entegrys

360 FOCUS™

Abel Lexus

Whitehome USA
Popular Competencies
March 25, 2017

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Introduction

The Entegrys 360 Focus™ report is a snapshot of how others see your performance relative to the requirements of the job chosen for this assessment. The information in this report will give you and your manager data for a more objective performance discussion, and help you make decisions about your professional development needs and career strengths. Even more, it will show a hiring manager why you should get the job!

The report offers four informative views of the ratings and feedback you received, i.e.:

- The Performance Summary identifies your overall fit for this job.
- The Comparative View shows how the ratings of your various groups of assessors (manager, peers, direct reports, etc.) compare to your own ratings.
- The Key Behaviour Details section displays the average ratings of each assessor group for every behaviour in the online questionnaire.
- The Assessor Comments section is a compilation of all the written feedback provided by your assessors.

The following notes will help you interpret the meaning of your 360 Focus™ report. We encourage you to leverage the valuable insights for your further professional development. Some tips are provided at the end of this report to help you do just that.

Complexity Levels

Your assessors rated you at several levels of complexity for each competency, as illustrated in Figure 1. Each ascending level represents a distinct set of behaviours of increasing challenge and impact. They range from behaviours requiring little or no forethought to ones reflecting a more strategic perspective and level of thinking.
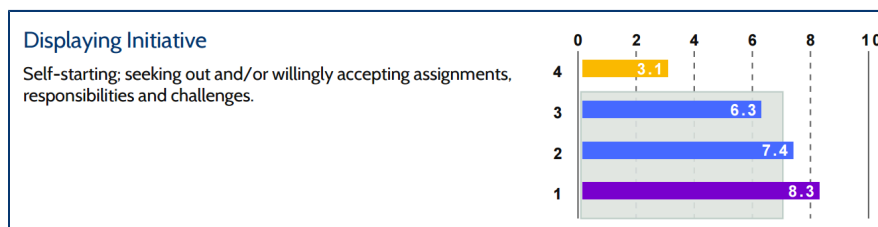

Figure 1: Complexity Levels

Rating Requirements

As illustrated in Figure 2, the complexity level specified for acceptable performance in each competency in this assessment is indicated by the height of the shaded box. For example, the required complexity level for Adaptability is 2 and for Creativity & Innovation is 3. The width of the shaded box indicates the minimum acceptable rating for satisfactory performance in a required level. This rating is typically 7 on the 10-point rating scale. To help you plan for future career development, ratings are shown even for levels above the required complexity level. For example, ratings are shown for levels 3 & 4 in Adaptability and level 4 in Creativity & Innovation.
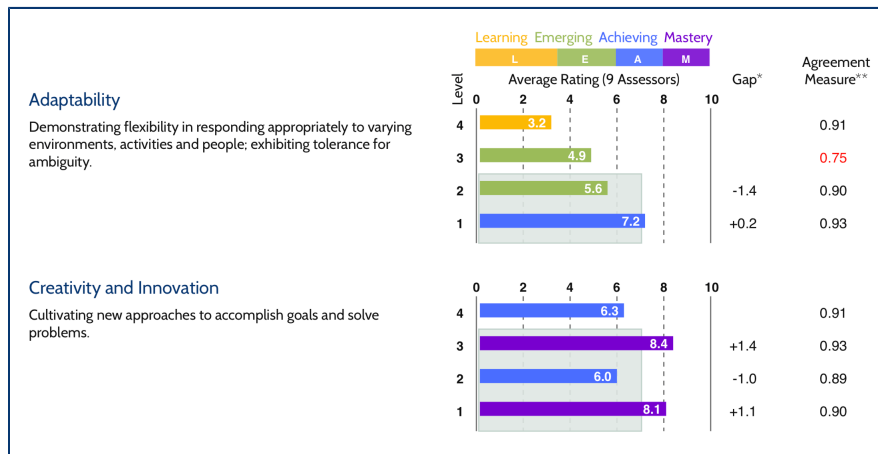
Figure 2: Rating Requirements & Validity

Rating Patterns

Generally speaking, your ratings should decrease as the level increases. This pattern is significant because behaviours at the lower levels are foundational for effective and consistent performance at higher levels of complexity.

