



INDIVIDUAL ASSESSMENT REPORT - STRICTLY CONFIDENTIAL

360° FEEDBACK REPORT

Mr. John Smith

Psych Press

On Friday, 6th March 2009

Feedback completed by:

Manager: 3

Peers/Colleagues: 4

Direct Reports: 2

Other: 0

Prepared by

Psych Press - Talent Management Psychologists

Level 1, 224 Queen Street Melbourne VIC 3000 Australia

Telephone 1300 308 076 or +61 3 9670 0590 - Facsimile +61 3 9642 3577

Email: info@psychpress.com.au Website: www.psychpress.com

INTRODUCTION

Recently you completed a 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 and 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 get 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 in your role.

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:

1. Introduction
2. Competency Descriptions
3. Results: Graphs 1 through 6
4. Additional Comments



COMPETENCY DESCRIPTIONS

Communication skills

This competency measures the extent to which you communicate logically, clearly, effectively and confidently with employees at all levels of the organisation: you are 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 (e.g. staff) or external (e.g. clients, other organisations), is the sole cause of many organisational problems. Poor communication may also prevent some employees from progressing within their chosen careers.

High scores imply the capacity to express ideas and thoughts to other employees and customers efficiently, clearly and logically. It also indicates skills in easily building and maintaining rapport with others through the ability to understand and empathise with their individual situations. Effective communicators ask the right questions to gain the information needed and can keep others well informed by ensuring that correct information is always communicated.

Execution

Execution is about getting things done. It measures the extent to which you understand and apply principles of project management, time management and business planning in order to achieve planned objectives; are able to solve problems encountered in a creative, time effective and directive manner; are 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 are people with good execution skills able to 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 customer needs.

Leadership and management

The leadership competency measures the extent to which you demonstrate effective control, exercise leadership, initiate action, offer direction, provide training, take responsibility, and empower others; are able to direct people whilst exercising an appropriate degree of power; are able to support, facilitate, and motivate other employees to attain group and organisational goals, as well as demonstrate effective conflict resolution skills.

Leadership and Management are important skills for leaders to display. Rather than simply training employees just to get tasks done, good leaders and managers have a genuine interest in the long-term learning and development of others within the organisation.

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

Planning and organising

This competency measures the extent to which you plan ahead and work in a systematic and organised fashion; follow directions and procedures; are highly focused and deliver a quality service or product to the agreed standards; are able to implement time management, planning and organising strategies; allocate realistic time scales to projects and are able to anticipate issues relating to you and others; comply with orders and follow instructions accurately, reliably, and methodically.

Planning and organising skills 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 identifies 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

Commercial astuteness measures the extent to which you use a logical and methodical approach to break down complex ideas, problems or processes; interpret and analyse problems to arrive at an appropriate solution; are able to assess the merit of ideas and effectively estimate the outcomes of these ideas; recognise multiple ways of interpreting available information and integrate 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

This competency measures the extent to which you are able to gain the support of employees whilst convincing them to advance the objectives of the organisation. Additionally, it measures your capability to effectively use concrete facts and data to persuade and influence others' behaviour whilst maintaining strong relationships and appealing 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

This competency measures the extent to which you are able to manage, champion, and facilitate organisational change; encourage staff to embrace change by developing strategies for managing it; promote and encourage change and innovation, and use 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

This competency measures the extent to which you identify, assess, and manage risk while striving to meet organisational objectives; take calculated risks which influence the organisation's competitive edge; understand the organisation's long-term objectives; and drive staff to meet these objectives.

Strategic thinking is an essential skill for employees of any organisation which strives 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 market advantage 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

This competency measures the extent to which you present information to others in a logical and confident manner; deliver complex and unpopular messages with clarity, tact and discretion; are able to effectively deliver an intended message, and conduct 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 at 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 confidence in getting an intended message across with clarity and tact. There is no fear of communicating difficult information and this is typically done 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 role.

