

## INDIVIDUAL WORK PERFORMANCE REVIEW

DEVELOPED BY:

JVR PSYCHOMETRICS



**FOR:** EMPLOYEE X  
**ORGANISATION:** ORGANISATION X  
**DATE:** Thursday, 17 March 2022

### CONFIDENTIAL REPORT

The information in this report is confidential and must not be made known to anyone other than authorised personnel, unless released by expressed written permission of the person taking the assessment. The information should be considered together with all other information gathered in the assessment process.

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## INTRODUCTION

The Individual Work Performance Review (IWPR) is a South African-developed performance review that measures the actions taken by employees to achieve organisational goals. It consists of five performance dimensions that reflect value-creating or counterproductive behaviours at work. The responses of the raters to the assessment questions are compared to those of other employees. It is not intended to replace job descriptions but to provide information to supplement performance feedback.

### PLEASE KEEP THE FOLLOWING POINTS IN MIND:

- The report describes your likely performance as observed by raters, but does not directly measure objective performance (e.g., number of policies sold in a sales position).
- The results are in part based on others' observations of your performance (reputation), which may not necessarily reflect the way you see yourself (identity).
- Each job has unique requirements and the appropriate levels of performance required in each job may differ.

### THE REPORT INCLUDES THE FOLLOWING SECTIONS:

- Description of the scales (and interpretation guidelines)
- An individual's profile
- Facet results
- Performance goal setting exercises

It is generally agreed that the best development processes are where you can leverage your strengths to mitigate your weaknesses. The first step to self-development is self-insight, and we trust that this feedback will provide you with that insight.

## DESCRIPTION OF SCALES

<b>IN-ROLE PERFORMANCE</b>	The effectiveness and efficiency with which employees perform activities that are required by the job. These behaviours could be viewed as the core things that employees do to make the organisation effective.
<b>EXTRA-ROLE PERFORMANCE</b>	Voluntary acts aimed at benefitting co-workers and the team that is not part of existing work responsibilities. These behaviours shape the team in such a way that it creates a work setting that contributes to team effectiveness.
<b>ADAPTIVE PERFORMANCE</b>	Employees' resilience to perform when dealing with crises or uncertainty. It also reflects employees' interpersonal flexibility when working with co-workers that have different views.
<b>LEADERSHIP PERFORMANCE</b>	The effectiveness with which an employee can influence co-workers to achieve collective goals. Leadership can be exercised by any employee that uses influence tactics to help the team achieve its goals.
<b>COUNTERPRODUCTIVE PERFORMANCE</b>	Intentional or unintentional acts by an employee that directly or indirectly undermines the effectiveness with which teams achieve their goals.

## INTERPRETATION GUIDELINES

Your results are presented using scores that have an average of 5.

### THE FOLLOWING INTERPRETATIONS APPLY TO THE INDIVIDUAL'S RESULTS:

- A high score (7 to 9) suggests that you fall in the top 23% compared to other employees in the organisation. High scores reflect that you outperform other employees in your organisation on this scale.
- A mid score (4 to 6) indicates that you fall in the middle 54% compared to other employees in the organisation. Average scores suggest that you make adequate contributions, but through development, might differentiate yourself as a top performer.
- A low score (1 to 3) indicates that you fall in the bottom 23% compared to other employees in the organisation on this scale. These low scores suggest that you will likely benefit from developing these areas to be perceived as a contributing team member.

The scores for the five performance dimensions of the Individual Work Performance Review are presented on the next page. Performance scores are divided between self- (Identity) and co-workers' ratings (Reputation). Co-workers' ratings could include followers, peers, and/or managers' observations.

## YOUR PROFILE OVERVIEW

Your profile scores are summarised according to five broad dimensions below. This is an overview of your scores on the five performance dimensions, portrayed as either **Identity** or **Reputation**.

- Identity (**I**) reflects a self or more subjective rating of your performance.
- Reputation (**R**) reflects observers' (other) or more objective ratings of your performance.

Broad scores indicate the everyday actions that you take to help your organisation achieve its goals. More specific behaviours are described by the narrow dimensions and scores on the following pages.

			LOW (1-3)	MID (4-6)	HIGH (7-9)
<b>I</b>	<b>IN-ROLE PERFORMANCE</b>	<b>4</b>	■ ■ ■	■	
<b>R</b>	<b>IN-ROLE PERFORMANCE</b>	<b>5</b>	■ ■ ■	■ ■	
<b>I</b>	<b>EXTRA-ROLE PERFORMANCE</b>	<b>4</b>	■ ■ ■ ■		
<b>R</b>	<b>EXTRA-ROLE PERFORMANCE</b>	<b>8</b>	■ ■ ■ ■ ■ ■ ■ ■		
<b>I</b>	<b>ADAPTIVE PERFORMANCE</b>	<b>4</b>	■ ■ ■ ■		
<b>R</b>	<b>ADAPTIVE PERFORMANCE</b>	<b>8</b>	■ ■ ■ ■ ■ ■ ■ ■		
<b>I</b>	<b>LEADERSHIP PERFORMANCE</b>	<b>3</b>	■ ■ ■		
<b>R</b>	<b>LEADERSHIP PERFORMANCE</b>	<b>6</b>	■ ■ ■ ■ ■ ■		
<b>I</b>	<b>COUNTER PERFORMANCE</b>	<b>4</b>	■ ■ ■ ■		
<b>R</b>	<b>COUNTER PERFORMANCE</b>	<b>4</b>	■ ■ ■ ■		

### THE FOLLOWING INTERPRETATIONS APPLY TO IDENTITY AND REPUTATION SCORES:

- When your scores on Reputation are higher than your scores on Identity, you might be overly critical of your performance and may need to adjust your self-evaluations to increase your self-esteem at work.

