



360° feedback

Leader

Development Report

name:

Sample Person

email:

sample@email.com

date:

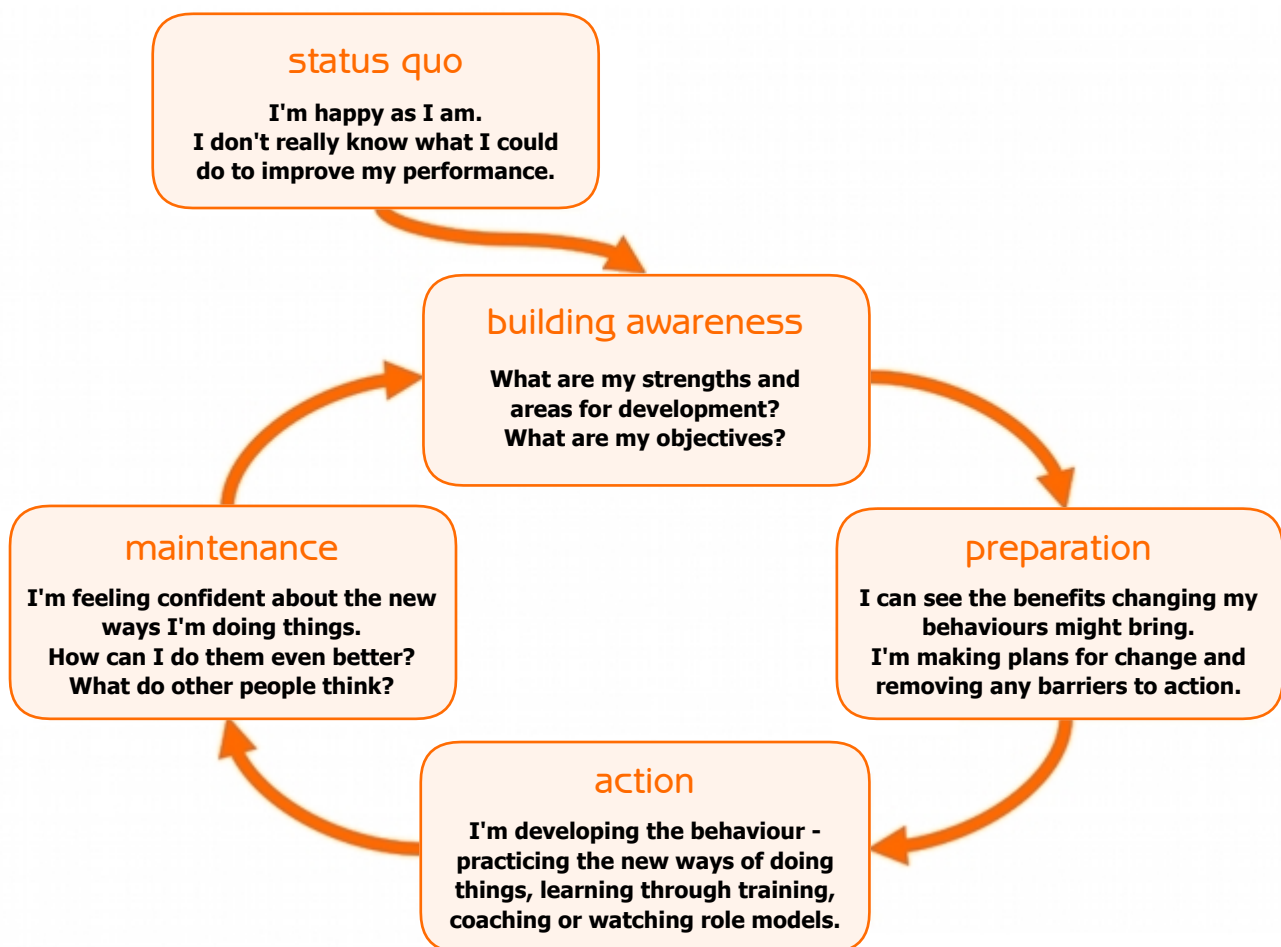
6 May 2010

Introduction

360° feedback enables you to get a clear view of how others perceive the way you work. It provides a unique opportunity to gain an understanding of the impact your behaviours (the things you do and say) have on your own personal success and on those around you.

At Getfeedback we believe that career and personal success is gained from actively managing your development. Personal development is a journey. The end point of the journey is enhanced personal effectiveness and increased positive impact. The aim of 360° feedback is to set you off on that development journey by raising your awareness of what you currently do that makes you successful. It will help you to identify where your strengths and areas for development lie. Through the exploration of the themes and key messages in this report you can begin to consider how you can improve your performance and relationships with others.

The development journey you are about to embark upon is best summed up in the diagram below.



About this report

To support your development journey this report not only provides you with the insight into what has made you successful in the past but also provides you with a useful guide to help you identify your goals and prepare for action. It will help you consider what achieving your goal will look and feel like as well as helping to give you the best possible chance of succeeding by: identifying and removing the barriers that might hinder your progress; identifying the people who can help and support you; and making sure your goal is SMART (specific, measurable, achievable, relevant and time-bound).

It may be that you are already considering the need to change or you may feel that you already know where your strengths and areas for development lie. If this is the case then your 360° feedback results will help you to test your assumptions and enable you to move more quickly into the preparation and action stages of behavioural change.

A behavioural framework to support your development

Getfeedback's 360° feedback survey utilises a framework containing 11 behaviours that have been identified as being key for effective management and leadership. It is known as the high performance leadership framework because it has been shown, through research carried out in the UK and the USA, that those individuals who display strengths in these behaviours achieve greater personal career success. In addition it has been shown that these high performing individuals impact the organisation's performance; and handle the demands and ambiguity associated with modern dynamic work environments with greater success.

A high-performing individual has a core of four or five behaviours in which they have great strength. In the other behaviours the high-performing individual is aiming to have a positive impact, with no limitations.

The 11 behaviours of the leadership framework are clustered into four key areas so that success can be seen to be achieved in four key ways:



Contents of the report

Section 1: Using the report

This section offers guidance on how to read and make the most of your report.

Page 5

Section 2: Overview

This section is your starting point for understanding your 360 feedback. It gives you a high level view of where your strengths and areas for development lie and how others perceive how you get things done.

Page 8

Section 3: Detail

This section is where you get to explore the finer detail of your feedback. It will help you to understand what has made you successful in the past, and will help you to consider what you can do to be even more successful by leveraging your strengths and minimising any limitations you may have.

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Section 4: Open-ended comments

Here you can read the comments made by yourself and the people who responded to the survey. This section should help to bring to life, and make more meaningful, the charts in the previous sections.

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Section 5: Development planning

Once you have read the report, and had a chance to reflect on the messages within it, this section will help you to plan your development.

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Section 1: Using the report

Read this report with an open mind. You may not agree with it all, however it is important to review the overall themes and to examine and reflect on your behavioural strengths and areas for development. Remember, you should not expect to be strong in every one of the behaviours within the leadership framework, instead you will probably find that you have a core of 4 or 5 behaviours in which you show greater strength than the others. The report may also identify areas in which others feel your behaviour has a negative impact. Be careful not to disregard these messages and take comfort that your nominees have responded to the survey because they want to support your development and see you be even more successful than you are now.

Respondents

The table below shows the breakdown of respondents who have completed the survey.

	No. of respondents	Names of respondents
Self	1	Sample Person
Line Manager	1	Manager
Direct Reports	4	report 1, report 2, report 3, report 4
Colleagues	4	peer 1, peer 2, peer 3, peer 4
Others	9	All the above excluding yourself

Respondents who were nominated, but who have not responded are not shown in the table.

* If there are two or less respondents in a group they will be moved to another group to preserve anonymity.

Remember that the respondents have given feedback in confidence. It is very easy to think that you know who has given you a particular rating or written a particular comment but also very easy to make a costly mistake. It is better therefore to work with the information in the way it was intended and use it wisely to inform your development plan rather than trying to trace the origin.

Rating Scale

When completing the survey you, and your nominees, responded to statements using the following rating scale:

5. Consistently exhibits exceptional behaviour and is an inspiration to colleagues
4. Always exhibits behaviour and is at times exceptional
3. Usually exhibits behaviour with an effective outcome
2. Sometimes exhibits behaviour - development would improve consistency of the behaviour
1. Rarely/never exhibits behaviour - significant development required
- n/a. Not able to rate for this individual in their current role

In the report the ratings are averaged for each respondent group. The maximum score is 5 and the minimum score is 1. The behaviours that score higher overall indicate your strengths and the ones scoring lowest indicate areas for development. If the difference between your score and the other respondent groups is more than 0.5 this should be considered a significant difference.

This questionnaire contains both positively and negatively (*) phrased questions. When scoring the questionnaire to generate your report, the ratings on negatively phrased questions are reversed. Where others rate you as low (by saying you rarely use the behaviour) on a negatively phrased question this will generate a high score in the report. Conversely, where others rate you as high (by saying you do use the behaviour) this will generate a low score. A high score indicates that you do NOT exhibit this behaviour. Negative questions will be denoted using a * in this report. In the Detail section of your report you will find a bar graph for each of the questionnaire statements. If in the bar graph for the negative question, the bars extend to the right (4 & 5), this indicates you do NOT exhibit this negative behaviour. The 'Others breakdown' graph for the negative question gives the converted scores. So, a score of 1 indicates you do use the behaviour and a score of 5 indicates that you do not.

Identifying your strengths and areas for development

The structure of this report is designed to guide you through the information captured by the survey and to assist you in considering what your next steps might be. To do this the report uses a combination of tables and charts so you can quickly identify where your strengths and areas for development lie.

First, use the Overview section to review your leadership potential.

- The first charts show you how you rated yourself compared with how everyone else ('Others') rated you behaviour by behaviour. You will be able to use these to identify if there is one cluster in which you are particularly strong, or whether there is one cluster that is a clear area for development. Above each chart you will find a description of the behaviour. To clarify things further the final chart in this section plots the ratings you gave yourself against the ratings of 'Others' to confirm areas of strength and development that you may already have known about, but more importantly it may also show you some areas that you may not have been aware of.
- The tables summarising the ten highest scoring statements and the ten lowest scoring statements (based on the average rating of 'Others') will help you to drill down into your strengths and areas for development.

Second, review the Detail section to gain a deeper understanding of how you are using each behaviour. Remember the goal is to have a core strength in 4-5 behaviours and to minimise any limitations. Consider the following questions by thinking of concrete examples from the past of when you have used the behaviour and what the outcome was or what other people's reactions were:

- If there's a range of scores across the statements within a behaviour, a wide spread of responses or disagreement between respondent groups why would this be and how can you use the behaviours more consistently? For the behaviours and statements where you rated yourself higher than 'Others' why might they not see this to be a strength, what do you think you might need to change?
- For the behaviours and statements where you rated yourself lower than 'Others' what could you do to feel more confident about these behaviours?
- How could each behaviour help you to achieve your career and personal goals and objectives?

Finally, review the Open-ended comments section. These will give you greater insight into the impact of your behaviours.

- Are there links between what you have discovered through exploring your highest and lowest scoring behaviours and the comments that have been written?
- Are there things people have said you should do less of that would reduce the negative impact of the behaviours identified as areas for development?
- Is there anything that people have said that you could do more of that would help you to develop your strengths?

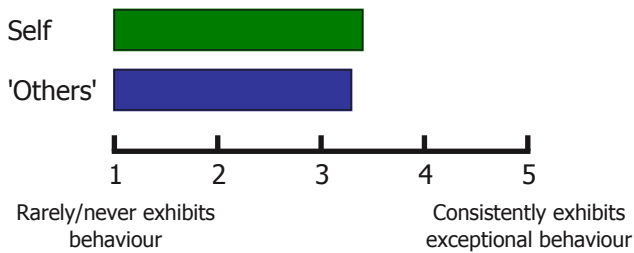
Section 2: Overview

Your leadership potential

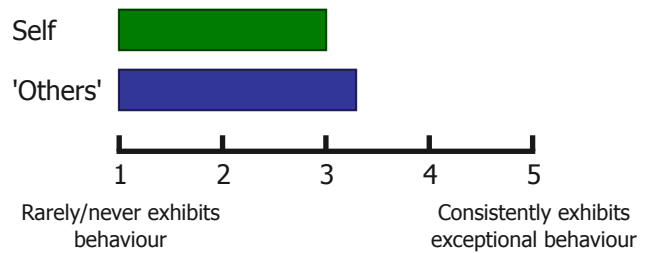
The graphs below show, at a high level, the results of your 360 feedback. From these you can begin to identify where your leadership potential lies.

