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Simon Sample

DECISION MAKER

EXTENDED REPORT (ANONYMOUS)

360° APPRAISAL

APPRAISAL 360°

WWW.PSYTECH.COM

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 Simon and the various raters involved in the 360° appraisal. The questionnaires focused on Simon's behaviour in the workplace in relation to the competencies being measured.

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

GUIDE TO USING THIS 360° REPORT

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

REPORT SECTIONS

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

Overall Summary

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

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.

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.

RATERS

The following rater groups participated in Simon's appraisal.

- Self (1)
- Manager (2)
- Peer (3)
- Direct Report (5)

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

Simon Sample was rated against the following competency framework.

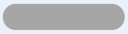
Competency Framework	
Category Name	**Definition**
Integrity	The tendency to be trustworthy, reliable and honest - someone who has a strong competency in this area can be relied upon to work independently, with only minimal supervision. They avoid taking inappropriate risks, are responsible and can be 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.
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.

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 table 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 Simon'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 - 1.19	High
1.2 - 1.49	Moderately High
1.5 - 1.79	Moderate
1.8 - 2.39	Moderately Low
2.4 - 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

DEALING WITH RATING DISCREPANCIES

Rating discrepancies may result from one of the following causes:

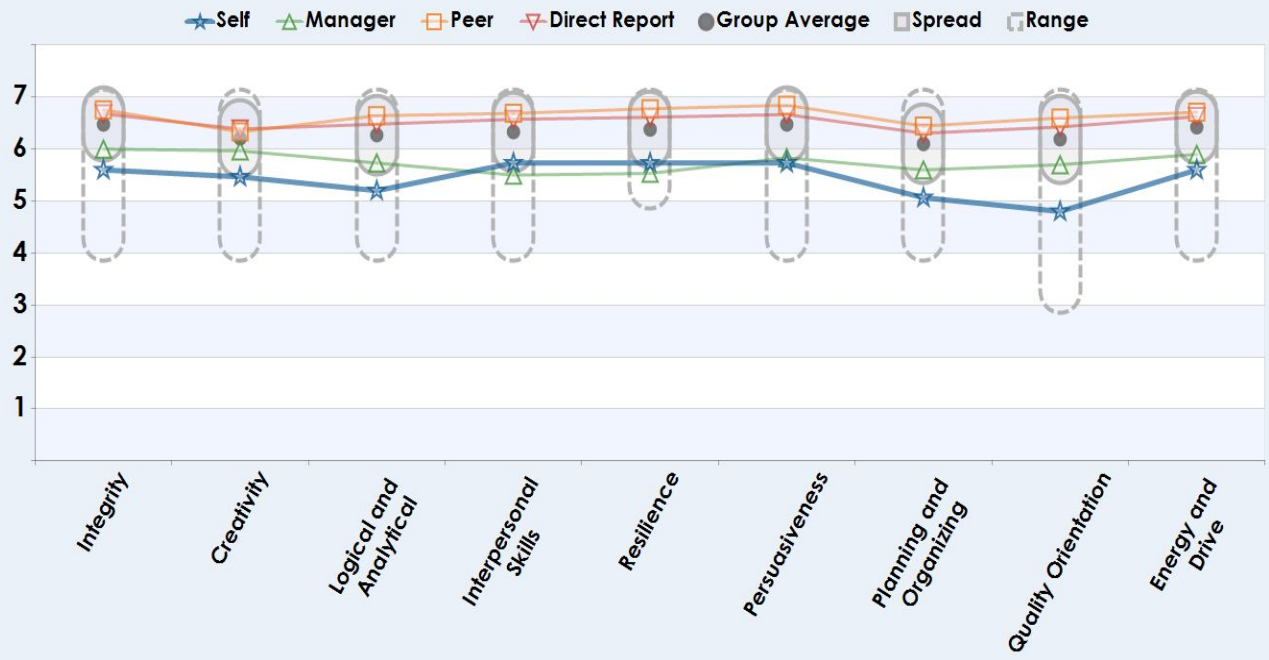
Cause	Description	How To Resolve
Inconsistent Behaviour	Individuals may, intentionally or otherwise, vary their behaviour according to the group they are dealing with. This may take the form of focusing their efforts on pleasing one group over the other.	Ensure the individual being appraised understands 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 by 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.

OVERALL SUMMARY

Simon's overall results are summarised below.

OVERALL SUMMARY CHART

Simon'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.

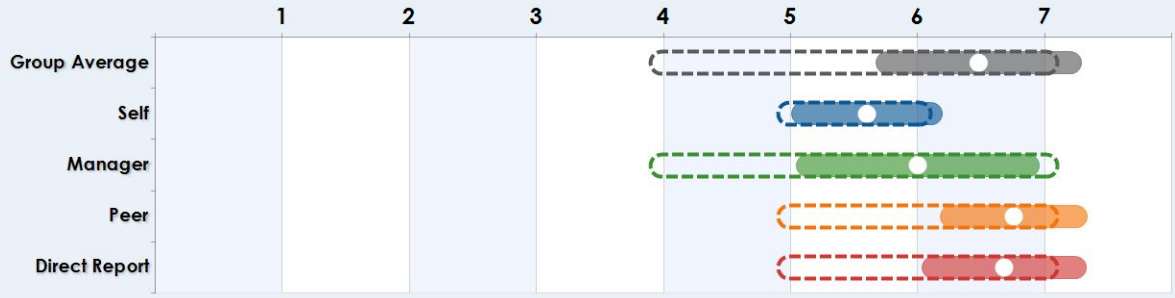
Category	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Integrity	6.48	High	0.71	High
Creativity	6.21	High	0.74	High
Logical and Analytical	6.27	High	0.76	High
Interpersonal Skills	6.33	High	0.76	High
Resilience	6.38	High	0.73	High
Persuasiveness	6.48	High	0.72	High
Planning and Organizing	6.1	High	0.75	High
Quality Orientation	6.19	High	0.84	High
Energy and Drive	6.42	High	0.69	High

INTEGRITY

This section provides further detail regarding Simon'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

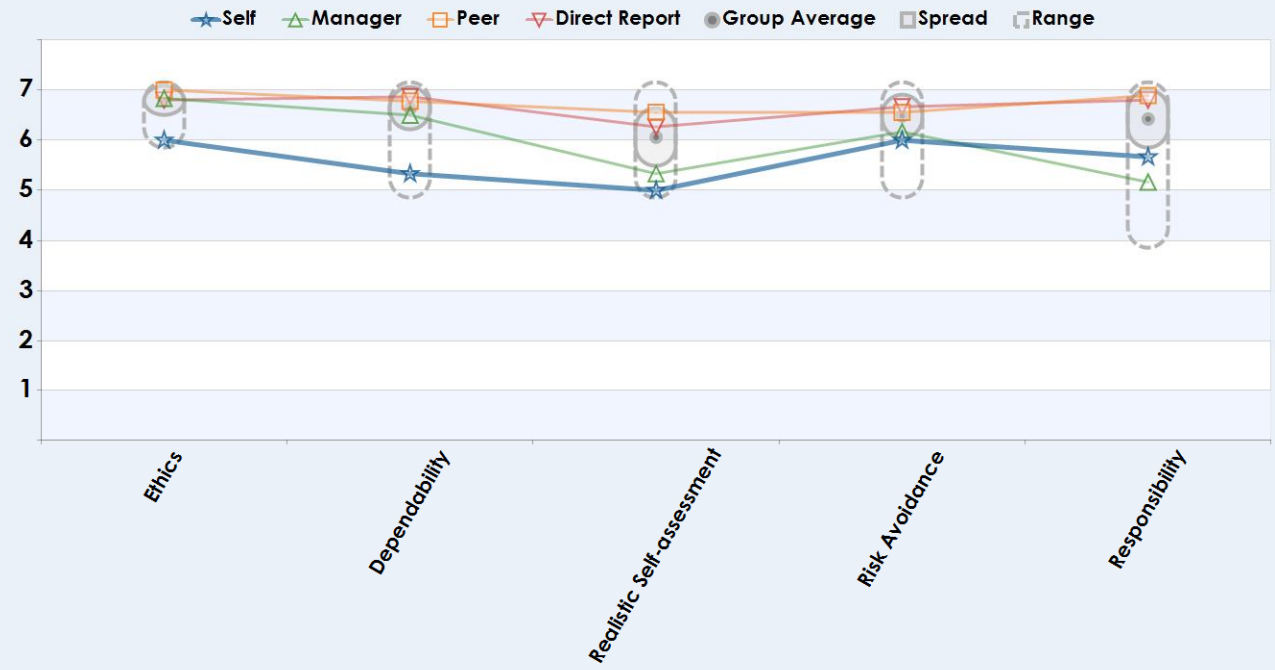
Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.6	Moderately High	0.49	High
Manager	6	High	0.86	High
Peer	6.76	High	0.48	High
Direct Report	6.68	High	0.55	High

