

Profile: Match2™

P:M360™ Coaching Supplement

by Psychological Consultancy Ltd.
COMPANY

Simon Sample

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To be used alongside Simon Sample's P:M360™
Feedback Report

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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:MATCH™ 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:MATCH™. 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:MATCH™ 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 assessors: the managers, peers, clients and direct reports, and by the assessee 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:MATCH™, 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 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:M360™ Feedback Report and the sequence is the same for both documents. Part numbers used in both sections below all relate to those in the assessee's Feedback Report.

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

FEEDBACK REPORT CONTENT

Part 1 - Comparing assessor ratings

Performance ratings from each group of assessors are graphically presented along with an aggregate of all assessor ratings. Any significant differences are highlighted.

Part 2 - 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 3 - Competency analysis

This is the heart of the report; for each competency in turn, it shows the assessee's results from the PROFILE:MATCH™ assessment and the P:M360™ rating process. Details of the most and least endorsed items for each rater group are provided.

Part 4 - Planning development

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

COACHING SUPPLEMENT CONTENT

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 assessors performance ratings against the backdrop of potential.

Part 3 - Competency analysis (additional)

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

Item level responses (additional)

Individual rater responses are provided for each performance rating item.

Responses to open ended questions (optional and additional)

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

Rater comments (additional)

A summary of all open ended question responses for each competency plus any final extra questions on overall performance.