Thinks

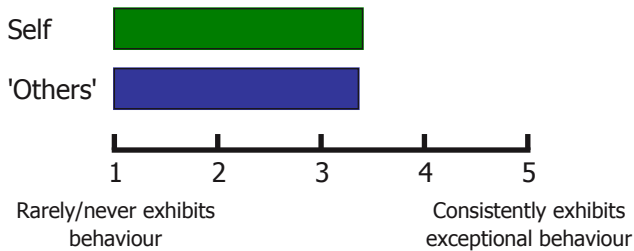
Seeking Information - Seeks and shares a broad and rich range of information.



Forming Concepts - Links information together to identify and understand causes and to generate innovative ideas or solutions.

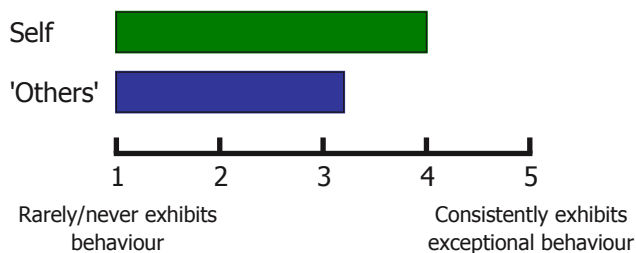


Conceptual Agility - Compares the pros and cons of options and solutions to identify the best way forward. Responds comfortably to change or ambiguity.

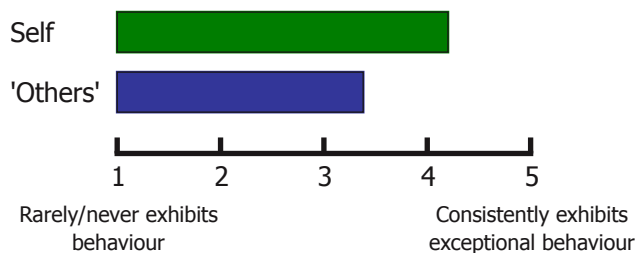


Involves

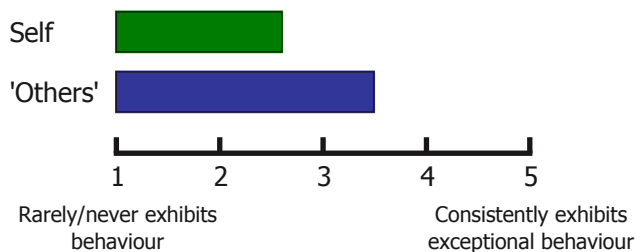
Enabling Openness - Is non-judgemental; uses open questions, clarifies and shares own thoughts and feelings to understand others' perspective.



Facilitating Interaction - Brings people together; encourages discussion and contribution from others so that a common understanding is gained.

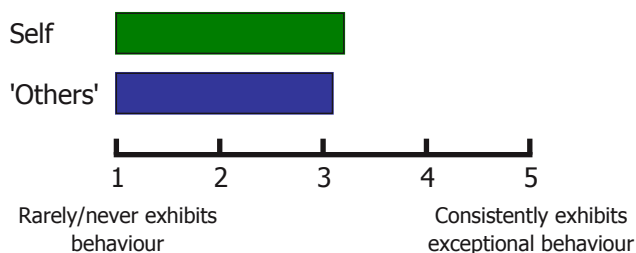


Developing Capability - Takes responsibility for development of self and others. Uses feedback, role-modelling coaching and sets stretching challenges.

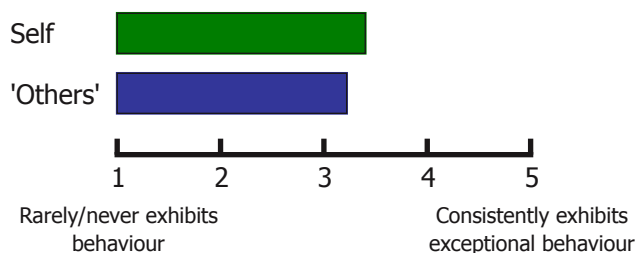


Inspires

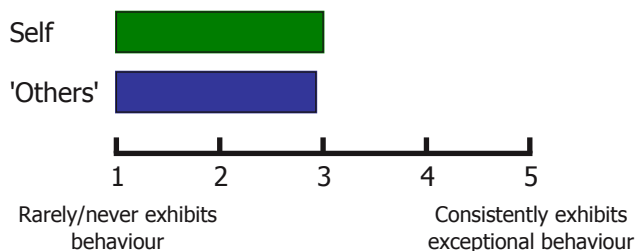
Influence - Sells ideas by highlighting the benefits. Creates a win-win; shows how realisation of own interests or goals will support those of others.



Inspiring Communicator - Communicates in a compelling way to ensure that listeners are engaged, and messages are targeted, understood and believed.

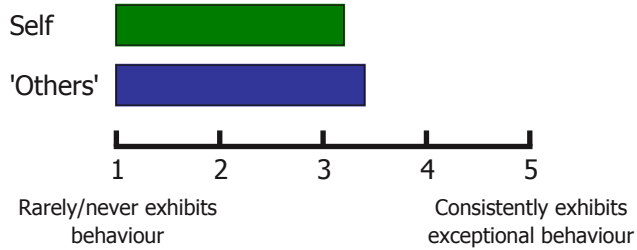


Building Confidence - Makes and justifies decisions. Resolves issues with confidence. Motivates, engages, and instils confidence and optimism.

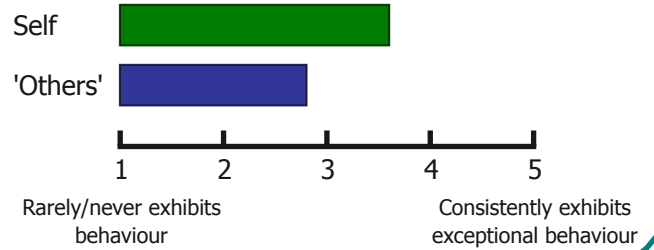


Achieves

Measures and Monitors Performance - Sets and monitors metrics designed to improve productivity, efficiency, customer satisfaction, and internal capability.

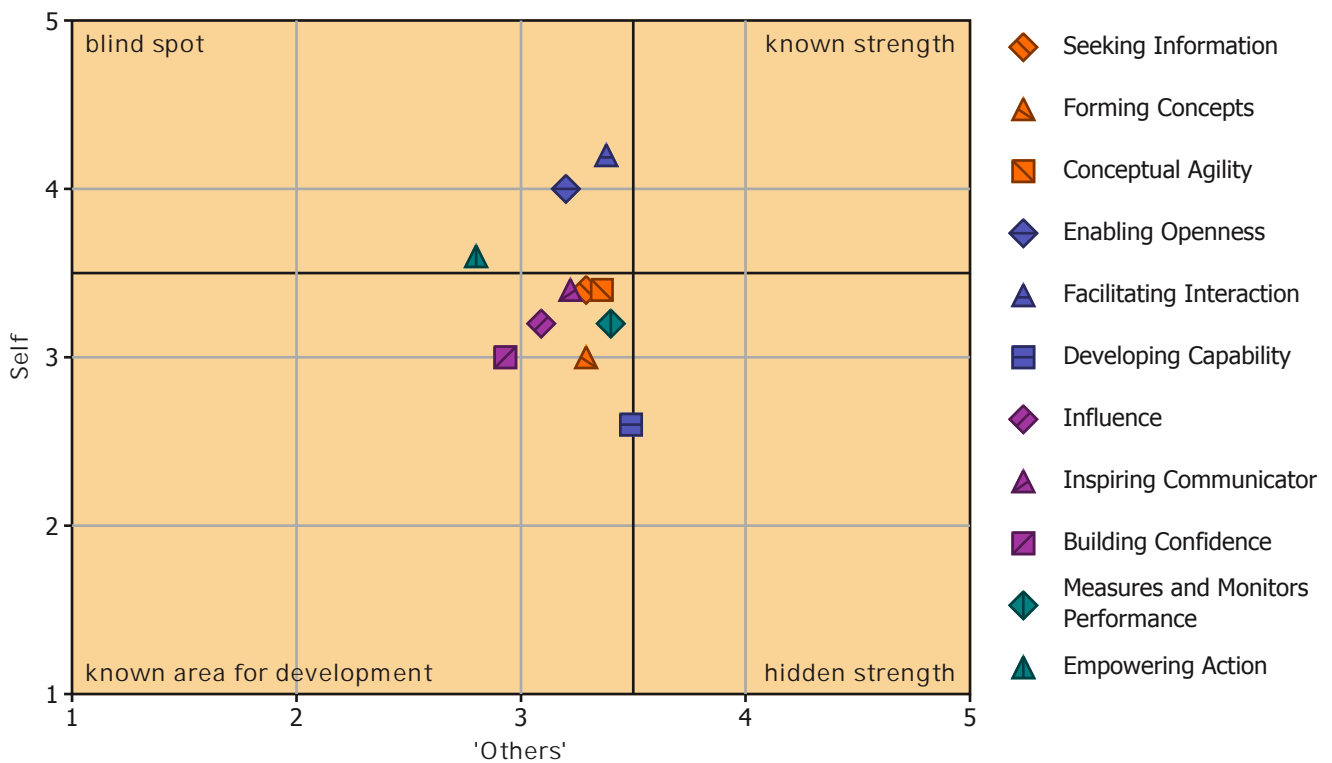


Empowering Action - Is proactive and removes barriers so that others can do the same. Goes beyond formal responsibilities in order to achieve this.



What are your initial thoughts about your results? Do they confirm what you already thought to be your areas of strength or development need, or are you surprised to see how the people who responded have rated you?

This chart will help to clarify where your strengths and areas for development are. Some may already be apparent to you, others may not. Remember the chart is telling you how others perceive the way you do things. Differences in your perception and theirs need to be understood and acted upon so that you can have the maximum positive impact at work.



Notes:

Known strength behaviours are those where you and all 'others' gave an average rating above 3.5 for the statements relating to that behaviour. This means you and your respondents are in agreement that you use the behaviours with a high degree of skill on a consistent basis.

Known area for development behaviours are those where both you and all 'others' have given an average rating below 3.5 for the statements relating to that behaviour. This means that you and your respondents are in agreement that you do not use the behaviours consistently or that you use them at a basic level.

Hidden strength behaviours are those where 'others' have given an average rating of over 3.5, but you have rated this below 3.5. These behaviours are therefore hidden strengths as they are ones that you were not aware that you used at such a high level with such consistency.

Blind spot behaviours are those where you have rated the statements on average over 3.5, but 'others' have rated them below 3.5. This means that you think you use the behaviours more consistently than you actually do.

Highest and lowest scoring statements

10 highest scoring statements

Score	Managerial Competency	Qu. No	Statement
4.11	Forming Concepts	24	He/She seeks input from a wide variety of sources across the organization to ensure that the solutions that we develop are integrated solutions
4.00	Seeking Information	1	He/She has developed a culture in which people readily share information and knowledge
3.89	Measures and Monitors Performance	22	He/She explicitly agrees performance metrics for his/her organization with his/her clients (internal or external)
3.78	Facilitating Interaction	10	He/She is effective at leading the resolution of conflict between teams, functions or business units
3.78	Measures and Monitors Performance	31	He/She systematically reviews achievements and upgrades performance targets against our strategy.
3.78	Inspiring Communicator	15	He/She leaves people outside of their organization in no doubt about what we do and the service(s) that we offer
3.78	Conceptual Agility	53	He/She places emphasis on anticipating and planning for possible future events that may affect the business
3.78	Facilitating Interaction	32	When in team meetings he/she does not disrupt interaction
3.67	Enabling Openness	50	He/She builds a climate in which people are valued for openly speaking their mind and saying what they truly think and feel
3.67	Measures and Monitors Performance	25	He/She regularly reviews his/her organization against agreed performance measures to ensure that we stay on track

The maximum score is 5 and the minimum score is 1.

