



FINAL REPORT

Demo - 360° EQ Feedback

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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 are meant mainly for you and your future personal development. This review provides feedback about how your external environment sees you. The final report starts with a summary and proceeds to give detailed feedback in individual blocks.

EVALUATED COMPETENCIES

- Assertiveness
- Stress management
- Recognition of emotions in others
- Relationship building

EVALUATION SCALE

The following scale was used for the feedback review:

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

EVALUATION SCALE - IMPORTANCE

Evaluators could also express how important the evaluated items are for them on a scale: 1 2 3 4 5

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

1 2 3 4 5

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

Even in challenging situations, has a positive and optimistic attitude.	2.86	2.7
Contributes to good relationships and a positive atmosphere.	2.67	3.7
Remains calm under pressure and controls their emotions.	2.56	2.8
Responds appropriately to other people's expressions of emotion.	2.5	2.7
Names and acts on priorities.	2.4	3.0
Can say "no."	2.38	2.9
Is helpful and willing to give selfless advice.	2.29	3.1
Is sensitive to the emotions of others and the atmosphere in the team.	2.25	2.7
Actively listens and asks questions.	2.25	3.4

AREAS FOR DEVELOPMENT

importance

Is an attentive and focused listener.	1.5	3.7
Expresses emotions constructively and in a way that is understandable to partners.	1.67	2.8
Accepts criticism and responds constructively.	1.83	3.2
Can ask others for help or favors.	1.86	2.4
In challenging situations, focuses on the task at hand and is not distracted.	1.86	3.7
Actively participates in the team.	1.88	2.7
Anticipates other people's reactions and acts accordingly.	1.88	2.6
Respects the views of others and works with them.	2	2.2
Openly communicates what they like and dislike.	2	3.3
Actively involves others in cooperation.	2	2.6
Is empathetic and able to see things through the eyes of others.	2	3.5

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

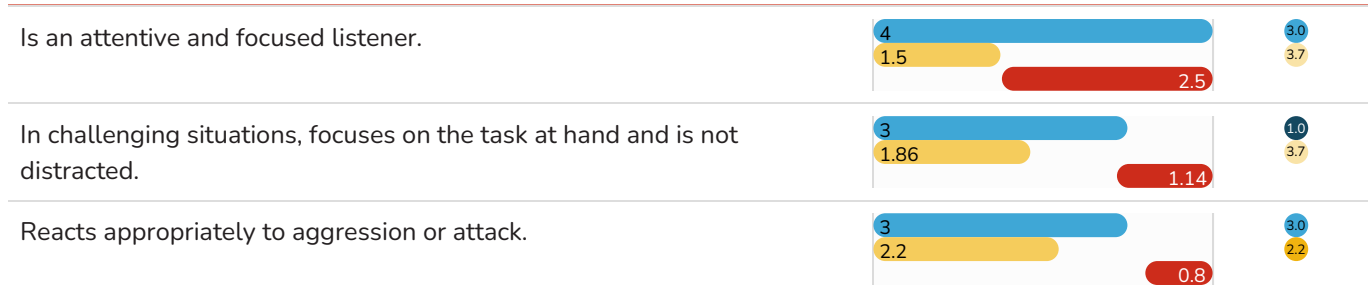
Reacts appropriately to aggression or attack.	2.2	2.2
Respects the views of others and works with them.	2	2.2
Can ask others for help or favors.	1.86	2.4
Actively involves others in cooperation.	2	2.6
Anticipates other people's reactions and acts accordingly.	1.88	2.6
Is sensitive to the emotions of others and the atmosphere in the team.	2.25	2.7
Even in challenging situations, has a positive and optimistic attitude.	2.86	2.7
Approaches problems proactively, and seeks and proposes solutions.	2.17	2.7