Failure to address weaker performance at the lower levels will eventually undermine your ability to perform effectively at the higher levels as well. Therefore, it is strongly recommended that you explore the potential reasons for any inconsistent rating pattern in your report.

Validity of Ratings

As also illustrated in Figure 2, the Agreement Measure displayed for each set of ratings identifies the consistency of ratings between assessors. The larger the number of assessors, the closer the measure should be to 1. With five or more assessors, an agreement measure of 0.8 or higher provides very strong assurance of both thoughtful ratings from your assessors and consistency in your behaviour in a variety of contexts. The agreement measure is flagged in red if it falls below this level. (See level 3 of Adaptability in Figure 2.)

Lower agreement measures are most likely a reflection of variations in your behaviours in different situations or contexts, or even of tension in your professional relationships. However, they could indicate that some assessors did not choose their ratings thoughtfully. If an agreement measure is flagged in red, look at the Comparative View to identify discrepancies between assessor groups. This will help you determine what follow-up may be appropriate.

Stages of Development

Developing mastery of each complexity level is a process. Researchers have identified four stages through which we typically progress when developing new behaviours. For simplicity, we have labeled these four stages as Learning, Emerging, Achieving and Mastery.

They are identified throughout the report by the following letters and/or colors:

L = Learning E = Emerging A = Achieving M = Mastery

The following table shows the range of ratings for each stage of development. It also provides a brief interpretation of the reasons someone's ratings might fall within that stage of development.

Table 1: Description of Stages of Development for each Complexity Level

Rating	Stage of Development	Interpretation Notes
0 to 3.4	Learning	You seldom, if ever, demonstrate the behaviours at this level, indicating that: • you have only a basic understanding of these behaviours, or • you have no opportunity or need to engage in these behaviours, or • you choose not to engage in these behaviours.
3.5 to 5.9	Emerging	You sometimes demonstrate the behaviours at this level, but not consistently. This could indicate that you: • are still developing a working understanding of these behaviours, or • have limited opportunity or need to engage in these behaviours, or • choose not to engage in these behaviours regularly.
6 to 7.9	Achieving	You frequently demonstrate the behaviours at this level, indicating that you: • have a working understanding of these behaviours, and • choose to utilize them, but • may not be fully confident in your ability to apply them effectively.
8 to 10	Mastery	You consistently demonstrate the behaviours at this level, confirming you: • have a comprehensive understanding of these behaviours, • are confident in your ability to apply them effectively, and • choose to engage in them whenever appropriate.

Note: Where N/O appears in place of a number, assessors indicated they had "Not Observed" these behaviours.

A Final Note

We often jump to conclusions before considering all the facts. Be sure to evaluate the information provided in all sections of the report before reaching a conclusion about your results. Consult with your manager or coach to gain another perspective on the feedback you receive here. Then use the tips at the end of this report to help you build your professional development plan.

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Performance Summary

This section of your report identifies the average ratings you received from your assessors in each level of the competencies assessed. The ratings are on a 10-point scale.
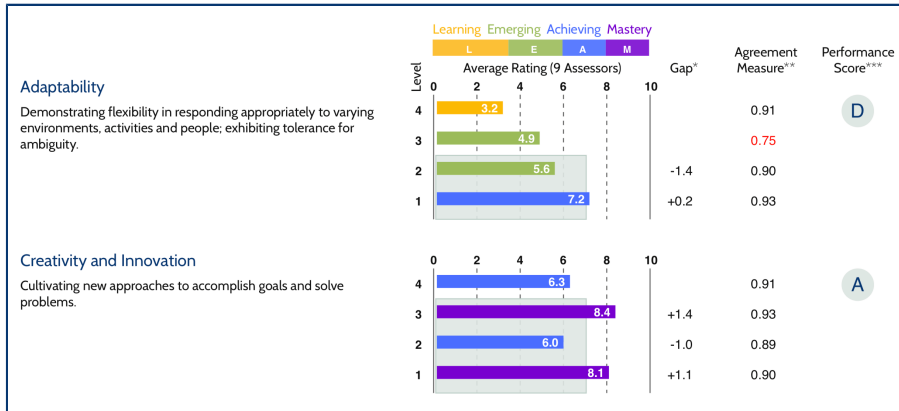
The bars in the graph are color-coded to identify your stage of development in each level. The Agreement Measure is included to tell you how consistent the ratings were between assessors.