10 lowest scoring statements

Score	Managerial Competency	Qu. No	Statement
1.78	Enabling Openness	2	He/She is aware of issues faced by other people but often fails to get to the bottom of their concerns
1.89	Seeking Information	9	He/She is often caught unaware, or seems uninformed through lack of information
2.00	Forming Concepts	23	He/She is more successful at developing tactical rather than strategic solutions
2.11	Measures and Monitors Performance	21	When he/she discusses performance metrics he/she is often met with resistance and a lack of open discussion
2.22	Influence	52	He/She finds it difficult to get support and resources for their ideas from other key decision makers in the business
2.33	Building Confidence	8	He/She can sometimes create uncertainty because he/she cannot decide where he/she stands on major issues concerning the business
2.44	Building Confidence	29	He/She has a tendency to avoid confronting difficult issues
2.56	Inspiring Communicator	17	He/She sometimes uses analogies and language that are inappropriate for their audience
2.56	Empowering Action	43	He/She sometimes leaves people in doubt about roles, responsibilities and deadlines
2.67	Empowering Action	38	He/She review actions against the strategic objectives of the business to ensure that we stay on track

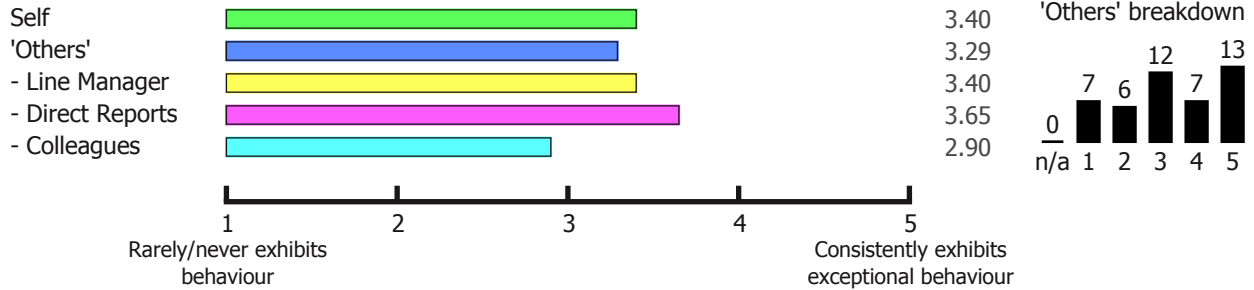
The maximum score is 5 and the minimum score is 1.

Section 3: Detail

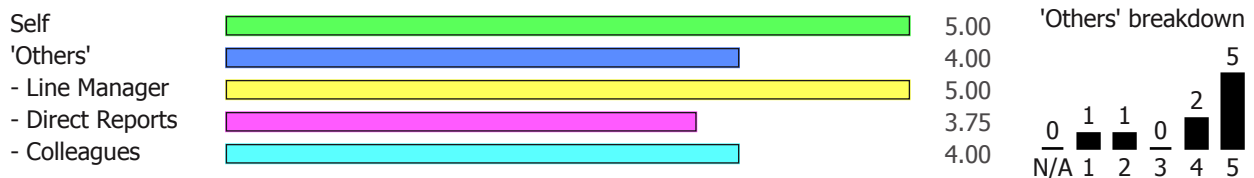
Individual Statement Analysis

Seeking Information Seeks and shares a broad and rich range of information.

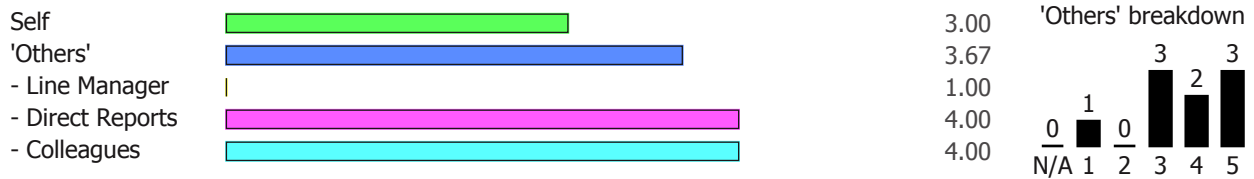
Overall Summary



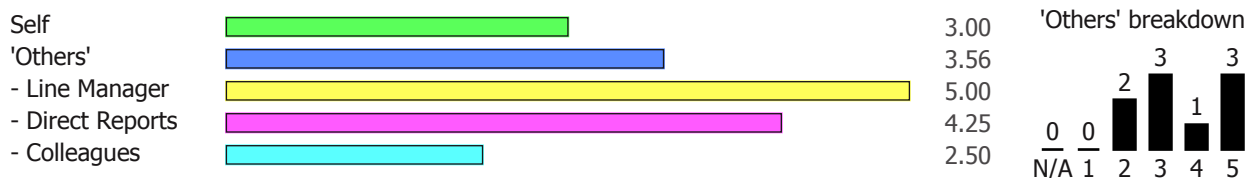
1. He/She has developed a culture in which people readily share information and knowledge



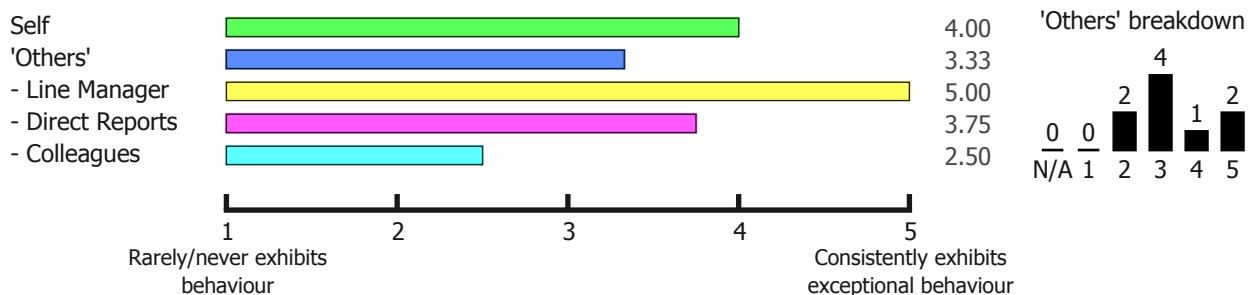
3. He/She has introduced a wide range of industry experts and knowledge leaders in to the organization to broaden peoples horizons



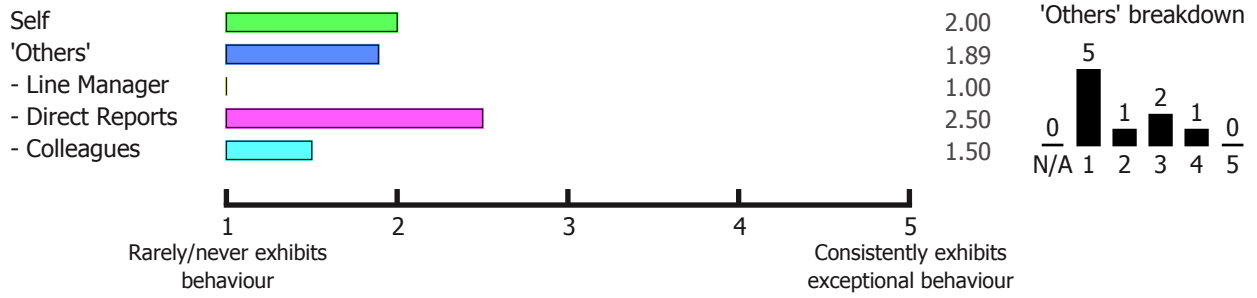
7. He/She uses multiple sources of information, internet, journals, newswires, research papers, to stay up to date with the latest thinking in our industry



54. He/She is skilled at asking penetrating questions to find out information from colleagues, clients, competitors and suppliers



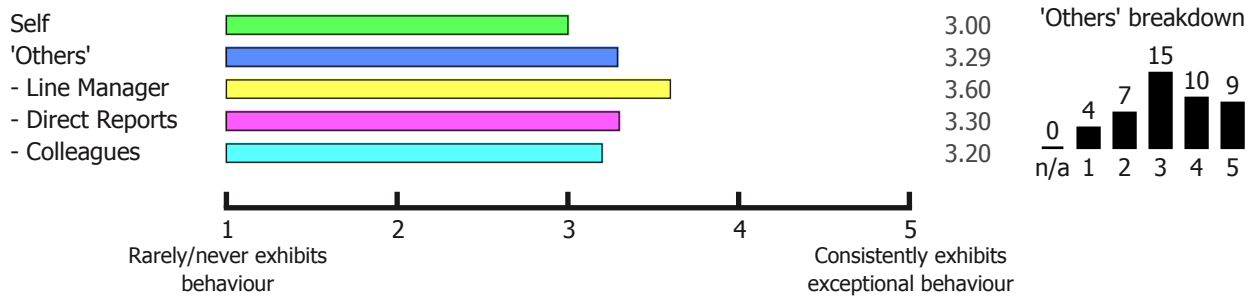
*9. He/She is often caught unaware, or seems uninformed through lack of information



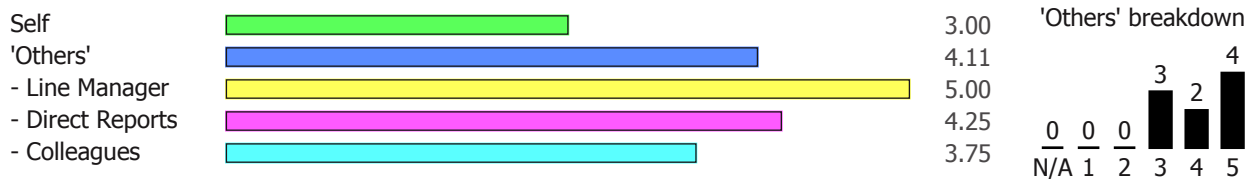
Forming Concepts

Links information together to identify and understand causes and to generate innovative ideas or solutions.

