



FINAL REPORT



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INTRODUCTION

This report is the result of a 360° feedback review by TCC online s.r.o.

HOW TO WORK WITH THE RESULTS

The results of the 360° feedback review is meant mainly for you and your future personal development - it gives you feedback about how your external environment sees you. The final report starts with a summary and proceeds to give a detailed feedback in individual blocks.

EVALUATED COMPETENCIES

- Personal attitude
- Work competencis
- Interaction with others
- Team leadership
- Strategic management
- Sales/ external client

EVALUATION SCALE

The following scale was used for the feedback review:

Cannot evaluate	0
Disagree	1
Rather disagree	2
Rather agree	3
Agree	4

EVALUATORS

EVALUATORS	EVALUATED
Colleague	2
Superior	1
Subordinates	3
Self-assessment	1

Throughout the output report, results for **Self-assessment** and an average result for other evaluators are compared. This average is then labeled as **Feedback from others**.

INTERNAL CUSTOMER SATISFACTION INDEX (ICF)

Internal customer satisfaction index (ICF):
Number of positive feedback / total number of feedback.

56 %

INSPIRATION FOR YOUR DEVELOPMENT

You can find both best and worst evaluated questions across the competences below.

Value shown at each item is the average evaluation across all evaluators without self-assessment.

ADVANTAGES

Makes decisions promptly and with perspective.	3.83
Appreciates the financial impact of his/her actions and decisions.	3.5
Takes full responsibility for the results of his work.	3.33
Establishes contact with new clients.	3.2
The evaluatee is an expert in his/her field and can deal with any work tasks.	3.2
Inspires enthusiasm in his/her team members and motivates them to high performance.	3.2
Designedly acquires information from varied sources.	3.17
When signalled by the client, he/she moves from general offer to discussing specific solution.	3.17
The evaluatee plans his actions and works systematically.	3.17

AREAS FOR DEVELOPMENT

Anticipates and prevents the risks of his decisions.	1.33
Entrusts the members of his/her team with responsibility and gives them space to work independently.	1.5
Finishes his/her client meetings by agreeing on specific and clear steps.	1.67
Has a clear idea of what he/she wants to accomplish in his/her field and how to do it.	1.75
Develops client relationships.	1.8
When giving tasks to others, he/she is comprehensible, unambiguous and understandable	2
Fulfills his/her tasks by given deadlines.	2
Manages to persuade others using convincing arguments.	2

IN WHAT ITEMS DO OTHERS SEE YOU DIFFERENTLY THAN YOU SEE YOURSELF

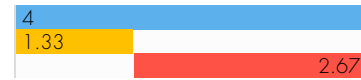
Lower, you can find items across competences that show the greatest difference between your self-assessment and evaluations of others. The difference is shown in charts in red color.

Areas in which you evaluate yourself higher than how others perceive you can inspire you to think about why there is such a difference and what can you do in order to align the perception of you and others more.

HIGHER SELF-ASSESSMENT

Self-assessment
Feedback from others
difference in evaluation

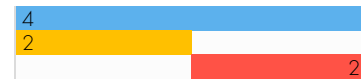
Anticipates and prevents the risks of his decisions.



Entrusts the members of his/her team with responsibility and gives them space to work independently.



When giving tasks to others, he/she is comprehensible, unambiguous and understandable



HIGHER EVALUATION BY OTHERS

Feedback from others
Self-assessment
difference in evaluation

Designedly acquires information from varied sources.



Is supportive of his/her subordinates and takes interest in their needs.



Is interested in how other people perceive his/her work and strives for further development.



ASSESSMENT OF INDIVIDUAL COMPETENCES

This part of report is aimed on specific competences and gives you basic information about how you evaluate yourself in comparison with your surroundings.

It is easy to see in the chart, how much you own evaluation of yourself is in match with how others see you. Meaning, whether you evaluate yourself higher than people in your environment, or the other way around, or in which competences.

If the differences are large, try to think about what can be causing them and what useful information this tells you.

- Self-assessment
- Feedback from others
- TOP 30%



The values in the graph show the average for evaluators for a given competence.

