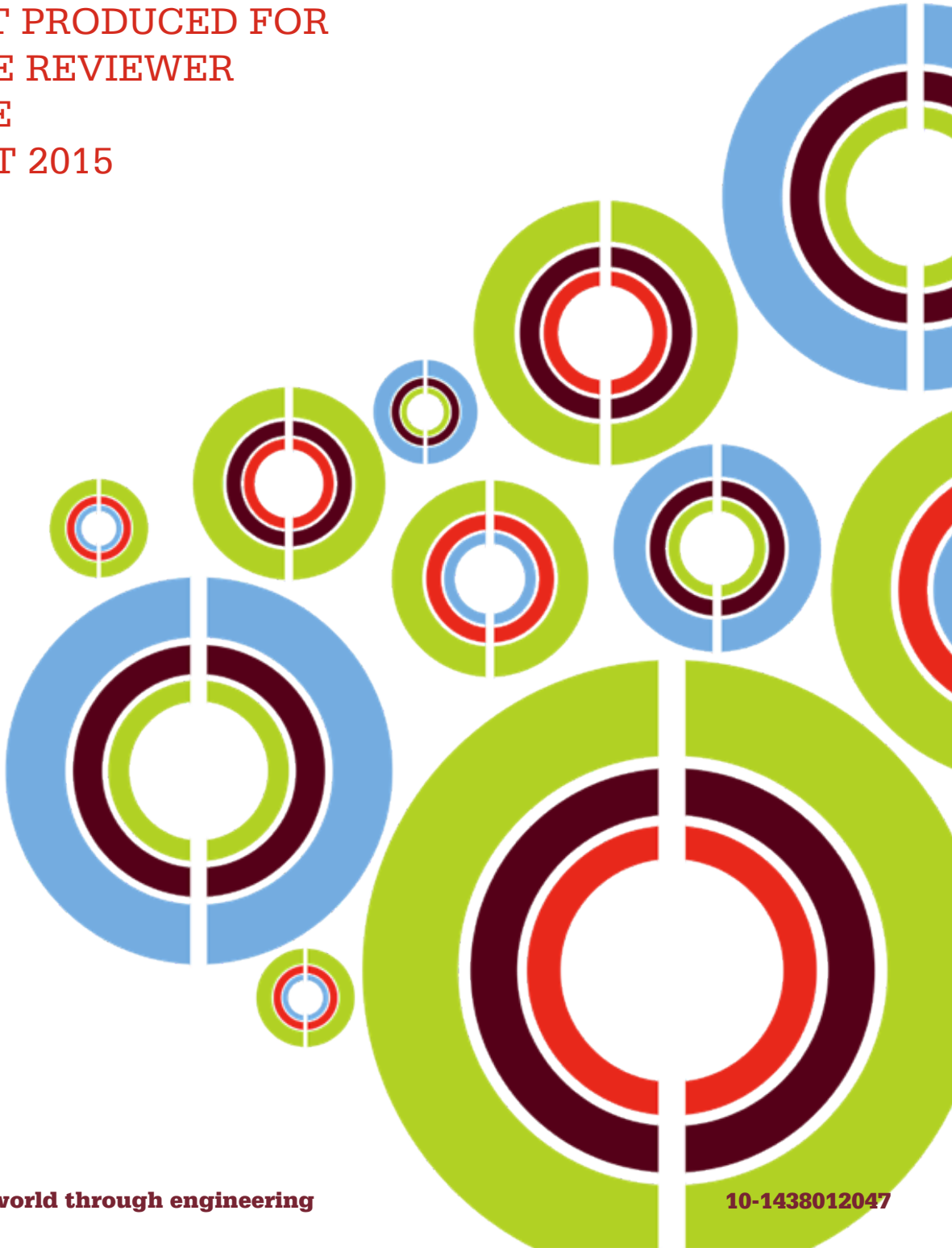


# ENGINEER360

Institution of  
**MECHANICAL  
ENGINEERS**

REPORT PRODUCED FOR  
SAMPLE REVIEWER  
IMECHE  
AUGUST 2015



# INTRODUCTION TO LEARNING & DEVELOPMENT

The Institution of Mechanical Engineers is a forward-looking, campaigning professional engineering organisation. We work with leading companies, universities and think tanks, to create and share knowledge about all aspects of engineering. Our commitment to building and continuously developing skills and knowledge places Learning and Development at the core of the Institution.

We believe that continuous learning and professional development will strengthen you, your company and contribute to our vision of “Improving the world through Engineering”.

To support this, we offer a range of learning and development solutions that focus on the needs of the individual, the team and the business. Whether those needs are technical, personal, interpersonal or commercial; we have applied these solutions over many years in our work with national and international companies in engineering and non-engineering organisations.

Our Learning and Development solutions can be offered in a number of flexible ways to suit your particular needs and include:

- Performance Diagnostic tools – a range of tools to provide team and individual insight and clarify strengths and development needs.
- Tailored programmes for businesses – from entry level to senior leaders, we will create customised programmes to meet specific organisation’s needs and budgets.
- Open courses – designed to meet the needs of individuals working towards professional registration

For more information, please contact us at:

Phone: +44 (0)20 7304 6907

Email: [training@imeche.org](mailto:training@imeche.org)

Web: [www.imeche.org/training](http://www.imeche.org/training)

# INTERPRETING YOUR REPORT

## HOW TO USE THE ENGINEER360 REPORT

Your Engineer360 report summarises the feedback you received from those you nominated to review your performance across the 5 key competences for engineers as outlined in UK-SPEC.

There are 6 key sections within this report:

- Importance to your role
- Summary of indicators
- Individual indicators
- Questions by indicator
- Development suggestions
- Comments

## READING YOUR REPORT

Remember that the views represented and the feedback provided is subjective. Some you may agree with, others you may not. The value in the report is the information it provides and the insights it gives you into how your behaviour is perceived by others.

We encourage you to discuss the content with your manager and agree any improvement actions.

Your reviewers are displayed throughout the report with the following colour indicators:

 Reviewee  Manager  Peers  Direct Reports  Others  All Reviewers

A minimum of three responses is required for the groups of Peers, Direct Reports and Others in order to be displayed as an independent category. This is to ensure that the anonymity of Reviewers is protected. If the minimum number of responses is not received, the feedback will be displayed within All Reviewers.

## PROVIDING FEEDBACK

Reviewers have completed a survey with approximately 50 questions regarding your performance. The majority of the questions follow the format “To what extent does the Reviewee demonstrate through their behaviour that they...”

The response options are:

- Does not demonstrate (0%)
- Rarely demonstrates (33%)
- Sometimes demonstrates (66%)
- Frequently demonstrates (100%)
- Unable to observe (UTO) (-)

# INTERPRETING YOUR REPORT

## UNABLE TO OBSERVE (UTO) RESPONSES

UTO responses do not impact on the averages within your report and therefore do not affect your overall scores. However you should not ignore the feedback provided by the UTO responses, it may be helpful to ask yourself:

- Why are Reviewers unable to observe the behaviour?
- Do you feel that they should be able to observe it?
- Is it important to your role that the behaviour is visible?
- What could you do to demonstrate the behaviour more regularly?

## IMPORTANCE TO YOUR ROLE SECTION

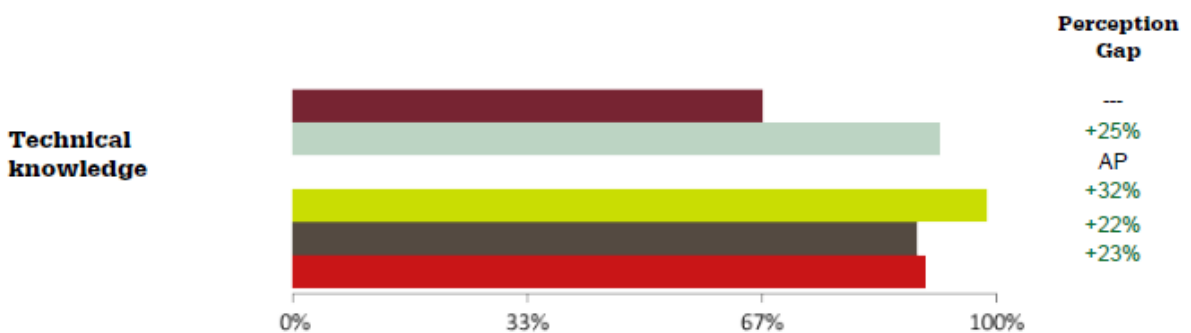
Reviewers were asked to allocate 20 points across the five indicators regarding how important they are to success in your role. All competences are important to a balanced role however for some engineers one or two competences are particularly important. This question indicates whether your perception of the balance of your role is shared by your Reviewers.

## SUMMARY OF INDICATORS SECTION

This section consolidates the feedback from all questions within an indicator.

The graph below shows a response for the indicator “Technical Knowledge”. The Perception Gap column highlights the difference between the mean score provided by the Reviewer compared with your own response. Therefore in the example below, the Manager (light green response) scored “Technical Knowledge” on average 25% higher than the Reviewee.

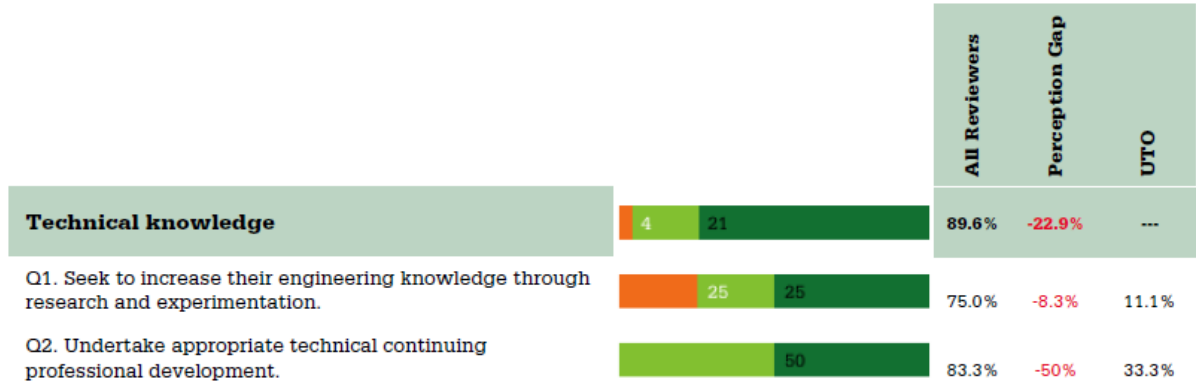
The missing line indicates that the minimum responses were not received for a particular Reviewee type and therefore the Anonymity Protected (AP) statement is made in the Perception Gap section.