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 Descriptions section. You were asked to rate your capabilities and behaviours according to a 10 point scale as below:

QUESTION	0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%	N/A
COMMUNICATION SKILLS											
The extent to which you... are able to ask the right questions to get the right information, the first time?	<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	0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%	N/A
COMMUNICATION SKILLS											
The extent to which this employee... asks the right questions to get the right information, the first time?	<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 behavior, or were unsure to what extent you were able to display it.

Competencies derived from measured behaviours

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 are totaled, they provide the overall competency score.



360° GRAPHICAL RESULTS

1. Self-rating versus overall others' rating 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
Communication Skills	 Self 5.86										
	 Others 4.7										
Execution	 Self 6.86										
	 Others 5.22										
Leadership and Management	 Self 7										
	 Others 5.23										
Planning and Organising	 Self 6.25										
	 Others 4.93										
Commercial Astuteness	 Self 7.4										
	 Others 6.79										
Influencing Skills	 Self 7.83										
	 Others 4.93										
Innovation and Change	 Self 8.25										
	 Others 5.32										
Strategic Thinking	 Self 6.75										
	 Others 5.35										
Presentation Skills	 Self 6.6										
	 Others 5.6										



2. 'Your view' versus 'peers, direct reports, and managers' 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
Communication Skills	 Self 5.86										
	 Boss 3.81										
	 Peer(s) 4.79										
	 DR(s) 5.5										
	 Other(s) n/a										
Execution	 Self 6.86										
	 Boss 3.95										
	 Peer(s) 6.07										
	 DR(s) 5.64										
	 Other(s) n/a										
Leadership and Management	 Self 7										
	 Boss 4.24										
	 Peer(s) 6.32										
	 DR(s) 5.14										
	 Other(s) n/a										
Planning and Organising	 Self 6.25										
	 Boss 4.42										
	 Peer(s) 6.25										
	 DR(s) 4.12										
	 Other(s) n/a										

Legend: DR = Direct report (Subordinate) Other = Other



COMPETENCY		1	2	3	4	5	6	7	8	9	10
Commercial Astuteness	Self	7.4									
	Boss	5.53									
	Peer(s)	6.95									
	DR(s)	7.9									
	Other(s)	n/a									
Influencing Skills	Self	7.83									
	Boss	4.11									
	Peer(s)	5.5									
	DR(s)	5.17									
	Other(s)	n/a									
Innovation and Change	Self	8.25									
	Boss	5.83									
	Peer(s)	5.25									
	DR(s)	4.88									
	Other(s)	n/a									
Strategic Thinking	Self	6.75									
	Boss	4.92									
	Peer(s)	4.75									
	DR(s)	6.38									
	Other(s)	n/a									
Presentation Skills	Self	6.6									
	Boss	4									
	Peer(s)	6.5									
	DR(s)	6.3									
	Other(s)	n/a									

Legend: DR = Direct report (Subordinate) Other = Other



Interpreting the graph

Focus on:

- **Your** view of your skills
- **Other groups'** view of your skills
- **A gap analysis** between your view and each group's view
- The numerical **scores**
- **Above** or **Below Average?**
- **A development perspective** – issues for reflection.
 1. What is the difference between the 'down', 'across' and 'up' perspectives.
 2. Why might such differences occur?
 3. How are you managing perceptions 'up' with your boss, 'down' with your direct reports and 'across' with your peers?
 4. Are you giving any one group more or less time and attention than others?
 5. 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 to 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
Commercial Astuteness	6.94	1
Innovation and Change	6.05	2
Presentation Skills	5.85	3
Strategic Thinking	5.7	4
Leadership and Management	5.68	5
Influencing Skills	5.65	6
Execution	5.63	7
Planning and Organising	5.26	8
Communication Skills	4.99	9



Interpreting the graph

Focus on:

