

Client Name

## Development Centre Report – April 2014

Personal Development

Feedback Report

Delegate / Candidate Name

Review Completed 11th April 2014 to 12th April 2014

Report Compiled 12th April 2014

### How it Works

Assessor Comments and Ratings are entered via a WiFi link. The Assessment Centre Administrator downloads the Word Report prior to the wash-up session. The report combines all Assessor Comments and Ratings, calculates Average Scores, and outlines Strengths, Development Needs and Recommendations, prior to final discussion and editing.

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Assessment Conference – Overall Ratings Table

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**NOTE:** The contents and overall structure of the report can be tailored to meet client requirements

# Part 1: Introduction to the Report

The wording is tailored to meet requirements... the following example shows possibilities:

## Combined Report: Development Centre Summary

The Assessment / Development Centre Report summarizes rating sand comments by all Assessors. Each of the competencies is assessed on a scale from... (*options include 1 –4, 1 – 5, 1– 6*) based on the Assessors' ratings. A rating of... (e.g. "4") indicates that an Applicant is perceived as "Competent" and the assessment process is referenced against this score. Candidates will therefore be at the required standard, or above or below the mid-range position. Comments are also included in the report, helping to highlight both strengths and weaknesses.

## The Assessment Rating Scale

The table shows an example of a rating scale used to assess the competencies. The assessments presented in the report are based on the combined observations of assessors at the Assessment Conference.

**Note:** The following rating scale is based on a six point scale, so there is no “easy” mid-point position: the candidate / delegate either achieves a satisfactory standard (4) or has areas for improvement (3). Some organizations opt for a 4 point scale, which also avoids mid-point bias. However, some clients prefer a five point scale, which is used in this Sample Report.

Rating	Descriptions
6	Outstanding – Delegate shows exceptional ability in this area.
5	Clear Strength – Goes beyond what is “sufficient” or usually expected.
4	Competent – Delegate meets the standards required to be effective
3	Marginal – Some gaps or shortfalls that require improvement.
2	Weak – Limited evidence of capability (significant shortfalls)
1	No Evidence – Fails to demonstrate behaviour appropriate to the task

The Rating Scale and Labels can be tailored to meet client requirements.

NOTE: Examples in this report use a 5 point scale.

## Competencies – Summary

The following competencies describe the behaviours which contribute to success in your role. They are integral to how we set out to achieve our goals and need to be developed, over time, to improve performance. The competencies are described below and the specific behaviours linked to each competency are listed.

This section has been reduced and simply highlights three typical competencies.

### Problem Solving

- Adopt a calm, organised and 'objective' approach when faced with a problem
- Increase understanding of problems through discussion with others
- Show confidence when discussing information relating to a problem
- Check information or assumptions and not accept things at 'face value'
- Find solutions to complex or difficult problems
- Identify wider issues and trends, and anticipate future requirements

### Working with People

- Treat people in a way that makes working life enjoyable
- Appear fair and objective when judging other people's performance
- Encourage people to take personal responsibility for key tasks / activities
- Help people understand how their work contributes to the organisation's performance
- Praise people for the quality or importance / value of their work
- Encourage positive discussion (and avoid personal criticism)

### Building Relationships

- Take the initiative in getting to know colleagues, clients or customers
- Share information and communicate with people outside the immediate team
- Discuss issues with a wide range of people to review problems and opportunities
- Appear professional and approachable, remaining calm when under pressure
- Hold regular review meetings to discuss progress and explore issues
- Develop a good understanding of other people's needs and concerns

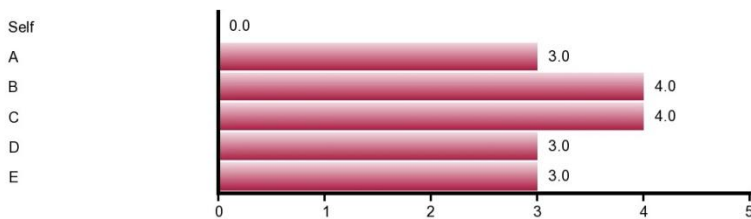
## Part 2: Analysis of Results

This section reviews Assessor Ratings and Comments and Concerns linked to each of the Competencies.

The example shows one option for reviewing Competencies and Comments.

**Note:** The “Self” rating is optional. It was not included in these examples.

### Competency Rating – Competency Name 1 (e.g. “Problem Solving”)



### Comments and Concerns – Competency Name 1 (e.g. “Problem Solving”)

In this example each Assessor’s comments are compiled for specified competencies

#### Exercise / Assessment – Activity A

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**Assessor Name 1:** Quietly and persistently worked through problems in the **Intray** and identified the underlying trends (e.g. the deteriorating financial performance in Q3 and Q4)

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#### Exercise / Assessment – Activity B

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**Assessor Name 2:** Chris maintained a calm and receptive style during the **Fact-Finding** Interview. She was willing to listen to the alternative arguments and responded effectively (e.g. by clarifying the facts and repeating the underlying business priorities). This contributed to all the key issues being identified.

