



FINAL REPORT

Demo - 360° Feedback

Mia Brown

mia.brown@example.com

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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

- General
 - Personal attitude
 - Work competences
 - Interaction with others
- Management
 - Team leadership
 - Strategic management
- Sales
 - Sales/ external client

EVALUATION SCALE

The following scale was used for the feedback review:

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

EVALUATION SCALE - IMPORTANCE

Evaluators could also express how important the evaluated items are for them on a scale: 

The evaluated person could also express how important the evaluated items are for him/her on a scale:



Values on the significance scale are as follows: 1 - It is of key importance to me, 2 - It is very important to me, 3 - It is quite important to me, 4 - It is not very important to me, 5 - It is not important to me.

In case there are no data for importance, there is the sign: ?

These values are labeled later in this report as "importance".

EVALUATORS

EVALUATORS	EVALUATED
Colleague	4
Manager	1
Subordinate	5
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**.

INSPIRATION FOR YOUR DEVELOPMENT

You can find both highest and lowest evaluated questions across the competences below.

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

ADVANTAGES

importance

Anticipates and prevents the risks of his decisions.	3.25	2.2
Is supportive of changes leading to improvement in the long term.	3	3.9
Has a clear idea of what he/she wants to accomplish in his/her field and how to do it.	3	3.4
Comes up with new ideas and innovations.	3	3.2
The evaluatee plans his actions and works systematically.	2.86	2.6
Carefully notices what the client likes and adapts the business dialogue accordingly.	2.71	2.4
When coordinating work, he/she takes the work of others into account.	2.67	3.2
Actively participates in fulfilling tasks even over and above his/her job description.	2.67	3.0

AREAS FOR DEVELOPMENT

importance

Offers solutions which accommodate the needs of the client.	1.4	2.8
Offers his/her (internal or external) clients solutions to their utmost satisfaction.	1.4	3.2
Appears convincing and trustworthy in front of the client.	1.6	3.8
Emphasises the benefits the client can derive from mutual cooperation or business.	1.67	2.8
The evaluatee is an expert in his/her field and can deal with any work tasks.	1.71	2.9
Inspires enthusiasm in his/her team members and motivates them to perform at a high level.	1.78	3.4
Recognises and deals with risks.	1.78	2.7
Manages to persuade others using convincing arguments.	1.8	2.2

You can see here what items are perceived by your evaluators as the most important ones

You may identify your focus areas for development based on the competency statements that have received the lowest scores from your evaluators. In addition, it is recommended to also consider competencies which have been rated as important by your evaluators, even if they have received higher score

THE MOST IMPORTANT COMPETENCES BY EVALUATORS

importance

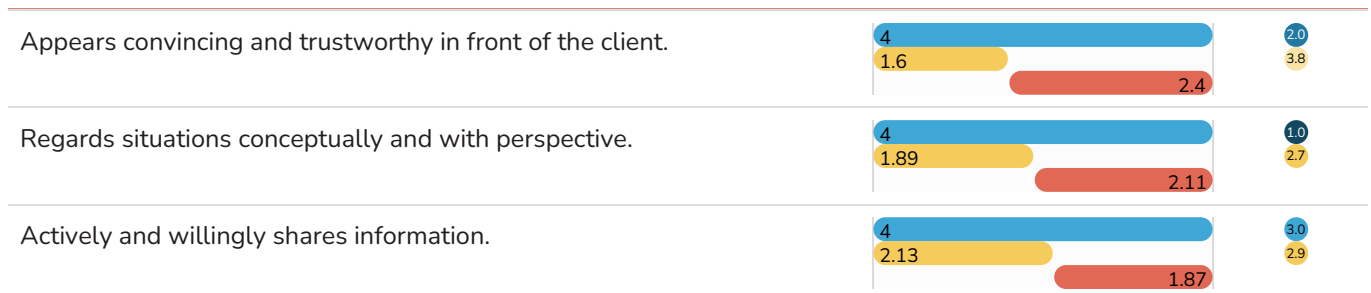
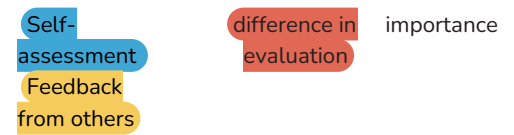
Knows how to use the client`s objections in order to persuade them.	1.86	2.0
Manages to persuade others using convincing arguments.	1.8	2.2
Anticipates and prevents the risks of his decisions.	3.25	2.2
Contributes to working relationships and a positive atmosphere.	1.89	2.2
Carefully notices what the client likes and adapts the business dialogue accordingly.	2.71	2.4
Recognises the strengths and weaknesses of his/her subordinates and supports them in self-development.	2.56	2.4
When giving tasks to others, he/she is clear, unambiguous and understandable.	2.17	2.5
The evaluatee plans his actions and works systematically.	2.86	2.6

