sam and the various raters involved in the 360° appraisal. The questionnaires focused on Sam's behaviour in the workplace and the way she performs in relation to the competencies being measured.

The information contained in this report provides insight into Sam's strengths and weaknesses within the competencies as well as any differences that might exist between her perception of her behaviour and that of others. The information can be used to enhance her self-awareness and engage her in her personal and professional development.

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GUIDE TO USING PSYTECH'S 360° REPORT

This report focuses on providing a comprehensive summary of the information gained from the 360° appraisal.

REPORT SECTIONS

Sam Sample's results are presented in the following sections:

Overall Summary
Shows Sam's self ratings as well as the ratings provided by others raters according to their relationship to Sam.

Category Overviews
Provides further details regarding the competency categories and behavioural competencies being measured within each category. These sections also provide the highest and lowest rated items per competency category.

Perception Gaps
Gives an overall view of the level of agreement between self perceptions and the perceptions of other rater groups.

SUPPLEMENTARY REPORTS

The information gained from this report can be used in conjunction with other supplementary reports. The supplementary reports available are:

Feedback Report
This supplementary report is similar to the Standard Report though conceals raters' identities and can be shared directly with the individual being assessed.

Development Planning Report
Provides a general framework for development as well as development forms. Training and development experts can work with individuals to explore performance gaps and define development goals based on the results of the 360° appraisal.

Results Spread Sheet
Presents the group average scores for each of the questionnaire's items as well as the level of rater agreement. This information is provided in a supplementary spread sheet since it is not intended for general feedback.

DISCLAIMER

The Psytech 360° appraisal is an instrument designed to provide a focus about specific behavioural competency strengths and development needs. It should not be used as the sole source of information concerning personnel actions including promotion, salary review, or termination. The authors and distributors accept no responsibility for decisions made using this tool and cannot be held liable for the consequences of those decisions.

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RATING SCALE

A 7-point rating scale was used in the 360 questionnaires. The below table lists the level descriptions and the numerical values associated to each. These numerical values form the basis for all further analysis and data representation.

Value	Level Description
7	Always
6	Almost Always
5	Often
4	Sometimes
3	Rarely
2	Almost Never
1	Never

COMPETENCY FRAMEWORK

Sam Sample was rated against the following competency framework.

Competency Framework	
Category Name	**Definition**
Integrity	The tendency to be trustworthy, reliable and honest - someone who has a strong competency in this area can be relied upon to work independently, with only minimal supervision. They avoid taking inappropriate risks, are responsible and can be relied upon to act with due diligence.
Creativity	The capacity to think and act in a creative and innovative manner - someone who has a strong competence in this area is good at generating novel, innovative ideas. They are often described as having the ability to 'think outside of the box', in strategic ways. They often come up with original, creative solutions to problems.
Logical and Analytical	The capability to think in a logical and analytical manner - Someone who has a strong ability in this area is very rational. They base their decisions on a logical analysis of all the relevant information. They have a well tuned critical faculty and an ability for understanding mathematical/numerical problems.
Interpersonal Skills	The capacity to build rapport with other people in a positive manner – Someone who has a strong competence in this area has a high level of interpersonal sensitivity and empathy. They are good at building and maintaining harmonious relationships, at resolving interpersonal conflicts and supporting colleagues.
Resilience	The tendency to remain objective and keep control of emotions in the face in criticism - Someone who has a strong competence in this area copes well with pressure and is generally calm and controlled. They have the ability to cope with emotionally charged situations and are unlikely to get flustered, or lose their temper, in such situations.
Persuasiveness	The capacity to convince others of an opinion both verbally and in writing - Someone who has a strong competence in this area is an effective speaker. They are often charismatic and have a strong social presence. They are good at breaking down communication barriers and bringing people round to their point of view. They communicate clearly and effectively, both face-to-face and in writing.
Planning and Organizing	The capacity to effectively organise own and others' work and to plan for all contingencies to ensure optimal outcome - Someone who has a strong competence in this area works within timeframes and delegates work appropriately. They plan work loads and break work down into realistic, achievable sub-goals.

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Quality Orientation	The capacity to attend to detail, produce work that is accurate and of a high standard - Someone with this competency has high standards. They attend to detail and are systematic and orderly in their work. They see tasks through to the end and stay focused on one task at a time.
Energy and Drive	The capacity to maintain high levels of drive, energy and enthusiasm - Someone with this competency has high levels of energy and drive and does not tire easily. They are enthusiastic about their work, self-motivated and committed. They take the initiative and display passion and pride in their work.

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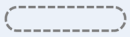
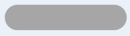
UNDERSTANDING THE CHARTS AND TABLES

All the information and results presented in this report are presented in the form of charts or tables, which is why it is important to be able to read the charts and tables accurately and make use of the information contained within them.

Chart Elements

All the charts used in this report present the data on the 7-point rating scale. The following elements are used in the charts to represent the results:

Chart Element	Type	Description
	Shapes (other than circles)	Represent **DATA POINTS** for the scores of competency categories, competencies or rater groups depending on the type of chart used. A legend is provided next to the charts to indicate what each shape is associated to.
	Circles	Represent the **AVERAGE** scores for a group of data.
	**Dashed bars or columns**	Represent the **RANGE** between the minimum and maximum scores observed within a group of data. The range is used as an indication of the level of agreement within a group, where the narrower the range the more likely there is agreement.
	**Shaded bars or columns**	Represent the **SPREAD** or Standard Deviation (SD) for a group of data. The spread is represented as a range from -1 SD points to +1 SD points from the mean (average). The spread is used as an indication of the level of agreement within a group, where about 68% of the data will lie within the spread range (assuming a normal distribution). Similar to the range, we find that the narrower the spread the more likely there is agreement.

Determining Significance of the results

While the charts are a useful way for presenting information, they do not inform us of the significance of the results, which is why this report includes tables to summarise the chart information and highlight significant observations.

The tables provided along with the charts highlight the significance of the results in three categories:

- **Results:** Presents the average scores and highlights scores lower than the scale average.
- **Consensus:** Is used to investigate the level of agreement between raters within a group. This chart presents the Standard Deviation results and highlights the results that indicate a low level of consensus within a group.
- **Gap:** Is also used to investigate the level of agreement, however in this instance it focuses on the level of agreement between different groups. Gap results are useful when it comes to investigating how different groups perceive Sam's performance. This table presents the score differences between different rater groups and highlights the results that indicate a wide gap between group perceptions.

Score Range	Result Level
5.8 - 7.00	High
4.6 - 5.79	Moderately High
3.4 - 4.59	Moderate
2.2 - 3.39	Moderately Low
1.00 - 2.19	Low

SD Range	Consensus Level
0.00 - 0.68	High
0.69 - 0.89	Moderately High
0.9 - 1.19	Moderate
1.2 - 1.43	Moderately Low
1.44 - 6.00	Low

Difference Range	Gap Level
0.00 - 0.59	Narrow
0.6 - 1.19	Moderately Narrow
1.2 - 1.79	Moderate
1.8 - 2.39	Moderately Wide
2.4 - 6.00	Wide

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DEALING WITH RATING DISCREPANCIES

Rating discrepancies may result from one of the following causes:

Cause	Description	How To Resolve
Inconsistent Behaviour	Individuals may, intentionally or otherwise, vary their behaviour according to the group they are dealing with. This may take the form of focusing their efforts on pleasing one group over the other.	Ensure the individual being appraised understands the importance of serving all stakeholders appropriately.
Low Interaction	Raters are unfamiliar with the individuals being appraised or may not interact with them sufficiently to be able to accurately complete the questionnaire.	Work with the individuals being appraised to select more appropriate raters in the future.
Inappropriate Descriptions	The questionnaire items may not be sufficiently clear, which may cause raters to misinterpret them and inaccurately rate the individuals being appraised. These are usually characterised a general lack of consensus among all rater groups.	Ensure the items are appropriate for the role and that they can be easily observed in a work related context.
Positive Self-Image	Some individuals may consistently rate themselves higher than others either due to having poor self-awareness or due to wishing to portray themselves in a positive light.	Help the individual realise the cause for the difference between how they perceive themselves and how others perceive them.
Humble or Negative Self-Image	Some individuals may rate themselves lower than others either due to their tendency to be humble or due to a lack of self-confidence or belief in their abilities.	Help the individual build their confidence by showing them how well others rate them.

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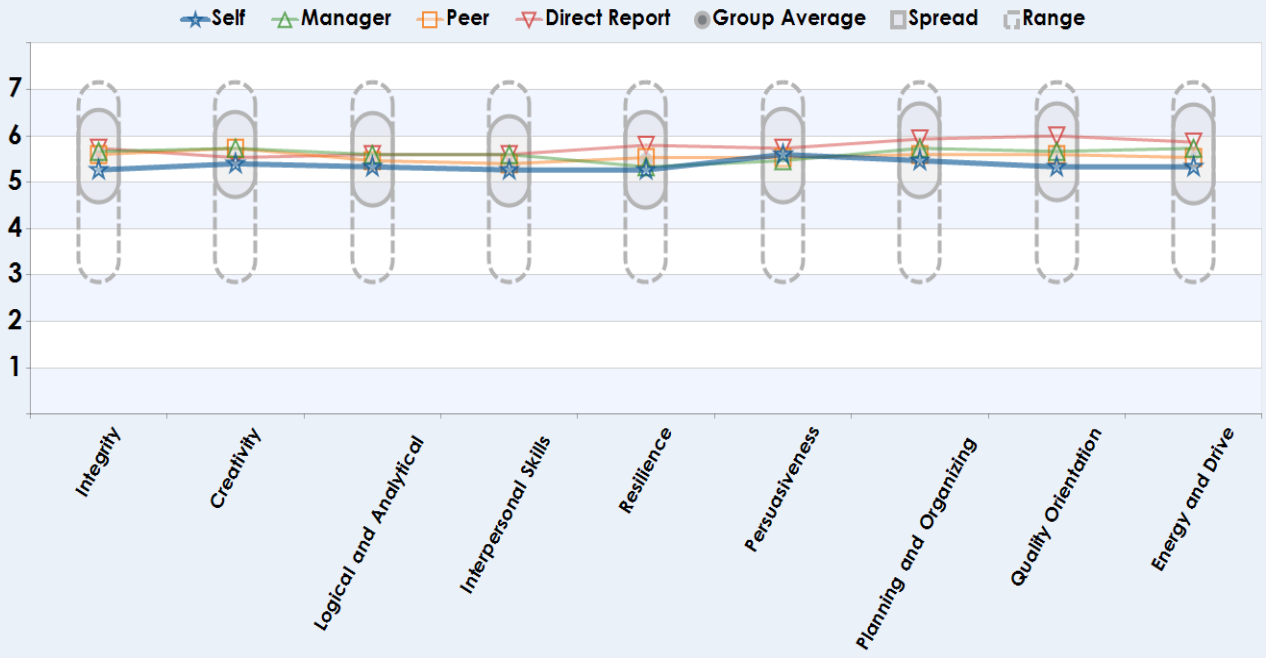
OVERALL SUMMARY

Sam's overall results are summarised below.

OVERALL SUMMARY CHART

Sam's competency category scores are presented in the following chart.



The following table summarises the information presented in the category summary chart above. Categories with Score Levels or Consensus Levels marked as **"Low"** or **"Moderately Low"** should be investigated further in the category summary sections.

