



- Confidential -

Participant Name:

JANE DOE  
XYZ CORPORATION

Supervisor's Name

JOHN E. DOE

April 2026

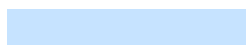
The following assessment report has been generated from the responses provided by selected members of this individual's work group, supervisors, peers, subordinates, and internal or external customers. The specific content and findings of this report should be used only to benchmark, determine developmental needs, and track the progress of such development. These results must not be used as the sole basis for selection decisions, or as the basis for any disciplinary action.



This GAP Analysis individual feedback report has been prepared specifically for you. The information contained in this report is based on information about your leadership skills and performance collected on the assessment questionnaire you and your Supervisor recently completed.

### Competency Summary

The ratings you and your Supervisor provided for each item in the competency were averaged together to give an average score for each competency. Your average score and your Supervisor's average score for each competency is listed. These scores were then averaged together to determine an "Average All" score. The "Average All" scores for each competency were used in producing the following portion of the Gap Analysis Report.



You will notice that most competencies on the report have a **bar** on the summary part of the report. This **bar** shows the range of item scores you received for that competency.



The "Average All" score for each competency is represented on the following charts by a **thick black line** and the score itself is listed in the Average All Raters column.



If there is no bar, only a **black vertical line**, then there was no variance in the ratings - you received the same rating on all items.

### GAP Range

The Gap range section of the report shows you how your own evaluation of your performance compares to that given by your Supervisor. Your ratings are identified by the black circle and your Supervisor's ratings are identified by the white square.



If you rated yourself significantly higher (greater than one point on the scale) than your Supervisor rated you, then a bold black line connects the two ratings and calls your attention to a potential **blind spot** - an area in which you may be overrating your own performance.



If you rated yourself significantly lower (greater than one point on the scale) than your Supervisor rated you, then a dotted gray line connects the two ratings and calls your attention to a potential **hidden strength** - an area in which you may be underrating your own performance.

### Rating Scale

You and your Supervisor were asked to respond using the following six-point rating scale. 1-Almost Never, 2-Not Usually, 3-Sometimes, 4-Often 5-Usually, 6-Almost Always



# Importance Ranking

## Ranking

You and your Supervisor, were asked to rate the importance of each of the competencies assessed by the Edge Gap Analysis. You were asked to specify which competencies were most important to your job.

If both you and your Supervisor selected the competency as most important, it was determined to be critical to your job.

If either you or your Supervisor selected the competency to be most important and the other selected it to be important, it was determined to be very important.

If neither you nor your Supervisor selected the competency to be most important, it was determined to be important.

## Importance/Performance

This shows the correlation between the importance ranking of the competency and the ratings of your performance in the same area. This section can help you prioritize any training and developmental opportunities and highlight any strengths.

Any competency rated critical or very important but low in performance (less than 5 on a scale of 1 to 6) can be considered an **immediate developmental opportunity** and should probably be the focus of additional training and development efforts.

Those competencies rated high in performance (5 or greater on a scale of 1 to 6) can be considered **strengths** and could be areas in which you might consider mentoring others.

Any competency rated important and low in performance (less than 5 on a scale of 1 to 6) can be considered a **developmental opportunity**. Additional training and development efforts may be needed.

Competency	Average Rating (from summary)	Your Rating	Your Supervisor's Rating	Ranking	Importance / Performance
Problem Solving & Decision Making	4.32	Most Important	Most Important	Critical	Immediate Developmental Opportunity
Communicating Effectively	4.59	Most Important	Most Important	Critical	Immediate Developmental Opportunity
Influence & Negotiation	4.75	Most Important	Most Important	Critical	Immediate Developmental Opportunity
Adaptability & Innovation	4.82	Most Important	Most Important	Critical	Immediate Developmental Opportunity
Performance Management	4.54		Most Important	Very Important	Immediate Developmental Opportunity
Team Building	4.59	Most Important		Very Important	Immediate Developmental Opportunity
Managing Change	4.75	Most Important		Very Important	Immediate Developmental Opportunity
Coaching & Counseling	4.75		Most Important	Very Important	Immediate Developmental Opportunity
Managing Conflict	4.17			Important	Developmental Opportunity
Managing Diversity	4.25			Important	Developmental Opportunity
Building Trust & Integrity	4.75			Important	Developmental Opportunity
Setting Goals & Standards	5.25			Important	Strength

# Knowledge / Performance Grid

The Knowledge Performance Grid utilizes a four quadrant grid to show the correlation between the knowledge you have demonstrated on a particular competency and the performance rating given on the GAP Analysis assessment.