- 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**
 1. Are there reasons for the strong and weaker competencies?
 2. Do any themes emerge?
 3. Why might such differences occur?
 4. Which competencies are most relevant to your position now? What does this mean in terms of your development needs now?
 5. Which competencies are going to take you the furthest in the future?
 6. 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 15 highest ranked are listed, and the 15 lowest ranked are listed.

a. Highest rated behaviours

Behaviour	Average Rating	Rank
Is able to learn new tasks / procedures / policies quickly?	7.78	1
Is able to use basic financial tools and metrics to analyse the business?	7.44	2
Is assertive and courageous in presenting and defending new or difficult ideas to people within and outside of the organisation?	7.28	3
Is able to build an argument using various sources of information and analytical tools?	6.72	4
Is able to incorporate ideas from others into his/her presentations?	6.58	5
Requires less support to achieve outcomes, compared to others?	6.5	6
Presents his/her thoughts logically and with confidence?	6.44	7
Is able to estimate outcomes of ideas, in order to separate the bad ideas from the good?	6.42	8
Is able to provide useful feedback to his/her staff, be it positive or negative?	6.28	9
Is able to embrace changes in the workplace and encourage his/her staff to do so?	6.28	10
Is proactive in their approach, looking for ways to improve the organisation and add value to the business?	6.28	11
Initiates prompt communication with the appropriate personnel when problems arise?	6.06	12



Is able to remain focused and disciplined around outcomes when driving projects?	5.94	13
Drives his/her staff to meet their outcomes with a view to also contributing towards achieving parts of the organisation's overarching strategic outcomes?	5.92	14
Is able to employ creativity to overcome obstacles to outcomes?	5.86	15

b. Lowest rated behaviours

Behaviour	Average Rating	Rank
Is able to think from another's point of view?	3.47	1
Communicates information effectively to people external to the organisation?	3.72	2
Recognises opportunities for the organisation when they appear, and move quickly to implement change when the market requires this?	3.86	3
Communicates information promptly and effectively to superiors?	3.94	4
Is able to negotiate effectively for limited resources?	4.06	5
Is able to persuade staff to change their priorities without damaging relationships?	4.31	6
Is able to run several projects at once, whilst also delivering required outcomes?	4.33	7
Communicates information effectively to all levels of the organisation?	4.36	8
Is a finisher, achieving planned outcomes?	4.44	9
Is able to meet deadlines on time?	4.47	10
Is able to train and support staff so they may effectively and efficiently achieve outcomes?	4.53	11
Is able to get his/her message across effectively when doing public speaking, or speaking in front of a group of staff?	4.56	12
Is able to organise tasks to ensure smooth, coordinated efforts towards both short and long term goals?	4.58	13
Is able to plan his/her day and manage time effectively, to successfully complete all required tasks?	4.58	14
Is able to persuade others from all levels in the organisation to gain their commitment to something, without the use of his/her authority?	4.64	15



Interpreting the table

The table above also helps you to identify differences in the way you and others regard 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:

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
Recognises opportunities for the organisation when they appear, and move quickly to implement change when the market requires this?	8	3.86	1
Is a motivator, getting the very best out of people?	9	4.97	2
Is able to negotiate effectively for limited resources?	8	4.06	3
Is able to understand the organisation's long-term strategy and direction?	9	5.25	4
Is able to persuade staff to change their priorities without damaging relationships?	8	4.31	5
Is able to meet deadlines on time?	8	4.47	6
Is able to think from another's point of view?	7	3.47	7
Is able to train and support staff so they may effectively and efficiently achieve outcomes?	8	4.53	8
Is able to persuade others from all levels in the organisation to gain their commitment to something, without the use of his/her authority?	8	4.64	9
Encourages his/her staff to be innovative, empowering them to think outside the box?	8	4.86	10
Is able to embrace changes in the workplace and encourage his/her staff to do so?	9	6.28	11
Defends his/her own ideas tactfully yet firmly and confidently in front of a group of people?	8	5.56	12
Is able to break down complex ideas in order to explain them to others?	8	5.61	13



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 as 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 the raters responded to were as follows:

- What are Mr. Smith's greatest strengths?
- Thinking of non-productive behaviours that Mr. Smith may exhibit, which ones if changed, would provide the most benefits?
- What are 2 – 3 things Mr. Smith could do differently to be more effective as a manager at the organisation?
- What other comments do you have that may aid Mr. Smith's growth and development?
- In what specific way do you think Mr. Smith has grown professionally in the past year?