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

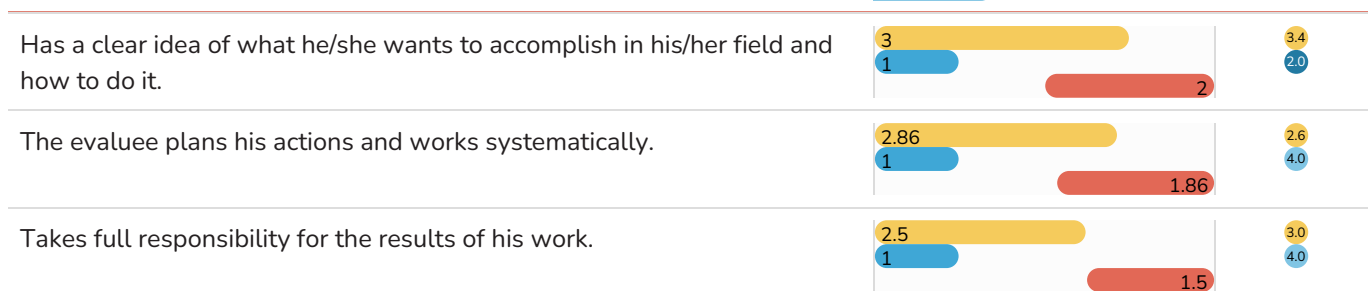
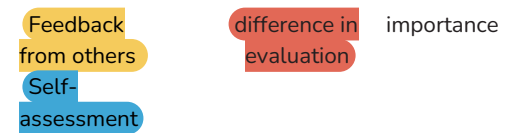
Below, you can find items across competences that show the greatest difference between your self-assessment and evaluations of others. The difference is shown in the charts in red.

