Profile:Match2

®

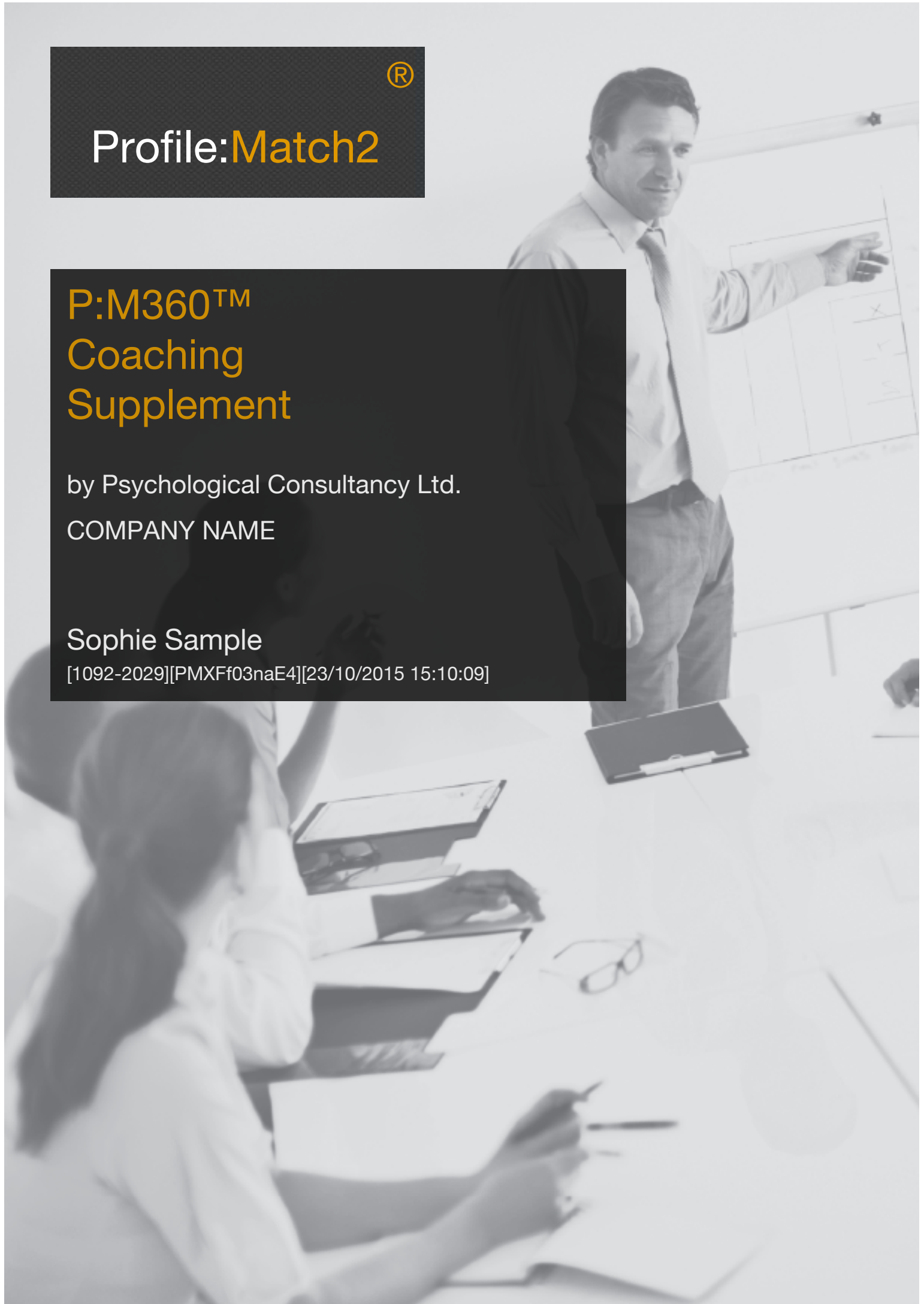## P:M360™
Coaching
Supplement

by Psychological Consultancy Ltd.

COMPANY NAME

Sophie Sample
[1092-2029][PMXFf03naE4][23/10/2015 15:10:09]

Profile:Match2 ®

Introduction

P:M360™ Coaching Supplement

This P:**M**360™ 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:**M**360™ system. It should be used by the coach or manager alongside the corresponding P:**M**360™ Feedback Report.