- When your scores on Identity are higher than your scores on Reputation, you might have an inflated sense of your performance and may need to seek feedback from your manager to identify areas where you can improve your performance and increase your reputation at work.

Employees that manage their performance well can accurately weigh their subjective with objective ratings of their performance and use the feedback to maximize their impact on overall organisational effectiveness by honing in on their strengths or developing performance areas of concern.

## IN-ROLE PERFORMANCE

		LOW (1-3)	MID (4-6)	HIGH (7-9)
I	IN-ROLE PERFORMANCE	4		
R	IN-ROLE PERFORMANCE	5		

**Low performers** might struggle to meet the standards required by their job. **High performers** are more likely to outperform others at effectively and efficiently achieving their core tasks.

		LOW (1 to 3)	MID (4-6)	HIGH (7-9)
I	QUALITY OF WORK	3		
R	QUALITY OF WORK	7		

**Low performers** might be less thorough and miss important details at work, which could lead to more mistakes made on the job. **High performers** are prone to be meticulous and pay careful attention to their daily tasks, thereby ensuring excellence.

		LOW (1 to 3)	MID (4-6)	HIGH (7-9)
I	QUANTITY OF WORK	4		
R	QUANTITY OF WORK	4		

**Low performers** might struggle to meet the requirements, in terms of outputs required, set by their role. **High performers** are likely to outperform others at achieving challenging work goals in both the expected output and timeframe required.

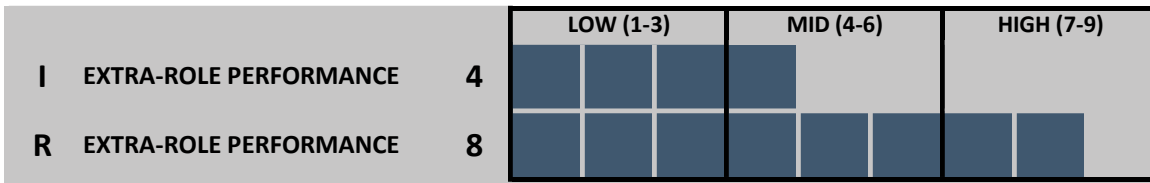
		LOW (1 to 3)	MID (4-6)	HIGH (7-9)
I	RULE ADHERENCE	6		
R	RULE ADHERENCE	7		

**Low performers** might resist or try to bend informal and formal rules and regulations of the organisation. **High performers** tend to comply with rules, or sometimes even champion principles set out by the organisation, by encouraging co-workers to follow rules.

		LOW (1 to 3)	MID (4-6)	HIGH (7-9)
I	TECHNICAL PERFORMANCE	4		
R	TECHNICAL PERFORMANCE	5		

**Low performers** may struggle to perform tasks that require a high level of expertise. **High performers** are likely to be viewed as a highly trusted source of expert advice on complicated tasks that are highly differentiated.

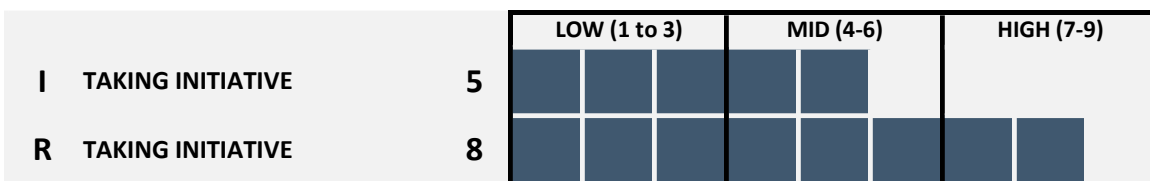
## EXTRA-ROLE PERFORMANCE



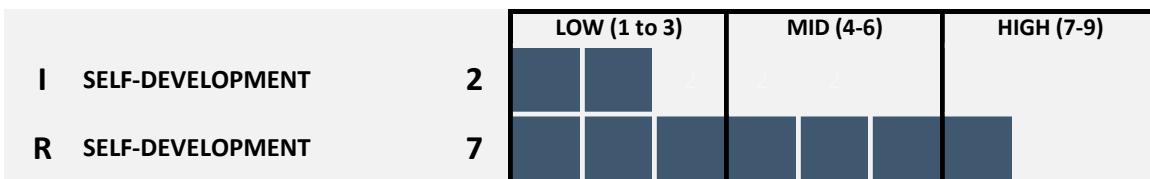
**Low performers** may prefer to stick to the basic requirements of their job. **High performers** voluntarily take on tasks outside of their responsibilities that benefit the team.



**Low performers** might be less team-orientated and prefer to work independently on their priorities. **High performers** are likely to put their priorities aside to help co-workers achieve their goals.



**Low performers** are likely to wait for instruction and limit their effort to what is expected of them. **High performers** are likely to display self-starting behaviour and do far more than what is required of them.