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



HIGHER EVALUATION BY OTHERS



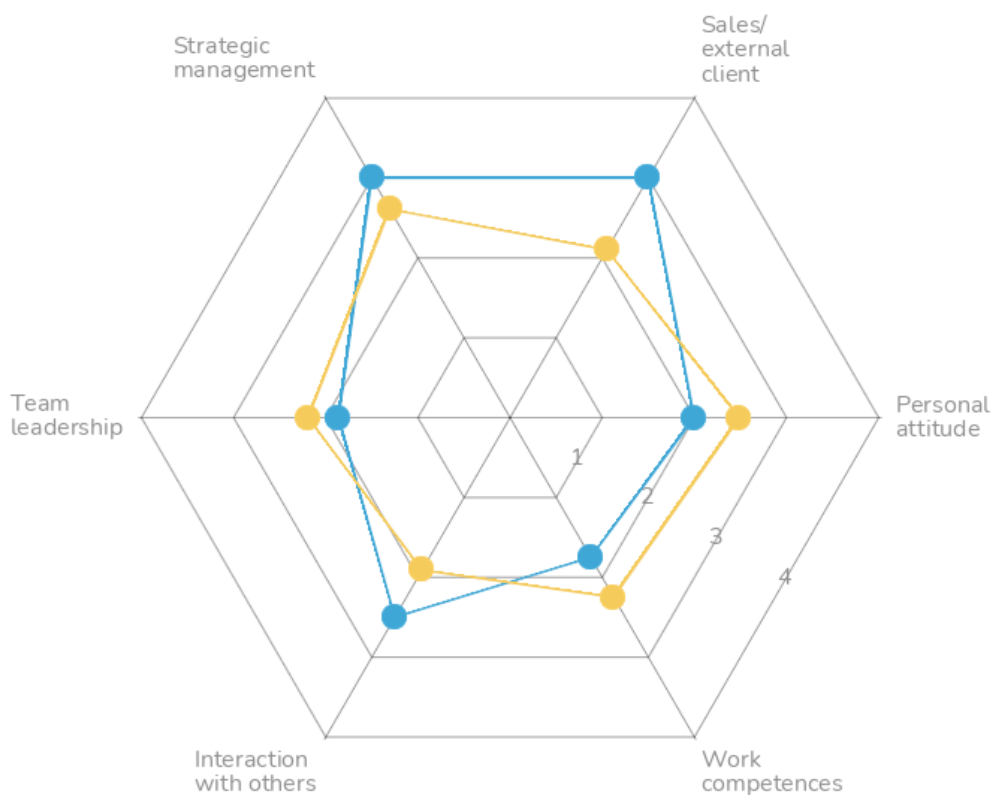
ASSESSMENT OF INDIVIDUAL COMPETENCES

This part of report is aimed at specific competences and gives you basic information about how you evaluate yourself in comparison with those around you.

It is easy to see in the chart, how much your own evaluation of yourself has in common with the views of others. In other words, if you evaluated yourself higher or lower in a certain competence, this difference will be shown here.

If the differences are large, try to think about what could have caused the discrepancies and what you could learn from this analysis.

- Self-assessment
- Feedback from others



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

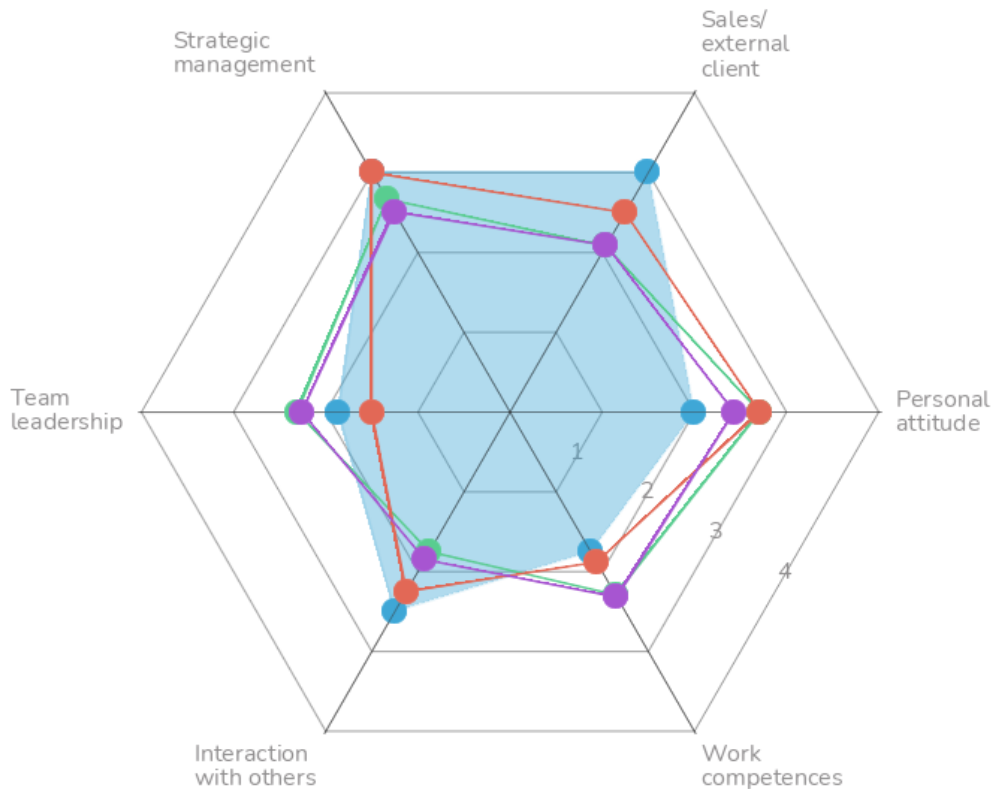
FEEDBACK FROM INDIVIDUAL GROUPS OF EVALUATORS

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

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

It is quite common, but not always necessarily the case, that the evaluations with the largest discrepancies (largest gaps on the 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 evaluations 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 (although, this is not always the case). For colleagues, it is quite typical that their answers are the nearest to the average value and they tend to choose rather cautious answers.