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	+0.4	Narrow				
Peer	+1.16	Moderately Narrow	+0.76	Moderately Narrow		
Direct Report	+1.08	Moderately Narrow	+0.68	Moderately Narrow	-0.08	None

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.	6.79	High	0.41	High
Dependability The capacity to work without close supervision.	6.64	High	0.59	High
Realistic Self-assessment The willingness to recognise the limits of one's own competence and judgement.	6.06	High	0.81	High
Risk Avoidance The preference to avoid unnecessary risks.	6.48	High	0.61	High
Responsibility The willingness to accept responsibility for one's own mistakes.	6.42	High	0.82	High

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

No.	Item	Competency	Average Score
1	has a high level of integrity	**Ethics**	**6.82**
2	is honest in dealing with others	**Ethics**	**6.82**
3	can be relied upon to work independently	**Dependability**	**6.82**
4	is sensitive to issues of risk	**Risk Avoidance**	**6.82**
5	has high ethical standards	**Ethics**	**6.73**

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

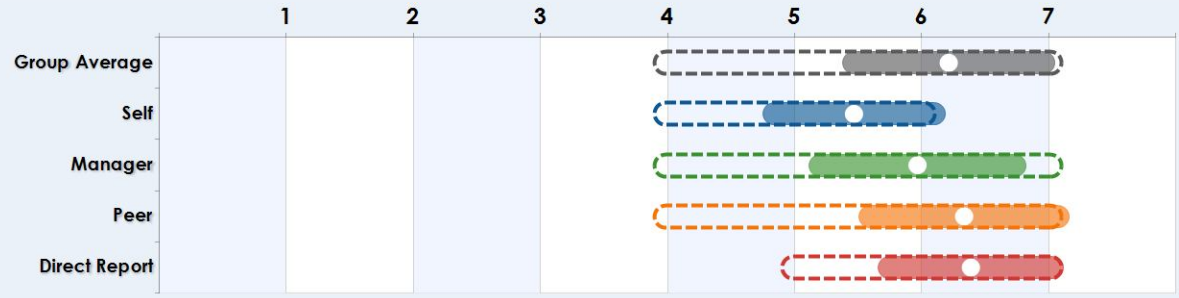
No.	Item	Competency	Average Score
1	accurately appraises their ability and limitations	**Realistic Self-assessment**	**6.27**
2	is cautious and avoids unnecessary risk	**Risk Avoidance**	**6.27**
3	does not blame other people for mistakes/errors they have not made	**Responsibility**	**6.27**
4	accurately appraises personal strengths and weaknesses	**Realistic Self-assessment**	**6**
5	accurately appraises limitations in their area(s) of expertise	**Realistic Self-assessment**	**5.91**

CREATIVITY

This section provides further detail regarding Simon'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

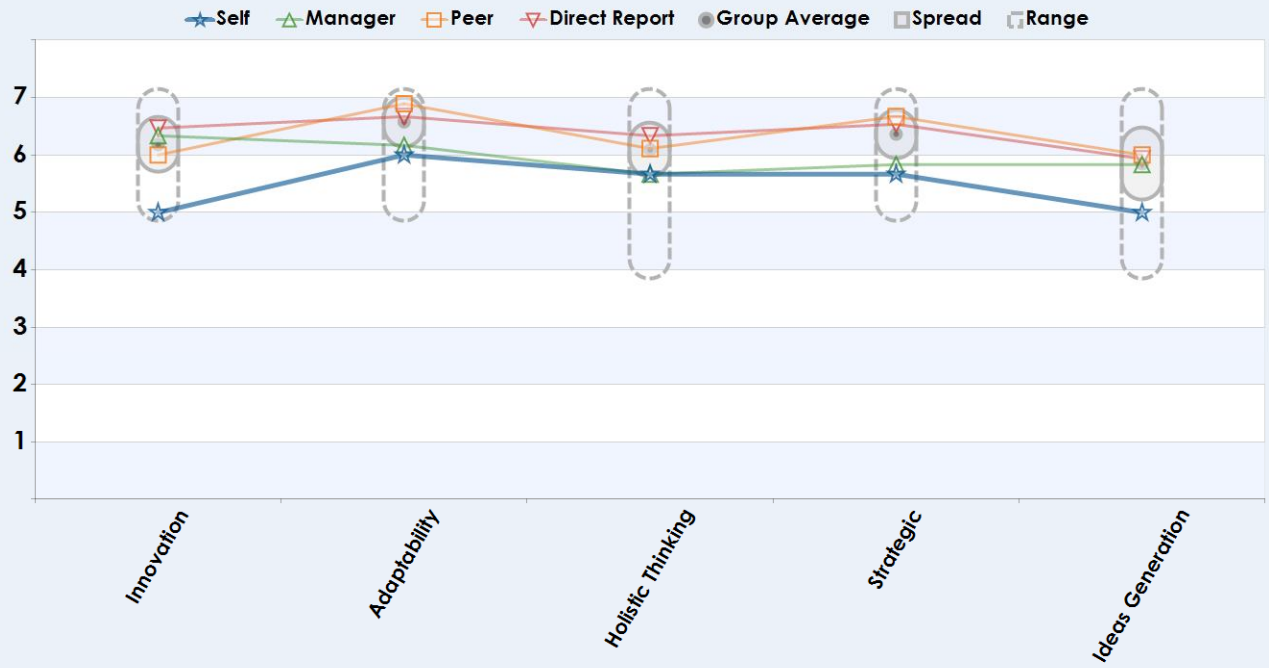
Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.47	Moderately High	0.62	High
Manager	5.97	High	0.75	High
Peer	6.33	High	0.73	High
Direct Report	6.39	High	0.63	High

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	+0.5	Narrow				
Peer	+0.87	Moderately Narrow	+0.37	Narrow		
Direct Report	+0.92	Moderately Narrow	+0.42	Narrow	+0.05	None

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.	6.18	High	0.67	High
Adaptability The quality of being open to new ideas.	6.58	High	0.61	High
Holistic Thinking The inclination to focus on "the big picture".	6.09	High	0.67	High
Strategic The capability to think strategically.	6.36	High	0.59	High
Ideas Generation The capacity to generate many new ideas.	5.85	High	0.89	High

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

No.	Item	Competency	Average Score
1	is flexible and receptive to new ideas	**Adaptability**	**6.64**
2	is open to new ideas and concepts	**Adaptability**	**6.55**
3	has an adaptable and flexible thinking style	**Adaptability**	**6.55**
4	appreciates how current actions and events influence future outcomes	**Strategic**	**6.45**
5	has a strategic approach to problems	**Strategic**	**6.36**