Part 4 - Planning development

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

PROFILE 1: Simon Sample's personality profile

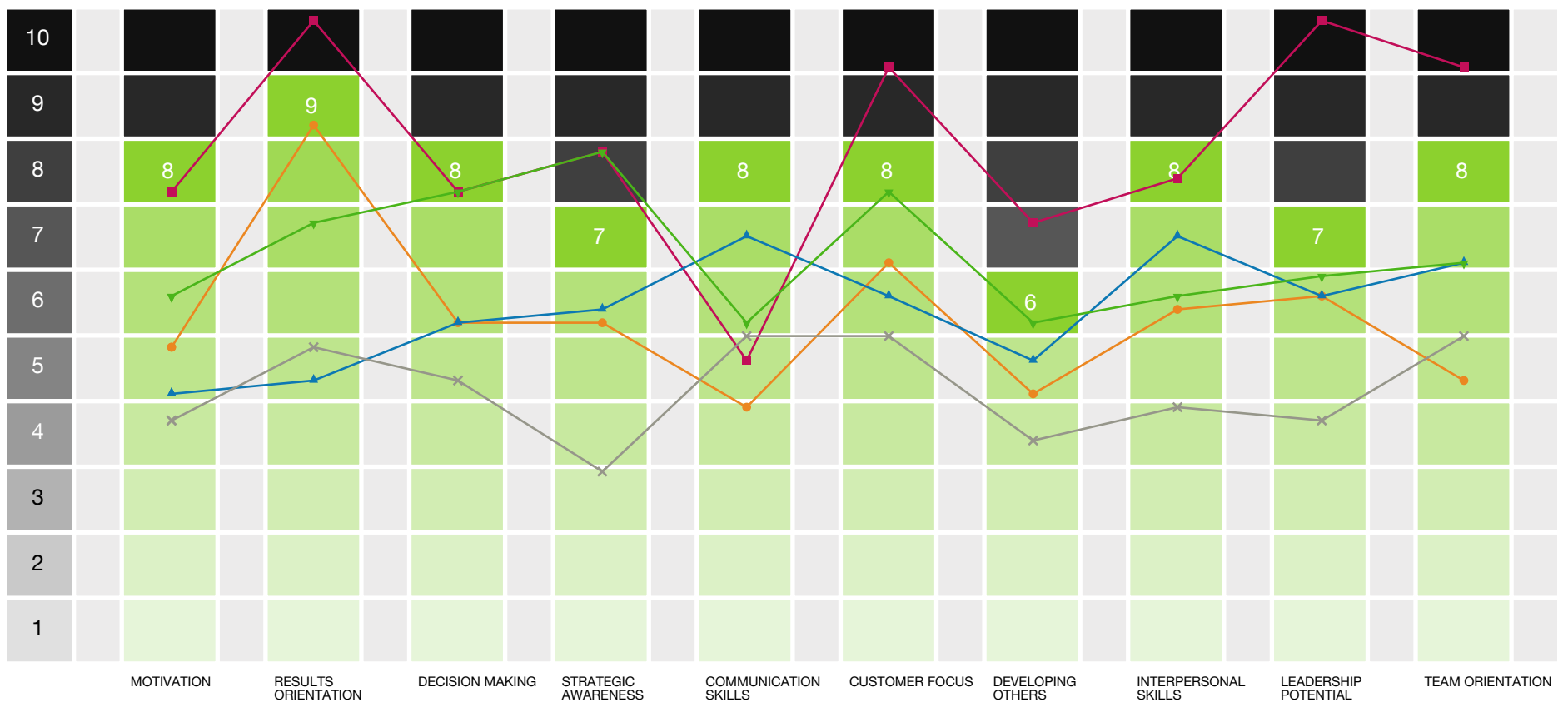
Your temperament

	SCALE	T SCORE	LOW MEANING	STENS										HIGH MEANING	
				1	2	3	4	5	6	7	8	9	10		
ADJUSTMENT	SELF-ESTEEM	58	Apprehensive Self-doubting Self-conscious Self-critical Worrying Anxious								7				Confident Self-assured Upbeat Trusting Optimistic Bold
	COMPOSURE	49	Intense Irritable Moody Passionate Emotional Turbulent					5							Composed Serene Stress-tolerant Steady Unemotional Imperturbable
EXTRAVERSION	SOCIABILITY	61	Inhibited Reserved Reticent Solitary Socially anxious Uncommunicative									8			Demonstrative Outgoing Talkative Gregarious Socially confident Seeks the limelight
	ASSERTIVENESS	64	Reserved Leisurely Uncompetitive Not goal focused Relaxed about status Unassuming									8			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
	ACCOMMODATION	48	Independent Self-sufficient Forthright Uncompromising Impartial Individualistic					5							Communal Needy Averse to conflict Eager to fit in Uncritical Inter-dependent
CONSCIENTIOUSNESS	COMPLIANCE	54	Unpredictable Challenging Impulsive Capricious Spontaneous Risk taking							6					Conforming Rule abiding Dutiful Tractable Cooperative Risk-averse
	PERFECTIONISM	45	Casual Unsystematic Impatient with detail Flexible Proportionate Undisciplined				4								Systematic Organised Detail conscious Inflexible Fussy Compulsive
OPENNESS	IMAGINATION	51	Realistic Practical Unquestioning Down-to-earth Not easily bored Pragmatic							6					Conceptual Curious Innovative Big picture orientated Analytical Distractible
	STUDIOUSNESS	58	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

Simon Sample's pattern of item responses is particularly unusual and may be due to careless or inattentive responding. You should bear this in mind when interpreting this report.

Performance vs Potential



Assesseees make two contributions to this assessment. Firstly, they completed the self-report PROFILE:MATCH™ 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

- Self
- Manager
- ▲ Peer
- ▼ Direct Report
- × Client

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 personality characteristics and their significance in terms of potential benefit or detrimental effect on performance. The average performance rating for each competency by each group of assessors, and the extent to which these various metrics agree or disagree with each other and with self-ratings of performance are also provided.

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 consider possible explanations for any of these discrepancies between performance vs potential

Consider the different assessor 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 be 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.

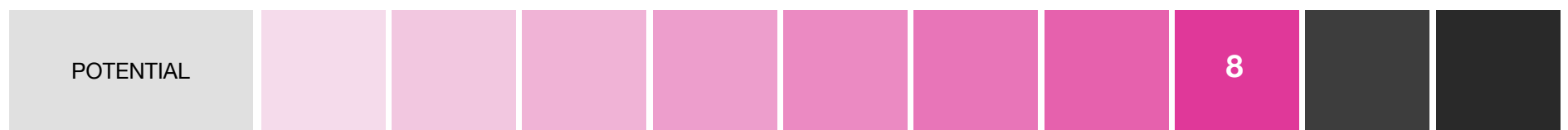
[YES] [NO] [MAYBE]

(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]

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.



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: MATCH™ 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: MATCH™ has transformed the candidate's scores on each personality scale (T¹) into a rating for this specific competency (T²). 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	64	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.	32	50%
Self-esteem	58	Being confident, optimistic and having strong self-belief.	17	30%
Compliance	54	Accepting a framework for personal aspirations that respects the values, objectives and culture of the organisation.	6	10%
Accommodation	48	Achieving a balance between being too amenable (high scores) and too outspoken or independently minded (low scores).	7	10%
WEIGHTED T ² - STEN			62	8

Motivation - item responses

The table below provides a breakdown of Simon Sample's P:M360™ rater responses for each question on the survey. Within each competency performance statements have been rank ordered from the highest to the lowest score. Higher scores in the Mean column suggest that the statement is more descriptive of the assessee than a lower score.

Content	Response Frequencies						Mean
	0	1	2	3	4	5	
Shows initiative beyond the immediate responsibilities of the role	0	0	0	1	5	1	4.00
Willingly takes on new responsibilities	0	0	0	1	5	1	4.00
Takes every opportunity to exercise and develop their talents	0	0	0	3	3	1	3.71
Is able to speak their mind but without being confrontational	0	0	0	4	2	1	3.57
Is usually optimistic about proposals and motivates others	0	0	1	3	2	1	3.43
Has a relaxed and leisurely approach to career advancement	0	0	1	5	0	1	3.14
Not easy to convince that objectives can be accomplished	1	1	3	1	1	0	2.00
Resists doing things 'by the book' and seems to find compliance irksome	0	3	3	1	0	0	1.71
Looks to others for direction rather than showing initiative	2	2	2	1	0	0	1.29
Allows setbacks to undermine enthusiasm and effort	2	3	1	1	0	0	1.14

Open ended questions

The individual assessor responses to the open ended questions are given below. This will be a valuable reference point when feeding back to the assessee, particularly when you are searching for evidence to describe why the assessee may have received a particular rating.