# INTERPRETING YOUR REPORT

## INDIVIDUAL INDICATOR SECTION

This section summarises the Reviewers responses to each question within an indicator. The top row consolidates the responses for all questions within the indicator.

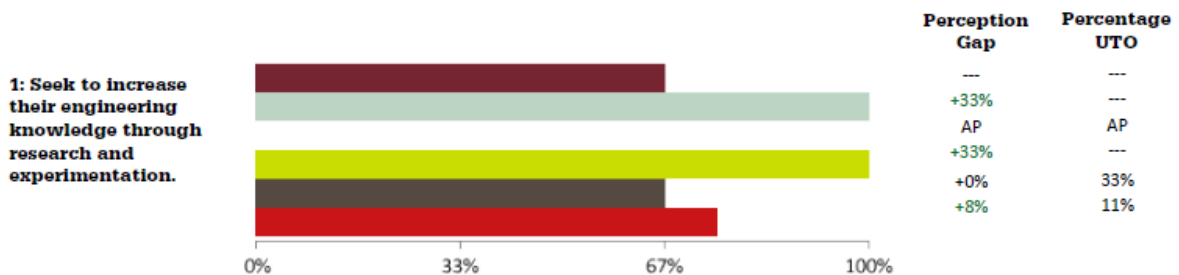


Each question shows the percentage of responses received for each response type. The final three columns provide information to help analyse the feedback.

- All Reviewers – indicates the average response across the reviewers to this question.
- Perception Gap – indicates the difference between your response and All Reviewers. If this figure is in red, this means that you scored yourself higher than your Reviewers did.
- UTO – indicates the percentage of your Reviewers who indicated they were “Unable to observe”.

## QUESTIONS BY INDICATOR SECTION

Using the same format as the Summary of Indicators section, the section displays the responses to each question displayed by Reviewee type.



# INTERPRETING YOUR REPORT

## DEVELOPMENT SUGGESTIONS SECTION

Your Engineer360 report includes common development suggestions that have been provided by a professional development expert. We have selected the five questions with the lowest average and provided suggestions to support your action planning.

## COMMENTS SECTION

The final pages in your report provide comments which have been provided by your Reviewers regarding what you should Stop, Start and Continue doing.

When reading the comments, you may think you can identify specific people from the language or phrases used. Remember this report is anonymous and “guessing” may be inaccurate and unhelpful. All comments are provided verbatim and have not been edited.

## RESPONSES TO YOUR REPORT

The table below provides information on the number of completions received within each category.

<b>Members</b>	<b>Minimum Required</b>	<b>Number Invited</b>	<b>Number Completed</b>
Reviewee	1	1	1
Manager	1	1	1
Peer	3	3	0
Direct Report	3	3	3
Other	3	0	0
All Reviewers	3	7	4

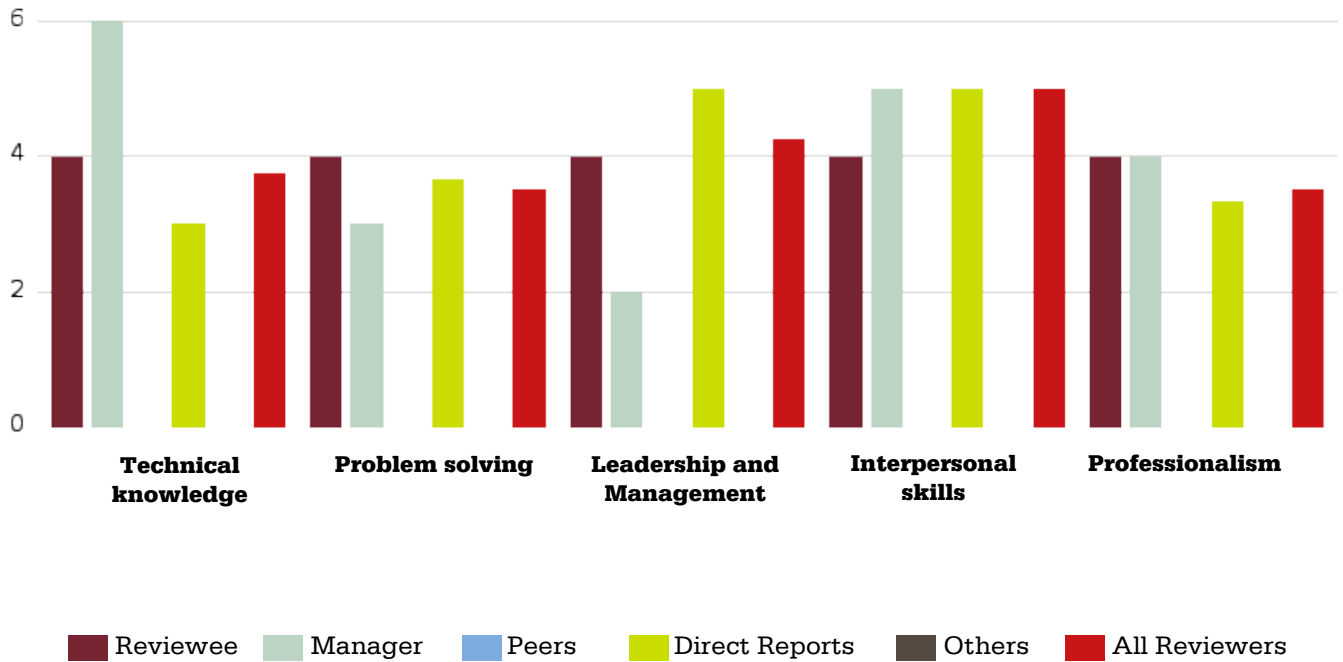
Please note, where minimum completions have not been received in a category the responses will still be included within the All Reviewers category. This is to ensure that Anonymity Protection (AP) is satisfied.

# IMPORTANCE TO YOUR ROLE

## UK SPEC Competences

We asked you and your reviewers to rate the importance of the five UK-SPEC competences to your role. Respondents were asked to allocate a total of 20 points across the five dimensions.

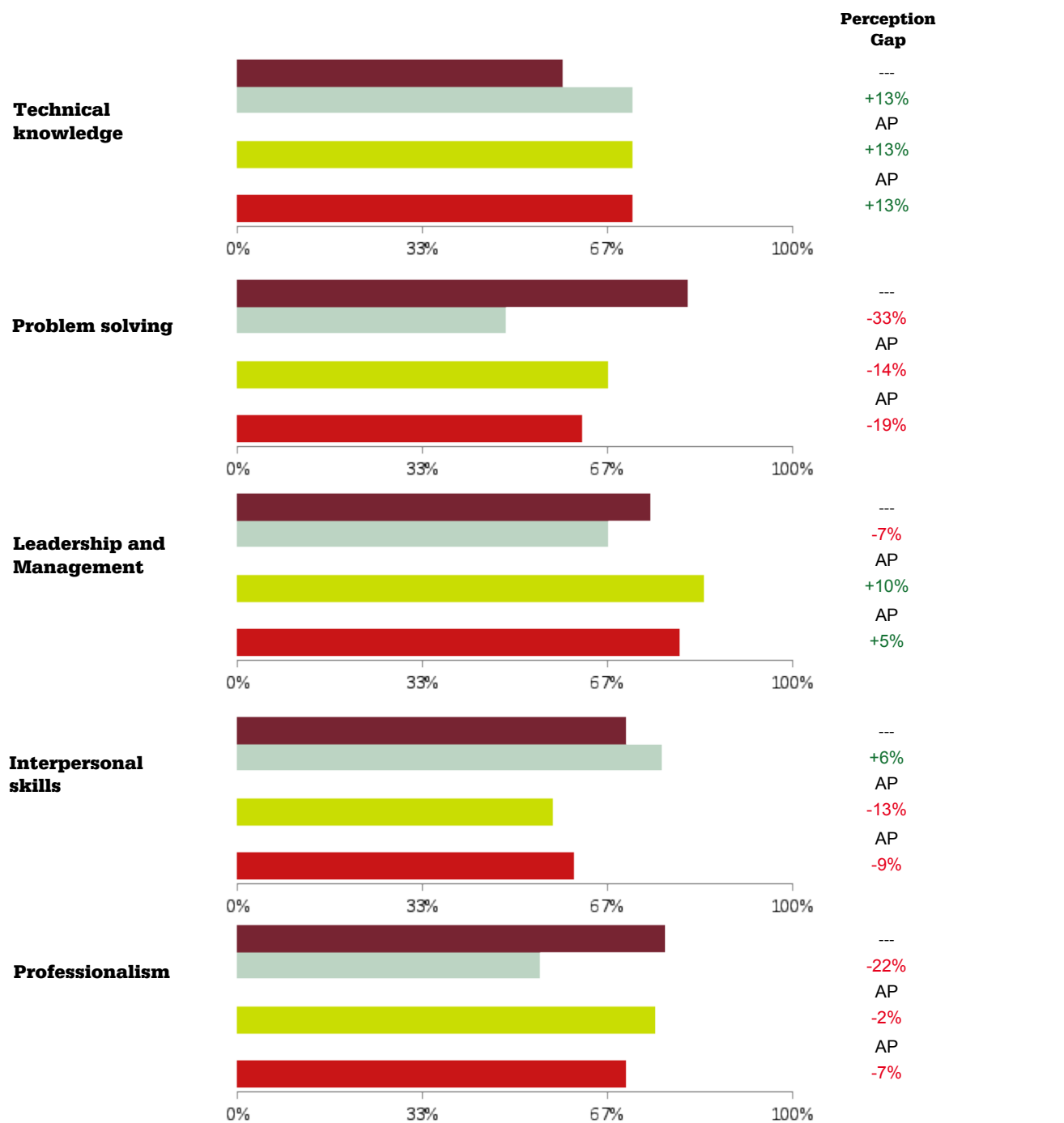
**\*Average score per member type**



Members	Technical knowledge	Problem solving	Leadership and Management	Interpersonal skills	Professionalism
Reviewee	4	4	4	4	4
Manager	6	3	2	5	4
Peers	0	0	0	0	0
Direct Reports	3	3.7	5	5	3.3
Others	0	0	0	0	0
All Reviewers	3.8	3.5	4.3	5	3.5

# SUMMARY OF INDICATORS

This page summarises the feedback received from your Reviewers across the five indicators.