The Performance Score is calculated for each competency using the average ratings and the required complexity level.

The four possible performance scores are:

- **D** - development need
- **A** - acceptable performance
- **S** - strength
- **E** - exceptional strength

Entegrys 360 Focus™ Report
Performance Summary

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Learning Emerging Achieving Mastery
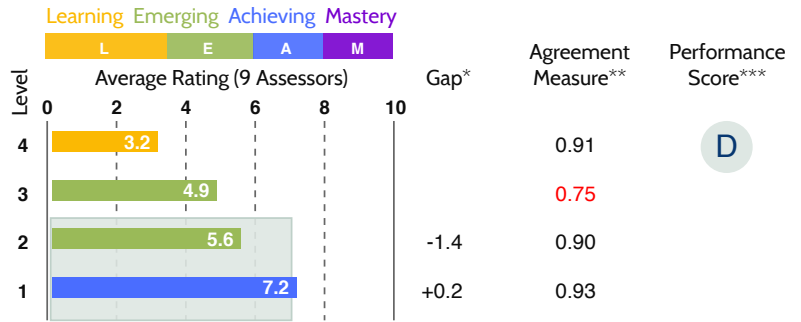
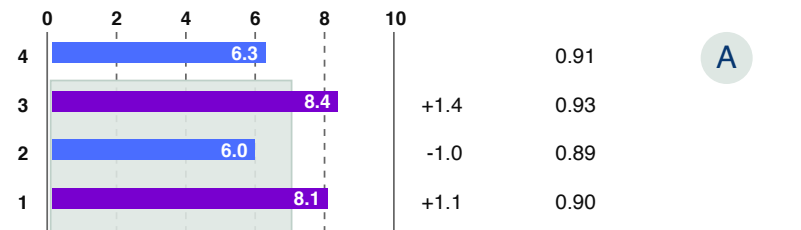|	L	E	A	M	Gap*	Agreement Measure**	Performance Score***

Adaptability

Demonstrating flexibility in responding appropriately to varying environments, activities and people; exhibiting tolerance for ambiguity.

Level	Average Rating (9 Assessors)	Gap*	Agreement Measure**	Performance Score***
4	3.2		0.91	D
3	4.9		0.75	
2	5.6	-1.4	0.90	
1	7.2	+0.2	0.93	

Creativity and Innovation

Cultivating new approaches to accomplish goals and solve problems.

Level	Average Rating	Gap*	Agreement Measure**	Performance Score***
4	6.3		0.91	A
3	8.4	+1.4	0.93	
2	6.0	-1.0	0.89	
1	8.1	+1.1	0.90	

Displaying Initiative

Self-starting; seeking out and/or willingly accepting assignments, responsibilities and challenges.

Level	Average Rating	Gap*	Agreement Measure**	Performance Score***
4	3.1		0.90	A
3	6.3	-0.7	0.90	
2	7.4	+0.4	0.92	
1	8.3	+1.3	0.89	

Interpersonal Communication

Expressing ideas and listening effectively, both verbally and non-verbally, to achieve understanding.

Level	Average Rating	Gap*	Agreement Measure**	Performance Score***
4	7.2		0.95	S
3	8.1	+1.1	0.96	
2	8.2	+1.2	0.96	
1	8.2	+1.2	0.96	
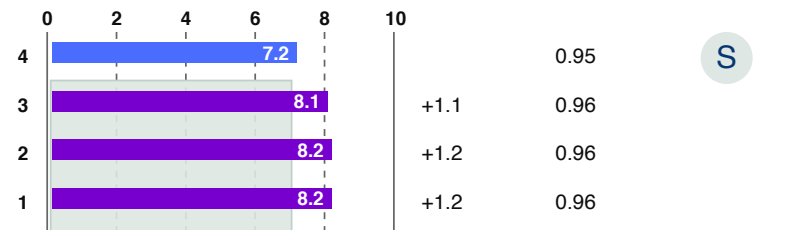
The shaded area on the graph indicates the required level of performance as defined in the job profile for the Popular Competencies role. The minimum acceptable performance rating at each required level is 7.