**Low performers** may miss out on learning opportunities and stick to tasks that they are comfortable with. **High performers** are likely to embrace learning and are constantly looking for opportunities to improve their competence.



**Low performers** are likely to stay within the boundaries of their job and passively adjust to change. **High performers** are likely to see opportunities where others see problems and frequently generate new ideas to make the team more effective.

## IN-ROLE VS EXTRA-ROLE

This section highlights the balance between your in-role and extra-role performance scores and outlines the implications of out-of-balance scores (flagged in red).

### comparison for: **QUALITY OF WORK VS TAKING INITIATIVE**



Employees with a bar closer to **QUALITY** might be rigidly focused on getting tasks perfect, rather than finishing old tasks and initiating new priorities. Employees with a bar closer to **INITIATIVE** might too frequently initiate new tasks (perhaps out of boredom) to the detriment of the standard of work on existing tasks.

### comparison for: **QUANTITY OF WORK VS HELPFUL BEHAVIOUR**



Employees with a bar closer to **QUANTITY** might be less cooperative and overly focused on meeting deliverables associated with their own work. Employees with a bar closer to **HELPFUL** might be overly concerned with their reputation as being generous or struggle to put boundaries in place, which might harm their ability to deliver on their job requirements.

### comparison for: **RULE ADHERENCE VS INNOVATIVE BEHAVIOUR**



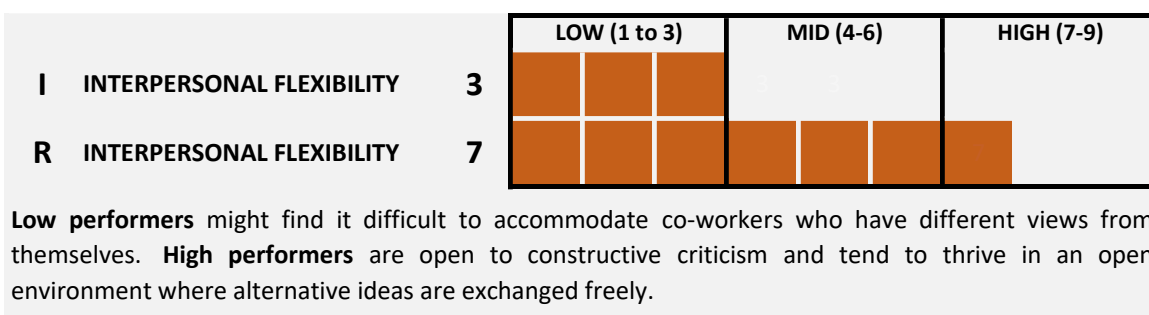
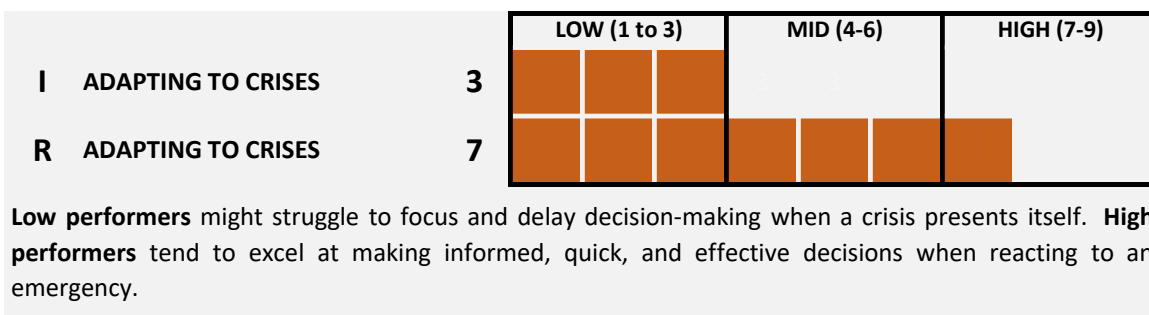
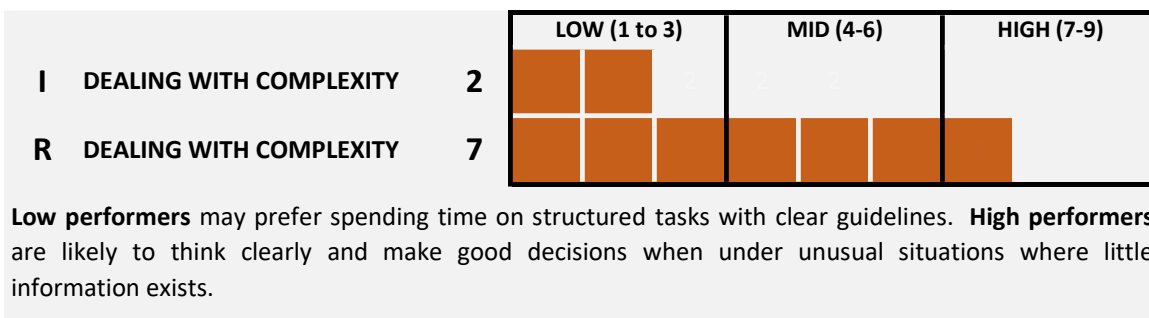
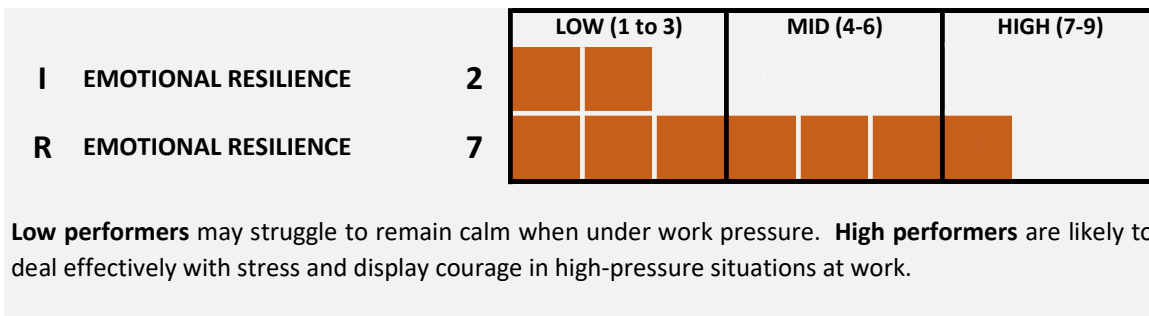
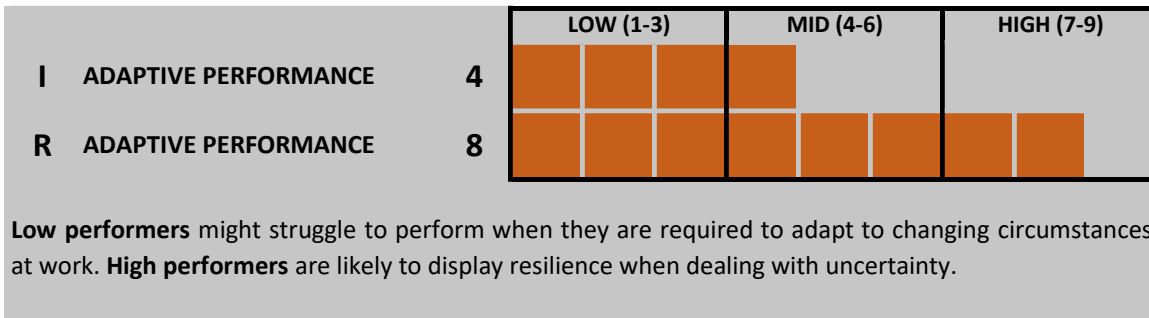
Employees with a bar closer to **RULES** are more likely to be overly self-restrictive in terms of following established ways of doing things in the organisation, which could lead to stagnation. Employees with a bar closer to **INNOVATE** might take chances that are very high in risk, which could negatively impact stakeholders that were not initially considered.