**Key:** Reviewee (dark red), Manager (light green), Peers (blue), Direct Reports (yellow-green), Others (grey), All Reviewers (red)










RATING CATEGORIES	Does not demonstrate	Rarely demonstrates	Sometimes demonstrates	Frequently demonstrates	Unable to observe
	HOW THIS SHOWS	0%	33%	67%	100%



# INDIVIDUAL INDICATOR

## Technical knowledge

This indicator explores the degree to which generalist and specialist engineering knowledge is applied. A high score on this indicator suggests that you provide technical expertise including implementing best practice methodologies.

		All Reviewers	Perception Gap	UTO
<b>Technical knowledge</b>		71.0%	-12.7%	---
Q1. Seek to increase their engineering knowledge through research and experimentation.		77.8%	-11.1%	25.0%
Q2. Undertake appropriate technical continuing professional development.		83.3%	-16.6%	---
Q3. Have sufficient technical knowledge to undertake all aspects of their current role.		83.3%	-16.6%	---
Q4. Broaden their knowledge of engineering codes, standards and specifications.		58.3%	8.4%	---
Q5. Seek to continuously improve systems of work.		58.3%	8.4%	---
Q6. Make a positive contribution to cross-disciplinary team working.		58.3%	-25%	---
Q7. Use best practice to improve personal and team effectiveness.		66.7%	-66.7%	---
Q8. Collect and analyse data to drive continuous improvement.		83.3%	16.7%	---

- Key:**
- Does not demonstrate
  - Rarely demonstrates
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  - Frequently demonstrates

# INDIVIDUAL INDICATOR

## Problem solving

This indicator is concerned with the ability to generate practical and relevant solutions to engineering challenges. A high score on this indicator suggests that you are contributing effectively to the development and implementation of solutions.

					All Reviewers	Perception Gap	UTO
<b>Problem solving</b>	5	25	45	22	61.9%	19.1%	---
Q1. Identify potential projects and improvements.			50	50	83.3%	-116.6%	---
Q2. Contribute to new engineering products, processes and systems.		33		66	88.9%	11.1%	25.0%
Q3. Set targets and action plans for engineering activities.	25	25	25	25	50.0%	-83.3%	---
Q4. Conduct research to develop valid engineering solutions.			50	50	83.3%	16.7%	---
Q5. Collect, analyse and evaluate relevant data to support their decision making.	25		75		50.0%	50%	---
Q6. Implement successful design solutions.		75		25	41.7%	25%	---
Q7. Determine realistic and meaningful critical success factors.		75		25	41.7%	58.3%	---
Q8. Learn from feedback on results to improve future engineering solutions.		50	25	25	58.3%	8.4%	---
Q9. Convert ideas to action			100		66.7%	-33.4%	---

- Key:**
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  - Frequently demonstrates

# INDIVIDUAL INDICATOR

## Leadership and Management

This indicator outlines the degree to which leadership and management skills are applied to support effective working. A high score in this indicator suggests that you collaborate effectively and utilise the resources available.

			All Reviewers	Perception Gap	UTO
<b>Leadership and Management</b>			79.5%	-5.4%	---
Q1. Manage project planning activities effectively.		100	100.0%	-66.7%	25.0%
Q2. Collaborate across disciplines to ensure successful project outcomes.		33 33 33	66.7%	0%	25.0%
Q3. Successfully negotiate to get the necessary support and resources.		50 50	83.3%	-116.6%	---
Q4. Motivate colleagues to ensure successful outcomes.		75 25	75.0%	-108.3%	---
Q5. Successfully balance quality, cost and time.		66 33	77.8%	22.2%	25.0%
Q6. Proactively overcomes obstacles and challenges to successfully manage tasks.		100	100.0%	0%	25.0%
Q7. Provide feedback on team performance		50 50	83.3%	-16.6%	---
Q8. Promote quality throughout the supply chain.		75 25	75.0%	-8.3%	---
Q9. Successfully influences people to achieve the best results.		25 50 25	66.7%	33.3%	---
Q10. Evaluate projects to learn lessons for future improvement.		75 25	75.0%	-8.3%	---
Q11. Manages with both a short term and long term perspective.		33 66	77.8%	-11.1%	25.0%

- Key:**
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  - Frequently demonstrates

# INDIVIDUAL INDICATOR

## Interpersonal skills

This indicator details the extent to which you communicate effectively with internal and external colleagues. A high score on this indicator suggests that you outline expectations clearly and manage conflict.

		All Reviewers	Perception Gap	UTO
<b>Interpersonal skills</b>		<b>60.4%</b>	<b>9.3%</b>	---
Q1. Communicate effectively verbally.		75.0%	-8.3%	---
Q2. Communicate effectively in writing.		58.3%	8.4%	---
Q3. Manage meetings appropriately.		44.4%	55.6%	25.0%
Q4. Exchange information with non-technical colleagues in a way that they can use effectively.		44.4%	55.6%	25.0%
Q5. Deliver feedback (both praise and criticism) effectively.		33.3%	33.4%	50.0%
Q6. Deliver engaging presentations.		66.7%	0%	25.0%
Q7. Summarise the outcomes of discussions succinctly and appropriately.		58.3%	41.7%	---
Q8. Manage their own emotions.		77.8%	-44.5%	25.0%
Q9. Resolve conflicts.		66.7%	-33.4%	---
Q10. Take responsibility for collective goals.		66.7%	0%	---
Q11. Appear confident and flexible in dealing with challenging situations.		55.6%	11.1%	25.0%





- Key:**
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# INDIVIDUAL INDICATOR

## Professionalism

This indicator is concerned with the demonstration and adherence to professional standards within engineering. A high score on this indicator suggests that you are representing the engineering community effectively.

		All Reviewers	Perception Gap	UTO
<b>Professionalism</b>		69.8%	6.9%	---
Q1. Comply with all relevant codes of conduct.		83.3%	-16.6%	50.0%
Q2. Lead work within all relevant legislative and regulatory frameworks, including employment and equalities legislation.		77.8%	-11.1%	25.0%
Q3. Lead others to apply safe systems of work.		77.8%	22.2%	25.0%
Q4. Evaluate and improve safe systems of work.		75.0%	25%	---
Q5. Implement appropriate hazard identification and risk management systems.		33.3%	33.4%	50.0%
Q6. Represent the engineering profession positively.		55.6%	44.4%	25.0%
Q7. Regularly review their own development needs to meet personal and organisational objectives.		77.8%	22.2%	25.0%
Q8. Maintain evidence of professional competence.		50.0%	-16.7%	---
Q9. Actively seek feedback from others.		75.0%	-8.3%	---
Q10. Assist and encourage others with their continuing professional development.		83.3%	-16.6%	---

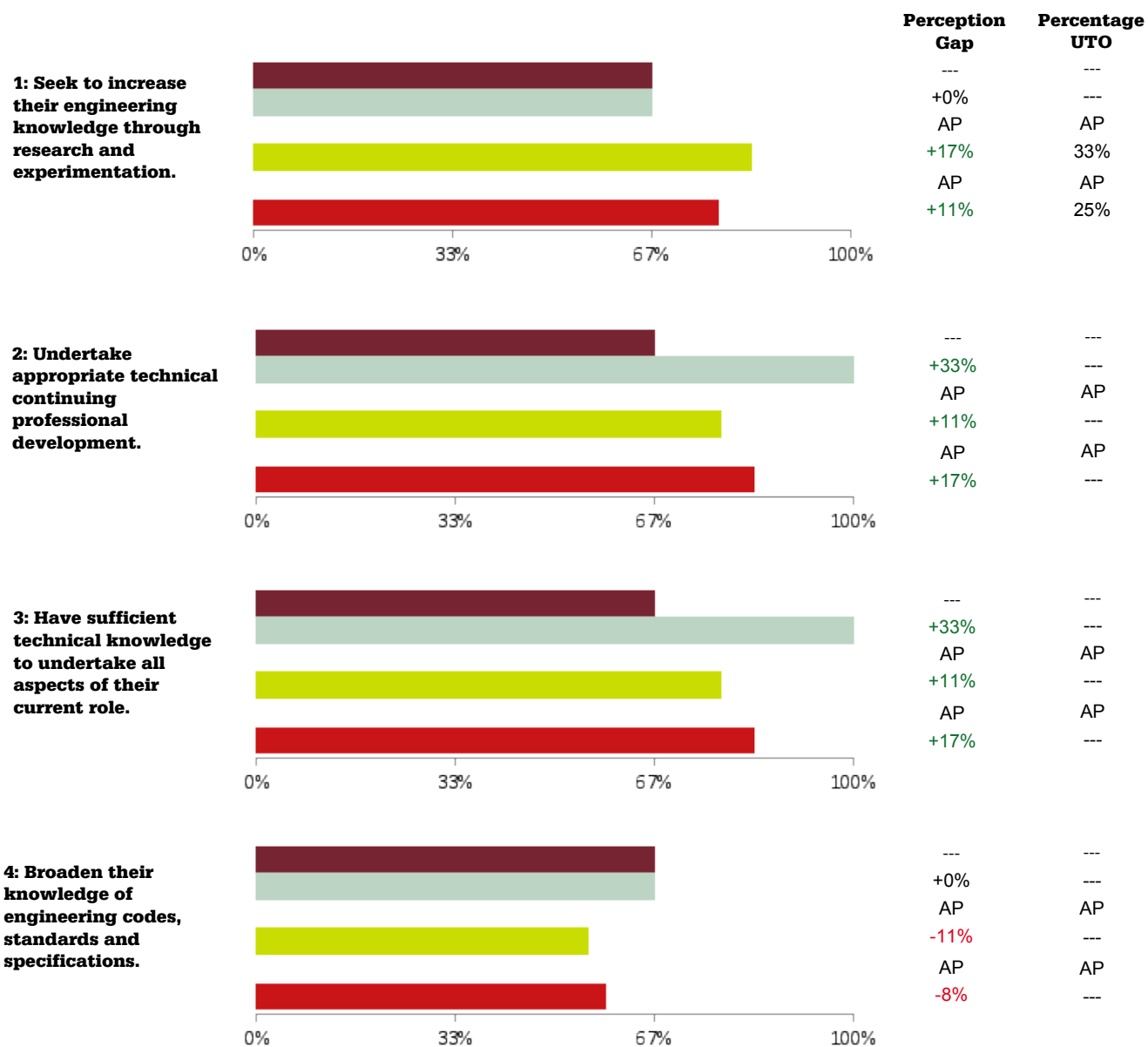
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# QUESTIONS BY INDICATOR

This page summarises the feedback received from your Reviewers across the five indicators.

