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### P:M360™ Coaching Supplement

This P:M360™ Coaching Supplement provides an additional resource for the personal development of the assessee, offering deeper insights into the extensive pool of information generated by the P:M360™ system. It should be used by the coach or manager alongside the corresponding P:M360™ Feedback Report.

Although the conceptual framework for P:M360™ is broadly similar to other 360° instruments, it has unique features derived from the nature of the Profile:Match2™ system. This uses competency metric principles to translate personality data into competency ratings; so, although everything is framed in the everyday language of competencies, the measurement is rigorous. The estimate of 'potential' for each competency derives directly from high quality Five Factor Model (FFM) personality assessment. Both the potential and the performance ratings provide standardised, norm-referenced comparisons. This adds strength and objectivity to the ratings and scores reported and to their distributions and comparability.

#### **PERSONALITY AND PERFORMANCE**

The relationship between personality and job performance is fundamental to the rationale of Profile:Match2™. Personality influences career success because different roles make different personality-based demands on their incumbents. While some jobs emphasise sociability, in others success relies on being able to work in isolation; some emphasise detail and accuracy while others require a 'big picture' approach; and so on. Over time, the pervasive influence of any deeply rooted aspects of an individual's temperament will influence their enthusiasm, commitment and consistency of performance; their effectiveness and their continuing success.

Within P:M360™, the assessee's Profile:Match2™ results provide a measure of potential for each competence being examined. This reflects the extent to which their personality will either contribute to performance or interfere with it. These personality-based estimates of potential provide the backdrop for the 360° ratings of performance completed by the various groups of raters: the managers, peers, clients and direct reports, and by the assessees themselves.

#### **PERSONALITY AND COMPETENCE**

Personality assessments have been demonstrated by extensive research to reflect five key underlying factors; the Five Factor Model (FFM). These provide a simplified structure that underpins personality as we actually experience it in our daily lives. Analogous to the primary colours that underpin all the tones and hues that enhance our visual world, the 'primary colours' of personality can be grouped in an infinite number of combinations to recreate the actual diversity and complexity of personality. Within Profile:Match2™, mathematical algorithms are used to reconstruct the complexities of personality from the primary factors. Personality scale scores are transformed according to the requirements for each competency, and re-combined in proportion to their importance.

#### **THE PERSONALITY PROFILE**

For the coach, the starting point will be the complete personality profile that will provide a comprehensive overview of the assessee's pattern of characteristics. Then, at a more detailed level throughout this Coaching Supplement, clear illustrations describe the particular contribution of each personality scale to that competency rating. This offers a coach or manager a clear insight into the relationship between personality and competence, facilitating their effective exploration with the assessee.



# Profile:Match2

## Introduction

### How to use this supplement

This supplement is used alongside the corresponding P:M360™ Feedback Report and the sequence is similar for both documents.

**PLEASE BE AWARE THAT COACHING SUPPLEMENT CONTENT IS PROVIDED IN CONFIDENCE TO PROTECT THE ANONYMITY OF RATERS AND THE CONFIDENTIAL NATURE OF THE COACHING PROCESS.**

#### FEEDBACK REPORT CONTENT

##### Part 1 - Comparing ratings

Two graphics are displayed in this section. The first shows performance ratings from each group of raters compared with self-ratings and the second shows an aggregate of all rater ratings compared to self-ratings. Any significant differences are highlighted.

##### Part 2 - Competency profile ratings

This section shows the various ratings achieved by the assessee for each competency and a discrepancy analysis indicates where there are any significant differences between groups of raters.

##### Part 3 - Performance vs potential

This section considers differences between the various ratings of **performance** and the **potential** for each competency as estimated by self-report assessment.

##### Part 4 - Competency potential analysis

This section shows the assessee's results from the Profile:Match2™ assessment, describes how their personality impacts on their potential for each competency and offers some points for self-reflection.

##### Part 5 - Plan your development

This section guides decisions about personal development and gives advice about setting realistic and practical development objectives.

#### COACHING SUPPLEMENT CONTENT

##### Part 1 - Personality profile (additional)

An overview of the assessee's personality (not included in the Feedback Report).

##### Part 2 - Performance vs potential

This page summarises all the rater performance ratings against the backdrop of potential.

##### Part 3 - Competency analysis (additional)

These pages describe the individual's position on each competency, as well as their score on each contributing personality scale.

##### Most and least endorsed items (additional)

Which performance rating items received the most and least endorsements from the various rater groups.

##### Competency related open-ended questions (optional & additional)

If completed, verbatim responses from each rater are presented in full **in this document only**.

##### Part 4 - Rater comments (optional & additional)

##### Summary of extra questions (optional & additional)

If completed, all verbatim responses from each rater are summarised here **in this document only**.

##### Part 5 - Planning development

An extended version of the Development Resources Checklist is provided for the coach.



# Profile:Match2

## Part 1 Personality Profile

Sophie Sample's personality profile

	SCALE	T SCORE	LOW MEANING	STENS										HIGH MEANING		
				1	2	3	4	5	6	7	8	9	10			
ADJUSTMENT	SELF-ESTEEM	39	Apprehensive Self-doubting Self-conscious Self-critical Worrying Anxious			3										Confident Self-assured Upbeat Trusting Optimistic Bold
	COMPOSURE	33	Intense Irritable Moody Passionate Emotional Turbulent		2											Composed Serene Stress-tolerant Steady Unemotional Imperturbable
EXTRAVERSION	SOCIABILITY	45	Inhibited Reserved Reticent Solitary Socially anxious Uncommunicative				4									Demonstrative Outgoing Talkative Gregarious Socially confident Seeks the limelight
	ASSERTIVENESS	53	Reserved Leisurely Uncompetitive Not goal focused Relaxed about status Unassuming						6							Determined Driven Eager to take charge Keen to impress Energetic Ambitious
AGREEABILITY	SENSITIVITY	41	Exacting Aloof Task focused Tough minded Unsentimental Critical					4								Caring Convivial People focused Sympathetic Warm Friendly
	ACCOMMODATION	43	Independent Self-sufficient Forthright Uncompromising Impartial Individualistic					4								Communal Needy Averse to conflict Eager to fit in Uncritical Inter-dependent
CONSCIENTIOUSNESS	COMPLIANCE	51	Unpredictable Challenging Impulsive Capricious Spontaneous Risk taking						6							Conforming Rule abiding Dutiful Tractable Cooperative Risk-averse
	PERFECTIONISM	37	Casual Unsystematic Impatient with detail Flexible Proportionate Undisciplined			3										Systematic Organised Detail conscious Inflexible Fussy Compulsive
OPENNESS	IMAGINATION	56	Realistic Practical Unquestioning Down-to-earth Not easily bored Pragmatic								7					Conceptual Curious Innovative Big picture orientated Analytical Distractable
	STUDIOUSNESS	38	Experimental Resists being taught Learns by doing Approximate Learns the necessities Faith in experience			3										Factual Learning for pleasure Knowledgeable Widely informed Well prepared Faith in information