- Self-assessment
- Colleague
- Manager
- Subordinate



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

EVALUATOR GROUPS SORTED BY VARIATION OF FEEDBACK

	Self-assessment	Colleague	Manager	Subordinate	range
1 Team leadership	1.86	↑2.31	↓1.5	2.26	0.81
2 Interaction with others	2.5	↓1.75	↑2.25	1.85	0.5
3 Strategic management	3	2.67	↑3	↓2.51	0.49
4 Work competences	1.75	2.29	↓1.88	↑2.32	0.44
5 Sales/ external client	3	↓2.08	↑2.5	2.09	0.42
6 Personal attitude	2	↑2.71	↑2.71	↓2.43	0.28
average result across competences	2.35	2.3	↑2.31	↓2.24	

Note: The arrow pointing down indicates the lowest values; the arrow pointing up indicates the highest values. The range is the difference between the highest and lowest values of the evaluator feedback.

- 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

SUMMARY FOR INDIVIDUAL QUESTIONS 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. This also applies to the choice of the answer I cannot evaluate.

Colleague

Manager

Subordinate

Self-assessment

PERSONAL ATTITUDE

Number importance
of
ratings

Adheres to agreements and keeps his/her word.	<p>2.5</p> <p>3</p> <p>2</p> <p>1</p>	<p>4</p> <p>1</p> <p>2</p> <p>1</p>	<p>2.2</p> <p>4.0</p> <p>3.0</p> <p>4.0</p>
Actively participates in fulfilling tasks even over and above his/her job description.	<p>2</p> <p>3</p> <p>3</p> <p>2</p>	<p>3</p> <p>1</p> <p>5</p> <p>1</p>	<p>3.7</p> <p>4.0</p> <p>2.4</p> <p>2.0</p>
He/she is able to adapt to new situations and circumstances quickly and easily.	<p>2.25</p> <p>3</p> <p>2.5</p>	<p>4</p> <p>1</p> <p>4</p> <p>0</p>	<p>3.0</p> <p>2.0</p> <p>2.2</p> <p>?</p>
Comes up with new ideas and innovations.	<p>2.5</p> <p>3</p> <p>4</p> <p>2</p>	<p>2</p> <p>1</p> <p>1</p> <p>1</p>	<p>2.5</p> <p>4.0</p> <p>4.0</p> <p>2.0</p>
Is interested in how other people perceive his/her work and strives for further development.	<p>2.75</p> <p>3</p> <p>2.25</p> <p>2</p>	<p>4</p> <p>1</p> <p>4</p> <p>1</p>	<p>3.0</p> <p>3.0</p> <p>4.0</p> <p>3.0</p>
Calmly deals with even very difficult situations.	<p>2.67</p> <p>2</p>	<p>3</p> <p>0</p> <p>5</p> <p>0</p>	<p>3.7</p> <p>?</p> <p>3.0</p> <p>?</p>
Seeks to solve problems even when stressed and under pressure.	<p>3</p> <p>3</p> <p>1.67</p> <p>4</p>	<p>3</p> <p>1</p> <p>3</p> <p>1</p>	<p>3.3</p> <p>5.0</p> <p>3.3</p> <p>4.0</p>
Forms his/her own independent opinion on situations.	<p>4</p> <p>1</p> <p>2</p> <p>1</p>	<p>1</p> <p>1</p> <p>4</p> <p>1</p>	<p>4.0</p> <p>3.0</p> <p>3.2</p> <p>1.0</p>