Motivation

Q. Briefly describe an incident or typical behaviour illustrating this person's level of motivation.

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: He has joined the company recently (it not easy to know in detail all the answers)but his level of passion and motivation is very high, providing always his point of view to others, trying to understand the impact of every decision, asking his peers and his teams.

Answer 3: Willing to support areas not directly attributable to his targets but supports the wider business requirements.

Answer 4: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

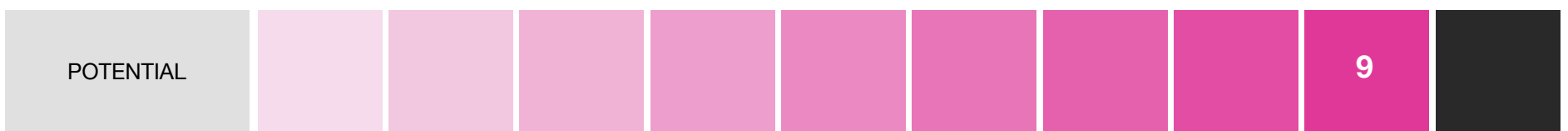
Answer 5: From my perspective, he is very focused and result oriented person, competent in what he is doing and has the ability to lead people to the right direction focusing on the right strategies, directions. Very good social skills in planning and communicating with employees and customers

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

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.



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Contributing Scale	T ¹	The Impact	T ²	Weight
Assertiveness	64	Being competitive, purposeful and goal-focused - ready to take charge and take responsibility.	26	40%
Self-esteem	58	Being confident and optimistic and with strong self-belief, but without seeming arrogant.	20	30%
Accommodation	48	Engaging with others in ways that are neither too amenable (high scores) or too outspoken (low scores).	11	15%
Sensitivity	45	Striking a balance between being focused on work outcomes and being receptive to staff concerns.	9	15%
WEIGHTED T ² - STEN			66	9

Results Orientation - item responses

The table below provides a breakdown of Simon Sample's P:M360™ rater responses for each question on the survey. Within each competency performance statements have been rank ordered from the highest to the lowest score. Higher scores in the Mean column suggest that the statement is more descriptive of the assessee than a lower score.

Content	Response Frequencies						Mean
	0	1	2	3	4	5	
Gets jobs done on time and consistently meets performance targets	0	0	0	2	3	2	4.00
Prepared to accept the consequences of taking unpopular decisions	0	0	0	2	4	1	3.86
Is upbeat and not easily discouraged by set-backs	0	0	0	3	2	2	3.86
Wins the confidence of staff and raises cooperation and performance	0	0	0	3	2	2	3.86
Remains single-minded in pursuit of goals despite obstacles or opposition	1	0	1	3	1	1	2.86
Preoccupation with staff concerns overrides concerns about poor productivity	1	2	3	1	0	0	1.57
Tends to emphasise the difficulties rather than the opportunities	1	4	1	1	0	0	1.29
Tries to please everybody all of the time	1	4	1	1	0	0	1.29
Follows rather than leads; allows others to take the initiative	3	2	1	1	0	0	1.00
Dislikes working in a competitive environment	2	5	0	0	0	0	0.71

Open ended questions

The individual assessor responses to the open ended questions are given below. This will be a valuable reference point when feeding back to the assessee, particularly when you are searching for evidence to describe why the assessee may have received a particular rating.

Results Orientation

Q. Is there an incident or event that illustrates this person's focus on results?

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: He maintain calm, especially under presure and remains in pursuit of goals despite obstacles or opposition.

Answer 3: During the target setting stage, very focused on the figures and feedback to ensure that an acheivable target is set. Team and individual performance is key.

Answer 4: Resultate im Sinne von Zielerfüllung sind der einzige Nachweis für gute Leistung seiner Mitarbeiter für ihn.

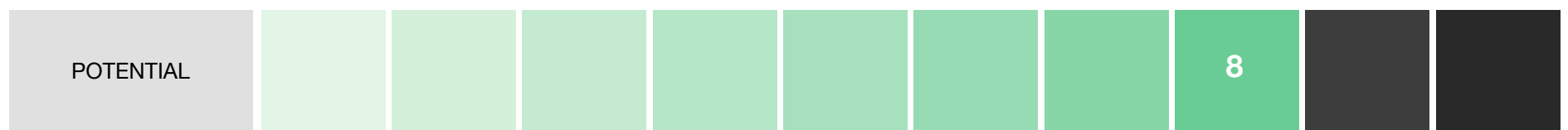
Answer 5: If an interesting opportunity comes up he has the ability to recognize it and free up time despite difficulties to help in closing this opportunity with a realistic approach

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Decision Making - personality components

This competency is concerned with achieving the right balance between indecisiveness and taking unnecessary risk. Decision makers need to be resourceful and confident in their own abilities so that they are able to deal calmly with problems, choices and uncertainty. They need to ensure that they are adequately informed on all the issues and to be rational in their judgements. In the case of strategic decisions, they will also need the vision and big picture perspective to see the issues in the wider context.