Category	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Integrity	5.57	Moderately High	1.01	Moderate
Creativity	5.6	Moderately High	0.92	Moderate
Logical and Analytical	5.5	Moderately High	0.99	Moderate
Interpersonal Skills	5.47	Moderately High	0.96	Moderate
Resilience	5.48	Moderately High	1.02	Moderate
Persuasiveness	5.58	Moderately High	1	Moderate
Planning and Organizing	5.68	Moderately High	1.01	Moderate
Quality Orientation	5.65	Moderately High	1.05	Moderate
Energy and Drive	5.62	Moderately High	1.07	Moderate

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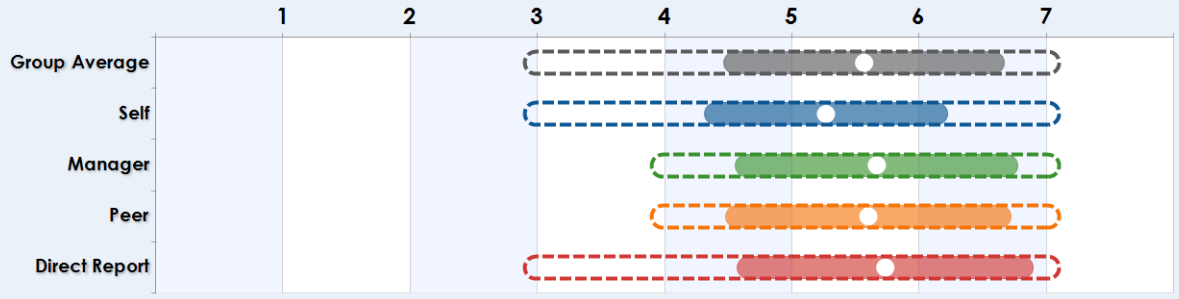
INTEGRITY

This section provides further detail regarding Sam's results on the Integrity competency category. The section starts with an overall look at the category scores and level of consensus between the rater groups, and continues to breakdown the results on each of the competencies that make up the category.

INTEGRITY GAP CHART

The following chart helps to identify gaps in rater scores. The chart provides category scores for each of the rater groups along with the range and spread of responses for each group.



The following tables summarise the information presented in the chart above. The first focuses on the level of agreement within the rater groups, while the second looks at the level of agreement between the groups.

Gap Analysis: WITHIN Rater Groups

Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.27	Moderately High	0.85	Moderately High
Manager	5.67	Moderately High	1.01	Moderate
Peer	5.6	Moderately High	1.02	Moderate
Direct Report	5.73	Moderately High	1.06	Moderate

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	+0.4	Narrow				
Peer	+0.33	Narrow	-0.07	None		
Direct Report	+0.47	Narrow	+0.07	None	+0.13	None

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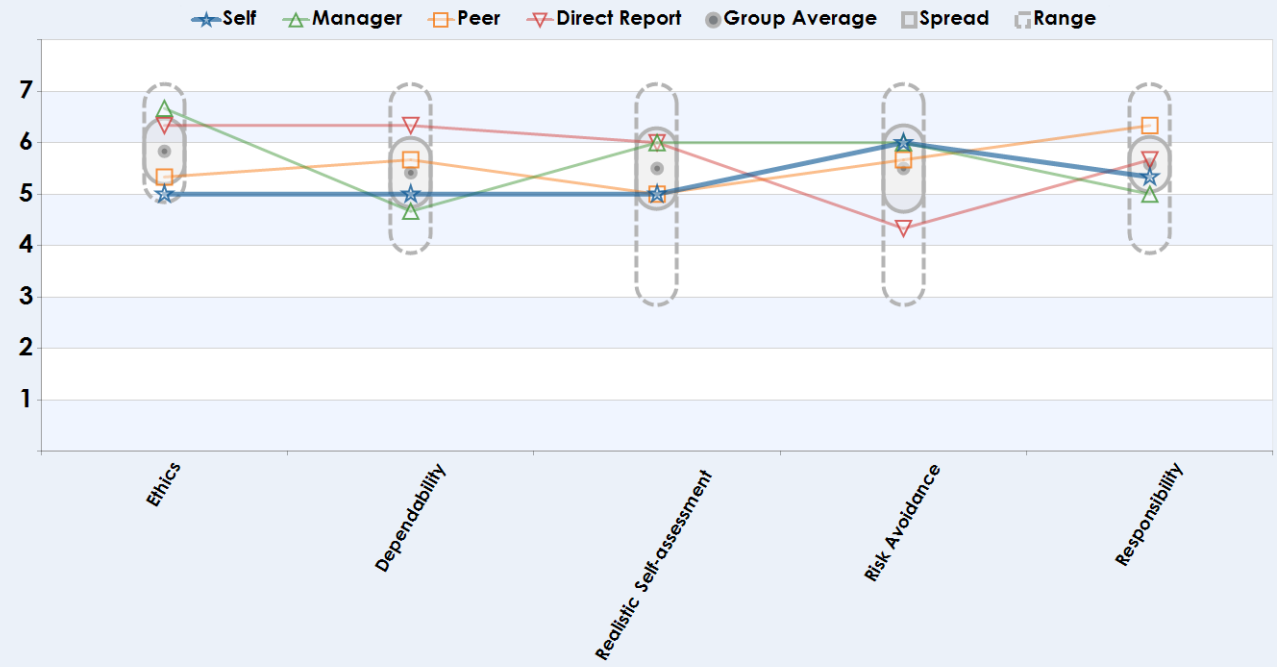
INTEGRITY'S COMPETENCY SUMMARY CHART

Integrity's competency scores are presented in the following chart.



The following table highlights some of the main findings from the information presented in the competency summary chart above. Competencies with Score Levels or Consensus Levels marked as **"Low"** or **"Moderately Low"** should be investigated further.

Competency	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Ethics The tendency to be principled, truthful and honourable in one's conduct.	5.83	High	0.9	Moderate
Dependability The capacity to work without close supervision.	5.42	Moderately High	0.95	Moderate
Realistic Self-assessment The willingness to recognise the limits of one's own competence and judgement.	5.5	Moderately High	1.12	Moderate
Risk Avoidance The preference to avoid unnecessary risks.	5.5	Moderately High	1.19	Moderately Low
Responsibility The willingness to accept responsibility for one's own mistakes.	5.58	Moderately High	0.76	Moderately High

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The five **HIGHEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	has a high level of integrity	**Ethics**	**6.25**
2	has high ethical standards	**Ethics**	**6**
3	accepts responsibility for their own mistakes	**Responsibility**	**6**
4	is able to work without the need for close supervision	**Dependability**	**5.75**
5	accurately appraises their ability and limitations	**Realistic Self-assessment**	**5.75**

The five **LOWEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	is honest in dealing with others	**Ethics**	**5.25**
2	accurately appraises limitations in their area(s) of expertise	**Realistic Self-assessment**	**5.25**
3	does not take unnecessary risks	**Risk Avoidance**	**5.25**
4	is open to discussing work problems/difficulties	**Responsibility**	**5.25**
5	does not need to be closely monitored by superiors	**Dependability**	**5**

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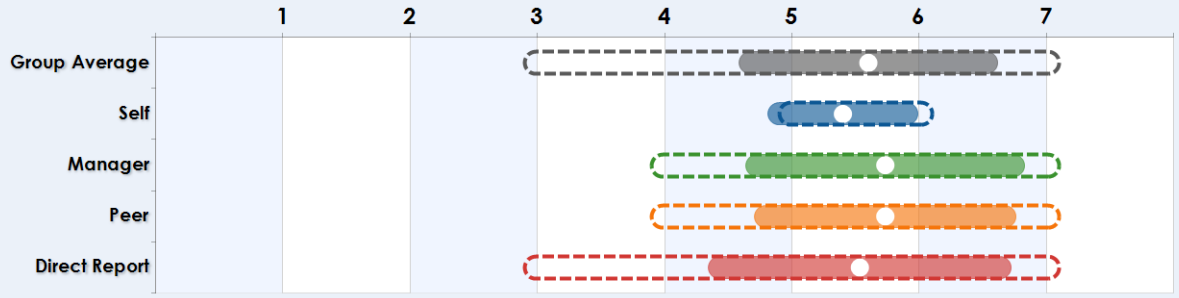
CREATIVITY

This section provides further detail regarding Sam's results on the Creativity competency category. The section starts with an overall look at the category scores and level of consensus between the rater groups, and continues to breakdown the results on each of the competencies that make up the category.

CREATIVITY GAP CHART

The following chart helps to identify gaps in rater scores. The chart provides category scores for each of the rater groups along with the range and spread of responses for each group.



The following tables summarise the information presented in the chart above. The first focuses on the level of agreement within the rater groups, while the second looks at the level of agreement between the groups.

Gap Analysis: WITHIN Rater Groups

Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.4	Moderately High	0.49	High
Manager	5.73	Moderately High	1	Moderate
Peer	5.73	Moderately High	0.93	Moderate
Direct Report	5.53	Moderately High	1.09	Moderate

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	+0.33	Narrow				
Peer	+0.33	Narrow	0	None		
Direct Report	+0.13	None	-0.2	Narrow	-0.2	Narrow

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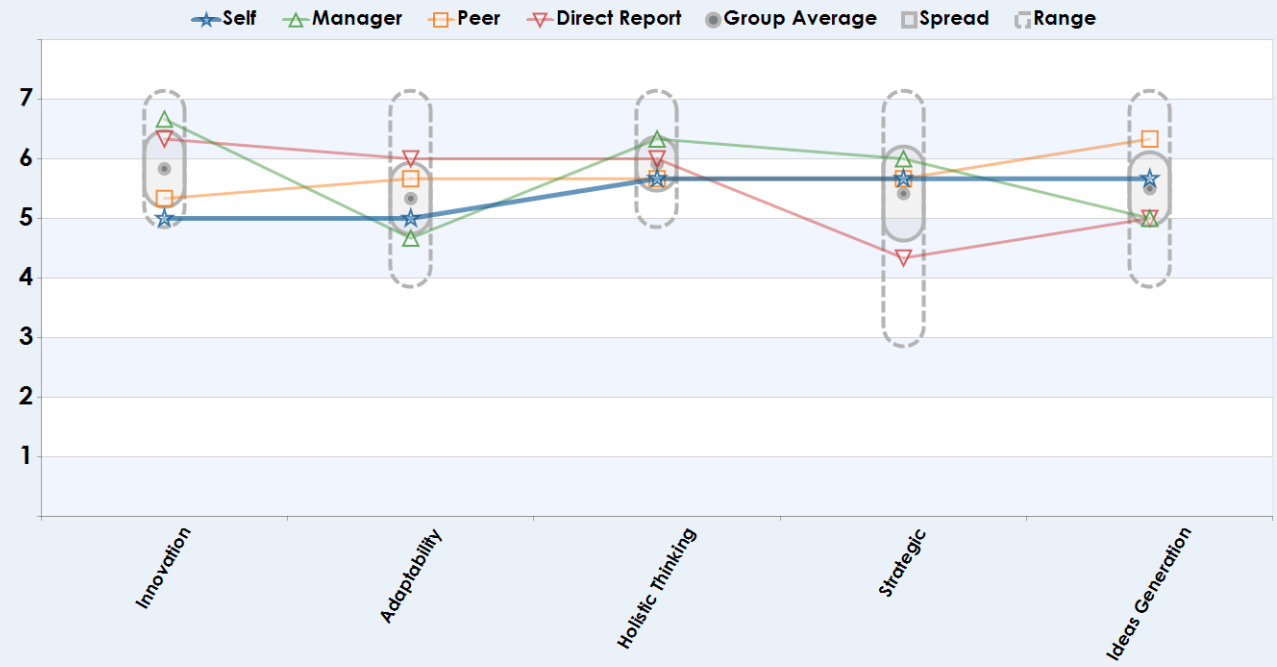
CREATIVITY'S COMPETENCY SUMMARY CHART

Creativity's competency scores are presented in the following chart.



