



# 360° FEEDBACK REPORT

MS. SAM SAMPLE

for

PSYCH PRESS

**Feedback completed by:**

Manager: 1

Peer(s)/Colleague(s): 3

Direct Report(s): 4

**Prepared by:**

Psych Press – Talent Management Psychologists  
Level 1, 224 Queen Street, Melbourne, VIC 3000, Australia  
Ph: +61 3 9670 0590 - Facsimile: +61 3 9642 3577  
Email: [info@psychpress.com](mailto:info@psychpress.com)  
Website: [www.psychpress.com](http://www.psychpress.com)

**PsychPress**  
Talent Management Psychologists

# INTRODUCTION

Recently you completed Psych Press' 360° feedback survey where your rating of your behaviour on the job was combined with the ratings of your leader or manager, colleagues/peers, and people who directly or indirectly report to you (referred to as 'direct reports' within this report). It is referred to as a '360° feedback survey and report' as it collects feedback from people 'all around' you in your organisation.

## PURPOSE

The purpose of this 360° feedback report is to provide a summary of information about your workplace skills and behaviours as viewed by you and by others. This information is intended to assist you in identifying your specific strengths, as well as any skills or behaviours which may require further coaching and development.

## COMPETENCY BASED

The 360° feedback survey and report is based on nine core competencies which are considered critical in assessing the effectiveness of an individual as an employee, colleague, or member of staff (Bartram, 2005) These competencies have emerged from reviews of many studies as being 'core competencies' or highly relevant behaviours for success in organisational settings. Many studies have shown that success in organisations is related to personal and interpersonal skills (sometimes called 'leadership skills') and not just IQ or technical skills. This is why it is considered important to know how a range of colleagues see such workplace skills in an honest, objective and balanced way, which is encouraged by the anonymous nature of the feedback requested and the variety of contexts in which your behaviour is observed.

## FAIR AND OBJECTIVE

Getting useful feedback about our performance is often difficult, given how busy people are, how awkward they may feel in face-to-face situations and how we often provide comments on how we like certain people, rather than their work-related behaviour. What makes this feedback so valuable is because it is:

- likely to be honest because it is confidential
- competency and behaviour based, rather than a 'popularity contest'



- fair and dependable because it is objectively based on research based, objective competencies
- based on combined ratings from several raters which provides greater reliability than one-to-one assessment

## **MANAGING YOUR REACTION**

However, despite all the positive aspects of gaining valuable development feedback in this manner, it is highly likely that you will experience an immediate reaction to some of what you read. Some parts will be irritating because they tell you what you already know while other perceptions will surprise you because that is not how you see yourself. You may recognise some behaviours as how your role forces you to approach issues, rather than how you would like to approach issues.

## **UNDERSTAND INSTEAD OF JUDGE**

Try as much as you can to identify themes in the information rather than getting bogged down in, “Who said that?”, “Why would they say that?”, or “That’s unfair!” sorts of analysis. Instead, firstly try to just understand the information provided, rather than rushing to accept or reject the feedback. See it as not a judgment on your performance, but a contribution to assist you to become more effective as a leader or manager.

## **REFLECT AND PLAN**

Later you can productively reflect on how you can use the information provided to develop tactics and strategies to develop more effective management and leadership skills. In the long run it is not so much the information which is important but your reaction to it and constructive use of it in further developing your career.

The report is divided up into 4 sections:

- Introduction
- Competency Descriptions
- Results: Graphs 1 through 6
- Additional Comments



# COMPETENCY DESCRIPTION

## COMMUNICATION SKILLS

Communicates logically, clearly, effectively, and confidently with employees at all levels of the organisation. Is able to build and maintain relationships, demonstrate social judgment skills, understand other people, and interact effectively and efficiently with others.

Communication skills are an essential tool for any workplace situation. Poor communication, whether internal or external, is the sole cause of many organisational problems. Poor communication may also prevent some employees from progressing within their chosen careers.

High scores indicate that you efficiently, clearly and logically express your ideas and thoughts to other employees and customers of Psych Press. You easily build and maintain rapport with others through your ability to understand and empathise with their individual situations. You keep others well informed by ensuring that you always communicate the correct information. You ask the right questions to gain the information you need from others.

## EXECUTION

Understands and applies the principles of project management, time management and business planning in order to achieve planned objectives; is able to solve problems encountered in a creative, time effective, and directive manner; is able to remain focused on the progression of simultaneous projects whilst adhering to budgets and meeting task deadlines.