* Gap is the difference (+ or -) between 7 and the average rating of all assessors at each required level.

** Agreement Measures below 0.80 are flagged in red.
Ratings are also displayed in red if more than 50% of respondents rated the item as 'Not Observed'.

*** Performance Score describes the overall performance demonstrated in each competency relative to the requirements of the Popular Competencies role.
D = Development Need   A = Acceptable   S = Strength   E = Exceptional Strength   N/O = Not Observed

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Comparative View

This section of your report separates your ratings by assessor group, i.e. self, manager, peers, direct reports and clients.
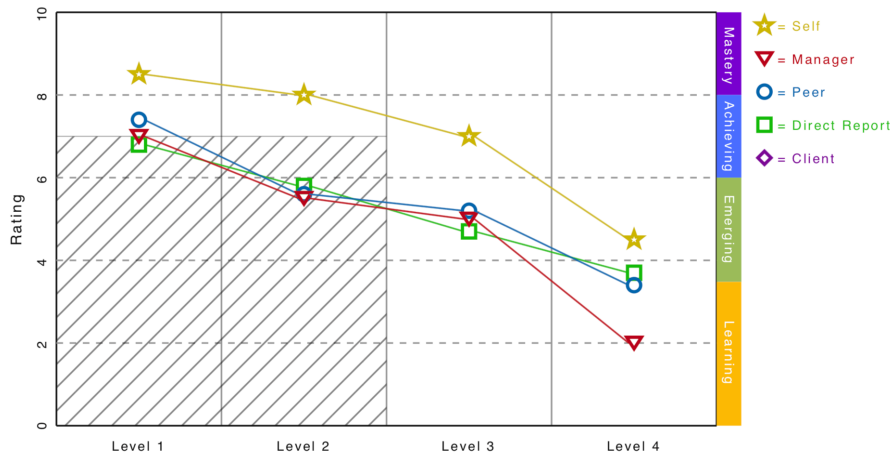
The graph shows how the ratings compare between assessor groups, and where they fall in the stages of development. Any point on the graph outside the shaded area is an acceptable level of performance for this role. The closer the lines, the greater the agreement in the perspectives of your various assessor groups.

Development Plan Note: Notice particularly if your perspective differs significantly from the others. Ask assessors for more feedback to gain further insight into reasons for this difference.

The data on the lower half of the page identifies the number of assessors in each group, as well as the numerical value of their ratings and the agreement measure by complexity level.

Self (1)	Manager (1)	Peer (4)	Direct Report (3)	Client (1)	Agreement Measure*
8.5	7.0	7.4	6.8	**	0.93
8.0	5.5	5.6	5.8	**	0.90