### Validity of these results

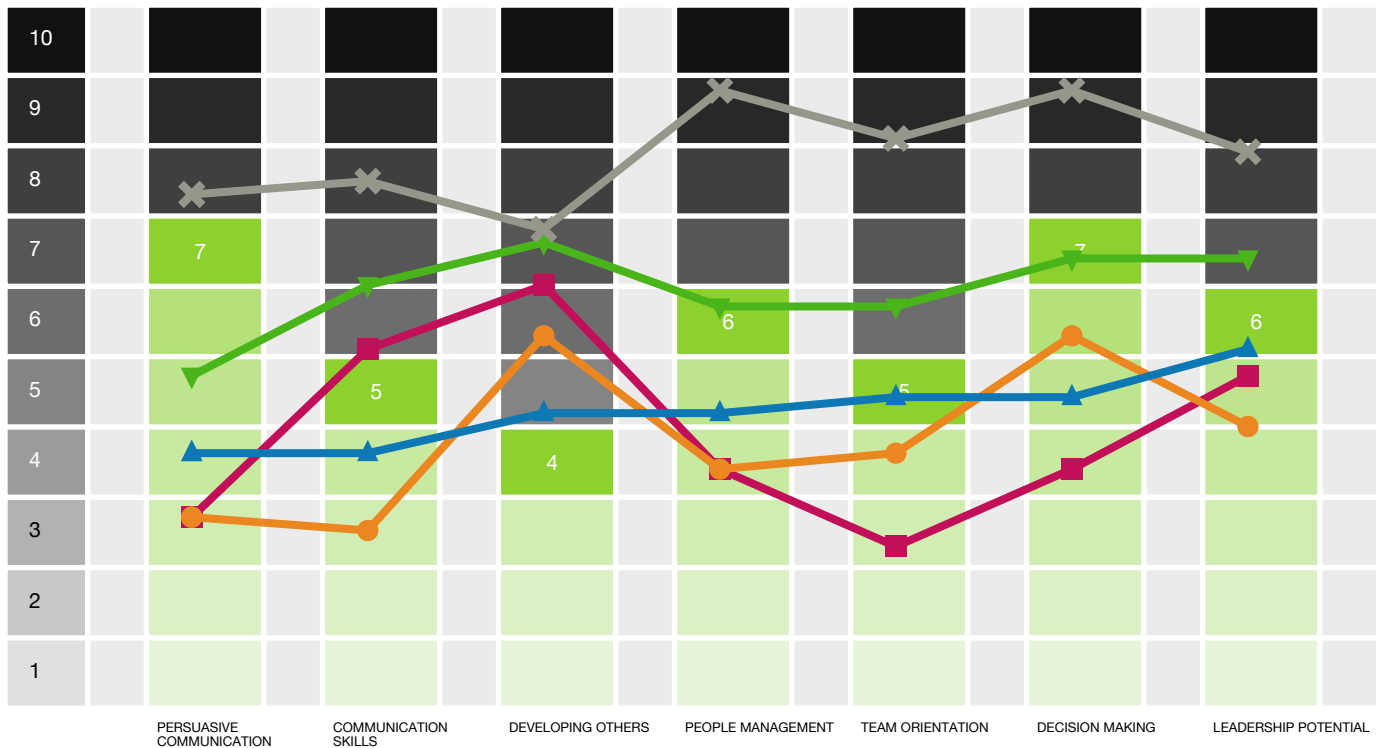
Sophie Sample endorsed 10 items on the Profile:Match2™ Consistency scale. This score indicates that the profile is valid and interpretable.



# Profile:Match2

## Part 2 Performance vs Potential

### Performance vs potential



Assesseees make two contributions to this assessment. Firstly, they completed the self-report Profile:Match2™ questionnaire which produced estimates of potential for each competency. These show the extent to which personality is likely to facilitate or interfere with that competency and are represented by the background 'blocks' in the diagram. Secondly, they completed the questions rating their own performance on each competency

A lot of information is packed into the graphic above. All the ratings and responses of the various participants are summarised here, giving the coach a graphic overview of the assessee's position with regard to each competency. Their potential for, and likely performance on, each competency is indicated by the score on the green blocks in the graph. Their actual performance on each competency is then rated by themselves and various rater groups and these aggregated results are illustrated by the coloured lines on the graph.

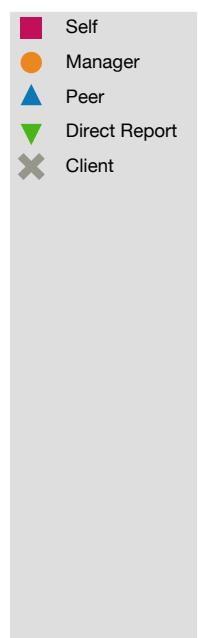
#### How to use this information

Compare the estimates of potential (background blocks) with the various ratings of performance for each competency (graph lines).

To what extent are the variations in potential paralleled by the patterns of performance ratings?

Identify under-performance and unexpectedly high performances. The framework on the next page is designed to support constructive evaluation of any performance vs potential discrepancies.

Consider the different rater group ratings. Where are there discrepancies? Where is there consensus and convergence of view? Are there some discrepancies that particularly stand out?





### Accounting for performance/potential differences

Differences between performance and potential are fruitful areas for development. Whether your assessee has higher ratings for one or the other is likely to reflect the balance between natural talent and experiences, contexts or situations that enhance performance.

#### **Performance rated lower than potential**

Where estimates of potential are higher than ratings for performance it seems that the assessee's personality characteristics are not providing the advantage expected in relation to that competence. There are many possible explanations for this and the assessee may be in a position to consider why this may be happening. The following questions can be used to explore four different scenarios as a springboard for wider discussions.

(a) Is it situational? Are opportunities to shine in this area blocked by other more pressing priorities (the assessee's or the company's), or by others who control that territory due to talent or seniority?

[ YES ] [ NO ] [ MAYBE ]

(b) Is it motivational? Are there other factors operating to suppress their motivation or desire to succeed in these areas (low employee engagement, lack of ambition, work tensions or other worries)?

[ YES ] [ NO ] [ MAYBE ]

(c) Although their temperament may seem ideal, do their skills and knowledge compare unfavourably with other colleagues or with the norm for the organisation? Could it be that they need to work to improve performance and to make themselves a viable player in this area?

[ YES ] [ NO ] [ MAYBE ]

(d) Are they simply unaware of their talents and their potential to enhance their performance? Perhaps, like many other people, they are taking their exceptional qualities for granted, viewing them as ordinary or of no particular interest because they are so familiar?

[ YES ] [ NO ] [ MAYBE ]

#### **Performance rated higher than potential**

In this scenario, it may appear that the assessee is out-performing their abilities and while this may seem paradoxical it is perfectly possible. Within a coaching or feedback situation, the following questions can be used to explore four possible explanations for this.

(a) Might they be delivering on that competency, but only as it applies to a specific situation? Is this situation particularly supportive to them in this respect and therefore flatters their performance? Have they built up their effectiveness bit by bit over a period of time?

