

Marie Curie

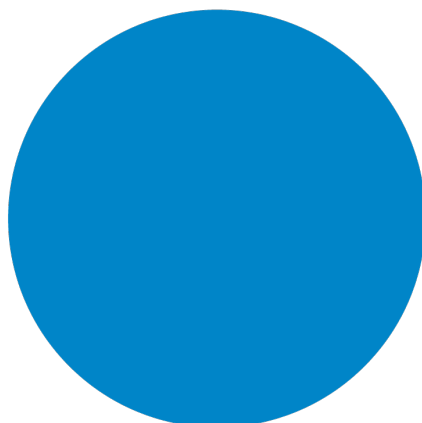
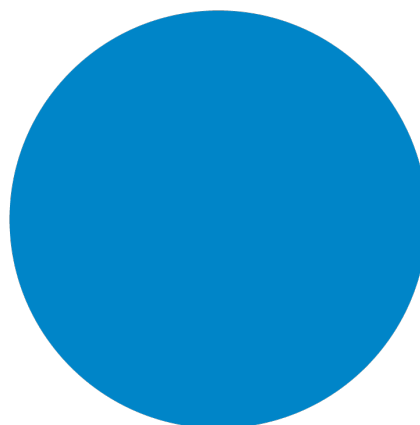
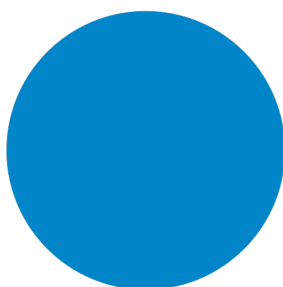
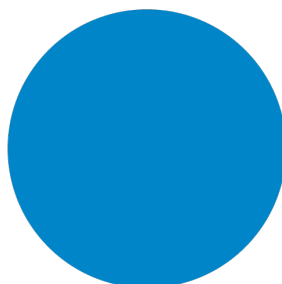


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Introduction

You can now review your feedback report. This report consists of results from the feedback survey performed by you and your feedback giver(s). It provides you with valuable insights to your strengths and weaknesses, aspects of your performance and behavior that you may want to develop and improve.

The report describes how others currently perceive you in your daily work and provides you with an excellent tool to discuss and take positive action on any requirement for improvement and development. The report gives a random indication and cannot be considered as a final assessment.

Meaning of scores

Score 1

Insufficient: the desired behavior is not quite developed and is almost never displayed in the right manner. A very big investment for further development is required.

Score 2

Weak: the desired behavior is less developed and is not often displayed in the right manner. A solid investment for further development is required.

Score 3

Moderate: the desired behavior is moderately developed and is occasionally displayed in the right manner. There is quite a lot of room for further development.

Score 4

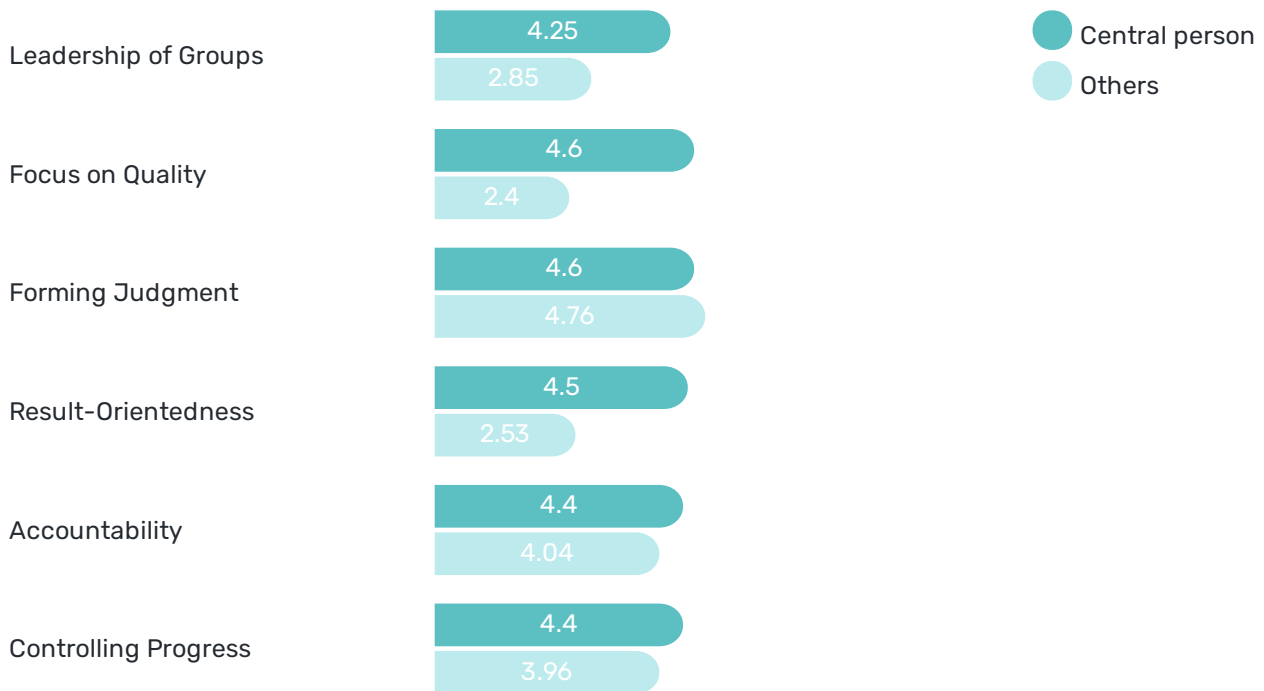
Sufficient: the desired behavior is sufficiently developed and is regularly displayed in the right manner. There is still room for further improvement.

