

# PDA 360° FEEDBACK

This Report is a product of PDA International.  
PDA International is the leading provider of applied  
behavioural assessments for the selection,  
management and development of talent.

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# Introduction

The PDA 360° Feedback is a quantitative-qualitative assessment of the competencies—skills, behaviours and attitudes—required for a particular position. This assessment included input from the assessee (you) and a group of assessors (co-workers, collaborators, supervisors, etc.), who were specially selected to provide their opinions and comments on your demonstration of the competencies assessed.

This report provides access to different views of the results (graphs, tables, gap analysis) from the assessment process carried out to help you identify your strengths and opportunity areas in the competencies analysed.

The quantitative data is based on the numerical scores provided by the assessee and by third parties with regard to each competency. The scores, in turn, are based on the Likert scale, which consists of a series of statements and allows the assessor to indicate to what extent they agree or disagree with the statements. The PDA 360° Feedback outlines the competencies required and makes it possible to assess whether that competency represents an opportunity for improvement, requires a little or a lot of effort, or is a strength.

The PDA 360° Feedback Report does not identify individual numeric responses. This is because anonymity and confidentiality encourage assessors to provide sincere feedback.

The qualitative data corresponds to the comments and observations that each assessor made about the competencies analysed in the PDA 360° Feedback. This allows the assessors to share their views with you freely, in order to help you with your development. The constructive comments shared by the assessors are intended to expand on the numeric scores by providing specific feedback about each competency.

Although this section of the PDA 360° Feedback Report is comprised of texts that describe other people's perspectives, reading them with an open mind will help you take advantage of all the content provided by your assessors. Therefore, try to read and interpret the information with an open mind and a positive attitude, remembering that the comments have been made to help you with your performance and growth.

We invite you to read your PDA 360° Feedback Report and reflect on your results using the guides that are included in each section.

# Definition of the competencies assessed

This section contains a list with the definitions and descriptions of the competencies that the organisation selected to assess your performance. By competency, we mean the aptitude a person has to do something. "A competency is an effective work style, in accordance with the criteria and specifications included in a standard, where the defining characteristics of the quality and value of the work products or results are defined" (Basoredo, 2013).

## Communication

# 0

The capacity to generate and share assertive, timely and two-way communication, adapting the verbal and non-verbal language to different audiences, in order to attain established objectives.

## Customer-Oriented

# 1

The ability to understand and manage relationships with internal customers, promoting and maintaining a solid network of customers and associations. It implies the assurance that the organisation/department will honour its business commitments by providing high-quality products and services.

## Developing Others

# 2

It implies a genuine effort to support the development, involvement and training of others, backed by an appropriate analysis of their needs with the organizational context in mind. It is not about routinely having people attend training classes or programmes, but rather a systematic effort to develop others according to those needs.

## Inclination toward Quality of Products and Projects

# 3

It is acting to ensure the highest quality standards around. It is reflected in the constant assessment of information reflecting how the work is being done. It implies insistence that roles and duties be impeccably coordinated.

## Leadership

# 4

The capacity to lead work groups or teams toward the attainment of common objectives. It implies the ability to lead others.

## People Management

# 5

This implies the appropriate and effective use of authority conferred through a position to gain the commitment of others in order to make them do what is needed to benefit the organisation. It implies providing adequate direction in some cases and holding people accountable for their performance within the organisation, as well as confrontation, when necessary.

## Results-Oriented

# 6

The concern to establish, accept and achieve challenging goals. It implies striving to improve/exceed one's own past performance standards, as well as those of others, or to achieve what nobody else has, without giving up when faced with difficulties.

# Key competencies for success

At the beginning of the assessment, each assessor was asked to indicate the three competencies that, in their judgement, are the most important for the successful performance of your role. The competencies that received the highest scores are those that are considered key.

Therefore, in this section, you will be able to see the competencies that you and your assessors have scored as key for the successful performance of your role. The scores are determined by a simple sum: in other words, if a competency has a 4 in the peer column, this means that 4 peers consider this competency to be essential to your role.

The following table shows the competencies according to the scores they received (starting with the highest) and according to the category of the assessor.

	Collaborator	Leader	Peer	Self Assessment
Communication	4	0	2	0
Customer-Oriented	0	0	0	0
Developing Others	1	1	0	1
Inclination toward Quality of Products and Proje	0	1	1	1
Leadership	3	0	2	1
People Management	4	1	1	0
Results-Oriented	0	0	3	0

# Key competencies for success

## Question guide

After seeing your results, reflect:

Does my assessment of the key competencies line up with the opinions of my assessors?

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If there are any differences, what do I think accounts for them?

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What are the three key competencies for the successful performance of my role?