[ YES ] [ NO ] [ MAYBE ]

(b) Are they very self-aware, alert to their shortcomings and able to manage them well? Does their self-knowledge help to restrain less productive behaviours or alert them to the need to find alternative strategies in order to be more effective than they would otherwise be?

[ YES ] [ NO ] [ MAYBE ]

(c) Is their performance flattered by the relatively poor performance of others? In 360° assessments, they are viewed in the context of local culture and expectations. Ratings will reflect this and, to an extent, they are more relative than absolute.

[ YES ] [ NO ] [ MAYBE ]

(d) Are they highly ambitious and determined to make the best of every opportunity? Are they so competitive that they work hard to raise their game? May their performance ratings be influenced by the fact that they are energetic, hard working or high profile?

[ YES ] [ NO ] [ MAYBE ]





# Profile:Match2

## Part 3 Competency Analysis

### Persuasive Communication - personality components

This competency is concerned with the ability to express oneself well, to influence others and to negotiate effectively. Such people should be articulate and express ideas with clarity as well as having the insight to appreciate the likely impact of different presentation styles on others. High scorers on this competency will be determined to persuade and be able to articulate their viewpoint coherently and convincingly. They will also be attuned to the reactions of an audience and be flexible in adapting to the needs of the moment.



#### COMPETENCY METRICS - UNPACKING THE COMPETENCY STEN SCORE

Personality assessments focus on underlying structure; the 'primary colours' of personality. These are the factors that underpin personality as we actually experience it in our daily lives. These 'primary colours' can be recombined in an infinite number of combinations to recreate the diversity and complexity of personality as we know it. Profile:Match2™ uses mathematical algorithms to transform personality scale scores according to the requirements for each competency. It then combines each of these contributions in proportion to their importance.

The table below explains how Profile:Match2™ has transformed the candidate's scores on each personality scale ( $T^1$ ) into a rating for this specific competency ( $T^2$ ). The final column shows the weighting then given to each of these personality scales in calculating the final sten score for this competency.

Contributing Scale	$T^1$	The Impact	$T^2$	Weight
Assertiveness	53	Being goal focused, persistent and keen to impress but appreciating when to hold back and rein it in.	18	30%
Sociability	45	Being socially skilled comfortable talking to people or groups and being in the lime-light.	12	25%
Imagination	56	Having the agility to deal with unexpected arguments 'on the fly', but not so imaginative as to seem implausible.	17	25%
Sensitivity	41	Being sufficiently receptive and attuned to others to appreciate their situation and to 'read' their reactions.	11	20%
WEIGHTED $T^2$ - STEN			58	7







### Communication Skills - personality components

This competency is concerned with the ability to engage with others, to appreciate the needs of different audiences, to hold their attention and to interest them. High scorers will communicate purposefully, having the confidence to address groups and to make presentations. They should also have the ease and informality appropriate to networking and social situations. Being able to engage with others and to communicate ideas, they should relish the opportunity to be the centre of attention and will enjoy the performance aspect of any role.



#### COMPETENCY METRICS - UNPACKING THE COMPETENCY STEN SCORE

Personality assessments focus on underlying structure; the 'primary colours' of personality. These are the factors that underpin personality as we actually experience it in our daily lives. These 'primary colours' can be recombined in an infinite number of combinations to recreate the diversity and complexity of personality as we know it. Profile:Match2™ uses mathematical algorithms to transform personality scale scores according to the requirements for each competency. It then combines each of these contributions in proportion to their importance.

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Contributing Scale	$T^1$	The Impact	$T^2$	Weight
Sociability	45	Outgoing and at ease in social situations and comfortable in the limelight but without being verbose or overbearing.	15	30%
Self-esteem	39	Having the self-belief to express a viewpoint with confidence, but without seeming arrogant or overbearing.	13	30%
Sensitivity	41	Being approachable, receptive and empathic about the needs and situations of other people.	9	20%
Accommodation	43	Able to strike a balance between a desire to be popular and the need to be independently minded.	11	20%
WEIGHTED $T^2$ - STEN			48	5



# Profile:Match2

## Part 3 Competency Analysis

### Communication Skills - most and least endorsed items

Each of the following tables illustrates the way that different groups of raters responded when assessing Sophie's performance on this competency.

#### Most and least endorsed items by ALL RATERS

The following items attracted the most consistent responses overall. Each item is followed by the average rating, based on all rater responses (omitting only the self-rating).

##### The four **MOST** endorsed items

			AVG
1	Comes across as socially appropriate, neither abrasive nor sycophantic	P	4.5
2	Tailors communications to the needs and expectations of different audiences	P	4.1
3	Effective at getting the required messages across and motivating others	P	3.8
4	Readily gets involved in discussion and debate, within and outside the organisation	P	3.7

##### The four **LEAST** endorsed items

1	Seems socially uncomfortable and difficult to know	N	0.9
2	Avoids speaking up in meetings or making group presentations	N	1.3
3	Is quiet and reticent, keeps themselves to themselves	N	1.4
4	More concerned with the task than with the people involved	N	1.5

#### Most and least endorsed items by PEERS

The following items attracted the most consistent responses from Sophie's peers.

##### The four **MOST** endorsed items

			AVG
1	Comes across as socially appropriate, neither abrasive nor sycophantic	P	4.3
2	Tailors communications to the needs and expectations of different audiences	P	3.7
3	Readily gets involved in discussion and debate, within and outside the organisation	P	3.3
4	Effective at getting the required messages across and motivating others	P	2.3

##### The four **LEAST** endorsed items

1	Seems socially uncomfortable and difficult to know	N	1.3
2	Works independently and disinclined to collaborate with others	N	1.3
3	Is quiet and reticent, keeps themselves to themselves	N	1.7
4	More concerned with the task than with the people involved	N	1.7

#### Most and least endorsed items by DIRECT REPORTS

The following items attracted the most consistent responses from Sophie's direct reports.

##### The four **MOST** endorsed items

			AVG
1	Readily gets involved in discussion and debate, within and outside the organisation	P	4.3
2	Communicates comfortably with a wide network of individuals and groups	P	4.3
3	Tailors communications to the needs and expectations of different audiences	P	4.3
4	Effective at getting the required messages across and motivating others	P	4.3

##### The four **LEAST** endorsed items

1	Avoids speaking up in meetings or making group presentations	N	0.7
2	Seems socially uncomfortable and difficult to know	N	1.0
3	Works independently and disinclined to collaborate with others	N	1.0
4	More concerned with the task than with the people involved	N	1.7



### Communication Skills - most and least endorsed items

Each of the following tables illustrates the way that different groups of raters responded when assessing Sophie's performance on this competency.

#### Most and least endorsed items by CLIENTS

The following items attracted the most consistent responses from Sophie's clients.