Score 5

Good: the desired behavior is well developed, and is typically displayed in the right manner.

General overview

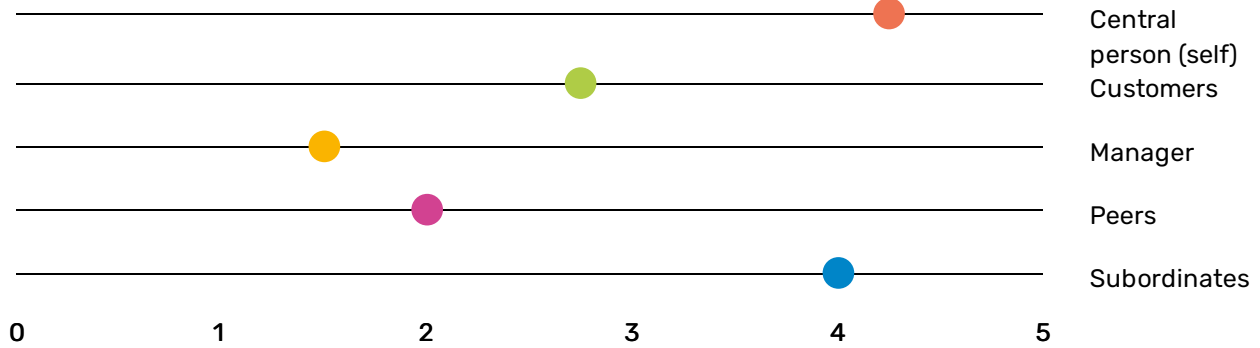
The cumulative score for all competencies surveyed is displayed in the diagram. This provides complete insight into the results of your self-assessment as well as the results from feedback given by your selected feedback giver(s). Large differences (more than 1 point difference) are worth analyzing further by referring to the "Detailed overview per feedback giver" or "Detailed Overview"



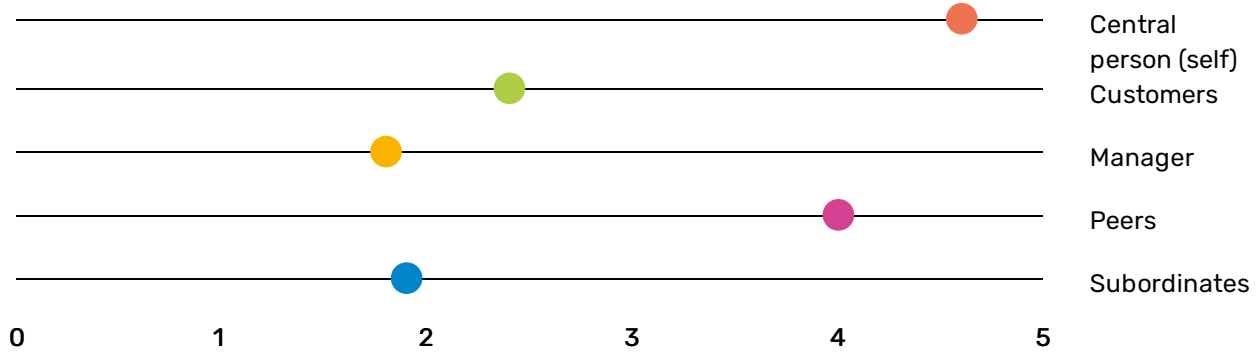
Overview per competency

The detailed overview shows the scores of each feedback giver per competency measured. This will give you valuable insight in the differences between scores from the subject, colleagues, direct reports, co-workers, customers or other feedback givers.