The following table highlights some of the main findings from the information presented in the competency summary chart above. Competencies with Score Levels or Consensus Levels marked as **"Low"** or **"Moderately Low"** should be investigated further.

Competency	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Innovation The flair for solving problems creatively.	5.83	High	0.9	Moderate
Adaptability The quality of being open to new ideas.	5.33	Moderately High	0.85	Moderately High
Holistic Thinking The inclination to focus on "the big picture".	5.92	High	0.64	High
Strategic The capability to think strategically.	5.42	Moderately High	1.12	Moderate
Ideas Generation The capacity to generate many new ideas.	5.5	Moderately High	0.87	Moderately High

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The five **HIGHEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	brings a creative and innovative approach to problem-solving	Innovation	6.25
2	finds novel, inventive solutions to problems	Innovation	6
3	good at understanding patterns and relationships in the big picture	Holistic Thinking	6
4	takes a holistic perspective, focusing on the "big picture"	Holistic Thinking	6
5	is a prolific ideas generator	Ideas Generation	6

The five **LOWEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	is good at generating new ideas	Ideas Generation	5.5
2	generates new solutions to problems	Innovation	5.25
3	plans for long-term benefit	Strategic	5.25
4	has many new, radical ideas	Ideas Generation	5
5	is flexible and receptive to new ideas	Adaptability	4.75

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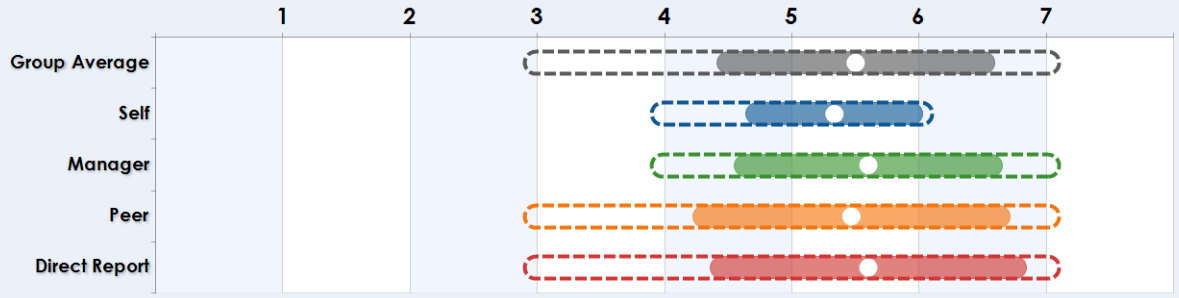
LOGICAL AND ANALYTICAL

This section provides further detail regarding Sam's results on the Logical and Analytical competency category. The section starts with an overall look at the category scores and level of consensus between the rater groups, and continues to breakdown the results on each of the competencies that make up the category.

LOGICAL AND ANALYTICAL GAP CHART

The following chart helps to identify gaps in rater scores. The chart provides category scores for each of the rater groups along with the range and spread of responses for each group.



The following tables summarise the information presented in the chart above. The first focuses on the level of agreement within the rater groups, while the second looks at the level of agreement between the groups.

Gap Analysis: WITHIN Rater Groups

Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.33	Moderately High	0.6	High
Manager	5.6	Moderately High	0.95	Moderate
Peer	5.47	Moderately High	1.15	Moderate
Direct Report	5.6	Moderately High	1.14	Moderate

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	+0.27	Narrow				
Peer	+0.13	None	-0.13	None		
Direct Report	+0.27	Narrow	0	None	+0.13	None

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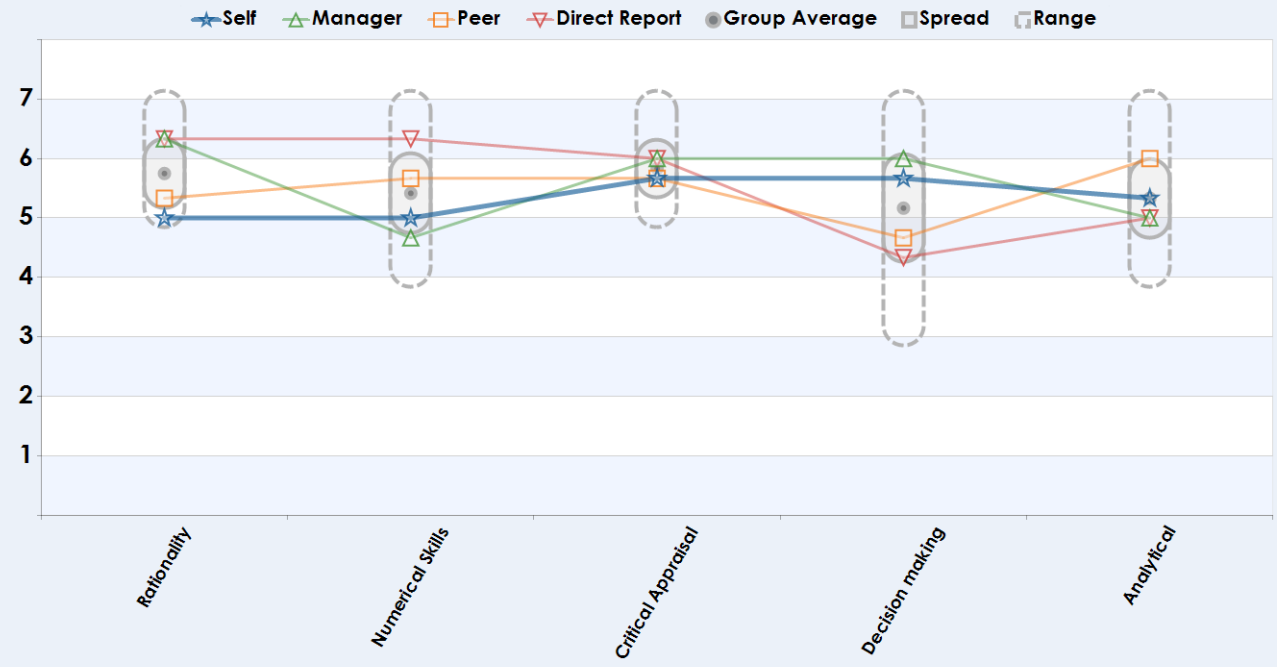
LOGICAL AND ANALYTICAL'S COMPETENCY SUMMARY CHART

Logical and Analytical's competency scores are presented in the following chart.



The following table highlights some of the main findings from the information presented in the competency summary chart above. Competencies with Score Levels or Consensus Levels marked as **"Low"** or **"Moderately Low"** should be investigated further.

Competency	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Rationality The tendency to be logical and analytical.	5.75	Moderately High	0.83	Moderately High
Numerical Skills Having a flair for using number and mathematics at work.	5.42	Moderately High	0.95	Moderate
Critical Appraisal The tendency to critically appraise new information and ideas.	5.83	High	0.69	High
Decision making The capability to make reasoned, sound decisions.	5.17	Moderately High	1.28	Moderately Low
Analytical The capacity to identify key issues and arguments.	5.33	Moderately High	0.94	Moderate

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The five **HIGHEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	approaches problems in a logical, well reasoned way	**Rationality**	6
2	bases decisions on a rational analysis of the facts	**Rationality**	6
3	critically evaluates new information and ideas	**Critical Appraisal**	6
4	is good at analysing trends in numerical/statistical data	**Numerical Skills**	5.75
5	has a good grasp of financial/numerical data	**Numerical Skills**	5.75

The five **LOWEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	bases decisions on all the available information	**Decision making**	5.25
2	is quick to identify relevant information and arguments	**Analytical**	5.25
3	quickly understands the implications of information and arguments	**Analytical**	5
4	understands mathematical ideas/concepts	**Numerical Skills**	4.75
5	makes decisions in a considered and well thought-out manner	**Decision making**	4.75

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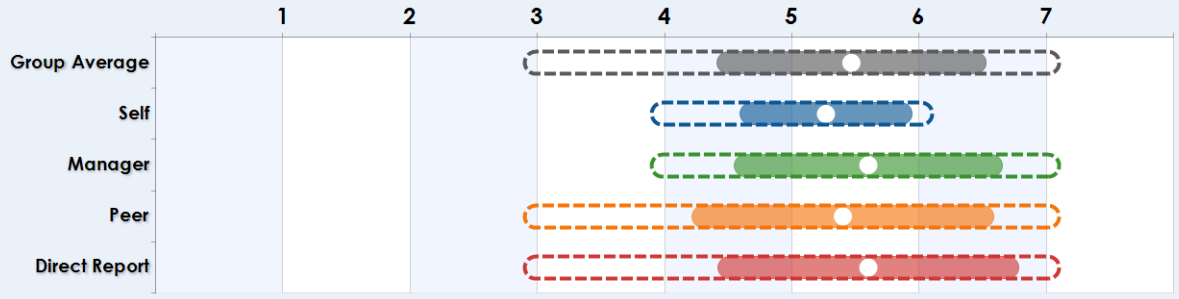
INTERPERSONAL SKILLS

This section provides further detail regarding Sam's results on the Interpersonal Skills competency category. The section starts with an overall look at the category scores and level of consensus between the rater groups, and continues to breakdown the results on each of the competencies that make up the category.

INTERPERSONAL SKILLS GAP CHART

The following chart helps to identify gaps in rater scores. The chart provides category scores for each of the rater groups along with the range and spread of responses for each group.



The following tables summarise the information presented in the chart above. The first focuses on the level of agreement within the rater groups, while the second looks at the level of agreement between the groups.