##### The four **MOST** endorsed items

			<b>AVG</b>
1	Effective at getting the required messages across and motivating others	P	5.0
2	Comes across as socially appropriate, neither abrasive nor sycophantic	P	5.0
3	Communicates comfortably with a wide network of individuals and groups	P	4.7
4	Tailors communications to the needs and expectations of different audiences	P	4.7

##### The four **LEAST** endorsed items

1	Seems socially uncomfortable and difficult to know	N	0.0
2	Is quiet and reticent, keeps themselves to themselves	N	0.3
3	Avoids speaking up in meetings or making group presentations	N	0.3
4	More concerned with the task than with the people involved	N	0.7

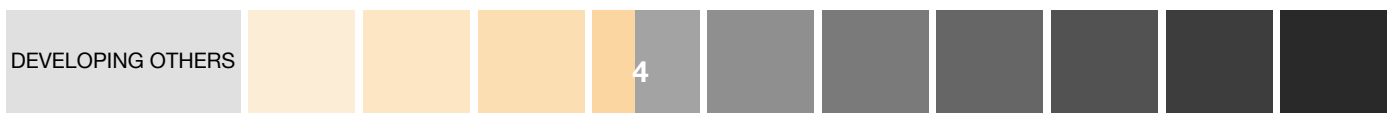


# Profile:Match2

## Part 3 Competency Analysis

### Developing Others - personality components

This competency requires an appreciation for knowledge and skills and of the 'win-win' benefits of talent development to the individual and to the organisation. High scorers will be sufficiently self-assured to inspire confidence in others. They should be prepared to devote time and energy to the growth of their proteges, have the tact and sensitivity to deal with development needs, and have the optimism to expect positive outcomes. Preparation and scheduling of experiences required to achieve development goals is also an aspect of this competency.



#### COMPETENCY METRICS - UNPACKING THE COMPETENCY STEN SCORE

Personality assessments focus on underlying structure; the 'primary colours' of personality. These are the factors that underpin personality as we actually experience it in our daily lives. These 'primary colours' can be recombined in an infinite number of combinations to recreate the diversity and complexity of personality as we know it. Profile:Match2™ uses mathematical algorithms to transform personality scale scores according to the requirements for each competency. It then combines each of these contributions in proportion to their importance.

The table below explains how Profile:Match2™ has transformed the candidate's scores on each personality scale ( $T^1$ ) into a rating for this specific competency ( $T^2$ ). The final column shows the weighting then given to each of these personality scales in calculating the final sten score for this competency.

Contributing Scale	$T^1$	The Impact	$T^2$	Weight
Sensitivity	41	Being approachable, receptive and empathic about the needs and concerns of others.	20	50%
Self-esteem	39	Having the self-confidence to advise, manage or coach others but without seeming arrogant or overbearing.	13	30%
Studiosness	38	Placing a high value on learning, having a desire for information and an interest in the world of ideas.	8	20%
WEIGHTED $T^2$ - STEN			41	4



# Profile:Match2

## Part 3 Competency Analysis

### Developing Others - most and least endorsed items

Each of the following tables illustrates the way that different groups of raters responded when assessing Sophie's performance on this competency.

#### Most and least endorsed items by ALL RATERS

The following items attracted the most consistent responses overall. Each item is followed by the average rating, based on all rater responses (omitting only the self-rating).

##### The four **MOST** endorsed items

			<b>AVG</b>
1	Appreciates how staff development affects company success, and acts on it	P	4.4
2	Provides opportunities for individuals to gain new skills and experience	P	4.3
3	Supports and mentors others in the workplace	P	4.2
4	Will encourage others to make the most of their talents and abilities	P	4.2

##### The four **LEAST** endorsed items

1	Takes little interest in the welfare and success of others	N	0.3
2	Seems self-effacing and rarely offers feedback or advice to others	N	1.1
3	Expects people to "pick things up" rather than planning their development	N	1.5
4	Would not be viewed as approachable or interested in people issues	N	1.8

#### Most and least endorsed items by PEERS

The following items attracted the most consistent responses from Sophie's peers.

##### The four **MOST** endorsed items

			<b>AVG</b>
1	Provides opportunities for individuals to gain new skills and experience	P	4.0
2	Appreciates how staff development affects company success, and acts on it	P	4.0
3	Supports and mentors others in the workplace	P	3.3
4	Will encourage others to make the most of their talents and abilities	P	3.3

##### The four **LEAST** endorsed items

1	Takes little interest in the welfare and success of others	N	0.3
2	Would not be viewed as approachable or interested in people issues	N	1.0
3	Seems self-effacing and rarely offers feedback or advice to others	N	1.3
4	Demonstrates confidence in others and what they can achieve	P	2.7

#### Most and least endorsed items by DIRECT REPORTS

The following items attracted the most consistent responses from Sophie's direct reports.

##### The four **MOST** endorsed items

			<b>AVG</b>
1	Provides opportunities for individuals to gain new skills and experience	P	4.7
2	Appreciates how staff development affects company success, and acts on it	P	4.7
3	Will encourage others to make the most of their talents and abilities	P	4.7
4	Supports and mentors others in the workplace	P	4.3

##### The four **LEAST** endorsed items

1	Takes little interest in the welfare and success of others	N	0.3
2	Expects people to "pick things up" rather than planning their development	N	1.3
3	Seems self-effacing and rarely offers feedback or advice to others	N	1.3
4	Would not be viewed as approachable or interested in people issues	N	1.7





# Profile: Match2

## Part 3 Competency Analysis

### Developing Others - most and least endorsed items

Each of the following tables illustrates the way that different groups of raters responded when assessing Sophie's performance on this competency.

#### Most and least endorsed items by CLIENTS

The following items attracted the most consistent responses from Sophie's clients.

##### The four **MOST** endorsed items

			<b>AVG</b>
1	Supports and mentors others in the workplace	P	5.0
2	Appreciates how staff development affects company success, and acts on it	P	4.7
3	Will encourage others to make the most of their talents and abilities	P	4.7
4	Demonstrates confidence in others and what they can achieve	P	4.3

##### The four **LEAST** endorsed items

1	Expects people to "pick things up" rather than planning their development	N	0.0
2	Takes little interest in the welfare and success of others	N	0.0
3	Seems self-effacing and rarely offers feedback or advice to others	N	0.7
4	Would not be viewed as approachable or interested in people issues	N	3.0



# Profile:Match2

## Part 3 Competency Analysis

### People Management - personality components

This competency concerns the ability to manage others in an effective and motivating way. Such people are seen as having integrity and being fair-minded and consistent in their dealings with others. Their effectiveness depends on striking a balance between being task focused and being sufficiently people oriented to be aware of issues and sensitivities. They need to draw the line between formality and informality of approach so that they can deal with issues of performance and discipline, but still enlist the support required to get the job done.



#### COMPETENCY METRICS - UNPACKING THE COMPETENCY STEN SCORE

Personality assessments focus on underlying structure; the 'primary colours' of personality. These are the factors that underpin personality as we actually experience it in our daily lives. These 'primary colours' can be recombined in an infinite number of combinations to recreate the diversity and complexity of personality as we know it. Profile:Match2™ uses mathematical algorithms to transform personality scale scores according to the requirements for each competency. It then combines each of these contributions in proportion to their importance.