Although the conceptual framework for P:**M**360™ 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:**M**360™, 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.

How to use this supplement

This supplement is used alongside the corresponding P:**M**360™ 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.
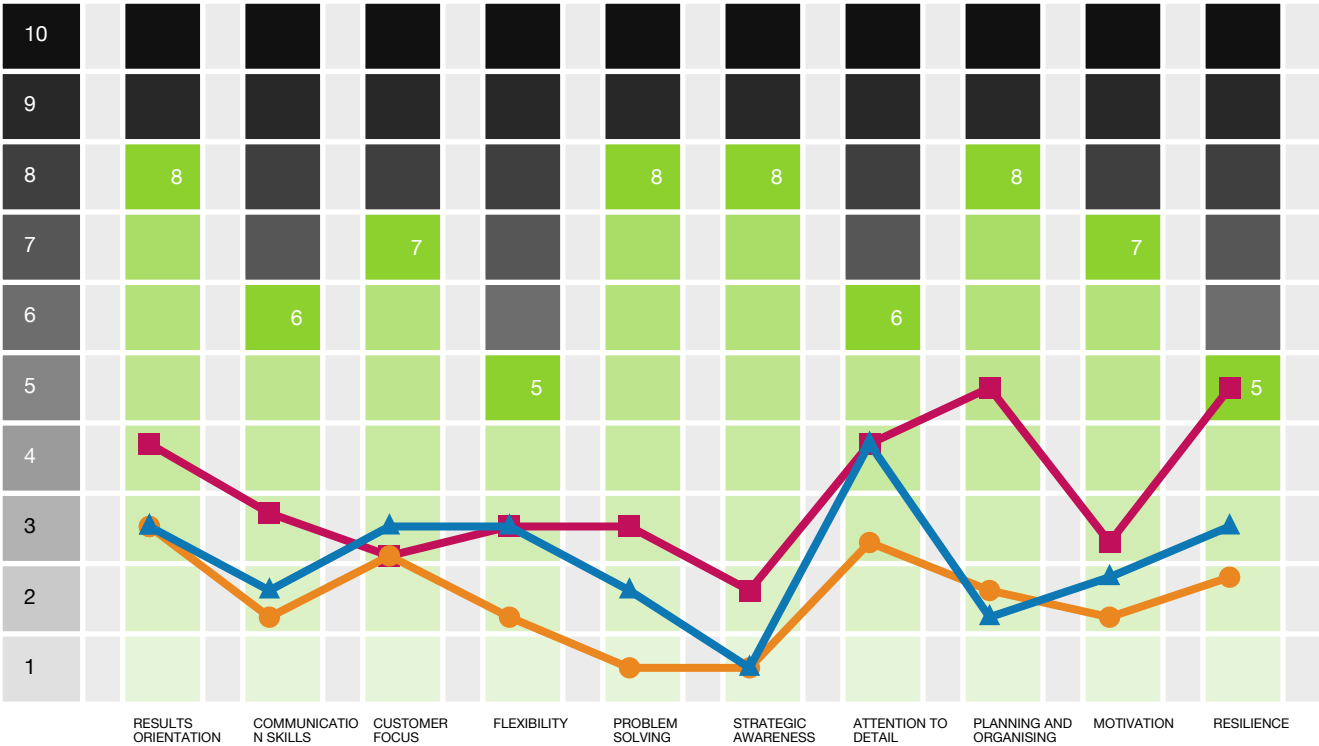