Execution is an essential competency for all leaders to encompass as it implies that they are able to 'get the job done'. Not only do people with good execution skills complete tasks according to strict deadlines, they also complete tasks to the best of their ability. They do this by setting and adhering to clear goals and priorities. Poor execution at any level of an organisation results in goals not being achieved and timelines slipping. It may indicate a lack of determination and/or an inability to follow through with tasks.

High scores indicate a highly organised individual who is very proficient at planning and managing their time. These qualities enable such people to remain focused on projects, even when faced with obstacles, allowing them to ensure that projects meet their deadlines, meeting Internal Customer needs.



## **LEADERSHIP AND MANAGEMENT**

Demonstrates effective control, exercises leadership, initiates action, offers direction, provides training, takes responsibility, and empowers others; is able to direct people whilst exercising an appropriate degree of power; is able to support, facilitate, and motivate other employees to attain group and organisational goals; demonstrates effective conflict resolution skills.

Leadership and Management are important skills for leaders to display. Rather than having an organisational imperative to train employees simply to get a task done, good coaches and managers have a genuine interest in the long-term learning and development of others within the organisation.

High scores indicate that a manager is able to effectively manage their staff, delegating responsibility and exercising appropriate leadership and control, whilst encouraging them to perform at their personal best.

## **PLANNING AND ORGANISING**

Plans ahead and works in a systematic and organised fashion; follows directions and procedures; is highly focused and delivers a quality service or product to the agreed standards; is able to implement time management, planning and organising; allocates realistic time scales to projects and is able to anticipate ahead for themselves and for others; complies with orders and follows instructions accurately, reliably and methodically.

Planning and organising are skills that are paramount to the successful completion of any task or project. These skills enable individuals to develop strategies for themselves and for others with the purpose of achieving specific objectives, whether they are long-term or short-term.

A high score indicates that a manager is able to proactively prioritise time and determine available resources, while developing and implementing increasingly complex plans in order to achieve a specific objective. These abilities further suggest the ability to successfully differentiate between urgent, important, and non-urgent work, facilitating the continued success of your department and the organisation as a whole.

## **COMMERCIAL ASTUTENESS**

Uses a logical and methodical approach to break down complex ideas, problems or processes; interprets and analyses problems to arrive at an appropriate



solution; is able to assess the merit of ideas and effectively estimate the outcomes of these ideas; recognises multiple ways of interpreting available information and integrates information from diverse sources.

The ability to think analytically is very important in most organisational situations. This is often the case when complex situations are required to be understood and resolved, especially in ambiguous situations where extensive data may not be available. Often organisational success is dependent on conveying estimates and judgments based on valid and accurate information. Poor analytical skills can result in poor decision-making as well as a lack of understanding by the employee about complex policies and procedures.

High scores indicate an ability to break down complex ideas and situations into their component parts, in order to fully understand and resolve them. This ability ensures that every problem is tackled according to its individual circumstances, with understanding and accuracy.

### **INFLUENCING SKILLS**

Is able to gain the support of employees whilst convincing them to advance the objectives of the organisation; effectively uses concrete facts and data to persuade and influence the actions of others whilst maintaining strong relationships; appeals to the needs of others by anticipating how decisions may affect them.

The ability to influence others is not only an important skill for leaders and managers to encompass, it is also an especially important skill for sales-people and customer service representatives to display. The ability to influence the decisions of others helps ensure that people both inside and outside the organisation will adopt the same principles and values accepted by the organisation.

High scores indicate an ability to effectively use techniques such as persuasion, presentation, and negotiation to achieve both organisational and personal targets and results. They also demonstrate an ability to inspire interest in others in order to gain their support for either a policy or procedure (internal) or a product (external).

### **INNOVATION AND CHANGE**

Manages, champions and facilitates organisational change; encourages staff to embrace change by developing strategies for managing it; promotes and



encourages change and innovation; uses creativity and innovation to actively seek out and recognise opportunities for change.

Whilst innovation is important in implementing and promoting new ideas and processes, change management is the essential complimentary tool that helps individuals support a change initiative that has recently been implemented within the organisation. These qualities are particularly important for employees working in environments that are constantly growing, changing, and shifting in direction.

High scores indicate an ability to provide new solutions to improve upon previous or outdated organisational policies or procedures. They demonstrate an ability to gain the support of others towards the implementation of these changes by helping employees to understand how these changes will affect them. This provides support and guidance to facilitate the smooth integration of these initiatives.