WORK COMPETENCES

Number importance
of
ratings

The evaluatee plans his actions and works systematically.	2 4 3.33 1	3 1 3 1	3.0 2.0 2.3 4.0
When coordinating work, he/she takes the work of others into account.	2.67 3 2.6	3 1 5 0	2.7 2.0 3.8 ?
Fulfills his/her tasks by given deadlines.	3 1 2.5	3 1 4 0	4.7 2.0 2.5 ?
Acquires information from different sources in a focused manner.	2.25 2 2.5 1	4 1 4 1	4.0 4.0 2.0 5.0
Seeks solutions, not problems.	1.5 1 2.67 2	2 1 3 1	3.0 3.0 4.3 2.0
Takes full responsibility for the results of his work.	3 2.25 1	2 0 4 1	2.5 ? 3.2 4.0
Recognises and deals with risks.	1.75 1 2 1	4 1 4 1	2.5 2.0 3.0 1.0
Regards situations conceptually and with perspective.	2.33 2 1.6 4	3 1 5 1	4.0 3.0 1.8 1.0
Finds practical and realistic solutions for his/her tasks.	2.75 1 2 1	4 1 2 1	3.5 2.0 2.5 2.0
The evaluatee is an expert in his/her field and can deal with any work tasks.	1.67 1.75 3	3 0 4 1	3.0 ? 2.7 4.0

INTERACTION WITH OTHERS

Number importance
of
ratings

Actively and willingly shares information.	<p>2.33</p> <p>4</p> <p>1.5</p> <p>4</p>	<p>3</p> <p>1</p> <p>4</p> <p>1</p>	<p>3.0</p> <p>3.0</p> <p>2.7</p> <p>3.0</p>
Manages to persuade others using convincing arguments.	<p>2.33</p> <p>1</p> <p>2</p>	<p>3</p> <p>0</p> <p>2</p> <p>1</p>	<p>2.0</p> <p>?</p> <p>2.5</p> <p>4.0</p>
When negotiating, the evaluatee respects other people's opinions and strives to reach mutual agreement.	<p>1</p> <p>1</p> <p>2.67</p>	<p>2</p> <p>1</p> <p>3</p> <p>0</p>	<p>4.0</p> <p>3.0</p> <p>2.7</p> <p>?</p>
Takes interest in the needs of his/her clients (internal or external).	<p>2.33</p> <p>3</p> <p>2</p> <p>3</p>	<p>3</p> <p>1</p> <p>3</p> <p>1</p>	<p>3.0</p> <p>5.0</p> <p>2.0</p> <p>5.0</p>
Offers his/her (internal or external) clients solutions to their utmost satisfaction.	<p>1</p> <p>1.67</p> <p>2</p>	<p>2</p> <p>0</p> <p>3</p> <p>1</p>	<p>2.5</p> <p>?</p> <p>3.7</p> <p>4.0</p>
Is willing to cooperate and involve others.	<p>1</p> <p>2.33</p> <p>3</p>	<p>1</p> <p>0</p> <p>3</p> <p>1</p>	<p>1.0</p> <p>?</p> <p>3.7</p> <p>5.0</p>
Contributes to working relationships and a positive atmosphere.	<p>2.25</p> <p>1</p> <p>1.75</p> <p>1</p>	<p>4</p> <p>1</p> <p>4</p> <p>1</p>	<p>1.7</p> <p>4.0</p> <p>2.2</p> <p>4.0</p>

