

The background features a series of faint, light gray concentric circles and curved lines, some solid and some dashed, creating a subtle pattern. Overlaid on this is a large, solid green speech bubble shape. The text is centered within the green shape.

360 Focus[®] Online Report

(excerpt)



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Report Component Links

Introduction/Interpretation
Performance Summary
Performance Details
Comparative Ratings
Statement Ratings
Assessor Comments
Professional Development Plan Tips

Main Menu

Introduction & Interpretation Notes

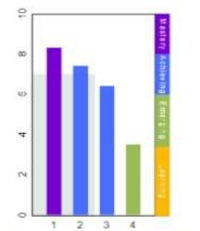


Figure 1: Complexity Levels

Rating Patterns

The height of the shaded box in each competency graph indicates the rating goal for desired complexity levels – typically 7 on the 10-point rating scale. However, ratings are shown for all four complexity levels to help you plan for future career development.

Ratings should usually decrease as the complexity 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 weak performance at the lower levels will eventually undermine your ability to perform effectively at the higher levels as well. Therefore, we recommend you explore the potential reasons for any inconsistent rating pattern in your report.

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

Agreement Measure—Validity of Ratings

As seen 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 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.

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 also indicate that some assessors did not choose their ratings thoughtfully. If an agreement measure is flagged in red, check the Comparative Ratings view to identify discrepancies between assessor groups. This will help you determine what follow-up may be appropriate.



Figure 2: Agreement Measure

Stages of Development

Developing mastery of each complexity level is a process. Researchers have identified four stages which we typically progress when developing new behaviours. We have labeled these four stages: Learning, Emerging, Achieving and Mastery. They are identified throughout the report by the letters and/or colors:

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

The following table indicates how the ratings correlate to each stage of development. It also provides a brief interpretation of the reasons your ratings might fall within that range.

Performance Summary with Competency Definitions



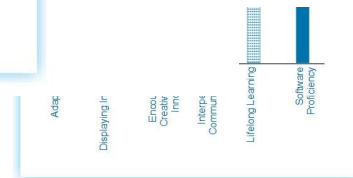
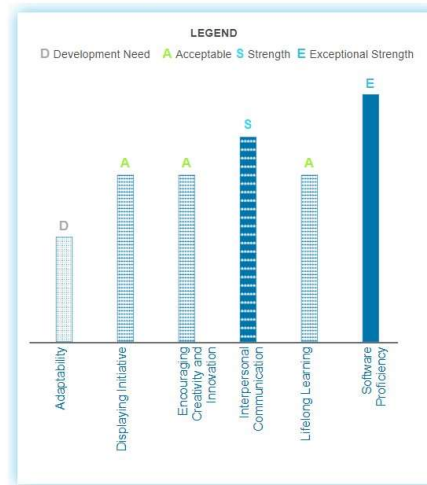
Abel Lexus
Whitehome USA
March 25, 2021
Role: Popular Competencies

Performance Summary

Page Notes

Interpretation

Snapshot of Your Performance Scores



Adaptability

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

Displaying Initiative

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

Encouraging Creativity and Innovation

Cultivating new approaches to accomplish goals and solve problems.

Interpersonal Communication

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

Lifelong Learning

Continuously acquiring and applying knowledge to enhance performance and growth.

Software Proficiency

Using/applying software appropriate to the job function to ensure a high level of efficiency in accomplishing work.

Performance Details with Page & Hover Notes



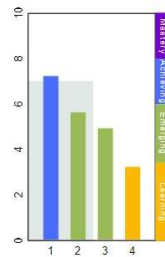
Abel Lexus
Whitehome USA
March 25, 2021
Role: Popular Competencies
Performance Details

Page Notes

Interpretation

Adaptability

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

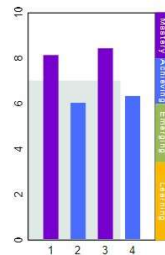


D Development Need

Level	Average Rating	Gap	Agreement Measure
1	7.2	0.2	0.93
2	5.6	-1.4	0.90
3	4.9	0.75	0.75
4	3.2	0.91	0.91

Creativity and Innovation

Cultivating new approaches to accomplish goals and solve problems.