The table below explains how Profile:Match2™ has transformed the candidate's scores on each personality scale ( $T^1$ ) into a rating for this specific competency ( $T^2$ ). The final column shows the weighting then given to each of these personality scales in calculating the final sten score for this competency.

Contributing Scale	$T^1$	The Impact	$T^2$	Weight
Assertiveness	53	Purposeful persistent, goal focused and hard working - ambitious for the organisation rather than solely for themselves.	18	30%
Composure	33	Seeming calm, consistent and even-handed - not easily stressed yet able to recognise the apprehensions of others.	10	30%
Compliance	51	Ensuring that their management style sits comfortable with the values, objectives and culture of the organisation.	14	20%
Sensitivity	41	The capacity to balance approachability with the need to deal with performance issues.	8	20%
WEIGHTED $T^2$ - STEN			50	6



# Profile:Match2

## Part 3 Competency Analysis

### People Management - most and least endorsed items

Each of the following tables illustrates the way that different groups of raters responded when assessing Sophie's performance on this competency.

#### Most and least endorsed items by ALL RATERS

The following items attracted the most consistent responses overall. Each item is followed by the average rating, based on all rater responses (omitting only the self-rating).

##### The four **MOST** endorsed items

			AVG
1	Demonstrates consistency and fairness when dealing with staff	P	4.2
2	Ensures that team members adapt to organisational changes	P	4.0
3	Gives ongoing and constructive performance related feedback	P	3.9
4	Approachable and interested in people and people issues	P	3.6

##### The four **LEAST** endorsed items

1	Openly antagonistic towards organisational policies	N	0.6
2	Fails to tackle performance or discipline issues promptly	N	0.9
3	Misses opportunities to encourage and motivate staff	N	1.3
4	Seems to have modest aspirations for self and for others	N	1.6

#### Most and least endorsed items by PEERS

The following items attracted the most consistent responses from Sophie's peers.

##### The four **MOST** endorsed items

			AVG
1	Approachable and interested in people and people issues	P	3.7
2	Demonstrates consistency and fairness when dealing with staff	P	3.7
3	Ensures that team members adapt to organisational changes	P	3.3
4	Has a calming effect on others	P	3.3

##### The four **LEAST** endorsed items

1	Openly antagonistic towards organisational policies	N	0.7
2	Fails to tackle performance or discipline issues promptly	N	1.7
3	Misses opportunities to encourage and motivate staff	N	2.3
4	Shows irritation with the poor work performance of others	N	2.3

#### Most and least endorsed items by DIRECT REPORTS

The following items attracted the most consistent responses from Sophie's direct reports.

##### The four **MOST** endorsed items

			AVG
1	Demonstrates consistency and fairness when dealing with staff	P	4.3
2	Ensures that team members adapt to organisational changes	P	4.3
3	Gives ongoing and constructive performance related feedback	P	4.3
4	Shows irritation with the poor work performance of others	N	4.0

##### The four **LEAST** endorsed items

1	Misses opportunities to encourage and motivate staff	N	0.7
2	Fails to tackle performance or discipline issues promptly	N	0.7
3	Openly antagonistic towards organisational policies	N	1.0
4	Seems to have modest aspirations for self and for others	N	1.0



# Profile: Match2

## Part 3 Competency Analysis

### People Management - most and least endorsed items

Each of the following tables illustrates the way that different groups of raters responded when assessing Sophie's performance on this competency.

#### Most and least endorsed items by CLIENTS

The following items attracted the most consistent responses from Sophie's clients.

##### The four **MOST** endorsed items

			<b>AVG</b>
1	Has a calming effect on others	P	4.7
2	Demonstrates consistency and fairness when dealing with staff	P	4.7
3	Ensures that team members adapt to organisational changes	P	4.3
4	Gives ongoing and constructive performance related feedback	P	4.3

##### The four **LEAST** endorsed items

1	Openly antagonistic towards organisational policies	N	0.0
2	Misses opportunities to encourage and motivate staff	N	0.3
3	Seems to have modest aspirations for self and for others	N	0.3
4	Fails to tackle performance or discipline issues promptly	N	0.3



# Profile:Match2

## Part 3 Competency Analysis

### Team Orientation - personality components

In effective team dynamics, interpersonal skills are paramount; getting along with others and enjoying collaboration. Effective team players should be receptive, tolerant and willing to share. In terms of emotionality, people who readily overcome setbacks, change direction easily and do not easily take offence will be net contributors to team resilience, rather than net beneficiaries. Team players also need the self-belief to make their case and to support their point of view, but not to be so competitive that they fail to appreciate other approaches.



#### COMPETENCY METRICS - UNPACKING THE COMPETENCY STEN SCORE

Personality assessments focus on underlying structure; the 'primary colours' of personality. These are the factors that underpin personality as we actually experience it in our daily lives. These 'primary colours' can be recombined in an infinite number of combinations to recreate the diversity and complexity of personality as we know it. Profile:Match2™ uses mathematical algorithms to transform personality scale scores according to the requirements for each competency. It then combines each of these contributions in proportion to their importance.

The table below explains how Profile:Match2™ has transformed the candidate's scores on each personality scale ( $T^1$ ) into a rating for this specific competency ( $T^2$ ). The final column shows the weighting then given to each of these personality scales in calculating the final sten score for this competency.

Contributing Scale	$T^1$	The Impact	$T^2$	Weight
Sensitivity	41	Being attuned to others in a group and their expectations and seeming appreciative of them.	14	30%
Sociability	45	Able to engage and collaborate with others but ready to listen as well as to contribute.	14	30%
Accommodation	43	Avoiding the excesses of outspoken independence, but without seeming to want to please everybody.	13	20%
Self-esteem	39	Having the confidence to play a part and make a contribution, but without seeming imperious or domineering.	4	10%
Composure	33	Being even tempered, consistent and retaining composure when things go wrong but without seeming aloof or autocratic.	4	10%
WEIGHTED $T^2$ - STEN			49	5



# Profile:Match2

## Part 3 Competency Analysis

### Team Orientation - most and least endorsed items

Each of the following tables illustrates the way that different groups of raters responded when assessing Sophie's performance on this competency.

#### Most and least endorsed items by ALL RATERS

The following items attracted the most consistent responses overall. Each item is followed by the average rating, based on all rater responses (omitting only the self-rating).

##### The four **MOST** endorsed items

			<b>AVG</b>
1	Is a tolerant and approachable team player	P	4.1
2	Contributes to harmonious relationships within the group	P	4.1
3	Has an optimistic, 'can do' attitude that energises others	P	3.5
4	Their even-temper is a steadying influence, especially under pressure	P	3.2

##### The four **LEAST** endorsed items

1	Seems unresponsive or insensitive about other people's anxieties	N	0.5
2	Seems stubborn and uncompromising in team discussions	N	0.8
3	Doesn't engage in small-talk or seem interested in other people	N	0.9
4	Easily discouraged by set-backs	N	1.0

#### Most and least endorsed items by PEERS

The following items attracted the most consistent responses from Sophie's peers.