### comparison for: **TECHNICAL PERFORMANCE VS SELF-DEVELOPMENT**



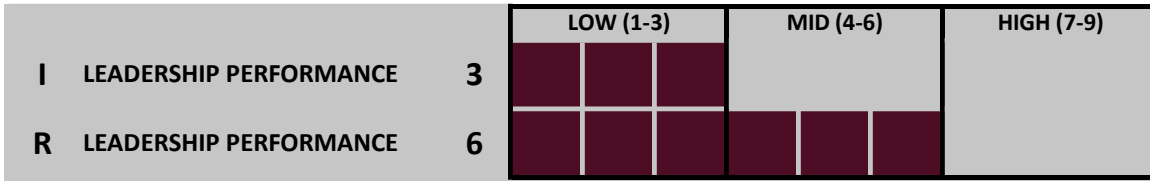
Employees with a bar closer to **TECHNICAL** might currently have a high degree of technical proficiency but neglect updating the knowledge and skills required to maintain their performance in the future. Employees with a bar closer to **DEVELOP** might frequently engage in self-development but struggle to translate what they have learned into technical value-add for the organisation.

## ADAPTIVE PERFORMANCE





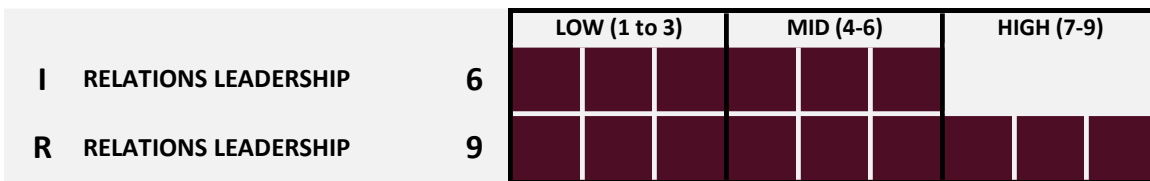
## LEADERSHIP PERFORMANCE



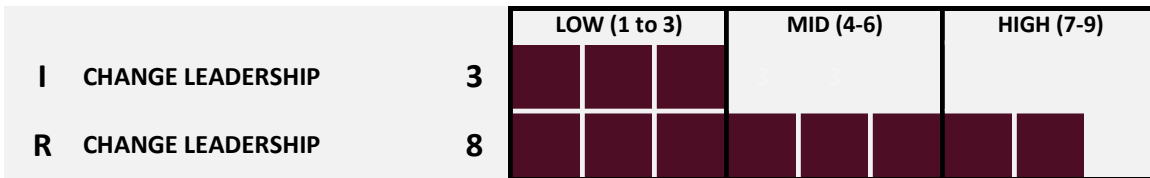
**Low performers** might find it difficult to interpersonally assert themselves in a team. **High performers** are more likely to strategically apply day-to-day influence tactics to help the team achieve its goals.