### **STRATEGIC THINKING**

Identifies, assesses and manages risk while striving to meet organisational objectives; takes calculated risks which influence the organisations competitive edge; understands the organisation's long-term objectives and drives staff to meet these objectives.

Strategic thinking is an essential skill for employees of any organisation which is striving to maintain its competitive edge. This is especially important when ensuring that the strategic direction of the organisation is in-line with its core vision and values. Poor strategic thinking may cause the organisation to lose its competitive position to competitors, resulting in low levels of organisational success.

High scores indicate the establishment of personal work goals that are aligned with the vision and values of the organisation. They indicate an ability to identify potential areas for growth as well as potential risks that may affect the success of the organisation.

### **PRESENTATION SKILLS**

Presents information to others in a logical and confident manner; delivers complex and unpopular messages with clarity, tact and discretion; is able to effectively deliver an intended message; conducts discussions and team meetings with efficiency and promptness.



Presentation skills refer to the way in which an individual communicates different types of information to people from different levels of an organisation. These skills are especially important when trying to communicate complex information that has the potential for confusion or miscommunication.

High scores indicate that a person is confident in getting an intended message across with clarity and tact. They are not afraid to communicate difficult information and to do so in a discrete manner, so as not to intimidate the recipient of the message.



# 360° FEEDBACK RESULTS

## PURPOSE

This section will provide details about how well you are seen to use each of the nine competencies previously described in your current job.

You will remember that the questionnaire presented a variety of skill-based questions asking the extent to which you were able to demonstrate various aspects of the competencies defined in the Competency Skills section. You were asked to rate your capabilities and behaviours according to a 10 point scale as below:

QUESTION COMMUNICATION SKILLS	0- 10%	11- 20%	21- 30%	31- 40%	41- 50%	51- 60%	61- 70%	71- 80%	81- 90%	91- 100%	N/A
The extent to which you... are able to ask the right questions to get the right information, the first time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your manager, colleagues and direct reports were asked to respond to the same questions on the same 10 point scale as below:

QUESTION COMMUNICATION SKILLS	0- 10%	11- 20%	21- 30%	31- 40%	41- 50%	51- 60%	61- 70%	71- 80%	81- 90%	91- 100%	N/A
The extent to which this employee... ask the right questions to get the right information, the first time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The 'Not Applicable' option was available if you or your colleagues felt that this question was not directly applicable to your work context, or if they had not had a chance to observe this behaviour, and were unsure to what extent you were able to display it.

## COMPETENCIES DERIVED FROM BEHAVIOURS FROM QUESTIONS

A competency is seen to be composed of a variety of different behaviours. The questions ask about behaviours, and when the responses to the different behaviours composing a competency are totalled, they provide the overall score on the competency.







































# 360° GRAPHICAL RESULTS

## 1. 'YOUR VIEW' VERSUS 'THE AVERAGE VIEW' FOR EACH COMPETENCY

This section shows the ratings you have given yourself for each competency, as well as a comparison of your self ratings with the average of the ratings given by your manager, colleagues/peers and direct reports.

The graph below helps you see 'the big picture' in terms of your ratings on all of the competencies, compared to the average of everybody else's ratings on the same competencies.

COMPETENCY		1	2	3	4	5	6	7	8	9	10
<b>Communication Skills</b>	 Self										
	 Others										
<b>Execution</b>	 Self										
	 Others										
<b>Leadership and Management</b>	 Self										
	 Others										
<b>Planning and Organising</b>	 Self										
	 Others										
<b>Commercial Astuteness</b>	 Self										
	 Others										
<b>Influencing Skills</b>	 Self										
	 Others										
<b>Innovation and Change</b>	 Self										
	 Others										
<b>Strategic Thinking</b>	 Self										
	 Others										
<b>Presentation Skills</b>	 Self										
	 Others										



## Interpreting the Graph

Focus on:

- **Your** view of your skills
- **Others'** view of your skills
- **A gap analysis** between your view and others' view
- The numerical **score**
- Is it **Above** or **Below Average**?

Your Observations & Notes:

.....

.....

.....

.....

.....

.....

.....

.....

.....


































.....










































## 2. 'YOUR VIEW' VERSUS 'A DIFFERENT GROUP VIEW' FOR EACH COMPETENCY

This section will provide your average rating for each competency, as well as a comparison of your self ratings with your managers' ratings, and an anonymous group average for your peers and direct reports.