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Part 1
Personality Profile

	SCALE	T SCORE	LOW MEANING	STENS										HIGH MEANING
				1	2	3	4	5	6	7	8	9	10	
ADJUSTMENT	SELF-ESTEEM	44	Apprehensive Self-doubting Self-conscious Self-critical Worrying Anxious				4							Confident Self-assured Upbeat Trusting Optimistic Bold
ADJUSTMENT	COMPOSURE	52	Intense Irritable Moody Passionate Emotional Turbulent						6					Composed Serene Stress-tolerant Steady Unemotional Imperturbable
EXTRAVERSION	SOCIABILITY	48	Inhibited Reserved Reticent Solitary Socially anxious Uncommunicative					5						Demonstrative Outgoing Talkative Gregarious Socially confident Seeks the limelight
EXTRAVERSION	ASSERTIVENESS	66	Reserved Leisurely Uncompetetive Not goal focused Relaxed about status Unassuming									9		Determined Driven Eager to take charge Keen to impress Energetic Ambitious
AGREEABILITY	SENSITIVITY	45	Exacting Aloof Task focused Tough minded Unsentimental Critical				4							Caring Convivial People focused Sympathetic Warm Friendly
AGREEABILITY	ACCOMMODATION	66	Independent Self-sufficient Forthright Uncompromising Impartial Individualistic									9		Communal Needy Averse to conflict Eager to fit in Uncritical Inter-dependent
CONSCIENTIOUSNESS	COMPLIANCE	65	Unpredictable Challenging Impulsive Capricious Spontaneous Risk taking								8			Conforming Rule abiding Dutiful Tractable Cooperative Risk-averse
CONSCIENTIOUSNESS	PERFECTIONISM	45	Casual Unsystematic Impatient with detail Flexible Proportionate Undisciplined				4							Systematic Organised Detail conscious Inflexible Fussy Compulsive
OPENNESS	IMAGINATION	52	Realistic Practical Unquestioning Down-to-earth Not easily bored Pragmatic						6					Conceptual Curious Innovative Big picture orientated Analytical Distractible
OPENNESS	STUDIOUSNESS	59	Experimental Resists being taught Learns by doing Approximate Learns the necessities Faith in experience							7				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.

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Part 2
Performance vs Potential

Performance vs potential

Competencies (left to right): RESULTS ORIENTATION, COMMUNICATION SKILLS, CUSTOMER FOCUS, FLEXIBILITY, PROBLEM SOLVING, STRATEGIC AWARENESS, ATTENTION TO DETAIL, PLANNING AND ORGANISING, MOTIVATION, RESILIENCE

Legend:
- ■ Self
- ● Manager
- ▲ Peer

Assessees 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 competetive 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**]

Results Orientation - personality components

This competency is concerned with performance targets and efficiency and highlights four contributing characteristics. Firstly, the ideal candidates should be task oriented and single minded in their focus on getting the job done. Secondly, they should be independently minded and able to make unpopular decisions when necessary. Thirdly, they need to be assertive, competitive, and persistent in their drive to deliver whatever is required for the business to succeed. And finally, they should be self-confident and have a positive and optimistic 'can do' disposition.

RESULTS ORIENTATION								8		

COMPETENCY METRICS - UNPACKING THE COMPETENCY STEN SCORE
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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	66	Being competitive, purposeful and goal-focused - ready to take charge and take responsibility.	26	40%
Self-esteem	44	Being confident and optimistic and with strong self-belief, but without seeming arrogant.	15	30%
Accommodation	66	Engaging with others in ways that are neither too amenable (high scores) or too outspoken (low scores).	9	15%
Sensitivity	45	Striking a balance between being focused on work outcomes and being receptive to staff concerns.	9	15%
		WEIGHTED T^2 - STEN	59	8

Results 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		AVG
1	Gets jobs done on time and consistently meets performance targets	P	4.8
2	Is upbeat and not easily discouraged by set-backs	P	4.2
3	Preoccupation with staff concerns overrides concerns about poor productivity	N	4.2
4	Tends to emphasise the difficulties rather than the opportunities	N	4.2

	The four **LEAST** endorsed items		
1	Tries to please everybody all of the time	N	2.0
2	Follows rather than leads; allows others to take the initiative	N	2.2
3	Prepared to accept the consequences of taking unpopular decisions	P	2.8
4	Dislikes working in a competitive environment	N	3.0

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	Gets jobs done on time and consistently meets performance targets	P	5.0
2	Is upbeat and not easily discouraged by set-backs	P	4.7
3	Wins the confidence of staff and raises cooperation and performance	P	4.3
4	Tends to emphasise the difficulties rather than the opportunities	N	4.3

	The four **LEAST** endorsed items		
1	Tries to please everybody all of the time	N	2.0
2	Follows rather than leads; allows others to take the initiative	N	2.0
3	Prepared to accept the consequences of taking unpopular decisions	P	2.3
4	Remains single-minded in pursuit of goals despite obstacles or opposition	P	3.0

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.