Adaptability

Demonstrating flexibility in responding appropriately to varying environments, activities and people; exhibiting tolerance for ambiguity.
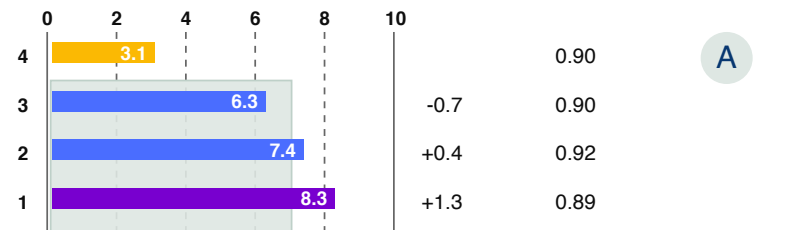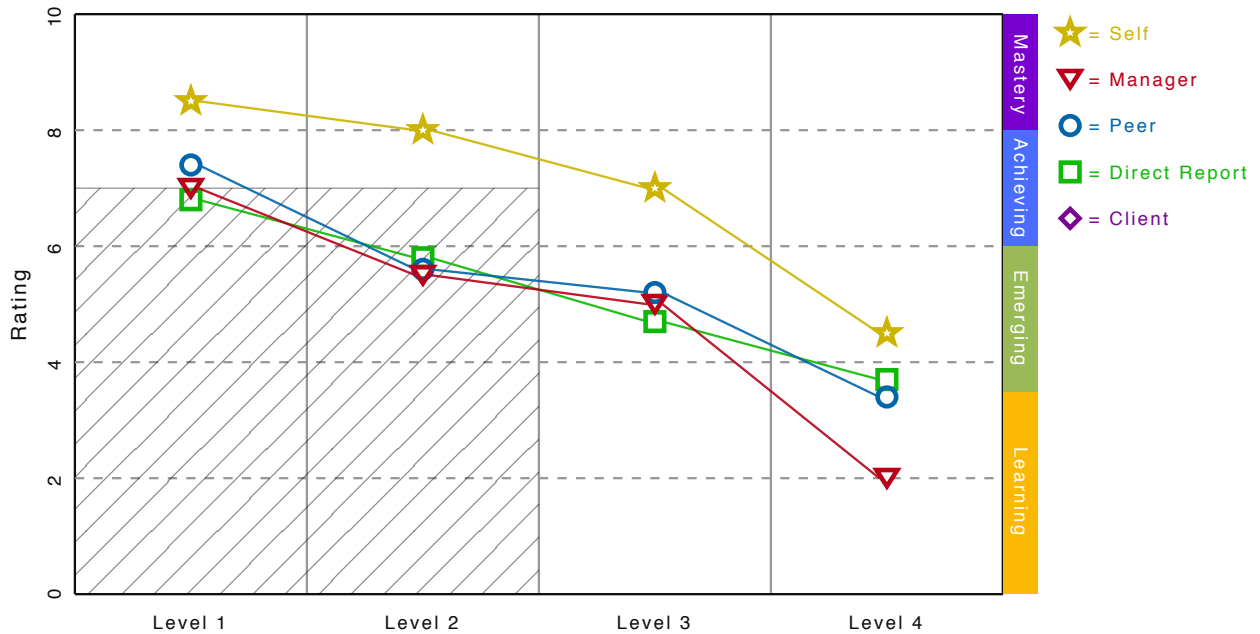

Descriptor	Self (1)	Manager (1)	Peer (4)	Direct Report (3)	Client (1)	Agreement Measure*
Level 1 Accommodates change; adapts to changing priorities.	8.5	7.0	7.4	6.8	**	0.93
Level 2 Cooperates with change; maintains effectiveness in vague or uncertain circumstances.	8.0	5.5	5.6	5.8	**	0.90
Level 3 Promotes change; proactively facilitates the transition.	7.0	5.0	5.2	4.7	**	0.75
Level 4 Becomes a catalyst of change; builds flexibility into the organization to support future change.	4.5	2.0	3.4	3.7	**	0.91

*   Agreement Measures below 0.80 are flagged in red.
       Ratings are also displayed in red if more than 50% of respondents rated the item as 'Not Observed'.

**   To protect anonymity of feedback, ratings are not displayed when there are less than 3 assessors in categories other than Self or Manager. However, non-displayed ratings are still included in the Average Rating.

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Key Behaviour Details

This view offers you the most detailed picture of your strengths and development needs. It identifies each behaviour rated on the online assessment questionnaire.