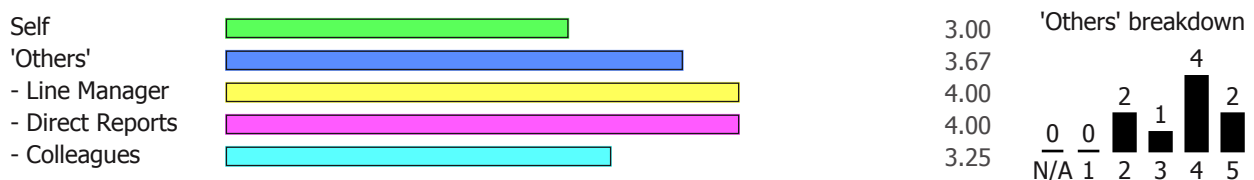
Overall Summary



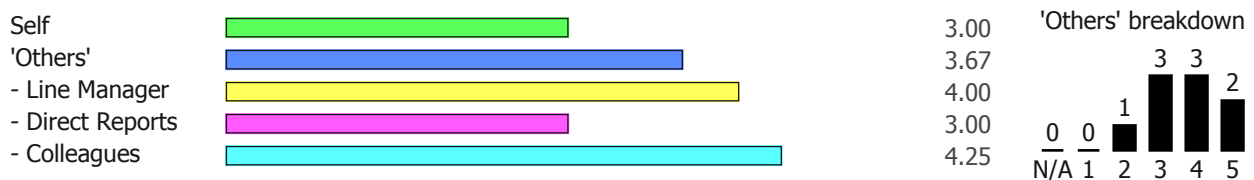
24. He/She seeks input from a wide variety of sources across the organization to ensure that the solutions that we develop are integrated solutions



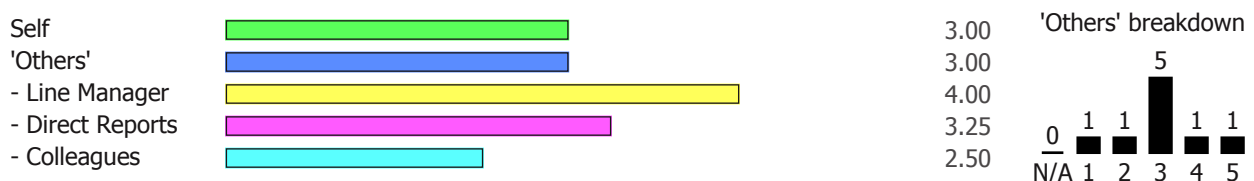
16. He/She encourages others to propose new ideas and strategies that will strengthen our organisation



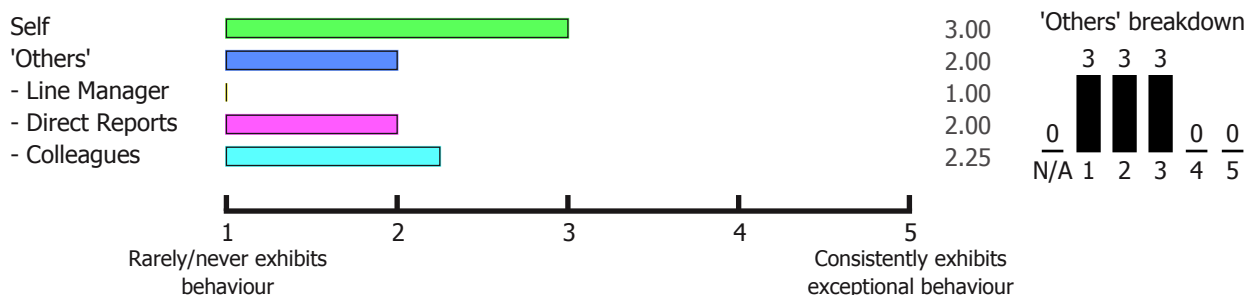
35. He/She is a great source of new ideas and ways of doing things



14. He/She encourages others to identify the root causes of problems and not focus on symptoms



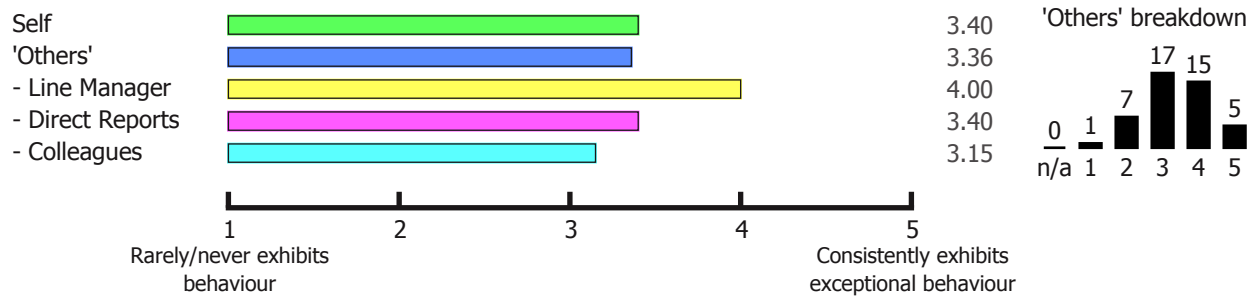
* 23. He/She is more successful at developing tactical rather than strategic solutions



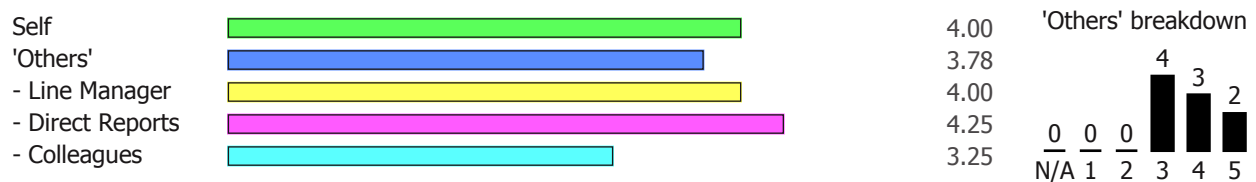
Conceptual Agility

Compares the pros and cons of options and solutions to identify the best way forward.
Responds comfortably to change or ambiguity.

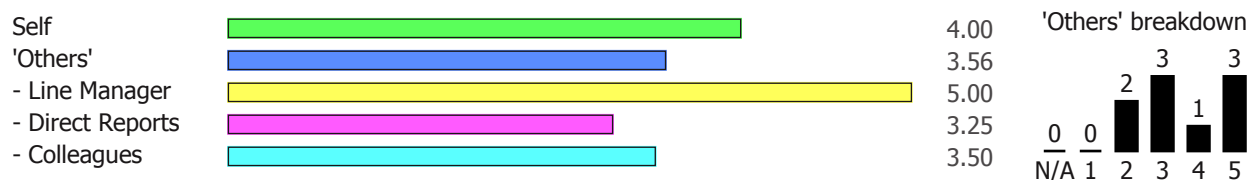
Overall Summary



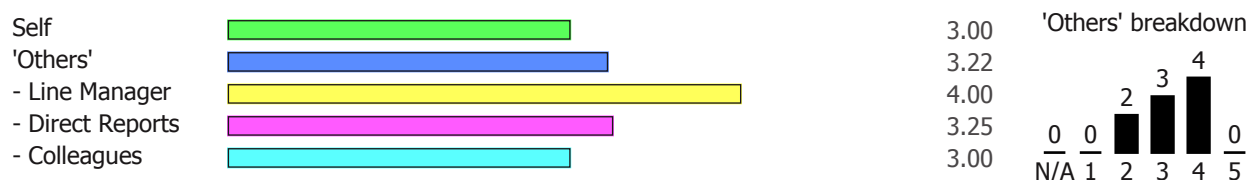
53. He/She places emphasis on anticipating and planning for possible future events that may affect the business



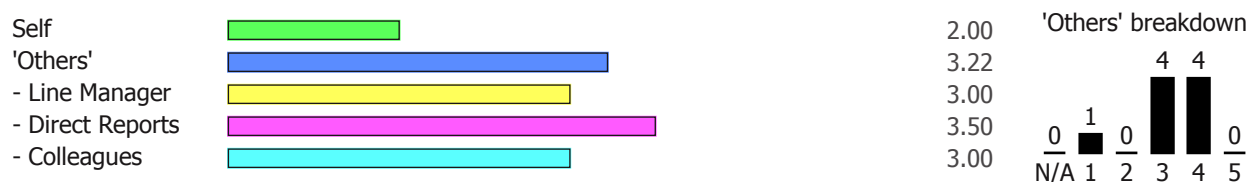
34. When faced with a potential issue or barrier he/she responds positively and with an open mind



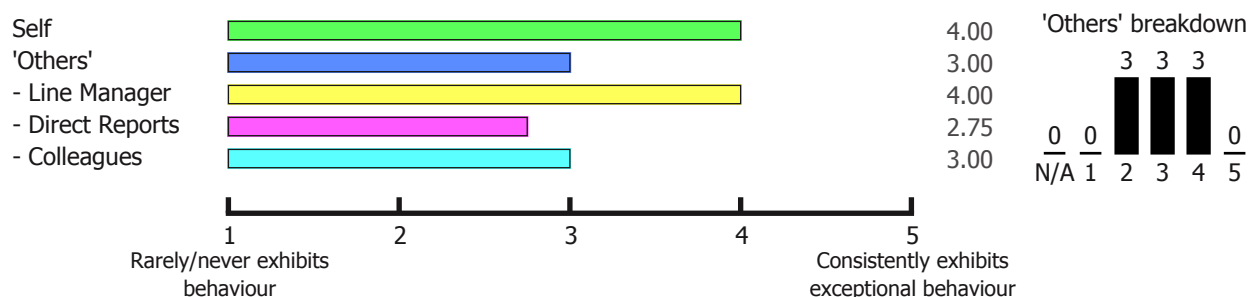
55. He/She creates a sense of energy and optimism for experimenting and exploring alternative options for the business



5. He/She evaluates the pros and cons of multiple options prior to taking strategic decisions



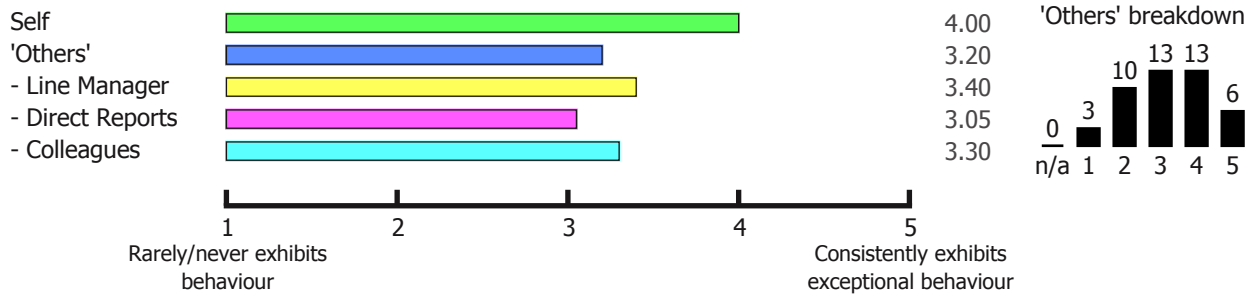
* 39. He/She frequently implements the first good solution without thoroughly exploring options



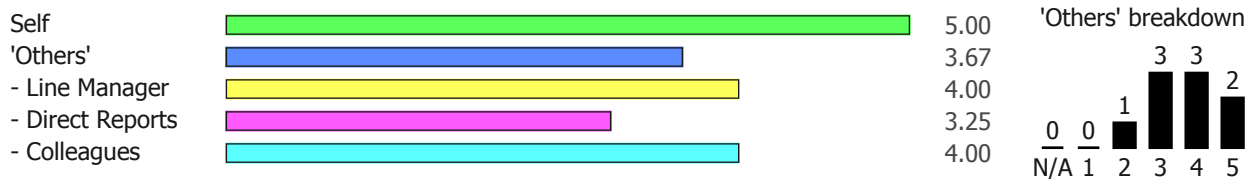
Enabling Openness

Is non-judgemental; uses open questions, clarifies and shares own thoughts and feelings to understand others' perspective.