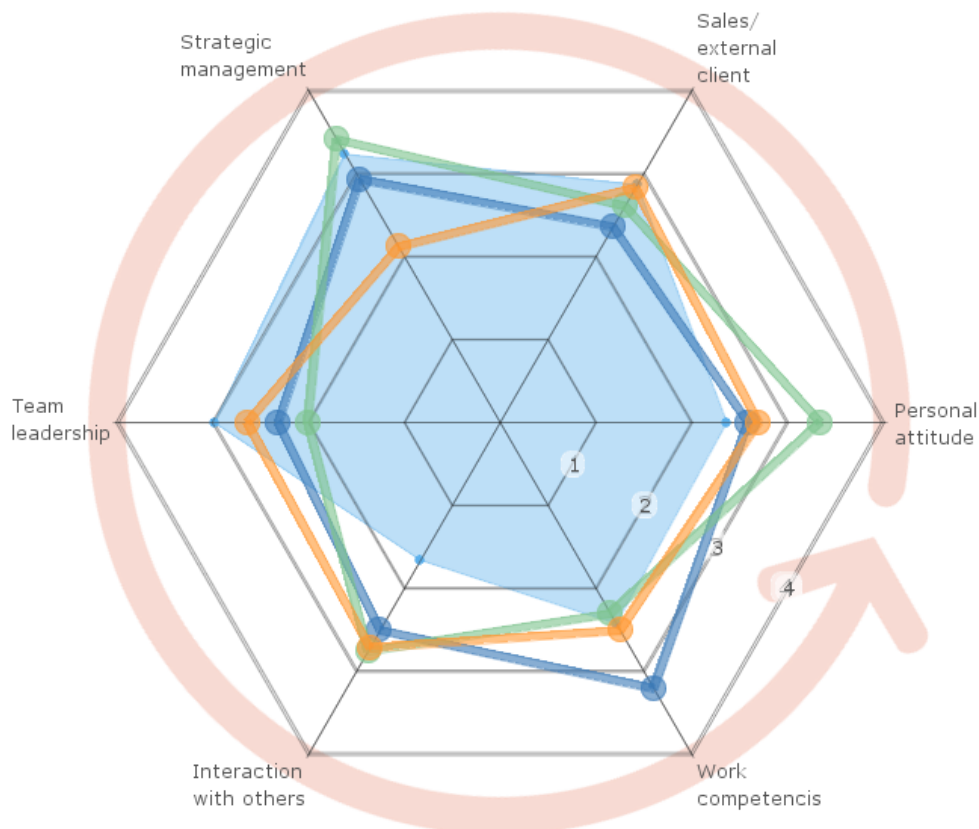
FEEDBACK FROM INDIVIDUAL GROUPS OF EVALUATORS

In the next part, you can look at differences between groups of people who evaluated you.

Try to think about why different groups of people perceive you differently and whether it is caused e.g. by different experience they have with you, or whether you take a different approach with each of these groups.

It is quite often, but not necessarily always, that the most diverse evaluations (meaning diverse by evaluation scale) are from superiors, who are not afraid to give more extreme answers on both ends of the evaluation scale and who are used to giving evaluation as a routine part of their role. Subordinates usually choose one of the highest values, because they know their superiors well and are able to appreciate their qualities (once again, does not always apply). For colleagues, it is quite typical that their answers are the nearest to the average value and they tend to choose rather careful answers.

- Self-assessment
- Colleague
- Superior
- Subordinates







The values in the graph show the average for evaluators for a given competence.