##### The four **MOST** endorsed items

			<b>AVG</b>
1	Is a tolerant and approachable team player	P	3.7
2	Contributes to harmonious relationships within the group	P	3.3
3	Has an optimistic, 'can do' attitude that energises others	P	3.0
4	Their even-temper is a steadying influence, especially under pressure	P	3.0

##### The four **LEAST** endorsed items

1	Doesn't engage in small-talk or seem interested in other people	N	1.0
2	Seems stubborn and uncompromising in team discussions	N	1.0
3	Seems unresponsive or insensitive about other people's anxieties	N	1.0
4	Easily discouraged by set-backs	N	1.3

#### Most and least endorsed items by DIRECT REPORTS

The following items attracted the most consistent responses from Sophie's direct reports.

##### The four **MOST** endorsed items

			<b>AVG</b>
1	Is a tolerant and approachable team player	P	4.3
2	Contributes to harmonious relationships within the group	P	4.3
3	Spends more time interacting with others than working alone	P	3.7
4	Has an optimistic, 'can do' attitude that energises others	P	3.3

##### The four **LEAST** endorsed items

1	Seems unresponsive or insensitive about other people's anxieties	N	0.3
2	Doesn't engage in small-talk or seem interested in other people	N	0.7
3	Seems stubborn and uncompromising in team discussions	N	1.0
4	Easily discouraged by set-backs	N	1.3



# Profile:Match2

## Part 3 Competency Analysis

### Team Orientation - most and least endorsed items

Each of the following tables illustrates the way that different groups of raters responded when assessing Sophie's performance on this competency.

#### Most and least endorsed items by CLIENTS

The following items attracted the most consistent responses from Sophie's clients.

##### The four **MOST** endorsed items

			<b>AVG</b>
1	Is a tolerant and approachable team player	P	4.7
2	Contributes to harmonious relationships within the group	P	4.7
3	Has an optimistic, 'can do' attitude that energises others	P	4.7
4	Their even-temper is a steadying influence, especially under pressure	P	4.3

##### The four **LEAST** endorsed items

1	Easily discouraged by set-backs	N	0.0
2	Seems unresponsive or insensitive about other people's anxieties	N	0.0
3	Seems reserved and uncomfortable in group situations	N	0.3
4	Seems stubborn and uncompromising in team discussions	N	0.3



# Profile:Match2

## Part 3 Competency Analysis

### Decision Making - personality components

This competency is concerned with achieving an effective balance between cautious indecisiveness and inappropriate risk taking. High scorers will seek to ensure that they are adequately informed rather than taking unnecessary risks. However, effective decision makers need to be confident in their own abilities and able to make decisions in the face of uncertainty and unresolved questions when necessary. They need to know when deliberation has to be replaced by action. They also need the vision and big picture perspective to see the issues in their wider context.



#### COMPETENCY METRICS - UNPACKING THE COMPETENCY STEN SCORE

Personality assessments focus on underlying structure; the 'primary colours' of personality. These are the factors that underpin personality as we actually experience it in our daily lives. These 'primary colours' can be recombined in an infinite number of combinations to recreate the diversity and complexity of personality as we know it. Profile:Match2™ uses mathematical algorithms to transform personality scale scores according to the requirements for each competency. It then combines each of these contributions in proportion to their importance.

The table below explains how Profile:Match2™ has transformed the candidate's scores on each personality scale ( $T^1$ ) into a rating for this specific competency ( $T^2$ ). The final column shows the weighting then given to each of these personality scales in calculating the final sten score for this competency.

Contributing Scale	$T^1$	The Impact	$T^2$	Weight
Imagination	56	Ability to conceive alternative solutions and to envision the consequences - but not so full of ideas as to seem indecisive.	17	25%
Studiousness	38	Desire for facts rather than opinions or hunches - but not to the extent that it delays decisions.	10	25%
Self-esteem	39	Having the confidence and optimism to make decisions, to express that view and not be easily overwhelmed by others.	11	25%
Compliance	51	Accepting an agenda for decision making that reflects the values, objectives and culture within which decisions are being made.	18	25%
WEIGHTED $T^2$ - STEN			56	7





# Profile:Match2

## Part 3 Competency Analysis

### Decision Making - most and least endorsed items

Each of the following tables illustrates the way that different groups of raters responded when assessing Sophie's performance on this competency.

#### Most and least endorsed items by ALL RATERS

The following items attracted the most consistent responses overall. Each item is followed by the average rating, based on all rater responses (omitting only the self-rating).

##### The four **MOST** endorsed items

			AVG
1	Researches issues thoroughly before making decisions	P	4.3
2	Can work things through logically and weed out weak arguments	P	4.3
3	Their decisions are widely respected and reinforce company values	P	4.1
4	Always excited by new ideas and different viewpoints	P	3.8

##### The four **LEAST** endorsed items

1	Shows little regard for the culture of the company when making decisions	N	0.2
2	Has so many new ideas that it delays decision making	N	0.9
3	It can sometimes be difficult to see the logic of their viewpoint	N	1.0
4	Can appear dismissive of other contributions to the decision making process	N	1.0

#### Most and least endorsed items by PEERS

The following items attracted the most consistent responses from Sophie's peers.

##### The four **MOST** endorsed items

			AVG
1	Researches issues thoroughly before making decisions	P	4.3
2	Can work things through logically and weed out weak arguments	P	3.7
3	Their decisions are widely respected and reinforce company values	P	3.0
4	Always excited by new ideas and different viewpoints	P	2.7

##### The four **LEAST** endorsed items

1	Shows little regard for the culture of the company when making decisions	N	0.3
2	Can appear dismissive of other contributions to the decision making process	N	1.0
3	Has so many new ideas that it delays decision making	N	1.0
4	Relies on own intuition rather than gathering all possible information	N	1.3

#### Most and least endorsed items by DIRECT REPORTS

The following items attracted the most consistent responses from Sophie's direct reports.

##### The four **MOST** endorsed items

			AVG
1	Their decisions are widely respected and reinforce company values	P	4.7
2	Can work things through logically and weed out weak arguments	P	4.7
3	Researches issues thoroughly before making decisions	P	4.3
4	Always excited by new ideas and different viewpoints	P	4.3

##### The four **LEAST** endorsed items

1	Shows little regard for the culture of the company when making decisions	N	0.3
2	Can appear dismissive of other contributions to the decision making process	N	1.0
3	It can sometimes be difficult to see the logic of their viewpoint	N	1.0
4	Has so many new ideas that it delays decision making	N	1.3



# Profile: Match2

## Part 3 Competency Analysis

### Decision Making - most and least endorsed items

Each of the following tables illustrates the way that different groups of raters responded when assessing Sophie's performance on this competency.

#### Most and least endorsed items by CLIENTS

The following items attracted the most consistent responses from Sophie's clients.