Gap Analysis: WITHIN Rater Groups

Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.27	Moderately High	0.57	High
Manager	5.6	Moderately High	0.95	Moderate
Peer	5.4	Moderately High	1.08	Moderate
Direct Report	5.6	Moderately High	1.08	Moderate

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	+0.33	Narrow				
Peer	+0.13	None	-0.2	Narrow		
Direct Report	+0.33	Narrow	0	None	+0.2	Narrow

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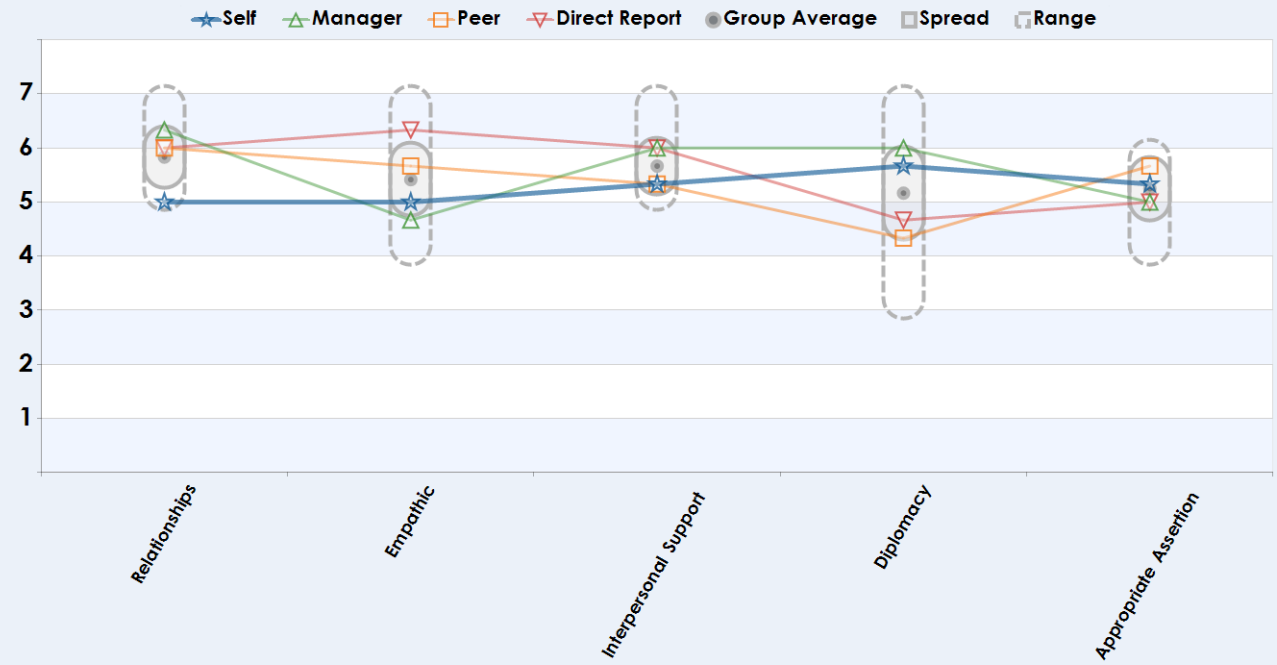
INTERPERSONAL SKILLS'S COMPETENCY SUMMARY CHART

Interpersonal Skills's competency scores are presented in the following chart.



The following table highlights some of the main findings from the information presented in the competency summary chart above. Competencies with Score Levels or Consensus Levels marked as **"Low"** or **"Moderately Low"** should be investigated further.

Competency	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Relationships The willingness to get on well with colleagues.	5.83	High	0.8	Moderately High
Empathic The quality of having insight into others' thoughts/feelings.	5.42	Moderately High	0.95	Moderate
Interpersonal Support The willingness to be supportive of colleagues.	5.67	Moderately High	0.75	Moderately High
Diplomacy The tendency to be tactful, discreet and diplomatic.	5.17	Moderately High	1.21	Moderately Low
Appropriate Assertion The capacity to assert oneself appropriately.	5.25	Moderately High	0.83	Moderately High

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The five **HIGHEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	has good relationships with colleagues	Relationships	6
2	relates well to colleagues	Relationships	5.75
3	fosters good working relationships with colleagues	Relationships	5.75
4	accurately anticipates others' reactions to events/situations	Empathic	5.75
5	effectively interprets the nuances in social situations	Empathic	5.75

The five **LOWEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	has clear expectations of colleagues/staff	Appropriate Assertion	5.25
2	is mindful of others' sensibilities	Diplomacy	5
3	is assertive in a direct, non-aggressive manner	Appropriate Assertion	5
4	is insightful with regard to others' thoughts/feelings	Empathic	4.75
5	exercises diplomacy and discretion	Diplomacy	4.75

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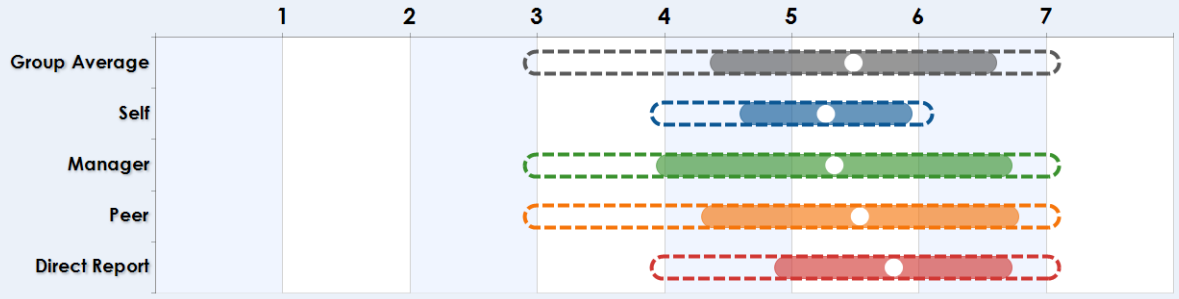
RESILIENCE

This section provides further detail regarding Sam's results on the Resilience competency category. The section starts with an overall look at the category scores and level of consensus between the rater groups, and continues to breakdown the results on each of the competencies that make up the category.

RESILIENCE GAP CHART

The following chart helps to identify gaps in rater scores. The chart provides category scores for each of the rater groups along with the range and spread of responses for each group.



The following tables summarise the information presented in the chart above. The first focuses on the level of agreement within the rater groups, while the second looks at the level of agreement between the groups.

Gap Analysis: WITHIN Rater Groups

Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.27	Moderately High	0.57	High
Manager	5.33	Moderately High	1.3	Moderately Low
Peer	5.53	Moderately High	1.15	Moderate
Direct Report	5.8	High	0.83	Moderately High

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	+0.07	None				
Peer	+0.27	Narrow	+0.2	Narrow		
Direct Report	+0.53	Narrow	+0.47	Narrow	+0.27	Narrow

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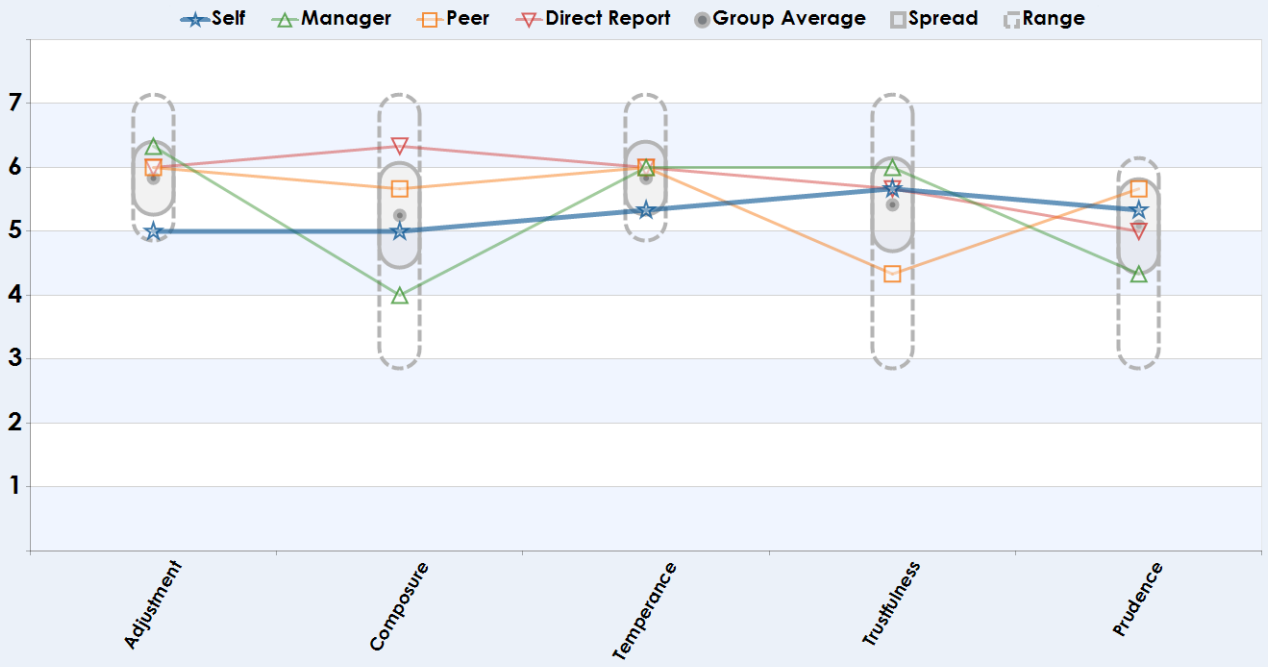
RESILIENCE'S COMPETENCY SUMMARY CHART

Resilience's competency scores are presented in the following chart.



The following table highlights some of the main findings from the information presented in the competency summary chart above. Competencies with Score Levels or Consensus Levels marked as **"Low"** or **"Moderately Low"** should be investigated further.

Competency	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Adjustment The quality of being stable, unruffled, patient & predictable.	5.83	High	0.8	Moderately High
Composure The capacity to cope well under pressure.	5.25	Moderately High	1.16	Moderate
Temperance The tendency to be even-tempered, composed, unflustered, unconfrontational.	5.83	High	0.8	Moderately High
Trustfulness The readiness to be trusting of others and accepting of constructive criticism.	5.42	Moderately High	1.04	Moderate
Prudence The tendency to be prudent, acting in a considered, cautious, deliberating manner.	5.08	Moderately High	1.04	Moderate

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The five **HIGHEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	does not easily lose his/her temper	Temperance	6.25
2	is phlegmatic, predictable and even-tempered	Adjustment	6
3	is emotionally stable and not temperamental	Adjustment	5.75
4	is emotionally composed and not easily upset	Adjustment	5.75
5	copes well with stress	Composure	5.75

The five **LOWEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	responds to situations in a measured way, avoiding impulsive action	Prudence	5.25
2	responds to situations in a well considered manner	Prudence	5
3	is restrained and measured, avoiding rash, impetuous action	Prudence	5
4	does not panic in a crisis	Composure	4.75
5	accepts instructions in a positive manner	Trustfulness	4.75

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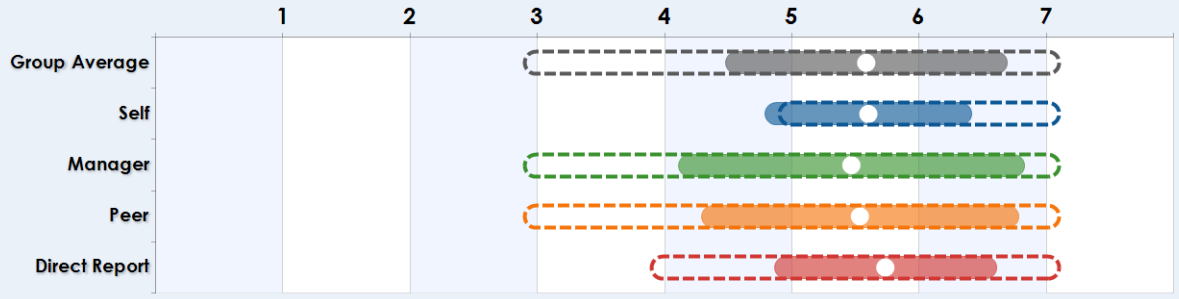
PERSUASIVENESS

This section provides further detail regarding Sam's results on the Persuasiveness competency category. The section starts with an overall look at the category scores and level of consensus between the rater groups, and continues to breakdown the results on each of the competencies that make up the category.