TEAM LEADERSHIP

Number importance
of
ratings

Is supportive of his/her subordinates and takes an interest in their needs.	<p>1.75 </p> <p>2.5 </p> <p>2 </p>	<p>4 </p> <p>0 </p> <p>2 </p> <p>1 </p>
Entrusts the members of his/her team with responsibility and gives them space to work independently.	<p>2.25 </p> <p>2 </p> <p>2.75 </p> <p>1 </p>	<p>4 </p> <p>1 </p> <p>4 </p> <p>1 </p>
Inspires enthusiasm in his/her team members and motivates them to perform at a high level.	<p>1.25 </p> <p>1 </p> <p>2.5 </p> <p>1 </p>	<p>4 </p> <p>1 </p> <p>4 </p> <p>1 </p>
When giving tasks to others, he/she is clear, unambiguous and understandable.	<p>3 </p> <p>1.75 </p>	<p>2 </p> <p>0 </p> <p>4 </p> <p>0 </p>
Insists that the people in his/her team or department deliver their best performance.	<p>3 </p> <p>2 </p> <p>2 </p> <p>3 </p>	<p>3 </p> <p>1 </p> <p>3 </p> <p>1 </p>
Is constructive in pointing out things he/she finds satisfactory or unsatisfactory.	<p>2.5 </p> <p>1.67 </p> <p>1 </p>	<p>4 </p> <p>0 </p> <p>3 </p> <p>1 </p>
Recognises the strengths and weaknesses of his/her subordinates and supports them in self-development.	<p>2.75 </p> <p>2.4 </p> <p>3 </p>	<p>4 </p> <p>0 </p> <p>5 </p> <p>1 </p>
As a manager, the evaluatee is an authority and his/her behaviour sets an example to others.	<p>2 </p> <p>1 </p> <p>2.5 </p> <p>2 </p>	<p>3 </p> <p>1 </p> <p>2 </p> <p>1 </p>

STRATEGIC MANAGEMENT

Number importance
of
ratings

Has a clear idea of what he/she wants to accomplish in his/her field and how to do it.	<p>2.67</p> <p>3</p> <p>3.33</p> <p>1</p>	<p>3</p> <p>1</p> <p>3</p> <p>1</p>	<p>3.7</p> <p>2.0</p> <p>3.7</p> <p>2.0</p>
Makes decisions promptly and with perspective.	<p>3.33</p> <p>2</p> <p>1</p> <p>4</p>	<p>3</p> <p>1</p> <p>3</p> <p>1</p>	<p>3.3</p> <p>4.0</p> <p>3.7</p> <p>2.0</p>
Anticipates and prevents the risks of his decisions.	<p>3</p> <p>3</p> <p>4</p> <p>4</p>	<p>2</p> <p>1</p> <p>1</p> <p>1</p>	<p>1.5</p> <p>3.0</p> <p>3.0</p> <p>2.0</p>
Comprehensibly explains to his/her team members the general aims of the company and the specific steps taken to accomplish them.	<p>2.5</p> <p>4</p> <p>1.25</p>	<p>2</p> <p>1</p> <p>4</p> <p>0</p>	<p>3.5</p> <p>2.0</p> <p>3.5</p> <p>?</p>
Appreciates the financial impact of his/her actions and decisions.	<p>1.5</p> <p>3</p> <p>2.5</p>	<p>2</p> <p>1</p> <p>4</p> <p>0</p>	<p>3.5</p> <p>4.0</p> <p>3.7</p> <p>?</p>
Is supportive of changes leading to improvement in the long term.	<p>3</p> <p>3</p> <p>3</p>	<p>3</p> <p>1</p> <p>4</p> <p>0</p>	<p>4.3</p> <p>2.0</p> <p>4.0</p> <p>?</p>

SALES/ EXTERNAL CLIENT

Number importance
of
ratings

Establishes contact with new clients.	2.33 1 2	3 1 4 0	2.3 2.0 3.5 ?
Appears convincing and trustworthy in front of the client.	1.5 1 2 4	2 1 2 1	4.0 4.0 3.5 2.0
Knows how to use the client`s objections in order to persuade them.	1 2 2 2	1 1 5 1	3.0 2.0 1.8 2.0
Develops client relationships.	3 3 2.2 3	2 1 5 1	4.0 5.0 3.0 1.0
Carefully notices what the client likes and adapts the business dialogue accordingly.	2.25 4 3 4	4 1 2 1	2.2 2.0 3.0 3.0
Investigates the client`s needs.	2.67 2.5	3 0 2 0	2.7 ? 3.5 ?
Offers solutions which accomodate the needs of the client.	1.25 2 3	4 0 1 1	2.7 ? 3.0 2.0
Emphasises the benefits the client can derive from mutual cooperation or business.	1.5 2 1.67	2 1 3 0	2.5 1.0 3.7 ?
When signalled by the client, he/she moves from a general offer to discussing a specific solution.	2 4 1.8 2	1 1 5 1	5.0 4.0 2.6 3.0
Finishes his/her client meetings by agreeing on specific and clear steps.	3.25 3 1.75	4 1 4 0	2.7 3.0 3.2 ?