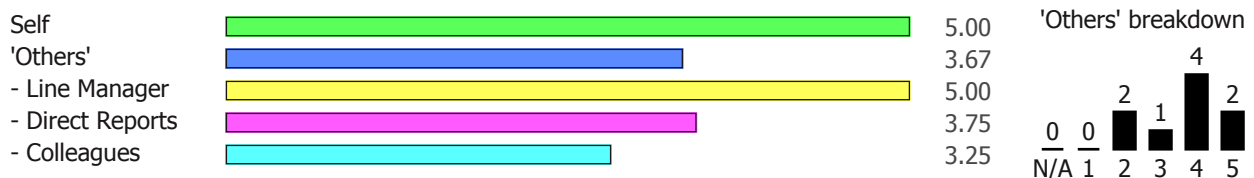
Overall Summary



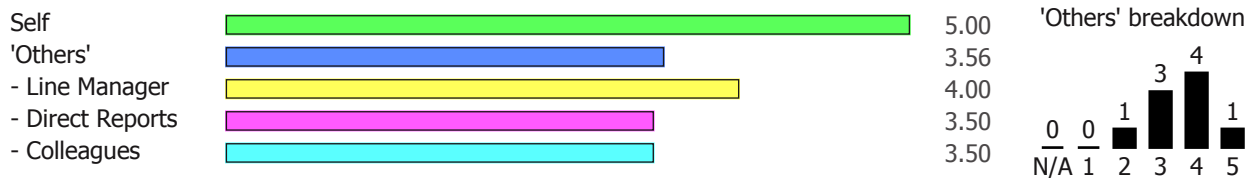
50. He/She builds a climate in which people are valued for openly speaking their mind and saying what they truly think and feel



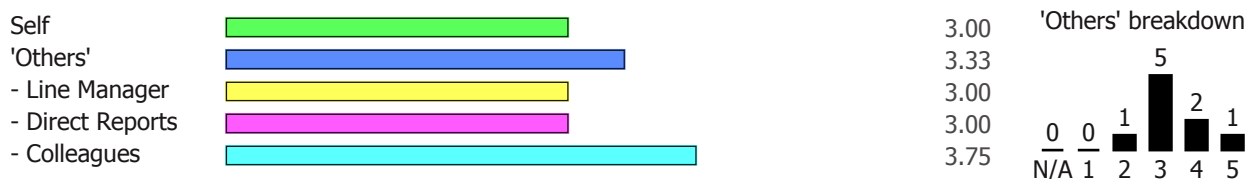
33. He/She shows respect and value for people from diverse cultures with different values and cultural norms



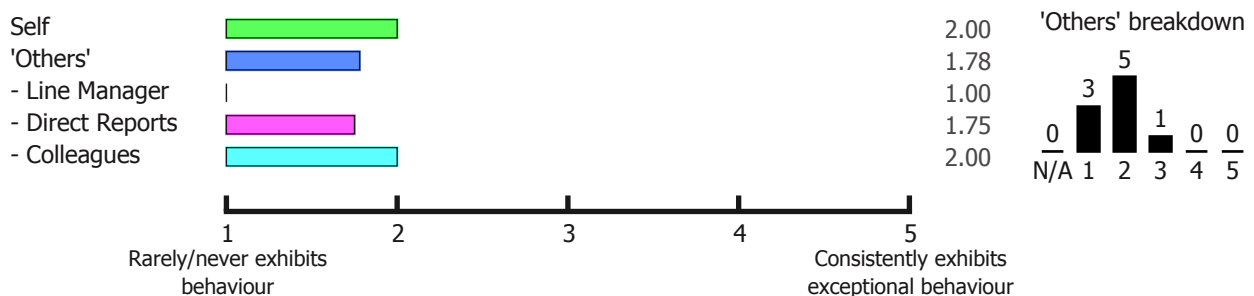
49. He/She has created an organization in which issues (personal and business) can be openly discussed



36. He/She adapts his/her style according to the person he/she is addressing, incorporating his/her knowledge of cultural differences



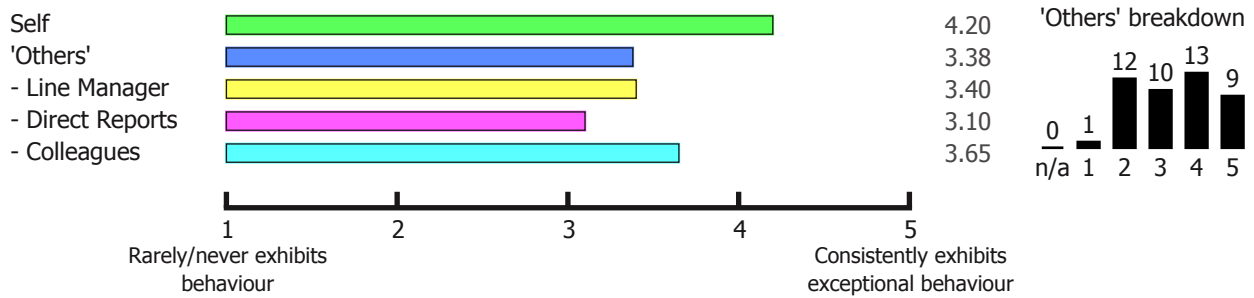
* 2. He/She is aware of issues faced by other people but often fails to get to the bottom of their concerns



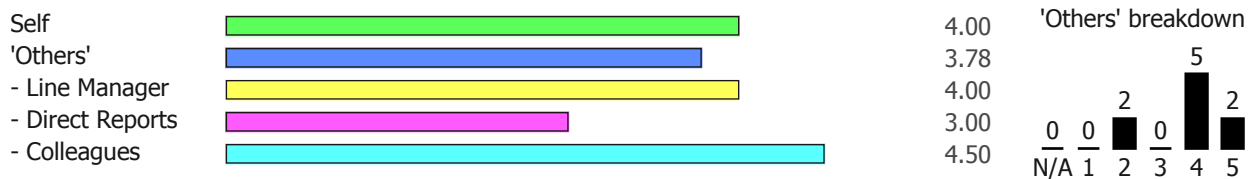
Facilitating Interaction

Brings people together; encourages discussion and contribution from others so that a common understanding is gained.

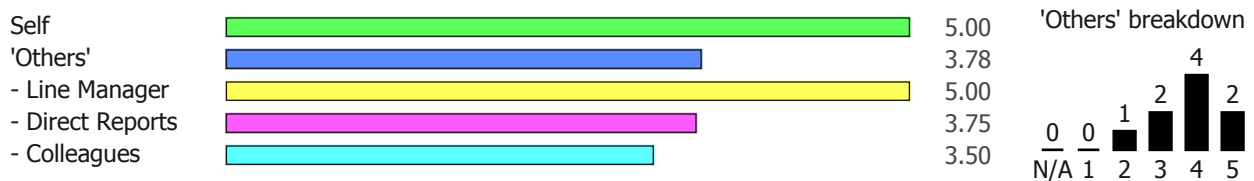
Overall Summary



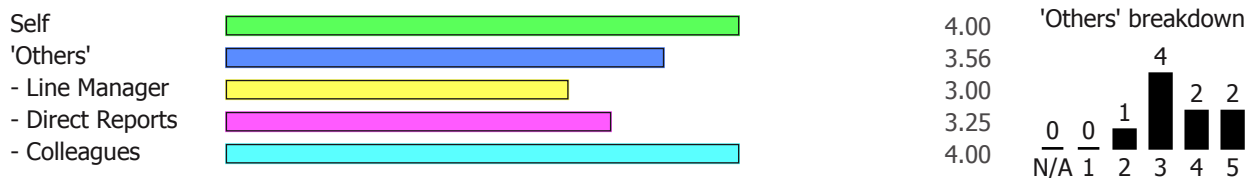
10. He/She is effective at leading the resolution of conflict between teams, functions or business units



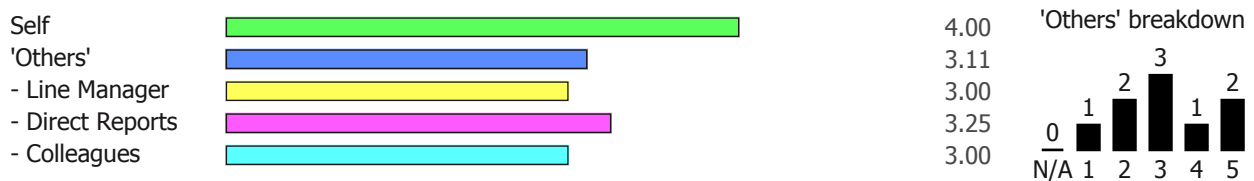
32. When in team meetings he/she does not disrupt interaction



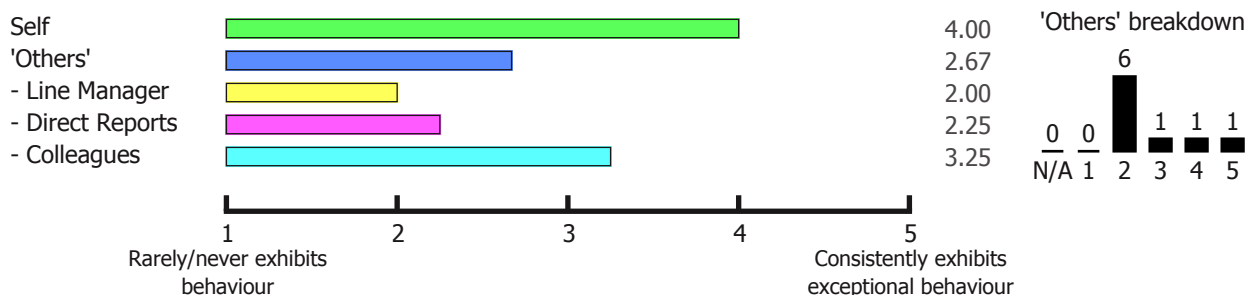
11. He/She actively facilitates interaction between different, groups, functions and teams for the purposes of identifying shared goals across the business



12. He/She is effective at facilitating a team to develop powerful solutions even when the issues are somewhat contentious



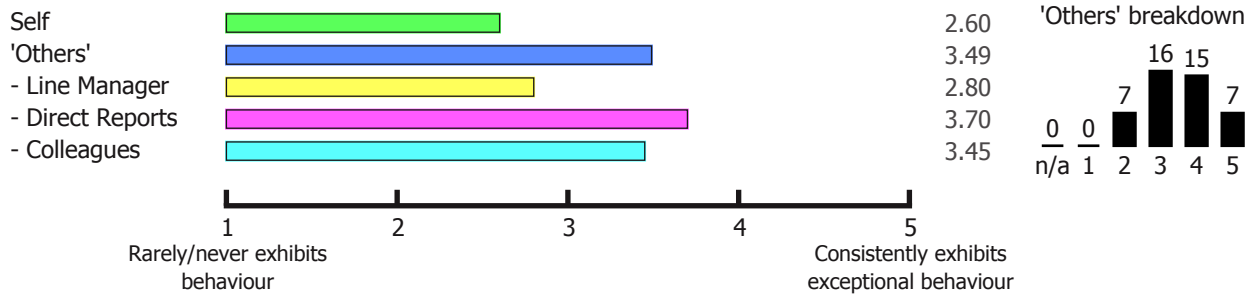
* 6. He/She does not encourage Board/team members to surface issues in the Board/team meetings



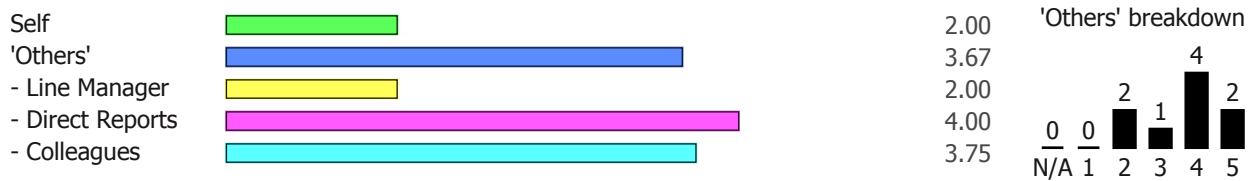
Developing Capability

Takes responsibility for development of self and others. Uses feedback, role-modelling coaching and sets stretching challenges.