COMMUNICATION SKILLS						6				

COMPETENCY METRICS - UNPACKING THE COMPETENCY STEN SCORE

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Contributing Scale	T^1	The Impact	T^2	Weight
Sociability	48	Outgoing and at ease in social situations and comfortable in the limelight but without being verbose or overbearing.	16	30%
Self-esteem	44	Having the self-belief to express a viewpoint with confidence, but without seeming arrogant or overbearing.	15	30%
Sensitivity	45	Being approachable, receptive and empathic about the needs and situations of other people.	10	20%
Accommodation	66	Able to strike a balance between a desire to be popular and the need to be independently minded.	9	20%
		WEIGHTED T^2 - STEN	50	6

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	Seems socially uncomfortable and difficult to know	N	5.0
2	Comes across as socially appropriate, neither abrasive nor sycophantic	P	4.4
3	Communicates comfortably with a wide network of individuals and groups	P	4.2
4	Works independently and disinclined to collaborate with others	N	4.2

The four **LEAST** endorsed items		
1	Avoids speaking up in meetings or making group presentations	N	2.8
2	Readily gets involved in discussion and debate, within and outside the organisation	P	3.2
3	Tailors communications to the needs and expectations of different audiences	P	3.4
4	Effective at getting the required messages across and motivating others	P	3.8

Most and least endorsed items by PEERS
The following items attracted the most consistent responses from Sophie's peers.

The four **MOST** endorsed items		AVG
1	Seems socially uncomfortable and difficult to know	N	5.0
2	Comes across as socially appropriate, neither abrasive nor sycophantic	P	4.7
3	Works independently and disinclined to collaborate with others	N	4.7
4	Communicates comfortably with a wide network of individuals and groups	P	4.3

The four **LEAST** endorsed items		
1	Avoids speaking up in meetings or making group presentations	N	3.0
2	Readily gets involved in discussion and debate, within and outside the organisation	P	3.7
3	Tailors communications to the needs and expectations of different audiences	P	3.7
4	More concerned with the task than with the people involved	N	4.0

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Part 3
Competency Analysis

This competency is concerned with the capacity to deal with customers in an engaging, professional and courteous way. High ratings suggest individuals who are warm, friendly and averse to confrontation or tension. Such people should be approachable, attentive and sufficiently sociable to enjoy the person-to-person aspects of their role, but not so gregarious that they lose sight of their objectives and responsibilities. They also need to be compliant enough to recognise their role as a representative of the organisation and its values.

CUSTOMER FOCUS							7			

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Contributing Scale	T^1	The Impact	T^2	Weight
Composure	52	Being calm and even tempered without seeming to lack urgency.	21	35%
Sensitivity	45	Being approachable, receptive and empathic about customer needs and requirements.	13	25%
Sociability	48	Sufficiently outgoing to welcome intense engagement with others, but also having the restraint to ask questions and listen.	15	25%
Compliance	65	Allowing the values, objectives and culture of the organisation to guide and influence their engagement with customers.	10	15%
		WEIGHTED T^2 - STEN	59	7

Customer Focus - 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	Takes the company guidelines and strategies on board and acts by them	P	4.8
2	Quick to show irritation when confronted with difficult customers or clients	N	4.8
3	Easily engages in small talk with customers	P	4.6
4	Always calm and even tempered, even with difficult customers	P	4.4

	The four **LEAST** endorsed items		
1	Can be reluctant to approach customers or clients, leaving others to take the initiative	N	3.4
2	Acts individualistically and is unconcerned about disapproval	N	3.4
3	Friendly and outgoing in dealings with customers and anxious to please	P	4.2
4	Actively seeks out opportunities to interact with customers or clients	P	4.2

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	Takes the company guidelines and strategies on board and acts by them	P	5.0
2	Easily engages in small talk with customers	P	4.7
3	Actively seeks out opportunities to interact with customers or clients	P	4.7
4	Quick to show irritation when confronted with difficult customers or clients	N	4.7

	The four **LEAST** endorsed items		
1	Acts individualistically and is unconcerned about disapproval	N	3.3
2	Can be reluctant to approach customers or clients, leaving others to take the initiative	N	4.0
3	Tends to react defensively to customer complaints	N	4.0
4	Friendly and outgoing in dealings with customers and anxious to please	P	4.3

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Part 3
Competency Analysis

Flexibility - personality components

This competency is concerned with having the capacity to cope with the unexpected. Candidates receiving a high rating are likely to appreciate when established or traditional approaches no longer work and may be due for review. Such people will recognise the need for re-organisation, whether they are a proponent or are on the receiving end of change. They welcome the views of others and are receptive to learning and to new ideas from a wide range of sources. They have the ability to adapt and welcome variety in their work.