PERSUASIVENESS GAP CHART

The following chart helps to identify gaps in rater scores. The chart provides category scores for each of the rater groups along with the range and spread of responses for each group.



The following tables summarise the information presented in the chart above. The first focuses on the level of agreement within the rater groups, while the second looks at the level of agreement between the groups.

Gap Analysis: WITHIN Rater Groups

Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.6	Moderately High	0.71	Moderately High
Manager	5.47	Moderately High	1.26	Moderately Low
Peer	5.53	Moderately High	1.15	Moderate
Direct Report	5.73	Moderately High	0.77	Moderately High

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	-0.13	None				
Peer	-0.07	None	+0.07	None		
Direct Report	+0.13	None	+0.27	Narrow	+0.2	Narrow

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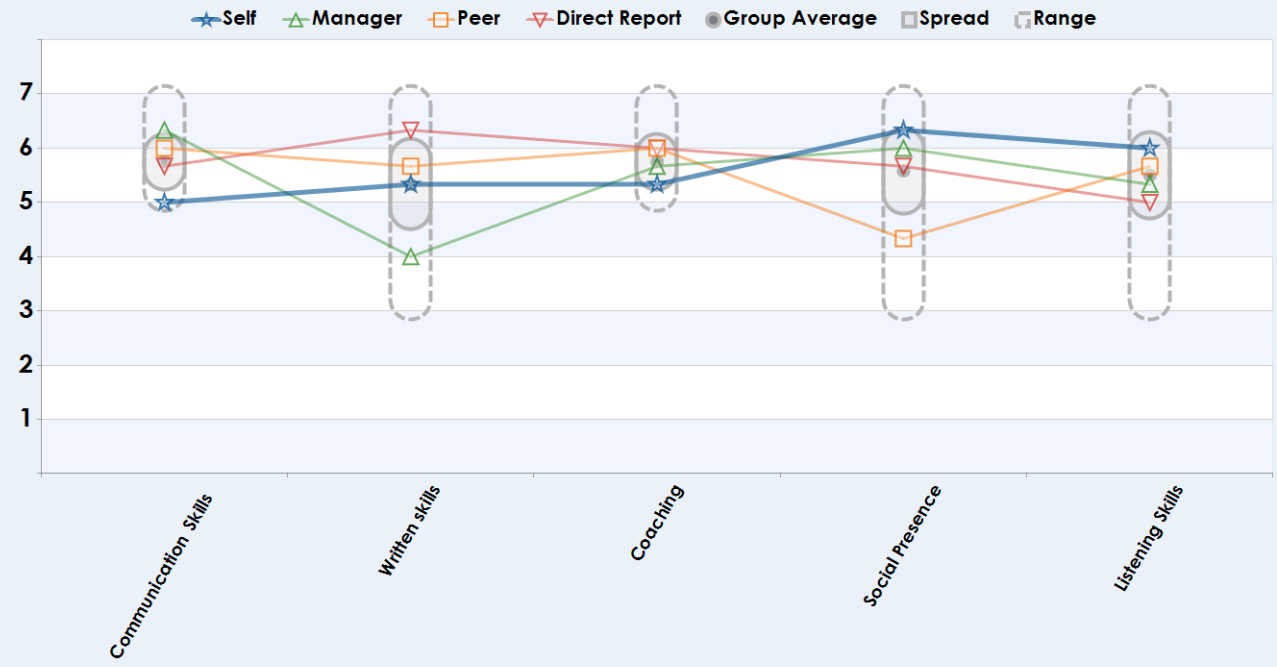
PERSUASIVENESS'S COMPETENCY SUMMARY CHART

Persuasiveness's competency scores are presented in the following chart.



The following table highlights some of the main findings from the information presented in the competency summary chart above. Competencies with Score Levels or Consensus Levels marked as **"Low"** or **"Moderately Low"** should be investigated further.

Competency	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Communication Skills The capacity to be a clear, effective communicator.	5.75	Moderately High	0.72	Moderately High
Written skills The capability to write proficiently.	5.33	Moderately High	1.18	Moderately Low
Coaching The capacity to actively influence the behaviour of others to improve productivity/effectiveness.	5.75	Moderately High	0.72	Moderately High
Social Presence The capacity to be a persuasive speaker.	5.58	Moderately High	1.12	Moderate
Listening Skills The willingness to listen attentively to what others are saying.	5.5	Moderately High	1.12	Moderate

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The five **HIGHEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	is good at helping others learn/develop new skills	Coaching	6.25
2	gives due consideration to others' expressed opinions	Listening Skills	6
3	is a clear, effective speaker	Communication Skills	5.75
4	is a good communicator	Communication Skills	5.75
5	effective at communicating their point of view	Communication Skills	5.75

The five **LOWEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	explains things in a clear and coherent manner	Coaching	5.5
2	has good written skills	Written skills	5.25
3	is a convincing speaker	Social Presence	5.25
4	writes in a clear, intelligible way	Written skills	5
5	is an attentive listener	Listening Skills	4.75

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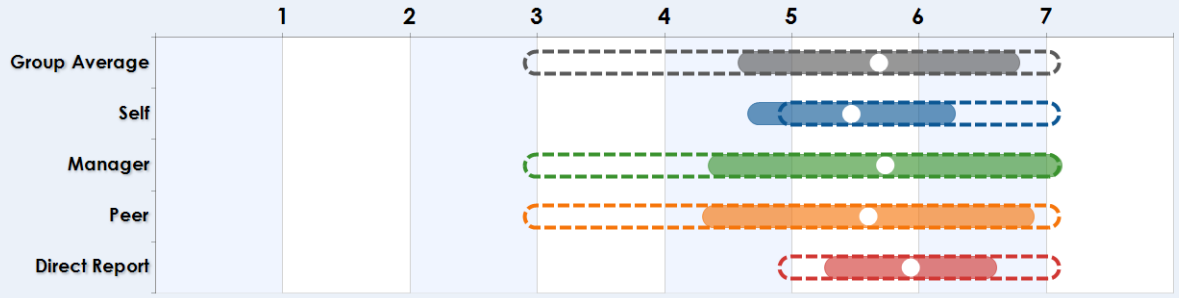
PLANNING AND ORGANIZING

This section provides further detail regarding Sam's results on the Planning and Organizing competency category. The section starts with an overall look at the category scores and level of consensus between the rater groups, and continues to breakdown the results on each of the competencies that make up the category.

PLANNING AND ORGANIZING GAP CHART

The following chart helps to identify gaps in rater scores. The chart provides category scores for each of the rater groups along with the range and spread of responses for each group.



The following tables summarise the information presented in the chart above. The first focuses on the level of agreement within the rater groups, while the second looks at the level of agreement between the groups.

Gap Analysis: WITHIN Rater Groups

Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.47	Moderately High	0.72	Moderately High
Manager	5.73	Moderately High	1.29	Moderately Low
Peer	5.6	Moderately High	1.2	Moderately Low
Direct Report	5.93	High	0.57	High

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	+0.27	Narrow				
Peer	+0.13	None	-0.13	None		
Direct Report	+0.47	Narrow	+0.2	Narrow	+0.33	Narrow

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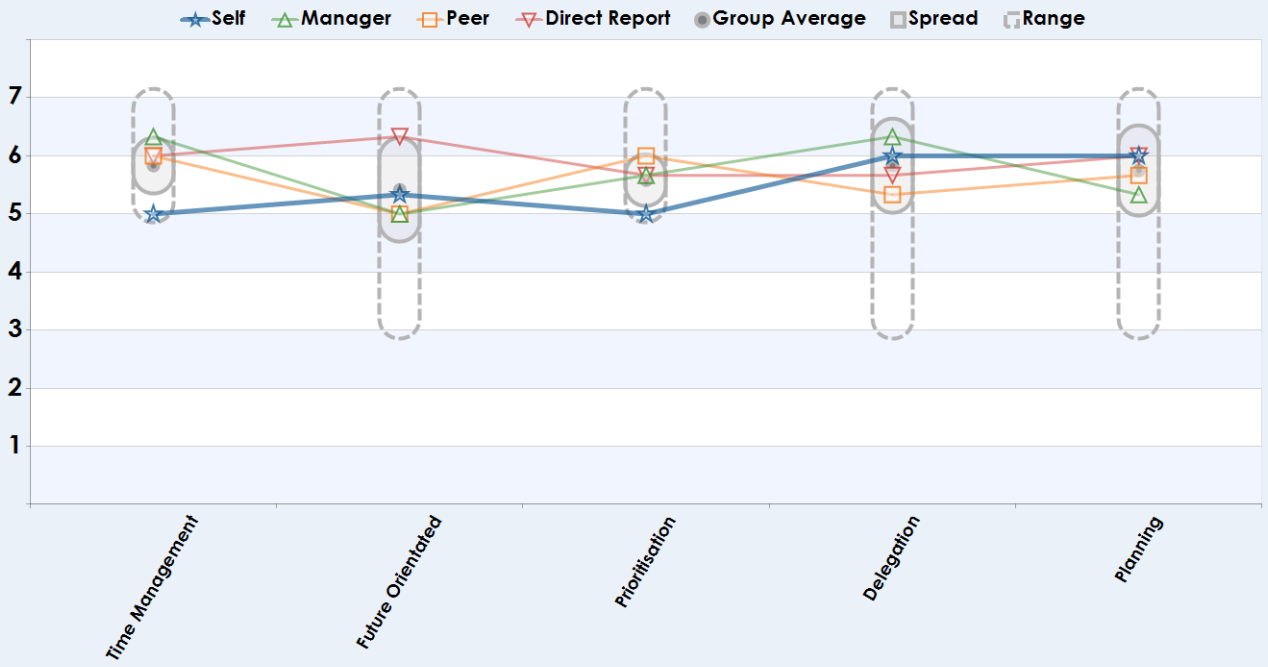
PLANNING AND ORGANIZING'S COMPETENCY SUMMARY CHART

Planning and Organizing's competency scores are presented in the following chart.



The following table highlights some of the main findings from the information presented in the competency summary chart above. Competencies with Score Levels or Consensus Levels marked as **"Low"** or **"Moderately Low"** should be investigated further.