## TECHNICAL KNOWLEDGE

Reviewers were asked to respond regarding the extend to which the Reviewee demonstrated through their behaviour that they...



**Key:** Reviewee (dark red), Manager (light green), Peers (blue), Direct Reports (yellow-green), Others (grey), All Reviewers (red)

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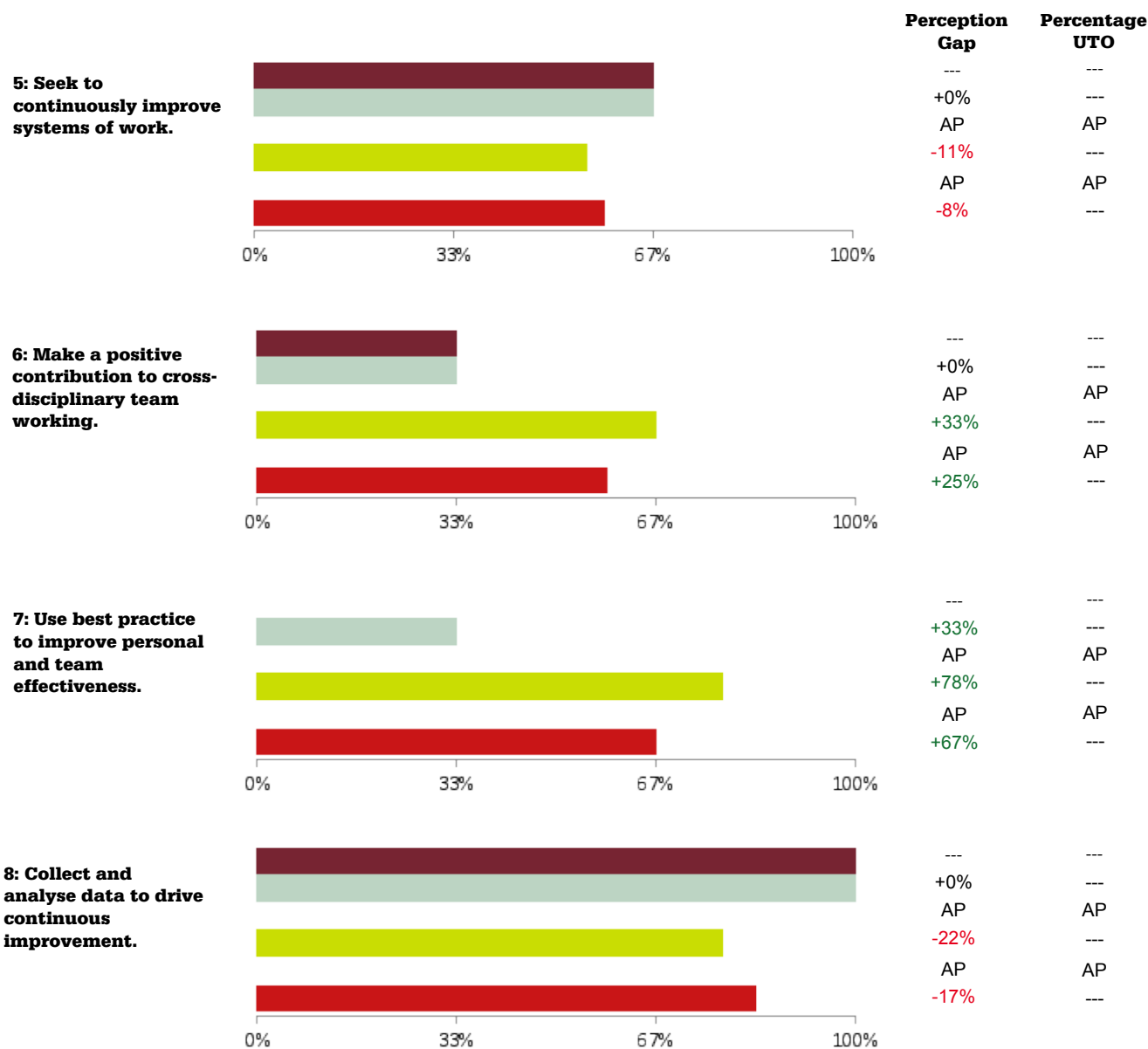
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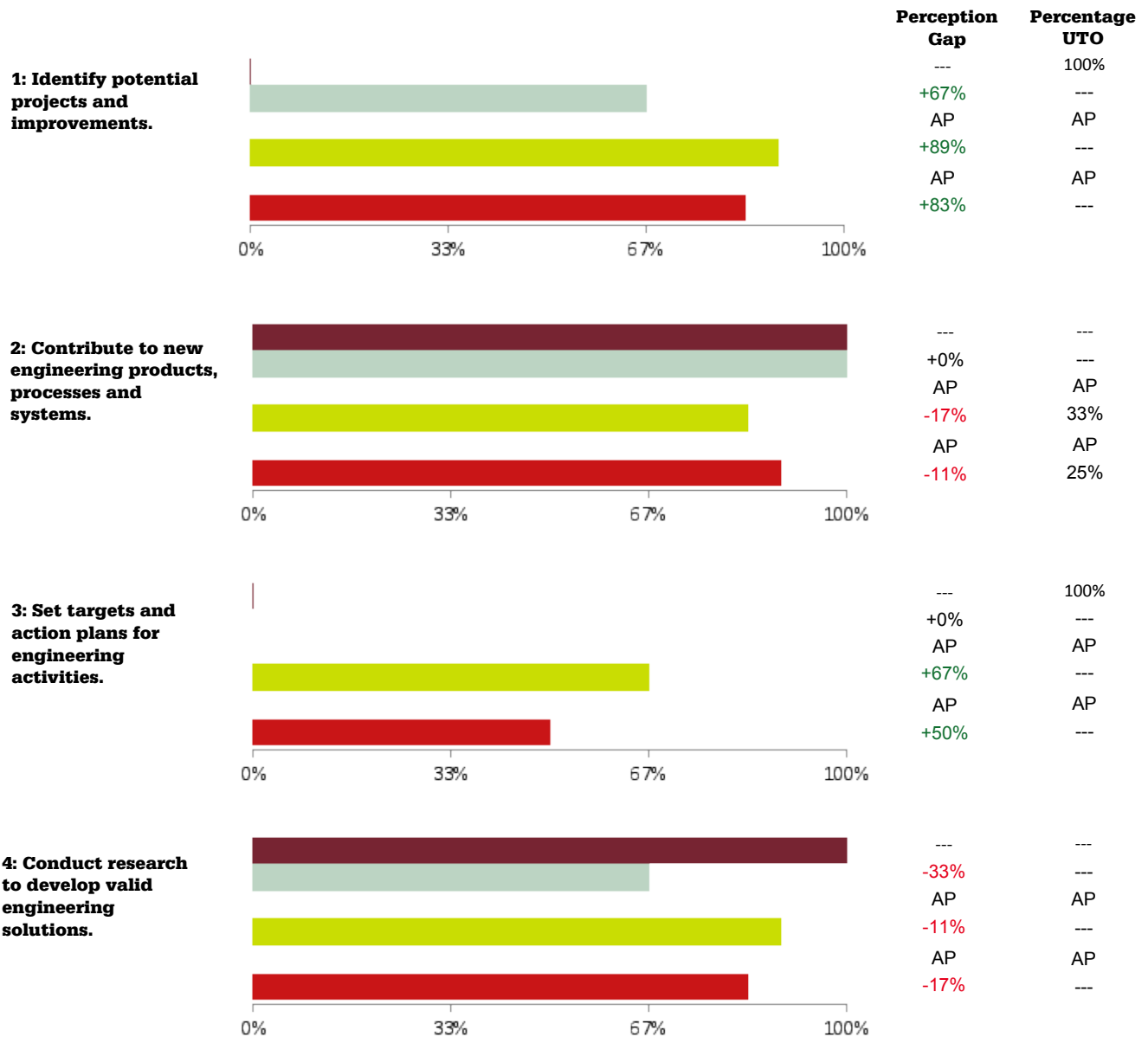
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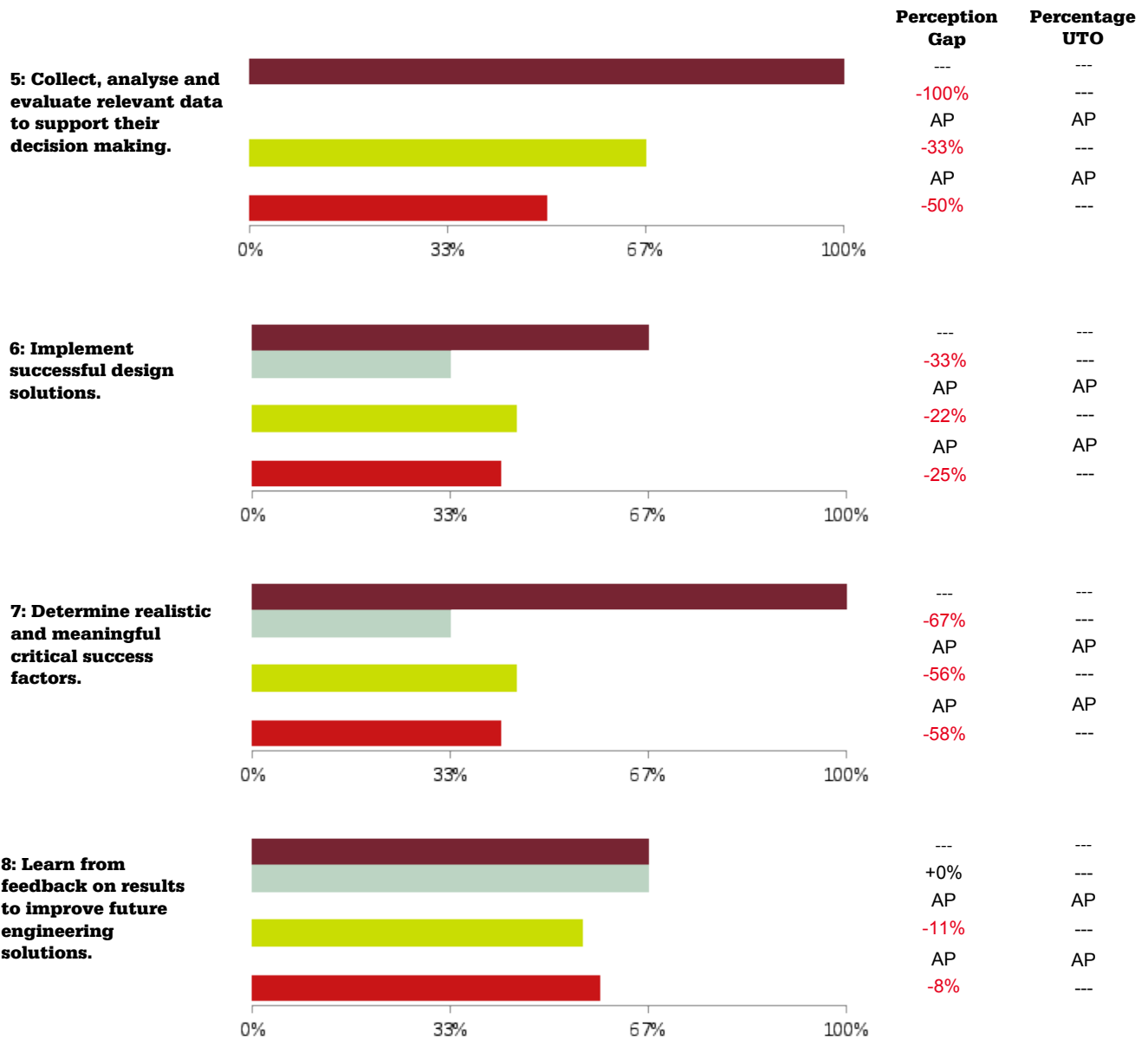