##### The four **MOST** endorsed items

			<b>AVG</b>
1	Their decisions are widely respected and reinforce company values	P	4.7
2	Can work things through logically and weed out weak arguments	P	4.7
3	Researches issues thoroughly before making decisions	P	4.3
4	Is confident, decisive and sure of themself	P	4.3

##### The four **LEAST** endorsed items

1	Shows little regard for the culture of the company when making decisions	N	0.0
2	Has so many new ideas that it delays decision making	N	0.3
3	It can sometimes be difficult to see the logic of their viewpoint	N	0.3
4	Relies on own intuition rather than gathering all possible information	N	0.7



# Profile:Match2

## Part 3 Competency Analysis

### Leadership Potential - personality components

Many different characteristics have been associated with iconic and illustrious leaders and the debate about which of these are essential for leadership success continues. In this assessment we have focused on core qualities about which there is general agreement and that support leadership behaviour at any level within an organisation; effectiveness under pressure, determination to succeed, creating a vision, inspiring others and offering leadership in an effective and motivating way.



#### COMPETENCY METRICS - UNPACKING THE COMPETENCY STEN SCORE

Personality assessments focus on underlying structure; the 'primary colours' of personality. These are the factors that underpin personality as we actually experience it in our daily lives. These 'primary colours' can be recombined in an infinite number of combinations to recreate the diversity and complexity of personality as we know it. Profile:Match2™ uses mathematical algorithms to transform personality scale scores according to the requirements for each competency. It then combines each of these contributions in proportion to their importance.

The table below explains how Profile:Match2™ has transformed the candidate's scores on each personality scale ( $T^1$ ) into a rating for this specific competency ( $T^2$ ). The final column shows the weighting then given to each of these personality scales in calculating the final sten score for this competency.

Contributing Scale	$T^1$	The Impact	$T^2$	Weight
Composure	33	Being dependable, consistent, resilient and calm managing crises and handles stress well.	8	25%
Assertiveness	53	Showing initiative, being ambitious, competitive and keen to take charge - focused on getting ahead in life.	13	25%
Imagination	56	Having the big picture orientation and vision required to shape strategy, objectives and values of the organisation.	10	15%
Sensitivity	41	Ability to convey a personal interest, concern and empathy but without seeming sentimental or compromising one's authority.	8	15%
Accommodation	43	Balance a desire to maintain harmony with the need to speak one's mind and to make unpopular choices.	6	10%
Sociability	45	Being sufficiently sociable to engage with others and to be comfortable in the spot light without being dependent on the company of others.	3	5%
Self-esteem	39	Having few doubts about one's own capabilities whilst recognising the dangers of appearing over confident or overbearing.	2	5%
WEIGHTED $T^2$ - STEN			50	6



# Profile:Match2

## Part 3 Competency Analysis

### Leadership Potential - most and least endorsed items

Each of the following tables illustrates the way that different groups of raters responded when assessing Sophie's performance on this competency.

#### Most and least endorsed items by ALL RATERS

The following items attracted the most consistent responses overall. Each item is followed by the average rating, based on all rater responses (omitting only the self-rating).

##### The four **MOST** endorsed items

			AVG
1	Determined to achieve goals for themselves the team and the organisation	P	4.7
2	Maintains communication channels with internal and external clients	P	4.4
3	Gives calm, constructive messages to staff in times of change or uncertainty	P	4.1
4	Readily moves in to take charge of situations when things are going wrong	P	4.0

##### The four **LEAST** endorsed items

1	Decisions are influenced by a desire for personal popularity	N	0.6
2	Reacts unpredictably to events and is hard to please	N	0.8
3	Seems unaware of the feelings and concerns of staff members	N	1.1
4	Has little confidence in their ability to help others	N	1.6

#### Most and least endorsed items by PEERS

The following items attracted the most consistent responses from Sophie's peers.

##### The four **MOST** endorsed items

			AVG
1	Determined to achieve goals for themselves the team and the organisation	P	4.3
2	Gives calm, constructive messages to staff in times of change or uncertainty	P	4.0
3	Maintains communication channels with internal and external clients	P	3.7
4	Is highly competitive and has a strong desire for success	P	3.7

##### The four **LEAST** endorsed items

1	Decisions are influenced by a desire for personal popularity	N	0.7
2	Has little confidence in their ability to help others	N	1.0
3	Seems unaware of the feelings and concerns of staff members	N	1.0
4	Reacts unpredictably to events and is hard to please	N	1.0

#### Most and least endorsed items by DIRECT REPORTS

The following items attracted the most consistent responses from Sophie's direct reports.

##### The four **MOST** endorsed items

			AVG
1	Maintains communication channels with internal and external clients	P	5.0
2	Determined to achieve goals for themselves the team and the organisation	P	4.7
3	Readily moves in to take charge of situations when things are going wrong	P	4.7
4	Maintains positive staff relationships while preserving managerial authority	P	4.3

##### The four **LEAST** endorsed items

1	Seems unaware of the feelings and concerns of staff members	N	0.7
2	Decisions are influenced by a desire for personal popularity	N	0.7
3	Reacts unpredictably to events and is hard to please	N	1.0
4	Has little confidence in their ability to help others	N	2.0



# Profile:Match2

## Part 3 Competency Analysis

### Leadership Potential - most and least endorsed items

Each of the following tables illustrates the way that different groups of raters responded when assessing Sophie's performance on this competency.

#### Most and least endorsed items by CLIENTS

The following items attracted the most consistent responses from Sophie's clients.

##### The four **MOST** endorsed items

			<b>AVG</b>
1	Determined to achieve goals for themselves the team and the organisation	P	5.0
2	Maintains communication channels with internal and external clients	P	5.0
3	Maintains positive staff relationships while preserving managerial authority	P	4.7
4	Gives calm, constructive messages to staff in times of change or uncertainty	P	4.7

##### The four **LEAST** endorsed items

1	Reacts unpredictably to events and is hard to please	N	0.0
2	Is reluctant to abandon strategies that have succeeded in the past	N	0.3
3	Decisions are influenced by a desire for personal popularity	N	0.3
4	Seems unaware of the feelings and concerns of staff members	N	1.3



### Responses to extra questions

The individual rater responses to the extra questions are given below. These may give valuable additional information about how the assessee is perceived at work and how others rate their contribution.

The text below is copied verbatim from the typed input of the raters. There may, therefore, be some typographical errors.

#### **What areas of performance do you believe are strengths for this individual?**

**Answer 1:** Sophie is determined and very hard working. She is very adept at multi-tasking and dealing with complex projects. She has high standards and expects others to match those standards. She is an effective negotiator and communicator with people she knows for example the Lloyd's market. She is well respected by both her peers at BMS, her clients and the market underwriters. She has worked well at developing younger members of staff. She runs the younger members of her team in a disciplined but fair way. They respect her and continually put in the hours and make the effort to meet her standards.

**Answer 2:** Work ethic. Placement design and ability to achieve goals in the market. Dealing with multiple accounts and projects at the same time, whilst maintaining service standards.