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Contributing Scale	T ¹	The Impact	T ²	Weight
Imaginative	51	Ability to conceive alternative solutions and to envision the consequences - but not so full of ideas as to seem indecisive.	12	20%
Stidiousness	58	Desire for facts rather than opinions or hunches - but not to the extent that it delays decisions.	12	20%
Self-esteem	58	Having the confidence and optimism to make decisions, to express that view and not be easily overwhelmed by others.	13	20%
Compliance	54	Accepting an agenda for decision making that reflects the values, objectives and culture within which decisions are being made.	15	20%
Rationality	56	Being logical and objective rather than relying too much on 'gut feeling' and intuition.	11	20%
WEIGHTED T ² - STEN			63	8

Decision Making - item responses

The table below provides a breakdown of Simon Sample's P:M360™ rater responses for each question on the survey. Within each competency performance statements have been rank ordered from the highest to the lowest score. Higher scores in the Mean column suggest that the statement is more descriptive of the assessee than a lower score.

Content	Response Frequencies						Mean
	0	1	2	3	4	5	
Is confident, decisive and sure of themself	0	0	0	0	2	5	4.71
Can work things through logically and weed out weak arguments	0	0	0	1	3	3	4.29
Their decisions are widely respected and reinforce company values	0	0	0	2	3	2	4.00
Researches issues thoroughly before making decisions	0	0	0	3	3	1	3.71
Always excited by new ideas and different viewpoints	0	0	2	2	2	1	3.29
Relies on own intuition rather than gathering all possible information	1	2	3	0	1	0	1.71
Can appear dismissive of other contributions to the decision making process	1	2	3	1	0	0	1.57
Has so many new ideas that it delays decision making	1	2	4	0	0	0	1.43
It can sometimes be difficult to see the logic of their viewpoint	2	1	3	1	0	0	1.43
Shows little regard for the culture of the company when making decisions	2	4	1	0	0	0	0.86

Open ended questions

The individual assessor responses to the open ended questions are given below. This will be a valuable reference point when feeding back to the assessee, particularly when you are searching for evidence to describe why the assessee may have received a particular rating.

Decision Making

Q. Briefly describe a typical event illustrating an aspect of this person's decision making.

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 3: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

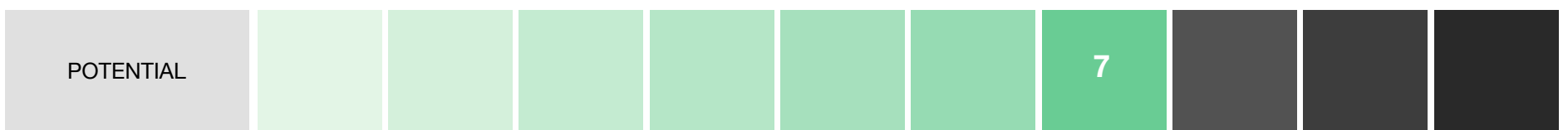
Answer 4: He desicion based on facts rather than feelings and always interested in activities that lead to realistic opportunities

Answer 5: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Strategic Awareness - personality components

This competency is concerned with the benefits of a rational appraisal of events within their wider context. High ratings on this competency also suggest an ability to appreciate an organisation's strategic advantages and disadvantages as well as recognising what has to be dealt with in order to achieve objectives. Such people will be rational and have a preference for evidence over opinion. They will appreciate the wider implications of their decisions, both within and beyond the organisation as well as anticipating future developments.



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Contributing Scale	T ¹	The Impact	T ²	Weight
Imaginative	51	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.	22	40%
Rationality	56	Being logical and objective rather than relying too much on 'gut feeling' and intuition.	22	40%
Compliance	54	Respecting the values, objectives and culture of the organisation as a framework for their strategic thinking.	12	20%
			WEIGHTED T ² - STEN	56
				7

Strategic Awareness - item responses

The table below provides a breakdown of Simon Sample's P:M360™ rater responses for each question on the survey. Within each competency performance statements have been rank ordered from the highest to the lowest score. Higher scores in the Mean column suggest that the statement is more descriptive of the assessee than a lower score.

Content	Response Frequencies						Mean
	0	1	2	3	4	5	
Alert to anything that threatens the organisation's strategies or objectives	0	0	0	1	4	2	4.14
Identifies the hurdles and hazards blocking organisational objectives	0	0	0	1	5	1	4.00
Has a clear preference for evidence over opinion or intuition	0	0	1	1	4	1	3.71
Develops strategies that take account of external changes and developments	0	0	1	2	3	1	3.57
Critically considers the assumptions and rationale behind any proposed policies	0	0	1	3	2	1	3.43
Easily isolates the essential issues when planning	0	2	0	1	4	0	3.00
Doesn't support decisions with any clear rationale	1	3	0	2	0	1	2.00
Plans and strategies reflect short term thinking only	2	1	3	0	0	1	1.71
Desire to preserve traditional approaches inhibits more future proof strategies	2	3	1	1	0	0	1.14
Alarms others with radical and unconventional proposals	2	3	1	1	0	0	1.14

Open ended questions

The individual assessor responses to the open ended questions are given below. This will be a valuable reference point when feeding back to the assessee, particularly when you are searching for evidence to describe why the assessee may have received a particular rating.