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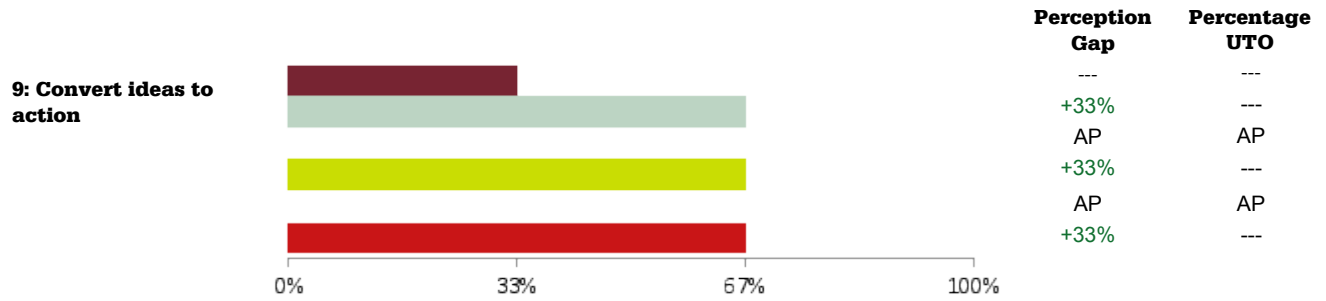
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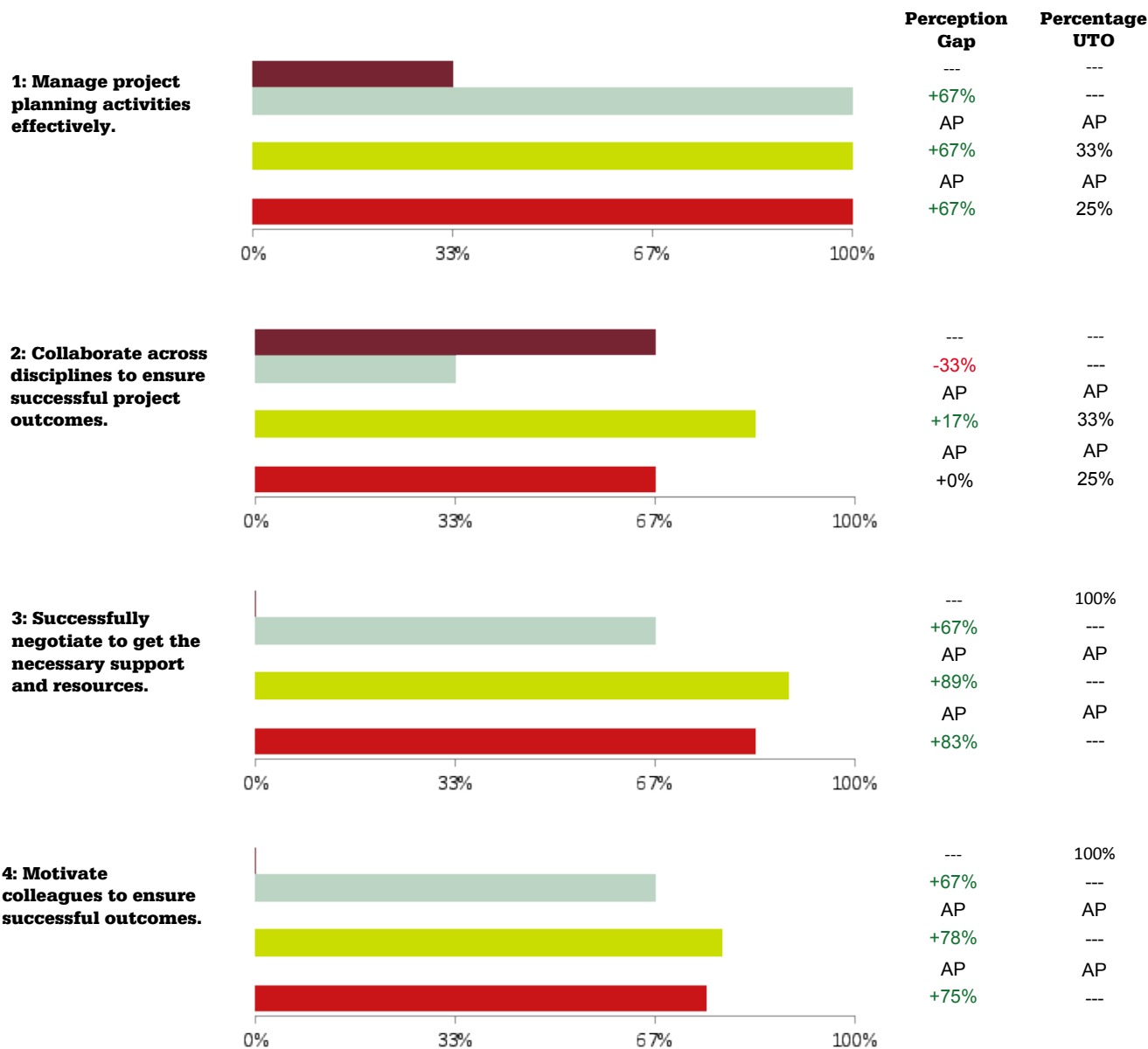
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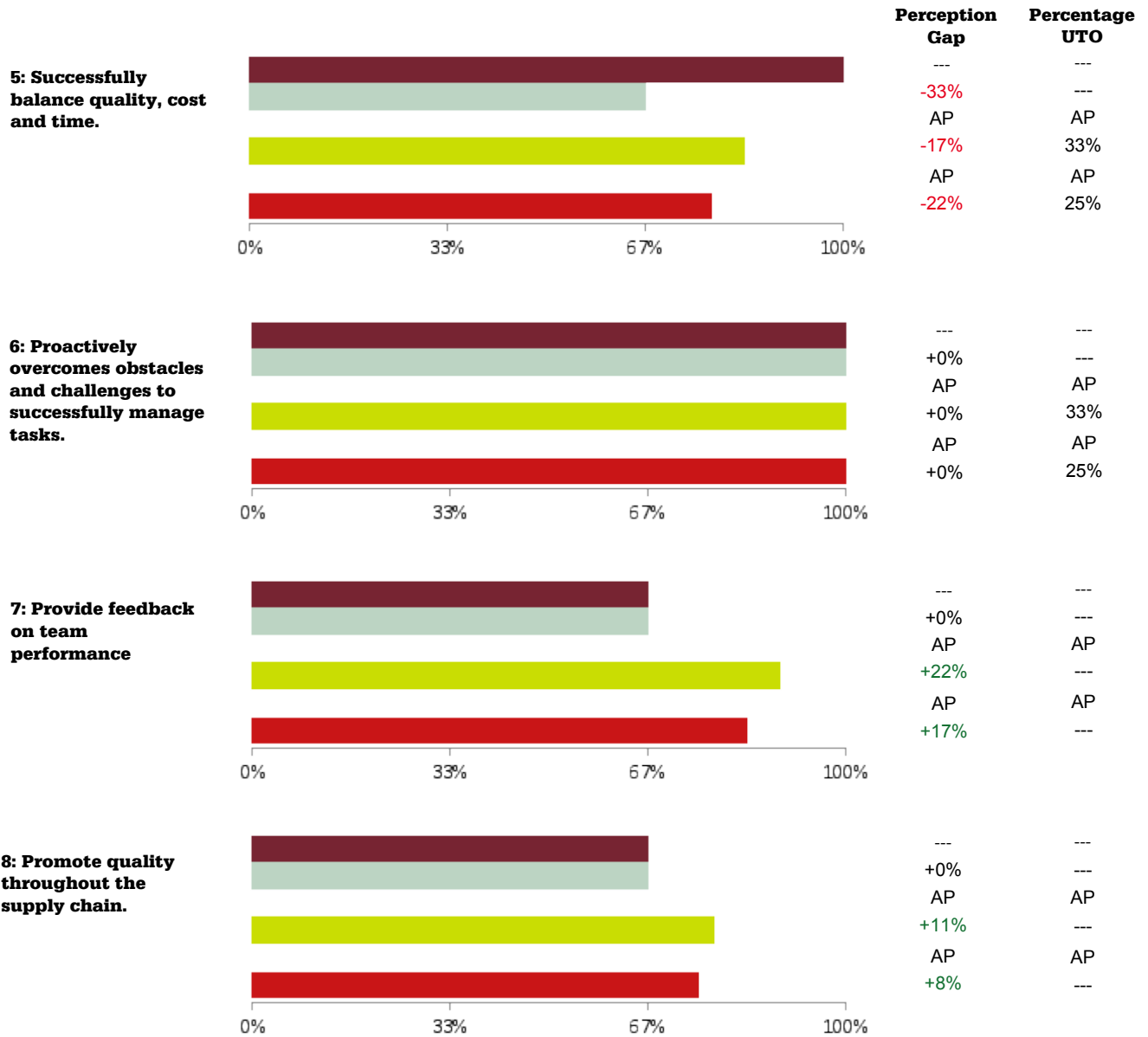