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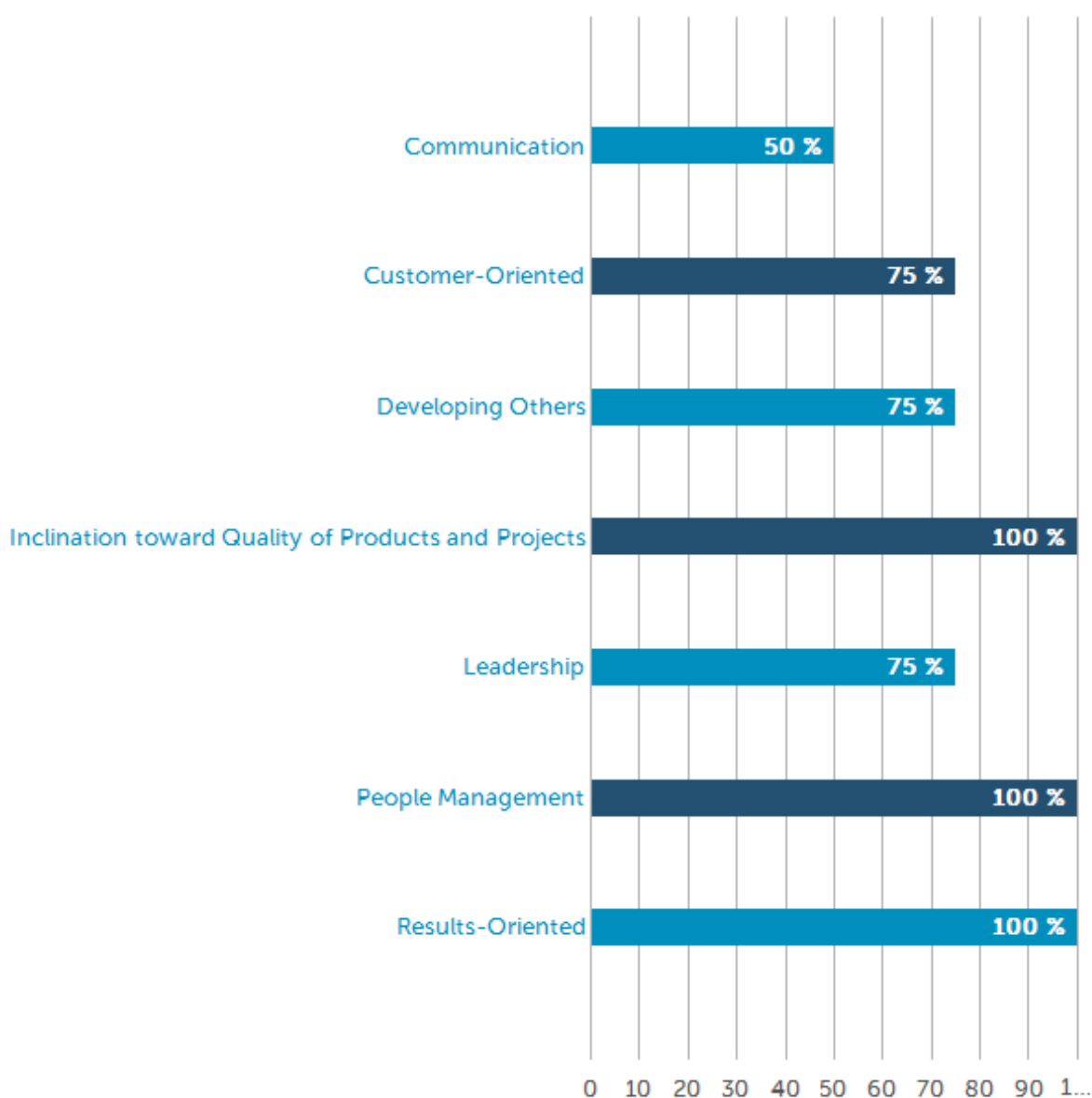
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# Self-assessment

During the PDA 360° Feedback Assessment, you scored to what degree you display each one of the competencies selected by your organisation. In this section, you will find a graph that allows you to see how you perceive your development in each competency.

The competencies with the highest percentages are those that you consider your strengths, while those with the lowest percentages represent your opportunities for improvement or attributes to develop.



# Self-assessment

## Question guide

After seeing your results, reflect:

What is my interpretation of the graph?

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Do any of the results surprise me?

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Are my lowest scores related in any way to my current work challenges?

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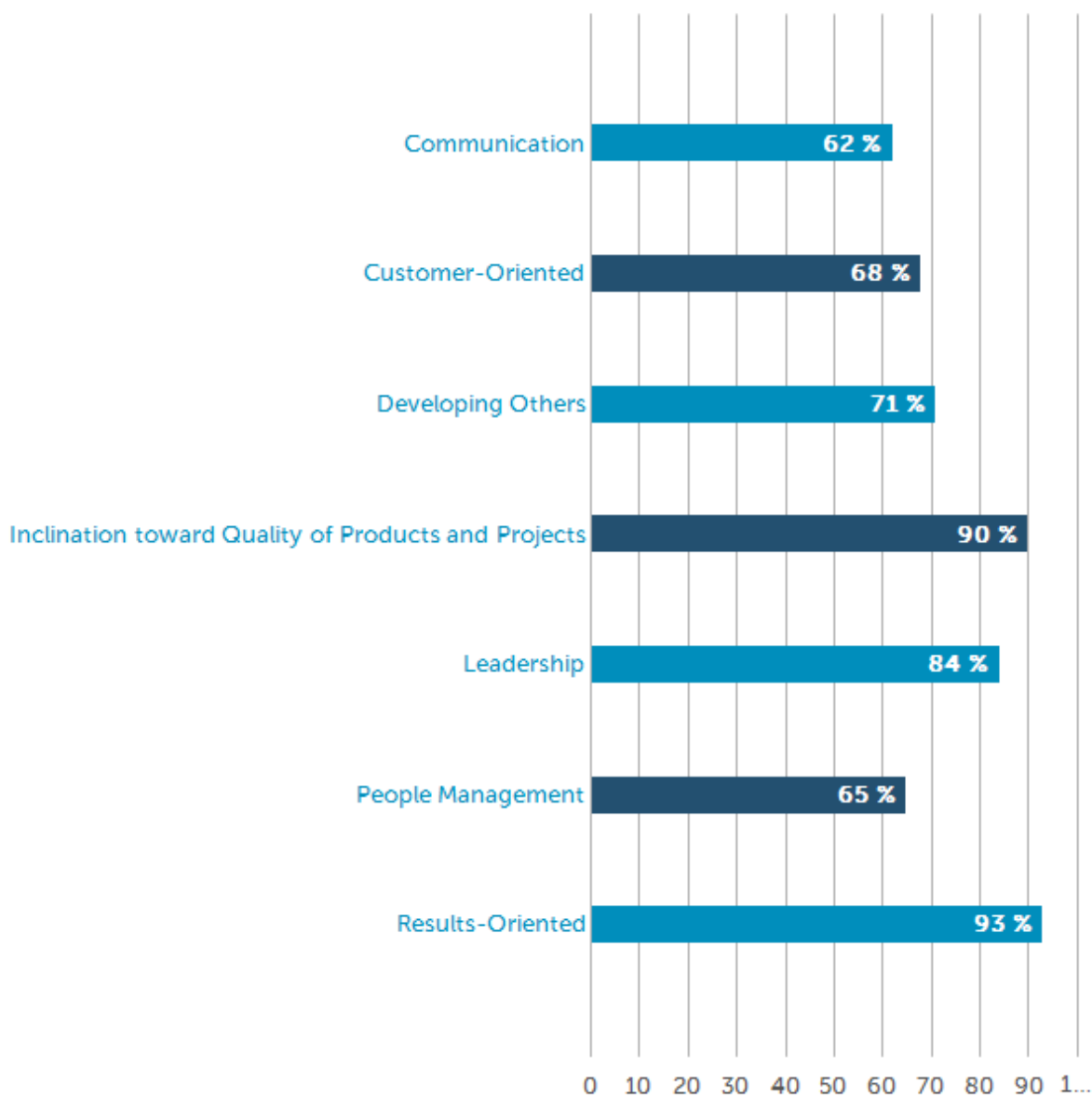
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# Average of assessments received

This section contains the average of the results of the assessments received, including all the assessor categories (collaborator, co-worker, leader, etc.). The average offers a general view of how the assessors perceive your performance in each one of the observable competencies scored.