Competency	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Time Management The capability to manage time effectively.	5.83	High	0.69	High
Future Orientated The capacity to anticipate future problems/difficulties.	5.42	Moderately High	1.26	Moderately Low
Prioritisation The capacity to prioritise one's own work effectively.	5.58	Moderately High	0.64	High
Delegation The capability to delegate work appropriately.	5.83	High	1.14	Moderate
Planning The propensity to plan for all contingencies.	5.75	Moderately High	1.09	Moderate

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The five **HIGHEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	plans flexibly for foreseeable contingencies	Planning	6.5
2	happy to delegate work to others	Delegation	6.25
3	manages time effectively	Time Management	6
4	ensures that work is not left to the last minute	Time Management	6
5	attends to work demands in order of priority	Prioritisation	6

The five **LOWEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	prioritises work effectively	Prioritisation	5.5
2	delegates appropriate levels of work to colleagues/subordinates	Delegation	5.5
3	accurately appraises the priority of tasks	Prioritisation	5.25
4	effectively anticipates problems	Future Orientated	4.75
5	effectively breaks work down into achievable sub-goals	Planning	4.75

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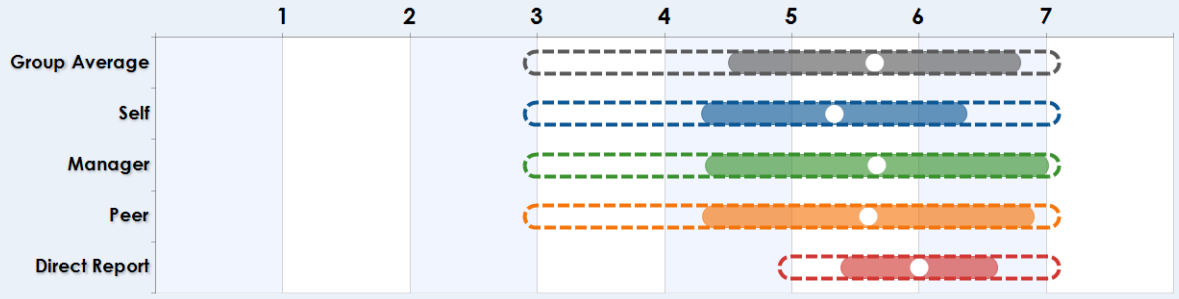
QUALITY ORIENTATION

This section provides further detail regarding Sam's results on the Quality Orientation competency category. The section starts with an overall look at the category scores and level of consensus between the rater groups, and continues to breakdown the results on each of the competencies that make up the category.

QUALITY ORIENTATION GAP CHART

The following chart helps to identify gaps in rater scores. The chart provides category scores for each of the rater groups along with the range and spread of responses for each group.



The following tables summarise the information presented in the chart above. The first focuses on the level of agreement within the rater groups, while the second looks at the level of agreement between the groups.

Gap Analysis: WITHIN Rater Groups

Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.33	Moderately High	0.94	Moderate
Manager	5.67	Moderately High	1.25	Moderately Low
Peer	5.6	Moderately High	1.2	Moderately Low
Direct Report	6	High	0.52	High

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	+0.33	Narrow				
Peer	+0.27	Narrow	-0.07	None		
Direct Report	+0.67	Moderately Narrow	+0.33	Narrow	+0.4	Narrow

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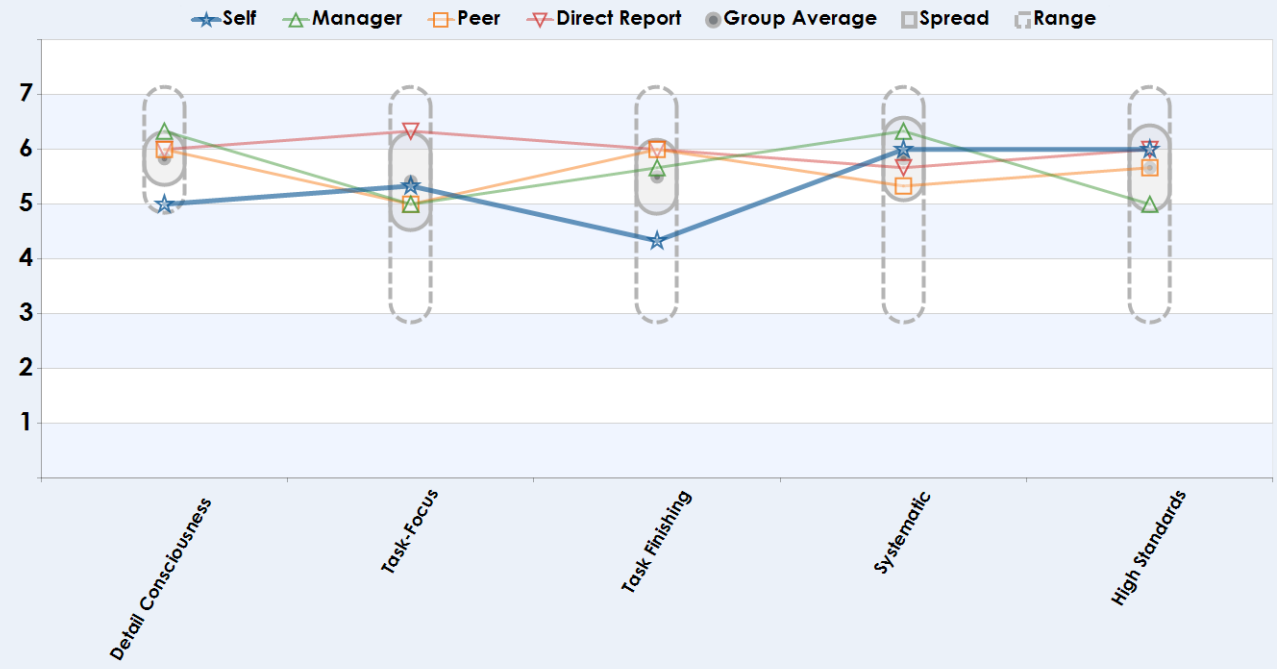
QUALITY ORIENTATION'S COMPETENCY SUMMARY CHART

Quality Orientation's competency scores are presented in the following chart.



The following table highlights some of the main findings from the information presented in the competency summary chart above. Competencies with Score Levels or Consensus Levels marked as **"Low"** or **"Moderately Low"** should be investigated further.

Competency	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Detail Consciousness The tendency to attend to detail.	5.83	High	0.69	High
Task-Focus The endurance to stay focused on tasks.	5.42	Moderately High	1.26	Moderately Low
Task Finishing The perseverance to ensure work is completed.	5.5	Moderately High	0.96	Moderate
Systematic The tendency to be systematic, organised and methodical.	5.83	High	1.07	Moderate
High Standards The inclination to work to high standards.	5.67	Moderately High	1.11	Moderate

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The five **HIGHEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	consistently produces work that meets agreed quality standards	High Standards	6.5
2	attends to the detailed requirements of tasks	Detail Consciousness	6
3	attends to the small details of tasks	Detail Consciousness	6
4	sees tasks through to the end	Task Finishing	6
5	follows rules and procedures diligently	Systematic	6

The five **LOWEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	is systematic and organised	Systematic	5.5
2	is a good completer/finisher	Task Finishing	5.25
3	ensures tasks are completed	Task Finishing	5.25
4	maintains task-focus	Task-Focus	4.75
5	is motivated to produce work of a high standard	High Standards	4.75

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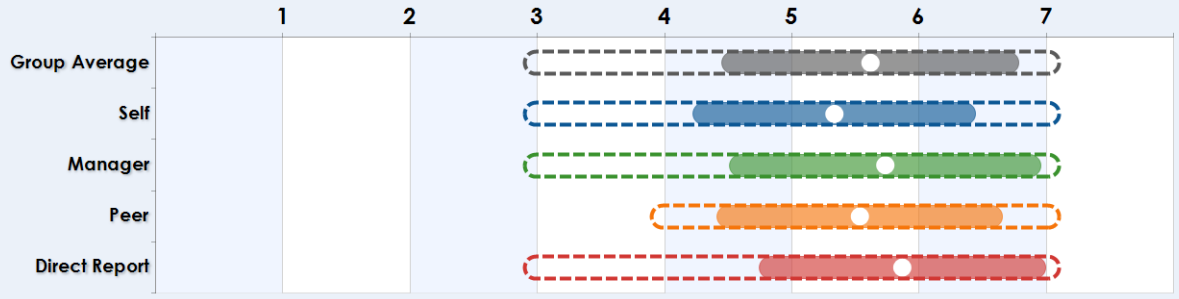
ENERGY AND DRIVE

This section provides further detail regarding Sam's results on the Energy and Drive competency category. The section starts with an overall look at the category scores and level of consensus between the rater groups, and continues to breakdown the results on each of the competencies that make up the category.

ENERGY AND DRIVE GAP CHART

The following chart helps to identify gaps in rater scores. The chart provides category scores for each of the rater groups along with the range and spread of responses for each group.



The following tables summarise the information presented in the chart above. The first focuses on the level of agreement within the rater groups, while the second looks at the level of agreement between the groups.

Gap Analysis: WITHIN Rater Groups

Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.33	Moderately High	1.01	Moderate
Manager	5.73	Moderately High	1.12	Moderate
Peer	5.53	Moderately High	1.02	Moderate
Direct Report	5.87	High	1.02	Moderate

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	+0.4	Narrow				
Peer	+0.2	Narrow	-0.2	Narrow		
Direct Report	+0.53	Narrow	+0.13	None	+0.33	Narrow

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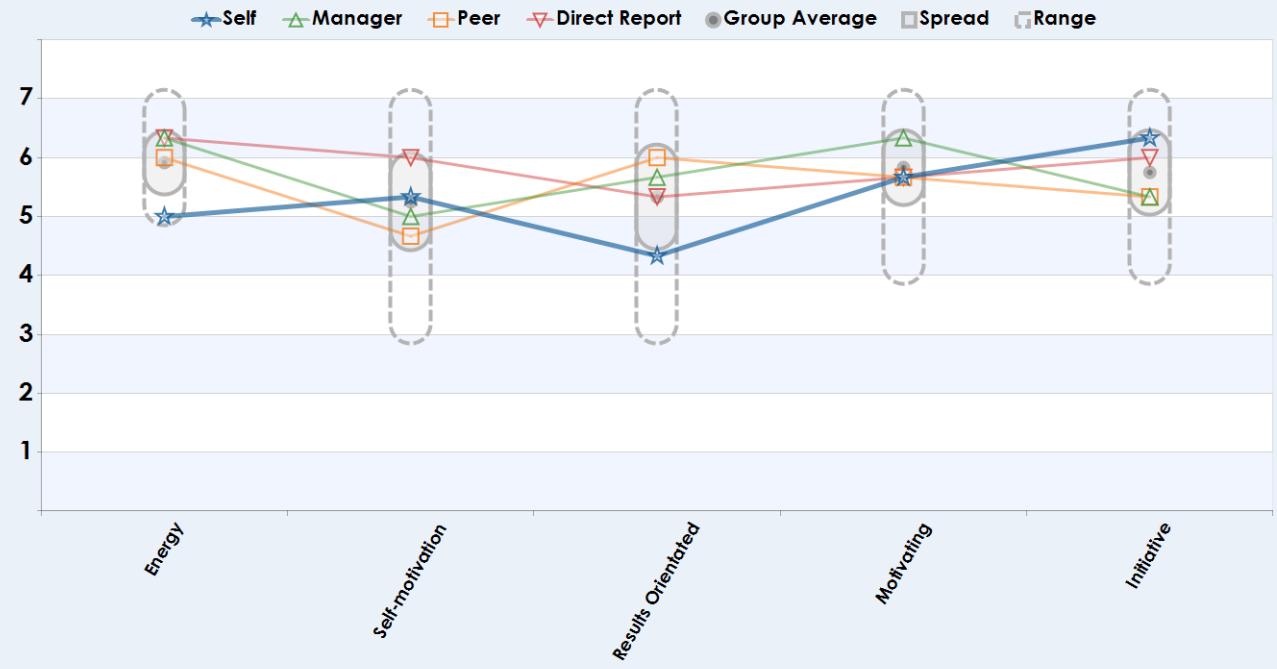
ENERGY AND DRIVE'S COMPETENCY SUMMARY CHART

Energy and Drive's competency scores are presented in the following chart.