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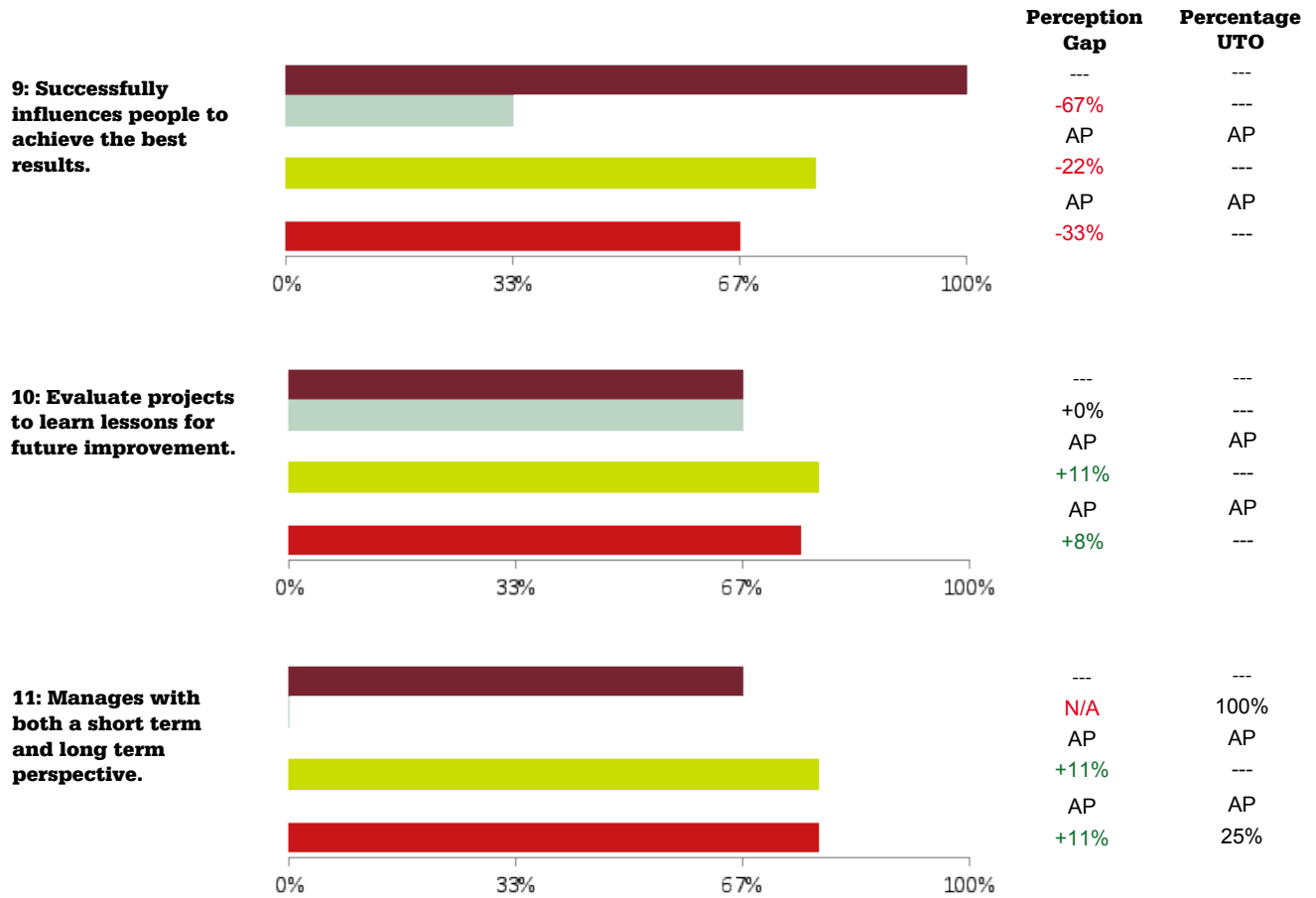
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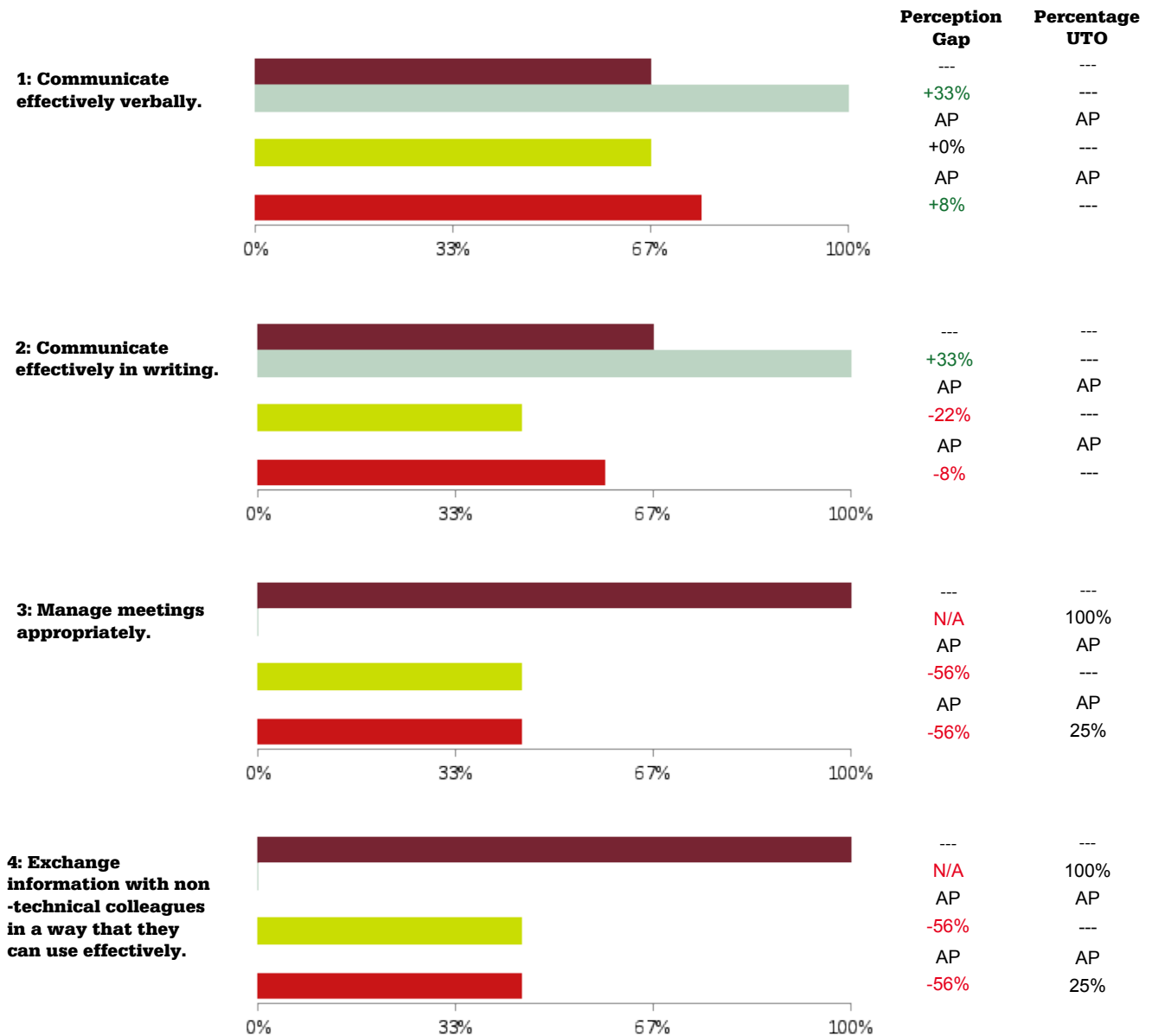
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## QUESTIONS BY INDICATOR