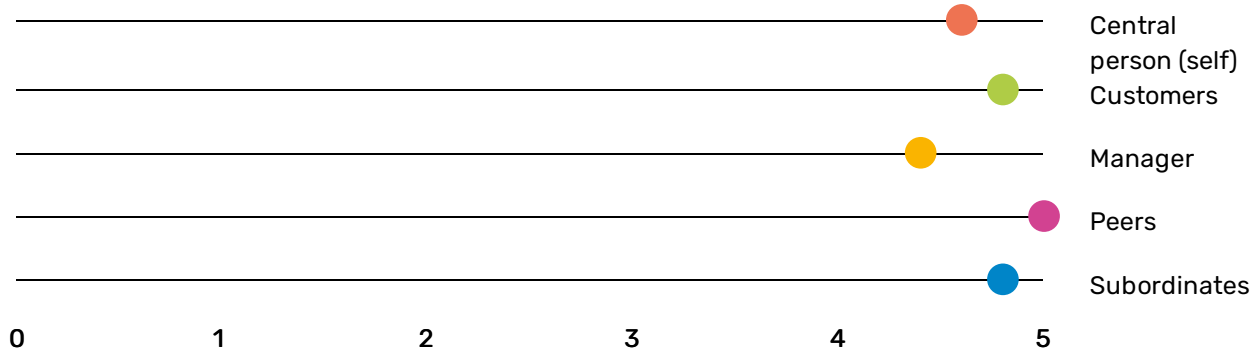
Leadership of Groups



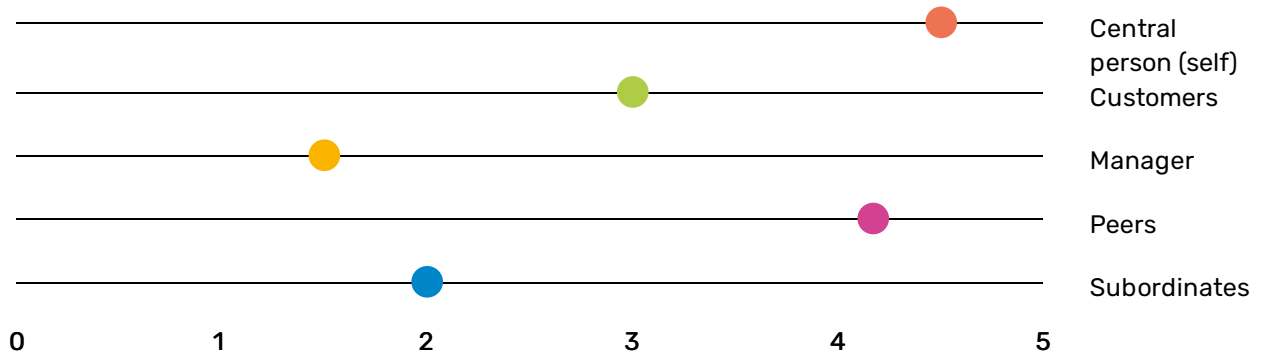
Focus on Quality



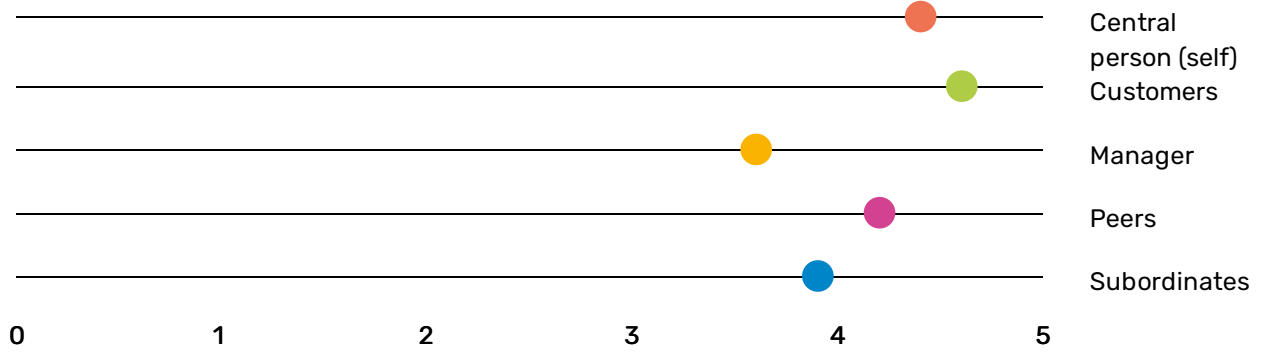
Forming Judgment



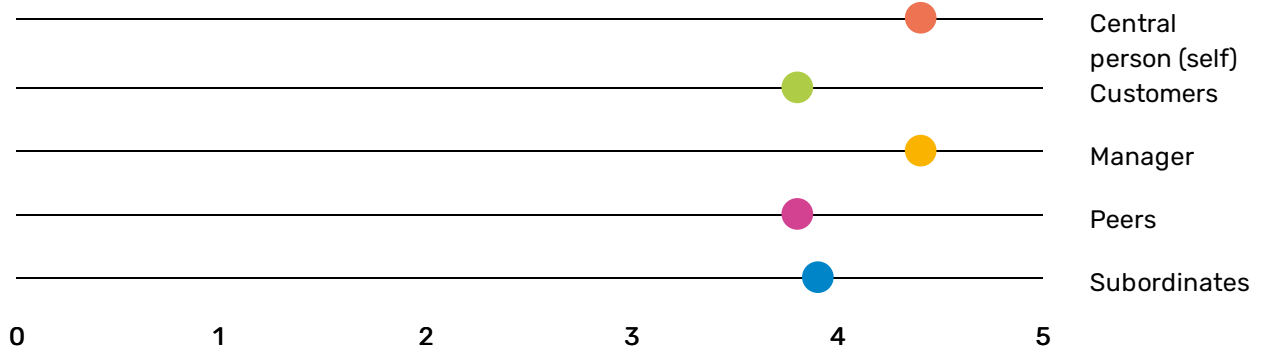
Result-Orientedness



Accountability



Controlling Progress



Analysis of strengths and weaknesses

This section shows the strengths and weaknesses of the subject's behavior in daily work as perceived by others. Under "strengths" you will find the 10 highest scores on examples of behavior. Productive behavior is frequently shown and non-productive behavior (indicated with the word "inverse" next to the example of behavior) is seldom shown. These examples of behavior are make a positive contribution to the competency development and the subject's behavior in daily work. Under "weaknesses" you will find 10 examples of behavior with the lowest score. Productive behavior is infrequent as opposed to frequent non-productive behavior. These examples of behavior present scope for varying degrees of improvement.