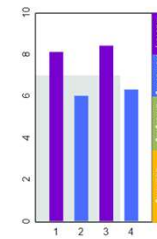


A Acceptable Performance

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

Creativity and Innovation

Cultivating new approaches to accomplish goals and solve problems.



A Acceptable Performance

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

Gap is the difference (+ or -) between the average rating of all your assessors and the satisfactory performance rating of 7 on the 10-point scale

S Strength

Level	Average Rating	Gap	Agreement Measure
1	8.2	1.2	0.96
2	8.2	1.2	0.96
3	8.1	1.1	0.90
4	7.2	0.2	0.93

Ratings are displayed in red if more than 50% of assessors rated the item as 'Not Observed'.

Comparative Ratings with Page & Hover Notes



Abel Lexus
Whitehome USA
March 25, 2021
Role: Popular Competencies

Comparative Ratings

Page Notes

Interpretation

Adaptability

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



Statement Ratings with Page & Hover Notes



Abel Lexus
Whitehome USA
March 25, 2017
Role: Popular Competencies

Statement Ratings

Page Notes

Interpretation

Adaptability

Level 1

Adjusts quickly to new responsibilities and tasks

Responds readily to changing priorities and circumstances (e.g. work locations, duration, environment)

Level 2

Applies ways to respond quickly and effectively to change

Works willingly with incomplete or vague instructions when necessary

Level 3

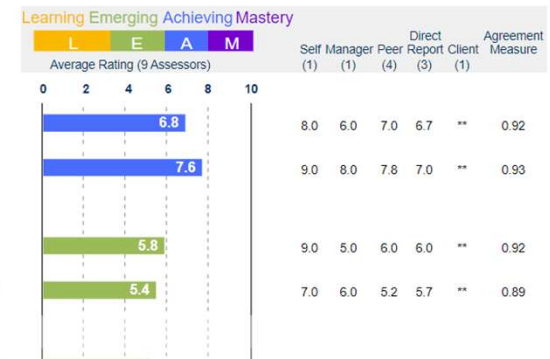
Develops plans to effectively implement change

Assists others in adapting to a changing work environment

Level 4

Considers and allows for potential future change designing organizational systems

Balances the need for change with the need to maintain the organization



Abel Lexus
Whitehome USA
March 25, 2017
Role: Popular Competencies

Statement Ratings

Page Notes

Interpretation

Adaptability

Level 1

Adjusts quickly to new responsibilities and tasks

Responds readily to changing priorities and circumstances (e.g. work locations, duration, environment)

Level 2

Applies ways to respond quickly and effectively to change

Works willingly with incomplete or vague instructions when necessary



** Ratings for Peer, Direct Report and Client are only displayed when there are 2 or more assessors but are still included in the calculation of the performance score. Ratings are displayed in red if more than 50% of assessors rated the item as 'Not Observed'.

Assessor Comments & Development Plan Tips



Abel Lexus
Whitehome USA
March 25, 2021
Role: Popular Competencies

Assessor Comments

Page Notes

Interpretation

Adaptability

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

Average Definition Rating: **Acceptable**

Supporting Comments

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 to a very clear view of what's right and wrong, and applies it to everybody.



Abel Lexus
Whitehome USA
March 25, 2021
Role: Popular Competencies

Professional Development Plan Tips

Creating a Professional Development Plan

Now that you have reviewed the information from all sections of the report, consider creating a plan for your professional development. Use the following pointers, in consultation with your manager or coach, to guide your decisions on your development priorities.

Tips for Maximizing the Benefits of Your Performance Feedback

- It can be easier to spot what is lacking than to see what is there. Look first for the big picture and the patterns that emerge between competencies rather than focusing on one or two lower ratings. In which competencies are your ratings the highest? The lowest?
- Our natural inclination is to want others to agree with us, but we grow the most from perspectives that differ from our own. Look for differences between your ratings and others, and between the ratings of different assessor groups. Initiate a discussion with your manager or coach as to why these differences exist and what you can learn from them.
- Discuss with your manager or coach what the most important message is in each section, and how the different results support