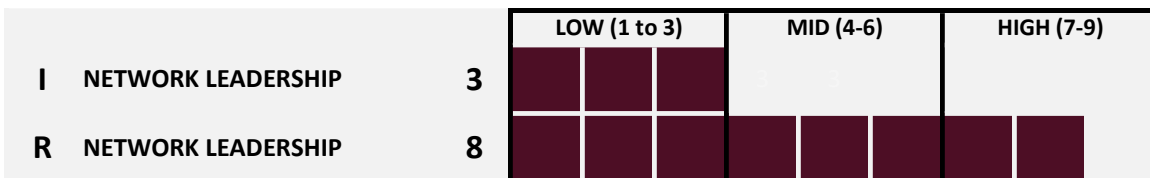
**Low performers** tend to follow co-worker's directions when team priorities are determined and pursued. **High performers** tend to take the lead when co-workers efforts need to be directed towards the setting and achievement of team goals.



**Low performers** are more likely to focus on work priorities of personal significance. **High performers** might invest a significant portion of their time into kind acts aimed at empowering (motivating) co-workers' to function as contributing team members.



**Low performers** are more comfortable maintaining the current situation. **High performers** are likely to inspire co-workers to think differently about their work by creating an attractive vision and encouraging experimentation with new ideas.



**Low performers** might be more comfortable engaging in established and "safe" relationships within an organisation. **High performers** tend to establish valued networks to connect co-workers with relevant people inside and outside the organisation.

# LEADERSHIP STYLE

This section highlights the type of leadership style that you are likely to adopt when inspiring or directing others, based on the combination of your displayed leadership behaviours. Careful consideration needs to be given to the relevance of your style to the job.

		APPROACH TO INSPIRING			
		LOW	TASK-ORIENTATED	HIGH	
CHANGE/ NETWORK-ORIENTATED	HIGH		POLITICAL	TRANSFORMATIONAL	<b>TRANSFORMATIONAL</b> Inspire by challenging convention and motivate co-workers to achieve a clearly defined vision.
	LOW	LAISSEZ-FAIRE	TRANSFORMATIONAL	TRANSACTONAL	<b>TRANSACTIONAL</b> Influence by rationally monitoring co-workers' efforts and taking corrective action when problems occur.
					<b>LAISSEZ-FAIRE</b> Provide little guidance, avoid decision-making, and prefer to let co-workers do what they must.
					<b>POLITICAL</b> Highly charismatic and well connected but might not always deliver on their idealised future.

		APPROACH TO DIRECTING			
		LOW	TASK-ORIENTATED	HIGH	
RELATIONS-ORIENTATED	HIGH		COMPLAISANT	COACHING	<b>COACHING</b> Play an active role in managing performance and aid co-workers' development, to achieve goals.
	LOW	WITHDRAWN	COACHING	DIRECTIVE	<b>DIRECTIVE</b> Closely monitor the work of co-workers and might sometimes be experienced as authoritative.
					<b>WITHDRAWN</b> Avoid responsibility, tend to withdraw, and appear to only step in when a problem arises.
					<b>COMPLAISANT</b> Might be overly accommodating towards co-workers, to the extent that organisational goals are compromised.

## COUNTERPRODUCTIVE PERFORMANCE

			LOW (1-3)	MID (4-6)	HIGH (7-9)
I	COUNTER PERFORMANCE	4	■	■	
R	COUNTER PERFORMANCE	4	■	■	

**Low performers** are more inclined to balance what is good for themselves and others to ensure team effectiveness. **High performers** might undermine the effectiveness of the team by being closed to feedback and undermining relationships in the team.

			LOW (1 to 3)	MID (4-6)	HIGH (7-9)
I	INTERPERSONAL RUDENESS	3	■		
R	INTERPERSONAL RUDENESS	2	■		

**Low performers** are more likely to uphold beneficent relationships that are built on mutual respect and trust. **High performers** might be viewed as inconsiderate to co-workers' needs.

			LOW (1 to 3)	MID (4-6)	HIGH (7-9)
I	WITHHOLDING EFFORT	2	■		
R	WITHHOLDING EFFORT	5	■	■	

**Low performers** tend to be enthusiastic about their work and put in the necessary effort to help the team succeed. **High performers** are likely to be unmotivated by their work and seek distractions from day-to-day tasks.

			LOW (1 to 3)	MID (4-6)	HIGH (7-9)
I	STAGNATION	1	■		
R	STAGNATION	2	■		

**Low performers** tend to find new developments in their field interesting and make the most of learning opportunities. **High performers** might be resistant to learning new things, preferring more established (in some cases outdated) practices.