**Answer 3:** organisation and determination

**Answer 4:** Sophie works incredibly hard and is very motivated, setting an impeccable example for those she works with and manages. She is very thorough in her approach to any task, and always strives to do things the "right" way, i.e. never taking shortcuts or making compromises that could jeopardise the outcome of the task. She is honest and fair in her treatment of others, and is a popular member of her team. She shows great faith in more junior members of the team, giving them the confidence needed to perform as well as possible. Her willingness to work with and help members of other teams within BMS is also a great strength. Her commitment to her clients is unwavering, and she is often willing to make personal sacrifices in order to ensure she does job as well as she can. Her personal relationships with underwriters and her broking skills also make her a huge asset to her team as a placing broker.

**Answer 5:** Sophie is extremely approachable, and considerate towards her colleagues. She is detailed, diligent and meticulous, and has huge respect amongst her peers, clients and underwriters in the market.

**Answer 6:** Very focused, Structured, Organised likes to succeed.

**Answer 7:** Positive, hard working and motivational, achieves goals and objectives whilst consulting with the wider team

**Answer 8:** Sophie has always placed an emphasis on understanding our program goals prior going to the markets. She is creative in finding ways to help us achieve those objectives.

**Answer 9:** Sophie gets the job done on time and within specs on a consistent basis. She is reliable and well respected. She has earned my trust over many years!



Responses to extra questions (continued)

### **What areas of performance do you believe are opportunities for growth for this individual?**

**Answer 1:** Sophie needs to gain more confidence communicating in front of larger audiences or in groups of her peers. She can be very forthright and clear when talking to people she knows well. When with an unfamiliar audience she can be shy or certainly a little reticent to talk as openly. Sophie's high standards can cause her to become visibly frustrated with her team, myself and others. Now that she is in a leadership role, she needs to control this. Earlier in the year she became a line manager for individuals with similar years of experience and similar ages. This provides another approach from her successful mentoring of the younger brokers. Finally, Sophie could work on her all round confidence which would energise her to take a greater initiative in solving the problems she recognises around her. She gets frustrated by things outside of her control but does not necessarily bring solutions to the table even though she has very good ideas.

**Answer 2:** Presentations. Dealing with underwriters and markets outside of comfort zone. Having confidence in selling herself to new clients.

**Answer 3:** self belief

**Answer 4:** Sophie could have more confidence in her abilities in terms of presenting to or visiting and dealing with clients. Whilst due to her expertise she is very confident in what can be achieved in the market on a placement, she is less sure of herself on the client facing side. Sophie could also worry less... whilst this often stems from a desire to do the best by her clients it also causes her unnecessary stress!! She could perhaps provide a slightly more calming influence in the office. She is incredibly good at what she does so there's no reason why she shouldn't be more relaxed, which would project a better image to clients / colleagues alike.

**Answer 5:** Sophie could do with building on her own self-confidence, particularly amongst her peers and in the group environment.

**Answer 6:** Does not have the belief they are a leader and are accepted amongst their peers. Therefore leads to the individual to feel they have to prove themselves to others. This adds unnecessary pressure onto the individual and subordinates alike. The Growth area is, self belief!!!!

**Answer 7:** Confidence but my view that comes with experience and responsibility

**Answer 8:** Sophie is a very bright and talented individual. At this time I do not have any specific recommendations.

**Answer 9:** Marketing to clients



Responses to extra questions (continued)

### What should this individual do more? What should this individual do less?

**Answer 1:** Her work ethic, attention to detail, determination are exemplary. She works intelligently to solve problems presented to her. She is organised, decisive and handles the pressure of deadlines well. She should continue to push out of her comfort zone. In the past few years, she has done this very effectively, taking on a more varied role, seeing new markets and presenting. She needs to bring her insight and ideas for the Group out more. She is willing to share them with me but needs to be more confident to go direct to the source of the issue. Do Less: Sophie is struggling to delegate more mundane tasks that she should no longer be doing. A large part of this is resource but I think she should also recognise that is also in a small part her personality. She would sometimes rather do things herself than trust others. She will also take on workloads or tasks that she resents rather than put upon other people. In her more advanced role she has to delegate tasks to be successful.

**Answer 2:** Continue to effectively manage younger members of the team Continue to lead from the front on larger accounts (both renewals and new) Self confidence to manage individuals of similar age Self confidence to maintain position with new arrivals in US team. Not to be afraid to give push back when being over utilised by other senior members of the team. Believe there is a tendency to be viewed as an overflow valve or the only overflow valve for too many people. Remain calm and remove emotion in busy times.

**Answer 3:** No comments made.

**Answer 4:** Relax more, stress less! Whilst Sophie is probably never going to have a truly laid back personality, she could certainly show more confidence in her abilities whilst maintaining the professional attitude she always exhibits, which would only improve performance.

**Answer 5:** She should challenge and question her peers more. She should make sure her voice is heard more in group situations as her opinions are hugely valued. She should be more self-promoting. She should challenge her team more and ensure that she is given more respect by those for whom she is their line manager.

**Answer 6:** The individual can improve their self development by learning to be calm under pressure and be encouraging to others around them.

**Answer 7:** Keep doing more of the same as Sophie sets a strong example to others as well as being focused on a successful outcome for her Clients and team.

**Answer 8:** No comments made.

**Answer 9:** market more....





### Development resources checklist

This checklist summarises the resource material available from this P:M360™ assessment to inform coaching strategies and thoughts about future personal development. A version of this checklist is included in the assessee's P:M360™ Feedback Report.

#### **PART 1 & PART 2 FEEDBACK REPORT - variability amongst raters**

**Self-ratings of performance and ratings by each rater group** - where are the biggest discrepancies between the assessee's ratings of their own performance and the perceptions of others? Remember, these are averaged over the entire group of raters.

**Discrepancies between performance ratings** - do the groups rate the assessee differently? If they do, this is something you will want to explore in feedback or coaching.

**Consistency of performance ratings** - do people within the same rater group rate the assessee differently? The more consistent they are, the more likely it is that this represents their typical pattern of behaviour.

**The range of performance ratings.** How extreme are the variations of ratings within each group? Do raters use the full range of response options available?

#### **PART 3 FEEDBACK REPORT - potential vs performance**

Does the assessee perform best on the competencies where they have been assessed as having the greatest potential? Are there competencies on which they perform better than their rating of potential might lead one to expect? Are they exploiting their potential to full effect?

#### **PART 4 FEEDBACK REPORT - each competency in depth**

**Full competency definitions.** These remind you exactly what was assessed.

**Competency performance ratings.** These are indices of potential; to what extent does the assessee's temperament assist or hinder them with this competency.

**Passages of descriptive text.** Each passage looks at different aspects of temperament that contributes to that competency; which are their strongest/weakest points?

**Points for assessee to reflect on.** These points address issues raised by the assessee's most problematic responses. They will be more relevant to some people than others, but highlight something that does need to be addressed in feedback or coaching.

#### **Part 3 & 4 COACHING SUPPLEMENT (additional coaching material)**

**Personality and competency potential.** A breakdown of the personality elements contributing to each competency.

**Most and least endorsed items.** This analysis shows which items the raters felt were most and least descriptive of this assessee. Do peers and direct reports agree?

**Open ended questions (optional).** The verbatim responses of all raters relating to each competency.

**General extra questions (optional).** The verbatim responses of all raters.