RECOMMENDATIONS FROM EVALUATORS

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

Approach them as pointers that you could use for your further self-development. It is important that you keep the feedback in perspective, not to take any parts personally and remember that the comments are only the impressions of those who evaluated you. While it is the opinion of another individual that may be useful for you, it is also important to remember that it is not necessary to accept it automatically without reservation.

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

RECOMMENDATIONS FROM EVALUATORS RELATING TO THE COMPETENCES COVERED

PERSONAL ATTITUDE

WHAT SHOULD THE EVALUEE BEGIN DOING?

Not to work so isolated from the others.

WHAT SHOULD THE EVALUEE DISCONTINUE DOING?

Consultation is always appreciated, however, the manner it is provided matters.

Consultation is always appreciated, however, the manner it is provided matters.

WHAT SHOULD THE EVALUEE CONTINUE DOING?

Ability to learn and understand things fast

An active approach, being willing to help

WORK COMPETENCES

WHAT SHOULD THE EVALUEE BEGIN DOING?

hand over important information more frequently

Be nicer.

Delegate tasks which can be performed by someone else.

Improve communication with the team, share information effectively from the managerial position.

 **WHAT SHOULD THE EVALUEE DISCONTINUE DOING?**

Tell project managers how they should do their work.

I would recommend to refrain from whispering/speaking simultaneously in meetings, it can be disruptive for the discussion.

 **WHAT SHOULD THE EVALUEE CONTINUE DOING?**

Expertise

I appreciate your direct and structured opinions and common sense.

The team arrangement, allocation of competencies and responsibilities

INTERACTION WITH OTHERS **WHAT SHOULD THE EVALUEE BEGIN DOING?**

Communicate priorities of tasks clearly.

 **WHAT SHOULD THE EVALUEE DISCONTINUE DOING?**

Leave some decisions to the subordinates.

Underestimating his department and making decisions without sufficient and complex information.

 **WHAT SHOULD THE EVALUEE CONTINUE DOING?**

He works – improves his approach to people in the company.

Professional expertise, adaptability, calm and pragmatic approach, fairness.

TEAM LEADERSHIP **WHAT SHOULD THE EVALUEE BEGIN DOING?**

improve the work organization (be more systematic), rather focus to conceptual topics and not to drown in details

Present deadlines for processing of at least some typified and most common user requests.

 **WHAT SHOULD THE EVALUEE DISCONTINUE DOING?**

Not to be distracted by details of the tasks that are not important to find the solution.

 **WHAT SHOULD THE EVALUEE CONTINUE DOING?**

The fact he his positive and gives away good mood. His pleasant conduct.

I appreciate the giant effort to accommodate in every way. Perspective.

Positive approach

STRATEGIC MANAGEMENT **WHAT SHOULD THE EVALUEE BEGIN DOING?**

Sometimes he seems nervous, like I am disturbing him or something. I recommend slowing down while on the phone.

 **WHAT SHOULD THE EVALUEE DISCONTINUE DOING?**

There is no such thing.

 **WHAT SHOULD THE EVALUEE CONTINUE DOING?**

Helpfulness, excellent communication.

Ambition and personal responsibility with which he approaches his tasks within a project.

Proactive approach to given subject matter.

SALES/ EXTERNAL CLIENT**WHAT SHOULD THE EVALUEE BEGIN DOING?**

Be more aware that not everyone is an IT type and even when a request is "stupid", it is a problem for the user. Improve communication.

Improve communication with the team, share information effectively from the managerial position.

Mention also other possible solutions besides expressing his disagreement;

Try to find the correct standpoint regardless of the correct solution lying in the administration department or elsewhere;

**WHAT SHOULD THE EVALUEE DISCONTINUE DOING?**

He/She should stop auditing our department. We as managers have it under controls; nobody steals or cheats.

I would recommend to refrain from whispering/speaking simultaneously in meetings, it can be disruptive for the discussion.

**WHAT SHOULD THE EVALUEE CONTINUE DOING?**

Hard-worker

Strengths: Great professional skills and knowledge.