FLEXIBILITY					5					

COMPETENCY METRICS - UNPACKING THE COMPETENCY STEN SCORE
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Contributing Scale	T^1	The Impact	T^2	Weight
Imagination	52	Having an open and enquiring mind and a preference for variety and change.	21	40%
Compliance	65	Appreciating the influence that the values, objectives and culture may have on organisational changes.	16	40%
Composure	52	Able to cope well with change, disappointment or unexpected turns of event; neither over reacting nor seeming oblivious to the concerns of	12	20%
		WEIGHTED T^2 - STEN	49	5

Part 3
Competency Analysis

Flexibility - 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	Unsettled by new approaches and by modernisation	N	4.8
2	Recovers quickly from disappointment or the unexpected	P	4.2
3	Doesn't accurately visualise how a proposal might affect things	N	4.0
4	Is wedded to procedures and becomes anxious about change	N	4.0

	The four **LEAST** endorsed items		
1	Finds routine suffocating and readily embraces change	P	2.4
2	Prefers to stick with conventional and established methods	N	3.0
3	Readily applies new ideas, drawing from a variety of sources	P	3.4
4	Recognises when there is a need for change	P	3.6

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	Unsettled by new approaches and by modernisation	N	5.0
2	Welcomes change and variety at work	P	4.3
3	Recovers quickly from disappointment or the unexpected	P	4.3
4	Is wedded to procedures and becomes anxious about change	N	4.3

	The four **LEAST** endorsed items		
1	Finds routine suffocating and readily embraces change	P	3.0
2	Prefers to stick with conventional and established methods	N	3.3
3	Enthusiastic about reviewing work arrangements and procedures	P	3.7
4	Readily applies new ideas, drawing from a variety of sources	P	4.0

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Part 3
Competency Analysis

This competency is concerned with delivering effective solutions and having a good practical understanding of issues. High scorers will be imaginative and open to a wide range of ideas and influences and will consider both traditional and innovative options before committing to a solution. They should also be driven and concerned to quickly and successfully resolve any problems for which they have taken responsibility. Finally, high scorers should also have the confidence and self-belief to implement their ideas or put them forward for others to do so.

PROBLEM SOLVING								8		

COMPETENCY METRICS - UNPACKING THE COMPETENCY STEN SCORE
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Contributing Scale	T^1	The Impact	T^2	Weight
Imagination	52	Being curious, having lots of ideas and being flexible - but not to the extent of seeming impractical or eccentric.	26	40%
Self-esteem	44	Having the confidence to approach problems with optimism and self-belief.	16	30%
Assertiveness	66	Being concerned to keep the problem solving process on track for a successful resolution.	20	30%
		WEIGHTED T^2 - STEN	62	8

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Part 3
Competency Analysis

Problem Solving - 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	Has an optimistic, 'can do' attitude to problem solving	P	4.6
2	Easily discouraged when things go wrong	N	4.6
3	Has lots of ideas, but often they are eccentric and impractical	N	4.6
4	Overestimates their own contribution when dealing with problems	N	4.2

	The four **LEAST** endorsed items		
1	Able to suggest original ideas and novel solutions	P	3.4
2	When faced with a problem will only consider conventional solutions	N	3.4
3	Considers the wider situation beyond the specific problem presented	P	3.6
4	Will consider a number of options before committing to a solution	P	3.8

Most and least endorsed items by PEERS
The following items attracted the most consistent responses from Sophie's peers.

	The four **MOST** endorsed items		AVG
1	Has an optimistic, 'can do' attitude to problem solving	P	4.7
2	Easily discouraged when things go wrong	N	4.7
3	Has lots of ideas, but often they are eccentric and impractical	N	4.7
4	Perseveres until the root cause of a problem is identified and a solution found	P	4.3

	The four **LEAST** endorsed items		
1	When faced with a problem will only consider conventional solutions	N	3.3
2	Able to suggest original ideas and novel solutions	P	3.7
3	Will consider a number of options before committing to a solution	P	4.0
4	Considers the wider situation beyond the specific problem presented	P	4.0

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Part 3
Competency Analysis

Strategic Awareness - personality components

This competency is concerned with the capacity to step back from events, to make an objective appraisal and to put this larger perspective to strategic advantage. This broader perspective may take in the wider industry, global trends or future developments. High ratings on this competency also suggest an ability to appreciate an organisation's strategic advantages and disadvantages as well as the factors to be negotiated in meeting and achieving objectives. Such people will have a preference for evidence over opinion and will appreciate the wider implications of their decisions, both within and beyond the organisation.