# Average of assessments received

## Question guide

After seeing your results, reflect:

What are the competencies with the highest and lowest scores?

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Are the results of the others' assessments surprising to me or was I aware of their perceptions?

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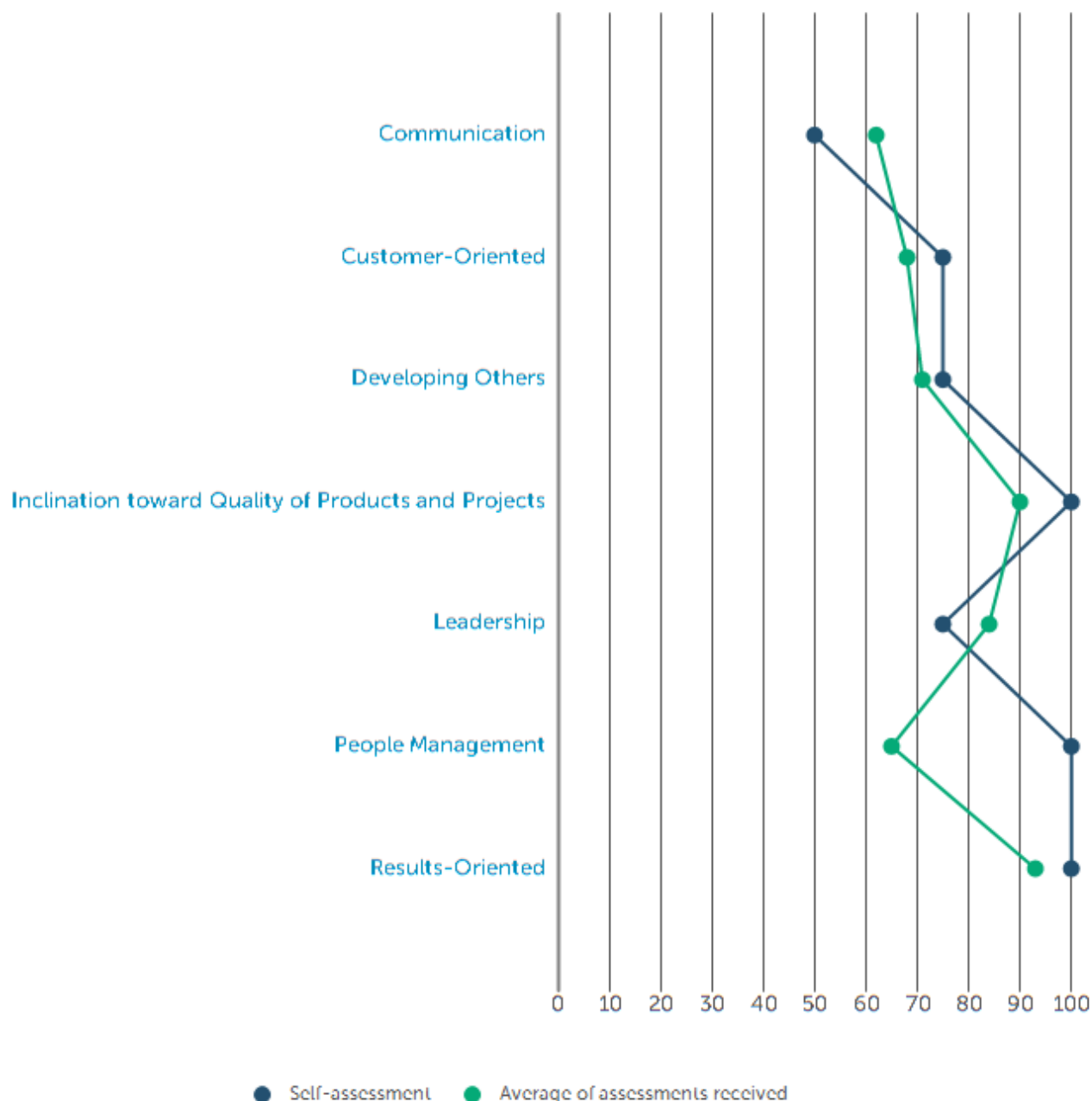
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DEMO

# My scores in relation to the average of the assessments

This section contains a graph where you can see the self-assessment scores and the average of the assessments you received. The lines on the graph will allow you to identify the different assessments, while also making it possible to see the gaps between them.



# My scores in relation to the average of the assessments

## Question guide

After seeing your results, reflect:

Do the assessments I received differ from my self-assessment? If so, how?

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Where do the greatest differences appear?

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Do I see any significant relationships? For example, do the highest and lowest competencies coincide?