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

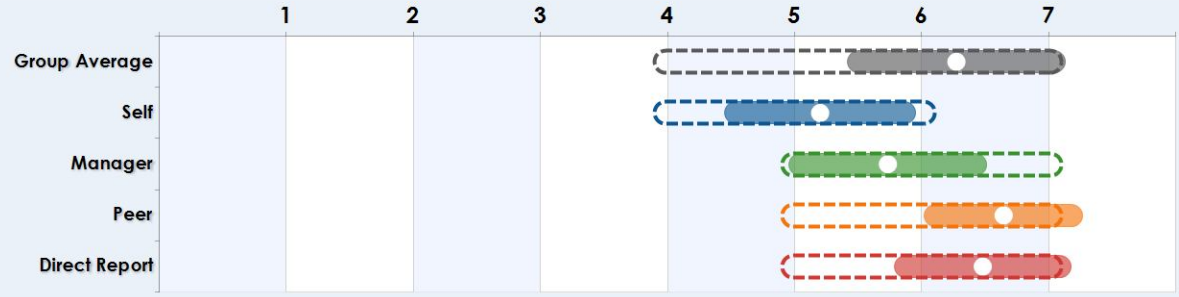
No.	Item	Competency	Average Score
1	good at understanding patterns and relationships in the big picture	**Holistic Thinking**	**6.09**
2	takes a holistic perspective, focusing on the "big picture"	**Holistic Thinking**	**6.09**
3	is a prolific ideas generator	**Ideas Generation**	**6.09**
4	finds novel, inventive solutions to problems	**Innovation**	**6**
5	has many new, radical ideas	**Ideas Generation**	**5.09**

LOGICAL AND ANALYTICAL

This section provides further detail regarding Simon'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

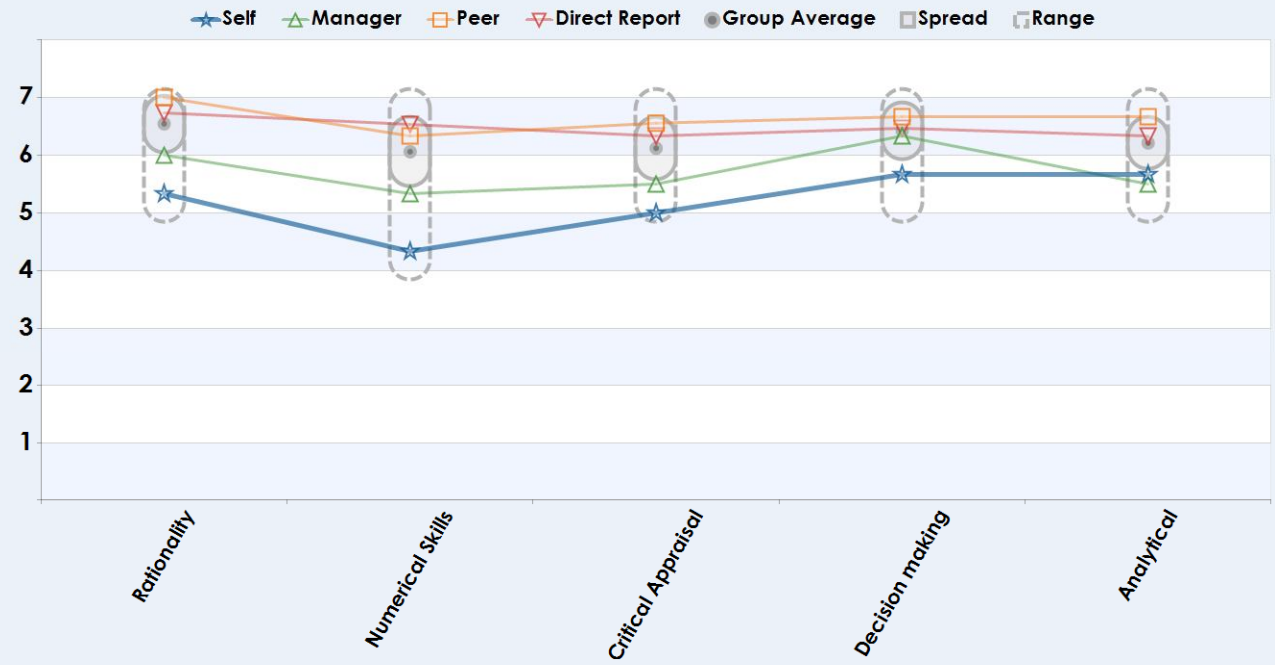
Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.2	Moderately High	0.65	High
Manager	5.73	Moderately High	0.68	High
Peer	6.64	High	0.52	High
Direct Report	6.48	High	0.6	High

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	+0.53	Narrow				
Peer	+1.44	Moderate	+0.91	Moderately Narrow		
Direct Report	+1.28	Moderate	+0.75	Moderately Narrow	-0.16	None

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.	6.55	High	0.7	High
Numerical Skills Having a flair for using number and mathematics at work.	6.06	High	0.85	High
Critical Appraisal The tendency to critically appraise new information and ideas.	6.12	High	0.77	High
Decision making The capability to make reasoned, sound decisions.	6.42	High	0.7	High
Analytical The capacity to identify key issues and arguments.	6.21	High	0.64	High

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

No.	Item	Competency	Average Score
1	is clear thinking, logical and analytical	**Rationality**	**6.64**
2	bases decisions on a rational analysis of the facts	**Rationality**	**6.55**
3	bases decisions on all the available information	**Decision making**	**6.55**
4	approaches problems in a logical, well reasoned way	**Rationality**	**6.45**
5	decision-making is based on sound reasoning and judgement	**Decision making**	**6.45**

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

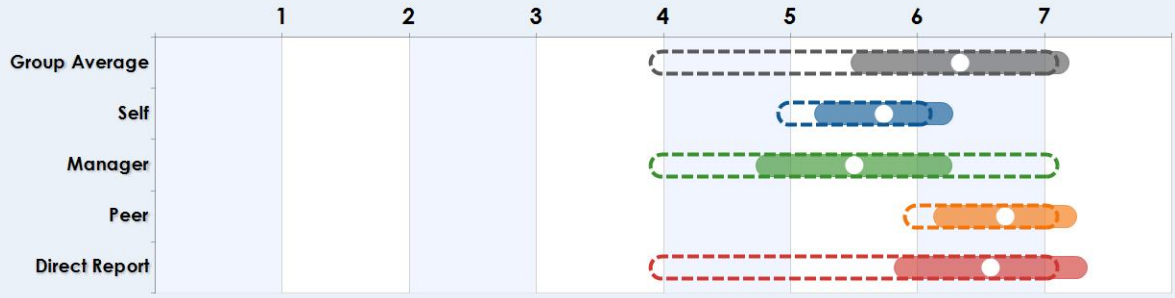
No.	Item	Competency	Average Score
1	effectively identifies key issues and arguments	**Analytical**	**6.18**
2	understands mathematical ideas/concepts	**Numerical Skills**	**6.09**
3	is quick to identify relevant information and arguments	**Analytical**	**6.09**
4	is good at analysing trends in numerical/statistical data	**Numerical Skills**	**5.91**
5	critically scrutinises new ideas/information	**Critical Appraisal**	**5.91**

INTERPERSONAL SKILLS

This section provides further detail regarding Simon'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