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

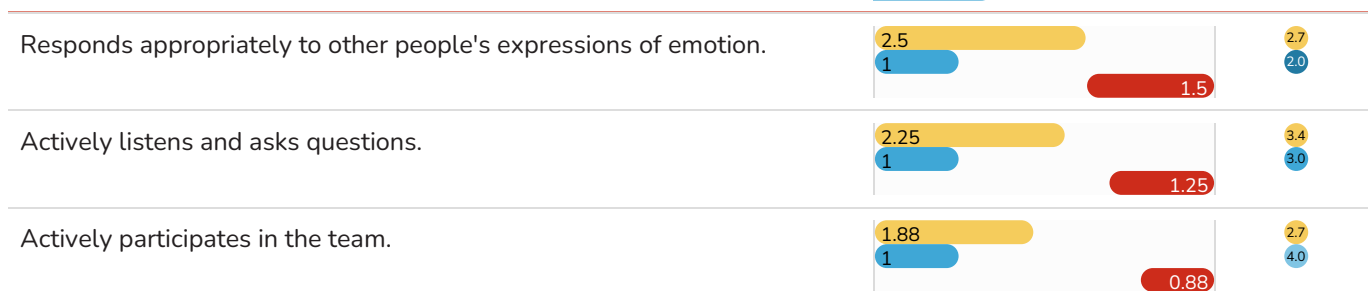
Below, you can find items across competences that show the greatest difference between your self-assessment and evaluations of others. The difference is shown in the charts in red.

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



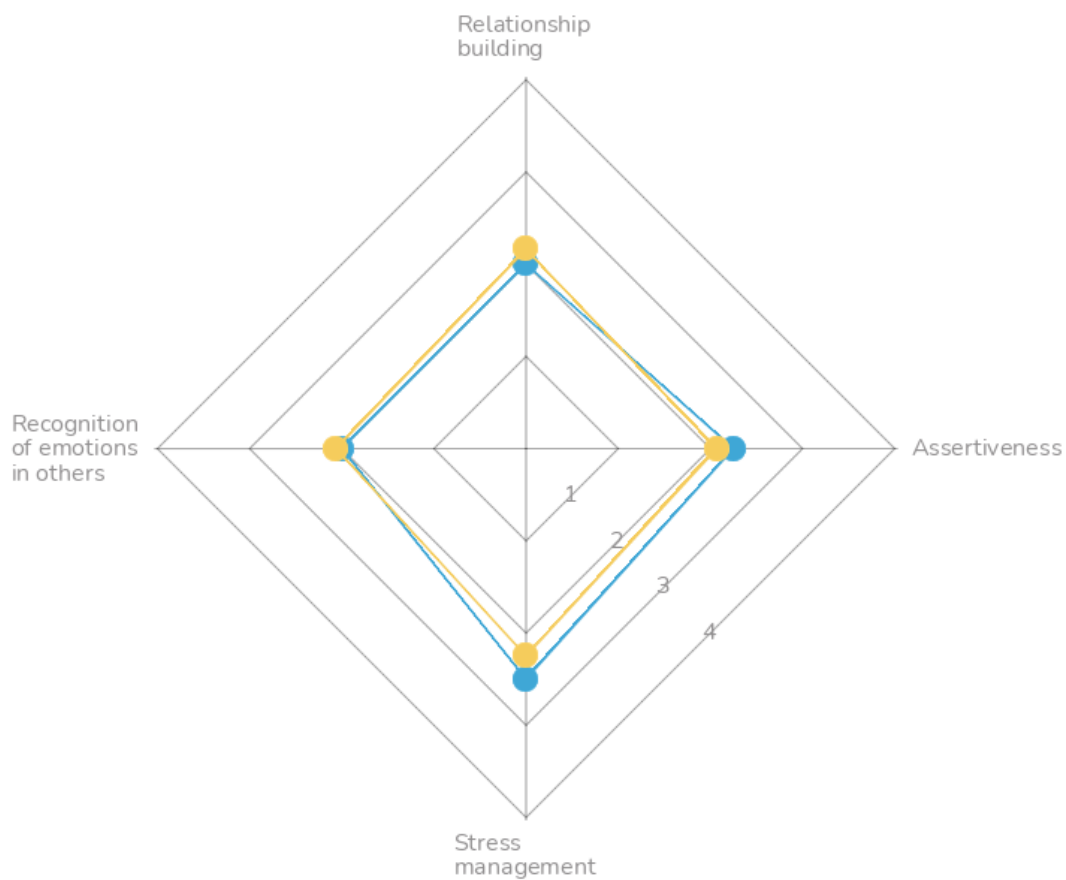
ASSESSMENT OF INDIVIDUAL COMPETENCES

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.