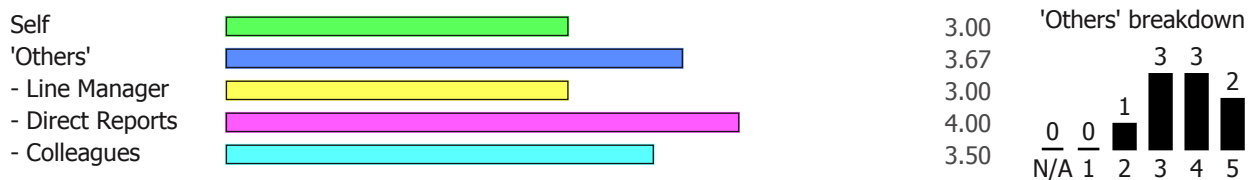
Overall Summary



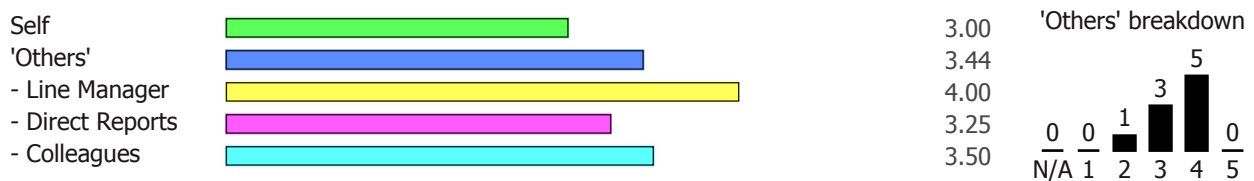
46. He/She provides others with regular, stretching (positive and negative) feedback for the purposes of personal development



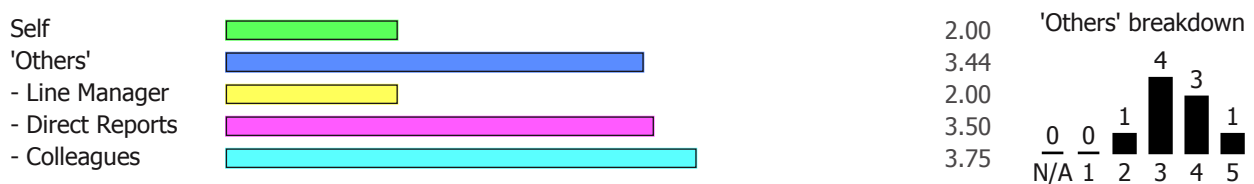
30. He/She takes personal responsibility for structuring the development of his/her team



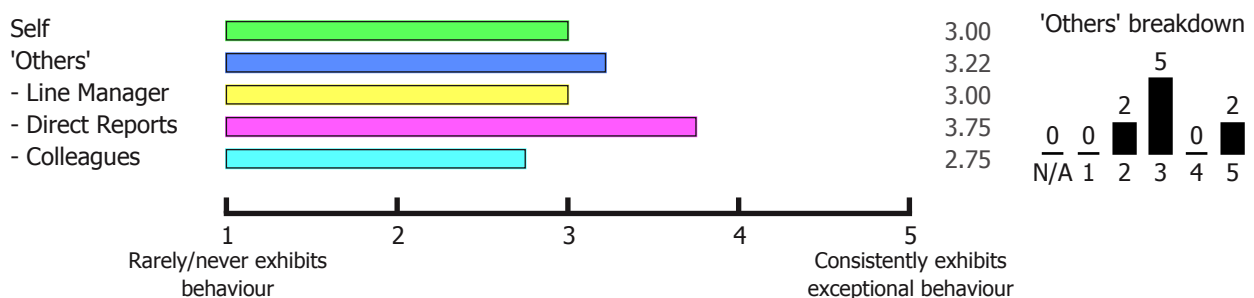
* 27. He/She does not always give others the developmental support they require when they take on a stretching role



44. He/She has defined the skills and competencies that we need for the future success of our business

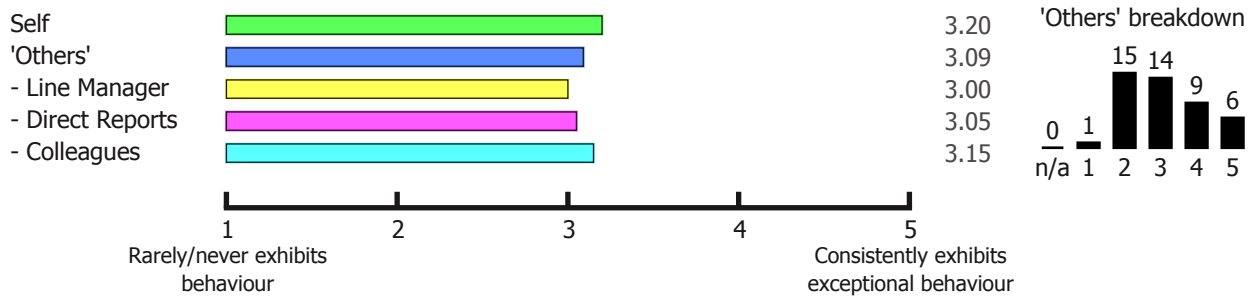


19. He/She provides resources and support to develop the skills and capabilities we will need for the future of the business

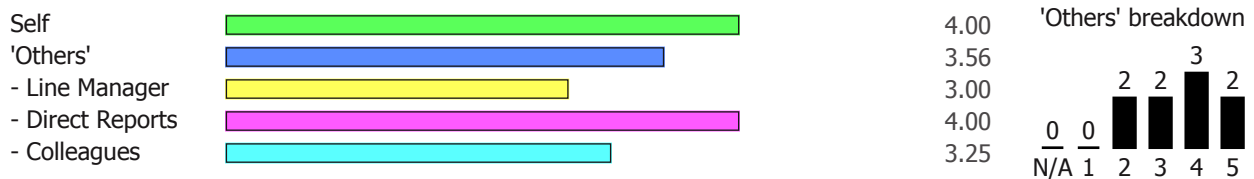


Influence Sells ideas by highlighting the benefits. Creates a win-win; shows how realisation of own interests or goals will support those of others.

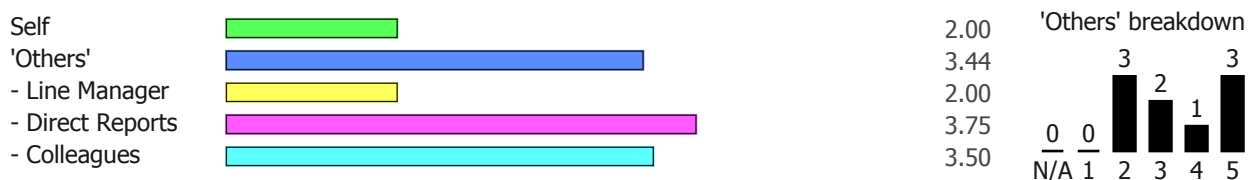
Overall Summary



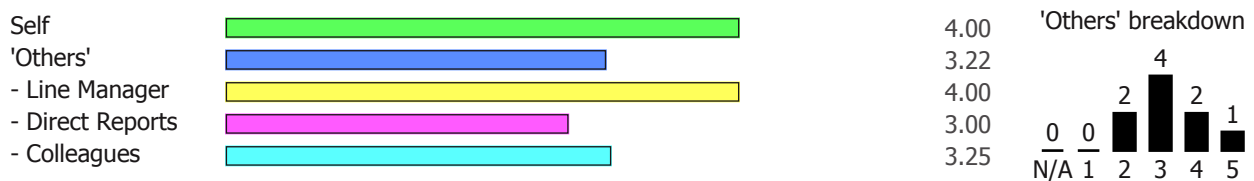
47. He/She has forged strong alliances with key people inside and outside of the business for the purpose of achieving results



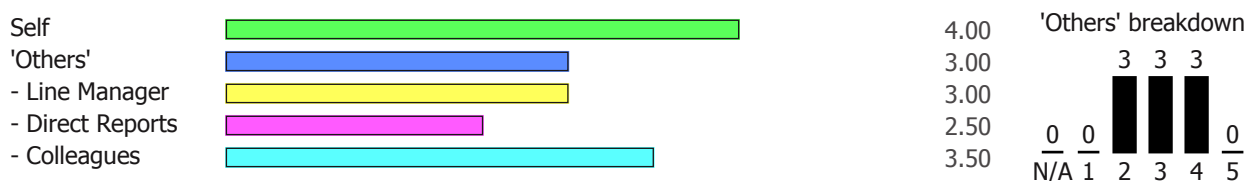
4. He/She is skilled at negotiating solutions that are mutually beneficial to all parties



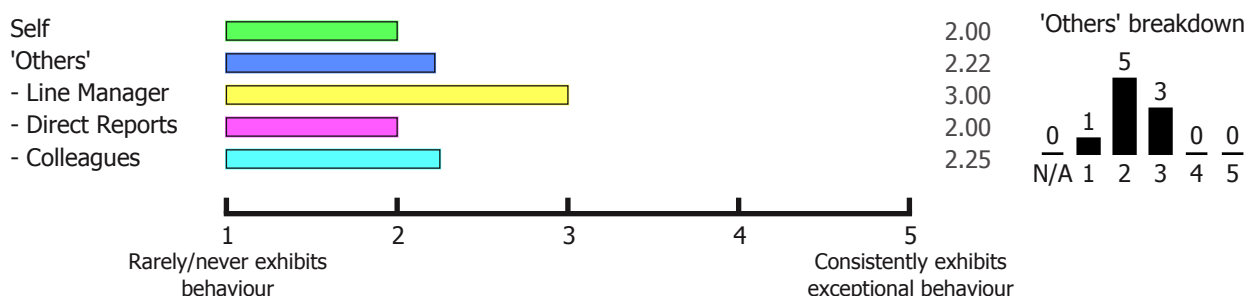
40. He/She engineers opportunities for colleagues/clients to link with others with whom they have common interests or needs



42. He/She is successful at influencing other key decision makers to see the benefits of a change of direction or adoption of a different approach



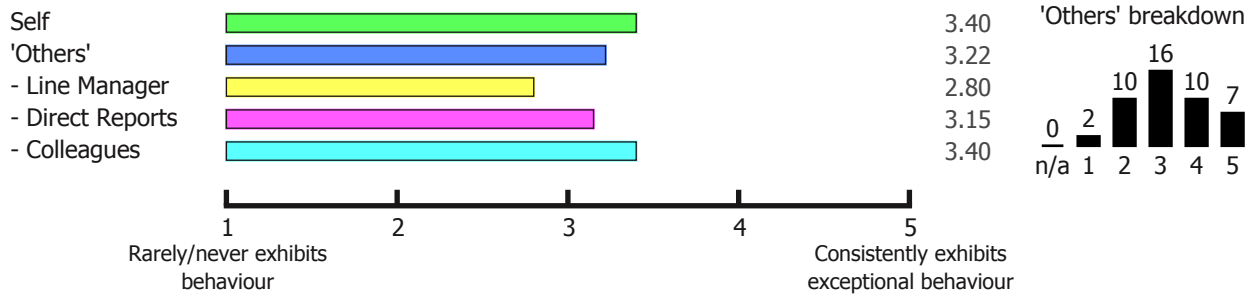
* 52. He/She finds it difficult to get support and resources for their ideas from other key decision makers in the business



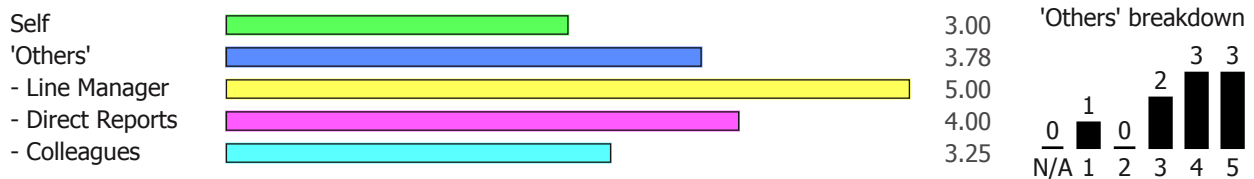
Inspiring Communicator

Communicates in a compelling way to ensure that listeners are engaged, and messages are targeted, understood and believed.