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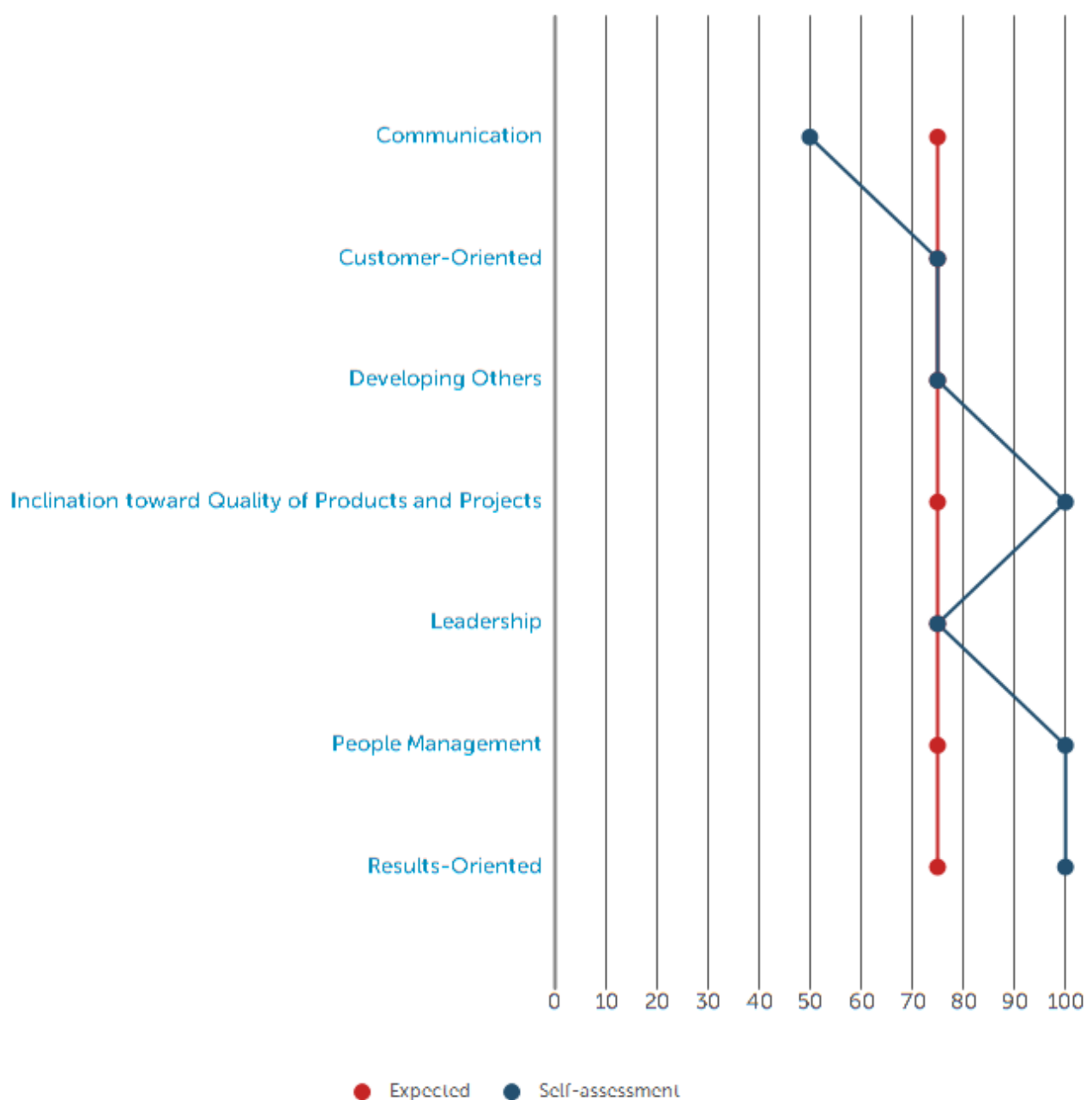
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# My scores in relation to the expected values








When indicating which competencies are required for successful performance in your position, your organisation also indicated to what degree you would have to demonstrate them in order to achieve that success.




The first part of this section contains a graph that includes the scores of the self-assessment compared with the scores required by the company. In each competency, you can see the difference between your self-perception and what is expected by the organisation.



## PDA 360° Feedback Report of Rachel Davies

The second part of this section provides a table with the values that the organisation indicated as required for successful performance in your position compared with your self-assessment. This table will allow you to quickly identify your status in each competency with regard to what is expected. The colour shown in the "gap" column indicates whether your self-assessment does not meet, meets or exceeds what is expected.

	Self-assessment	Expected	Gap
Communication	50	75	
Customer-Oriented	75	75	
Developing Others	75	75	
Inclination toward Quality of Products and Projects	100	75	
Leadership	75	75	
People Management	100	75	
Results-Oriented	100	75	

-  The self-assessment exceeds expectations.
-  The self-assessment meets expectations.
-  The self-assessment does not meet expectations.

# My scores in relation to the expected values

## Question guide

After seeing your results, reflect:

What are the competencies that I underestimated in terms of their priority for the organisation?

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What are the competencies that I overestimated in terms of their priority for the organisation?

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What significant gaps do I see and what do I think they are due to?

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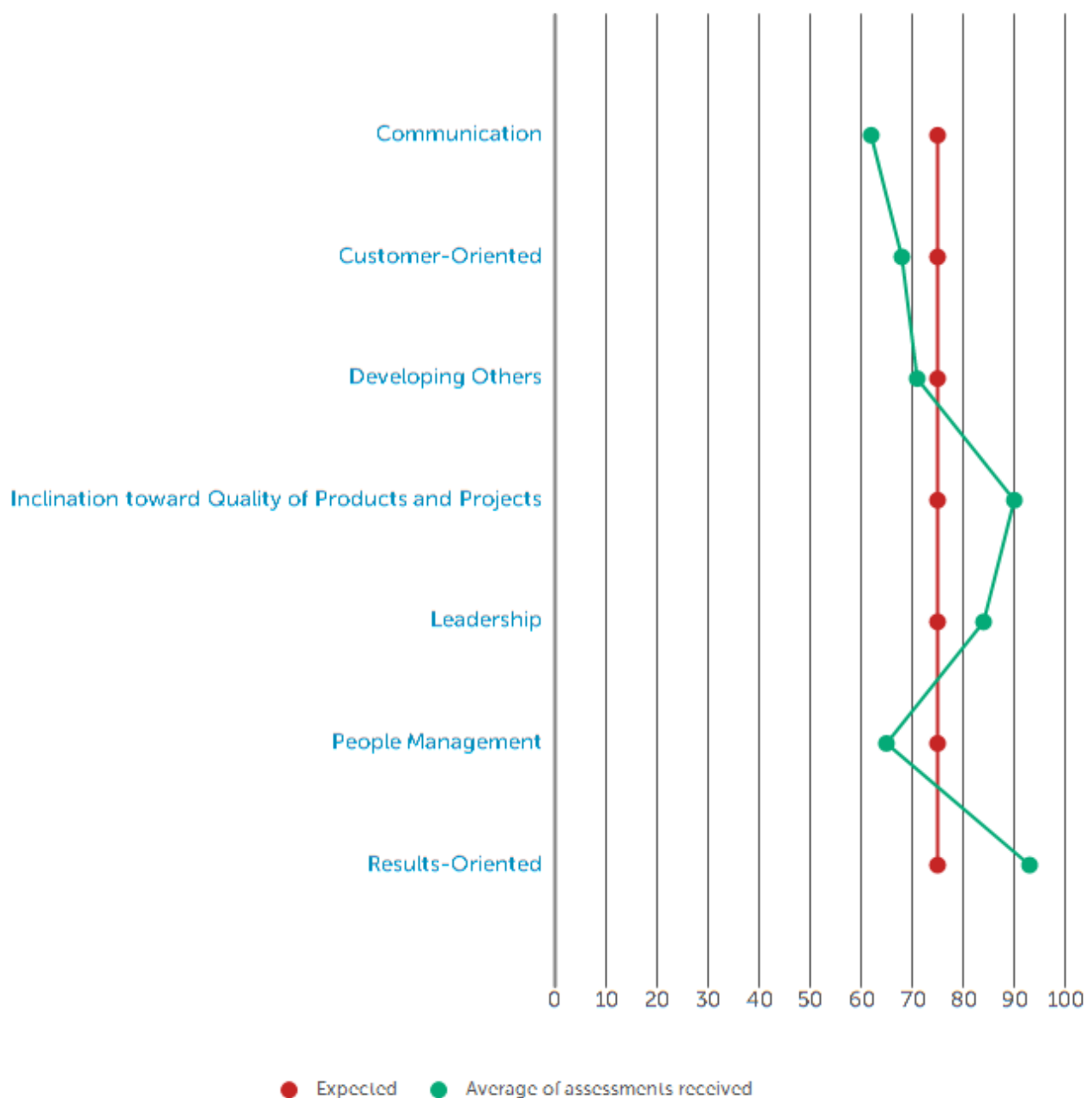
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# Average of assessments in relation to the expected values