The graph below presents the ratings given to you by raters belonging to a specific group, and helps you see any differences in the way you are seen by your manager, your peers and your direct reports. Your ratings on all of the competencies are compared to the average of each group's ratings on the same competencies.

COMPETENCY		1	2	3	4	5	6	7	8	9	10
<b>Communication Skills</b>	 Self	9									
	 Boss	9.29									
	 Peer(s)	8.1									
	 DR(s)	8.32									
	 Other(s)	N/A									
<b>Leadership and Management</b>	 Self	8									
	 Boss	9									
	 Peer(s)	7.43									
	 DR(s)	8.79									
	 Other(s)	N/A									
<b>Planning and Organising</b>	 Self	8									
	 Boss	9									
	 Peer(s)	7									
	 DR(s)	8.79									
	 Other(s)	N/A									
<b>Commercial Astuteness</b>	 Self	8									
	 Boss	9									
	 Peer(s)	7.43									



	 DR(s)	8.79	
	 Other(s)	N/A	
<b>Influencing Skills</b>	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	
<b>Innovation and Change</b>	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	
<b>Strategic Thinking</b>	 Self	8	
	 Boss	9	
	 Peer(s)	7	
	 DR(s)	8.8	
	 Other(s)	N/A	
<b>Presentation Skills</b>	 Self	8	
	 Boss	9	
	 Peer(s)	7	
	 DR(s)	8.79	
	 Other(s)	N/A	

## Interpreting the Graph

Focus on:

- **Your** view of your skills
- **Other groups'** view of your skills



- **A gap analysis** between your view and each groups view
- The numerical scores
- **Above or Below Average?**
- **A development perspective** – issues for reflection.
  - What is the difference between the ‘down’, ‘across’ and ‘up’ perspectives.
  - Why might such differences occur?
  - How are you managing perceptions ‘up’ with your boss, ‘down’ with your direct reports and ‘across’ with your peers?
  - Are you giving any one group more or less time and attention than others?
  - Does one group have a ‘restricted view’ of some competencies or your overall performance?

Your Observations & Notes:

.....

.....

.....

.....

.....

.....

**Statistical Notes**

Your overall rating for each competency is the average of all the ratings you gave to the questions or behaviours related to each competency.

The average rating is the average of all the ratings given to all the questions or behaviours related to each competency by all of the other raters – each rating being given an equal weighting.



### 3. HIGHEST AND LOWEST RATED COMPETENCIES - 'YOUR VIEW' PLUS 'OTHERS VIEWS' RANKED FROM HIGHEST TO LOWEST IN PERCEIVED EFFECTIVENESS.

This section provides your average rating for each competency, as well as the average of all other ratings, ranked from highest to lowest so you can see which competencies and behaviours are seen as strengths and which are less well-developed.

The graph below helps you see differences in the way you and others see each competency employed, which will enable you to set development priorities according to the demands of your role both now and in the future.

COMPETENCY	AVERAGE SCORE	RANK
Presentation Skills	8.75	1
Execution	8.68	2
Communication Skills	8.48	3
Strategic Thinking	8.42	4
Leadership and Management	8.3	5
Influencing Skills	8.24	6
Innovation and Change	8.2	7
Commercial Astuteness	8.15	8
Planning and Organising	8.06	9

#### Interpreting the Graph

Focus on:

- A view of your strong and weaker competencies
- A **gap analysis** between your **strong** and **weaker** competencies
- The numerical scores
- Is the **ranking appropriate** for **now** and the **future**?
- A **development perspective – issues for reflection**
  - Are there reasons for the strong and weaker competencies?



- Do some themes emerge?
- Why might such differences occur?
- Which competencies are most relevant to your position now? What does this mean in terms of your development needs now?
- Which competencies are going to take you the furthest in the future?
- What does this mean in terms of your development needs in the future?

Your Observations & Notes:

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Statistical Notes**

Your overall rating for each competency is the average of all the ratings you gave to the questions or behaviours related to each competency.

The average rating is the average of all the ratings given to all the questions or behaviours related to each competency by all of the other raters – each rating being given an equal weighting.



#### 4. HIGHEST AND LOWEST RATED BEHAVIOURS - 'YOUR VIEW' PLUS 'OTHERS' VIEWS' OF SPECIFIC BEHAVIOURS IDENTIFIED IN EACH QUESTION, RANKED FROM HIGHEST TO LOWEST IN PERCEIVED EFFECTIVENESS.