EVALUATOR GROUPS SORTED BY VARIATION OF FEEDBACK

	Self-assessment	Colleague	Superior	Subordinates	range
1 Strategic management	3.25	2.92	↑3.4	↓2.11	1.29
2 Work competencis	2.44	↑3.2	↓2.3	2.5	0.9
3 Personal attitude	2.38	↓2.58	↑3.33	2.69	0.75
4 Team leadership	3	2.31	↓2	↑2.63	0.63
5 Sales/ external client	2.88	↓2.35	2.6	↑2.82	0.47
6 Interaction with others	1.67	↓2.5	↑2.75	2.71	0.25
average result across competences	2.6	2.64	↑2.73	↓2.58	

Note: The arrow pointing down indicates the lowest values; the arrow pointing up indicates the highest values.

	difference in results: less than 25% of the evaluation scale
	difference in results: 25-50% of the evaluation scale
	difference in results: 50-75% of the evaluation scale
	difference in results: above 75% of the evaluation scale

RECOMMENDATIONS FROM EVALUATORS

In this chapter of report, you will find comments and recommendations from people who evaluated you.

Please treat them as specific situations how to work on yourself further. However, try to take them more lightly, so they do not hurt you and keep in mind that those comments are always a reflection of the person who evaluated you. It is always an opinion of one individual, which can be very useful for you, but which by no means mean automatic commitment to accept it without objections.

If the questionnaire had more categories of recommendations, they are then sorted from summarizing and general ones to specific ones relating to partial competences or directly to questions. Your own comments have a blue highlight.

RECOMMENDATIONS FROM EVALUATORS RELATING TO THE COMPETENCES COVERED

PERSONAL ATTITUDE



WHAT SHOULD THE EVALUEE DISCONTINUE DOING?

This is an example of a free text written by a participant in a colleague role

This is an example of a free text written by a participant in a subordinate role



WHAT DO YOU SEE AS THE EVALUEE'S STRONG SUITS AND WHAT SHOULD THEY CONTINUE DOING?

This is an example of a free text written by a participant in a subordinate role

WORK COMPETENCIS



WHAT SHOULD THE EVALUEE BEGIN DOING?

This is an example of a free text written by a participant during self-evaluation

This is an example of a free text written by a participant in a colleague role



WHAT DO YOU SEE AS THE EVALUEE'S STRONG SUITS AND WHAT SHOULD THEY CONTINUE DOING?

This is an example of a free text written by a participant in a colleague role

INTERACTION WITH OTHERS



WHAT SHOULD THE EVALUEE BEGIN DOING?

This is an example of a free text written by a participant during self-evaluation

This is an example of a free text written by a participant in a colleague role



WHAT SHOULD THE EVALUEE DISCONTINUE DOING?

This is an example of a free text written by a participant in a subordinate role

This is an example of a free text written by a participant in a colleague role



WHAT DO YOU SEE AS THE EVALUEE'S STRONG SUITS AND WHAT SHOULD THEY CONTINUE DOING?

This is an example of a free text written by a participant in a subordinate role

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TEAM LEADERSHIP



WHAT SHOULD THE EVALUEE DISCONTINUE DOING?

This is an example of a free text written by a participant in a colleague role

This is an example of a free text written by a participant in a subordinate role



WHAT DO YOU SEE AS THE EVALUEE'S STRONG SUITS AND WHAT SHOULD THEY CONTINUE DOING?

This is an example of a free text written by a participant during self-evaluation

This is an example of a free text written by a participant in a colleague role

This is an example of a free text written by a participant in a subordinate role

STRATEGIC MANAGEMENT



WHAT SHOULD THE EVALUEE DISCONTINUE DOING?

This is an example of a free text written by a participant in a supervisor role

This is an example of a free text written by a participant in a subordinate role



WHAT DO YOU SEE AS THE EVALUEE'S STRONG SUITS AND WHAT SHOULD THEY CONTINUE DOING?

This is an example of a free text written by a participant in a colleague role

SALES/ EXTERNAL CLIENT



WHAT SHOULD THE EVALUEE BEGIN DOING?

This is an example of a free text written by a participant in a subordinate role

This is an example of a free text written by a participant in a colleague role



WHAT SHOULD THE EVALUEE DISCONTINUE DOING?

This is an example of a free text written by a participant during self-evaluation

SUMMARY FOR INDIVIDUAL QUESTIONS BY COMPETENCES FOR INDIVIDUAL GROUPS OF EVALUATORS

You will find a summary for all individual evaluated items. Data are shown in charts for following groups of evaluators in this order. If there is no evaluation by the given group of evaluators in the given question, this group will not be shown.