Strategic Awareness

Q. What have you particularly observed about this person's strategic awareness?

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: He has a lot of experience and he always try to explain his point of view from a rational perspective, but always listening other views and analysing pros and cons.

Answer 3: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 4: Keeps himself always up to date about what is going on and takes actions if there are new situations or strategic changes

Answer 5: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

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

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Contributing Scale	T ¹	The Impact	T ²	Weight
Sociability	61	Outgoing and at ease in social situations and comfortable in the limelight but without being verbose or overbearing.	21	30%
Self-esteem	58	Having the self-belief to express a viewpoint with confidence, but without seeming arrogant or overbearing.	21	30%
Sensitivity	45	Being approachable, receptive and empathic about the needs and situations of other people.	10	20%
Accommodation	48	Able to strike a balance between a desire to be popular and the need to be independently minded.	12	20%
WEIGHTED T ² - STEN			64	8

Communication Skills - item responses

The table below provides a breakdown of Simon Sample's P:M360™ rater responses for each question on the survey. Within each competency performance statements have been rank ordered from the highest to the lowest score. Higher scores in the Mean column suggest that the statement is more descriptive of the assessee than a lower score.

Content	Response Frequencies						Mean
	0	1	2	3	4	5	
Effective at getting the required messages across and motivating others	0	0	0	1	5	1	4.00
Communicates comfortably with a wide network of individuals and groups	0	0	0	1	5	1	4.00
Readily gets involved in discussion and debate, within and outside the organisation	0	0	1	1	2	3	4.00
Tailors communications to the needs and expectations of different audiences	0	1	0	3	2	1	3.29
Comes across as socially appropriate, neither abrasive nor sycophantic	2	0	1	1	1	2	2.71
Works independently and disinclined to collaborate with others	0	4	2	1	0	0	1.57
More concerned with the task than with the people involved	2	1	2	2	0	0	1.57
Is quiet and reticent, keeps themselves to themselves	5	1	0	1	0	0	0.57
Seems socially uncomfortable and difficult to know	5	1	1	0	0	0	0.43
Avoids speaking up in meetings or making group presentations	4	3	0	0	0	0	0.43

Open ended questions

The individual assessor responses to the open ended questions are given below. This will be a valuable reference point when feeding back to the assessee, particularly when you are searching for evidence to describe why the assessee may have received a particular rating.

Communication Skills

Q. From your own observations, can you illustrate aspects of this person's communication skills?

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: His communication skills are good internally and in front of customers. He has a very good sense of humour

Answer 3: Engagement in team meetings to highlight key issues and concerns for the business. Uses analytical and business rationale to get the messages across.

Answer 4: Die Botschaften sind immer klar und deutlich sowie sehr forsch formuliert, so dass jeder Adressat ein klares Verständnis seiner Erwartungshaltung ihm gegenüber besitzt.

Answer 5: From my perspective, can give clear messages and bring things to the real point

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Customer Focus - personality components

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.



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The table below explains how PROFILE: MATCH™ has transformed the candidate's scores on each personality scale (T¹) into a rating for this specific competency (T²). 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	49	Being calm and even tempered without seeming to lack urgency.	20	35%
Sensitivity	45	Being approachable, receptive and empathic about customer needs and requirements.	13	25%
Sociability	61	Sufficiently outgoing to welcome intense engagement with others, but also having the restraint to ask questions and listen.	18	25%
Compliance	54	Allowing the values, objectives and culture of the organisation to guide and influence their engagement with customers.	11	15%
WEIGHTED T ² - STEN			62	8

Customer Focus - item responses

The table below provides a breakdown of Simon Sample's P:M360™ rater responses for each question on the survey. Within each competency performance statements have been rank ordered from the highest to the lowest score. Higher scores in the Mean column suggest that the statement is more descriptive of the assessee than a lower score.

Content	Response Frequencies						Mean
	0	1	2	3	4	5	
Actively seeks out opportunities to interact with customers or clients	0	0	0	0	4	3	4.43
Easily engages in small talk with customers	0	0	0	2	3	2	4.00
Friendly and outgoing in dealings with customers and anxious to please	0	0	0	2	3	2	4.00
Takes the company guidelines and strategies on board and acts by them	0	0	0	2	3	2	4.00
Always calm and even tempered, even with difficult customers	0	0	2	2	1	2	3.43
Acts individualistically and is unconcerned about disapproval	2	0	3	1	1	0	1.86
Not very effective at diffusing confrontation and tension	1	1	4	1	0	0	1.71
Quick to show irritation when confronted with difficult customers or clients	2	2	2	1	0	0	1.29
Tends to react defensively to customer complaints	4	0	3	0	0	0	0.86
Can be reluctant to approach customers or clients, leaving others to take the initiative	4	1	2	0	0	0	0.71

Open ended questions

The individual assessor responses to the open ended questions are given below. This will be a valuable reference point when feeding back to the assessee, particularly when you are searching for evidence to describe why the assessee may have received a particular rating.

Customer Focus

Q. Illustrate a significant aspect of this person's performance with customers and clients.

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 3: Is willing to step in to support key customer issues when the need arises even if not directly responsible for this customer.