When indicating which competencies are required for successful performance in your position, your organisation also indicated to what degree you would have to demonstrate them in order to achieve that success.








The first part of this section contains a graph with the values that the organisation indicated as required for successful performance in your position compared with the scores given by your assessors.








## PDA 360° Feedback Report of Rachel Davies

The second part of this section provides a table with the values that the organisation indicated as required for successful performance in your position compared with the scores given by your assessors. This table will allow you to quickly identify your status in each competency with regard to what is expected. The colour shown in the "gap" column indicates whether your self-assessment does not meet, meets or exceeds what is expected.

	Average of assessments received	Expected	Gap
Communication	62	75	
Customer-Oriented	68	75	
Developing Others	71	75	
Inclination toward Quality of Products and Projects	90	75	
Leadership	84	75	
People Management	65	75	
Results-Oriented	93	75	

-  The average of the assessments received exceeds expectations.
-  The average of the assessments received meets expectations.
-  The average of the assessments received does not meet expectations.

# Average of assessments in relation to the expected values

## Question guide

After seeing your results, reflect:

Which of the competencies analysed were assessed by the others as lower than the expectations of the organisation?

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Which of the competencies analysed were assessed by the others as higher than the expectations of the organisation?

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What significant gaps do I see and what do I think they are due to?

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# Detailed analysis by competency

This section contains a detailed analysis —competency by competency— of the self-assessment and the different assessments received. In each competency, you will find a horizontal bar with the percentage given by each group of assessors (leader, peer, etc.) and in the self-assessment.

In addition to offering a comparison between self-perception and the perception of the assessors, this section differentiates between groups of assessors, which provides specific information about where the assessments came from and, therefore, will allow you to properly analyse and take appropriate actions, if necessary.

## Communication



## Customer-Oriented



## Developing Others



### Inclination toward Quality of Products and Projects



### Leadership



### People Management



### Results-Oriented



# Detailed analysis by competency

## Question guide

After seeing your results, reflect:

Which competencies show a significant gap between my self-assessment and the assessments given by my assessors?

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What significant gaps do I see and what do I think they are due to?

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DEMO

# Greatest gaps between assessments

This section allows you to identify the most significant differences between the self-assessment and the average of the assessments received and the highlighted competencies.

## Identification of greatest distances

The following table shows the competencies with the greatest gaps between the self-assessment and the average of all the assessments received.

	Average of assessments received	Self-assessment
People Management	65	100
Communication	62	50

## Competencies that received the highest scores

The following table shows the competencies that were assessed as the highest by the others and compares them with your self-assessment.

	Average of assessments received	Self-assessment
Results-Oriented	93	100
Inclination toward Quality of Products and Projects	90	100

## Competencies that received the lowest scores

The following table shows the competencies that were assessed as the lowest by the others and compares them with your self-assessment.

	Average of assessments received	Self-assessment
Communication	62	50
People Management	65	100

# Greatest gaps between assessments

## Question guide

After seeing your results, reflect:

What are my strongest competencies?

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How do these competencies relate to the needs of the organisation?

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What are my weakest competencies?

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How do these competencies relate to the needs of the organisation?

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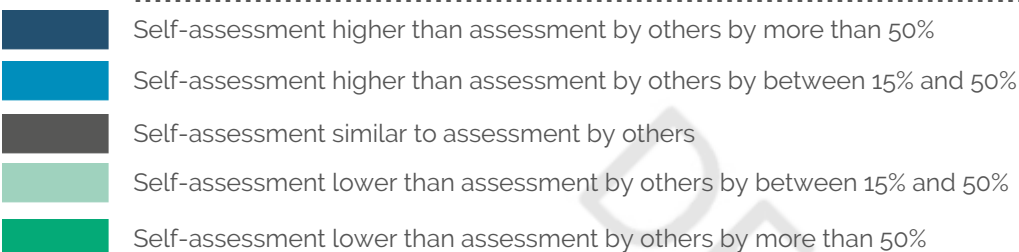
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# Analysis of gaps by competency

The purpose of this section is to show the gap between the self-assessment score in each competency and the average score given by the assessors. A score below 0 (zero) indicates that the self-assessment score is higher than the score given by others, whereas a score above 0 indicates that the assessors' score was higher than the self-assessment score.

Identifying these differences in the perception of how much you demonstrate the competencies will allow you to better understand your strengths and opportunities for development.