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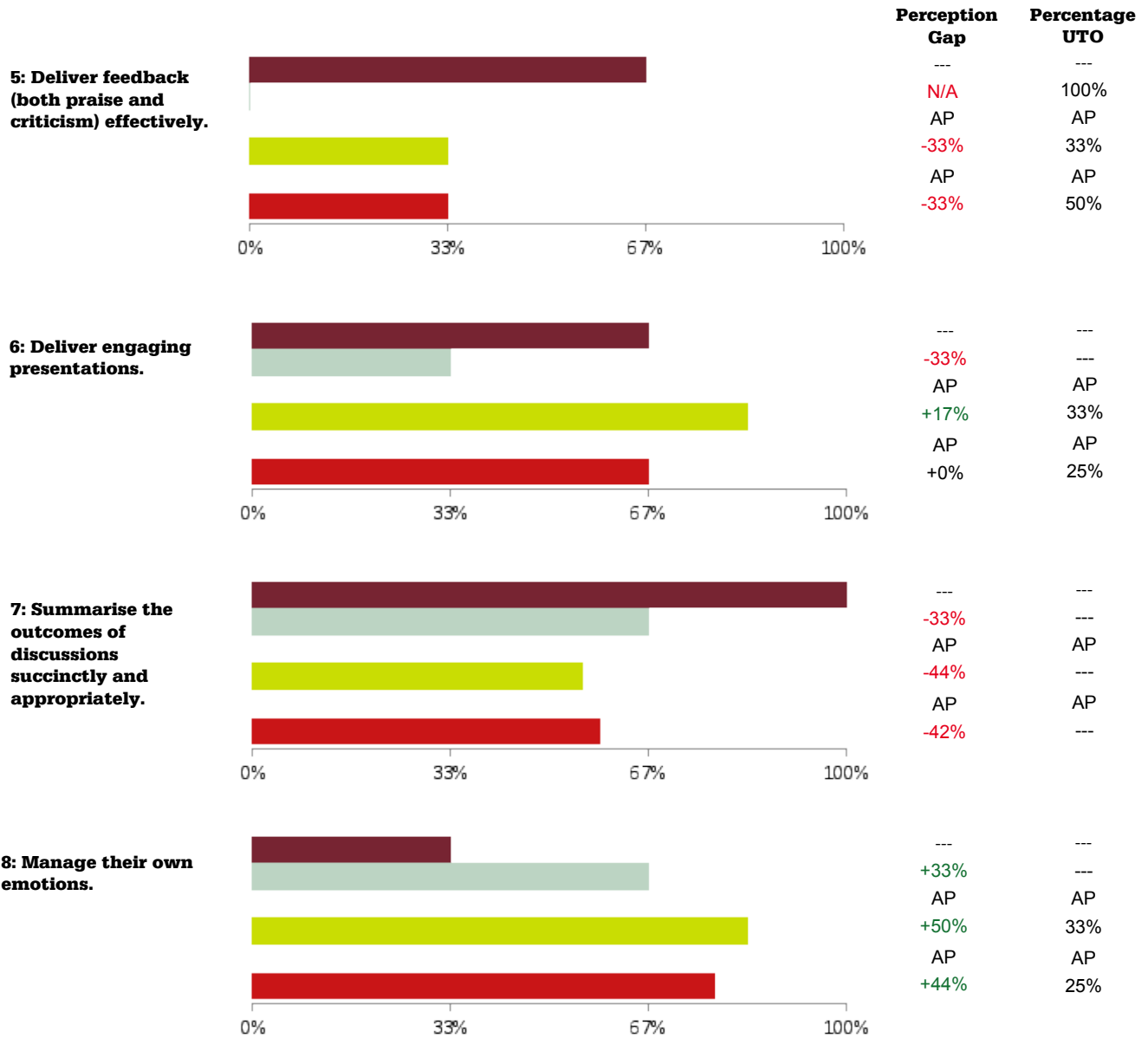
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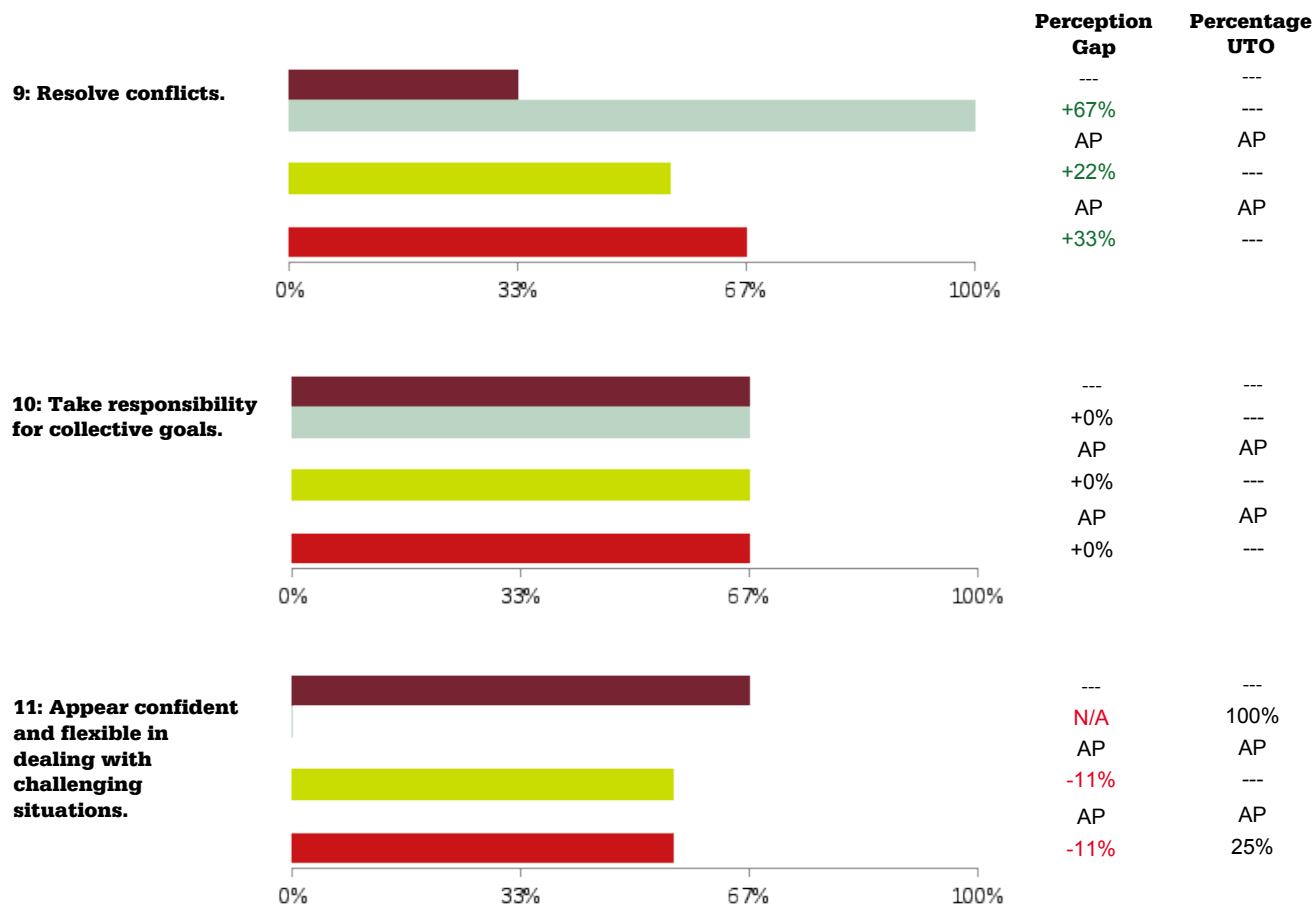
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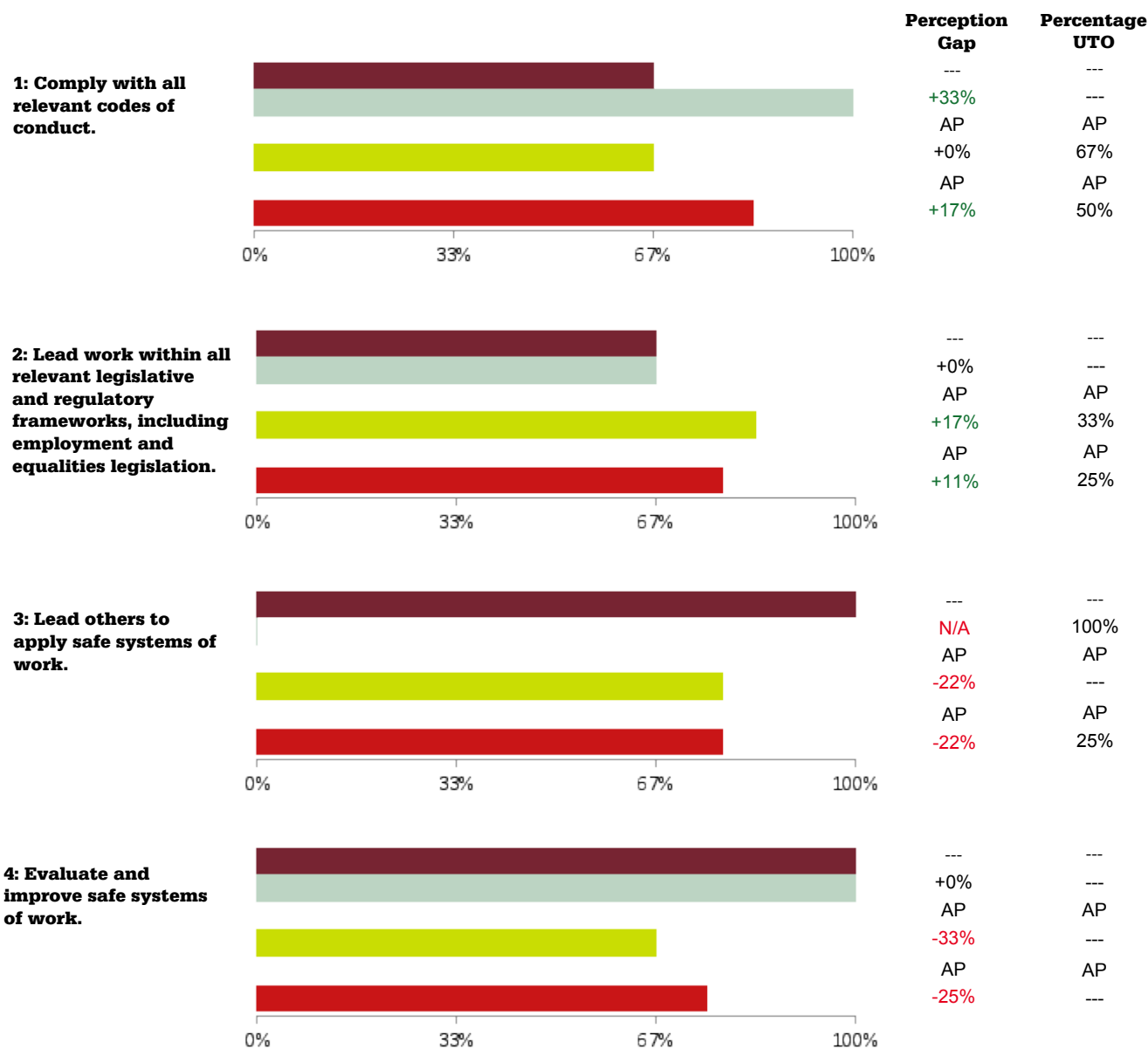