Answer 4: Die von mir begleiteten Gespräche mit externen Personen waren stets offen und transparent geführt sowie mit dominanter Gesprächsführung versehen.

Answer 5: From my perspective, very customer oriented and looks actively for involvement with customers and clients to bring projects to closure and interested in important details which can make difference.

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

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.



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Contributing Scale	T ¹	The Impact	T ²	Weight
Sensitivity	45	Being approachable, receptive and empathic about the needs and concerns of others.	22	50%
Self-esteem	58	Having the self-confidence to advise, manage or coach others but without seeming arrogant or overbearing.	20	30%
Studiosness	58	Placing a high value on learning, having a desire for information and an interest in the world of ideas.	12	20%
WEIGHTED T ² - STEN			54	6

Developing Others - item responses

The table below provides a breakdown of Simon Sample's P:M360™ rater responses for each question on the survey. Within each competency performance statements have been rank ordered from the highest to the lowest score. Higher scores in the Mean column suggest that the statement is more descriptive of the assessee than a lower score.

Content	Response Frequencies						Mean
	0	1	2	3	4	5	
Demonstrates confidence in others and what they can achieve	0	0	0	2	4	1	3.86
Appreciates how staff development affects company success, and acts on it	0	0	0	3	3	1	3.71
Provides opportunities for individuals to gain new skills and experience	0	0	1	3	2	1	3.43
Will encourage others to make the most of their talents and abilities	0	0	0	5	1	1	3.43
Supports and mentors others in the workplace	0	0	1	4	1	1	3.29
Is sensitive and constructive when delivering feedback to others	0	1	2	2	1	1	2.86
Expects people to "pick things up" rather than planning their development	1	0	2	2	2	0	2.57
Takes little interest in the welfare and success of others	1	4	1	0	1	0	1.43
Would not be viewed as approachable or interested in people issues	2	2	3	0	0	0	1.14
Seems self-effacing and rarely offers feedback or advice to others	2	4	1	0	0	0	0.86

Open ended questions

The individual assessor responses to the open ended questions are given below. This will be a valuable reference point when feeding back to the assessee, particularly when you are searching for evidence to describe why the assessee may have received a particular rating.

Developing Others

Q. From your observations, can you illustrate this person's effectiveness in developing of others?

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 3: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 4: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 5: From my perspective, he recognizes good skills and supports those who are willing to move forward

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Interpersonal Skills - personality components

This competency is concerned with the chemistry of interpersonal relationships and an awareness of the way that one comes across to others. It involves interpersonal sensitivity and the ability to appreciate another person's motivational and emotional needs. Whether as a leader, a colleague or a subordinate, high scorers on this competency are likely to develop effective working relationships with others both within and beyond their own area of responsibility. They will also be concerned to maintain harmonious relationships and to defuse conflict.



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Contributing Scale	T ¹	The Impact	T ²	Weight
Sensitivity	45	Ability to convey an interest and concern in others and to seem empathic about their interests and concerns.	12	25%
Sociability	61	Outgoing, sociable and comfortable being centre of attention, but also having the restraint to ask questions and listen.	18	25%
Assertiveness	64	Being purposeful, ambitious and keen to accept responsibility but without being ruthless.	18	25%
Accommodation	48	Being neither too outspoken and independent nor too restrained by a desire to please everyone.	14	25%
WEIGHTED T ² - STEN			62	8

Interpersonal Skills - item responses

The table below provides a breakdown of Simon Sample's P:M360™ rater responses for each question on the survey. Within each competency performance statements have been rank ordered from the highest to the lowest score. Higher scores in the Mean column suggest that the statement is more descriptive of the assessee than a lower score.

Content	Response Frequencies						Mean
	0	1	2	3	4	5	
Is outgoing, gregarious and attracted by opportunities to engage with others	0	0	0	2	1	4	4.29
Proactive about building effective working relationships	0	0	0	1	4	2	4.14
Prepared to listen to other opinions without being too anxious to agree	0	0	0	4	1	2	3.71
Shows understanding of others' motivations and perspectives	0	0	0	6	0	1	3.29
Is an assertive person who makes their presence felt	1	0	0	3	2	1	3.14
Can be overbearing and inclined to impose on the personal space of others	1	2	2	2	0	0	1.71
Unconcerned about other peoples' opinions	2	1	3	0	1	0	1.57
Avoids upsetting others with critical or contentious views	1	3	1	2	0	0	1.57
Seems unaware of the impact of their behaviour on other people	2	1	4	0	0	0	1.29
Tends not to initiate interaction with others except when necessary	4	2	1	0	0	0	0.57

Open ended questions

The individual assessor responses to the open ended questions are given below. This will be a valuable reference point when feeding back to the assessee, particularly when you are searching for evidence to describe why the assessee may have received a particular rating.

Interpersonal Skills

Q. Can you illustrate this person's typical interpersonal performance?

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: He is outgoing, and attracted by opportunities to engage with others. He comes across as socially appropriate, neither abrasive nor sycophantic

Answer 3: Very easy to have general discussions about any topic whether business or personal. I very easy person to approach.

Answer 4: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 5: very dedicated to succeed, can differentiate very good between what can bring results and what could be senseless. Very strong filtering and qualification skills

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

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.