Strengths: 10 behavioral examples with the highest score

Competences	Questions	Average	CP
Forming Judgment	suggests practical and feasible solutions	5	4
Forming Judgment	bases his/her view on facts; distinguishes these from opinions	4.8	5
Forming Judgment	balances pros and cons	4.8	5
Forming Judgment	balances the right priorities	4.6	5
Forming Judgment	is able to assess people's qualities	4.6	4
Accountability	communicates clearly towards stakeholders when deadlines and agreements cannot be fulfilled	4.4	4
Controlling Progress	notices and minimizes work slowdowns	4.4	3
Accountability	takes responsibility for his own behavior and the related results	4.2	5
Accountability	jumps into the breach for colleagues if problems arise or mistakes are made	4	4
Controlling Progress	provides clear deadlines	4	5

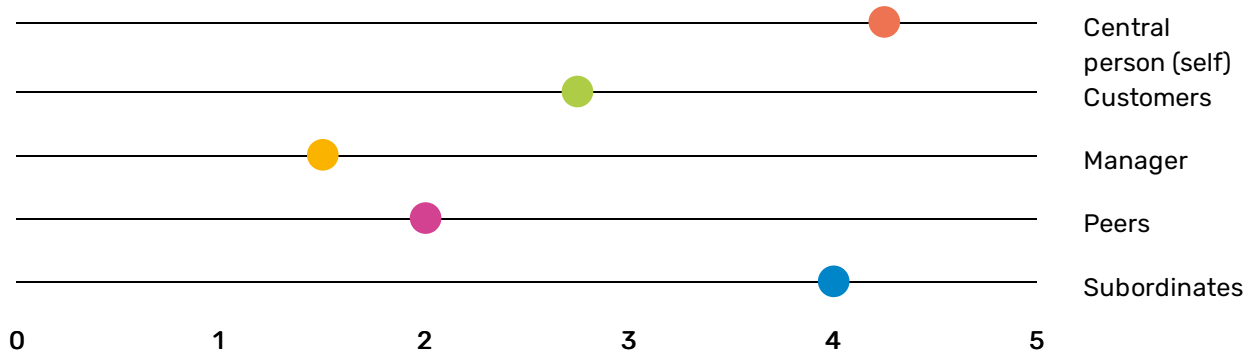
Weaknesses: 10 behavioral examples with the lowest score