| STRATEGIC AWARENESS | | | | | | | | 8 | | |

COMPETENCY METRICS - UNPACKING THE COMPETENCY STEN SCORE
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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	52	Ability to view things from a variety of perspectives and to conceive the likely pros and cons - but not to the extent of seeming indecisive.	23	40%
Assertiveness	66	Readiness to take the initiative, to put forward a viewpoint and make ones case and to take action.	7	10%
Compliance	65	Respecting the values, objectives and culture of the organisation as a framework for their strategic thinking.	10	20%
Studiousness	59	Desire to find out about things, to research topics, explore the background and look for evidence.	21	30%
		WEIGHTED T^2 - STEN	61	8

Strategic Awareness - 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	Alarms others with radical and unconventional proposals	N	4.6
2	Doesn't support decisions with any clear rationale	N	4.2
3	Develops strategies that take account of external changes and developments	P	3.6
4	Desire to preserve traditional approaches inhibits more future proof strategies	N	3.6

	The four **LEAST** endorsed items		
1	Has a clear preference for evidence over opinion or intuition	P	2.6
2	Critically considers the assumptions and rationale behind any proposed policies	P	3.4
3	Alert to anything that threatens the organisation's strategies or objectives	P	3.4
4	Easily isolates the essential issues when planning	P	3.4

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	Alarms others with radical and unconventional proposals	N	5.0
2	Doesn't support decisions with any clear rationale	N	4.3
3	Desire to preserve traditional approaches inhibits more future proof strategies	N	4.0
4	Alert to anything that threatens the organisation's strategies or objectives	P	3.7

	The four **LEAST** endorsed items		
1	Has a clear preference for evidence over opinion or intuition	P	2.3
2	Plans and strategies reflect short term thinking only	N	3.3
3	Identifies the hurdles and hazards blocking organisational objectives	P	3.7
4	Develops strategies that take account of external changes and developments	P	3.7

Attention to Detail - personality components

This competency is concerned with being attentive to detail in the planning and the execution of tasks. Individuals who are a good fit with this competency take great care with tasks and have a respect for craftsmanship, for doing things properly and for complying with policies and procedures. They have a single-minded focus on the task in hand and would be quick to spot errors and inconsistencies. Their high standards are rooted in a desire for order and for perfection, and a deep concern to avoid error.

ATTENTION TO DETAIL						6				

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Contributing Scale	T^1	The Impact	T^2	Weight
Perfectionism	45	Thorough, conscientious and concerned about detail - anxious to follow procedures and to do things 'by the book'.	22	50%
Compliance	65	Anxious to meet expectations and to act in accordance with organisational objectives and values.	20	30%
Imagination	52	Having a tendency to become bored by repetitive or routing tasks and to focus on the bigger picture rather than the detail	10	20%
		WEIGHTED T^2 - STEN	52	6

Attention to Detail - 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	Perseveres with repetitive or routine elements of work	P	4.8
2	Attentive to detail in the planning and execution of tasks	P	4.0
3	Sometimes seems careless and disorganised	N	4.0
4	Is casual and unstructured in their approach	N	4.0

	The four **LEAST** endorsed items		
1	Focuses on the bigger picture rather than on task details	N	1.6
2	Deeply concerned about making mistakes	P	3.0
3	Is impulsive, spontaneous and unpredictable	N	3.4
4	Shows a high degree of concern for accuracy	P	3.6

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	Perseveres with repetitive or routine elements of work	P	5.0
2	Attentive to detail in the planning and execution of tasks	P	4.0
3	Conforms with established procedures and does things by the book	P	4.0
4	Is individualistic and seems unconcerned about disapproval	N	4.0

	The four **LEAST** endorsed items		
1	Focuses on the bigger picture rather than on task details	N	1.0
2	Shows a high degree of concern for accuracy	P	3.3
3	Deeply concerned about making mistakes	P	3.3
4	Is impulsive, spontaneous and unpredictable	N	3.3

Planning and Organising - personality components

This competency is concerned with the ability to take the objectives of the organisation and its overall strategies, and to devise and implement the processes by which these can be realised. High ratings for this competency will reflect high standards and recognition of the need for procedures, careful planning and co-ordination. Those who meet the criteria for this competency will seem organised, thorough and conscientious and mindful of the details of projects and plans.