The measurement of knowledge comes from the results of the knowledge-based assessment you completed.

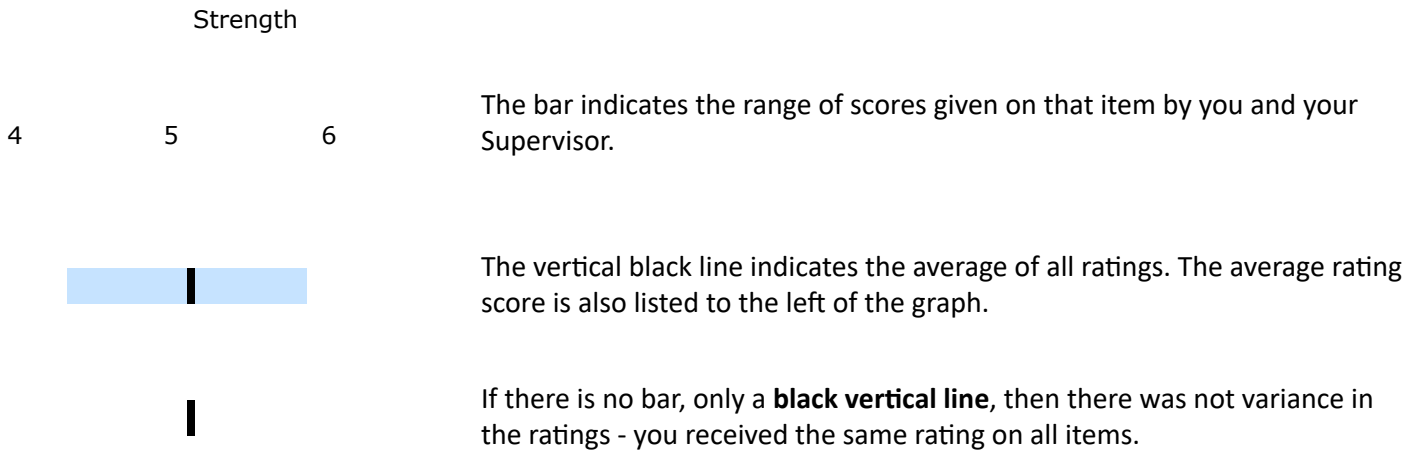
Any competencies shown in gray italic text were not measured by a knowledge-based assessment. Any competencies shown in **bold text** were rated with an importance of Very Important or Critical on the Gap Analysis assessment.

<p><b>Knowledge Improvement Opportunity</b></p> <p><b>Low Knowledge / High Performance</b>          Knowledge less than 70<sup>th</sup> percent          Performance greater than or equal to 5 on a scale of (1-6)</p>	<p><b>Strength</b></p> <p><b>High Knowledge / High Performance</b>          Knowledge greater than or equal to 70<sup>th</sup> percent          Performance greater than or equal to 5 on a scale of (1-6)</p>
	<p>Setting Goals &amp; Standards</p>
<p><b>Training Need</b></p> <p><b>Low Knowledge / Low Performance</b>          Knowledge less than 70<sup>th</sup> percent          Performance less than 5 on a scale of (1-6)</p>	<p><b>Coaching Need</b></p> <p><b>High Knowledge / Low Performance</b>          Knowledge greater than or equal to 70<sup>th</sup> percent          Performance less than 5 on a scale of (1-6)</p>
<p><b>Influence &amp; Negotiation</b></p>	<p><i>Adaptability &amp; Innovation</i>  <i>Building Trust &amp; Integrity</i>  <b>Coaching &amp; Counseling</b>  <b>Communicating Effectively</b>  <b>Managing Change</b>          Managing Conflict  <i>Managing Diversity</i>  <b>Performance Management</b>  <b>Problem Solving &amp; Decision Making</b>  <i>Team Building</i></p>

# Strengths / Needs Report

Of the behavioral items assessed, the Strengths / needs report lists your 10 highest-rated behaviors and your 10 lowest-rated behaviors.