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Contributing Scale	T^1	The Impact	T^2	Weight
Composure	49	Being dependable, consistent, resilient and calm managing crises and handles stress well.	12	25%
Assertiveness	64	Showing initiative, being ambitious, competitive and keen to take charge - focused on getting ahead in life.	16	25%
Imaginative	51	Having the big picture orientation and vision required to shape strategy, objectives and values of the organisation.	9	15%
Sensitivity	45	Ability to convey a personal interest, concern and empathy but without seeming sentimental or compromising one's authority.	9	15%
Accommodation	48	Balance a desire to maintain harmony with the need to speak one's mind and to make unpopular choices.	7	10%
Sociability	61	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	58	Having few doubts about one's own capabilities whilst recognising the dangers of appearing over confident or overbearing.	4	5%
WEIGHTED T^2 - STEN			60	7

Leadership Potential - item responses

The table below provides a breakdown of Simon Sample's P:M360™ rater responses for each question on the survey. Within each competency performance statements have been rank ordered from the highest to the lowest score. Higher scores in the Mean column suggest that the statement is more descriptive of the assessee than a lower score.

Content	Response Frequencies						Mean
	0	1	2	3	4	5	
Determined to achieve goals for themselves the team and the organisation	0	0	0	0	4	3	4.43
Maintains communication channels with internal and external clients	0	0	0	1	2	4	4.43
Is highly competitive and has a strong desire for success	0	0	0	1	4	2	4.14
Maintains positive staff relationships while preserving managerial authority	0	0	0	2	3	2	4.00
Readily moves in to take charge of situations when things are going wrong	0	0	0	3	4	0	3.57
Is reluctant to abandon strategies that have succeeded in the past	1	0	1	2	2	1	3.00
Gives calm, constructive messages to staff in times of change or uncertainty	1	0	0	3	3	0	3.00
Seems unaware of the feelings and concerns of staff members	1	1	4	1	0	0	1.71
Reacts unpredictably to events and is hard to please	2	2	0	3	0	0	1.57
Decisions are influenced by a desire for personal popularity	4	1	1	1	0	0	0.86
Has little confidence in their ability to help others	2	4	1	0	0	0	0.86

Open ended questions

The individual assessor responses to the open ended questions are given below. This will be a valuable reference point when feeding back to the assessee, particularly when you are searching for evidence to describe why the assessee may have received a particular rating.

Leadership Potential

Q. Is there an incident that effectively illustrates this person's leadership capability?

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: He is upbeat and not easily discouraged by set-backs. He is a steady influence for others.

Answer 3: Performance of his team and the focus that he instills to achieve these results.

Answer 4: Positive sowie negative Resultate der Arbeit werden im Einzelgespräch sowie in Teamrunden transparent gemacht und entsprechend sanktioniert.

Answer 5: Can influence the team if things are going to wrong direction and make corrections, can stop things easily if there is no sense even they are long time in place.

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

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.



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Contributing Scale	T ¹	The Impact	T ²	Weight
Sensitivity	45	Being attuned to others in a group and their expectations and seeming appreciative of them.	16	30%
Sociability	61	Able to engage and collaborate with others but ready to listen as well as to contribute.	20	30%
Accommodation	48	Avoiding the excesses of outspoken independence, but without seeming to want to please everybody.	15	20%
Self-esteem	58	Having the confidence to play a part and make a contribution, but without seeming imperious or domineering.	7	10%
Composure	49	Being even tempered, consistent and retaining composure when things go wrong but without seeming aloof or autocratic.	6	10%
WEIGHTED T ² - STEN			64	8

Team Orientation - item responses

The table below provides a breakdown of Simon Sample's P:M360™ rater responses for each question on the survey. Within each competency performance statements have been rank ordered from the highest to the lowest score. Higher scores in the Mean column suggest that the statement is more descriptive of the assessee than a lower score.

Content	Response Frequencies						Mean
	0	1	2	3	4	5	
Has an optimistic, 'can do' attitude that energises others	0	0	0	2	1	4	4.29
Spends more time interacting with others than working alone	0	0	1	2	3	1	3.57
Is a tolerant and approachable team player	0	0	1	3	2	1	3.43
Contributes to harmonious relationships within the group	0	0	2	2	2	1	3.29
Their even-temper is a steadying influence, especially under pressure	0	0	4	1	1	1	2.86
Seems stubborn and uncompromising in team discussions	1	0	3	1	2	0	2.43
Doesn't engage in small-talk or seem interested in other people	2	4	1	0	0	0	0.86
Seems unresponsive or insensitive about other people's anxieties	3	2	2	0	0	0	0.86
Easily discouraged by set-backs	3	3	1	0	0	0	0.71
Seems reserved and uncomfortable in group situations	5	2	0	0	0	0	0.29

Open ended questions

The individual assessor responses to the open ended questions are given below. This will be a valuable reference point when feeding back to the assessee, particularly when you are searching for evidence to describe why the assessee may have received a particular rating.

Team Orientation

Q. Can you say what is distinctive about this person's approach to team situations?

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 3: Engages with the team and is willing to put forward his views.