The bar next to each behaviour shows the average rating of all assessors. It is color-coded to identify your stage of development in that behaviour. Their Agreement Measure is also displayed.
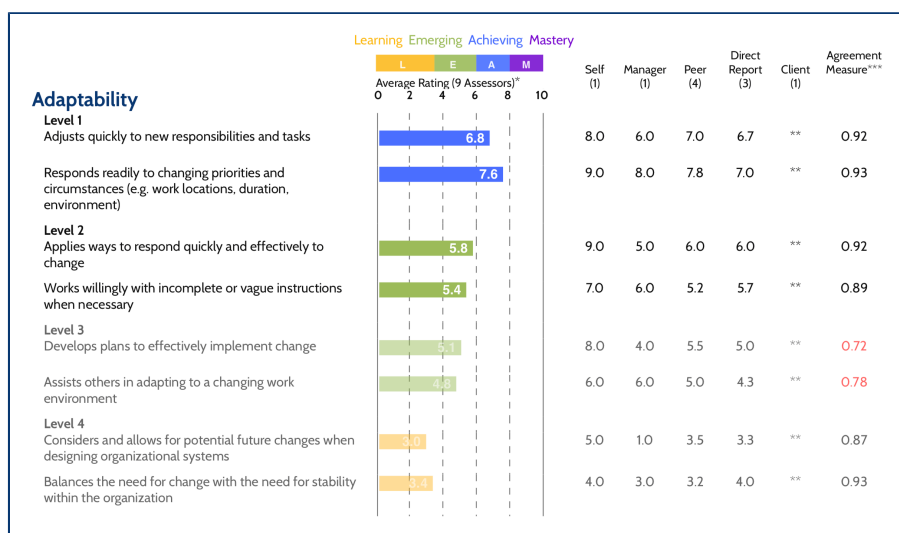
Learning Emerging Achieving Mastery	Self (1)	Manager (1)	Peer (4)	Direct Report (3)	Client (1)	Agreement Measure***
Adaptability						
Level 1						
Adjusts quickly to new responsibilities and tasks — 6.8	8.0	6.0	7.0	6.7	**	0.92
Responds readily to changing priorities and circumstances (e.g. work locations, duration, environment) — 7.6	9.0	8.0	7.8	7.0	**	0.93
Level 2						
Applies ways to respond quickly and effectively to change — 5.8	9.0	5.0	6.0	6.0	**	0.92
Works willingly with incomplete or vague instructions when necessary — 5.4	7.0	6.0	5.2	5.7	**	0.89
Level 3						
Develops plans to effectively implement change — 5.1	8.0	4.0	5.5	5.0	**	0.72
Assists others in adapting to a changing work environment — 4.8	6.0	6.0	5.0	4.3	**	0.78
Level 4						
Considers and allows for potential future changes when designing organizational systems — 3.0	5.0	1.0	3.5	3.3	**	0.87
Balances the need for change with the need for stability within the organization — 3.4	4.0	3.0	3.2	4.0	**	0.93

Behaviours beyond the required level for this job are faded, but are still included to provide valuable information for your future development.

Development Plan Note: When creating your professional development plan, you may want to focus first on behaviours within the required levels, and then on those beyond the required levels as time and resources permit.

Learning Emerging Achieving Mastery

| L | E | A | M |

Adaptability

Average Rating (9 Assessors)*

Behaviour	Rating	Self (1)	Manager (1)	Peer (4)	Direct Report (3)	Client (1)	Agreement Measure***
Level 1							
Adjusts quickly to new responsibilities and tasks	6.8	8.0	6.0	7.0	6.7	**	0.92
Responds readily to changing priorities and circumstances (e.g. work locations, duration, environment)	7.6	9.0	8.0	7.8	7.0	**	0.93
Level 2							
Applies ways to respond quickly and effectively to change	5.8	9.0	5.0	6.0	6.0	**	0.92
Works willingly with incomplete or vague instructions when necessary	5.4	7.0	6.0	5.2	5.7	**	0.89
Level 3							
Develops plans to effectively implement change	5.1	8.0	4.0	5.5	5.0	**	0.72
Assists others in adapting to a changing work environment	4.8	6.0	6.0	5.0	4.3	**	0.78
Level 4							
Considers and allows for potential future changes when designing organizational systems	3.0	5.0	1.0	3.5	3.3	**	0.87
Balances the need for change with the need for stability within the organization	3.4	4.0	3.0	3.2	4.0	**	0.93

Creativity and Innovation

Behaviour	Rating	Self (1)	Manager (1)	Peer (4)	Direct Report (3)	Client (1)	Agreement Measure***
Level 1							
Displays curiosity and imagination	8.0	8.0	7.0	8.2	8.3	**	0.91
Keeps abreast of new innovative approaches	8.2	10.0	8.0	8.8	8.0	**	0.87
Level 2							
Experiments with new approaches	6.1	9.0	5.0	6.0	5.7	**	0.81
Questions the rationale behind current approaches	5.9	7.0	7.0	5.5	6.0	**	0.90
Level 3							
Encourages others to challenge traditional approaches	8.0	9.0	7.0	8.0	8.3	**	0.93
Asks thought provoking questions to spark others' creativity	8.8	10.0	9.0	8.5	9.0	**	0.92
Level 4							
Removes systemic barriers to innovation in the organization	5.9	6.0	5.0	6.0	6.0	**	0.92
Introduces organizational learning opportunities to develop creative thinking	6.8	7.0	7.0	7.0	6.7	**	0.89

*   Self ratings are not included in the Average Rating in this report.