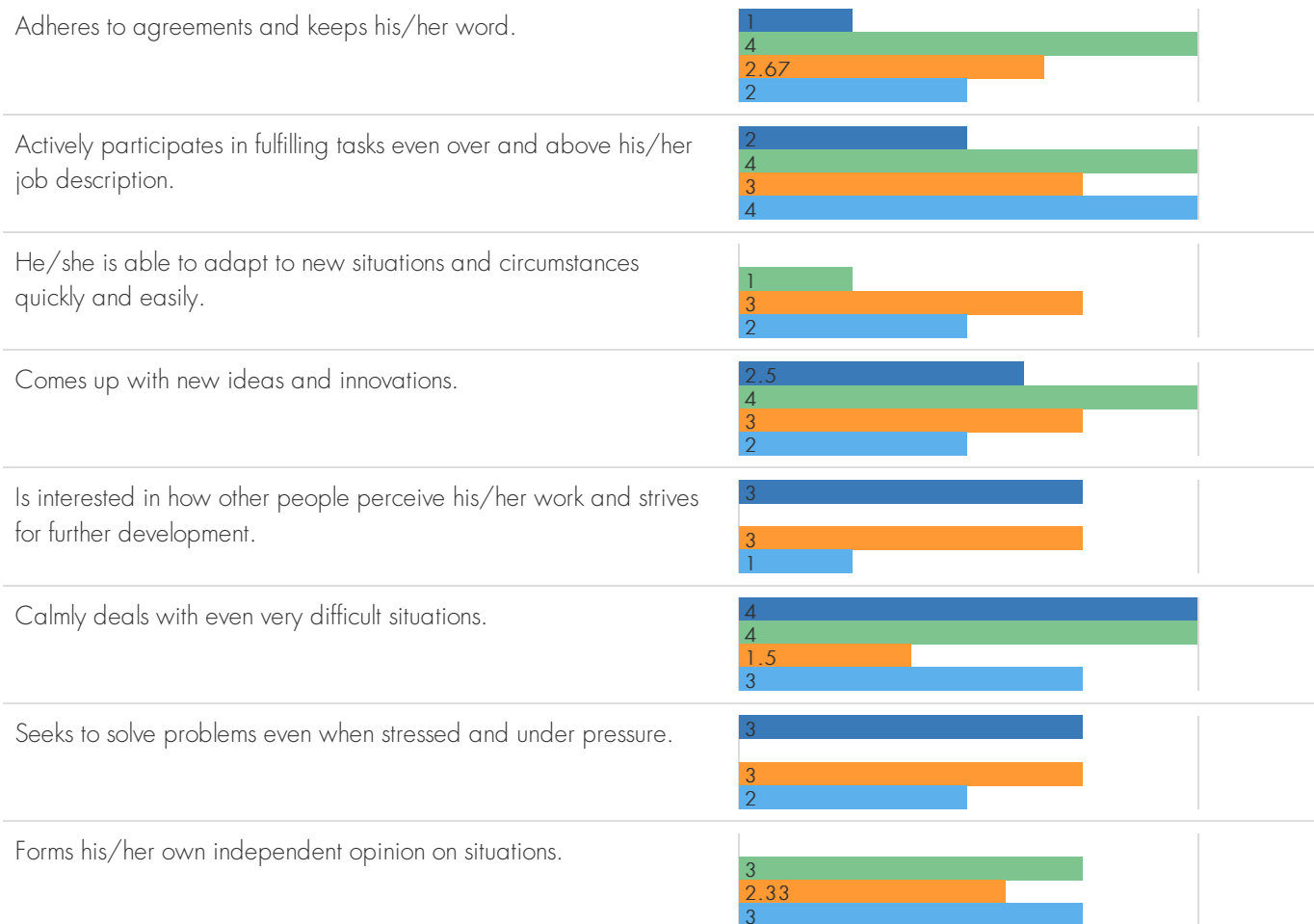
Colleague

Superior

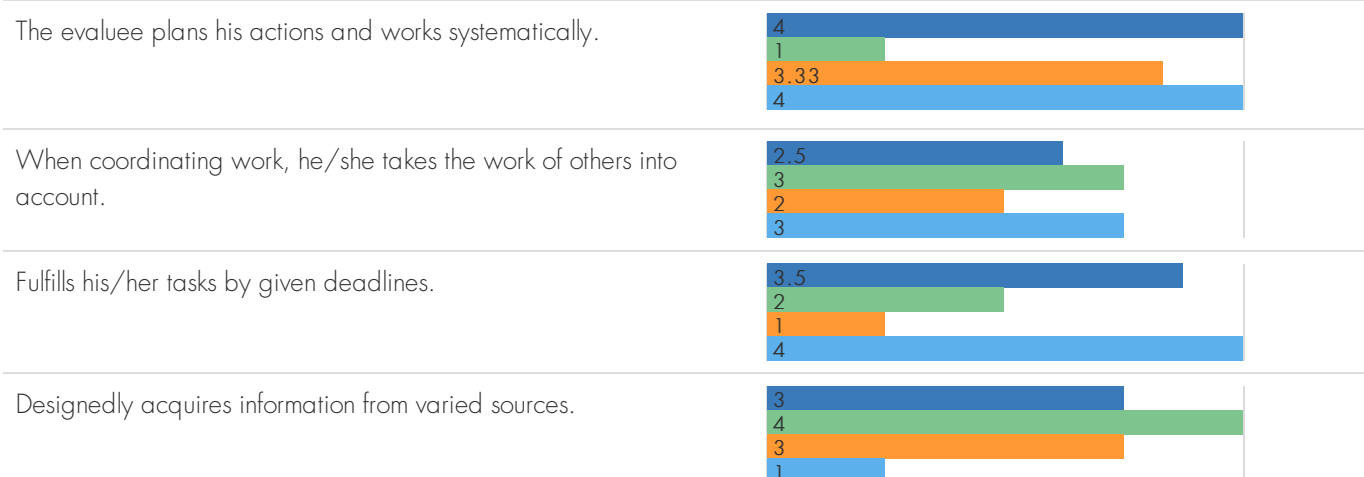
Subordinates

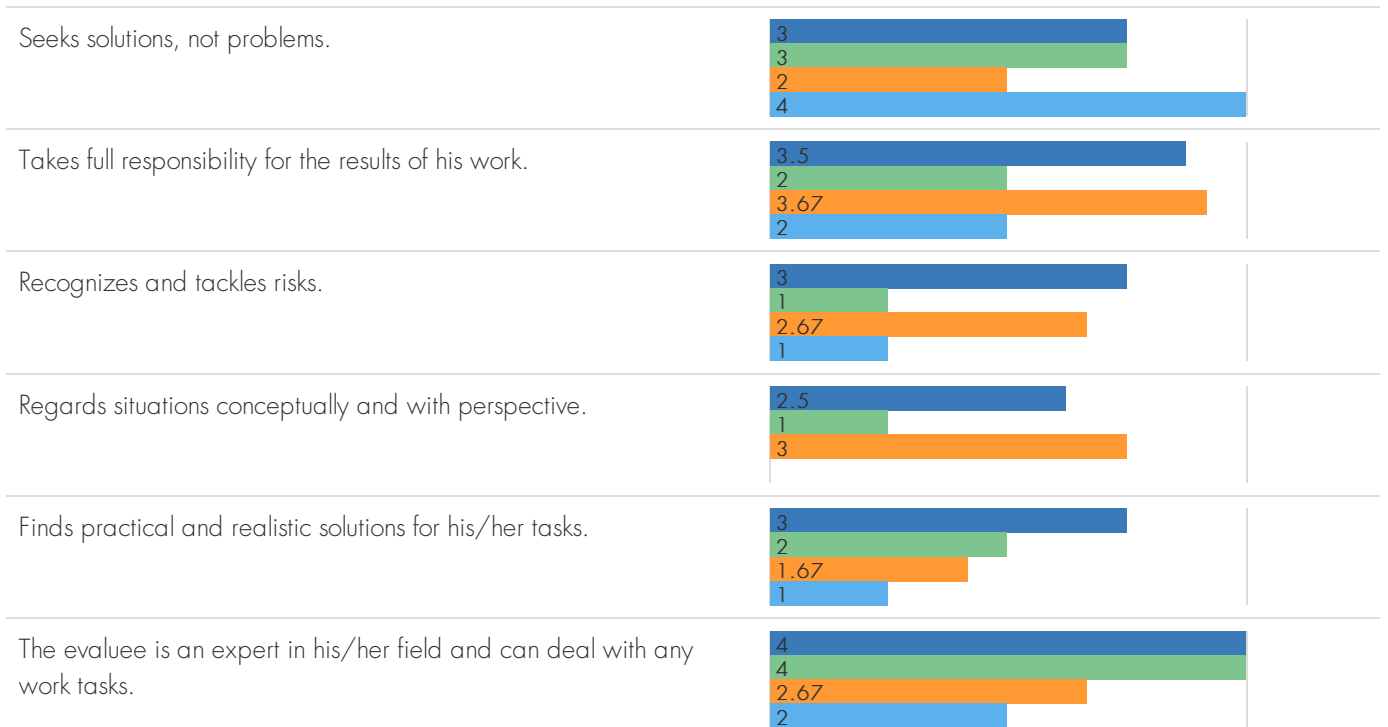
Selfassessment

PERSONAL ATTITUDE

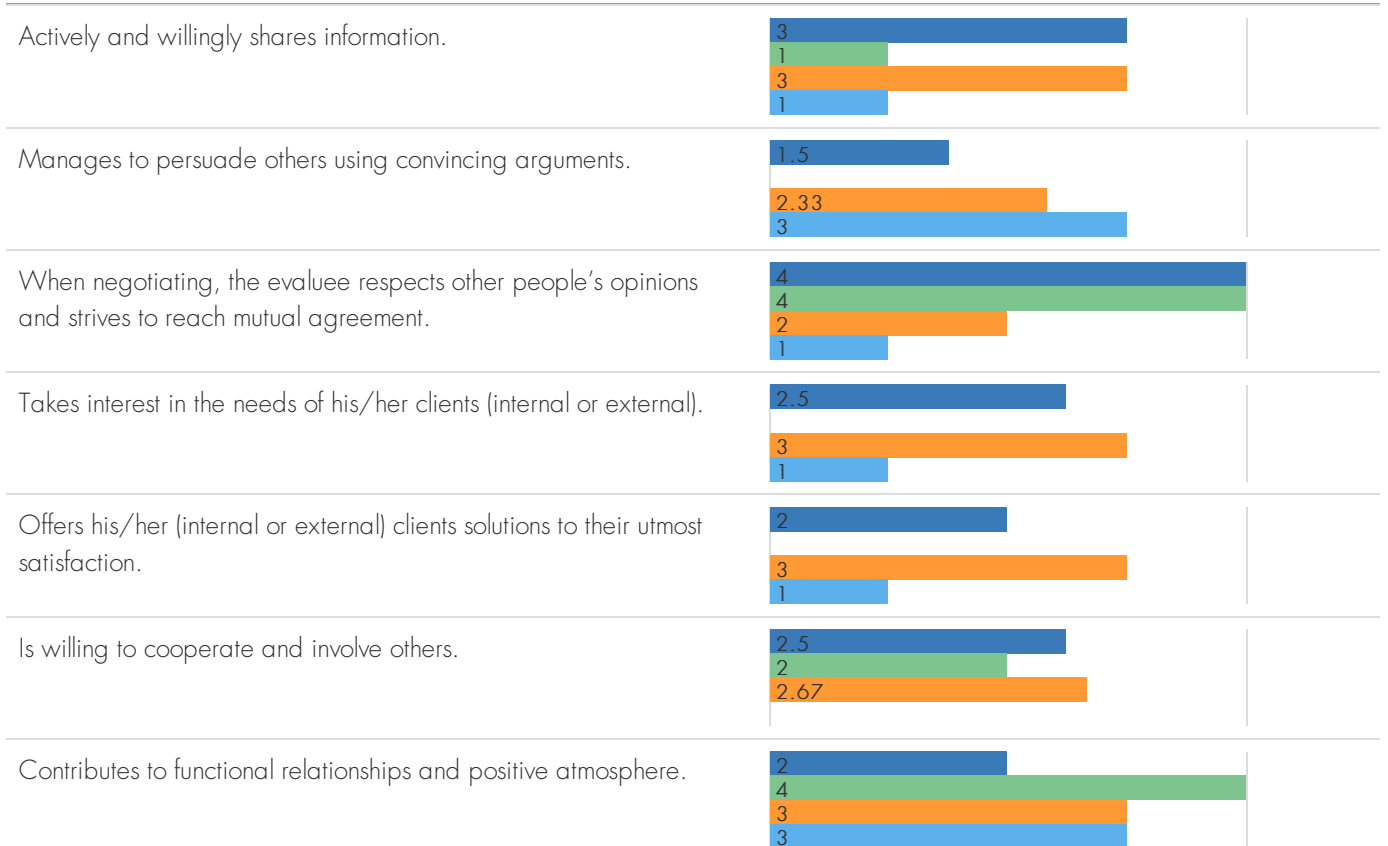


WORK COMPETENCIS

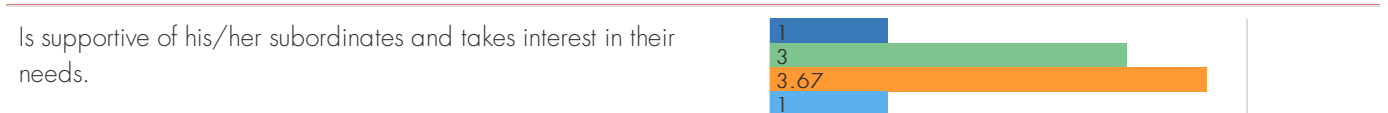




INTERACTION WITH OTHERS



TEAM LEADERSHIP



Entrusts the members of his/her team with responsibility and gives them space to work independently.	2 1 1.33 4
Inspires enthusiasm in his/her team members and motivates them to high performance.	3 4 3 4