Competences	Questions	Average	CP
Result-Orientedness	indicates how objectives will be attained in terms of tangible actions (who, what, when)	2	5
Focus on Quality	asks regularly for feedback regarding quality	2.2	4
Focus on Quality	corrects mistakes as they become evident	2.2	4
Leadership of Groups	makes sure that all team members contribute actively to the process	2.4	4
Focus on Quality	checks regularly whether his/her own work meets prescribed quality standards	2.4	5
Focus on Quality	takes direct action in order to ensure his/her own quality of work	2.4	5
Result-Orientedness	takes directive action when objectives are in danger of not being attained	2.4	4
Result-Orientedness	looks for alternatives when certain actions have not lead to a desired result	2.4	5
Leadership of Groups	provides directions when tensions arise or objectives are in danger of not being attained	2.6	4
Result-Orientedness	defines one`s objectives in terms of tangible behavior (measurable results within a deadline)	2.6	3

Detailed overview per competency

This overview provides all the results for each competency. You can analyze the scores per item and view your highest and lowest score for each competency. Respectively you will find: the definition, the scores per feedback giver, and the scores per example of behavior. On the right side of the diagram you will see the GAP assessment. In the GAP assessment, the variance between your self-assessment score and that of your feedback giver(s) is shown. Scores lower than -1 or higher than +1 indicate that there is a significant difference between your self perception and the perception of the other(s).

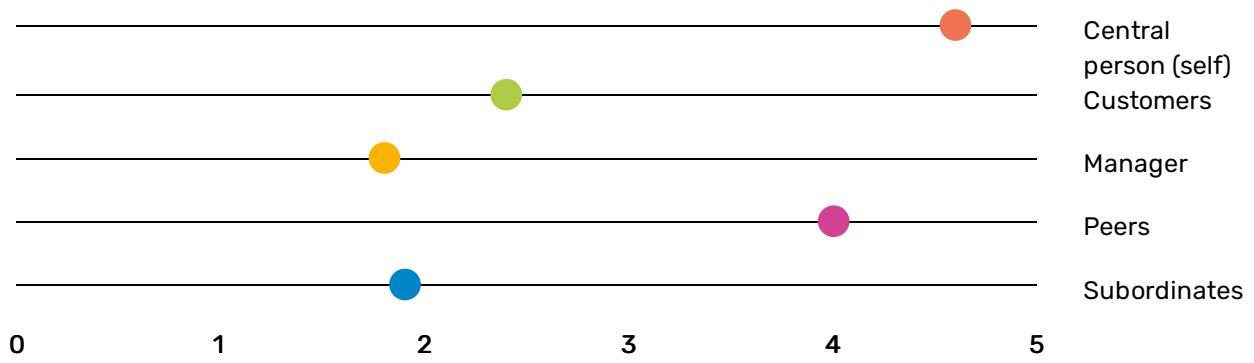
Leadership of Groups



		CP	MA	SU	CU	PE	OT	Total others	GAP
Leadership of Groups	Amount	1	1	2	1	1	0	5	
demonstrates the planning, procedure and approach	Highest	4	2	4	2	4	-	4	-0.8
	Average		2	4	2	4		3.2	
	Lowest		2	4	2	4		2	
distinguishes and uses the team members' various qualities	Highest	5	2	5	3	2	-	5	-1.8
	Average		2	4.5	3	2		3.2	
	Lowest		2	4	3	2		2	
makes sure that all team members contribute actively to the process	Highest	4	1	4	3	1	-	4	-1.6
	Average		1	3.5	3	1		2.4	
	Lowest		1	3	3	1		1	
provides directions when tensions arise or objectives are in danger of not being attained	Highest	4	1	5	3	1	-	5	-1.4
	Average		1	4	3	1		2.6	
	Lowest		1	3	3	1		1	
	Total average	4.25	1.5	4	2.75	2	-	2.85	-1.4

Legend: CP = Central person, MA = Manager, SU = Subordinates, CU = Customers, PE = Peers, OT = Other