This section allows you to focus on **specific behaviours** rather than **broad competencies**. It provides a very detailed analysis of behaviours in which you are seen as very productive and effective and other behaviours which are seen as the less productive and effective – by both yourself and by the average rating of others.

The list provides your average rating for each competency, as well as all others ratings, ranked – so you can see which competencies and behaviours are seen as strengths and which are less well developed.

Of the 54 behaviours, the highest ranked 15 are listed, and the lowest ranked 15 are listed.

#### Interpreting the Graph

The graph below also helps you see differences in the way you and others see each behaviour employed, which will enable you to set development priorities according to the demands of your current role and a role you may aspire to in the future.

Can you identify a theme or a pattern in the types of behaviours which are rated highly?

Your Observations & Notes:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



#### 4.a. Highest rated behaviours

BEHAVIOUR	AVERAGE RATING	RANK
is able to get his/her message across effectively when doing public speaking, or speaking in front of a group of staff?	9.58	1
requires less support to achieve outcomes, compared to others?	9.19	2
communicates information effectively to people external to the organisation?	9.06	3
initiates prompt communication with the appropriate personnel when problems arise?	9.06	4
is able to remain focused and disciplined around outcomes when driving projects?	9.06	5
presents his/her thoughts logically and with confidence?	9.03	6
asks the right questions to get the right information, the first time?	8.97	7
is able to incorporate ideas from others into his/her presentations?	8.94	8
is able to run several projects at once, whilst also delivering required outcomes?	8.89	9
is able to estimate outcomes of ideas, in order to separate the bad ideas from good ideas?	8.89	10
is assertive and courageous in presenting and defending new or difficult ideas to people within and external to organisation?	8.89	11
exercises active listening when communicating with others, and incorporates his/her own input when refining the messages for others' information?	8.89	12
defends his/her own ideas tactfully yet firmly and confidently in front of a group of people?	8.89	13
is well organised, using time and budget resources efficiently?	8.86	14
is able to build an argument using various sources of information and analytical tools?	8.81	15

#### 4.b. Lowest rated behaviours

BEHAVIOUR	AVERAGE RATING	RANK
is able to run meetings efficiently, getting others' input whilst finishing on time?	7.25	1
is able to provide useful feedback to his/her staff, be it positive or negative?	7.28	2
is able to monitor and evaluate current progress of the team to ensure timely and effective completion of projects/tasks?	7.44	3
is able to use basic financial tools and metrics to analyse the business?	7.56	4



encourages his/her staff to be innovative, empowering them to think outside the box?	7.61	5
is able to learn new tasks / procedures / policies quickly?	7.64	6
is a finisher, achieving planned outcomes?	7.64	7
is able to persuade staff to change their priorities without damaging relationships?	7.67	8
communicates information promptly and effectively to superiors?	7.81	9
is able to organise tasks to ensure smooth, coordinated efforts towards both short and longer term goals?	7.92	10
is able to embrace changes in the workplace and encourage his/her staff to do so?	7.94	11
takes a long-term perspective on problems and opportunities in the market?	7.97	12
is able to negotiate effectively for limited resources?	8.06	13
is able to employ creativity to overcome obstacles to outcomes?	8.14	14
is able to meet deadlines on time?	8.19	15

## Interpreting the Graph

What themes can you identify in the list of lowest rated behaviours?

In terms of your career in the future, or your next desired position, which behaviours should you concentrate on developing further?

### 5. LARGEST DIFFERENCES BETWEEN SELF AND AVERAGE RATERS' SCORES FOR BEHAVIOURS

'Your view' plus 'others' views' of specific behaviours identified in each question, ranked according to the biggest difference between your ratings, and those of everybody else.

This section allows you to focus on specific behaviours which are seen very differently by you and everybody else.

The table presents the behaviours that show the greatest difference between your ratings and those of others. They have been ranked from largest discrepancy to lowest, using only the 15 behaviours with the largest difference.