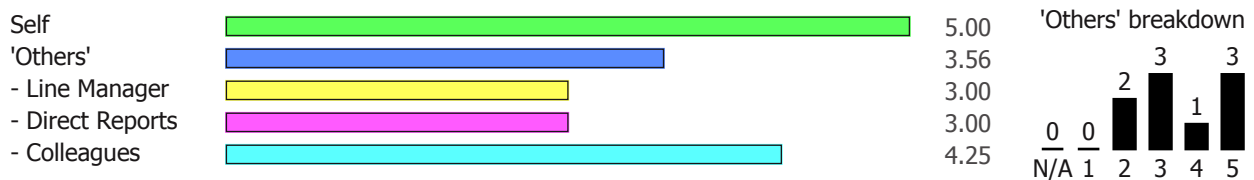
Overall Summary



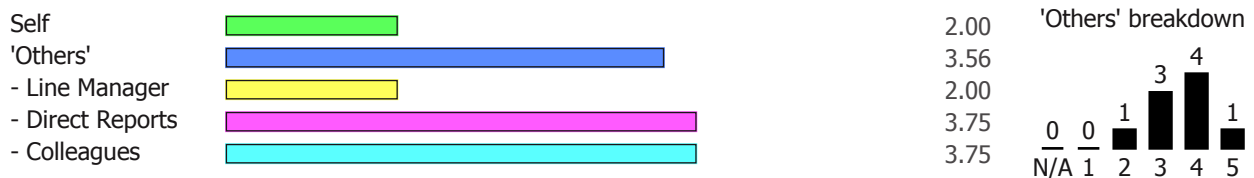
15. He/She leaves people outside of their organization in no doubt about what we do and the service(s) that we offer



51. He/She communicates a compelling view of the future of their business



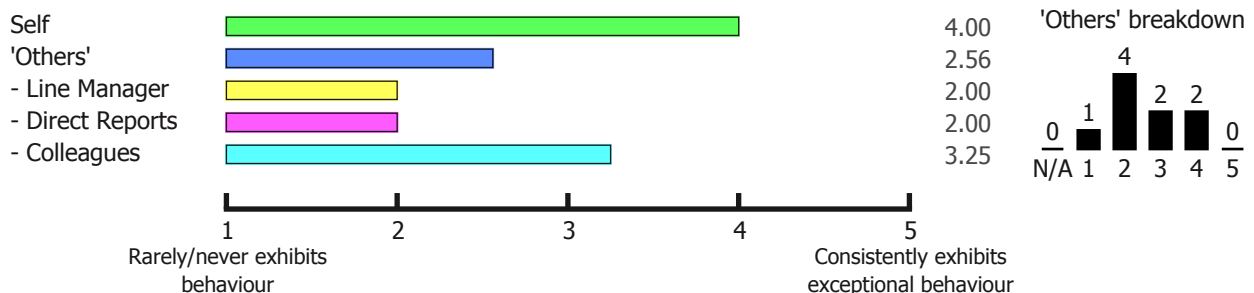
45. He/She conveys complex, detailed ideas and information in a way that others can easily understand



28. He/She has built a value for image and presentation both inside and outside the business



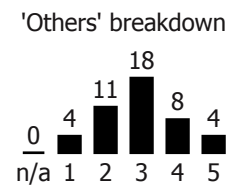
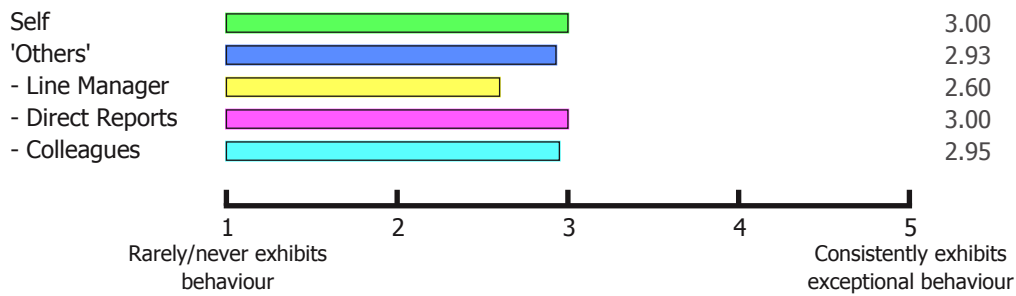
* 17. He/She sometimes uses analogies and language that are inappropriate for their audience



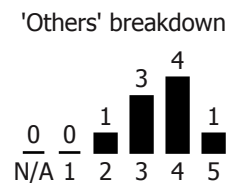
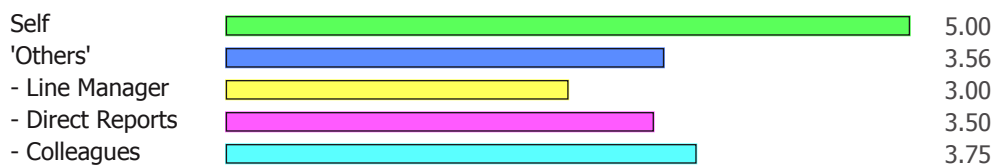
Building Confidence

Makes and justifies decisions. Resolves issues with confidence. Motivates, engages, and instils confidence and optimism.

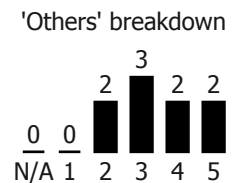
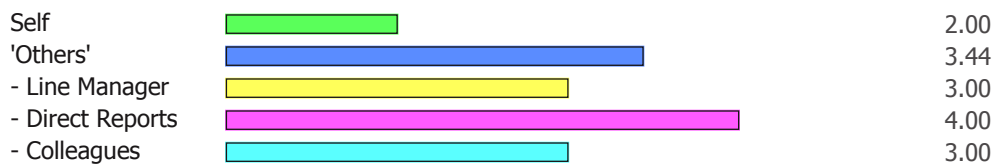
Overall Summary



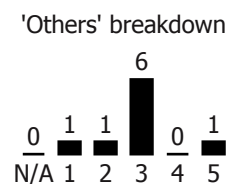
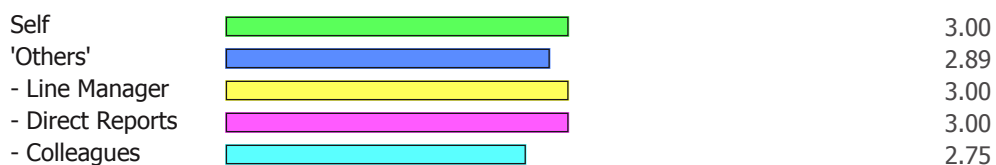
20. He/She has created a culture that celebrates success and is honest about its learning from failures



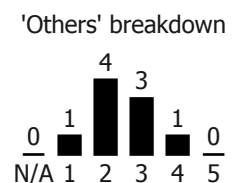
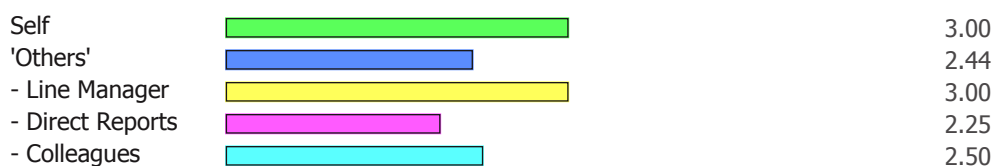
18. He/She inspires others to believe in their own ability



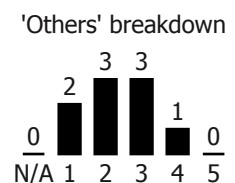
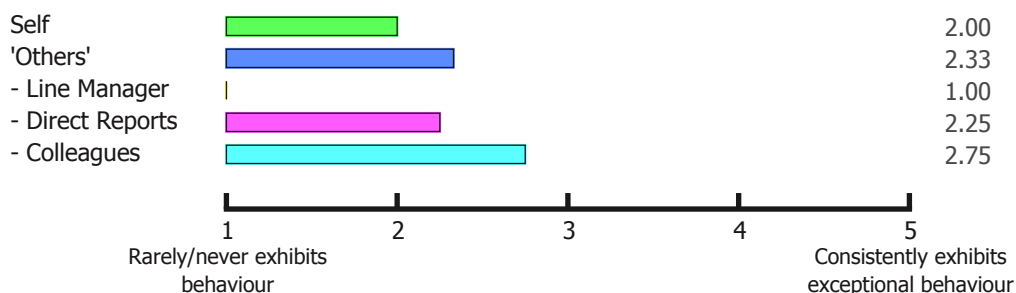
26. He/She openly confronts behaviour that has the potential to impact others or the business negatively



* 29. He/She has a tendency to avoid confronting difficult issues



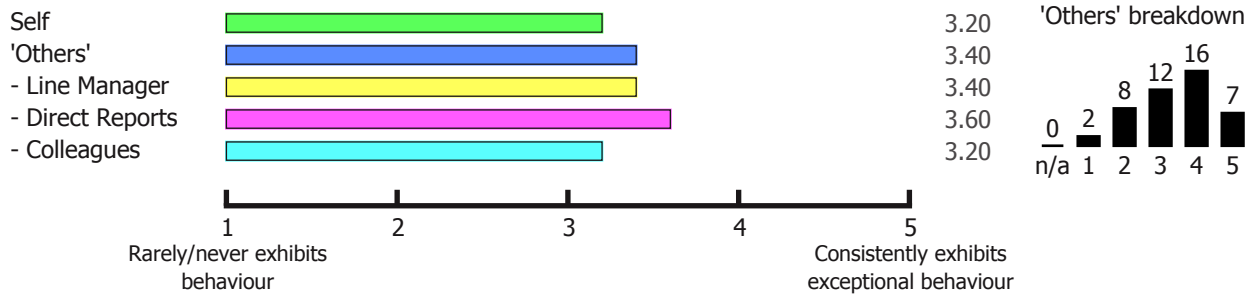
* 8. He/She can sometimes create uncertainty because he/she cannot decide where he/she stands on major issues concerning the business



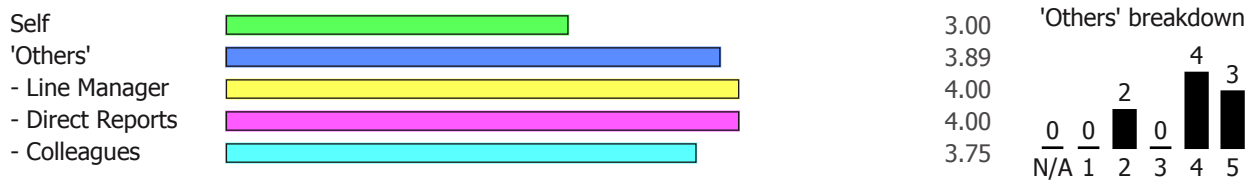
Measures and Monitors Performance

Sets and monitors metrics designed to improve productivity, efficiency, customer satisfaction, and internal capability.

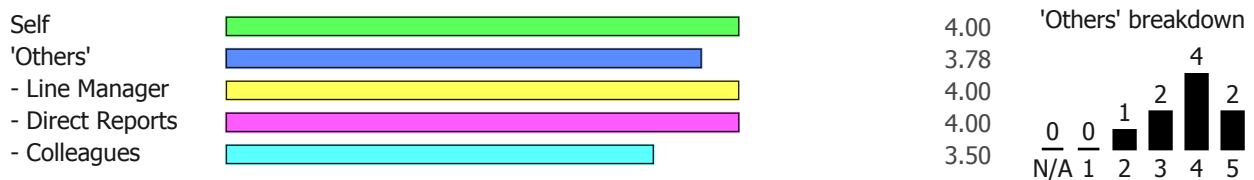
Overall Summary



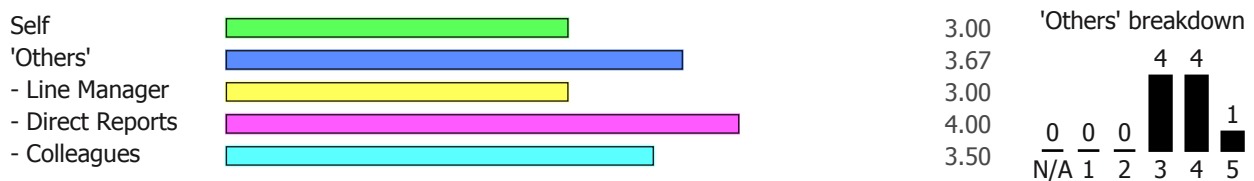
22. He/She explicitly agrees performance metrics for his/her organization with his/her clients (internal or external)



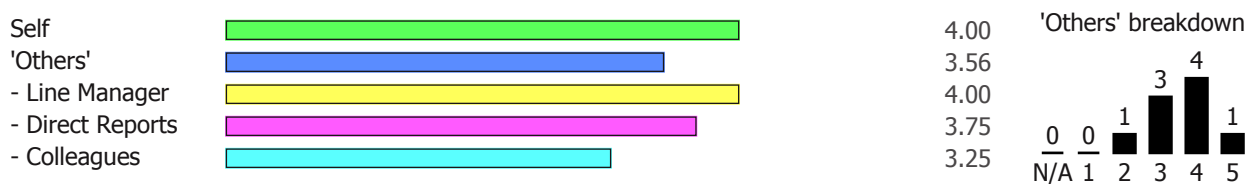
31. He/She systematically reviews achievements and upgrades performance targets against our strategy.