The following table highlights some of the main findings from the information presented in the competency summary chart above. Competencies with Score Levels or Consensus Levels marked as **"Low"** or **"Moderately Low"** should be investigated further.

Competency	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Energy The tendency to be energetic and active, and not tire easily.	5.92	High	0.76	Moderately High
Self-motivation The capacity to make plans and get things done without being directed by others.	5.25	Moderately High	1.16	Moderate
Results Orientated The capacity to take the necessary actions to achieve results.	5.33	Moderately High	1.25	Moderately Low
Motivating The capacity to instil in others a sense of motivation.	5.83	High	0.9	Moderate
Initiative The preparedness to take action and make decisions without being instructed to by others.	5.75	Moderately High	1.01	Moderate

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The five **HIGHEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	is driven to take the initiative	**Initiative**	**6.5**
2	has sufficient energy to meet demanding work schedules	**Energy**	**6.25**
3	has sufficient stamina to meet work demands	**Energy**	**6**
4	has the ability to get the best out of people	**Motivating**	**6**
5	motivates others	**Motivating**	**5.75**

The five **LOWEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	achieves results	**Results Orientated**	**5.5**
2	is results orientated	**Results Orientated**	**5.25**
3	is goal orientated	**Results Orientated**	**5.25**
4	is motivated to come forward and take the initiative	**Initiative**	**5**
5	is a self-starter who is driven to succeed	**Self-motivation**	**4.75**

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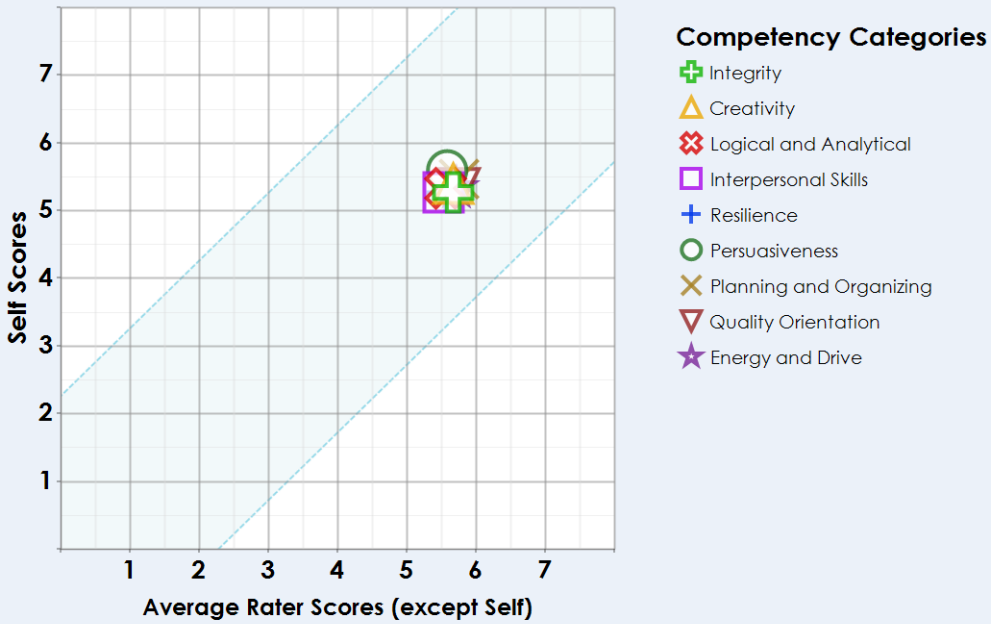
PERCEPTION GAPS

This section of the report focuses specifically on the differences between how Sam perceives her performance and how others view her performance. Exploring perception gaps is essential for gaining insight into the source for rating discrepancies and how to resolve them.

OVERALL SELF PERCEPTION



Competency categories above the middle band: Sam rates herself higher than others.
Competency categories within the middle band: Sam and others rate her performance similarly.
Competency categories below the middle band: Sam rates herself lower than others.

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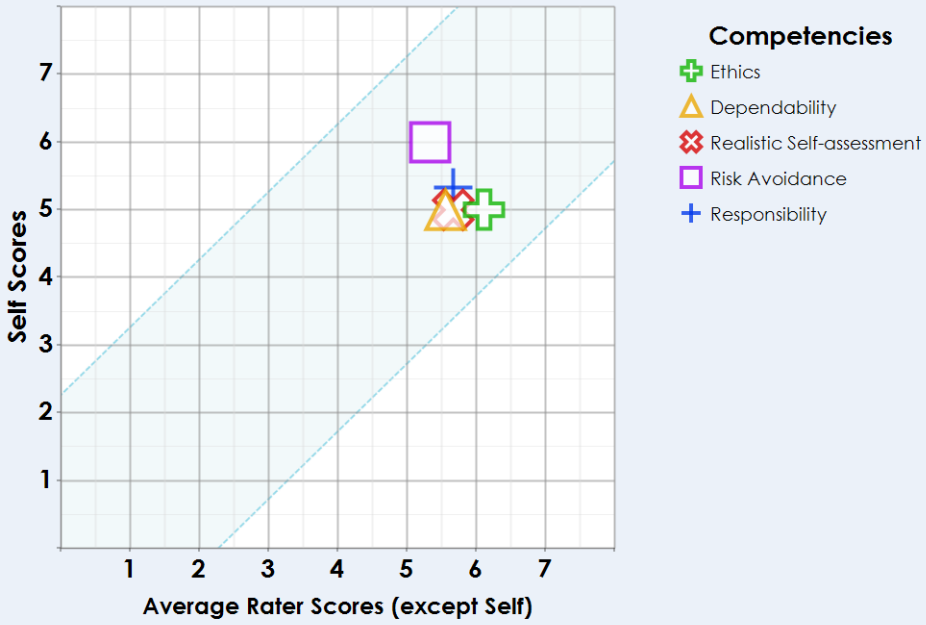
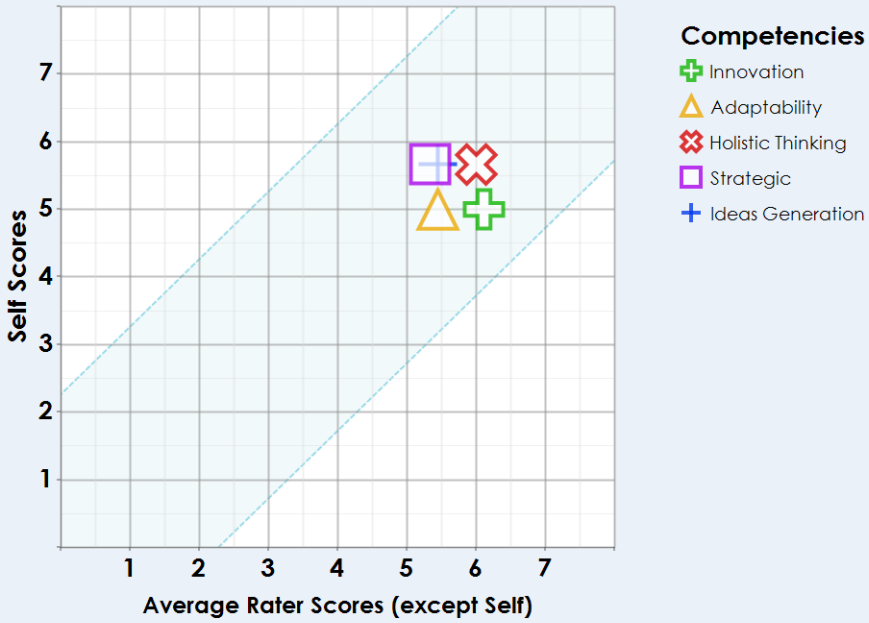
INTEGRITY SELF PERCEPTION



Competencies above the middle band: Sam rates herself higher than others.
Competencies within the middle band: Sam and others rate her performance similarly.
Competencies below the middle band: Sam rates herself lower than others.

CREATIVITY SELF PERCEPTION



Competencies above the middle band: Sam rates herself higher than others.
Competencies within the middle band: Sam and others rate her performance similarly.
Competencies below the middle band: Sam rates herself lower than others.

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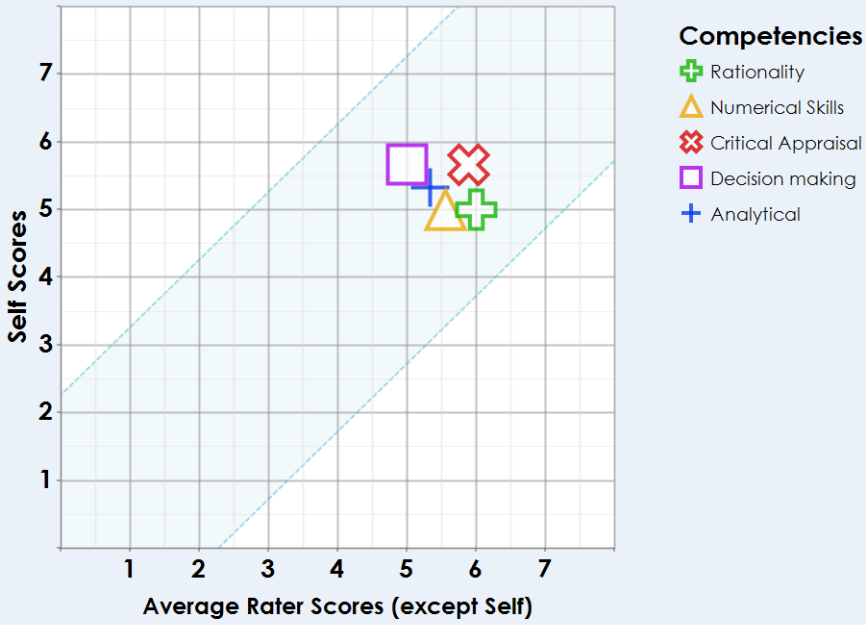
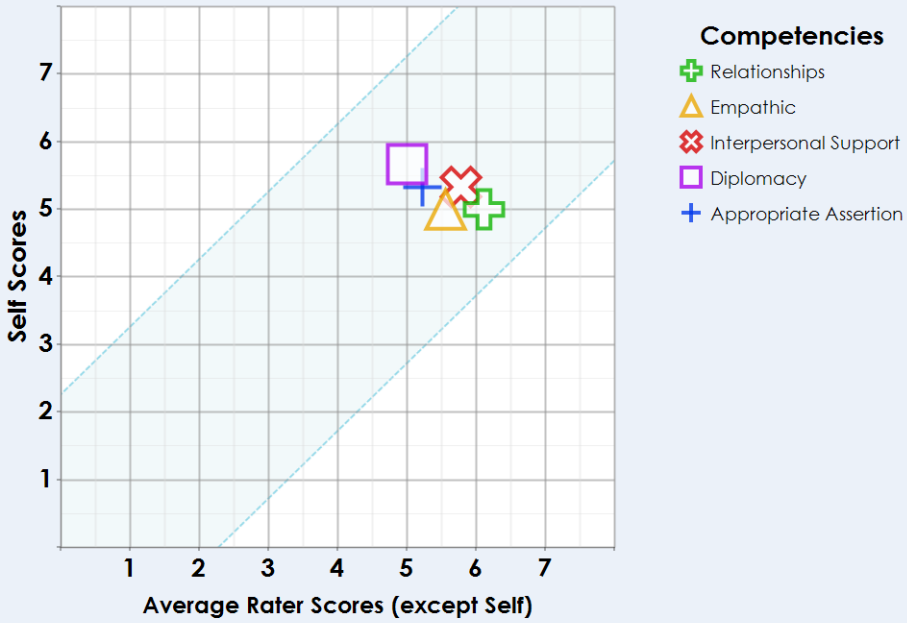
LOGICAL AND ANALYTICAL SELF PERCEPTION



Competencies above the middle band: Sam rates herself higher than others.
Competencies within the middle band: Sam and others rate her performance similarly.
Competencies below the middle band: Sam rates herself lower than others.