BEHAVIOUR	SELF-RATING	AVERAGE RATING	RANK
is able to break down complex ideas in order to explain them to others?	7	8.78	1
is able to run meetings efficiently, getting others' input whilst finishing on time?	9	7.25	2
is able to think from another's point of view?	7	8.53	3
is a finisher, achieving planned outcomes?	9	7.64	4
communicates information effectively to people external to the organisation?	8	9.06	5
initiates prompt communication with the appropriate personnel when problems arise?	8	9.06	6
asks the right questions to get the right information, the first time?	8	8.97	7
exercises active listening when communicating with others, and incorporates his/her own input when refining the messages for others' information?	8	8.89	8
is able to estimate outcomes of ideas, in order to separate the bad ideas from good ideas?	8	8.89	9
is assertive and courageous in presenting and defending new or difficult ideas to people within and external to organisation?	8	8.89	10
defends his/her own ideas tactfully yet firmly and confidently in front of a group of people?	8	8.89	11
is able to employ creativity to overcome obstacles to outcomes?	9	8.14	12
is able to meet deadlines on time?	9	8.19	13
is able to build an argument using various sources of information and analytical tools?	8	8.81	14
recognises opportunities for the organisation when they appear, and move quickly to implement change when the market requires this?	8	8.81	15

## Interpreting the Graph

Can you identify why these behaviours might be seen differently by you and others?

If your ratings are lower than others, might this be due to a self-confidence issue, or you measuring yourself against unrealistically high standards?

If your ratings are higher than others, might this be due to how visible you are to others? Or perhaps you might be unaware of the skills of others in this area?



## Your Observations & Notes:

.....

.....

.....

.....

.....

.....

.....

.....

.....

### **Additional comments**

At the conclusion of the survey each rater was asked and encouraged to provide some additional comments about your behaviour at work which you might find useful feedback for further development. You may be able to relate some comments back to specific ratings of either competencies or behaviours.

Try not to dwell on 'who said that?' Or whether it is 'right' or 'wrong'. Although such speculation can be interesting, it is rarely productive, and it can distract you from seeing the bigger picture or hearing a message or identifying themes.

Perceptions are not an absolute 'truth', but it is helpful to know what they are. It might be more helpful to ask: "What am I doing that might convey that impression?" Or: "How can I change my behaviour to avoid an unintended impact?"

The questions they responded to were as follows:

- What are this person's greatest strengths?
- Thinking of non-productive behaviours that this person may exhibit, which ones if changed, would provide the most benefits?
- What are 2 – 3 things this person could do differently to be more effective as a manager at the organisation?
- What other comments do you have that may aid his/her growth and development?



- In what specific way do you think this person has grown professionally in the past year?

It is hoped these comments provide you with additional insights about how people perceive you.

*[The text has been transferred exactly as it was written, without spelling or grammatical corrections]*

**What are this person's greatest strengths?**

- Leadership, versatile, passionate, respected by members of staff
- Very dedicated to work and easily approachable at any time.
- Sam gives me support when needed. Very flexible yet dedicated. Impeccable professionalism. Sees big picture and is forthcoming on directions and overall strategies.

**Thinking of non-productive behaviours that this person may exhibit, which ones if changed, would provide the most benefits?**

- Not applicable
- None
- I tend to take my work home with me.

**What are 2-3 things this person could do differently to be more effective as a manager at the organisation?**

- She needs to be able to delegate more and not take on too much herself. Need to be more tough on her staff
- I need to be able to inspire and motivate others instead of just effectively managing my staff.
- Should bring everyone together for meetings more often because we don't have them often enough so not everyone knows what's going on.



**What other comments do you have that may aid his/her growth and development?**

- She is wonderful and should continue doing what she's doing
- Keep being the manager that she is.
- I should learn to motivate others more and encourage change

**In what specific way do you think this person has grown professionally in the past year?**


































- Sam learnt to delegate more, although she could continue to do so in order to grow in the next years.
- Highly ethical and have a genuine interest in others.
- I don't think that there is any specific area in which I have grown professionally, it's more that I have been able to build better and deeper relationships with various stakeholders within the company.

