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#### Exercise / Assessment – Activity C

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**Assessor Name 3:** The **Presentation** exercise was supported with clear examples identified in the Intray (e.g. the deteriorating financial position and problems in Business Unit X), and also key points from the Fact Finding Interview. Analysis was linked to key priorities (e.g. resolving production problems) and linked to a clear plan of action with well-defined timescales and KPIs.

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**Note:** This example shows comments from three Assessors. The system can include any number of Assessors.

The system may be used to collect observations and ratings linked to different activities / exercises, or reflect the overall assessment of each Assessor on the specific Competency

The Assessors were asked to report comments and examples in the past tense to improve the consistency of the report. (This can form part of the Assessor Training).

## Part 3: Comments and Evaluation

This section can be used to summarize observations relating to the Applicant's Performance and Potential. The example (below) shows two examples of how information can be recorded.

**Note:** Assessors can enter comments under specific headings (e.g. exercise/activity, strengths and weaknesses, areas for development etc). The individual Assessor Names can be included or omitted. The initial ideas can be reviewed in the "wash-up" review discussion, contributing directly to the final report.

### Example 1: Candidate's Performance (Reviewed by Exercise/Activity)

In this example, Assessors are making comments linked to a specific Exercise/Activity...

#### Exercise / Assessment – Activity A

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**Assessor Name 1:** Strong analytical ability was linked to effective problem solving (e.g. the Inray exercise), but Chris also made a very effective contribution in the Group Discussion, helping the team identify key priorities.

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#### Exercise / Assessment – Activity B

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**Assessor Name 2:** Chris demonstrated effective interpersonal skills, building rapport and identifying important issues in the Fact Finding activity, and also engaged positively with others in the Group Discussion.

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#### Exercise / Assessment – Activity C

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**Assessor Name 3:** Maintaining a clear focus on performance standards was a real strength and enabled Chris to set clear direction for others. This was linked to a well-structured set of proposals in the Presentation activity.

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### Example 2: Describe your overall impressions of the Candidate's Weaknesses "Areas for Development"

In this example, Assessors are making comments linked to 'areas for development'

**Assessor Name 1:** In some situations there might be a need for more decisive action. Chris has a consultative style, but could benefit from being more assertive, particularly when there are urgent deadlines.

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**Assessor Name 2:** Chris is professionally motivated and generally has a clear view of the performance standards required to achieve positive outcomes. However, there was little mention of stakeholder expectations, or building relationships with external people. This is something that will need attention in the future.

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**Assessor Name 3:** There were some gaps in her understanding of the wider business issues and Chris needs to develop an appreciation of Business Strategy. She needs to look at wider (external) business developments.

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Written comments can be entered under any specified heading. It is possible, for example, for "General Observations" to be noted during the Assessment / Development Centre (with Strengths, Development Needs and "Recommendations" then explored in more detail during the wash-up session).

## Part 4: Overall Ratings

The table shows Assessor Ratings of the Applicant on each Competency, plus ratings of Assessors on each Activity (A – E), and also the average rating of each Assessor across all Competencies and Activities.

Competency Labels are defined by the Client. Ratings of each Activity can be based on one or more Assessors.

More Effective Behaviour	Self *	A	B	C	D	E	Average
<i>Competency 1 Name</i>		3.0	4.0	4.0	4.0	3.0	3.6
<i>Competency 2 Name</i>		3.0	4.0	4.0	3.0	2.0	3.2
<i>Competency 3 Name</i>		4.0	3.0	3.0	4.0	2.0	3.2
<i>Competency 4 Name</i>		3.0	3.0	4.0	3.0	3.0	3.2
<i>Competency 5 Name</i>		3.0	3.0	3.0	4.0	3.0	3.2
<i>Competency 6 Name</i>		3.0	3.0	3.0	3.0	3.0	3.0
<b>Average</b>		3.2	3.3	3.4	3.5	2.7	

\* There is an option for Delegates / Candidates to complete an online Self Assessment prior to the Assessment / Development Centre. (Normally, this option is more relevant to Development Centres and Internal Delegates). In the example (above) a “Self” rating was not included in the process.

**NOTE:** Exercises/Activities are identified on the table (above) by letters (e.g. A – E). It is possible to show the relevant links above or below the table (e.g. “A” = “Intray” Exercise).

## Part 5: Comparison Tables (e.g. with 360 or Appraisal Ratings)

Additional tables can be included in the Assessment/Development Centre Report.

**NOTE:** The tables (below) require Assessors to enter ratings for the statements (KPIs) linked to AC/DC activities. If presented as a 'set' (e.g. 30 – 50 statements) they can be rated by each Assessor in as little as 5 – 10 minutes. (A single sheet "tick box" summary used when marking Activities can strengthen this overall assessment).

In Table 1, statements must match those used previously (in the 360 or Performance Appraisal) and ratings are entered via the Pario online AC/DC form (under the label "Overall Assessment"). In Table 2 (below) reference to specific competency names has been replaced by the label "Overall Assessment".