PLANNING AND ORGANISING								8			

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Contributing Scale	T^1	The Impact	T^2	Weight
Studiousness	59	Having a preference for facts and information and a desire to get to the bottom of things, but without losing sight of objectives.	26	40%
Perfectionism	45	Being conscientious, attentive to detail and organised - following procedures and setting themselves high standards.	14	30%
Compliance	65	Ensuring that their approach to planning and organising takes account of the existing values, policies and traditions of the organisation.	21	30%
		WEIGHTED T^2 - STEN	61	8

Profile:Match2 ®

Part 3
Competency Analysis

Planning and Organising - 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	Pays little regard to the established values and policies of the organisation	N	4.6
2	Overlooks the latest developments when planning things	N	4.4
3	Tends to plan things on impulse or at the last minute	N	4.4
4	Relaxed about deadlines, targets or quality standards	N	4.2

The four **LEAST** endorsed items		
1	Readily deals with things 'on the hoof' with little preparation	N	0.8
2	Works hard to clarify any 'grey areas' in policies or procedures	P	3.2
3	Carefully researches issues and alternatives before finalising plans	P	3.6
4	Considers the organisational culture when planning for the future	P	3.8

Most and least endorsed items by PEERS
The following items attracted the most consistent responses from Sophie's peers.

The four **MOST** endorsed items		**AVG**
1	Pays little regard to the established values and policies of the organisation	N	5.0
2	Overlooks the latest developments when planning things	N	4.7
3	Tends to plan things on impulse or at the last minute	N	4.7
4	Relaxed about deadlines, targets or quality standards	N	4.3

The four **LEAST** endorsed items		
1	Readily deals with things 'on the hoof' with little preparation	N	0.3
2	Works hard to clarify any 'grey areas' in policies or procedures	P	3.3
3	Carefully researches issues and alternatives before finalising plans	P	3.3
4	Considers the organisational culture when planning for the future	P	4.0

Motivation - personality components

Motivated people are self-starters who have the drive and aspiration to make the most of any opportunities to showcase their talents. Being results orientated, they willingly accept personal responsibility, and are determined to see things through to a successful conclusion. Their positive, optimistic, can-do attitude combined with their energy and enthusiasm helps to get projects started and goals achieved. These people will readily take the initiative and be motivated to succeed not just for themselves but for the team and for the organisation as a whole.

MOTIVATION							7			

COMPETENCY METRICS - UNPACKING THE COMPETENCY STEN SCORE

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Contributing Scale	T^1	The Impact	T^2	Weight
Assertiveness	66	Having a desire to get on in life and to make an impression - keen to take on responsibility and to show what they can do.	33	50%
Self-esteem	44	Being confident, optimistic and having strong self-belief.	13	30%
Compliance	65	Accepting a framework for personal aspirations that respects the values, objectives and culture of the organisation.	4	10%
Accommodation	66	Achieving a balance between being too amenable (high scores) and too outspoken or independently minded (low scores).	4	10%
		WEIGHTED T^2 - STEN	54	7

Part 3
Competency Analysis

Motivation - 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	Resists doing things 'by the book' and seems to find compliance irksome	N	5.0
2	Willingly takes on new responsibilities	P	4.6
3	Not easy to convince that objectives can be accomplished	N	4.2
4	Allows setbacks to undermine enthusiasm and effort	N	4.2

	The four **LEAST** endorsed items		
1	Looks to others for direction rather than showing initiative	N	2.8
2	Is able to speak their mind but without being confrontational	P	3.4
3	Has a relaxed and leisurely approach to career advancement	N	3.4
4	Takes every opportunity to exercise and develop their talents	P	3.6

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	Resists doing things 'by the book' and seems to find compliance irksome	N	5.0
2	Willingly takes on new responsibilities	P	4.7
3	Is usually optimistic about proposals and motivates others	P	4.7
4	Not easy to convince that objectives can be accomplished	N	4.7

	The four **LEAST** endorsed items		
1	Looks to others for direction rather than showing initiative	N	2.7
2	Is able to speak their mind but without being confrontational	P	3.3
3	Has a relaxed and leisurely approach to career advancement	N	3.3
4	Takes every opportunity to exercise and develop their talents	P	3.7

Resilience - personality components

This competency is concerned with coping with stress and remaining calm under pressure. High scorers will be confident and sure of themselves, without seeming arrogant. They will be neither moody nor inclined to take things personally and will discuss contrary views without taking offence. Such people are calm, self-confident and optimistic and have the personal autonomy to deal with issues (including criticism, conflict or abuse) without over-reacting. Such people are appreciated for their stability and their consistency of mood.