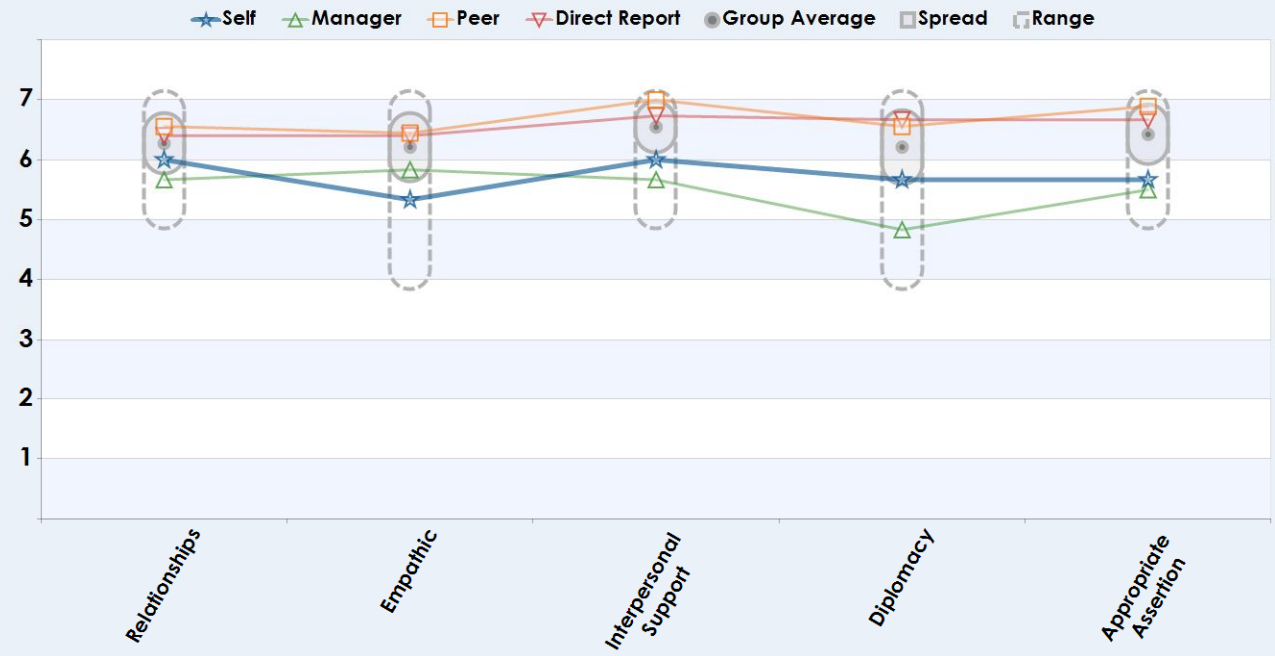
Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.73	Moderately High	0.44	High
Manager	5.5	Moderately High	0.67	High
Peer	6.69	High	0.46	High
Direct Report	6.57	High	0.66	High

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	-0.23	Narrow				
Peer	+0.96	Moderately Narrow	+1.19	Moderately Narrow		
Direct Report	+0.84	Moderately Narrow	+1.07	Moderately Narrow	-0.12	None

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.	6.27	High	0.71	High
Empathic The quality of having insight into others' thoughts/feelings.	6.21	High	0.81	High
Interpersonal Support The willingness to be supportive of colleagues.	6.55	High	0.61	High
Diplomacy The tendency to be tactful, discreet and diplomatic.	6.21	High	0.88	High
Appropriate Assertion The capacity to assert oneself appropriately.	6.42	High	0.7	High

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

No.	Item	Competency	Average Score
1	shows genuine concern about colleagues' welfare	Interpersonal Support	6.64
2	is concerned and considerate of colleagues	Interpersonal Support	6.64
3	is assertive in an appropriate and constructive manner	Appropriate Assertion	6.55
4	is assertive in a direct, non-aggressive manner	Appropriate Assertion	6.55
5	fosters good working relationships with colleagues	Relationships	6.45

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

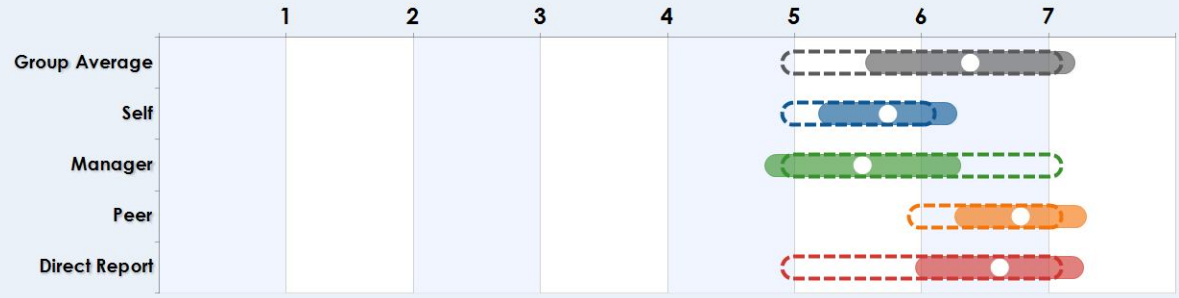
No.	Item	Competency	Average Score
1	exercises diplomacy and discretion	Diplomacy	6.18
2	has clear expectations of colleagues/staff	Appropriate Assertion	6.18
3	relates well to colleagues	Relationships	6.09
4	is tactful and avoids upsetting others	Diplomacy	6
5	effectively interprets the nuances in social situations	Empathic	5.91

RESILIENCE

This section provides further detail regarding Simon'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

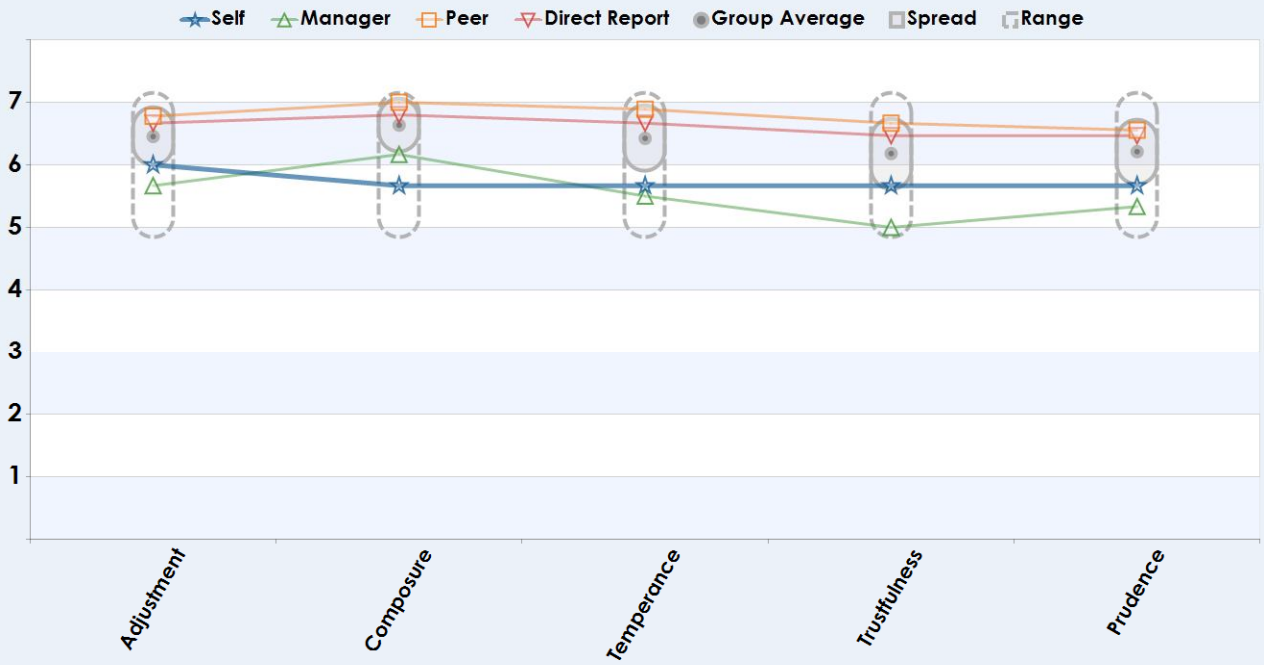
Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.73	Moderately High	0.44	High
Manager	5.53	Moderately High	0.67	High
Peer	6.78	High	0.42	High
Direct Report	6.61	High	0.56	High

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	-0.2	Narrow				
Peer	+1.04	Moderately Narrow	+1.24	Moderate		
Direct Report	+0.88	Moderately Narrow	+1.08	Moderately Narrow	-0.16	None