**   To protect anonymity of feedback, ratings are not displayed when there are less than 3 assessors in categories other than Self or Manager. However, non-displayed ratings are still included in the Average Rating.

***   Agreement Measures below 0.80 are flagged in red.
        Ratings are also displayed in red if more than 50% of respondents rated the item as 'Not Observed'.

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Assessor Comments

This section of the report relays the written comments provided by you and all your assessors. They are arranged alphabetically by the first word of the statements. Comments are presented verbatim from your assessors. Entegrys cannot and does not assume liability for any of these comments.

Entegrys 360 Focus™ Report
Assessor Comments
Abel Lexus - Whitehome USA
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Adaptability
Average rating: **Acceptable**

Demonstrating flexibility in responding appropriately to varying environments, activities and people; exhibiting tolerance for ambiguity.

> Abel could be more flexible in listening to his cabinet. He is too often fixed in his own ideas even though he asks for others' opinions.

> Abel is a bright man, but far from tolerant of ideas different from his own.

> Abel is generally flexible in his responses to everyday issues in running the country.

> Abel is quite set on his ideas.

> Abel seems to be able to step up to the plate and do well no matter what gets thrown at him!

> I can be flexible up to a point, but not when it conflicts with my personal values.

> Mr. Lexus has a very clear idea of how he believes things should be done, and he doesn't alter his views based on different environments or people. He has a very clear view of what's right and wrong, and applies it to everybody.

The average rating displayed beneath each competency name is based on your assessors' ratings of the competency definition in the second part of the assessment questionnaire. It tends to be higher than the Performance Score in the Performance Summary section. The Performance Score is the more reliable rating because it is calculated from the ratings of eight behavioural statements.

Some comments may be easier to receive than others, but all can provide some valuable insight as to why your assessors rated your performance as they did. It is particularly important to consult with your manager or coach to help you interpret and leverage this feedback effectively for your professional development.

Adaptability

Average rating: **Acceptable**

Demonstrating flexibility in responding appropriately to varying environments, activities and people; exhibiting tolerance for ambiguity.

> Abel could be more flexible in listening to his cabinet. He is too often fixed in his own ideas even though he asks for others' opinions.

> Abel is a bright man, but far from tolerant of ideas different from his own.

> Abel is generally flexible in his responses to everyday issues in running the country.

> Abel is quite set on his ideas.

> Abel seems to be able to step up to the plate and do well no matter what gets thrown at him!

> I can be flexible up to a point, but not when it conflicts with my personal values.

> Mr. Lexus has a very clear idea of how he believes things should be done, and he doesn't alter his views based on different environments or people. He has a very clear view of what's right and wrong, and applies it to everybody.

Creativity and Innovation

Average rating: **Acceptable**

Cultivating new approaches to accomplish goals and solve problems.

> Abel does well at recognizing new opportunities. However, he often has a difficult time following up after he finds them.

> Abel has a creative thought process when someone gets him started on an idea, but the root ideas usually don't originate with him.

> Abel is not very creative and often turns down others' good ideas.

> As much as Abel is great at learning, he is not inventive with his approaches. He constantly uses only ''tried and true'' methods.

> Every time I talk to Abel, he's always trying something different! He keeps trying new ideas till something works!

> I am a bit of a traditionalist, but some new ideas are okay.

> I like Abel's ideas, but usually he goes with what has worked well in the past.

> Mr. Lexus always seems to have an idea each time we start on a new project or find a new need in the country.

> Mr. Lexus often comes across good ideas and tries them, but it's really his team that finds the most innovative ones.

> One of the most creative gentlemen I know!

The average rating is displayed in red if more than 50% of respondents rated the item as 'Not Observed'.