It is hoped these comments will 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 Mr. Smith's greatest strengths?

- JS is in full command of his emotional reactions to the situation. He handles pressure well, not cracking easily, and expresses himself clearly regardless of his inner emotional state.
- very focused on delivery - over 2008 JS has recognised some of the areas he could improve in himself and over the course of the year has addresses these issues
- enthusiasium, energy, great work ethic
- Technical knowledge and backgroud is right to assume the role that he has been given
- Natural leader. open minded. analytical.
- Directive, Assertive, punctual, works hard and does not give up attitude.
- A strong drive and desire to successfully achieve assigned tasks; dedication of purpose; understanding of engineering process as adopted by the Company; domain knowledge.
- Extremely motivated and driven

Thinking of non-productive behaviours that Mr. Smith may exhibit, which ones if changed, would provide the most benefits?

- Give more coaching/mentoring support when delegating difficult tasks. It takes time that JS lacks but will mean that people become more effective more rapidly and thus give him more time back in the long run.
- JS has good relationships with management, this is not the view of the general staff
- Project management skills negotiations skills
- time management, delegation, customer focus
- poor listnening skills, micro-mananging style, feedback often taken personally.
- Does not engage key stakeholders in sufficiently timely and informative manner;

What are 2-3 things Mr. Smith could do differently to be more effective as a manager at the organisation?

- build relationship with managers
- Sharing information periodically within the team
- Improve negotiation skills, better prepare for meetings and discussions, better time management and delegation
- Accept responsibility whether things go well or badly. Retain interest and motivation in a problem even when it is going badly.



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

- Being agent of change in introducing a new organisation in our company
Undertanding the needs of the program and provide the necessary support
Managing priorities
- He should be more pro-active towards customers(internal) requirements and needs

In what specific way do you think Mr. Smith has grown professionally in the past year?

- He has developed quickly a rapid understanding of his new role and is showing very rapid improvement in understanding his customers
- He has taken on a difficult team and learnt some management skills
- Greater assumption of personal responsibility within appointed role.



6. Detailed behavior 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
Communication Skills											
Asks the right questions to get the right information, the first time?	Self	6					👤				
	Boss	3.33			👤						
	Peer(s)	6.5						👥			
	DR(s)	4.5				👥					
	Other(s)	n/a									
Communicates information effectively to all levels of the organisation?	Self	4			👤						
	Boss	3.33			👤						
	Peer(s)	5.25					👥				
	DR(s)	4.5				👥					
	Other(s)	n/a									
Communicates information promptly and effectively to team members and direct reports?	Self	4			👤						
	Boss	5.33					👤				
	Peer(s)	4.5				👥					
	DR(s)	5.5					👥				
	Other(s)	n/a									
Communicates information promptly and effectively to superiors?	Self	6					👤				
	Boss	4.33				👤					
	Peer(s)	1.5	👥								
	DR(s)	6						👥			
	Other(s)	n/a									
Communicates information effectively to people external to the organisation?	Self	6					👤				
	Boss	3.67			👤						
	Peer(s)	2.5		👥							
	DR(s)	5				👥					
	Other(s)	n/a									
Initiates prompt communication with the appropriate personnel when problems arise?	Self	8							👤		
	Boss	3.67			👤						
	Peer(s)	7						👥			
	DR(s)	7.5						👥			
	Other(s)	n/a									