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.	6.45	High	0.66	High
Composure The capacity to cope well under pressure.	6.64	High	0.59	High
Temperance The tendency to be even-tempered, composed, unflustered, unconfrontational.	6.42	High	0.74	High
Trustfulness The readiness to be trusting of others and accepting of constructive criticism.	6.18	High	0.8	High
Prudence The tendency to be prudent, acting in a considered, cautious, deliberating manner.	6.21	High	0.73	High

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

No.	Item	Competency	Average Score
1	does not panic in a crisis	**Composure**	**6.73**
2	copes well with stress	**Composure**	**6.64**
3	does not easily lose his/her temper	**Temperance**	**6.64**
4	is emotionally stable and not temperamental	**Adjustment**	**6.55**
5	copes effectively with pressure	**Composure**	**6.55**

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

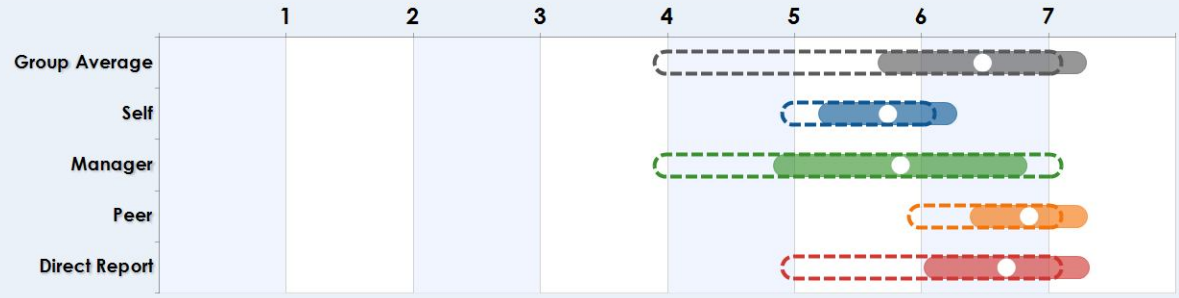
No.	Item	Competency	Average Score
1	is restrained and measured, avoiding rash, impetuous action	**Prudence**	**6.27**
2	is calm, patient and not pushy	**Temperance**	**6.18**
3	accepts instructions in a positive manner	**Trustfulness**	**6.18**
4	is accepting and trusting of colleagues	**Trustfulness**	**6.09**
5	responds to situations in a well considered manner	**Prudence**	**6.09**

PERSUASIVENESS

This section provides further detail regarding Simon'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

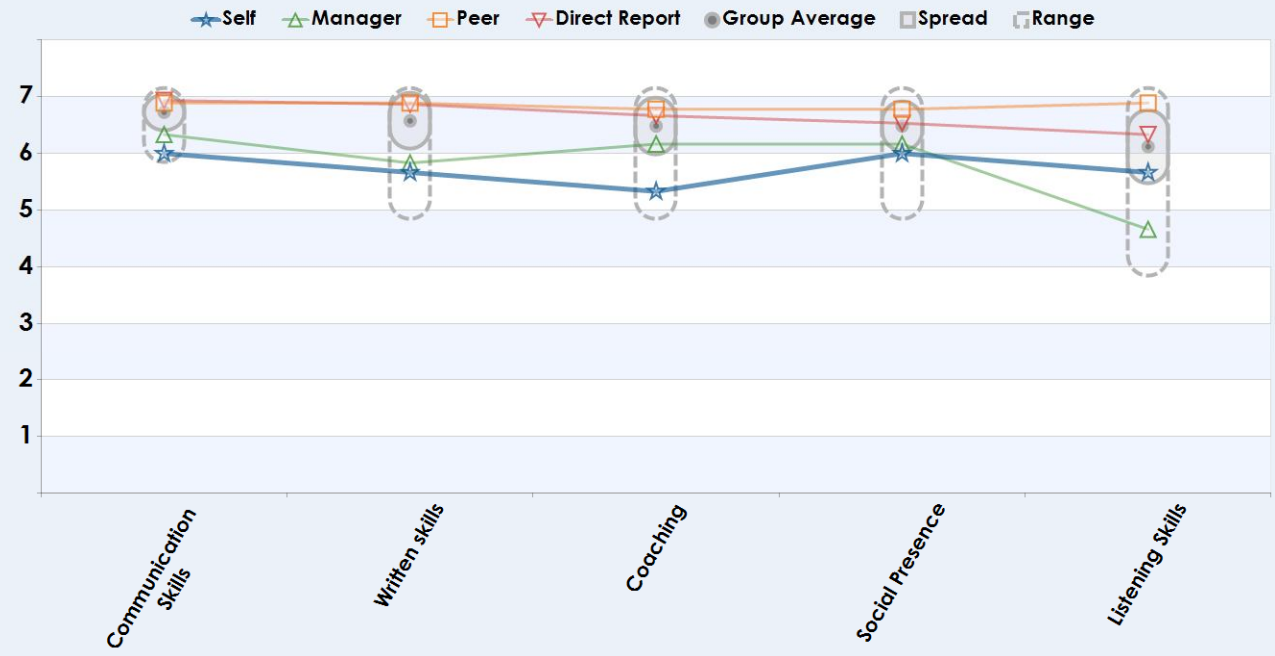
Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.73	Moderately High	0.44	High
Manager	5.83	High	0.9	High
Peer	6.84	High	0.36	High
Direct Report	6.67	High	0.55	High

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	+0.1	None				
Peer	+1.11	Moderately Narrow	+1.01	Moderately Narrow		
Direct Report	+0.93	Moderately Narrow	+0.83	Moderately Narrow	-0.18	None

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.	6.73	High	0.44	High
Written skills The capability to write proficiently.	6.58	High	0.7	High
Coaching The capacity to actively influence the behaviour of others to improve productivity/effectiveness.	6.48	High	0.7	High
Social Presence The capacity to be a persuasive speaker.	6.48	High	0.61	High
Listening Skills The willingness to listen attentively to what others are saying.	6.12	High	0.91	High

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

No.	Item	Competency	Average Score
1	is a clear, effective speaker	Communication Skills	6.82
2	is a good communicator	Communication Skills	6.73
3	is a convincing speaker	Social Presence	6.73
4	effective at communicating their point of view	Communication Skills	6.64
5	has good written skills	Written skills	6.64

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

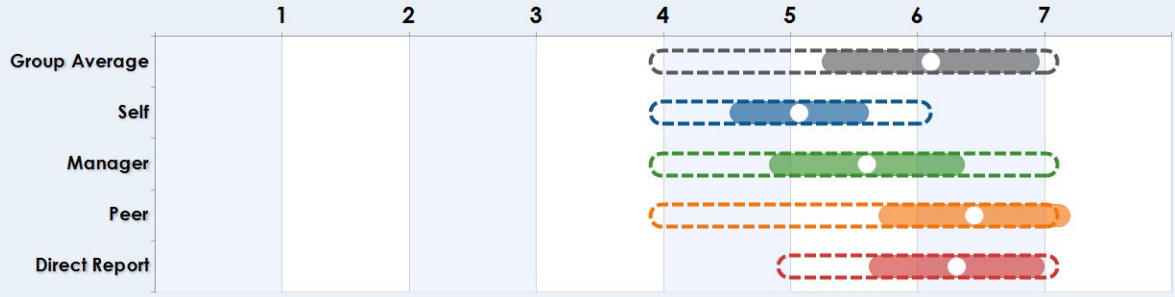
No.	Item	Competency	Average Score
1	is a good teacher/mentor	Coaching	6.36
2	attends to what others are saying	Listening Skills	6.18
3	is successful at bringing people round to their point of view	Social Presence	6.09
4	gives due consideration to others' expressed opinions	Listening Skills	6.09
5	is an attentive listener	Listening Skills	6.09

PLANNING AND ORGANIZING

This section provides further detail regarding Simon'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