## Reference





# Analysis of gaps by competency

## Question guide

After seeing your results, reflect:

In which competencies do I find the greatest differences between how I was assessed and my self-assessment?

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Why do I think these differences exist?

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DEMO

# Gaps between all the assessments

In this section, you will be able to see the breakdown —in numbers— of all the assessments completed. The table displays the highlighted items to offer you a different view of your results.

	Collaborator	Leader	Peer	Self Assessment
Communication	(56)*	(50)*	(75)*	(50)*
Customer-Oriented	75	(50)	(66)	(75)
Developing Others	(62)	[75]	[83]	(75)
Inclination toward Quality of Products and Proje	[87]	[100]	[91]	[100]
Leadership	[87]	[75]	[83]	(75)
People Management	(62)*	(50)*	(75)	[100]*
Results-Oriented	[93]	[100]	[91]	[100]

The three items with the highest scores from each group of assessors appear between brackets and highlighted in green.

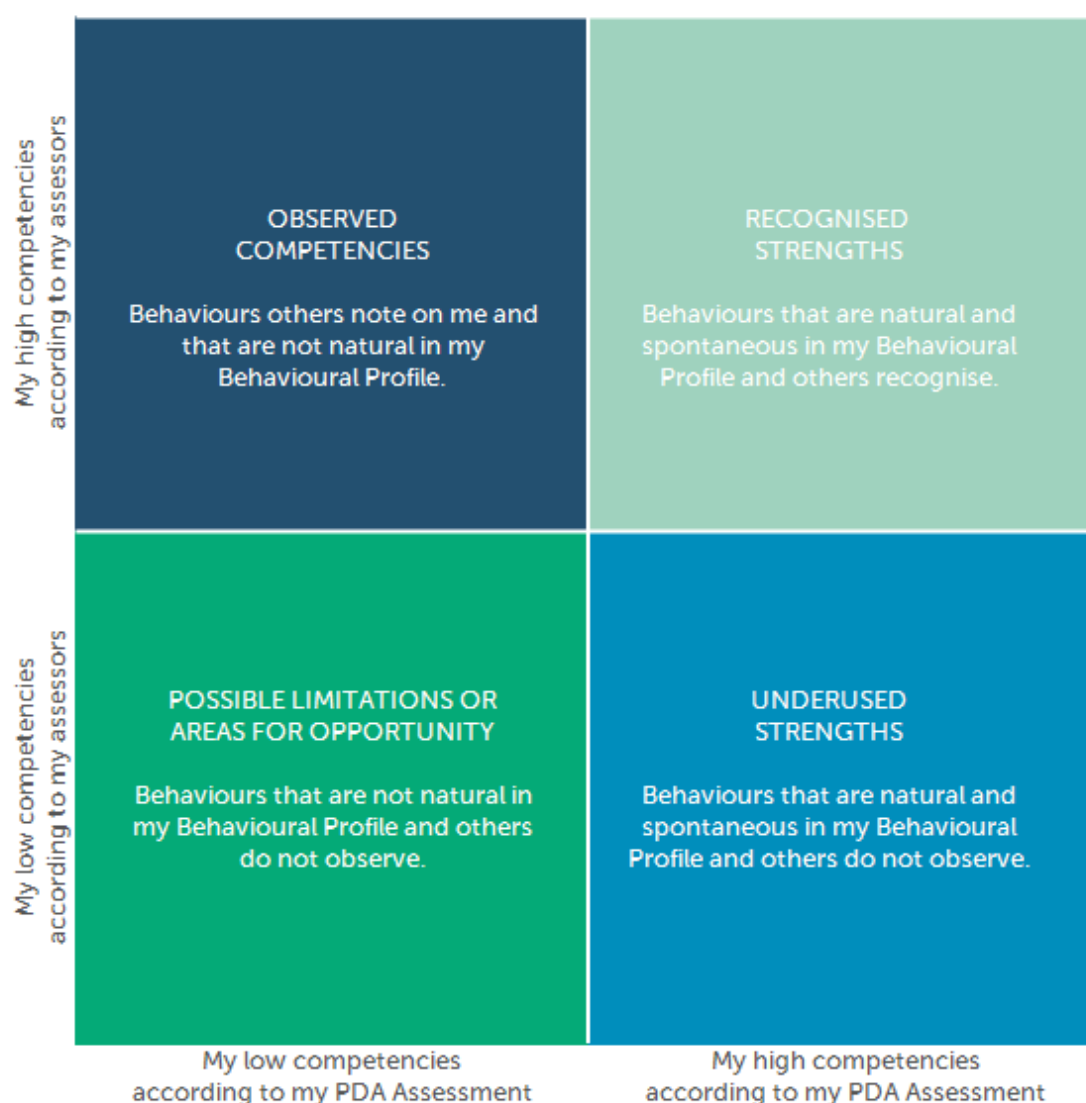
The three items with the lowest scores from each group of assessors appear between parentheses and highlighted in red.

An asterisk next to an item indicates a gap of 30 or more points between one of the assessments (self-assessment or assessment by other people).

# My natural profile in relation to the assessments received

In this section, in accordance with the results provided by the PDA Assessment, you can compare which competencies require more or less effort on your part, based on your natural profile, with the information of all the assessments received. This section will allow you to see if the competencies that you naturally possess are being exploited and what level of effort they require from you.