Is well organised, using time and budget resources efficiently?	Self	4	
	Boss	4	
	Peer(s)	6.5	
	DR(s)	4.5	
	Other(s)	n/a	

Legend: DR = Direct report (Subordinate) Other = Other

COMPETENCY		1	2	3	4	5	6	7	8	9	10
Leadership and Management											
Is a motivator, getting the very best out of people?	Self	9									
	Boss	3.67									
	Peer(s)	6.75									
	DR(s)	4.5									
	Other(s)	n/a									
Is able to train and support staff so they may effectively and efficiently achieve outcomes?	Self	8									
	Boss	3.33									
	Peer(s)	6.75									
	DR(s)	3.5									
	Other(s)	n/a									
Is a role model for staff, modelling organisationally appropriate behaviour?	Self	7									
	Boss	4									
	Peer(s)	6.25									
	DR(s)	4.5									
	Other(s)	n/a									
Is able to perceive peoples' strengths and weaknesses, using delegation as a development opportunity?	Self	6									
	Boss	3.67									
	Peer(s)	6.5									
	DR(s)	5.5									
	Other(s)	n/a									
Is able to effectively delegate?	Self	5									
	Boss	3.67									
	Peer(s)	6.75									
	DR(s)	4.5									
	Other(s)	n/a									
Is able to provide useful feedback to his/her staff, be it positive or negative?	Self	7									
	Boss	5.33									
	Peer(s)	5.5									
	DR(s)	8									
	Other(s)	n/a									



Is able to empathise with his/her staff, understanding their concerns and maintaining constructive relationships?	Self	7	
	Boss	6	
	Peer(s)	5.75	
	DR(s)	5.5	
	Other(s)	n/a	

Legend: DR = Direct report (Subordinate) Other = Other

COMPETENCY		1	2	3	4	5	6	7	8	9	10
Planning and Organising											
Is able to plan his/her day and manage time effectively, to successfully complete all required tasks?	Self	6									
	Boss	4									
	Peer(s)	4.75									
	DR(s)	5									
	Other(s)	n/a									
Is able to recognise outcomes that should be prioritised and subsequently shifts the focus of their staff to those outcomes?	Self	7									
	Boss	4.33									
	Peer(s)	7									
	DR(s)	4.5									
	Other(s)	n/a									
Is able to organise tasks to ensure smooth, coordinated efforts towards both short and long term goals?	Self	5									
	Boss	4									
	Peer(s)	6.75									
	DR(s)	3									
	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	7									
	Boss	5.33									
	Peer(s)	6.5									
	DR(s)	4									
	Other(s)	n/a									

Legend: DR = Direct report (Subordinate) Other = Other

COMPETENCY		1	2	3	4	5	6	7	8	9	10
Commercial Astuteness											
Is able to break down complex ideas in order to explain them to others?	Self	8									
	Boss	4.33									
	Peer(s)	5.5									
	DR(s)	7									
	Other(s)	n/a									
Is able to use basic financial tools and metrics to analyse the	Self	8									



business?	Boss 5.33	
	Peer(s) 8	
	DR(s) 9	
	Other(s) n/a	
Is able to build an argument using various sources of information and analytical tools?	Self 8	
	Boss 4.67	
	Peer(s) 7.5	
	DR(s) 8	
Is able to estimate outcomes of ideas, in order to separate the bad ideas from the good?	Self 6	
	Boss 6	
	Peer(s) 5.75	
	DR(s) 7.5	
Is able to learn new tasks / procedures / policies quickly?	Self 7	
	Boss 7.33	
	Peer(s) 8	
	DR(s) 8	
Other(s) n/a		