### Table 1 : 'Gap Analysis'

If a delegate has been involved in a 360 degree feedback review process, *based on the same Performance Indicators* (statements), it is possible to include a *Gap Analysis Table*. This highlights differences between the Assessment/Development Centre (Assessor average ratings) and those of *Secondary Respondents* giving 360 degree feedback (or other performance ratings). The table 'rank orders' statements by the difference values.

"360-1" equals current AC/DC ratings and "Av" = 'other respondents'.

"Av 360-2" equals average ratings of those giving feedback at a previous 360 or performance review/appraisal.

360 Feedback Statements	Self 360-1	Av 360-1	Self 360-2	Av 360-2	Dif Score
Collaborative and cooperative: demonstrates openness in dealing with others; has no hidden agenda; supports the team	3	3.8	4	3.2	0.6
Sets and communicates clear priorities to staff	3	3.3	3	2.8	0.5
Handles conflict constructively, remains calm and helps to resolve issues	3	3.9	4	3.4	0.5

*This table has been reduced and simply highlights the general principle.*

### Table 2: AC/DC 'Average Ratings' of KPIs

The table shows AC/DC *Performance Indicator* statements (KPIs) and are based on the *average ratings* of all the Assessors. The 'average' figures exclude delegate self ratings, but these can be recorded (see example). **\*\* Self ratings can be recorded on paper and entered by the AC/DC Administrator prior to report generation.**

Average Ratings by Assessors are shown in *rank order*. This may help Assessors (at the wash-up session) identify areas of strength (i.e. average ratings of 'X' or more) and areas with lower ratings.

**NOTE:** If the KPIs used in this table are presented as a 'set' (e.g. 30 – 50 statements) via the online AC/DC ratings/comments form, they can be rated by each Assessor in as little as 5 – 10 minutes.

Behaviours in Rank Order					
Competency	Behaviour	Self	Min	Max	Average
Overall Assessment	Adopt a calm, organised and 'objective' approach when faced with a problem	5.0	5	6	5.7
Overall Assessment	Demonstrate the personal drive and resilience to overcome problems	4.0	4	6	5.4
Overall Assessment	Take prompt action if someone's performance falls below acceptable standards	4.0	2	5	3.8

*This table has been reduced and simply highlights the general principle.*

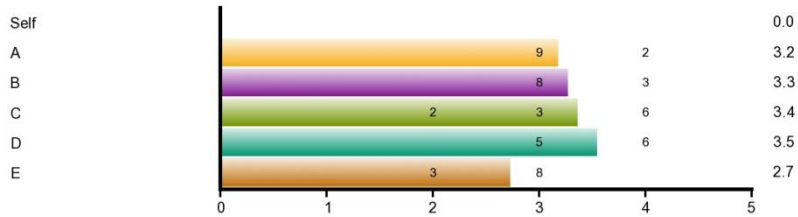


## Appendix: Overall Ratings and Summary of Competency Ratings

Assessor Ratings are summarized in the following charts. The "All Categories" chart shows the overall, average assessment made for each Activity (shown in this case as A – E) on *all competencies*. The numbers on the bars show the number of ratings made at each rating point (e.g. 1 – 5 on the five-point scale).

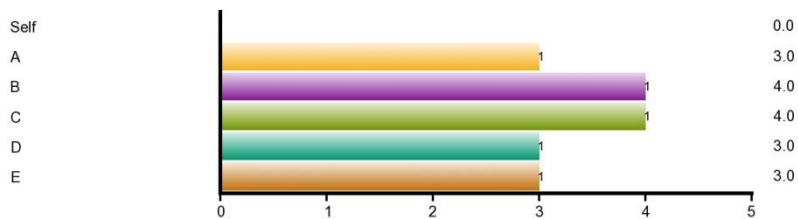
**Note:** In this example there is only one-rating from each Assessor on each separate Activity.

**All Categories** (i.e. overall ratings across all competencies). The right-hand column shows average ratings.

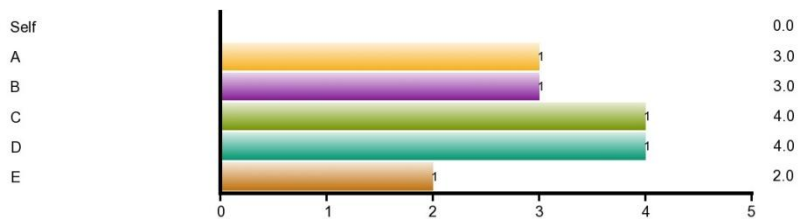


Detailed Review of Ratings on each competency:

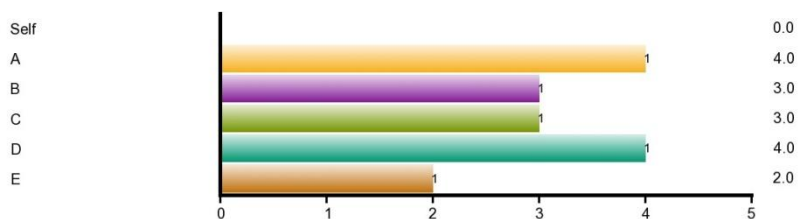
### Competency 1 – Name



### Competency 2 – Name



### Competency 3 – Name



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