			LOW (1 to 3)	MID (4-6)	HIGH (7-9)
I	STUBBORN RESISTANCE	1	■		
R	STUBBORN RESISTANCE	1	■		

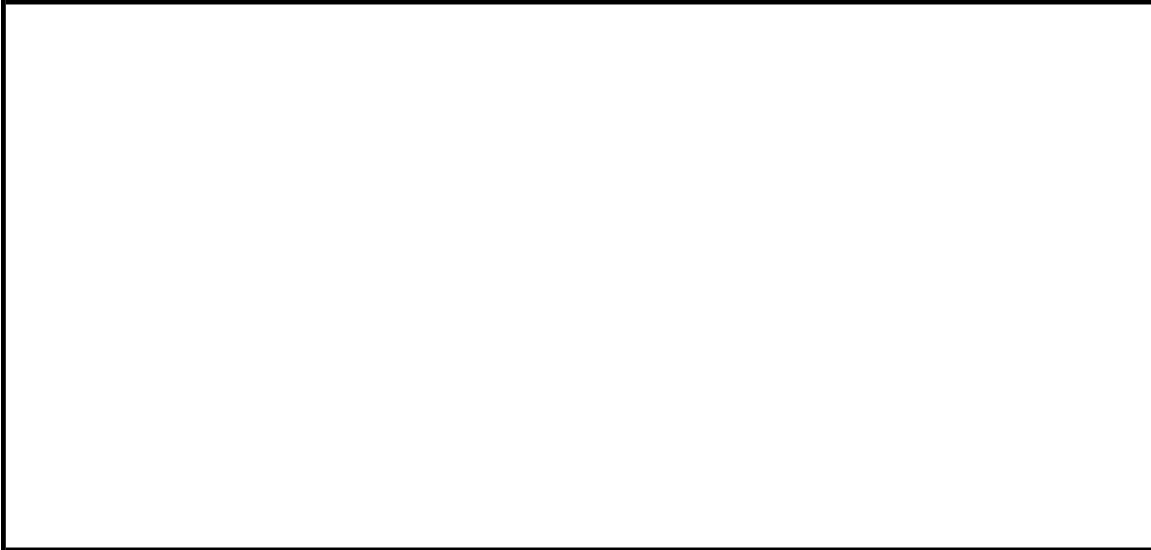
**Low performers** are likely to be open to suggestions for change and dedicate themselves to agreed-upon team priorities. **High performers** might be closed to constructive feedback, irrespective of the evidence provided, and work against team priorities.

## PERFORMANCE DEVELOPMENT WORKBOOK

Goal setting refers to the process of when a person decides what the outcome or aim of their actions should be. Goal setting can help you to sharpen your focus on specific performance areas that are likely to help you excel at work.

### STEP 1: INSIGHT

Read through your report carefully. Make a note of the things that you believe are the most important aspects you have learnt about your performance at work.



### STEP 2: IDENTIFY A MAJOR PERFORMANCE GOAL

Spend some time to visualise how your ideal performance could look like if you were to build on existing strengths or developed specific areas in your profile. Try to align your performance ideals with broader priorities that are important to you, i.e., becoming an executive or being an authority on a subject.



# PERFORMANCE DEVELOPMENT WORKBOOK

## STEP 3: SET SPECIFIC PERFORMANCE GOALS

Identify three specific outcomes, tied to your performance profile, that will give you the most leverage over your future performance ideal. You can also highlight details around timeframe required and metrics that would indicate progress towards your performance goals.

GOALS	DETAIL
1	1
2	2
3	3

## STEP 4: TEST YOUR MOTIVATION

Reflect on the below statements to determine whether you are motivated to achieve your specific performance goals. If you cannot answer yes to at least five of the questions, reconsider your goal/s.

		Yes	No
1	This goal is going to challenge me.		
2	This goal is specific.		
3	This goal is important to me.		
4	This goal is practical.		
5	This goal excites me.		
6	I am willing to dedicate myself to this goal.		
7	I will put in extra effort to achieve this goal.		
8	This goal is aligned with the priorities of my team.		

# PERFORMANCE DEVELOPMENT WORKBOOK

## STEP 5: IDENTIFY POSSIBLE OBSTACLES

While writing down each goal, also consider possible obstacles to your goals and realistic ways to overcome them.

POSSIBLE OBSTACLES TO SPECIFIC PERFORMANCE GOALS	
1	
2	
3	

## STEP 6: ACTION PLANNING

Think of specific actions that will help you to achieve your performance goals. Try to create habits by automating certain behaviours aimed at achieving your goals. This can be done by using the "if" and "then" statements. For example, someone lower on quality of work might use the following statements:

**IF** I spot errors in \_\_\_\_\_, **THEN** I will improve or optimise the quality of my outputs by asking co-worker X to review my work for logical errors, ideally X weeks in advance of submission.

Make sure that "if" and "then" statements consider the when, where, and how of actions. Specific statements serve as action scripts that you can easily fall back on to achieve your goals. Make sure that you incorporate your job description when thinking about actions.

IF	THEN
1	1

## PERFORMANCE DEVELOPMENT WORKBOOK

IF	THEN
2	2
3	3

### STEP 6: REFLECT AND LEARN

Reflect on the relevance of your goals and the effectiveness of your strategies for each goal in order to learn from your experience. Then, if necessary, revisit Steps 3, 4, or 5 to maintain or increase your performance.

RELEVANCE OF GOALS	EFFECTIVENESS OF STRATEGIES
1	1
2	2
3	3

## PRACTITIONER'S SECTION

### GENERAL DIMENSION

**Low scorers** might find it difficult to meaningfully cooperate in value-creating acts that serve the organisation in achieving its goals. **High scorers** are more likely to display behaviour that is valued by organisations and help organisations to achieve their cooperative goals.