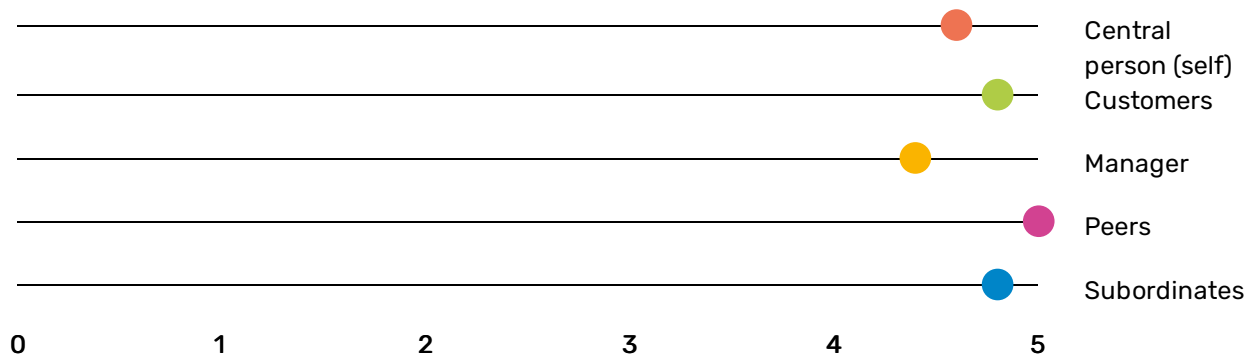
Focus on Quality



		CP	MA	SU	CU	PE	OT	Total others	GAP
Focus on Quality	Amount	1	1	2	1	1	0	5	
adheres to prescribed quality standards	Highest	5	3	3	2	4	-	4	-2.2
	Average		3	2.5	2	4		2.8	
	Lowest		3	2	2	4		2	
checks regularly whether his/her own work meets prescribed quality standards	Highest	5	1	3	2	4	-	4	-2.6
	Average		1	2.5	2	4		2.4	
	Lowest		1	2	2	4		1	
asks regularly for feedback regarding quality	Highest	4	1	2	2	5	-	5	-1.8
	Average		1	1.5	2	5		2.2	
	Lowest		1	1	2	5		1	
corrects mistakes as they become evident	Highest	4	2	1	3	4	-	4	-1.8
	Average		2	1	3	4		2.2	
	Lowest		2	1	3	4		1	
takes direct action in order to ensure his/her own quality of work	Highest	5	2	2	3	3	-	3	-2.6
	Average		2	2	3	3		2.4	
	Lowest		2	2	3	3		2	
	Total average	4.6	1.8	1.9	2.4	4	-	2.4	-2.2

Legend: CP = Central person, MA = Manager, SU = Subordinates, CU = Customers, PE = Peers, OT = Other

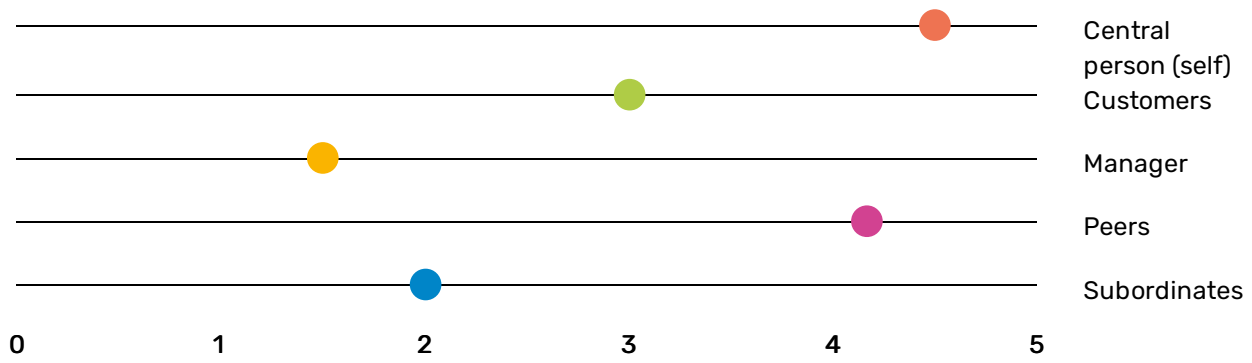
Forming Judgment



		CP	MA	SU	CU	PE	OT	Total others	GAP
Forming Judgment	Amount	1	1	2	1	1	0	5	
bases his/her view on facts; distinguishes these from opinions	Highest		5	5	4	5		5	
	Average	5	5	5	4	5	-	4.8	-0.2
	Lowest		5	5	4	5		4	
suggests practical and feasible solutions	Highest		5	5	5	5		5	
	Average	4	5	5	5	5	-	5	1
	Lowest		5	5	5	5		5	
balances the right priorities	Highest		5	4	5	5		5	
	Average	5	5	4	5	5	-	4.6	-0.4
	Lowest		5	4	5	5		4	
balances pros and cons	Highest		4	5	5	5		5	
	Average	5	4	5	5	5	-	4.8	-0.2
	Lowest		4	5	5	5		4	
is able to assess people's qualities	Highest		3	5	5	5		5	
	Average	4	3	5	5	5	-	4.6	0.6
	Lowest		3	5	5	5		3	
	Total average	4.6	4.4	4.8	4.8	5	-	4.76	0.16