RESILIENCE					5					

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Contributing Scale	T^1	The Impact	T^2	Weight
Composure	52	Able to deal well with pressure and to handle disappointments or unexpected events well.	26	50%
Self-esteem	44	Being sure of one's self; trusting, confident, optimistic and untroubled by self-doubts.	22	50%
		WEIGHTED T^2 - STEN	48	5

Part 3
Competency Analysis

Resilience - 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	Can be irritable, unpredictable and difficult for others to deal with	N	4.8
2	Loses composure if disturbed by unexpected setbacks	N	4.8
3	Maintains effectiveness during periods of high pressure	P	4.2
4	Addresses difficult issues, such as conflict or personal attack, calmly	P	4.2

	The four **LEAST** endorsed items		
1	Is self critical and succumbs to their own doubts about a positive outcome	N	3.4
2	Has every expectation that others will respond to them in a positive way	P	3.6
3	Their trust and optimism inspires self-belief in others	P	3.8
4	Able to debate their proposals without becoming defensive	P	3.8

Most and least endorsed items by PEERS
The following items attracted the most consistent responses from Sophie's peers.

	The four **MOST** endorsed items		AVG
1	Can be irritable, unpredictable and difficult for others to deal with	N	5.0
2	Loses composure if disturbed by unexpected setbacks	N	5.0
3	Maintains effectiveness during periods of high pressure	P	4.7
4	Addresses difficult issues, such as conflict or personal attack, calmly	P	4.7

	The four **LEAST** endorsed items		
1	Has every expectation that others will respond to them in a positive way	P	3.7
2	Allows events or the behaviour of others to undermine their confidence	N	3.7
3	Able to debate their proposals without becoming defensive	P	4.0
4	Accepts challenges, expressing confidence in own ability to meet them	P	4.0

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.

Is there one particular characteristic that contributes most to the candidate's success in their present role?

Answer 1: Helpful and keen to learn more about the company

Answer 2: No comments made.

Answer 3: Ingrid's enthusiasm is a huge plus. She wants to learn and develop and she is always willing to get involved. She has a great sense of humour and energy so you want to involve her in projects.

Answer 4: Ingrid has a great ability to easily adapt to any situation she faces in her varied role as Receptionist. She meets obstacles with a can-do attitude, proactively asks for instructions/advice on issues and rises to every challenge.

Answer 5: Combination of 'Can-do' attitude, optimism and willingness to stretch herself when required

What single improvement would make the greatest difference to the candidate's performance in their present role?

Answer 1: ownership of more "office management" tasks

Answer 2: No comments made.

Answer 3: Nothing specific - I think she will learn some of the finer points with time and more knowledge about the firm. No huge areas for improvement though.

Answer 4: Over time, Ingrid's confidence will increase so that she trusts her gut instincts and no longer requires approval on certain matters. The support team should set aside more time for training for Ingrid so she can expand her role and take on more responsibilities as she is highly capable.

Answer 5: Being more decisive, suggesting possible solutions rather than asking for them would help her establish her position and build confidence

Is there any other point that you wish to make about the candidate's work performance?

Answer 1: Has really helped with the move to Pall Mall

Responses to extra questions (continued)

Answer 2: No comments made.

Answer 3: A great person to have on the team and she has contributed a lot in a short amount of time.

Answer 4: Ingrid has been with the company only a short time but has settled in extremely well and become a highly valued member of the team. Her friendly attitude makes her a perfect front of house and we have received many compliments from external visitors. Ingrid also has an extremely positive attitude, remains calm at all times, is highly flexible and completely dependable. Ingrid has taken on many extra responsibilities of late including helping with operations and the office move.

Answer 5: She is very hard-working and shows initiative when she sees that help is needed. She learns things quickly.

Development resources checklist

This checklist summarises the resource material available from this P:**M**360™ assessment to inform coaching strategies and thoughts about future personal development. A version of this checklist is included in the assessee's P:**M**360™ 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 assessees 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.