		LOW (1-3)	MID (4-6)	HIGH (7-9)
<b>PRO-ORGANISATIONAL</b>	<b>7</b>			
QUALITY OF WORK	7			
QUANTITY OF WORK	4			
RULE ADHERENCE	7			
TECHNICAL PERFORMANCE	5			
HELPFUL BEHAVIOURS	9			
TAKING INITIATIVE	8			
SELF-DEVELOPMENT	7			
INNOVATIVE BEHAVIOUR	8			
EMOTIONAL RESILIENCE	7			
DEALING WITH COMPLEXITY	7			
ADAPTING TO CRISES	7			
INTERPERSONAL FLEXIBILITY	9			
TASK LEADERSHIP	5			
RELATIONS LEADERSHIP	9			
CHANGE LEADERSHIP	8			
NETWORK LEADERSHIP	8			

\* The pro-organisational behaviour scores is reputation-based.



# LIST OF IF / THEN EXAMPLES FOR DEVELOPMENT

## QUALITY OF WORK

IF I spot errors in \_\_\_\_\_, THEN I will improve or optimise the quality of my outputs by \_\_\_\_\_. EXAMPLE: Asking co-worker X to review my work for logical errors, ideally X weeks in advance of submission.

## QUANTITY OF WORK

IF my \_\_\_\_\_ decreases below \_\_\_\_\_ by date X, THEN I will \_\_\_\_\_. EXAMPLE: Schedule an hour discussion with manager X on date X to set challenging, realistic, and specific goal X and align goal X with my career interests and aspirations.

## RULE ADHERENCE

IF I break \_\_\_\_\_, THEN I will take ownership by \_\_\_\_\_. EXAMPLE: Writing down the implications of my rule-breaking for myself and other stakeholders on date X and submit my recommendation to amend rules to representative X if necessary.

## TECHNICAL PERFORMANCE

IF I am not technically proficient to master \_\_\_\_\_, THEN I will \_\_\_\_\_. EXAMPLE: Seek knowledge and skills from learning institution X on date X. I will ask colleague X to mentor me for the duration of date X while I acquire knowledge and experiment with new skills on X.

## HELPFUL BEHAVIOURS

IF \_\_\_\_\_ a co-worker achieves an important career milestone at work, THEN I will celebrate that success by \_\_\_\_\_. EXAMPLE: Publicly acknowledging the achievement via platform X on date X. I will ensure that the gesture is appropriate and fair towards all co-workers.

## TAKING INITIATIVE

IF \_\_\_\_\_ requires a collaborative effort, THEN I will \_\_\_\_\_. EXAMPLE: Take responsibility for task X, not directly assigned to me during team meeting X, to assist my co-workers. I will ensure that I can still address my own workload.

## SELF-DEVELOPMENT

IF I identify gaps in my knowledge and skills on \_\_\_\_\_, THEN I will \_\_\_\_\_. EXAMPLE: Create a personal development plan and share it with co-workers on date X that contain specific learning goals, resources required, and an action plan to hold myself to account.

## INNOVATIVE BEHAVIOUR

IF I think that \_\_\_\_\_ can improve at work, THEN I will \_\_\_\_\_. EXAMPLE: Voice my recommendations via platform X to manager X. If I have the autonomy to implement idea X in date X, then I will focus on lessons learned from mistakes, rather than punishing myself for experimenting.

## EMOTIONAL RESILIENCE

IF \_\_\_\_\_ becomes overwhelming, THEN I will \_\_\_\_\_. EXAMPLE: Seek the appropriate emotional support from professional X during date X and reduce the stress associated with work by adjusting or clarifying job responsibilities with Manager X on date X.

## DEALING WITH COMPLEXITY

IF I have to work on \_\_\_\_\_, THEN I will \_\_\_\_\_. EXAMPLE: search for additional information on problem X from credible source X in date X to think about the problem from different perspectives.

# LIST OF IF / THEN EXAMPLES FOR DEVELOPMENT

## ADAPTING TO CRISES

**IF** \_\_\_\_\_ happens, **THEN** I will \_\_\_\_\_. **EXAMPLE:** Put a strategy and related steps by date X into place, namely (1) define the problem, (2) list and minimise threats, (3) create support structures, (4) examine alternatives, (5) design action plans, and (6) obtain commitment.

## INTERPERSONAL FLEXIBILITY

**IF** I am in an argument with \_\_\_\_\_, **THEN** I will \_\_\_\_\_. **EXAMPLE:** Refrain from making too early judgements of views that differ from my own at meeting X and respectfully emphasize the logical points of my argument to reason my point when I feel calm.

## TASK LEADERSHIP

**IF** I am required to take the initiative on \_\_\_\_\_, **THEN** I will \_\_\_\_\_. **EXAMPLE:** Demonstrate leadership by setting clear and challenging goal X for team X by date X and clarify mutual expectations when my teams' efforts on goal X are not aligned.

## RELATIONS LEADERSHIP

**IF** co-workers express work-related challenges on \_\_\_\_\_, **THEN** I will \_\_\_\_\_. **EXAMPLE:** Empower co-workers by availing myself via platform X on X date for peer coaching or mentoring sessions in order to enhance the sharing of knowledge and skills.

## CHANGE LEADERSHIP

**IF** new developments on \_\_\_\_\_ emerge, **THEN** I will \_\_\_\_\_. **EXAMPLE:** Take the lead by being one of the first five employees that experiment with idea X and share my findings by date X. I will also build a good business case for what the implications of idea X in our team.