Legend: DR = Direct report (Subordinate) Other = Other

COMPETENCY	1	2	3	4	5	6	7	8	9	10
Influencing Skills										
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 8									
	Boss 3.67									
	Peer(s) 6.25									
	DR(s) 4									
Other(s) n/a										
Is able to persuade staff to change their priorities without damaging relationships?	Self 8									
	Boss 3.67									
	Peer(s) 5.75									
	DR(s) 3.5									
Other(s) n/a										
Is able to negotiate effectively for limited resources?	Self 8									
	Boss 3.67									
	Peer(s) 5									
	DR(s) 3.5									
Other(s) n/a										
Is able to think from another's point of view?	Self 7									



	Boss 3.67	
	Peer(s) 2.75	
	DR(s) 4	
	Other(s) n/a	
Is able to explain the rationale behind organisational policies to his/her staff?	Self 8	
	Boss 4.67	
	Peer(s) 5.75	
	DR(s) 7	
	Other(s) n/a	
Is assertive and courageous in presenting and defending new or difficult ideas to people within and outside of the organisation?	Self 8	
	Boss 5.33	
	Peer(s) 7.5	
	DR(s) 9	
	Other(s) n/a	

Legend: DR = Direct report (Subordinate) Other = Other

COMPETENCY		1	2	3	4	5	6	7	8	9	10
Innovation and Change											
Is able to embrace changes in the workplace and encourage his/her staff to do so?	Self 9										
	Boss 6.33										
	Peer(s) 7										
	DR(s) 5.5										
	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 6.33										
	Peer(s) 7										
	DR(s) 5.5										
	Other(s) n/a										
Encourages his/her staff to be innovative, empowering them to think outside the box?	Self 8										
	Boss 6.33										
	Peer(s) 3.25										
	DR(s) 5										
	Other(s) n/a										
Recognises opportunities for the organisation when they appear, and move quickly to implement change when the market requires this?	Self 8										
	Boss 4.33										
	Peer(s) 3.75										
	DR(s) 3.5										
	Other(s) n/a										

Legend: DR = Direct report (Subordinate) Other = Other



COMPETENCY		1	2	3	4	5	6	7	8	9	10
Strategic Thinking											
Is able to understand the organisation's long-term strategy and direction?	Self	9									
	Boss	5									
	Peer(s)	5.75									
	DR(s)	5									
	Other(s)	n/a									
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	5									
	Boss	5									
	Peer(s)	4.75									
	DR(s)	8									
	Other(s)	n/a									
Takes a long-term perspective on problems and opportunities in the market?	Self	7									
	Boss	4.67									
	Peer(s)	3.75									
	DR(s)	6									
	Other(s)	n/a									
Considers various opportunities based on whether they leverage the organisation's competitive advantage?	Self	6									
	Boss	5									
	Peer(s)	4.75									
	DR(s)	6.5									
	Other(s)	n/a									

Legend: DR = Direct report (Subordinate) Other = Other

COMPETENCY		1	2	3	4	5	6	7	8	9	10
Presentation Skills											
Is able to get his/her message across effectively when doing public speaking, or speaking in front of a group of staff?	Self	6									
	Boss	2.67									
	Peer(s)	4.5									
	DR(s)	6.5									
	Other(s)	n/a									
Presents his/her thoughts logically and with confidence?	Self	6									
	Boss	4.33									
	Peer(s)	7.5									
	DR(s)	7.5									
	Other(s)	n/a									
Is able to incorporate ideas from others into his/her presentations?	Self	6									
	Boss	5									
	Peer(s)	7.25									



	 DR(s) 7.5	
	 Other(s) n/a	
Defends his/her own ideas tactfully yet firmly and confidently in front of a group of people?	 Self 8	
	 Boss 3.67	
	 Peer(s) 7	
	 DR(s) 6	
	 Other(s) n/a	
Is able to run meetings efficiently, getting others' input whilst finishing on time?	 Self 7	
	 Boss 4.33	
	 Peer(s) 6.25	
	 DR(s) 4	
	 Other(s) n/a	

Legend: DR = Direct report (Subordinate) Other = Other