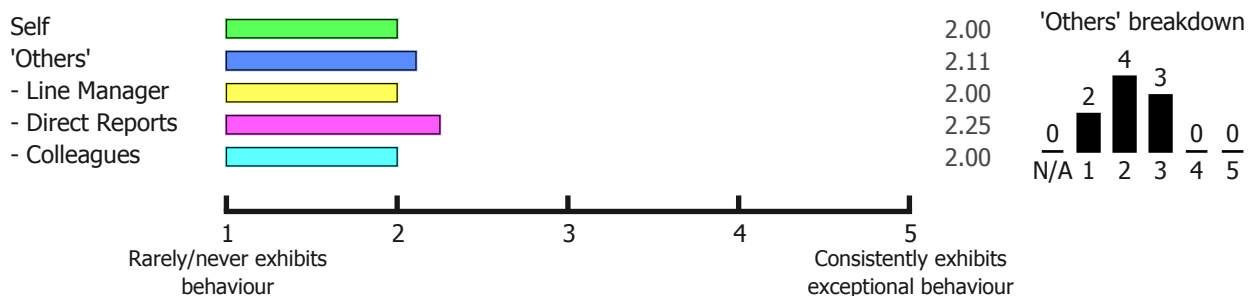
25. He/She regularly reviews his/her organization against agreed performance measures to ensure that we stay on track



48. He/She has created a culture in which people use metrics to help them strive for perfection



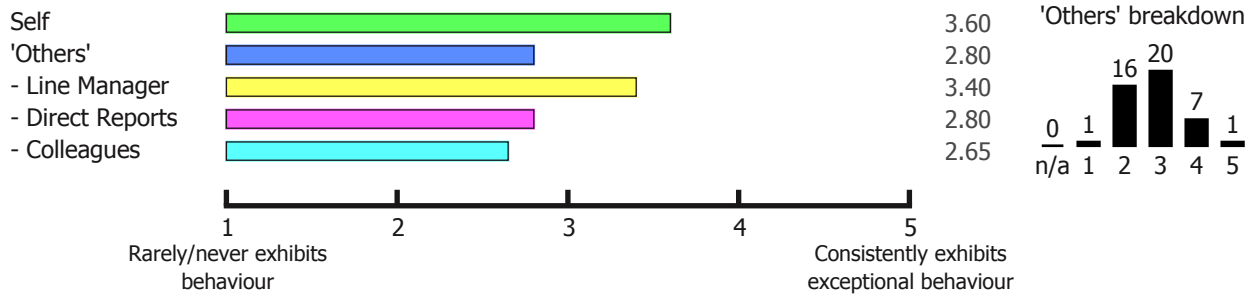
* 21. When he/she discusses performance metrics he/she is often met with resistance and a lack of open discussion



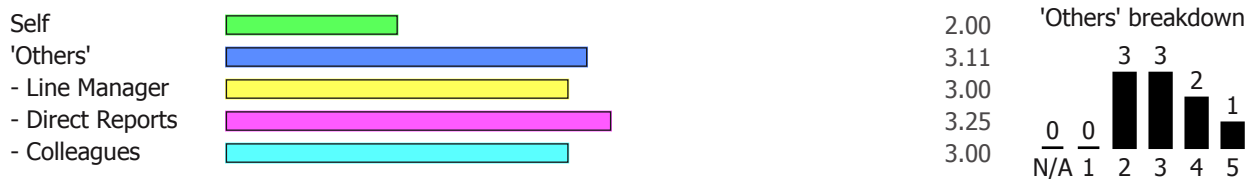
Empowering Action

Is proactive and removes barriers so that others can do the same. Goes beyond formal responsibilities in order to achieve this.

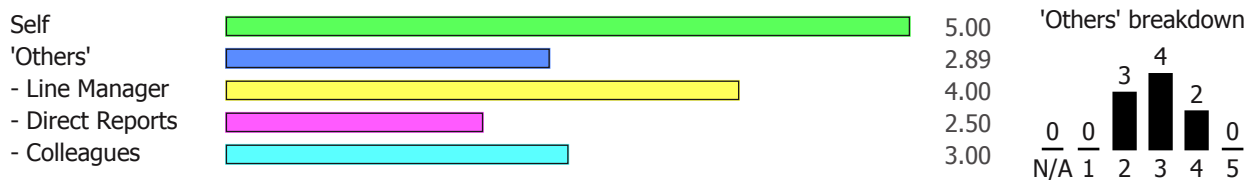
Overall Summary



37. He/She focuses his/her attention on removing barriers and constraints so that others can get things done



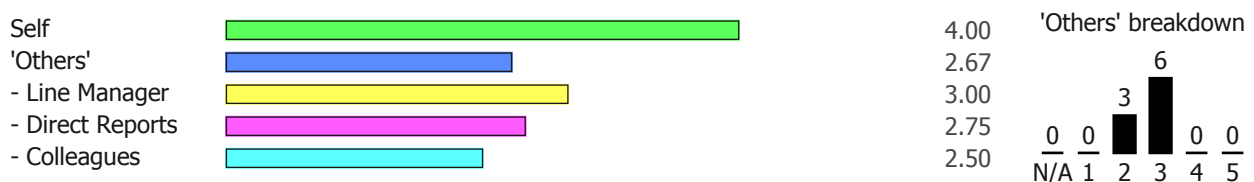
41. He/She encourages people to take initiative and go beyond the limits set by their job description



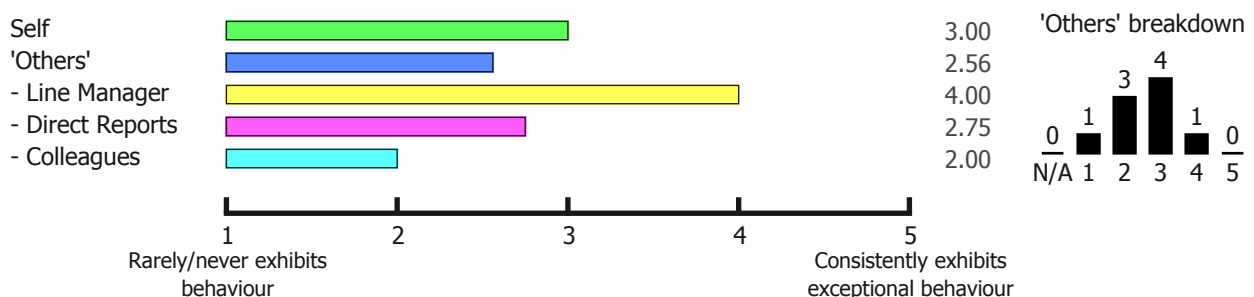
13. He/She has developed mechanisms that allow others to understand the consequences of their actions on the whole organization



38. He/She review actions against the strategic objectives of the business to ensure that we stay on track



* 43. He/She sometimes leaves people in doubt about roles, responsibilities and deadlines



Section 4: Open-ended comments

Made by Self

56. What do you believe is your primary strength as a leader (provide examples and rationale)

"Djlnj,"

57. What development will best enable you to improve your ability as a leader (provide examples of the impact you believe that this will have)

"Dgf"

57. What development do you believe will best enable this leader to improve their leadership capability (provide examples of the impact you believe that this will have)

"Sdbmhsdsd"

56. What do you believe is this persons primary strength as a leader (provide examples and rationale)

"Sample data"

"Jsdsdfhdf"

"Hdhddh"

57. What development do you believe will best enable this leader to improve their leadership capability (provide examples of the impact you believe that this will have)

"Sample data"

"Dhdhd"

"Weksdfkasf"

56. What do you believe is this persons primary strength as a leader (provide examples and rationale)

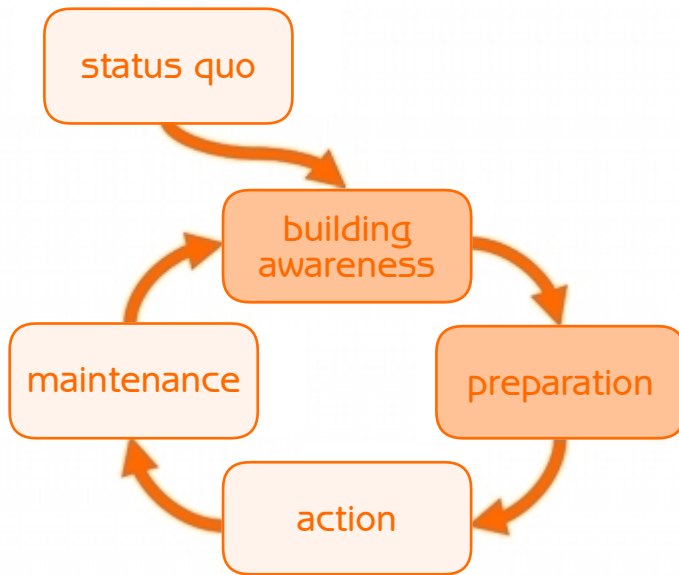
"Jkjdfjkd"

"Sample data"

57. What development do you believe will best enable this leader to improve their leadership capability (provide examples of the impact you believe that this will have)

"Sample data"

Developing Your Behaviours



Having reviewed your 360° report you should now be firmly in the building awareness phase of the cycle of behavioural change. You will now be aware of where your strengths and development areas lie and how these are impacting upon your performance and relationships at work.

Preparing for change

You may still have some questions that you want to have answers to, or may feel you need more information.

The next stage to developing your behaviours is the preparation phase and it is now that you will start to fill those gaps and begin to ready yourself for changing your behaviour.

First it's helpful to summarise what you've learnt from this report and what further questions you might have.

In which behaviours does the report indicate you have strengths?

Which behaviours are areas for development?

Does one respondent group consistently rate you higher or lower than the others? Why do you think this is?

Do the open-ended comments give you any insight on the impact your behaviours are having?

Deciding on your development activity

Before deciding on your development activity you need to be clear about what your goal is. It might be that you want to improve your performance in an aspect of your current job, you may want to prepare for a more senior role, or you may want to make a change to your career.

Given what you now understand about your behavioural strengths and areas for development consider what you need to be doing more of/ less of/ differently in order to help you achieve your goal. Do you want to leverage your strengths or do you need to focus your development on minimising the negative impact of your areas for development?

The questions on the next page will help you to prepare for the changes you need to make. They will encourage you to consider not only the behaviours you can use to help you develop but also the knowledge, skills, resources and support you will need to be successful.

Remember to make sure your goal is SMART:

- Specific - it's important there's no wriggle room when it comes to deciding whether or not you have achieved your goal
- Measurable - you need to be able to measure your success, as you progress towards your goal this helps you to monitor how you are getting on
- Achievable - the goal needs to be something you can achieve - this doesn't mean it should be easy or simple but it does mean that it shouldn't be too stretching
- Relevant - is your goal something that will make a difference for you
- Time-bound - when will you start working towards your goal and/or when will you accomplish this goal by

What's my goal?

What will success look and feel like?

When will I start making changes? When will I achieve my goal?

How can I leverage my strengths?

What are the areas I need to develop?

What resources do I need?

Who can help me?

**What's getting in my way?
How can I remove these barriers?**

What else do I want to consider or find out about?