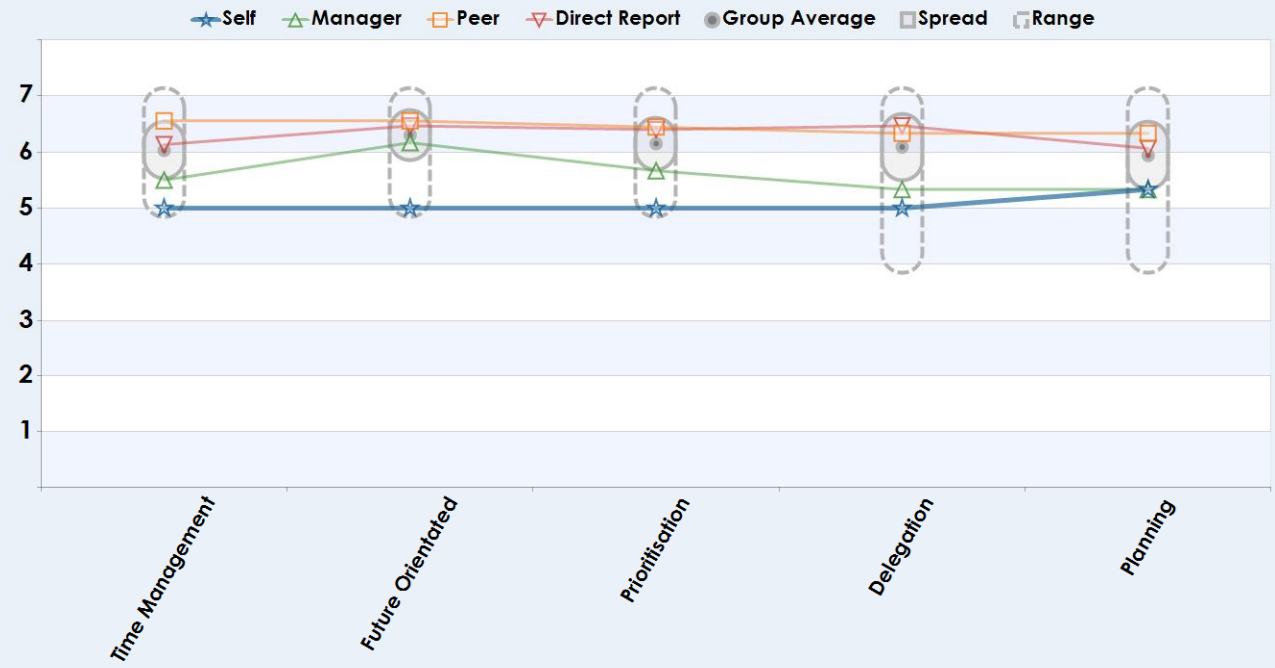
Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.07	Moderately High	0.44	High
Manager	5.6	Moderately High	0.66	High
Peer	6.44	High	0.65	High
Direct Report	6.31	High	0.59	High

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	+0.53	Narrow				
Peer	+1.38	Moderate	+0.84	Moderately Narrow		
Direct Report	+1.24	Moderate	+0.71	Moderately Narrow	-0.14	None

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.	6.03	High	0.72	High
Future Orientated The capacity to anticipate future problems/difficulties.	6.3	High	0.63	High
Prioritisation The capacity to prioritise one's own work effectively.	6.15	High	0.66	High
Delegation The capability to delegate work appropriately.	6.09	High	0.83	High
Planning The propensity to plan for all contingencies.	5.94	High	0.85	High

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

No.	Item	Competency	Average Score
1	thinks ahead	**Future Orientated**	**6.45**
2	accurately appraises the priority of tasks	**Prioritisation**	**6.36**
3	plans flexibly for foreseeable contingencies	**Planning**	**6.36**
4	plans ahead to avoid potential difficulties	**Future Orientated**	**6.27**
5	delegates appropriate levels of work to colleagues/subordinates	**Delegation**	**6.27**

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

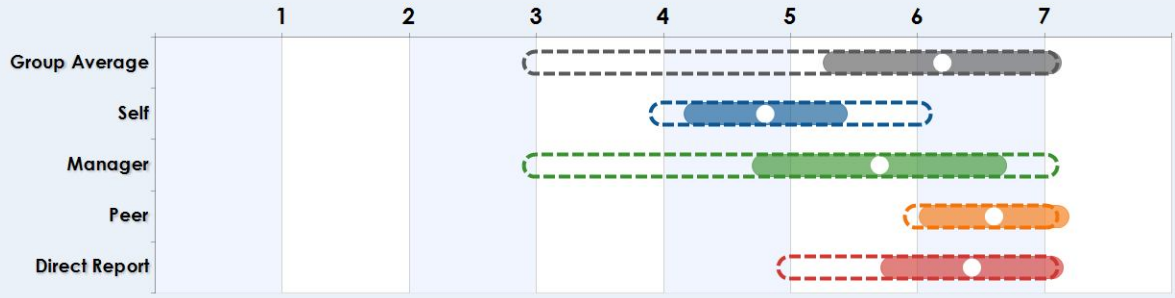
No.	Item	Competency	Average Score
1	prioritises work effectively	**Prioritisation**	**6**
2	manages time effectively	**Time Management**	**5.91**
3	effectively breaks work down into achievable sub-goals	**Planning**	**5.91**
4	happy to delegate work to others	**Delegation**	**5.82**
5	creates detailed plans and schedules	**Planning**	**5.55**

QUALITY ORIENTATION

This section provides further detail regarding Simon'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

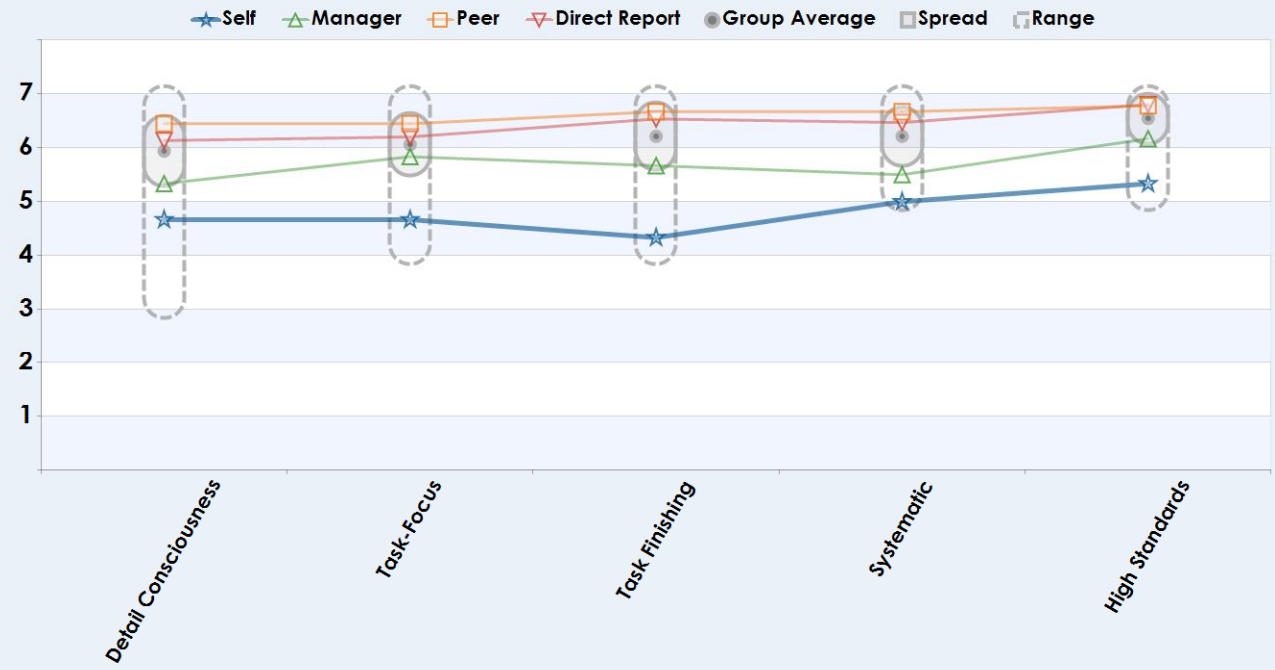
Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	4.8	Moderately High	0.54	High
Manager	5.7	Moderately High	0.9	High
Peer	6.6	High	0.49	High
Direct Report	6.43	High	0.61	High