# QUESTIONS BY INDICATOR

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## PROFESSIONALISM

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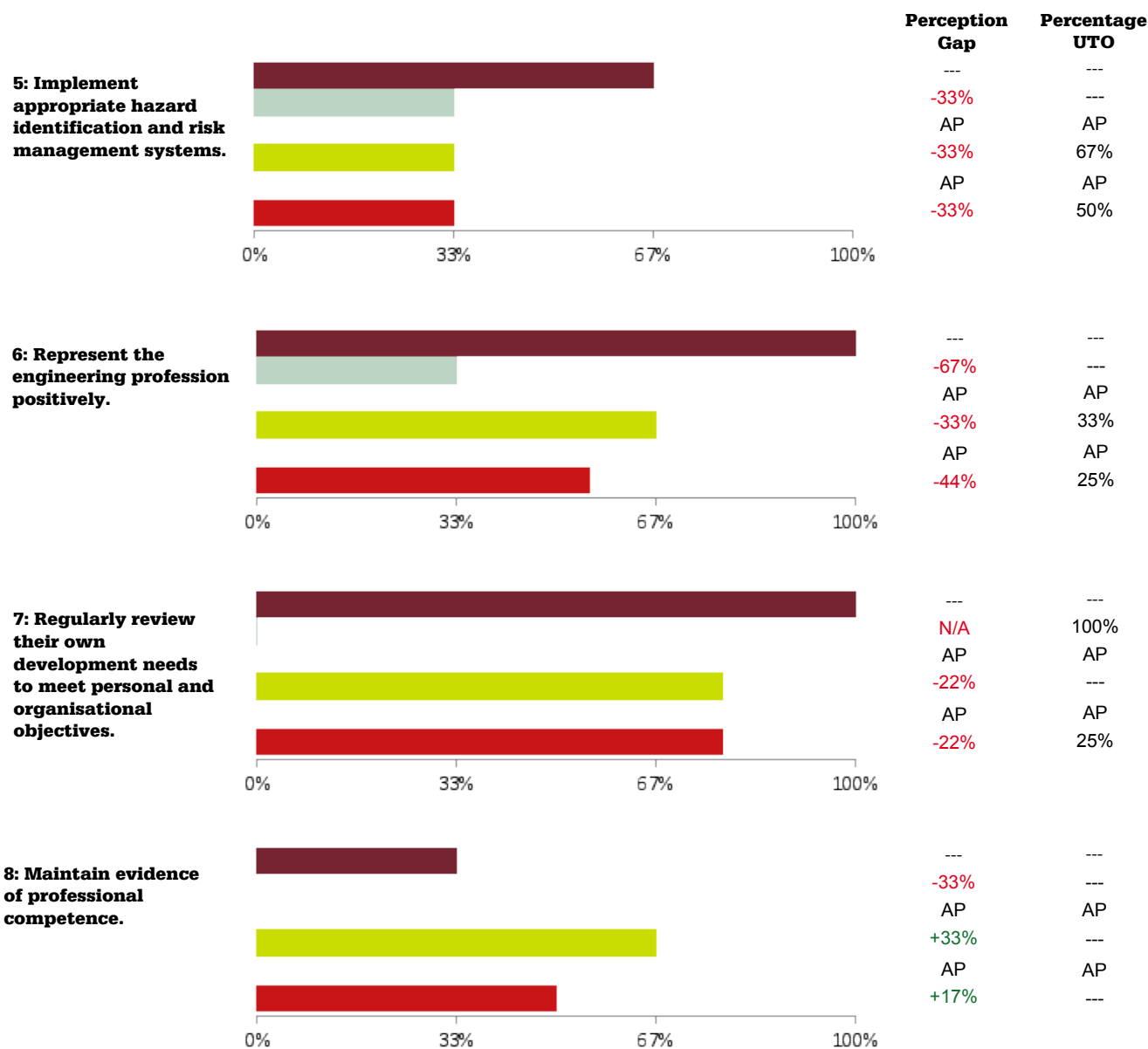
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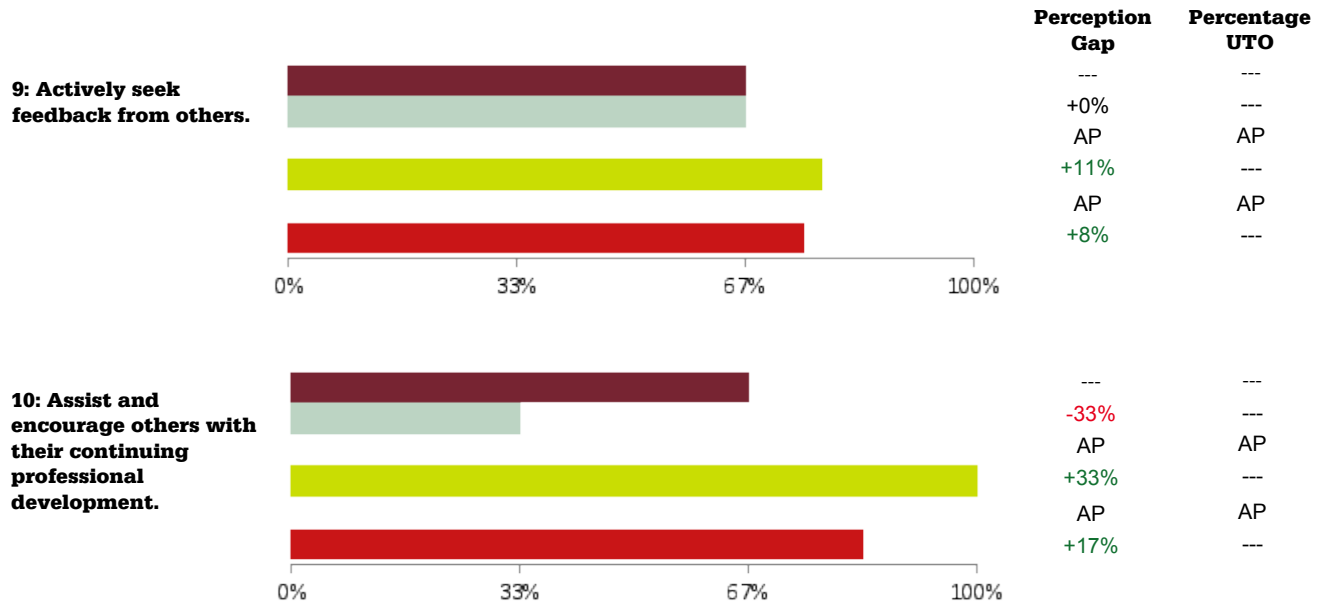
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## DEVELOPMENT SUGGESTIONS

This section selects potential areas for development based on your lowest five questions as rated by your reviewers.

### INDICATOR: Problem solving - Q6

#### Implement successful design solutions.

75

25

Implement successful design solutions.

- Are you promoting the solutions you implement appropriately? Take time to celebrate your achievements with others in order to raise your profile and change people's perceptions of you.
- Identify role models in your organisation who are really effective implementers. What is it they do differently? What can you learn from their way of working that you can make part of your skillset?
- Consider using the Belbin Team Roles Self-Perception Inventory to examine the behaviours of your wider team. Are there behavioural traits missing that could be addressed through development or recruitment that will help you become more effective in implementing solutions.
- Are you using good project management techniques to implement solution effectively? Consider some Project Management training for you or your wider team.
- If the issue is more fundamental, consider requesting feedback from colleagues.
- If your design solutions are in response to a formal brief, ensure you continuously revisit the brief and ensure your understanding of the requirements are clear.

### INDICATOR: Problem solving - Q7

#### Determine realistic and meaningful critical success factors.

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Determine realistic and meaningful critical success factors.

- Ask yourself 'What does success look like?' Make sure you can answer this question for yourself before moving forwards. If you don't know what success look like how will you know if you've got there? Seek your managers' perspective to ensure you are aligned.
- Set success factors that link your objectives to the wider organisational needs. How do the outcomes you seek help the organisation move forwards? If they don't rethink what you are trying to achieve and how you will measure it.
- Seek a range of inputs when developing critical success factors. What will your stakeholders view as a successful outcome? Different stakeholders will have different views of success depending on their own perspectives and agendas. It is important you know this information to set realistic, meaningful success criteria.
- Determine who is responsible for the success. Ensure you fully understand the success factors for tasks and projects and keep a dialogue with the key stakeholders throughout to ensure you meet them.

## DEVELOPMENT SUGGESTIONS

This section selects potential areas for development based on your lowest five questions as rated by your reviewers.

### INDICATOR: Problem solving - Q3

#### Set targets and action plans for engineering activities.



Set targets and action plans for engineering activities.

- Set SMART objectives for your activities. Being clear on what it is you are trying to achieve will help you achieve it.
- Agree deadlines upfront and ensure you schedule regular reviews.
- Request feedback throughout and be clear about what is acceptable.
- Carry out risk analysis of your activities to reduce the chances of unexpected surprises and ensure you have contingency plans ready. Develop a range of risk assessment techniques that you can use so your action plans are robust from simple risk assessment to more complex probability/impact assessments

### INDICATOR: Problem solving - Q5

#### Collect, analyse and evaluate relevant data to support their decision making.



Collect, analyse and evaluate relevant data to support their decision making.

- Decide key factors, and relative importance, that need to be taken into account when making decisions in advance of analysing the data. This will help reduce unconscious bias in your decision making process.
- Develop your understanding of tools such as paired comparison, balanced scorecard and force field analysis to help with this.
- Consider your 'gut reaction' to decisions. Does it feel right? If it doesn't reflect on your original assessment criteria – were they the right criteria? Have you missed something that should be taken into account?
- Remember data can be qualitative or quantitative and gathered internally and externally. It is important to understand the methodology of data collection prior to making decisions.
- Consider bringing other people into the decision making process to challenge your thinking, analysis of data, and level of data available. Are you making assumptions or acting without the full picture?
- Implement 'visual management' so that data gathered is visible to all.
- Read 'The wisdom of crowds' by James Surowiecki (2004) to challenge your thinking on how best to harness the powers of crowds and avoid group thinking.

## DEVELOPMENT SUGGESTIONS

This section selects potential areas for development based on your lowest five questions as rated by your reviewers.

### INDICATOR: Problem solving - Q5

**Collect, analyse and evaluate relevant data to support your decision making.**

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75





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## COMMENTS

The following comments were provided by your reviewers.




### Reviewers believe you should START

-  Holding regular 1-2-1's with peer group
-  Send agendas for meetings beforehand
-  Ensure best practice procedures are documented
-  Ensuring we get best practice from other organisations as well as our own

## COMMENTS

The following comments were provided by your reviewers.

### Reviewers believe you should STOP





-  Sending so many emails
-  Assuming that non-technical team members can do technical roles
-  Setting unrealistic deadlines



## COMMENTS

The following comments were provided by your reviewers.

### Reviewers believe you should CONTINUE

-  Seeking to collaborate with other teams
-  Developoing people
-  Cross training colleagues
-  To have a results focus

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