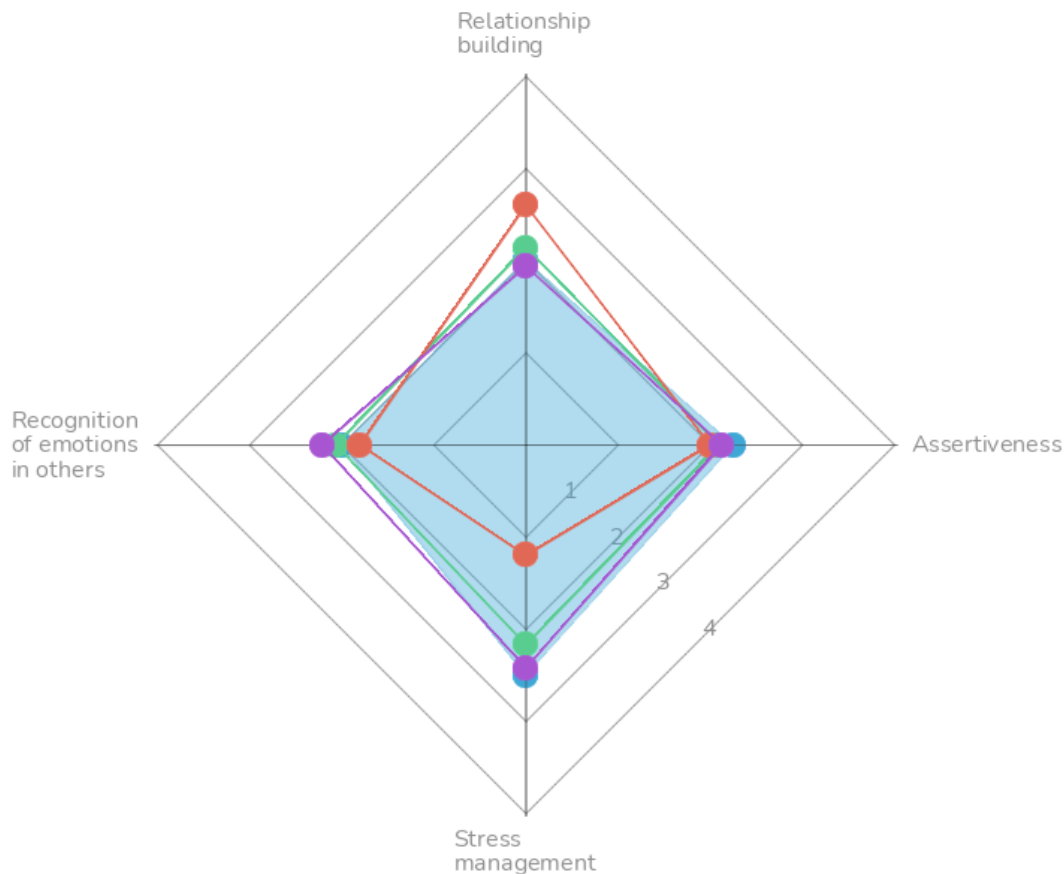
FEEDBACK FROM INDIVIDUAL GROUPS OF EVALUATORS

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



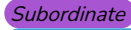

	Self-assessment	Colleague	Manager	Subordinate	range
1 Stress management	2.5	2.17	↓1.2	↑2.42	1.22
2 Relationship building	2	2.14	↑2.6	↓1.94	0.66
3 Recognition of emotions in others	2	2.06	↓1.8	↑2.21	0.41
4 Assertiveness	2.25	2.1	↓2	↑2.13	0.13
average result across competences	2.19	2.12	↓1.9	↑2.18	

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 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

ASSERTIVENESS

		Number of ratings	importance of ratings
Reasonably asserts their thoughts, ideas, and needs, but not at the expense of others.		2 1 4 1	4.0 2.0 3.0 1.0
Can say "no."		3 1 4 0	3.0 4.0 2.5 ?
Reacts appropriately to aggression or attack.		2 0 3 1	2.0 ? 2.3 3.0
Openly communicates what they like and dislike.		3 1 3 1	3.7 5.0 2.3 4.0
Accepts criticism and responds constructively.		2 1 3 1	2.5 4.0 3.3 1.0
Can ask others for help or favors.		4 1 2 0	2.5 3.0 2.0 ?