Legend: CP = Central person, MA = Manager, SU = Subordinates, CU = Customers, PE = Peers, OT = Other

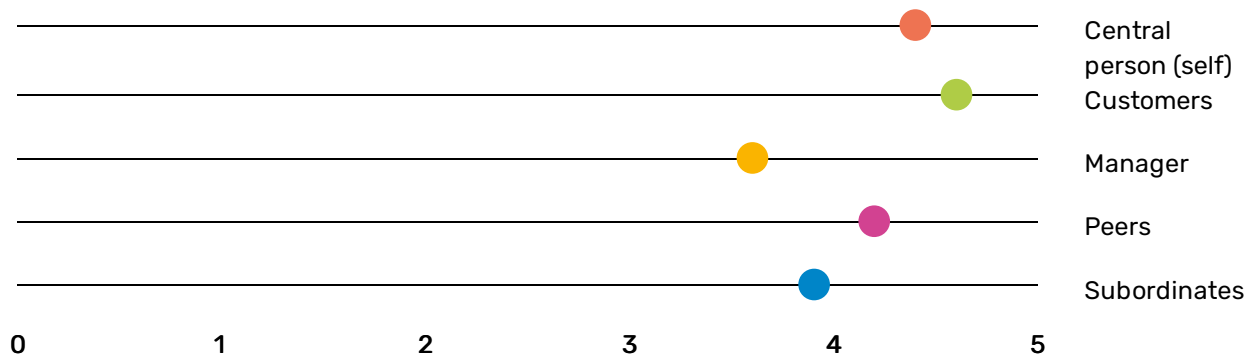
Result-Orientedness



		CP	MA	SU	CU	PE	OT	Total others	GAP
Result-Orientedness	Amount	1	1	2	1	1	0	5	
defines one's objectives in terms of tangible behavior (measurable results within a deadline)	Highest		2	2	3	4		4	
	Average	3	2	2	3	4	-	2.6	-0.4
	Lowest		2	2	3	4		2	
indicates how objectives will be attained in terms of tangible actions (who, what, when)	Highest		1	2	2	3		3	
	Average	5	1	2	2	3	-	2	-3
	Lowest		1	2	2	3		1	
evaluates regularly what the situation is regarding to one's objectives	Highest		2	3	2	5		5	
	Average	5	2	2.5	2	5	-	2.8	-2.2
	Lowest		2	2	2	5		2	
takes directive action when objectives are in danger of not being attained	Highest		1	3	2	4		4	
	Average	4	1	2.5	2	4	-	2.4	-1.6
	Lowest		1	2	2	4		1	
looks for alternatives when certain actions have not lead to a desired result	Highest		1	1	4	5		5	
	Average	5	1	1	4	5	-	2.4	-2.6
	Lowest		1	1	4	5		1	
attains or exceeds set goals	Highest		2	2	5	4		5	
	Average	5	2	2	5	4	-	3	-2
	Lowest		2	2	5	4		2	
	Total average	4.5	1.5	2	3	4.17	-	2.53	-1.97

Legend: CP = Central person, MA = Manager, SU = Subordinates, CU = Customers, PE = Peers, OT = Other