## 6. DETAILED BEHAVIOUR RATINGS














### Interpreting the Graph

- Can you identify why these behaviours might be seen differently by different people?
- What can you learn and change, from these detailed observations?


















































COMPETENCY		1	2	3	4	5	6	7	8	9	10	
<b>Communication Skills</b>												
asks the right questions to get the right information, the first time?	 Self	9										
	 Boss	9.29										
	 Peer(s)	8.1										
	 DR(s)	8.32										
	 Other(s)	N/A										
communicates information effectively to all levels of the organisation?	 Self	8										
	 Boss	9										
	 Peer(s)	7.43										
	 DR(s)	8.79										
	 Other(s)	N/A										
communicates information promptly and effectively to team members and direct reports?	 Self	8										
	 Boss	9										
	 Peer(s)	7										
	 DR(s)	8.79										
	 Other(s)	N/A										
communicates information promptly and effectively to superiors?	 Self	8										
	 Boss	6										
	 Peer(s)	6										



	 DR(s)	<b>8.79</b>	
	 Other(s)	<b>N/A</b>	
communicates information effectively to people external to the organisation?	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	
initiates prompt communication with the appropriate personnel when problems arise?	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	
exercises active listening when communicating with others, and incorporates his/her own input when refining the messages for others' information?	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	











































COMPETENCY	1	2	3	4	5	6	7	8	9	10	
<b>Execution</b>											
is able to employ creativity to overcome obstacles to outcomes?	 Self								9		
	 Boss								9.29		
	 Peer(s)								8.1		
	 DR(s)								8.32		
	 Other(s)								N/A		
is able to remain focused and disciplined around outcomes when driving projects?	 Self								8		
	 Boss								9		
























	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	
requires less support to achieve outcomes, compared to others?	 Self	8	
	 Boss	9	
	 Peer(s)	7	
	 DR(s)	8.79	
	 Other(s)	N/A	
is a finisher, achieving planned outcomes?	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	
is able to meet deadlines on time?	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	
is able to run several projects at once, whilst also delivering required outcomes?	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	
is well organised, using time and budget resources efficiently?	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	

























 Other(s) N/A















COMPETENCY		1	2	3	4	5	6	7	8	9	10	
<b>Leadership and Management</b>												
is a motivator, getting the very best out of people?	 Self								9			
	 Boss								9.29			
	 Peer(s)								8.1			
	 DR(s)								8.32			
	 Other(s)								N/A			
is able to train and support staff in so they may effectively and efficiently achieve outcomes?	 Self								8			
	 Boss								9			
	 Peer(s)								7.43			
	 DR(s)								8.79			
	 Other(s)								N/A			
is a role model for staff, modeling organisationally appropriate behaviour?	 Self								8			
	 Boss								9			
	 Peer(s)								7			
	 DR(s)								8.79			
	 Other(s)								N/A			
is able to perceive peoples' strengths and weaknesses, using delegation as a development opportunity?	 Self								8			
	 Boss								9			
	 Peer(s)								7.43			
	 DR(s)								8.79			
	 Other(s)								N/A			
is able to effectively delegate?	 Self								8			
	 Boss								9			
	 Peer(s)								7.43			
































	 DR(s)	8.79	
	 Other(s)	N/A	
is able to provide useful feedback to his/her staff, be it positive or negative?	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	
is able to empathise with his/her staff, understanding their concerns and maintaining constructive relationships?	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	

















COMPETENCY	1	2	3	4	5	6	7	8	9	10	
<b>Planning and Organising</b>											
is able to plan his/her day and manage time effectively, to successfully complete all required tasks?	 Self								9		
	 Boss								9.29		
	 Peer(s)								8.1		
	 DR(s)								8.32		
	 Other(s)								N/A		
is able to recognise outcomes that should be prioritised and subsequently shift the focus of their staff to those outcomes?	 Self								8		
	 Boss								9		
	 Peer(s)								7.43		
	 DR(s)								8.79		
	 Other(s)								N/A		
is able to organise tasks to ensure smooth, coordinated efforts towards both short and longer term goals?	 Self								8		
	 Boss								9		






























	 Peer(s)	7	
	 DR(s)	8.79	
	 Other(s)	N/A	
is able to monitor and evaluate current progress of the team to ensure timely and effective completion of projects/tasks?	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	







COMPETENCY		1	2	3	4	5	6	7	8	9	10
<b>Commercial Astuteness</b>											
is able to break down complex ideas in order to explain them to others?	 Self	9									
	 Boss	9.29									
	 Peer(s)	8.1									
	 DR(s)	8.32									
	 Other(s)	N/A									
is able to use basic financial tools and metrics to analyse the business?	 Self	8									
	 Boss	9									
	 Peer(s)	7.43									
	 DR(s)	8.79									
	 Other(s)	N/A									
is able to build an argument using various sources of information and analytical tools?	 Self	8									
	 Boss	9									
	 Peer(s)	7									
	 DR(s)	8.79									
	 Other(s)	N/A									
is able to estimate outcomes of ideas, in order to separate the	 Self	8									


















bad ideas from good ideas?	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	
is able to learn new tasks / procedures / policies quickly?	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	






