When giving tasks to others, he/she is comprehensible, unambiguous and understandable	1.5 2.33 4
Insists that the people in his/her team or department deliver their best performance.	2.5 1 3 3
Is constructive in pointing out things he/she finds un/satisfying.	3.5 1 2.67
Recognizes the strengths and weaknesses of his subordinates and supports them in self-development.	1 3.33 4
As a manager, the evaluatee is an authority and his/her behaviour sets an example to others.	4 1.67 1

STRATEGIC MANAGEMENT

Has a clear idea of what he/she wants to accomplish in his/her field and how to do it.	1 4 1 2
Makes decisions promptly and with perspective.	3.5 4 4
Anticipates and prevents the risks of his decisions.	1.5 1 4
Comprehensibly explains to his/her team members the general aims of the company and the specific steps taken to accomplish them.	3.5 3 1.67
Appreciates the financial impact of his/her actions and decisions.	4 2 4 4
Is supportive of changes leading to improvement in the long term.	4 4 1 3

SALES/ EXTERNAL CLIENT

Establishes contact with new clients.	4 1 3.5 2
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Appears convincing and trustworthy in front of the client.	2 2 3.67 3
Knows how to use objections to persuade the client.	2.5 3 2
Develops client relationships.	1.5 2 3
Carefully notices what the client likes and adapts the business dialogue accordingly.	2 4 3
Investigates the client's needs.	3.5 1 4
Offers solutions which accommodate the needs of the client.	1.5 3 4 3
Emphasizes the benefits the client can derive from mutual cooperation or business.	2.5 3.33 3
When signalled by the client, he/she moves from general offer to discussing specific solution.	2 4 3.67
Finishes his/her client meetings by agreeing on specific and clear steps.	2 1 2