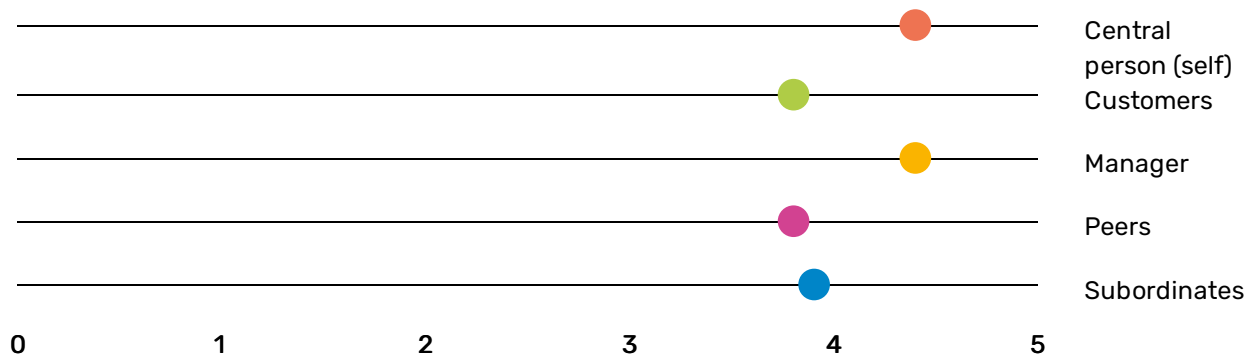
Accountability



		CP	MA	SU	CU	PE	OT	Total others	GAP
Accountability	Amount	1	1	2	1	1	0	5	
continues to work effectively while not losing sight of quality standards	Highest		3	4	4	4		4	
	Average	5	3	4	4	4	-	3.8	-12
	Lowest		3	4	4	4		3	
keeps to agreements that have been made	Highest		4	4	5	3		5	
	Average	4	4	3.5	5	3	-	3.8	-0.2
	Lowest		4	3	5	3		3	
takes responsibility for his own behavior and the related results	Highest		4	4	5	4		5	
	Average	5	4	4	5	4	-	4.2	-0.8
	Lowest		4	4	5	4		4	
jumps into the breach for colleagues if problems arise or mistakes are made	Highest		3	4	4	5		5	
	Average	4	3	4	4	5	-	4	-
	Lowest		3	4	4	5		3	
communicates clearly towards stakeholders when deadlines and agreements cannot be fulfilled	Highest		4	4	5	5		5	
	Average	4	4	4	5	5	-	4.4	0.4
	Lowest		4	4	5	5		4	
	Total average	4.4	3.6	3.9	4.6	4.2	-	4.04	-0.36

Legend: CP = Central person, MA = Manager, SU = Subordinates, CU = Customers, PE = Peers, OT = Other

Controlling Progress



		CP	MA	SU	CU	PE	OT	Total others	GAP
Controlling Progress	Amount	1	1	2	1	1	0	5	
provides clear deadlines	Highest		4	5	3	4		5	
	Average	5	4	4.5	3	4	-	4	-1
	Lowest		4	4	3	4		3	
checks progress regularly	Highest		5	5	3	3		5	
	Average	5	5	3.5	3	3	-	3.6	-1.4
	Lowest		5	2	3	3		2	
uses his/her planner effectively, sets deadlines for him/herself	Highest		4	5	4	3		5	
	Average	4	4	4	4	3	-	3.8	-0.2
	Lowest		4	3	4	3		3	
makes appointments with employees in order to provide feedback on their performance	Highest		4	4	4	4		4	
	Average	5	4	4	4	4	-	4	-1
	Lowest		4	4	4	4		4	
notices and minimizes work slowdowns	Highest		5	4	5	5		5	
	Average	3	5	3.5	5	5	-	4.4	1.4
	Lowest		5	3	5	5		3	
	Total average	4.4	4.4	3.9	3.8	3.8	-	3.96	-0.44

Legend: CP = Central person, MA = Manager, SU = Subordinates, CU = Customers, PE = Peers, OT = Other

Personal remarks

The responses and recommendations provided by your feedback giver(s) are displayed in the section 'Personal Remarks'.

Wat is de positieve feedback aangaande de competenties en het gedrag?

Customers

Marie weet altijd de juiste analyse te maken en de problemen zo pijnloos op te lossen.

Manager

Jouw oordeelsvorming is erg scherp. Analytisch en helder. Mijn complimenten.

Peers

Probleemoplosser

Subordinates

Marie is

Subordinates

Marie is

Subordinates

Marie is

Subordinates

Marie is

Subordinates

Marie is

Subordinates

Marie is

Subordinates

Marie is een leidinggevende die de het team goed aanvoelt en altijd een oplossing voor problemen heeft.

Subordinates

She is a great manager for the team.

Wat zijn verbeterpunten en ontwikkeltips aangaande competenties en gedrag?

Customers

Ze zou wat het team beter moeten laten samenwerken door zelf een actievere rol te spelen in het team.

Peers

Wat meer tijd in het team investeren

Subordinates

Ze let niet zo erg op of alles op tijd af is.

Subordinates

Ze let niet zo erg op of alles op tijd af is.

Subordinates

Ze let niet zo erg op of alles op tijd af is.

Subordinates

Ze let niet zo erg op of alles op tijd af is.

Subordinates

Ze let niet zo erg op of alles op tijd af is.

Subordinates

Ze let niet zo erg op of alles op tijd af is.

Subordinates

Ze let niet altijd op of alles op tijd af is.

Subordinates

She isn't focussed on the results but that doesn't matter because the targets are every year reached.

Algemene opmerkingen**Customers**

Marie is een fijne collega.

Subordinates

Gewoon een fijne leidinggevendel!

Subordinates

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Subordinates

Gewoon een fijne leidinggevendel!

Conclusion

Marie haar feedback klopt volledig en ze werkt op de competenties die passen bij haar talenten.