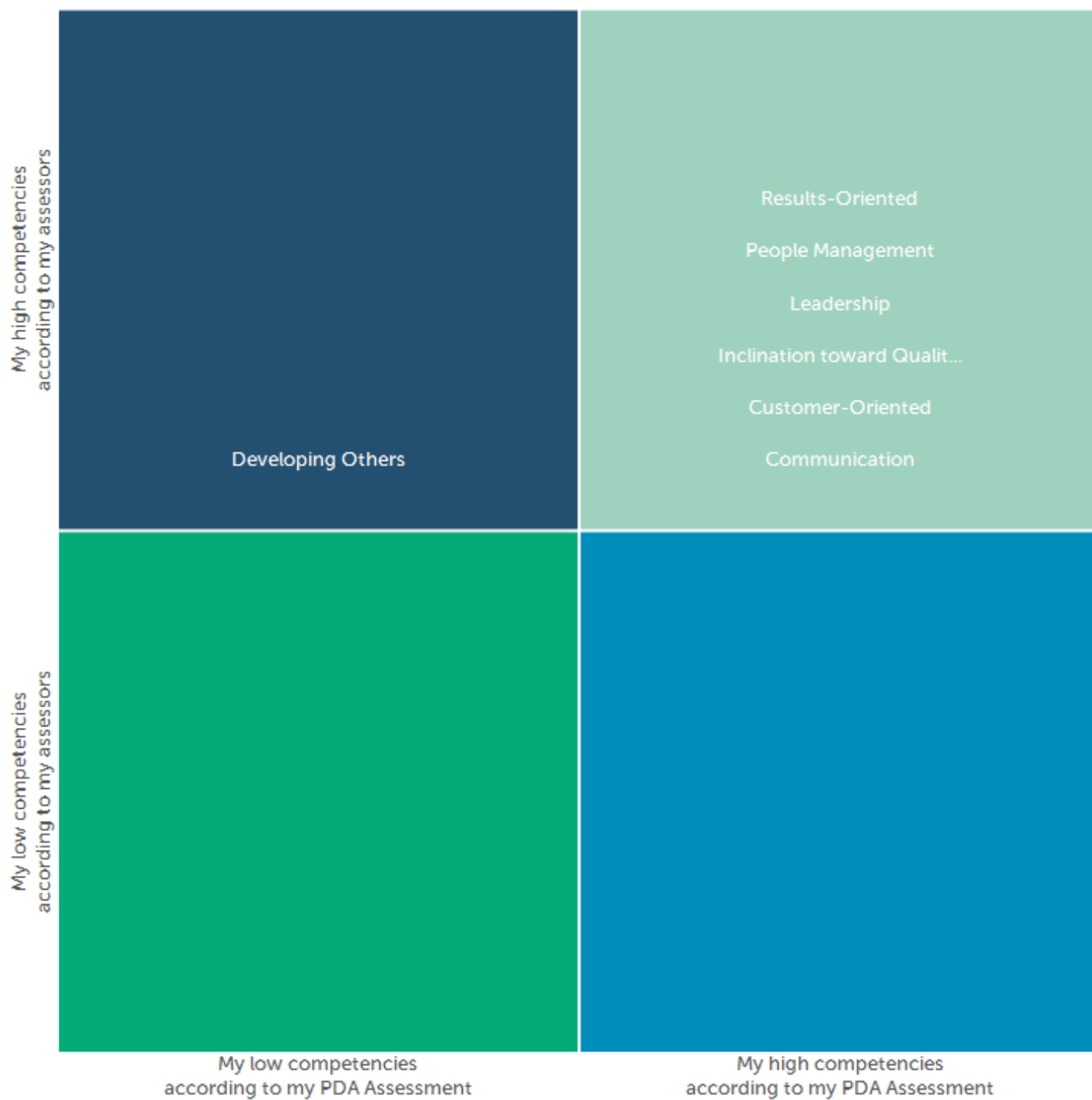
The competencies are distributed by quadrant based on their compatibility with your behavioural profile and your assessors' observations. The graph below explains what each quadrant represents.



The natural profile describes the repertoire of behaviours that the individual usually displays in situations, no matter the impact the environment has on them. Although our usual behaviours can change, this profile maintains some aspects throughout time.

## PDA 360° Feedback Report of Rachel Davies

The following matrix represents your results



## PDA 360° Feedback Report of Rachel Davies

	Natural Profile	Collaborator	Leader	Peer
Communication	69	56	50	75
Customer-Oriented	77	75	50	66
Developing Others	35	62	75	83
Inclination toward Quality of Products and Proje	68	87	100	91
Leadership	96	87	75	83
People Management	84	62	50	75
Results-Oriented	99	93	100	91

DEMO

# My natural profile in relation to the assessments received

## Question guide

After seeing your results, reflect:

What differences do I see between my natural profile and my self-assessment? What conclusions can I draw?

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What differences do I see between my natural profile and the assessments received? What conclusions can I draw?

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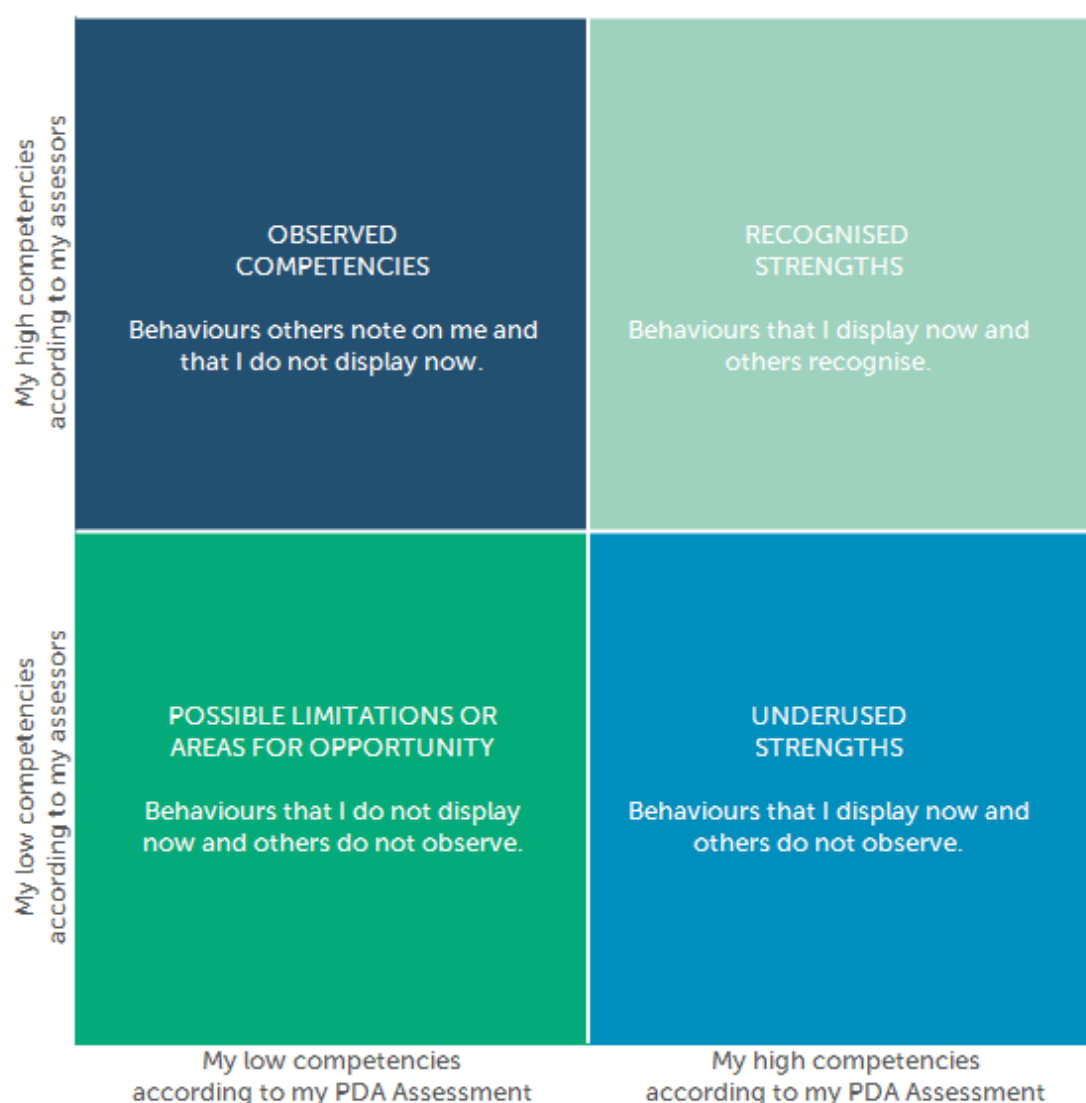
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DEMO