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	+0.9	Moderately Narrow				
Peer	+1.8	Moderate	+0.9	Moderately Narrow		
Direct Report	+1.63	Moderate	+0.73	Moderately Narrow	-0.17	None

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.	5.94	High	0.92	High
Task-Focus The endurance to stay focused on tasks.	6.06	High	0.81	High
Task Finishing The perseverance to ensure work is completed.	6.21	High	0.88	High
Systematic The tendency to be systematic, organised and methodical.	6.21	High	0.77	High
High Standards The inclination to work to high standards.	6.55	High	0.66	High

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

No.	Item	Competency	Average Score
1	sets high standards for themselves and others	**High Standards**	**6.64**
2	is motivated to produce work of a high standard	**High Standards**	**6.55**
3	consistently produces work that meets agreed quality standards	**High Standards**	**6.45**
4	ensures tasks are completed	**Task Finishing**	**6.27**
5	sees tasks through to the end	**Task Finishing**	**6.27**

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

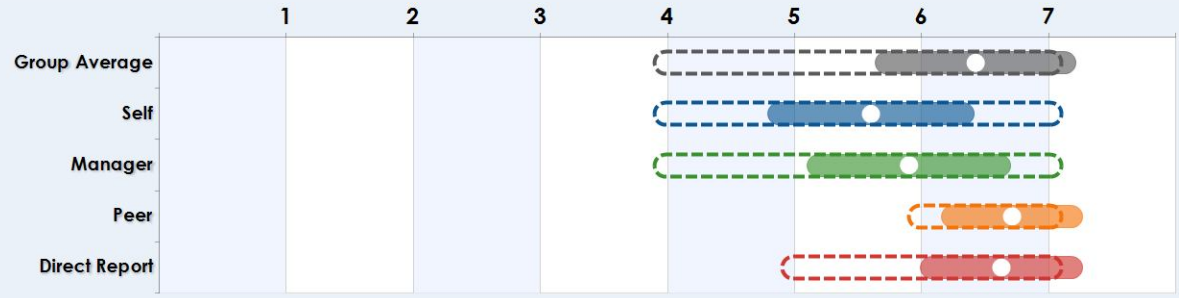
No.	Item	Competency	Average Score
1	is a good completer/finisher	**Task Finishing**	**6.09**
2	attends to the detailed requirements of tasks	**Detail Consciousness**	**6**
3	does not make careless mistakes	**Detail Consciousness**	**6**
4	attends to the small details of tasks	**Detail Consciousness**	**5.82**
5	focuses on one task at a time	**Task-Focus**	**5.82**

ENERGY AND DRIVE

This section provides further detail regarding Simon'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

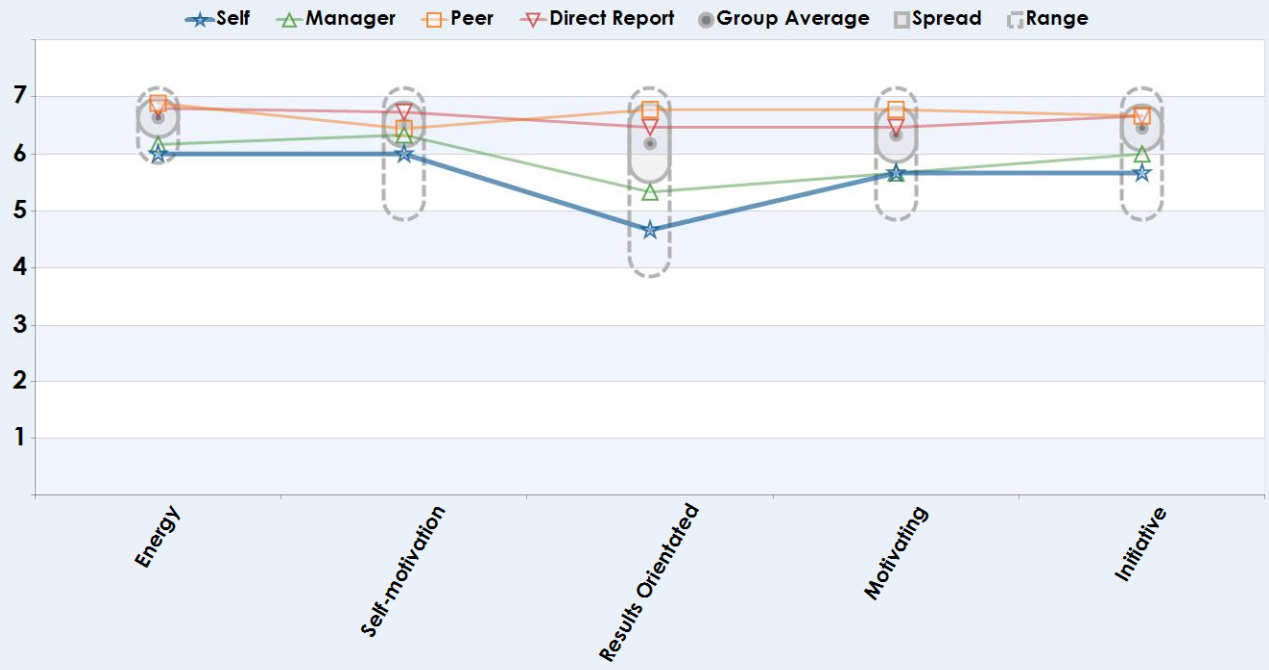
Rater Groups	Result		Consensus	
	Average Score	Score Level	Standard Deviation	Consensus Level
Self	5.6	Moderately High	0.71	High
Manager	5.9	High	0.7	High
Peer	6.71	High	0.45	High
Direct Report	6.63	High	0.54	High

Gap Analysis: BETWEEN Rater Groups

Rater Groups	Self		Manager		Peer	
	Gap	Gap Level	Gap	Gap Level	Gap	Gap Level
Manager	+0.3	Narrow				
Peer	+1.11	Moderately Narrow	+0.81	Moderately Narrow		
Direct Report	+1.03	Moderately Narrow	+0.73	Moderately Narrow	-0.08	None

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.	6.64	High	0.48	High
Self-motivation The capacity to make plans and get things done without being directed by others.	6.52	High	0.56	High
Results Orientated The capacity to take the necessary actions to achieve results.	6.18	High	0.97	High
Motivating The capacity to instil in others a sense of motivation.	6.33	High	0.68	High
Initiative The preparedness to take action and make decisions without being instructed to by others.	6.45	High	0.56	High

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

No.	Item	Competency	Average Score
1	has high levels of energy and activity	**Energy**	**6.73**
2	has sufficient stamina to meet work demands	**Energy**	**6.64**
3	is a self-starter who is driven to succeed	**Self-motivation**	**6.64**
4	is ambitious and is driven to succeed	**Self-motivation**	**6.64**
5	has sufficient energy to meet demanding work schedules	**Energy**	**6.55**