Answer 4: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 5: His social competences are very strong in dealing with team members, likes team building activities, pays attention to periodic team alignments

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Summary of open ended questions

The individual assessor responses to the open ended questions are given below. This will be a valuable reference point when feeding back to the assessee, particularly when you are searching for evidence to describe why the assessee may have received a particular rating.

Competency-related points**Motivation**

Q. Briefly describe an incident or typical behaviour illustrating this person's level of motivation.

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: He has joined the company recently (it not easy to know in detail all the answers)but his level of passion and motivation is very high, providing always his point of view to others, trying to understand the impact of every decision, asking his peers and his teams.

Answer 3: Willing to support areas not directly attributable to his targets but supports the wider business requirements.

Answer 4: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 5: From my perspective, he is very focused and result oriented person, competent in what he is doing and has the ability to lead people to the right direction focusing on the right strategies, directions. Very good social skills in planning and communicating with employees and customers

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Results Orientation

Q. Is there an incident or event that illustrates this person's focus on results?

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: He maintain calm, especially under pressure and remains in pursuit of goals despite obstacles or opposition.

Answer 3: During the target setting stage, very focused on the figures and feedback to ensure that an achievable target is set. Team and individual performance is key.

Answer 4: Resultate im Sinne von Zielerfüllung sind der einzige Nachweis für gute Leistung seiner Mitarbeiter für ihn.

Answer 5: If an interesting opportunity comes up he has the ability to recognize it and free up time despite difficulties to help in closing this opportunity with a realistic approach

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Summary of open ended questions *continued*

Decision Making

Q. Briefly describe a typical event illustrating an aspect of this person's decision making.

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 3: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 4: He decision based on facts rather than feelings and always interested in activities that lead to realistic opportunities

Answer 5: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Strategic Awareness

Q. What have you particularly observed about this person's strategic awareness?

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: He has a lot of experience and he always try to explain his point of view from a rational perspective, but always listening other views and analysing pros and cons.

Answer 3: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 4: Keeps himself always up to date about what is going on and takes actions if there are new situations or strategic changes

Answer 5: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Communication Skills

Q. From your own observations, can you illustrate aspects of this person's communication skills?

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: His communication skills are good internally and in front of customers. He has a very good sense of humour

Answer 3: Engagement in team meetings to highlight key issues and concerns for the business. Uses analytical and business rationale to get the messages across.

Summary of open ended questions *continued*

Answer 4: Die Botschaften sind immer klar und deutlich sowie sehr forsch formuliert, so dass jeder Adressat ein klares Verständnis seiner Erwartungshaltung ihm gegenüber besitzt.

Answer 5: From my perspective, can give clear messages and bring things to the real point

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Customer Focus

Q. Illustrate a significant aspect of this person's performance with customers and clients.

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 3: Is willing to step in to support key customer issues when the need arises even if not directly responsible for this customer.

Answer 4: Die von mir begleiteten Gespräche mit externen Personen waren stets offen und transparent geführt sowie mit dominanter Gesprächsführung versehen.

Answer 5: From my perspective, very customer oriented and looks actively for involvement with customers and clients to bring projects to closure and interested in important details which can make difference.

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Developing Others

Q. From your observations, can you illustrate this person's effectiveness in developing of others?

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 3: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 4: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 5: From my perspective, he recognizes good skills and supports those who are willing to move forward

Summary of open ended questions *continued*

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Interpersonal Skills

Q. Can you illustrate this person's typical interpersonal performance?

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: He is outgoing, and attracted by opportunities to engage with others. He comes across as socially appropriate, neither abrasive nor sycophantic

Answer 3: Very easy to have general discussions about any topic whether business or personal. I very easy person to approach.

Answer 4: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 5: very dedicated to succeed, can differentiate very good between what can bring results and what could be senseless. Very strong filtering and qualification skills

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Leadership Potential

Q. Is there an incident that effectively illustrates this person's leadership capability?

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: He is upbeat and not easily discouraged by set-backs. He is a steadying influence for others.

Answer 3: Performance of his team and the focus that he instills to achieve these results.

Answer 4: Positive sowie negative Resultate der Arbeit werden im Einzelgespräch sowie in Teamrunden transparent gemacht und entsprechend sanktioniert.

Answer 5: Can influence the team if things are going to wrong direction and make corrections, can stop things easily if there is no sense even they are long time in place.

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Team Orientation

Summary of open ended questions
continued

Q. Can you say what is distinctive about this person's approach to team situations?

Answer 1: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 2: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 3: Engages with the team and is willing to put forward his views.

Answer 4: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 5: His social competences are very strong in dealing with team members, likes team building activities, pays attention to periodic team alignments

Answer 6: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

Answer 7: From my perspective, there is nothing particularly remarkable about this candidate with regard to this competency. I cannot offer observations that would illustrate either particular strengths or shortcomings.

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 - 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 2 - 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 3 - each competency in depth

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

Competency 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.

Discrepancy analyses. These highlight any significant differences between groups of raters. The assessee should consider why they might be viewed differently by different groups.

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?

Part 3+ (additional coaching material)

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

Performance Rating Responses. The fine detail of all rater responses relating to each competency.

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

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