Each listed strength or need includes the competency, the behavioral statement and the item number as it was on the questionnaire. A graph depiction of the overall average rating your received for that item is included.



Strength	1	2	3	4	5	6
#1 Strength - Item 61 - Influence & Negotiation Before negotiating, identifies objectives which have room for compromise, and those which don't.					6.0	
#2 Strength - Item 4 - Setting Goals & Standards Develops measurable, specific, and achievable written objectives.					5.5	■
#3 Strength - Item 10 - Communicating Effectively Begins and ends meetings on time.					5.5	■
#4 Strength - Item 28 - Coaching & Counseling When counseling employees, asks questions to help the employee determine what is causing a performance problem.					5.5	■
#5 Strength - Item 33 - Building Trust & Integrity Develops relationships with others throughout the organization based on mutual respect and trust.					5.5	■
#6 Strength - Item 34 - Managing Conflict Responds to and addresses employee conflicts when appropriate.					5.5	■
#7 Strength - Item 38 - Performance Management Uses delegation effectively.					5.5	■
#8 Strength - Item 53 - Adaptability & Innovation Creates an environment that encourages breakthrough thinking.					5.5	■
#9 Strength - Item 57 - Adaptability & Innovation Initiates and supports new programs, ideas, and processes.					5.5	■
#10 Strength - Item 58 - Team Building Recognizes the importance of teamwork.					5.5	■

## Need

1 2 3 4 5 6

#1	Need - Item 7 - Managing Conflict Encourages employees to bring workplace concerns or problems to his or her attention.	3.5	
#2	Need - Item 16 - Communicating Effectively Allows others to respectfully express emotions even when they are upset or angry.	3.5	
#3	Need - Item 30 - Problem Solving & Decision Making Brainstorms possible alternatives in making a decision.	3.5	
#4	Need - Item 36 - Performance Management Provides employees appropriate resources, authority, and support necessary to complete a delegated task.	3.5	
#5	Need - Item 43 - Managing Conflict Resolves conflict by clarifying and discussing issues positively and patiently.	3.5	
#6	Need - Item 51 - Coaching & Counseling Actively looks for things an employee does well rather than just what an employee does poorly.	3.5	
#7	Need - Item 65 - Adaptability & Innovation Adapts to new situations and demands of the job.	3.5	
#8	Need - Item 73 - Managing Diversity Understands the value of working in a diversity-rich environment.	3.5	
#9	Need - Item 80 - Managing Conflict Involves conflicting parties in a problem-solving approach to manage the conflict, rather than forcing or imposing a resolution.	3.5	
#10	Need - Item 5 - Managing Conflict Is consistent in enforcing rules and policies.	4.0	

# Written Comments

The written comments have been provided by you and your Supervisor to provide further feedback, observations and suggestions for your continued development. They are presented as they have been received, without editing or alterations being made.

*Things this person does that should be continued:*

- Keeps all parties informed of progress on projects.

*What could this person do to be more effective?*

- Develop conflict skills.

*What does this person do that should be stopped?*

- Doubting yourself.

# Action Plan

Use the following pages to create your own personalized action plan for further development. This action plan should include steps to build on the strengths you have identified, and to further develop areas of need.

As you reach your objectives and complete these plans, turn to a new strength or need and continue to develop your skills and abilities.

1. State your objective (what do you want to do?) regarding the competency.
2. Plan appropriate actions, learning experiences, and exercises to further develop this area.
3. Identify other people and resources that you can turn to for assistance in developing this area.
4. Finally, set specific target dates or milestones for completion of these development activities.

You can find resources to aid you in interpreting these results and determining your next steps in our Leadership Development Center, online at:

[www.edgetraining.com/LearningPortal](http://www.edgetraining.com/LearningPortal)

# Action Plan

Competency:	Objective:	
Actions:	Resources / People	Milestone / Target Dates:

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