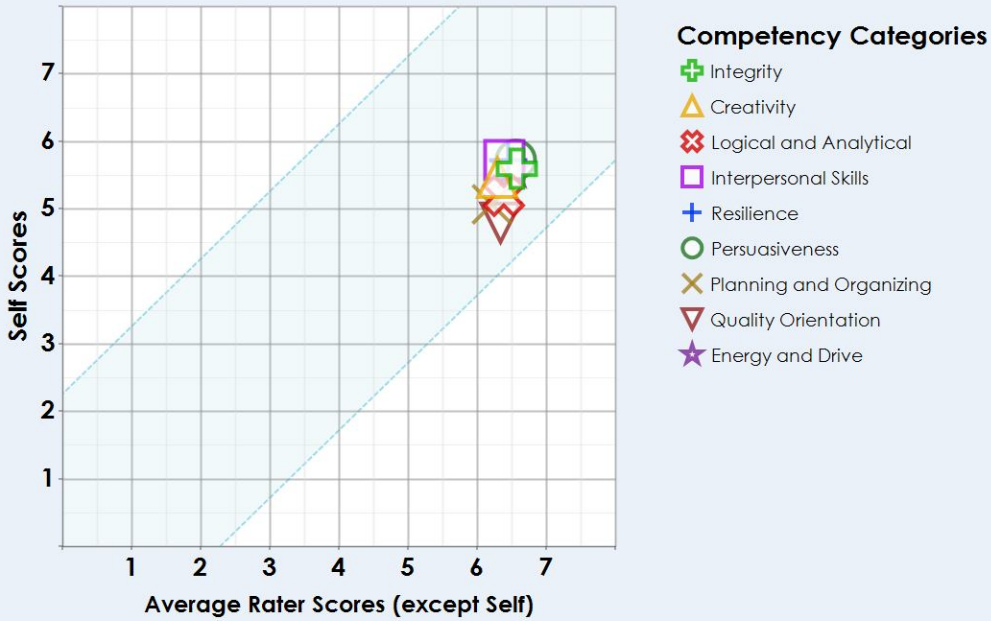
The five **LOWEST** rated items (highest to lowest):

No.	Item	Competency	Average Score
1	takes the initiative	**Initiative**	**6.36**
2	is motivated and enthusiastic about work	**Self-motivation**	**6.27**
3	is goal orientated	**Results Orientated**	**6.18**
4	has the ability to get the best out of people	**Motivating**	**6.09**
5	is results orientated	**Results Orientated**	**5.91**

PERCEPTION GAPS

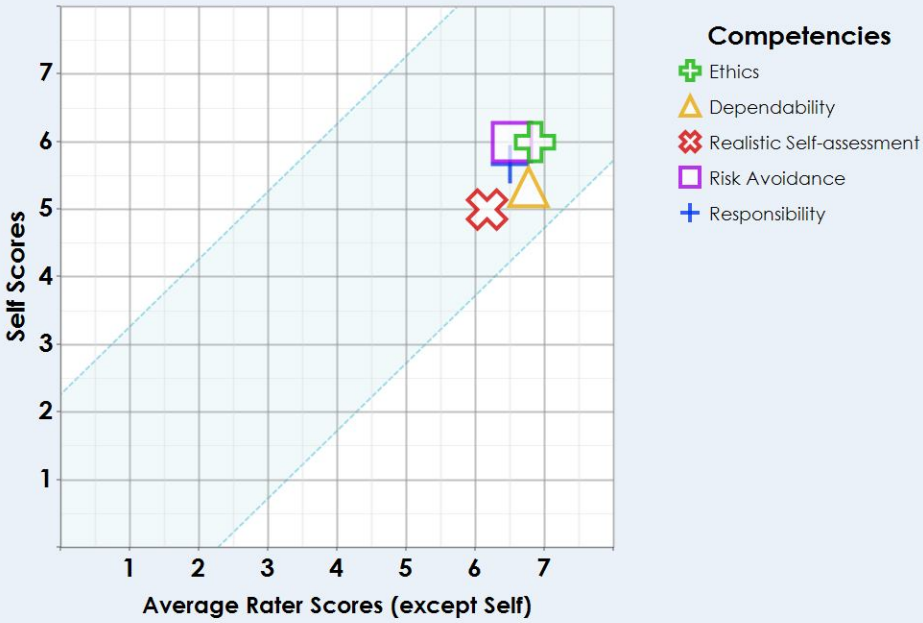
This section of the report focuses specifically on the differences between how the Self perceives their performance and how others view that performance. Exploring perception gaps is essential for gaining insight into the source for rating discrepancies and how to resolve them.

OVERALL SELF PERCEPTION



Competency categories above the middle band: Self's rating are higher than others'.
Competency categories within the middle band: Self's and others' ratings are similar.
Competency categories below the middle band: Self's rating are lower than others'.

INTEGRITY SELF PERCEPTION



Competencies above the middle band: Self's rating are higher than others'.
Competencies within the middle band: Self's and others' ratings are similar.
Competencies below the middle band: Self's rating are lower than others'.

CREATIVITY SELF PERCEPTION

Competencies above the middle band: Self's rating are higher than others'.
Competencies within the middle band: Self's and others' ratings are similar.
Competencies below the middle band: Self's rating are lower than others'.

LOGICAL AND ANALYTICAL SELF PERCEPTION

Competencies above the middle band: Self's rating are higher than others'.
Competencies within the middle band: Self's and others' ratings are similar.
Competencies below the middle band: Self's rating are lower than others'.

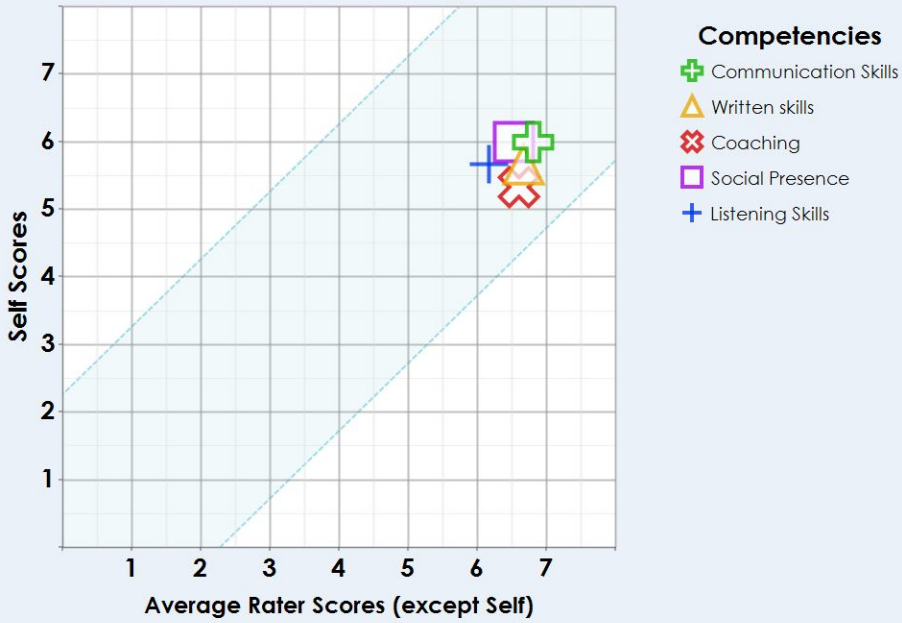
INTERPERSONAL SKILLS SELF PERCEPTION

Competencies above the middle band: Self's rating are higher than others'.
Competencies within the middle band: Self's and others' ratings are similar.
Competencies below the middle band: Self's rating are lower than others'.

RESILIENCE SELF PERCEPTION

Competencies above the middle band: Self's rating are higher than others'.
Competencies within the middle band: Self's and others' ratings are similar.
Competencies below the middle band: Self's rating are lower than others'.

PERSUASIVENESS SELF PERCEPTION



Competencies above the middle band: Self's rating are higher than others'.
Competencies within the middle band: Self's and others' ratings are similar.
Competencies below the middle band: Self's rating are lower than others'.

PLANNING AND ORGANIZING SELF PERCEPTION

Competencies above the middle band: Self's rating are higher than others'.
Competencies within the middle band: Self's and others' ratings are similar.
Competencies below the middle band: Self's rating are lower than others'.

QUALITY ORIENTATION SELF PERCEPTION

Competencies above the middle band: Self's rating are higher than others'.
Competencies within the middle band: Self's and others' ratings are similar.
Competencies below the middle band: Self's rating are lower than others'.

ENERGY AND DRIVE SELF PERCEPTION

Competencies above the middle band: Self's rating are higher than others'.
Competencies within the middle band: Self's and others' ratings are similar.
Competencies below the middle band: Self's rating are lower than others'.