# My role profile in relation to the assessments received

In this section, in accordance with the results provided by the PDA Assessment, you can observe the comparison of the competencies that require more or less effort on your part, based on your role profile, with the information of all the assessments received. This section will allow you to see the competencies that are being exploited and what level of effort they require from you.

The competencies are distributed by quadrant based on their compatibility with your behavioural profile and your assessors' observations. The graph below explains what each quadrant represents.



The role profile shows the adjustments the individual is making to adapt to the needs they perceive from the environment. Since labour conditions are subject to change, the role profile -in contrast to the natural profile- is more fluctuating in time.

The following matrix represents your results





## PDA 360° Feedback Report of Rachel Davies

	Role Profile	Collaborator	Leader	Peer
Communication	63	56	50	75
Customer-Oriented	65	75	50	66
Developing Others	26	62	75	83
Inclination toward Quality of Products and Proje	51	87	100	91
Leadership	65	87	75	83
People Management	42	62	50	75
Results-Oriented	57	93	100	91

DEMO

# My role profile in relation to the assessments received

## Question guide

After seeing your results, reflect:

In which quadrant do I find more and less competencies? Why do I think this happens?

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What differences do I see between my role profile and the assessments received? What conclusions can I draw?

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DEMO

# Comments and Observations

This section contains the comments and observations made by the assessors. This information is very useful and will help you to understand why you were given the scores you received.

As explained during the PDA 360° Feedback Assessment, your assessors made observations with a constructive approach. This means that they took the time to think about your performance in each one of the competencies assessed and what adjustments you could make that would help you to improve in your role. Therefore, while you have probably read the other sections of this report with an open mind, it is important to remember that your assessors' comments were made with the goal of helping you in your development. Accepting the following suggestions with an open and positive attitude –instead of a reactive and defensive one– will help you reach your professional goals.

## General

- Continue to maintain a strong working relationship with the team so we can continue to succeed and make a positive influence for the company as a department.
- Could be more specific towards how to achieve the tasks asked of staff
- Rachel needs to manage her own tight deadlines and stress levels without passing them on to her team.  
Rachel trusts and backs up her team which is a strength and provides confidence within the team
- IMPROVE TEACHING NEW SUBJECTS
- The quality and accuracy of Rachel's work as well as the punctuality has been a major driving force in our ability to improve the company, she's made a very large contribution. Always pleasant and professional but communication style can come across negative (although she doesn't mean it to be) and not as much of a team player as I'd like her to be (she can get defensive if anyone asks her to do something different or out of the ordinary) - although will do it in the end. She says that she's very much like a cat and I agree with her!

- Gintares analysis and presentation of data is timely and accurate.

It may be worth remembering that sometimes simplicity and optimism are good emotions to use when presenting to peers.

- My experience of Rachel is that she is results orientated and strives to achieve great results. Improved customer understanding may help to achieve better results as well as improved communication of her work and that of her team.
- Understand that not everyone has such a good grasp of numbers (spreadsheets) when going through them with other people

## Communication

- good at helping find solutions and explaining them when problems arise in the department
- Rachel is precise and timely in her communication.

## Customer-Oriented

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- Sometimes the customer is right.

## Developing Others

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- I do not have the chance to observe Rachel in the situation where she may do this.

## Inclination toward Quality of Products and Projects

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- The quality of analysis from Rachel is excellent.

## Leadership

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- I do not have the chance to observe Rachel in the situation where she may do this.

## People Management

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- I do not have the chance to observe Rachel in the situation where she may do this.

## Results-Oriented

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- Rachel always provides information on time.

# Development plan

The goal of this section is to help you think about concrete actions for improvement based on the analysis of the feedback received. To complete this section, we recommend using the responses you provided throughout this report to guide your reflections.

## PART 1: QUESTIONS FOR REFLECTION

How do my scores compare with those given by my assessors?

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How do the scores given by the different groups of assessors compare to each other?

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Are there areas where one group gave me consistently lower scores than the others?

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Are there areas where one group gave me consistently higher scores than the others?

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## PART 2: PLAN FOR IMPROVEMENT

GOAL (What is that I want to achieve?)

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BENEFITS (What will I obtain by reaching that goal?)

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STEPS TO ACHIEVE THAT GOAL (What must I do to achieve that goal?)

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DEADLINES ESTABLISHED (When am I going to take these actions?)  
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POSSIBLE OBSTACLES (What might interfere with me achieving this goal?)  
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POSSIBLE SOLUTIONS (How am I going to eliminate obstacles in my path?)  
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METHOD FOR MONITORING MY PROGRESS (How will I know I am making progress?)  
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DEMO