## NETWORK LEADERSHIP

**IF** the next \_\_\_\_\_ occurs, **THEN** I will \_\_\_\_\_. **EXAMPLE:** Think strategically about event X by actively engaging in relationship-building tactics, such as finding common interests, to help me establish new connections and get at least X amount of business contact details.

## INTERPERSONAL RUDENESS

**IF** a co-worker gets upset with me about \_\_\_\_\_, **THEN** I will \_\_\_\_\_. **EXAMPLE:** Ask neutral and honest co-worker X who also attends meeting X for examples of behaviours that I can experiment with to be more considerate during the next X meeting.

## WITHHOLDING EFFORT

**IF** I notice that my efforts on \_\_\_\_\_ fall short by day X, **THEN** I will \_\_\_\_\_. **EXAMPLE:** Set specific and difficult enough goal X to motivate me to perform at X by date X. I will also test the realism or explore and remove possible obstacles to goal X.

## STAGNATION

**IF** I lack the motivation to learn about \_\_\_\_\_, **THEN** I will \_\_\_\_\_. **EXAMPLE:** Actively incorporate my natural curiosities on X into my learning program by date X, to increase my motivation. I will address my fear of failing by breaking learning goal X into achievable parts.

## STUBBORN RESISTANCE

**IF** I disagree with my team on \_\_\_\_\_, **THEN** I will \_\_\_\_\_. **EXAMPLE:** provide my team with logical arguments or evidence to support why I disagree with them, X days before meeting X. I will suspend my judgements and be open to being convinced otherwise during meeting X.

## PERFORMANCE COMMENTS

### IN-ROLE PERFORMANCE

Self #N/A

Other Employee X works with a highly qualified team and can increase his knowledge of computer programming.

Other #N/A

Other #N/A

Other #N/A

Other #N/A

Other #N/A

## PERFORMANCE COMMENTS

### EXTRA-ROLE PERFORMANCE

Self #N/A

Other #N/A

Other #N/A

Other #N/A

Other #N/A

Other Employee X creates a wonderful work-environment for his team and he is always willing to try out new things in order to help clients meet their technological needs.

Other #N/A

## PERFORMANCE COMMENTS

### ADAPTIVE PERFORMANCE

Self #N/A

Other #N/A

Other #N/A

Other Employee X is extremely flexible in meeting internal and external stakeholder needs.

Other #N/A

Other #N/A

Other #N/A

## PERFORMANCE COMMENTS

### LEADERSHIP PERFORMANCE

Self #N/A

Other #N/A

Other #N/A

Other #N/A

Other #N/A

Other #N/A

Other #N/A

## PERFORMANCE COMMENTS

### COUNTERPRODUCTIVE PERFORMANCE

Self #N/A

Other He can sometimes take too long to provide updates on progress made.

Other #N/A

Other #N/A

Other #N/A

Other #N/A

Other #N/A

## NOTES ON RATEE'S PERFORMANCE

### IN-ROLE PERFORMANCE

STRENGTHS	DEVELOPMENT AREAS

### EXTRA-ROLE PERFORMANCE

STRENGTHS	DEVELOPMENT AREAS

### ADAPTIVE PERFORMANCE

STRENGTHS	DEVELOPMENT AREAS

### LEADERSHIP PERFORMANCE

STRENGTHS	DEVELOPMENT AREAS

### COUNTERPRODUCTIVE PERFORMANCE

STRENGTHS	DEVELOPMENT AREAS



## ADDITIONAL SCORES

	R TOTAL	MEAN	STANDARD DEVIATION	R STANINE	R STEN
QUALITY OF WORK	18	4.50	0.52	7	8
QUANTITY OF WORK	14	3.75	0.86	4	5
RULE ADHERENCE	18	4.50	0.63	7	8
TECHNICAL PERFORMANCE	14	4.06	1.06	5	5
HELPFUL BEHAVIOUR	20	4.81	0.40	9	10
TAKING INITIATIVE	15	4.69	0.48	8	9
SELF-DEVELOPMENT	18	4.19	0.66	7	8
INNOVATIVE BEHAVIOUR	19	4.63	0.50	8	9
EMOTIONAL RESILLIENCE	18	4.69	0.48	7	8
DEALING WITH COMPLEXITY	17	4.50	0.63	7	7
ADAPTING TO CRISES	19	4.88	0.34	7	9
INTERPERSONAL FLEXIBILITY	20	4.81	0.40	9	10
TASK LEADERSHIP	14	3.88	1.20	5	6
RELATIONS LEADERSHIP	20	4.81	0.40	9	10
CHANGE LEADERSHIP	18	4.63	0.62	8	8
NETWORK LEADERSHIP	19	4.75	0.45	8	9
INTERPERSONAL RUDENESS	5	1.31	0.60	2	2
WITHOLDING EFFORT	8	1.88	0.81	5	3
STAGNATION	5	1.44	0.81	2	2
STUBBORN RESISTANCE	4	1.06	0.25	1	1

**R TOTAL** Weighted total score based on co-workers' ratings (reputation).

**MEAN** Average across co-workers' ratings. A standard deviation larger than 1 indicates inconsistencies between co-workers' ratings and a less reliable mean.

**STEN** Alternative score with a mean of 5.5. Low score = 1 to 4, mid score = 5 to 6, and high score = 7 to 10.