COMPETENCY	1	2	3	4	5	6	7	8	9	10
<b>Influencing Skills</b>										
is able to persuade others from all levels in the organisation to gain their commitment to something, without the use of his/her authority?	 Self	9								
	 Boss	9.29								
	 Peer(s)	8.1								
	 DR(s)	8.32								
	 Other(s)	N/A								
is able to persuade staff to change their priorities without damaging relationships?	 Self	8								
	 Boss	9								
	 Peer(s)	7.43								
	 DR(s)	8.79								
	 Other(s)	N/A								
is able to negotiate effectively for limited resources?	 Self	8								
	 Boss	9								
	 Peer(s)	7								
	 DR(s)	8.79								
	 Other(s)	N/A								

























is able to think from another's point of view?	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	
is able to explain the rationale behind organisational policies to his/her staff?	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	
is assertive and courageous in presenting and defending new or difficult ideas to people within and external to organisation?	 Self	8	
	 Boss	9	
	 Peer(s)	7.43	
	 DR(s)	8.79	
	 Other(s)	N/A	

COMPETENCY	1	2	3	4	5	6	7	8	9	10	
<b>Innovation and Change</b>											
is able to embrace changes in the workplace and encourage his/her staff to do so?	 Self								9		
	 Boss								9.29		
	 Peer(s)								8.1		
	 DR(s)								8.32		
	 Other(s)								N/A		
is proactive in their approach, looking for ways to improve the organisation and add value to the business?	 Self								8		
	 Boss								9		
	 Peer(s)								7.43		



	 DR(s)	<b>8.79</b>	
	 Other(s)	<b>N/A</b>	
encourages his/her staff to be innovative, empowering them to think outside the box?	 Self	<b>8</b>	
	 Boss	<b>9</b>	
	 Peer(s)	<b>7</b>	
	 DR(s)	<b>8.79</b>	
	 Other(s)	<b>N/A</b>	
recognises opportunities for the organisation when they appear, and move quickly to implement change when the market requires this?	 Self	<b>8</b>	
	 Boss	<b>9</b>	
	 Peer(s)	<b>7.43</b>	
	 DR(s)	<b>8.79</b>	
	 Other(s)	<b>N/A</b>	








COMPETENCY	1	2	3	4	5	6	7	8	9	10	
<b>Strategic Thinking</b>											
is able to understand the organisation's long-term strategy and direction?	 Self								<b>9</b>		
	 Boss								<b>9.29</b>		
	 Peer(s)								<b>8.1</b>		
	 DR(s)								<b>8.32</b>		
	 Other(s)								<b>N/A</b>		
drives his/her staff to meet their outcomes with a view to also contributing towards achieving parts of the organisation's overarching strategic outcomes?	 Self								<b>8</b>		
	 Boss								<b>9</b>		
	 Peer(s)								<b>7.43</b>		
	 DR(s)								<b>8.79</b>		
	 Other(s)								<b>N/A</b>		
takes a long-term perspective on problems and opportunities in the market?	 Self								<b>8</b>		
	 Boss								<b>9</b>		



	Peer(s)	7	
	DR(s)	8.79	
	Other(s)	N/A	
considers various opportunities based on whether they leverage the organisation's competitive advantage?	Self	8	
	Boss	9	
	Peer(s)	7.43	
	DR(s)	8.79	
	Other(s)	N/A	

COMPETENCY			1	2	3	4	5	6	7	8	9	10
<b>Presentation Skills</b>												
is able to get his/her message across effectively when doing public speaking, or speaking in front of a group of staff?	Self	9										
	Boss	9.29										
	Peer(s)	8.1										
	DR(s)	8.32										
	Other(s)	N/A										
presents his/her thoughts logically and with confidence?	Self	8										
	Boss	9										
	Peer(s)	7.43										
	DR(s)	8.79										
	Other(s)	N/A										
is able to incorporate ideas from others into his/her presentations?	Self	8										
	Boss	9										
	Peer(s)	7										
	DR(s)	8.5										
	Other(s)	N/A										
is able to run meetings efficiently, getting others' input	Self	8										



whilst finishing on time?people?advantage?	 Boss	<b>9</b>	
	 Peer(s)	<b>7</b>	
	 DR(s)	<b>8.79</b>	
	 Other(s)	<b>N/A</b>	