STRESS MANAGEMENT

Number importance
of
ratings

Even in challenging situations, has a positive and optimistic attitude.	<p>3 </p> <p>2.75 </p>	<p>3 </p> <p>0 </p> <p>4 </p> <p>0 </p>
Remains calm under pressure and controls their emotions.	<p>2 </p> <p>1 </p> <p>3.2 </p> <p>2 </p>	<p>3 </p> <p>1 </p> <p>5 </p> <p>1 </p>
Expresses emotions constructively and in a way that is understandable to partners.	<p>2 </p> <p>1 </p> <p>1.67 </p>	<p>2 </p> <p>1 </p> <p>3 </p> <p>0 </p>
Names and acts on priorities.	<p>2.75 </p> <p>1 </p> <p>2.4 </p>	<p>4 </p> <p>1 </p> <p>5 </p> <p>0 </p>
In challenging situations, focuses on the task at hand and is not distracted.	<p>2.25 </p> <p>1 </p> <p>1.5 </p> <p>3 </p>	<p>4 </p> <p>1 </p> <p>2 </p> <p>1 </p>
Approaches problems proactively, and seeks and proposes solutions.	<p>1 </p> <p>2 </p> <p>3 </p>	<p>2 </p> <p>1 </p> <p>3 </p> <p>0 </p>

RECOGNITION OF EMOTIONS IN OTHERS

Number importance
of
ratings

Is sensitive to the emotions of others and the atmosphere in the team.	<p>3 </p> <p>1 </p> <p>2.5 </p>	<p>1 </p> <p>1 </p> <p>2 </p> <p>0 </p>
Anticipates other people's reactions and acts accordingly.	<p>1.67 </p> <p>3 </p> <p>1.75 </p> <p>2 </p>	<p>3 </p> <p>1 </p> <p>4 </p> <p>1 </p>
Responds appropriately to other people's expressions of emotion.	<p>2 </p> <p>1 </p> <p>3 </p> <p>1 </p>	<p>2 </p> <p>1 </p> <p>5 </p> <p>1 </p>
Actively listens and asks questions.	<p>1.67 </p> <p>3 </p> <p>2.5 </p> <p>1 </p>	<p>3 </p> <p>1 </p> <p>4 </p> <p>1 </p>
Is an attentive and focused listener.	<p>2 </p> <p>1 </p> <p>1.5 </p> <p>4 </p>	<p>1 </p> <p>1 </p> <p>4 </p> <p>1 </p>
Is empathetic and able to see things through the eyes of others.	<p>2 </p> <p>2 </p>	<p>2 </p> <p>0 </p> <p>4 </p> <p>0 </p>

RELATIONSHIP BUILDING

Number importance
of
ratings

Contributes to good relationships and a positive atmosphere.	<p>3</p> <p>3</p> <p>2.4</p>	<p>3</p> <p>1</p> <p>5</p> <p>0</p>	<p>3.3</p> <p>4.0</p> <p>3.8</p> <p>?</p>
Is helpful and willing to give selfless advice.	<p>1.5</p> <p>3</p> <p>2.5</p> <p>3</p>	<p>2</p> <p>1</p> <p>4</p> <p>1</p>	<p>3.5</p> <p>3.0</p> <p>3.0</p> <p>4.0</p>
Actively participates in the team.	<p>2</p> <p>1</p> <p>2</p> <p>1</p>	<p>2</p> <p>1</p> <p>5</p> <p>1</p>	<p>1.5</p> <p>3.0</p> <p>3.2</p> <p>4.0</p>
Is interested in others, their opinions, and attitudes.	<p>1.75</p> <p>3</p> <p>2.25</p>	<p>4</p> <p>1</p> <p>4</p> <p>0</p>	<p>3.7</p> <p>3.0</p> <p>3.2</p> <p>?</p>
Respects the views of others and works with them.	<p>2.33</p> <p>1</p>	<p>3</p> <p>0</p> <p>1</p> <p>0</p>	<p>2.3</p> <p>?</p> <p>2.0</p> <p>?</p>
Actively involves others in cooperation.	<p>2.25</p> <p>3</p> <p>1.5</p> <p>2</p>	<p>4</p> <p>1</p> <p>4</p> <p>1</p>	<p>3.0</p> <p>2.0</p> <p>2.2</p> <p>2.0</p>

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 AREAS COVERED



WHAT SHOULD THE EVALUEE BEGIN DOING?

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WHAT SHOULD THE EVALUEE DISCONTINUE DOING?

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WHAT SHOULD THE EVALUEE CONTINUE DOING?

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RECOMMENDATIONS FROM EVALUATORS RELATING TO THE COMPETENCES COVERED

ASSERTIVENESS

COMMENTS FREELY ON A GIVEN AREA:

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STRESS MANAGEMENT

COMMENTS FREELY ON A GIVEN AREA:

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RECOGNITION OF EMOTIONS IN OTHERS

COMMENTS FREELY ON A GIVEN AREA:

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RELATIONSHIP BUILDING

COMMENTS FREELY ON A GIVEN AREA:

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