INTERPERSONAL SKILLS SELF PERCEPTION



Competencies above the middle band: Sam rates herself higher than others.
Competencies within the middle band: Sam and others rate her performance similarly.
Competencies below the middle band: Sam rates herself lower than others.

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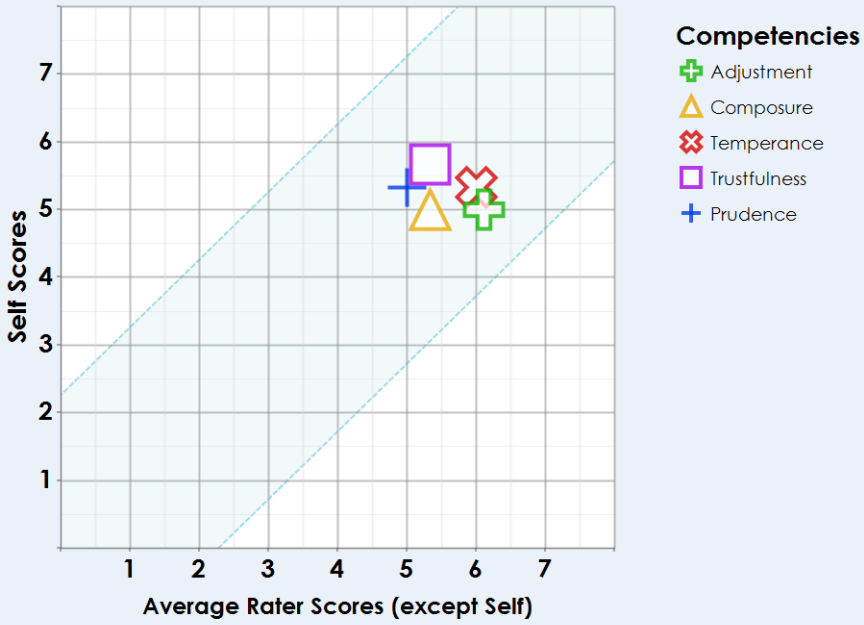
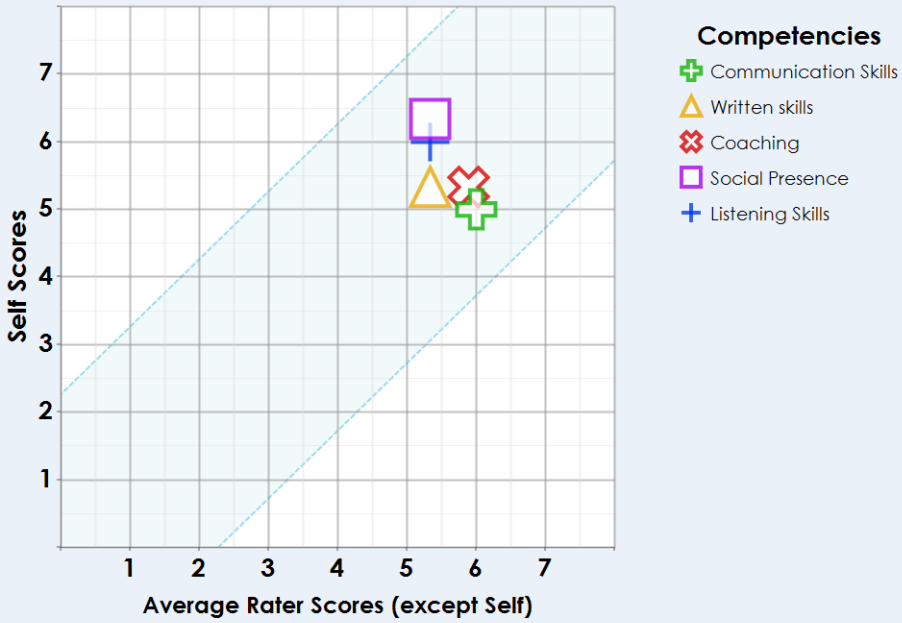
RESILIENCE SELF PERCEPTION



Competencies above the middle band: Sam rates herself higher than others.
Competencies within the middle band: Sam and others rate her performance similarly.
Competencies below the middle band: Sam rates herself lower than others.

PERSUASIVENESS SELF PERCEPTION



Competencies above the middle band: Sam rates herself higher than others.
Competencies within the middle band: Sam and others rate her performance similarly.
Competencies below the middle band: Sam rates herself lower than others.

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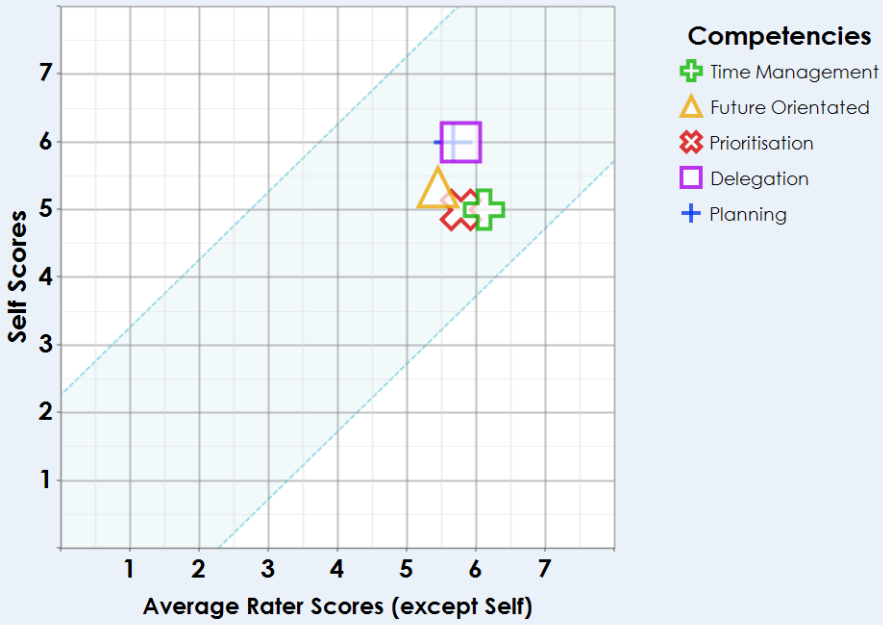
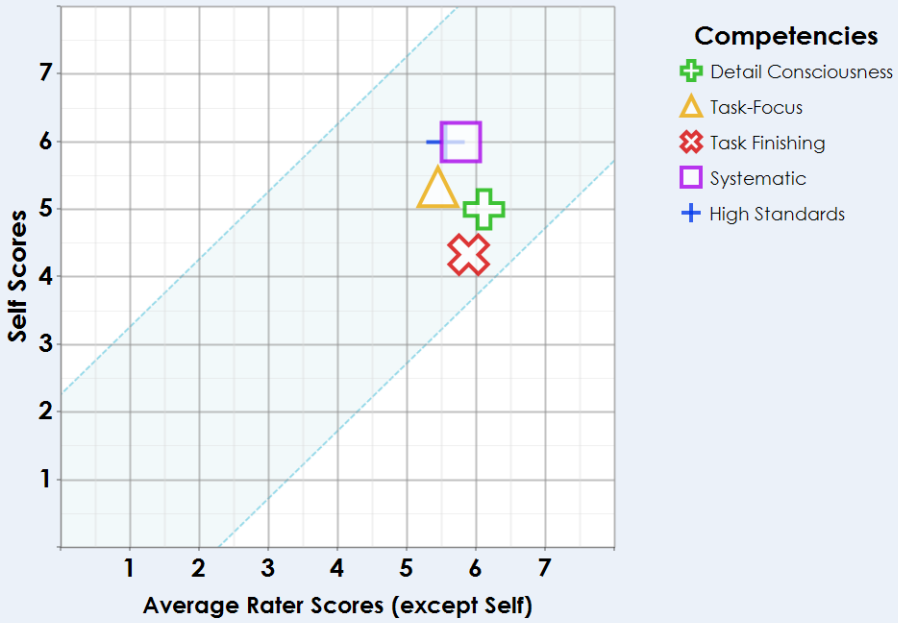
PLANNING AND ORGANIZING SELF PERCEPTION



Competencies above the middle band: Sam rates herself higher than others.
Competencies within the middle band: Sam and others rate her performance similarly.
Competencies below the middle band: Sam rates herself lower than others.

QUALITY ORIENTATION SELF PERCEPTION



Competencies above the middle band: Sam rates herself higher than others.
Competencies within the middle band: Sam and others rate her performance similarly.
Competencies below the middle band: Sam rates herself lower than others.

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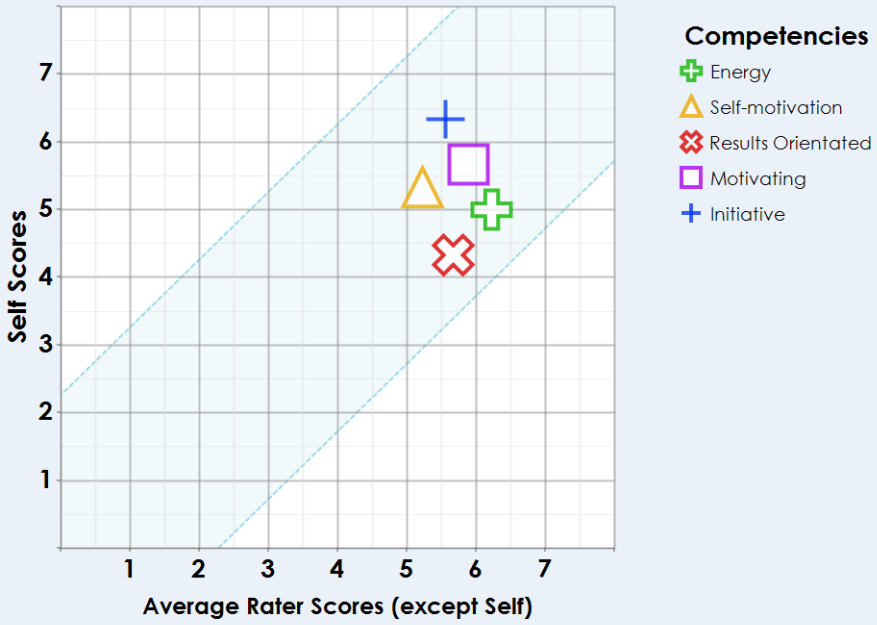
ENERGY AND DRIVE SELF PERCEPTION



Competencies above the middle band: Sam rates herself higher than others.
Competencies within the middle band: Sam and others rate her performance similarly.
Competencies below the middle band: Sam rates herself lower than others.

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